DISCOURSE ANALYSIS OF EFL TEACHERS’ REQUEST

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:

MUHAMMAD ARIF AL HAKIM
11311016

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2015
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious and Merciful.

Hereby, the researcher declares that this graduating paper is written by the researcher himself. This paper does not contain any materials which have been published by other people, and it does not cite any other people's ideas except the information from the references.

This declaration is written by the researcher to be understood.

Salatiga, August 29th 2015

The Researcher

Muhammad Arif al Hakim
NIM.113 11 016
ATTENTIVE COUNSELOR’S NOTE
Case: Muhammad Arif al Hakim’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Muhammad Arif al Hakim’s graduating paper entitled DISCOURSE ANALYSIS OF EFL TEACHERS’ REQUEST, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor,

Noor Malihah, Ph.D
NIP. 1977112820060402002
A GRADUATING PAPER

DISCOURSE ANALYSIS OF EFL TEACHERS' REQUEST

WRITTEN BY:
MUHAMMAD ARIF AL HAKIM
NIM: 11311016

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August 29th 2015, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

Board of examiners,

Head : Rr. Dewi Wahyu Mustikasari, M.Pd.
Secretary : Noor Maliah, Ph.D.
First examiner : Hanung Triyoko, M.Hum., M.Ed.
Second examiner : Mashlihatul Umami, MA.

Salatiga, August 29th 2015
Dean of Teacher Training and Education Faculty

Suwardi, M.Pd.
NIP. 19670121 199903 1 002
MOTTO

‘YOUR TODAY MUST BE BETTER THAN YESTERDAY, OR ELSE YOU HAVE DETERIORATED’

❖

‘IF YOU KNOW YOURSELF, THEN YOU WILL NOT BE HARMED BY WHATEVER IS SAID ABOUT YOU’

(Al-Hadith)
DEDICATION

This graduating paper is sincerely dedicated to:

My beloved superheroes, Mr. H. Su’udi, M.Pd.I and Mrs. Hj. Arini, M.Pd.I, thank you for everything you give to me. The words could not explain how important you are in my life.

❖

My beloved two sisters (Putri who still fights to finish her graduation in Medical Faculty of UIN Syarif Hidayatullah Jakarta and Farah) and two young brothers (Dzulfikar and Kafi) who always support me to be better.

❖

And, everybody who has helped the researcher in finishing this graduating paper. Thanks for all supports, advices, suggestions, and other helps that you all gives to me.
AKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillahirrabbil’alamin, the deepest thanks into Allah SWT, the most gracious and merciful, so that the researcher is able to finish this graduating paper.

This graduating paper entitled “Discourse Analysis of EFL Teachers’ Request” is presented to the Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga as one of the requirements for Sarjana Pendidikan Islam (S.Pd.I) of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the researcher to deepest gratitude for:

1. Dr. Rahmat Haryadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.

2. Suwardi, M.Pd. as the Dean of Faculty of Teacher Training and Education, State Institute for Islamic Studies of Salatiga.

3. Noor Malihah, Ph.D. as the Head English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga and as the counselor of this graduating paper. Thanks for all your
support, advise, suggestion, and recommendation for this graduating paper from beginning until the end. Thanks for your patience and care.

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5. Setia Rini, M.Pd. as my academic counselor who always forces and supports me to finish my study on time.

6. All lecturers in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

7. All lecturers of International Class Program (ICP) of State Institute for Islamic Studies (IAIN) of Salatiga.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, 30 September 2015
The Researcher

Muhammad Arif al Hakim
NIM.11311016
Hakim, Muhammad Arif Al. 2015. “DISCOURSE ANALYSIS OF EFL TEACHERS’ REQUEST”. Graduating Paper. English Education Department, Faculty of Teacher Training and Education, State Institute for Islamic Studies of Salatiga. Advisor: Noor Malihah, Ph.D.

**Keywords:** discourse analysis, request strategy, request modification.

I conducted this study because I would like to analyse the request’ strategies and modifications produced by English Foreign Language (EFL) teachers. In addition, I also investigated its frequencies and the perspective of EFL teachers using request strategies. The problems study were formulated as follows: what kinds of request strategies are produced by EFL teachers?; what are the internal and external modifiers of request produced by EFL teachers?; what is the most frequent request strategies and the internal and external modifiers of request used by EFL teachers? The design used in this study was descriptive qualitative. I applied the Written Discourse Completion Task (WDCT) questionnaire to collect the data of EFL teachers’ requests. The units of analysis are both of the categorisation and classification of the three main levels of request’s directness strategies and the internal and external modifiers of request. I used Blum-Kulka et al. (1989) theory on the request strategies of directness level and Schauer’s (2009) theories on the modification of request utterances to analyze the elicited data of EFL teachers’ requests. There were three results in this study. First, the results indicated that the teachers prefer used the direct strategy (45%) to conventionally (35%) and non-conventionally (20%) indirect strategy of request. The direct strategy consists of five sub-strategies; mood derivable, explicit performatives, hedged performatives, obligation statements, want statements. The most preferred sub-strategy used by EFL teachers is mood derivable (34%). Second, the teachers’ perspectives were equally in line with the elicited data gaining from WDCT questionnaire. According to the teachers’ perspectives of request strategy, indirect strategy (36%) was more appropriate than direct strategy (64%) applied to the students. Based on the elicited data gained from WDCT questionnaire, indirect strategy (55%) was more superior to direct strategy. Third, there were two modifiers of request. The EFL teachers produced several types of both two modifiers of requests. The EFL teachers produced internal modifications (60.2%) and external modifications (39.8%). Those percentages were taken from 150 request utterances produced by the teachers. The results show that the most frequent modification’s type was politeness marker. It was used in 33.4% out of 168 modifications of the request.
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CHAPTER I

INTRODUCTION

This chapter represents an introduction of the study. It describes how why I conduct this study. The fundamental details of the research are described as following topics: Background of the Study, Statement of the Problem, Objective of the Study, Scope and Limitation of the Study, Significance of the Study, Research Methodology, Definition of Key Term, and Organization of Graduating Paper.

A. Background of the Study

Teacher is a central figure in the classroom. He plays the important role in conducting learning processes of the classroom activity. He also creates the atmosphere of the class, whether it is comfortable for the students or not. According to Harden and Crosby (2000), the teacher has six areas of classroom activity that can be summarized as an information provider, role model, facilitator, assessor, planner, and resource developer.

Reviewing the teachers as a role model, Squires (1999) and Alexander (1992, cited in Dogarel and Nitu, 2003) notes that teachers may not see themselves as models, and may even regret the very idea as pretentious and paternalistic, but it is difficult for learners not to be influenced by the living example set before them. For that reason, it does not matter what the teachers’ role in the class, they always act as the model and the centre of students’
attention (Bruner, 1977). It is teachers’ obligation of delivering knowledge, good message, behaviour and attitude appropriately. Students get models of language not only from textbooks, reading materials and of all sorts and from audio and videotapes but also from the teacher’s way of teaching and speaking (Harmer, 2007:117). The students will adopt what their teacher usually speaks in the classroom. The teacher should be continuously conscious of his potential as a model for language use. The language of teacher uses, and the way he uses can have a powerful influence on students’ language development, their motivation to use language, and the development of their facility for language.

A teacher uses two types of communication to transmit the message to the students in the class. The types are verbal and nonverbal communication. Tubbs and Moss (2001) state that verbal communication is all kinds of oral communication that use one word or more. On the other hand, nonverbal communication refers to a process of communication form without using words to generate meaning (Pearson et al., 2008; Pan, 2014). Many of the research in communication studies (Andersen 1979; McCroskey, Richmond, Plax, & Kearney, 1985, cited in Saechou, 2005) discover that verbal and nonverbal communication affect cognitive, affective, and behavioural learning. Therefore, the teacher should consider their communication way that produces different effects on the students.

According to Pearson et al. (2008), communication is essential and central to life. Effective communication can solve the problem in the professional life and improve the relationship in the personal life. It is the most
valuable skill that influences the successful achievements of the teacher to deliver knowledge, good message and attitude. It is an integral part of the learning process in the classroom. Dealing with those processes, the teacher has to get affinity from the students. McCroskey et al. (2005:26) explain that affinity is liking, being attracted to, or wanting to be near some other person. Gaining affinity from the students, or maintaining such affinity, is often a desired outcome of communication. Most teachers need warm relationships with the students. Teachers definitely do not want to be rejected or become isolated from the students. It will be more pleasant if the teachers have high regard from the students. Although there are some exceptions, teachers do not care about the students’ perspective if they like them or not.

Generating good communication with the students could be fascinating and challenging at the same time. This situation could happen because the student might have a different interpretation when the teacher produces utterance. The meaning of the word “utterance” is an action of saying or expressing something aloud and an uninterrupted chain of spoken or written language (www.oxforddictionaries.com/definition/utterance). According to Bussmann (1998), an utterance is the string of sounds or written symbols produced by a speaker between two pauses. It refers to a stretch of speech preceded and followed by silence or a change of speaker (Crystal, 2008). Schiffrin (1994) considered that utterance is units of language production as quoted below.
Regardless of these difficulties, the view that I will take in this book is that discourse can best be thought of as “utterances”. I will view utterances as units of language production (whether spoken or written) that are inherently contextualized; whether (or how) they are related to sentences (or, in fact, to other units such as propositions, turns, or tone units). (Schiffrin, 1994:41).

Therefore, the teachers have to negotiate the meaning between them. In producing utterances, such as “Would you like to take the chalks?”, “Please, close the door!” or “Could you be silent?”, the teacher does not only produce the grammatical and lexical forms of what is said (McCarthy, 1991:10) but also produce actions to ask the students to perform actions. Actions produced by utterances is called speech acts (Allen and Perrault, 1980).

Searle (1969:23, cited in Wardhaugh, 1992:285) declares that speech acts can be divided into three different kinds. There are utterance acts, propositional acts, and illocutionary acts. In this study, I will focus on the discussion of illocutionary act which has to deal with the intents of speakers. It includes the report, announce, predict, admit, ask, reprimand, suggest, order, propose, express, congratulate, promise, thank, exhort, and request (Leech, 1983:203).

Based on the explanation above, I would like to conduct a study about the type of request modifications used by English Foreign Language (EFL) teachers and the various strategies by which request are produced in the classroom entitled “DISCOURSE ANALYSIS OF ENGLISH FOREIGN LANGUAGE (EFL) TEACHERS’ REQUEST”.

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B. Problems of the Study

Based on the background of the study, the problems of the study are formulated to answer the following questions:

1. What kinds of request strategies are produced by EFL teachers?
2. What are the internal and external modifiers of request produced by EFL teachers?
3. What are the most frequent request strategies and the internal and external modifiers of request used by EFL teachers?

C. Objectives of the Study

The focus of this study is on EFL Teachers’ Request and the objectives of the study are listed below:

1. To describe the kinds of request strategies produced by EFL teachers.
2. To describe the internal and external modifiers of request produced by EFL teachers.
3. To find the most frequent request strategies and the internal and external modifiers of request used by EFL teachers.

D. Significance of the Study

According to Creswell (1994:113), the significance of the study should describe the importance of the study for selected audiences. Therefore, I expect
that this study meaningfully contributes to give some benefits to the discourse analysis focused on EFL teacher request. They are:

1. The results of this study can provide information to the EFL teachers dealing with what they should deliver to the students from their utterances of the request. Thus, this study can become a guideline for the teachers to improve their materials.

2. The results of this study can be used as a reference for other following studies focusing on the analysis of the discourse of request.

3. The results of this study will give additional information to the readers who are interested in studying a discourse. They will gain knowledge of the discourse analysis of the EFL teachers’ request.

E. Research Methodology

I apply the descriptive qualitative method. It means that the problem of the research is solved through collecting, classifying, analyzing and interpreting data. Descriptive analysis means to analyze the data which has been described. The source of the data is taken from the teachers’ utterances of request through the Discourse Completion Task (DCT)’ results. This research deals with a research procedure that generates descriptive data in words and languages form. The analyses in qualitative research concern in understanding the results of data rather than calculating the results of data (Moleong, 2009:3).

1. Data Collection: The instrument of the study to collect and elicit the data is Written Discourse Completion Tasks (WDCTs).
This instrument can be used not only to test the pragmatic awareness but also to assess the production of certain speech acts. A total of ten subject participants will be involved in this study. They are all English Intensive Study lecturers of State Institute for Islamic Studies (IAIN) Salatiga and enrolled in English language education.

2. Data Classification: The results of data obtained from WDCT’s Questionnaire will be classified using a method from Blum-Kulka et al. (1989) of request strategies. Then it will be explained in sub-discussion more detailed.

3. Data Analysis: The results of data obtained from WDCT’s Questionnaire will be analysed using three levels of request’ directness of Blum-Kulka et al. (1989) strategies on request and using Schauer’s (2009) internal and external modifiers of request.

F. Definition of Key Term

1. Discourse Analysis

The term of the word “discourse” was derived from the Latin verb ‘discurrere’ which means ‘to run back and forth’. Discourse is a term used in linguistics to refer to the extended meanings within a continuous stretch of language larger than a sentence. Moreover, Tannen (1989:6, cited in
Schiffrin, 1994:38) explains the definition of discourse as language beyond the sentence:

Discourse – language beyond the sentence – is simply language – as it occurs, in any context (including the context of linguistics analysis), in any form (including two made-up sentences in sequence; a tape-recorded conversation, meeting, or interview; a novel or play). The name for the field ‘discourse analysis’, then, says nothing more or other than the term ‘linguistics’: the study of language.

In addition, Crystal (2008) explains that discourse is a set of utterances which connected with speech events such as a conversation, a joke, a sermon, an interview. On the other hand, the word analysis was derived from Latin ‘anālusis’ which means ‘unloose’. The analysis was a detailed study or examination of the elements or structure of utterance or sentences in order to understand more about the results of the study. Further explanations about discourse analysis will be discussed in the theoretical framework of chapter two.

2. EFL Teacher

EFL is an abbreviation for “English as a Foreign Language”. It is a traditional term for the use or study of the English by non-native speakers in countries where English is not as the first or second language and it is generally not a local medium of communication. This term is mainly used to talk about the people (whose first and second language is not English) and then learning English while living in their own country. EFL is usually learned in the learning settings where the language of the society and the
school itself is not English (Hassall, 2003). For instance, the Indonesian people learning English in Indonesia. Teachers are professional educators who have the main duties to educate, teach, supervise, train, assess, and evaluate students. Generally speaking, EFL teachers are the person whose occupation is to teach students about English subject in the country where the first and second language is not using the English language.

3. Request

According to Searle (1969, 1971, cited in Hassall, 1999), request is classified as a directive speech act in which one of the illocutionary categories. Request has an illocutionary purpose to get hearer to do something. It describes specifically as an act which counts as an attempt to get hearer to do an act which speaker wants hearer to do, and which speaker believes that hearer is able to do the act, and which it will not be happening that hearer do not want to do without hearer’s own agreement.

G. Organization of Graduating Paper

This study contains five chapters: introduction, theoretical framework, research methodology, findings and discussion, and closure.

Chapter I, introduction, contains the background of this study that describes the reason why I conduct the study on the discourse analysis of English teachers’ request. This chapter also contains a statement of the
problems, objective of the study, the significance of the study, definition of key terms, and organization of the paper.

Chapter II presents the explanation of beliefs nature that focuses on teachers’ beliefs especially about grammar teaching and the sources of their beliefs. It also covers the explanations of grammar (definition and the importance of grammar) and grammar teaching (approaches, methods, instruction of grammar teaching and also error grammar correction).

Chapter III describes the research methodology. It tells about why and how this study used qualitative research as the type of study. The site and respondents, data collection, data analysis, and procedure of the research are also presented in this chapter.

Chapter IV, findings and discussion, present the data findings that have been gained through interview and documentation from the teachers regarding their beliefs about grammar teaching. This chapter also covers the discussion of the data findings.

Chapter V is closure. It contains conclusion from the study and suggestion for the development on the field of the pedagogical beliefs studies and especially about grammar teaching.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents the comprehensive theories which will be the basis for this research. It takes part as the foundation in determining the extent of the research. Since the research concerns on the discourse analysis of EFL teachers’ request, this chapter likely covers the discussion of discourse analysis, utterance, speech act, directive, request strategies and internal-external modifiers of request.

A. Discourse Analysis

McCarthy (1991) explains that discourse analysis is a vast subject area within linguistics, encompassing the analysis of spoken and written language such as the structure of the clause or sentence. Discourse analysis concerned with the study of the relationship between language and the context in which it is used. It includes linguistics, semiotics, psychology, anthropology, and sociology. Schiffrin (1994) adds that linguistic features such as sociolinguistics, pragmatics, psycholinguistics, and so forth, identified by discourse analysis to characterize different social and cultural factors which aid in the interpretation and understanding of different texts and types of talk.

The scope of discourse analysis is not restricted only with the description and analysis of written data, but also the organisation of spoken form such as talk, conversation, communicative event, etc. (McCarthy, 2000:5, cited in Jabber
and Jinquan). Furthermore, Cook (1989, cited in Prokopova, 2008:3) states that discourse analysis examines how wide are the discussion of it by considering its textual, social, and psychological context that become meaningful for the users.

Therefore, there are so many definitions related to the discourse analysis. It has different definitions according to different fields or academic disciplines, but most of them explain that the definition of discourse analysis is about the meaning beyond the sentences, the study of language use, and the investigation of what that language is used for in social practice (Brown and Yule, 1983; Schiffrin, 1994; Gee, 2011).

**B. Review of Request’s Utterances**

There is not a consensus to give a clear explanation about the definition of an utterance. Some experts provide several different descriptions dealing with the discussion. According to Hurford et al. (2007), an utterance is any stretch of talk before and after which there is silence on the part of that person. It is used by a particular speaker, on a particular occasion, of a piece of languages, such as a sequence of sentences, or a single phrase, or even a single word.

On the other hand, Traum and Heeman (1997) describe utterance as stretches of speech bounded by the boundary tones and silent pauses. Furthermore, they attempt to define it with several factors. These are the speech by a single speaker, speaking without interruption by the speech of the other, constituting a single turn. Then, it has semantic completion, defines a single speech act and separated by a pause.
Utterance could be said as a core point in speech. Utterance means what is said by any one person before or after another person begins to speak. It commonly defines as a sequence of words within a single person’s turn at talks. (Richards and Schmidt, 2010:620). It means that when people have a conversation, utterance exists in it. It is also executed in order to have some effect on the hearer. This effect typically involves modifying the hearer’s beliefs or aims. It produced action and took a result or effect to perform actions for the hearers. In addition, Capone (2006, cited in Mey, 2009) in the book of Concise Encyclopedia of Pragmatics also explains the purpose of utterance’s use in the conversation between speaker and hearer:

To speak a language is to express thoughts in the form of linguistic utterances that employ words and follow combinatorial rules. When a person A speaks communicatively, she transmits a thought to a hearer H with a certain official aim and possibly with other consequential effects. By an utterance, a speaker can inform the hearer of a certain situation, express an inner state of mind (emotions or feelings), or modify the behavior of the recipient. In all cases, a certain thought is expressed by the vocalization of an utterance. (Capone, 2006:1015).

People perform actions through utterance and actions performed via utterances is called speech acts (Yule, 1996:47). The further discussion about speech act will be discussed in the next subchapter.

1. Speech Act

1.1 Definition

According to Crystal (2008), pragmatics studies are the factors that govern or choice of language in social interaction and the effects of our
choice on others. As one of the basic concepts and phenomena of pragmatics, speech act theory has been examined in many fields, including philosophy (Austin, 1962; and Searle, 1979) anthropology, sociolinguistics, and linguistics (Sadock, 1974). Even the theory of speech act has been formulated in many different disciplines; the underlying theory loosely remains the same term used in appropriate situations. Thus, speech acts are actions performed through words or utterances.

Speech act is a term used in verbal communication analysis. The words speech acts are derived from two words ‘speech’ and ‘act’. Speech is the utterance that occurs and act means action. Then, the reason why people have to interpret the extended meaning of communication or language through speech acts because people do not only produce utterances which contain the grammatical structure and lexical form when they speak, but also act or perform on those utterances (McCarthy, 1991).

Similarly, Austin (1962) states that speech act is an act refers to the action that is performed in producing an utterance. Based on those definitions, speech can be defined as an act elicited from the speakers’ utterances which stated the act performed by the speaker, and it aims to transfer the speaker’s intention to the hearer.

According to Searle (1976, cited in Justova, 2006:6), an American language philosopher, speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making request or making promises. He states that all linguistic communications
involve speech acts. In other words, speech acts are the basic or minimal units of linguistic communication.

1.2 Theory of Speech Act

a. John Austin

Sadock (1977) mentioned that John Austin was a former expert who begins the modern study of speech acts. Speech act theory was developed by John Austin in an endeavour to explain how particular utterances apply within natural language. He begins the study engaging monograph ‘How to Do Things with Words’, the published version of his William James Lectures delivered at Harvard in 1955. The book is a cited work starts with the observation included the certain sorts of sentences such as “I christen this ship the Joseph Stalin; I now pronounce you man and wife”. These both sentences seem designed to do something rather than to say something. Such sentences are dubbed by Austin with performative and, on the contrary, dubbed with constative for such sentences like “My daughter is called Elizabeth” that only to say something and make statement or assertion.

In addition, Austin (1962) was interested in how words produced not only to provide information and facts but also how these words performed an action. For instance, the different both utterances like “I see a boy” and “I promise that I will come tomorrow”. In the first utterance, the speaker provides information about only what he
sees about and nothing more. Another utterance, the speaker not only
gives information about plans tomorrow but also offers a promise. The
verb “promise” has a different function of the force contained within
the words. Austin classified the special types of ‘force-words’ as
performatives, which clearly different with normal statements and
assertion like in the first example. The other examples of ‘force-
words” include ‘beg, warn, apologise, declare, and so on’. Then, by
using these words of performatives, the speaker is performing the
utterances which are called speech acts.

Austin (1962) divides three basic senses in which when
someone says something, he or she is also doing something at the
same time. As a result, he proposes three kinds of acts. These are
locutionary, illocutionary, and perlocutionary acts.

First, locutionary act is simply the physical utterance. It is the
real word that is uttered by the speaker. In simple terms, the
locutionary act is the basic act of making an utterance containing a
literal meaning. It contains the speaker’s verbalized message or the
comprehensible meaning of the utterances from the speaker to be
accepted as a locutionary act. The example of locutionary act is “Open
the window, please” and “I order you to get her bag”. The utterance’s
example shows the meaningful expression from the speaker, whereas
“Tok tille au” in English. The utterance “Tok tille au” would be
gibberish for hearers because there is no meaning in what was said. At this level, the locution is what the words say.

Second, illocutionary act is the power or intention behind the words that are uttered by the speaker. It simply describes as the speaker intention towards the hearer and shows the speaker’s goal to deliver messages. The speaker’s expression can be in the form of statement, offer, promise, request, and so forth. For instance, the utterance “I promise that she will come this night” means that the speaker is performing a locutionary act by saying the utterance, as well as an illocutionary act of making the promise.

Third, perlocutionary act is the effect and the consequence of the illocution whether it is intended or not to the hearer. The effect can be on the feelings, thoughts, or action of the hearer. In perlocutionary, the result of locution will cognitively and physically affect the hearer’s responds. There is an influence from the speaker to the hearer to do what he wants to do.

Furthermore, locutionary act is the simple act of saying words and the meaning of these words which are spoken by the speaker. Then, illocutionary act is what is done the speaker is saying something, and perlocutionary act is the impact resulted by the speakers’ utterances.
b. J R Searle

John R. Searle is an Austin’s pupil in the college. Searle’s speech acts build upon Austin’s work to propose a systematic framework which is embracing speech acts into linguistic theory. Searle (1979, cited in Schiffrin, 1994:54) proposes that the speech act is the basic unit of communication. Like what is explained by Austin, Searle et al. (1980) state, “the theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, …, etc”. It can be said that speech act is the study of language, meaning, and communication.

Searle (1969:23, cited in Wardhaugh, 1992:285) declares that speech acts can be divided into three different kinds. There are utterance acts, propositional acts, and illocutionary acts. Utterance acts were dubbed locutionary acts by Austin, who also used term illocutionary acts and a rest term is perlocutionary acts. Utterance acts refer to the fact that people must correctly use the words and sentences with meaning when they are saying something. Propositional acts were dubbed by perlocutionary acts. Then, Illocutionary acts have to do with the intents of the speaker, such as requesting, stating, promising, etc. Searle (1999:145, cited in Wardaugh, 2006:287)
explain more about the intention of the speaker in the illocutionary
with this explanation below.

Illocutionary acts must be performed ‘intentionally’. In order to communicate something in a language that will be understood by another speaker of that language as an utterance … (1) be correctly uttered with its conventional meaning and (2) satisfy a truth condition, … then I will have succeeded in communicating to the hearer that it is raining. (Wardaugh, 2006:287).

There are two conditions for illocutionary acts in order to communicate between the speaker and the hearer and make the hearer understand about the speaker utterance in which he really wants to do.

Yule (1996:48) states that the illocutionary act is performed via the communicative force of utterance. It means the speaker’s utterances force the hearer to do the action that the speaker wanted the hearer to do. The speaker’s utterances can control the hearer’s action with his power of the speaker’s social status. The speaker who has power of social status such as teacher, priest, president, chief, and so forth. can control the action of the hearer who has the lower level of social status with them. The power to control the action is related to the function of the speaker’s utterances. Therefore, it is interesting to define the function of illocutionary acts.

1.3 Speech Acts Function
In contrast to Austin, who focused more on the speakers’ intention in their speaking, Searle more focuses on how listeners respond what are the speakers intended to (Wardaugh, 1992:287). The concept of the illocutionary act is central to Searle’s understanding of speech acts. According to Wardaugh (2006:288), “Searle has concentrated his work on speech acts on how a hearer perceives a particular utterance to have the force … an utterance”. Searle (1976), as mentioned by Celce-Murcia and Olstain (2006), proposes five functions to describe the illocutionary acts. These are:

a. Representatives

Representatives require the speaker to the fact and reality of the truth of the expressed proposition. These kinds of speech acts state what the speaker believes to be the case or not (Yule, 1996:53). Representatives are statements of fact including assertion, conclusion, description, reporting, explanation, etc. Consider the following examples of representatives:

i. The sun sets to the west.

ii. Adam Levine is not a dancer but a top singer.

iii. It is cloudy here.

b. Directives

Directives are attempts by the speaker to get the hearer to do something. They express what the speaker wants to be performed by
the hearer. It can be a command, an order, a request, a suggestion. Notice the following examples of directives:

i. You should say something to her

ii. Go to the bathroom right now!

iii. Would you mind to hang out with me?

c. Commissives

Commissives commit the speaker’s intention to some future course of action. It can be performed by himself or as or the representation of a member of a group. They are promises, threats, refusals, pledges, etc. (Yule, 1996:54). These are the examples of commissive acts:

i. I will not come to your wedding party

ii. I promise I will never make affair again.

iii. I will back as soon as possible.

d. Expressives

Expressives are used to show, state and express the speaker’s physiological feelings. It refers to the speaker’s experiences, whether is his own experiences or the hearer’s experiences. It can be the statement of pleasure, pain, likes dislike, joy, or sorrow (Yule, 1996:53). Celce-Murcia and Olstain (2006) state that expressives are one of the most important speech acts for English foreign and second language learners. The following will show the examples of commissives:
i. Congratulations, you got the top position.

ii. I am sorry, I am betrayed my promise.

iii. I really enjoy the party.

e. Declarations

Declarations are kinds of speech acts that change the world via utterance (Yule, 1996:53). The speaker has to have a formally important role in a particular context to perform a declaration. It is only effective when stated by the appropriate authority. It includes declaring war, marrying, firing and hiring from employment. The examples of declarations are as follows:

   i. Umpire: The shuttlecock is out!

   ii. The dictatorial leader: I declare war with your clan

2. Directives

Directives express the speaker’s attempt to get the hearer doing something because of the speaker’s intention. Searle (1979:13) gives the notion of directives as the utterance that uttered by the speaker to get the hearer doing what the speaker wants to do to him or her. Austin’s behabitives and exercitives are including in this Searle’s directives. Directives include in the form of asking, ordering, commanding, requesting, begging, praying, entreating, inviting, permitting, and advising, that give the direction to the hearer to do something in accordance with the speaker’s instruction.
The forms of directives are various because they have a different way to get the hearer to do what the speaker wants or intends to do. The speaker as a person who forces the hearer to do something can choose the way how he/she states the directives. According to Holmes (1993:91, cited in Mustikasari, 2010:28), there are several scales of directives that show different various level of directives to force the hearer do the speaker’s intention. It can be showed by the figure below.

**Figure 2.1. Force Levels of Directive**

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech act</td>
<td>Command, Order, Request, Advise, Recommend, Invite, Suggest, Hint</td>
</tr>
</tbody>
</table>

Increasing Force

The above figure shows the levels of speech act’ force. The force’ levels are getting higher from the bottom to the top. The level of force that starts from the lower to the higher position is a hint, suggest, invite, advise/recommend, request, and command/order. The discussion about the levels of request will be presented in the further explanation.

3. Request
According to Searle (1969:66, cited in Hassal, 1999), request is an act in which count as an attempt to get the hearer do what the speaker wants the hearer to do. The speaker believes that the hearer is able to do and will do in the hearer’s own accord.

In addition, Searle and Van der Veken (1985:199, cited in Wilfred and Smith, 1991) define a request as a form of directive illocutionary acts that allows for the possibility of refusal. The hearer may not only refuse or decline to what the speaker wants to do but also postpone the speaker’s intention to do later or even nominating someone else to do the speaker wants to be performed by the hearer (Wilfred and Smith, 1991:102).

From these definitions of request, it can be concluded that a request is the speaker’s utterance that aims to ask or order the hearer with his own accord and it allows for the possibility of refusal and deferment.

Furthermore, request has three parts of the structures and it could be different in strategy types and level of directness. Therefore, I will explain about parts of request in the next section. As defined by Blum-Kulka and Olshtain (1989:200) in CCSARP (Cross-Cultural Speech Act Realization Project), request consists of three parts:

3.1 The Alerter or Address Term

Alerters precede the head act before the hearer utter the main act of request. It has a function as attention-getters for the hearer (Krulatz, 2012:54). Alerters include titles, last and first names, nicknames,
endearments or offensive terms, personal pronouns, expressions such as “excuse me”, and combinations of these means can serve as alerters.

i. **Hey, come here!**

ii. **Excuse me, I want to go to the toilet.**

### 3.2 The Head Act

The Head Act of request is the main utterance consisting the real meaning of request was said or written. Moreover, it can be required to convey a request without any addition like alerters and supportive moves (Byon, 2004, cited in Memarian, 2012).

i. **Close the windows!**

ii. **Could you open the door?**

### 3.3 The Adjunct to The Head

According to Krulatz (2012:54), the adjuncts to the head act are the way used to allay the main act of request and or even the way to aggravate it. They also called with “supportive moves” because they have a function of giving reasons and explanations of request, promising reward, and threatening.

i. **Do your assignments, or I’ll tell your mother that you are lazy.**

ii. **Would you like to borrow me a pen? I forgot to bring my pen.**

In the head act, there are three levels of directness for requests have been categorized (Blum-Kulka, et al., 1989, cited in Hassal, 2003) which can be divided into nine strategies (Krulatz, 2012:54). It can be realized on
the structure of the request’s head act. Then, there are internal and external modifiers of request were classified by Schauer (2009).

4. **Head Act of Request**

The head act of request is the main utterance as a minimal unit realized as a request. In addition, it can be supposed as an utterance to convey a request without any additional parts and perceived as an independent request (Al-Gahtani and Alkahtani, 2012). Head acts can be categorized into three main levels (Blum-Kulka et al., 1989, cited in Schauer, 2009:27). They are:

4.1 **Direct Request**

Holtgraves (1986, cited in Al-Gahtani and Alkahtani, 2012) defines a direct request strategy as “an utterance in which the speaker’s intention and the propositional content are identically same”. This clearly indicates that a direct strategy identically expresses the speaker’s explicit intention as well as the speaker’s implicit intention. There are five categorizations considered as direct request:

a. **Mood Derivable**

Mood derivable is a type of direct request that has imperatives as the grammatical forms and verbs as the grammatical mood of the utterances. It is usually used by the speakers who have the social power or the higher level in society. Therefore, it will be considered as an impolite when the speakers do not have both of them (Gao, 1999).

i. *Don’t leave me!*

ii. *Push the button!*

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b. Performatives (Explicit and Hedge)

Hedge performatives are the softener of a rude request with explicit performatives used in order to be more polite while explicit performatives are the verbs of performatives mentioned explicitly by the speaker in the request utterances.

i. I would like to ask you to give your assignment paper a week earlier than scheduled.

ii. I order to marry him.

c. Obligation statement

Obligation statements are utterances which state the obligation compelled the hearer to do what the speaker intends the hearer to do something.

i. You should pay the bills.

ii. You should come back earlier.

d. Want statements

This type expresses the statement of the speaker’s needs, demands, wishes and desires.

i. I really want you to stop bullying me.

ii. I need a cup of coffee now.

4.2 Conventionally Indirect Request

Conventionally indirect request is the utterance of speech act which needs a custom or an agreement of language society. The hearer can perceive the utterances either as a request or question when the speaker
speaks to the hearer in order to do the speaker intention (Blum-Kulka et al., 1989).

a. Suggestory formulae

Suggestory formulae are as a ‘formula’ used by the speakers in order to turn a request into a suggestion. It contains a suggestion to perform the act.

i. *How about cleaning up?*

ii. *How about not going today?*

b. Query preparatory

Query preparatory uses an interrogative form of the explicit request as the central structure of the speech act’s request. It is a reference to preparatory condition such as ability and possibility of the hearer.

i. *Could you clean up the living room, please?*

ii. *Can you do it more quickly?*

4.3 Non-Conventionally Indirect Request

Non-conventionally indirect request is the utterance that used by the speaker to indicate his intention implicitly to the hearer. It needs the effort for the hearer to predict what the speaker intends to do (Weissman, 1989, cited in Al-Gahtani and Alkahtani, 2012). There are two types of non-conventionally indirect request:

a. Strong hints

Strong hints are utterances which contain the partial reference to the request proper for the implementation of the request’ speech act.
i. You have to leave me right now!

ii. You have to sweep it quickly.

b. Mild Hints

Mild hints are the utterances of request that basically have not a reference to the request proper, but it can still be interpreted as requests dealing with the context.

i. I wanted to cook tonight.

ii. I wanted to sleep today.


<table>
<thead>
<tr>
<th>Level of Directness</th>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Mood derivable (imperatives)</td>
<td>Walk the dog!</td>
</tr>
<tr>
<td></td>
<td>Performatives (the illocutionary force is explicitly named)</td>
<td>I am telling you to walk the dog.</td>
</tr>
<tr>
<td></td>
<td>Hedged performatives</td>
<td>I would like you to walk the dog.</td>
</tr>
<tr>
<td></td>
<td>Obligation statements</td>
<td>You'll have to walk that dog.</td>
</tr>
<tr>
<td></td>
<td>Want statements</td>
<td>I want you to walk that dog.</td>
</tr>
<tr>
<td>Conventionally Indirect</td>
<td>Suggestory formulae</td>
<td>How about walking the dog?</td>
</tr>
<tr>
<td></td>
<td>Query preparatory (references to ability and willingness)</td>
<td>Would you mind walking the dog?</td>
</tr>
</tbody>
</table>
5. **Internal and External Modifiers of Request**

Internal and external modifiers of request also known as "request modification" which are used to soften or strengthen the speech act of request. The speaker will have appropriate and successful requests using these mitigating devices because the speaker will successfully perform the socially accepted requests.

According to Schauer (2009), there are two modifications of request that can be discussed for the further lesson of the imposition of the requests. The modifications make the requests more appropriate and polite in specific contexts. They are:

5.1 **Internal Modifiers**

Internal modification refers to the tools employed to soften the impositive of the request’ utterances. Schauer (2009) distinguished two types of internal modifiers:

1) **Downgraders**

It is used to soften and decrease the imposition of a request’s utterances. Downgrades are defined into two devices (Schauer, 2009:28):

<table>
<thead>
<tr>
<th>Non-conventionally Indirect</th>
<th>Strong hints (partial reference to object or element that requires the act)</th>
<th>The dog is full of energy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mild hints (no reference to object or element that requires the act)</td>
<td>It’s gorgeous outside!</td>
</tr>
</tbody>
</table>
1. Lexical Downgrades: the words and expressions that are used by the speaker to decrease the imposition of requests in order to lower the speaker’s expectations to the result of the request.

   a) Downtoner

       Downtoner is an adverbial word or expression which is used to make the requests less rude.

       i. Will you be able to come here perhaps?

       ii. Could I possibly/maybe leave you?

   b) Politeness Marker

       Politeness marker is an exclamation word which is used to show politeness or be more polite.

       i. Can I eat your lunch box, please?

       ii. Could you bring me some reports, please?

   c) Understater

       Understaker is an adverbial modifier which is used to decrease the imposition of the requests.

       i. Could you slow down a bit before I run?

       ii. Can you sing that song a bit louder, please?

   d) Past Tense Modals

       Past tense modal is used in order to make the requests more polite.

       i. Could you open the book, please?

       ii. Would you mind to carry this vase?
e) Consultative Devices

Consultative device is the expression used by the speaker to ask the hearer politely to do what the speaker wants. The speaker seeks to involvement of the hearer for his utterances.

i. *Do you think I could* borrow your lecture notes from yesterday?

ii. *Would you mind* if we postponed this final assessment?

f) Hedge

Hedge is an adverbial word or expression in which makes the requests appear vague or specific.

i. *It would be helpful if you did something to the car.*

ii. *Is it somehow possible to play next week again?*

g) Aspect

Aspect is a progressive form of verb used to convey the requests.

i. *I was wondering* if you were available to meet someone.

ii. *I am asking you to fix this bicycle.*

h) Market Modality

Market modality is using modals such as ‘might’ and ‘may’ to make the requests appear more tentative.
2. Syntactic Downgrades: the structures used as downgraders which decrease the imposition of requests.

a) Conditional Clause

   Conditional clause used by the speaker to make himself less involved in the request.

   i. I would appreciate it if you left me alone.
   
   ii. I will leave you if you give me some candies.

b) Appreciative Embedding

   Appreciative embedding is a positive reinforcement expressed the speaker positive feelings and it used by the speakers to make the requests

   i. It would be really helpful if you could take those shirts for me.

   ii. I would really appreciate it if you bring it as soon as possible.

c) Tentative Embedding

   Tentative embedding is used by the speaker to lessen the direct requests by showing hesitation to the hearer.

   i. I realise your time is precious; however I wonder if we could meet another day.
ii. I’m sorry Jane, I wonder if you could speak up, it’s very noisy here so I can’t hear it clearly.

d) Tag Question

Tag question used to decrease the impact of the requests

i. You can speak louder, can’t you?

ii. You cannot speak loudly, can you?

e) Negation

Negation is used by the speaker to provide the hearer with more optionality.

i. Look, excuse me. I wonder if you would not mind to read it aloud.

ii. You can’t speak a bit louder?

2) Upgraders

Upgraders are used to increase the impact of a request. It is also applied by the speaker to persuade the hearer to perform the desired action.

a) Intensifier

Intensifier is an adverbial modifier that emphasise a specific element, the temporal aspect in the request and the urgency in the requests.
i. I’m wondering if you are able to meet during the holidays, it would be really helpful. Is it possible to meet?

ii. Would you mind to pick my car in the dealer, I’m short on time and I have a very urgent appointment.

I would appreciate it very much if you want to do that as soon as possible.

b) Expletive

Expletive is used to express the speaker’s desperation and frustration.

i. I don’t understand about this bloody style on the TV.

Could you ...

c) Overstater

Overstater is an exaggerated word or phrase added to the requests in order to reflect the request needs to be performed.

i. I am in real need of some articles dealing with my paper.

5.2 External Modifiers

External modifiers are also called “supportive moves” of the request utterances. They are additional devices used to support the request’s utterances. In contrast to internal modifiers in which using the head act of requests or the actual requests, external modifiers are preceding and or following the head act of requests. In addition, they support the head
act in order to make the speaker request’s utterances are being vaguer for the hearer (Achiba, 2003; Blum-Kulka et al., 1989, cited in Al-Gahtani and Alkahtani, 2012).

a) Alerters

Alerters are the linguistic devices that have a function as attention-getters for the hearer (Krulatz, 2012:54).

i. **Hey Bob, would you like to come?**

ii. **Sweetie, would you mind to be my girlfriend?**

b) Preparators

Preparators are the short utterances used to prepare the hearer for the requests.

i. **May I ask you a favor, could you help me to solve this problem?**

ii. **May I ask you a favor, would you like to open the door?**

c) Grounder

Grounders provide explanation for the requests.

i. **Excuse me, but I am having trouble finding information for my essay.**

d) Disarmer

Disarmer is used as predetermine to the hearer’s objections and refusals.
i. **I know you have a lot on/are really busy at the moment, but I wonder if you would help me by filling this questionnaire.**

e) Imposition Minimizer

Imposition minimizer used to decrease the force of request utterances.

i. **Could I borrow your pen? I will return them as soon as possible.**

f) Sweetener

Sweetener is used to flatter the hearer and provided the positive moods.

i. **Can you teach me about mathematics? I really feel you are the best person for it.**

ii. **Excuse me, but I am having trouble finding references in my thesis paper. I loved your seminar and it is very relevant to my paper, so would you look for the information I need?**

g) Promise of Reward

Promise of reward is the speaker’s offer of a reward for the hearer’s accomplishment of the request.

i. **I would help you as well if you needed any.**
C. Previous Literature Review

I would like to give some former researches related to the speech act of Asian people which studies on request, such as Gao (1999) who conducts a research of Chinese Request, Hassal (1999) investigates the study of request in Indonesian, and Mas’udah (2015) who analyzes the request used in a literature work of Andrea Hirata novel’s The Rainbow Troops.

Gao (1999) conducts the study about the features of request strategy types categorized in Blum-Kulka, House and Kasper’s CCSARP (1989). Her study is not based on a Discourse Completion Task (DCT) form to collect the data. She focuses on identifying universal categories of conventionally indirect request in terms of the linguistic features of Chinese. Gao states that compared with English, as a result, Chinese finds imperatives the most proper and efficient way of making requests. On the contrary, imperatives are the least used in English as a way of making requests. Furthermore, the Chinese qing ‘please’ has a stronger sense of politeness. It is more often used to achieve the politeness effects than any modal verbs in English such as, in the same meaning, would or could. These modals of verbs are rarely used by Chinese because it linked with imperatives in which avoid to show moderate politeness. With all of the differences based on this study, it is clear that the Chinese request does not fit into the universal category of non-conventionally indirect request claimed by Cross-Cultural Speech Act Realization Project (CCSAR).
In addition, based on the Cross-Cultural Speech Act Realization Project (CCSARP) levels of directness, Hassal (1999) investigates about how native speakers of Indonesian performs request in everyday situations. The title of the study is “Request Strategies in Indonesian”. He uses a method that frequently employed in empirical studies of Pragmatics (Kasper and Dahl, 1991; Aston, 1995) to collect the data through interactive oral role play. This study is successfully captured by the taxonomy devised on the basis of request data from five languages which are very different from Indonesian (English, French, German, Spanish and Danish). It supports the claim that strategies and sub-strategies for making requests tend to be very similar across languages. As the evidence, it supports the claim that the query preparatory strategy is an important means of requesting across many languages. It also gives an interesting finding that indirect request is the inherently natural means of asking for information as an indirectness ethos of Indonesian. On the contrary, it suggests that direct questions are likely to be the dominant means of asking for information in most languages across culture.

There is also research about request form investigating the request used in the novel (Mas’udah, 2015). She finds that direct request is the most frequent kind of request used in Andrea Hirata Novel’s The Rainbow Troops translated by Kilbane. It was uttered 30 times from 33 request’ utterances and the other utterances are conventionally indirect request. She classifies the direct request into 4 categorizes. These are mood derivable, performative, obligation statement, and want statement. On the other hand, in conventionally indirect
request, there are only two categories: suggestory formula and query preparatory. Based on the data, direct request is the most dominant categories. She also finds the goal of request using Hymes’s Ethnography of Speaking. In the Andrea Hirata novel, direct request and conventionally indirect request are used to express several aims, they are: (1) to show real request (2) to show politeness (3) to show an anger (4) to express sadness (5) to express one’s belief and (6) to express one’s hope. Among these six aims, the most dominant is to show a real request.

Most studies are concerned with the request study in a particular language and compared between two languages or in a literature form. Both of the two types of research above, Gao and Hassall, are about Asian culture as an Eastern. On the contrary, the results of both researches are different each other. In this study, I investigate request in a different framework. First, I collected the data using Written Discourse Completion Task (WDCT). Then, the source of data for my study is from English Foreign Language (EFL) teachers. Thus, it is clear that this study is different from Gao, Hassal, and Mas’udah work. In this study, I emphasise how to form the request patterns, identify request strategies and find out how frequent different strategies are used. The last, I also identify internal and external modifiers used by EFL teachers’ request.
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of the research. It contains the research design, the subject of the study, the technique of the data collection, the technique of the data analysis, the technique of the data interpretation, and the unit analysis.

A. Research Design

This study is a descriptive qualitative study. Descriptive analysis means to analyse the data which has been described; it is the study based on the teacher’s request utterances taken from the Written Discourse Completion Task (WDCT) questionnaire. This study deals with a research procedure that generates descriptive data in words and linguistic form. The analyses in qualitative research concern in understanding the result of found data rather than calculate the result of found data. (Moleong, 2009:3).

This study is qualitative since I describe the phenomena of the study in words instead of numbers or measurement. Creswell (1994:145) states that qualitative research is descriptive in which the researcher is interested in the process, meaning and understanding gained through words or picture. The data of the study are collected in the form of the words rather than the numbers.
In this study, I used the method of discourse analysis as a tool to analyse a set of selected request’s utterances of the teachers from WDCT questionnaire. The objective of this study using WDCT instrument is “to inform the speakers” pragma linguistic knowledge of the strategies and linguistic forms where the result can be implemented (Kwon, 2004). Bebee and Cummings (1996:80) also describe a WDCT as a highly effective instrument to collect the strength data for discourse studies. In addition, Houck and Gass (1996) explain that the use of WDCT allows the researchers to collect a large amount of data in a short period. Therefore, WDCT is an appropriate way to collect the data for this study since the purpose of this study is to show the result of the subject’s utterances of request and it takes a short time to elicit the data.

B. Subject of the Study

The subject of the study are the teachers of English Intensive Study (SIBI) class of the State Institute for Islamic Studies of Salatiga and they are enrolled in English language education. There are 10 lecturers who have various gender, ages, knowledge, and social background. Therefore, these are the subject’s requirement of the study:

1. Teacher of English Intensive Study (SIBI) class of State Institute for Islamic Studies of Salatiga.

2. The alumni or the member of International Class Program of State Institute for Islamic Studies of Salatiga.

3. Enrolled in English language education such as in English private or group class, volunteering program, and so forth.
4. Have an age ranged from 22 to 25 years old.

5. All the subjects had already at least one year of English teaching experiences.

6. All the subjects are Indonesian teachers of English as a foreign language.

The list data of the subjects are presented in table 3.1. I only write down the initial of the subjects’ name because of keeping the confidence of them. Besides that, I confidentially keep the identity of the subjects in order to make the subjects are comfortable to give the data.

Table 3.1

List Data of the Subjects

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Class of SIBI</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>AUSR</td>
<td>24</td>
<td>Male</td>
<td>K2-A3</td>
</tr>
<tr>
<td>R2</td>
<td>DRN</td>
<td>23</td>
<td>Female</td>
<td>K2-A7</td>
</tr>
<tr>
<td>R3</td>
<td>KS</td>
<td>23</td>
<td>Female</td>
<td>K2-C1</td>
</tr>
<tr>
<td>R4</td>
<td>KAM</td>
<td>23</td>
<td>Male</td>
<td>K2-C2</td>
</tr>
<tr>
<td>R5</td>
<td>LN</td>
<td>23</td>
<td>Female</td>
<td>K2-C3</td>
</tr>
<tr>
<td>R6</td>
<td>MN</td>
<td>22</td>
<td>Male</td>
<td>K2-C4</td>
</tr>
<tr>
<td>R7</td>
<td>SKN</td>
<td>23</td>
<td>Female</td>
<td>K2-D5</td>
</tr>
<tr>
<td>R8</td>
<td>AK</td>
<td>23</td>
<td>Female</td>
<td>K2-A2</td>
</tr>
<tr>
<td>R9</td>
<td>AHR</td>
<td>22</td>
<td>Female</td>
<td>Class Replacement</td>
</tr>
<tr>
<td>R10</td>
<td>AF</td>
<td>22</td>
<td>Male</td>
<td>K1-A6</td>
</tr>
</tbody>
</table>
I prefer to choose the institution because the teachers are the alumni or the member of the international class program that uses English fully in the teaching and learning process. It will affect the request’s utterances that they produce because of their habitual activities. For that reason, I would like to analyse the strategies of the teachers’ request to the pupils.

C. Technique of the Data Collection

The data is collected using a Written Discourse Completion Task (WDCT) questionnaire. A WDCT questionnaire is a pragmatics instrument containing a set of very briefly described situations in which aims to elicit a certain data of speech act research (Kogetsidis, 2013:23; Varghese and Billmyer, 1996:40). In this tasks, the lecturers are asked to respond appropriately in written form based on the situational description given on the paper. The questionnaire consists of 15 certain situations that enable the subjects to produce the request’s utterance. The questionnaire is followed by blank spaces. Therefore, I ask them to give responses and write what they would say in that situations with teacher’s requests. The English teachers have to imagine that the speakers in the real interactions, for examples:

**Situation 1**

You are teaching in your classroom when you hear noisy voice coming from the left corner of the classroom. You are disturbed by that noises that actually did by the two pupils of your class. You want them to keep silent and listening to your explanation in the front of class. What would you say to get them be quiet?

……………………………………………………………………………………………………

**Situation 2**
When you are writing on the whiteboard using a board maker, the board maker is up. Then, you do not have the other board makers. You intend to borrow your students’ board makers. What would you say to lend their board maker?

Based on the situations described, the subjects are guiding to produce requests in the blank spaces provided. They have to answer the WDCT questionnaires in English. I will take a week to get the data from the subjects.

D. Technique of the Data Analysis

I analysed the data by applying the opinion from Blum-Kulka, House and Kasper (1989:18, cited in Krulatz, Anna, 2012:56) and Schauer (2009). The former explains about the categorisation and classification of the three main levels of request’s directness strategies. It can be elaborated more details on table 3.2. Then, the latter discusses the internal and external modifiers of the request. It can be elaborated more details in table 3.3.

Table 3.2

<table>
<thead>
<tr>
<th>Level of Directness</th>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Mood derivable (imperatives)</td>
<td>Walk the dog!</td>
</tr>
<tr>
<td></td>
<td>Performatives (the illocutionary force is explicitly named)</td>
<td>I am telling you to walk the dog.</td>
</tr>
</tbody>
</table>
Hedged performatives | I would like you to walk the dog.
---|---
Obligation statements | You’ll have to walk that dog.
Want statements | I want you to walk that dog.

**Conventionally indirect**

<table>
<thead>
<tr>
<th>Suggestory formulae</th>
<th>How about walking the dog?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Query preparatory (references to ability and willingness)</td>
<td>Would you mind walking the dog?</td>
</tr>
</tbody>
</table>

**Non-conventionally indirect**

| Strong hints (partial reference to object or element that requires the act) | The dog is full of energy. |
| Mild hints (no reference to object or element that requires the act) | It’s gorgeous outside! |

On the other hand, there is another classification proposed by Tim Hassal in the categorization of request strategy. He analysed request strategies based on the directness level of request used by Indonesian. This table consist of the classification of request strategy according to Hassal (1999:589):

<table>
<thead>
<tr>
<th>Level of Directness</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Request</td>
<td>Imperative</td>
</tr>
<tr>
<td></td>
<td>Explicit Performative</td>
</tr>
<tr>
<td></td>
<td>Hedged Performative</td>
</tr>
<tr>
<td></td>
<td>Goal Statement</td>
</tr>
<tr>
<td></td>
<td>Want Statement</td>
</tr>
<tr>
<td>Conventionally</td>
<td>Query Preparatory: Ability or Permission</td>
</tr>
<tr>
<td><strong>Indirect Request</strong></td>
<td><strong>Query Preparatory: Availability</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Non-conventionally</strong></td>
<td><strong>Question Hint</strong></td>
</tr>
<tr>
<td><strong>Indirect Request</strong></td>
<td><strong>Question Hint</strong></td>
</tr>
</tbody>
</table>

**Table 3.3**

**Internal and External Modifiers of Request**

<table>
<thead>
<tr>
<th><strong>Internal Modifiers</strong></th>
<th><strong>Downgraders</strong></th>
<th><strong>Lexical Downgraders</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Downtoner</strong></td>
<td>Will you be able to come here perhaps?</td>
<td></td>
</tr>
<tr>
<td><strong>Politeness Maker</strong></td>
<td>Can I eat your lunch box, please?</td>
<td></td>
</tr>
<tr>
<td><strong>Understater</strong></td>
<td>Could you slow down a bit before I run?</td>
<td></td>
</tr>
<tr>
<td><strong>Past Tense Modal</strong></td>
<td>Would you mind to carry this vase?</td>
<td></td>
</tr>
<tr>
<td><strong>Consultative Devices</strong></td>
<td>Would you mind if we postponed this final assessment?</td>
<td></td>
</tr>
<tr>
<td><strong>Hedge</strong></td>
<td>Is it somehow possible to play next week again?</td>
<td></td>
</tr>
<tr>
<td><strong>Aspect</strong></td>
<td>I am asking to you to fix this bicycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Market Modality</strong></td>
<td>Excuse me, may I pass?</td>
<td></td>
</tr>
<tr>
<td><strong>Conditional Clause</strong></td>
<td>I would appreciate it if you do the homework by yourself.</td>
<td></td>
</tr>
<tr>
<td><strong>Appreciative Embedding</strong></td>
<td>It would be really helpful if you could take those shirts for me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tentative Embedding</td>
<td>Tag Question</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>I realise your time is precious, however I wonder if we could meet another day.</td>
<td>You can speak louder, can’t you?</td>
</tr>
<tr>
<td>Upgraders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensifier</td>
<td>it would be really helpful</td>
<td></td>
</tr>
<tr>
<td>Expletive</td>
<td>I don’t understand about this bloody style on the TV. Could you...</td>
<td></td>
</tr>
<tr>
<td>Overstater</td>
<td>I am in real need of some articles dealing with my paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alerters</td>
<td>Preparators</td>
</tr>
<tr>
<td></td>
<td>Hey Bob, would you like to come?</td>
<td>May I ask you a favor, could you help me to solve this problem?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grounder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excuse me, but I am having trouble finding references in my thesis paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disarmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I know you have a lot on/are really busy at the moment, but I wonder if you would</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Imposition Minimizer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Could I borrow your pen? I will return them as soon as possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sweetener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you teach me about mathematics? I really feel you are the best person for it</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promise of Reward</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would help you as well if you needed any</td>
<td></td>
</tr>
</tbody>
</table>
E. Technique of the Data Interpretation

Interpreting the data is describing it based on the theoretical framework of main and supporting theories. They are Blum-Kulka, House and Kasper (1989:18, cited in Krulatz, Anna, 2012:56) on the categorisation and classification of the three main levels of request’s directness strategies. Then, Schauer (2009) on the internal and external modifiers of request.

F. Unit Analysis

The units of analysis are both of the categorisation and classification of the three main levels of request’s directness strategies and the internal and external modifiers of request.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter has two sections that presents the data findings and its analysis of teacher’s requests. The first section is the presentation of data findings. It consists of teacher’s requests strategies, the use of internal and external modifiers of request, and teacher’s perspective about request strategies. The second is the discussion of the data findings. Finally, I summarise the data findings and analysis of the data. This section consists of the analysis of the research questions.

A. Data Findings

In this section, I would like to present the main data that have been elicited from WDCT questionnaire of teachers’ requests. From the data findings, I grouped them based on the three levels of request’ directness and nine strategies of request. Then, I presented the teachers perspective of request’ use. The last, I grouped them based on the internal and external modifiers of request used by the EFL teachers.

1. Request Strategies of the Teachers’ Request

From the data, I find that globally the EFL teachers often produced the indirect request strategy rather than direct request strategy. The occurrence of direct strategy is 45% of the data. The conventionally indirect request as the second strategy of request occurred as the second
strategy (35%) which is applied by the teachers. Finally, the occurrence of non-conventionally indirect request is 20%. It existed as the third strategy that frequently occurred on the chart. The distribution of EFL teachers’ request can be shown in table 4.1.

Table 4.1

<table>
<thead>
<tr>
<th>Level of Directness</th>
<th>Strategy</th>
<th>Utterances</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Mood Derivable</td>
<td>51</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Performatives (explicit)</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Hedged Performatives</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>Obligation Statements</td>
<td>6</td>
<td>3.4%</td>
</tr>
<tr>
<td></td>
<td>Want Statements</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Conventionally Indirect</td>
<td>Suggestory Formulae</td>
<td>8</td>
<td>5.4%</td>
</tr>
<tr>
<td></td>
<td>Query Preparatory</td>
<td>44</td>
<td>29.5%</td>
</tr>
<tr>
<td>Non-conventionally indirect</td>
<td>Strong Hints</td>
<td>13</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>Mild Hints</td>
<td>17</td>
<td>11.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 demonstrates that the direct request is the most frequent (45%) as a strategy of request rather than conventionally indirect request.
(35%) and non-conventionally indirect request (20%). The results of this study contradicted to what Hassall (1993) has found about Indonesian request’ strategies. Hassall investigates the use of Indonesian request strategies produced by the native speaker of Indonesian that studying in Australia. They found that conventionally indirect request is more frequent than any other request strategy. I suppose that this difference is a matter of grammatical and pragmatical issues emerged from the data source. Hassall collected the data from the native speaker of Indonesian that produced Indonesian requests while I collected the data from the native speaker of Indonesian that produced English requests. Hassall’s study involved the subject participants from students who were studying in Australia and produced the requests regarding their everyday life. On the contrary, I involve the subject participants from EFL teachers who produced the request to their students.

Therefore, the way of producing request between Indonesian students who produced Indonesian request and Indonesian teachers who produced English requests is different. It can be influenced by the Indonesian structure of request which does not have any modals in its use. It can also be influenced by the social status of the subjects. I involved the teachers as a subject that produced requests to the students. They preferred to choose direct request as a strategy to convey their intention to the students. I would like to describe the detail information about the distribution of EFL teachers’ request strategy in the following section.
2. Teachers’ Perspective on Request Strategies

From table 4.2, it can be seen that the EFL teachers preferred to choose indirect request strategy whether conventionally or non-conventionally indirect request (henceforth as CI and NCI request). I merge both CI and NCI request because of the data elicitation I have been used. I conducted an interview to each participant to give their opinion about the most appropriate requests’ strategy used to the students.

Table 4.2

<table>
<thead>
<tr>
<th>Level of Directness</th>
<th>Teachers’ Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Request</td>
<td>4 36%</td>
</tr>
<tr>
<td>CI &amp; NCI Request</td>
<td>7 64%</td>
</tr>
</tbody>
</table>

Next, Table 4.3 presents the distribution of requests’ strategies produced by each teacher which are obtained from WDCT questionnaire.

Table 4.3

Distribution of Teachers’ Requests from WDCT Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Direct Request</th>
<th>CI Request</th>
<th>NCI Request</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>AUSR</td>
<td>13 86%</td>
<td>1 7%</td>
<td>1 7%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R2</td>
<td>DRN</td>
<td>6 40%</td>
<td>6 40%</td>
<td>3 20%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R3</td>
<td>KS</td>
<td>8 53%</td>
<td>4 27%</td>
<td>3 20%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R4</td>
<td>KAM</td>
<td>1 7%</td>
<td>9 60%</td>
<td>5 33%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R5</td>
<td>LN</td>
<td>6 40%</td>
<td>6 40%</td>
<td>3 20%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R6</td>
<td>MN</td>
<td>8 53%</td>
<td>4 27%</td>
<td>3 20%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R7</td>
<td>SKN</td>
<td>9 60%</td>
<td>4 27%</td>
<td>2 13%</td>
<td>15 100%</td>
</tr>
<tr>
<td>R8</td>
<td>AK</td>
<td>7 47%</td>
<td>7 47%</td>
<td>1 6%</td>
<td>15 100%</td>
</tr>
</tbody>
</table>
From the above table, it can be assumed that indirect request is the most frequent strategy used by the teachers. In line with the elicitation data from the interview, the elicitation data from WDCT questionnaire showed that the most appropriate strategy is indirect request. Indirect request strategy is chosen as the appropriate strategy in accordance with the teachers’ perspective.

Even though the results of elicited data from both the WDCT questionnaire and interview is suitable, it also has some different results between teachers’ perspective and WDCT questionnaire. There were 3 different results between the data of teachers’ perspective and WDCT questionnaire. First, the data from the subjects namely KS and MN. They equally produced the number of direct or indirect request in WDCT questionnaire but he said that indirect request is the most appropriate strategy used by teachers. Second, the elicited data of WDCT questionnaire from DRN showed that she preferred using indirect request to direct request.

In contrast with the WDCT questionnaire, she explained that direct request is the most appropriate strategy rather than indirect request. The last, AK chose both direct and indirect request as the most suitable strategy.
to convey the request utterances. She preferred to use both strategy in balance although the elicited data of WDCT questionnaire of AK showed that she actually tended to use indirect strategy as the most appropriate one.

Finally, the results between data from the WDCT questionnaire and the interview session of teachers’ perspective about the most appropriate request strategy were same. They show that indirect request whether IC or NCI request is better than direct request to convey the teachers’ intention to the students. For instance, KAM, LN as well as AF argued that indirect request is the most appropriate strategy used by the teachers. It was more polite than direct request as a strategy to convey request utterances since they are a teacher as a role model to attract students’ attention. In addition, AHR stated that she preferred using indirect to direct request strategy. She tended to use indirect strategy because she wanted the students to perceive her request, not in the form of request in order to make it vague.

3. Internal and External Modifiers Used by EFL Teachers

The teachers used several internal and external modifications of request. The most frequent modification is politeness marker as internal modifier of request. *The politeness marker* gained 56 (33.4%) out of 168 modifications that are produced by EFL teachers. Then the second is preparator as external modifier of request. It was surprising that the preparator occurred as the second type of request modification considering this type is an external modification. The preparator gained
total 37 (22.1%) modifications of the data. *Past tense modal* as an internal modifier of request also is the frequent modification used by EFL teachers. *Past tense modal* got 25 (14.9%) modifications of the data. Here is the distribution of the internal and external modifiers of request of EFL teachers. The data is presented on the table.

**Table 4.4**
Distribution of Internal and External Modifiers of Request

<table>
<thead>
<tr>
<th>Internal Modifiers</th>
<th>Downgraders</th>
<th>Lexical Downgrades</th>
<th>Consultative Devices</th>
<th>Hedge</th>
<th>Aspect</th>
<th>Market Modality</th>
<th>Conditional Clause</th>
<th>Appreciative Embedding</th>
<th>Tentative Embedding</th>
<th>Tag Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtoner</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Politeness Marker</td>
<td>56</td>
<td>33.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understater</td>
<td>2</td>
<td>1.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Tense Modal</td>
<td>25</td>
<td>14.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultative Devices</td>
<td>5</td>
<td>2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hedge</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect</td>
<td>1</td>
<td>0.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Market Modality</td>
<td>6</td>
<td>3.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Clause</td>
<td>2</td>
<td>1.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciative Embedding</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Embedding</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tag Question</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Internal Modifiers | 101          | 60.2%              | 168                  |       | (100%)  |
I would like to describe the detail information about the distribution of EFL teachers’ internal and external modification of requests in the following section.

The following discussion is examples of teachers’ request strategies and modification of request. The subject of the study constructed requests when responding to the given situations in WDCT questionnaire. The examples of teachers’ request strategies and modification of request are illustrated in (1) – (15):

(1) **Situation 1:** Then, what would you say to get the student sitting there close the door?
1) Hi you, close the door please! (R1)

2) Would you like to close the door? (R10)

(2) **Situation 2:** You as a teacher want to ask your student to explain it slowly and clearly.

   1) Would you like to present your material clearly? (R1)
   
   2) You are better present the material slowly in order to receive what you explain to your friends. (R6)

(3) **Situation 3:** You ask your student to turn off his mobile phone.

   1) Could you please turn your phone off? (R4)
   
   2) Turn off your mobile phone, please. (R10)

(4) **Situation 4:** You want to ask the student not to block your view.

   1) Would you mind to move a bit, please? (R5)
   
   2) Oh my smart student, how could I watch it? (R9)

(5) **Situation 5:** You want them to keep silent and listening to your explanation in the front of class.

   1) Pay attention please! I will not repeat my explanation. (R1)
   
   2) Please, keep silent and listen to me class. (R2)

(6) **Situation 6:** You intend to borrow your students’ board makers.

   1) Please, someone lend me a board marker! (R1)
   
   2) Would you like to lend me the board marker? (R2)

(7) **Situation 7:** You want to inform it to your student and change the lecturing activity with the assignment.
1) Dear students, because of some agenda, I cannot attend the class today. But you have to do an exercise in your work book page. (R6)

2) You have to submit the assignment as a replacement of lecturing today. (R10)

(8) **Situation 8:** You tell the student that his/her behavior is disruptive and ask him/her to leave the class.

1) Why do you come late? I ask you to come in the next class!  
   (R9)

2) Would you mind closing the door from the outside? (R10)

(9) **Situation 9:** You want the students to present his/her assignment paper in class a week earlier than scheduled.

1) I think you have to present the material a week earlier guys.  
   (R4)

2) Please, prepare the presentation a week before the time scheduled. (R10)

(10) **Situation 10:** You want an annoying student to just keep silent and ask later.

1) Can you stop talking? Or I will ask you to leave the class!  
   (R1) 

2) Please, keep silent and listen to me first then I will give you time to deliver you opinion! (R7)
(11) **Situation 11:** You want a student to practice his/her speaking skills in the front of class.

1) Hi you who sit in the corner please come forward! (R1)

2) Would you become the first to practice conversation? (R10)

(12) **Situation 12:** You want one of the student to call all members of the class one by one.

1) The girl with red scarf, could you please check your friends! (R9)

2) Would you please check the attendance list of your friends? (R10)

(13) **Situation 13:** You order the students to make a conversation for their exam today.

1) I will divide you into several groups, and each group should make a conversation and present it in the front of the class. (R1)

2) Well, how about making a drama conversation as a final exam today? (R4)

(14) **Situation 14:** You ask him/her to read a paragraph loudly.

1) Please, read it louder! (R9)

2) Would you mind reading the text loudly? (R10)

(15) **Situation 15:** What would you say to ask her to attend the class for the final exam?
1) Hi dear, why you never attend the class? If you want to get the score, you may attend the class next week for final examination. (R8)

2) If want to get a score from me, you have to come to my class to do final exam. (R10)

B. Data Analysis

1. Request Strategies of the Teachers’ Request

1.1 Direct Request Strategy

In this section, I discuss several sub-strategies of direct request strategy produced by EFL teachers. There are 68 direct requests produced. The distribution of direct request produced by EFL teachers is presented in table 4.5.

Table 4.5. Distribution of Direct Request Strategy

<table>
<thead>
<tr>
<th>No.</th>
<th>The Strategy of Direct Request</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Mood Derivable</td>
<td>51</td>
</tr>
<tr>
<td>b.</td>
<td>Performatives (explicit)</td>
<td>3</td>
</tr>
<tr>
<td>c.</td>
<td>Hedged Performatives</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>Obligation Statements</td>
<td>6</td>
</tr>
<tr>
<td>e.</td>
<td>Want Statements</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>68</td>
</tr>
</tbody>
</table>

From table 4.5, it is seen that mood derivable becomes the most frequent (75%) sub-strategy of direct request. Then, the obligation and
want statement are the second sub-strategy used by EFL teachers. The rarely sub-strategy used by EFL teachers is hedged performative. It only takes 2 speeches (3%). As I have explained in chapter two, mood derivable is a sub-strategy of direct request that used imperative as the grammatical forms and verb as the grammatical mood. In addition, it is usually used by the speakers who have the social power or the higher level in society. It will be impolite if the speaker does not have both the social power and higher level in society.

Based on that explanation, teacher is a person who has the social power and the higher level than the students. Therefore, the teachers have mostly used this strategy to convey a stronger request to the students. Besides that, there is no modal to convey a request in the Indonesian structure. The teachers used to produce the verb directly to ask for a request as a direct request because of the influence of Indonesian instead. So, the use of mood derivable to ask for a request is used more frequently than any sub-strategy of direct request. I will discuss each example of request’ sub-strategies produced by EFL teachers in following section.

a. Mood Derivable

(1.a) Hi you, close the door please! (R1.S1)

(1.b) You, read the paragraph loudly! (R1.S14)

Data (1.a) and (1.b) are the examples of mood derivable because there is verb as the grammatical mood in the imperative form of utterances. The verb “close” and “read” are indicated the
request from the speaker. The teachers produced this sub-strategy to make their requests more clear. They also tended to use this sub-strategy in order to minimize misinterpretation from the students’ response. The data (1.a) is uttered when the speaker or teacher wants the student near the window to close the door because the weather is so cold. Then, the data (1.b) indicated as a request because the teacher asked the student to read aloud. So, both of the examples are the request that used mood derivable as the sub-strategy of direct request.

b. Hedged and Explicit Performative

(2. a) I would like to ask each of you to read one paragraph from the text loudly in order to know your pronunciation. (R5.S14)

(2.b) Why do you come late? I ask you to come in the next class!

(R9.S8)

The utterance (2.a) is hedged performative because there is softener of a rude request used in order to make it more polite. This performative is uttered by the teacher to order the students reading the paragraph loudly. On the contrary, the utterance (2.b) is explicit performative because the verb of performative is performed explicitly by the speaker to increase the force of the request. The utterance is spoken by the teacher because he wanted the student leaving the class because of his late.

c. Obligation Statement
(3.a) I will divide you into several groups, and *each group should make a conversation* and present it in the front of the class. (R1.S13)

(3.b) For examination, *you should make a drama story*. (R7.S13)

Example (3.a) and (3.b) are the examples of *obligation statement* of direct strategy because the teachers were uttered this request as an obligation to the students. He/she was compelling the student to do what he/she has asked them. In (3.a), the teacher ordered the students to make a conversation in group work. Then, the teacher instructed the students to make a drama story for their exam in (3.b). Therefore, these utterances are indicated as direct request using obligation statement.

d. Want Statement

(4.a) Whose assignment next? *I want you all to present it earlier than the due date*, because (of) some reasons. (R6.S9)

(4.b) Thank you for your question but do you mind if I explain it on the last session? *I need to finish the materials first*. (R5.S10)

Data (4.a) and (4.b) are the examples of *want statement* as a sub-strategy of direct request. Both utterances express the statement of the teachers’ demand and need. The first example is uttered when the teacher has demand as a request to the students to present the material a week earlier. Then, the second example is conveyed when
the teacher needed the student to keep silent and be calm so that he/she can explain the materials first.

1.2 Conventionally Indirect Request Strategy

In this section, I discuss two sub-strategies of conventionally indirect request strategy produced by EFL teachers. There are 52 conventionally indirect requests produced. The distribution of CI request produced by EFL teachers is presented in the table 4.6.

Table 4.6. Distribution of Conventionally Indirect Request

<table>
<thead>
<tr>
<th>No.</th>
<th>The Strategy of CI Request</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Suggestory Formulae</td>
<td>8</td>
</tr>
<tr>
<td>b.</td>
<td>Query Preparatory</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>

From the above data, query preparatory gained 44 (84.7%) number of requests while suggestory formulae only has 8 (15.3%) number of requests. These are the examples and further discussion dealing with query preparatory and suggestory formulae of CI request.

a. Suggestory Formulae

(5.a) Ok class, what date is today? Well, who is birthday today? You may come forward. (R8.S11)

(5.b) Well, how about making a drama conversation as a final exam today? (R4.S13)
Data (5.a) and (5.b) are the examples of *suggestory formulae* which is has a function to turn a request into a suggestion. It contains a suggestion to perform the act. The teacher in data (5.a) is produced the utterance in order to suggest to the student to come forward. Then, the teacher in data (5.b) is used the utterance to vaguely suggest the students make a drama story for their exam. So, both examples are clearly as the conventionally indirect request that has a function as suggestion called *suggestory formulae*.

b. Query Preparatory

(6.a) *Could you please make your presentation more clear?* (R3.S2)

(6.b) *Would you like to turn off your mobile phone, please?* (R2.S3)

Examples (6.a) and (6.b) are the *query preparatory* that use an interrogative form as the central structure of requests. It is reference to preparatory condition like ability and possibility of the students. The data (6.a) is the utterance produced by the teacher when he/she asked for the ability of the student to present his/her material more clearly. Then, the data (6.b) is the utterance used by the teacher to ask for the students’ possibility to turn off the mobile phone that bother the others. Therefore, the teachers used this sub-strategy to make the requests seem more polite.

1.3 Non-conventionally Indirect Request Strategy

In this section, I analyse two sub-strategies of non-conventionally indirect request strategy used by EFL teachers. There were 30 utterances
produced by the teachers. The distribution of NCI request produced by EFL teachers is presented in table 4.6.

Table 4.6. Distribution of Non-Conventionally Indirect Request

<table>
<thead>
<tr>
<th>No.</th>
<th>The Strategy of NCI Request</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Strong Hints</td>
<td>13</td>
</tr>
<tr>
<td>b.</td>
<td>Mild Hints</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

From table 4.6, it can be seen that the use of NCI request of EFL teachers is almost equal with stronger preference on mild hints. *Strong hints*, sub-strategy of NCI request, reached 43% utterances of the data while *mild hints* got 57% utterances of the data. There are two sub-strategy of NCI request. I will analyse the examples of both of them in the following discussion.

a. Strong Hints

(7.a) I’m sorry to tell you that you have to leave my class. (R2.S8)

(7.b) If want to get a score from me, you have to come to my class to do final exam. (R10.S15)

Data (7.a) and (7.b) are the examples of *strong hints* because the utterances contain partial reference to the request proper for the implementation of the request. Both utterances do not directly appear the real meaning of the speaker intention but rather ask the other utterances to convey what the teachers really want to do.
Such hints are also often used as sufficient support for the direct requests. For instance, in data (7.a), the teacher asked the student that the student cannot join his class today because of the student’ late. He/she started by stating the conditions which indicated his/her reasons for making the requests.

b. Mild Hints

(8.a) Oh my smart student, *how could I watch it?* (R9.S.4)

(8.b) *I just inform the leader of the class through send a message.*  
(R7.S7)

*Mild hints* are the utterances of request that basically have not a reference to the request proper, but it can still be interpreted as request dealing with the context. Although this sub-strategy is expressed implicitly, the students might be still confused with the teachers’ utterances using this type.

The data in (8.a) has a request to the student to move because the teacher could not see the show. In this case, the teacher preferred to choose the utterance which does not have any reference to request proper. Similarly, the data in (8.b) has no reference to the request proper because what the teachers want is that the student has an obligation to do assignments.
2. **Internal and External Modifiers Used by EFL Teachers**

2.1 **Internal Modifications**

As what I have explained before, internal modification refers to the tools employed to soften the impositive of the request’ utterances. There are several types of this modification. The distribution of the internal modifications of request will be presented in table 4.7.

**Table 4.7. Distribution of Internal Modification of Request**

<table>
<thead>
<tr>
<th>Internal Modifications</th>
<th>Modifiers</th>
<th>Modifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Downtoner</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b. Politeness Marker</td>
<td>56</td>
<td>55.7%</td>
</tr>
<tr>
<td>c. Understater</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>d. Past Tense Modal</td>
<td>25</td>
<td>24.9%</td>
</tr>
<tr>
<td>e. Consultative Devices</td>
<td>5</td>
<td>4.9%</td>
</tr>
<tr>
<td>f. Hedge</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>g. Aspect</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>h. Market Modality</td>
<td>6</td>
<td>5.9%</td>
</tr>
<tr>
<td>i. Conditional Clause</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>j. Appreciative Embedding</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>k. Tentative Embedding</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>l. Tag Question</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>m. Negation</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>n. Intensifier</td>
<td>4</td>
<td>3.9%</td>
</tr>
<tr>
<td>o. Expletive</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>p. Overstater</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>101</td>
<td>100%</td>
</tr>
</tbody>
</table>
There are several types of request’ modifications which is not used by EFL teachers in this study. The teachers have not produced some modifications because of the difference between sociocultural and pragmatical issues between English and Indonesian. I only analyze the utterances which are produced by EFL teachers. The most frequent internal modification is *politeness marker* which gained 56 (55.7%) modifiers of requests. The second modification is *past tense modal* that got 25 (24.9%) modifiers of the data. I will discuss each example of request’ modifications produced by EFL teachers in the following section.

a. Politeness Marker

(1.a) Would you like to close the door, *please*? (R5.S1)

(1.b) *Please*, close the door! (R7.S1)

As I explained before, *politeness marker* is an exclamation word which is used to show politeness or be more polite. In data (1.a) and (1.b), both utterances add with the *politeness marker* of the word ‘please’ to make it more polite. Data (1.a) is uttered when the teacher wanted the student to close the door. The teacher used CI request to ask the student, and he/she adds the *politeness marker* to soften the request. In line with data (1.a), data (1.b) used the word ‘please’ to soften the direct request of the teacher.

In addition, Gao (1999) states that the word ‘please’ is more efficient and appropriate than any other modal verbs in English
such as ‘would’ or ‘could’. Gao also reports that the word ‘please’ is often used by Chinese because they assume that the word ‘please’ shows politeness marker to convey requests.

b. Understater

(2.a) Would you mind to move a bit, please? (R5.S4)

(2.b) Excuse me, move a little bit. (R3.S4)

The data in (2.a) and (2.b) are understater because they used adverbial modifier which is used to decrease the imposition of the requests. The data (2.a) and (2.b) were the request of teachers when they wanted the student to move from their view because he/she was blocking their view. Therefore, they used understater because they wanted to make a request seems softer.

c. Past Tense Modal

(3.a) Could you please close the windows? (R4.S1)

(3.b) Would you please close the door? (R2.S1)

Examples of the data (3.a) and (3.b) used past tense modal as an internal modification to make the requests more polite. The teachers produced these utterances in order to get the student closing the door because the weather is cold.

d. Consultative Devices

(4.a) Would you mind closing the door from the outside? (R10.S8)

(4.b) Thank you for your question but do you mind if I explain it on the last session? I need to finish the materials first. (R5.S10)
The data in (4.a) and (4.b) used *consultative devices* as the expression to ask the hearer politely to do what the speaker wants. The speaker seeks to involve the hearer for his cooperation. The modification is used in order to decrease the force of request.

e. Aspect

(5.a) Listen please. I am explaining the material. (R10.S10)

The utterance in (5.a) used *aspect* as the lexical downgrader of the internal modification. *Aspect* is a progressive form of verb used to convey the requests. It acts as a softener to the request uttered by the teacher asking the student to keep silent.

f. Market Modality

(6.a) I am sorry dear, no class today for you, you may leave the class and enter my class tomorrow on time. (R8.S8)

(6.b) Ilham, you may present your paper next week. (R8.S9)

As shown in data (6.a) and (6.b), the teachers used *market modality* in order to make the requests appear more tentative. This modification used the modal ‘may’ and ‘might’ to show that the teacher’s request is produced in an uncertain decision because they do not want to force the student.

g. Conditional Clause

(7.a) Sorry, you explained and spoke to fast and I thing that your friends cannot understand it well. *If* it is possible, please repeat it but speak slowly. (R5.S2)
(7.b) Turn off your phone. If it rings again I will not hesitate to ask you to leave the class. (R1.S3)

*Conditional clause* used by the teacher to make himself less involved in the request. The teacher produced this internal modification in data (7.a) and (7.b) to decrease the imposition of requests. In data (7.b), the teacher ordered the student to leave the class, but he/she uses *conditional clause* to make it forceless because he/she has given optional threat to the student.

h. **Intensifier**

(8.a) You are **better** present the material slowly in order to receive what you explain to your friends. (R6.S2)

(8.b) I **really** want you to attend my class for the final exam!

(R5.S15)

The data in (8.a) and (8.b) used **intensifier** to emphasize the certain element, temporal aspect, and urgency in the requests. The teacher produced this kind of internal modification to increase the impact of a request. In (8.a), the teacher asked the student to explain the material clearly and he/she adds an *intensifier* to make it seems powerful. Similarly, the teacher ordered student to attend the final exam using *intensifier* to increase the force of request.

### 2.2 External Modifications

In this section, I will present the external modification used by EFL teacher. The external modification is also called as supportive moves of
the requests. They are preceding and or following the head act of request in order to make the requests are being vaguer for the students. The distribution of the external modifications of EFL teachers will be shown in the data table 4.8.

Table 4.7. Distribution of External Modification of Request

<table>
<thead>
<tr>
<th>No.</th>
<th>The External Modifications</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Alerters</td>
<td>13</td>
</tr>
<tr>
<td>b.</td>
<td>Preparators</td>
<td>37</td>
</tr>
<tr>
<td>c.</td>
<td>Grounder</td>
<td>12</td>
</tr>
<tr>
<td>d.</td>
<td>Sweetener</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>Promise of Reward</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

Based on the data results of the external modifications of requests, I can conclude that the most frequent supportive moves produced by EFL teachers are *preparators*. It gained 37 (55.3%) utterances of the data. Then, *alerters* (19.5%) and *grounder* (17.9%) are being the second and third modifications used by the teachers. I will explain the external modifications produced by the subject in the next discussion.

a. Alerters

(1.a) *Mbak* or *Mas* can you present your paper slowly? (R7.S2)

(1.b) *You*, read the paragraph loudly! (R1.S14)
Examples of alerters in (1.a) and (1.b) are as the devices to attract the student’s attention. The teacher produced the utterance in (1.a) to call the student using the address term of Javanese. He/she asked the student to present the paper slowly but he/she firstly called the student to get attention.

b. Preparators

(2.a) Ok guys, *let me tell you something, the weather is not friendly today*. So, could you please close the windows! Thanks. (R9.S1)

(2.b) *Whose mobile phone it is?* Turn it off or leave the class now!

(R6.S3)

As I explained before, preparators are the short utterances used to prepare the hearer for the requests. In data (2.a), the teacher wanted to ask the student to close the door. Then, she used short utterance to preceding the request. The data in (2.b) also used this modifier as the external modification of request. The teacher firstly asked whose phone is ringing when he/she wanted to order the student to turn off the mobile phone.

c. Grounder

(3.a) Pay attention please! *I will not repeat my explanation*. (R1.S5)

(3.b) I’m sorry but you have to leave the class *due to your too late arrivals*. (R5.S8)
**Grounder** is the explanation of request. It provides the additional information related to the requests. Data in (3.a) showed the additional consequence of the request. The teacher ordered the student to keep silent, he/she frightened the student that will not repeat the explanation if the students do not keep silent. Then, the teacher also gave the additional information of his/her request dealing with his request to leave the class in data (3.b).

d. Sweetener

(4.a) *Oh my smart student*, how could I watch it? (R9.S4)

(4.b) For the most talkative student, yes you. *You are honored to give your best speech.* So, please the time for you. (R9.S11)

Data in (4.a & b) showed the external modification of *sweetener*. The teacher used this modification to flatter the student and provide the positive moods.

e. Promise of Reward

(5.a) Excuse me, *you can ask the question* but after I finish my explanation. (R2.S10)

(5.b) *You all are very welcome to give feedback or ask some questions.* *I'll give you the opportunity* after I finish my explanation. Do you understand? (R4.S10)

Examples in data (5.a & b) are the teachers’ offer of a reward for the students’ accomplishment of the request. The teacher asked the student to listen to his/her explanation then the teacher promised to
the students that he/she will give the opportunity to the question
session.

C. Discussion

There are several differences between my study and the other researchers
who are focused on the analysis of request utterances. In my study, I differently
analyse the request utterances based on the method of collection data, the
subject of the study and additional theory to identify it.

First, I compared my study with Hong Gao’s research entitled Features
of Request Strategies in Chinese. Gao declares that the most preferred strategy
of request used by Chinese is imperatives in direct request. This is quite the
same with the result of my study which is the most prominent type of request
strategy is mood derivable. Both imperatives and mood derivable are using
verb as the grammatical mood and structure. In addition, Gao’s finding also
proves that the word ‘please’ is the most polite and effective way to convey the
request. This finding is equally same with the finding of my study which is
showed that politeness marker is the most frequent modifier produced by the
teachers.

Second, I compared my study with Tim Hassall’s finding. Hassall’s state
that the most preferred strategy of request used by Indonesian is query
preparatory of conventionally indirect request. This contradicts with the result
of my study. The result could be different because the subject of the study has
a different social status in society. In Hassall’s study, he uses student of
Indonesian to convey their request while I use the teachers to elicit the data of
request. In addition, I used the WDCT questionnaire while Hassall’s used role plays to elicit the data.

Third, I also compared my study with the literature research of Mas’udah (2015). She found that the most frequent strategy of request used in the Andrea Hirata’s work of the novel of The Rainbow Troops is mood derivable of direct request. This could happen because there is not any modal verb used as request’s grammatical mood in Indonesian. Therefore, my paper is support Mas’udah study, especially in oral case.

Finally, I can conclude that my study is quite similar as what Gao has been found about request strategy used by Asian people. On the contrary, my study contradicts with Hassall’s study because the difference of the social status of the subject. The result of my study also strengthens the finding of Mas’udah paper because direct request has become the most prominent strategy to convey the request.

D. Summary

From the above findings, I can summarise that the most dominant strategy of request used by EFL teachers is direct request strategy. The direct request strategy gained 68 (45%) utterances of requests. Then, the most preferred sub-strategy produced by EFL teachers is mood derivable which got 51 (34%) utterances of the data. Furthermore, I find that the EFL teachers’ perspective is suitable with the data findings of the request strategy. The teachers have chosen indirect request as the appropriate strategy used to convey requests to the students.
Based on the above discussions, I found that the most frequent modifications of request produced by EFL teachers is internal modifier of request. Moreover, I classify the types of internal and external modifiers of request more specific. Then, I also found that the most prominent type of request modifiers is *politeness marker* which got 56 (33.3%) modifiers used by the teachers.
CHAPTER V

CONCLUSIONS

In this chapter, I would like to present the conclusions, pedagogical implications and suggestions based on the analysis of the data in this study. This last chapter preserves significant points taken from the whole discussion of the study.

A. Conclusions

There are some conclusions that can be presented in this study. According to Blum-Kulka and Olshtain (1989:200), there are three strategies of request. They are direct, conventionally indirect, and non-conventionally indirect request’ strategy. In this study, the direct request strategy gained 45% of the data. It is followed by the strategy of conventionally indirect request (35%) and non-conventionally indirect request (20%). Direct request has four sub-strategies of request, they are mood derivable, performative (hedged and explicit), obligation statement, and want statement. Then, conventionally indirect request has two sub-strategies of request. They are suggestory formula and query preparatory. In line with conventionally indirect request, non-conventionally indirect request has also two sub-strategies of request. They are mild hints and strong hints. Based on the results, the most frequent sub-strategy of request is mood derivable that got 51 (34%) utterances of the data.
The teachers’ perspective about request strategy is equally in line with the fact that the data gained from the WDCT questionnaire. The most preferred request strategy used by EFL teachers is indirect request whether conventionally or non-conventionally. Both results in the WDCT questionnaire and the interview show that indirect request strategy is as the most appropriate way to convey the requests to the students. I only classified the strategy of request into two kinds because the EFL teachers only know two kinds of request in general. Therefore, I merge the results of the WDCT questionnaire of conventionally and non-conventionally indirect request into an indirect request strategy. The data of indirect request gained from the interview (64%) shows that the teachers would rather choose indirect strategy than direct strategy. Then, the data of the WDCT questionnaire also shows that indirect request (55%) is the most favoured strategy used by the teachers.

Based on the Schauer (2009:28) in his book entitled *Interlanguage Pragmatics Development*, there are two modifications of request. They are internal and external modification. In this study, I can conclude that the most frequent modification produced by EFL teachers is internal modifications that gained 60.2% of the data. Moreover, the most favoured type used by the teachers is *politeness marker* that reached 33.4% of all request modifications. Then, there are other modification types frequently used by the teachers. They are *preparatory* (22.1%) and *past tense modal* (14.9%).
B. Pedagogical Implications

Studying discourse analysis may gain an advanced and sophisticated understanding of the concept of “context”. We will know how to investigate the socially-situated talk or speech. So, the utterances that we construct in communication become effective and understandable.

This study analyses the strategy of speech act’ request of EFL teachers using Blum-Kulka and Olshtain’s request strategy and Schauer’s request modifiers. From the data analysis, I can acquire some points dealing with the implementation to the language teaching.

The EFL teachers should be aware of the use of requests to their students. The students can be misinterpreted or not be understood with the request of their teachers because the teacher does not realise what he/she has said. The teachers can use the appropriate request based on the understanding of the students. There are several strategies and modifications that can be used by EFL teachers. This study may become guidance to the teachers to choose the suitable requests used to the students.

Through the results of this study, the students are supposed to be able to understand the request’ strategies and modifications used by EFL teachers. They should comprehend the real meaning of the teachers’ request exactly. Therefore, by knowing this study, the teachers and the students will be able to build a better communication since this study is used to analyse the teacher’s request and its intention realised in the utterances.
C. Suggestions

The teacher should be concerned with teachers’ request as the strategy to convey what they intents to do to the student exactly. They should use direct request to get the student to do the action since this is the easiest strategy that can be recognised by the students. In addition, they can use *preparators* in order to attract the students’ attention to their requests.

They should produce the utterances of requests that apply the explicit meaning more often since the students are not from the English department at all. It will minimise the misinterpretation of the requests. It will also increase the understanding of the students to the teachers’ intention accurately.

Referring to the analysis of the study, I would like to address some suggestions especially for the EFL students. This study will help them to understand about request strategies and request modifications used by the teachers.

Then, I also recommend conducting further study dealing with request’ strategies and modifications. This study can be a base to a research of the students’ responses toward request’ strategies and modifications. In addition, the results of this study can contribute to the study of discourse analysis, especially in speech acts’ request.
BIBLIOGRAPHY


Dogarel, Cristina & Amalia Nitu. 2003. *Teacher’s Behavior in the Classroom*. Petru Maior University of Targu Mures University Rumania. Retrieved from


DATA OF WDCT QUESTIONNAIRE OF EFL TEACHERS

**Situation 1:** Then, what would you say to get the student sitting there close the door?

  a. Hi you, close the door please!
  b. Would you like to close the door?
  c. Pardon me, would you please to close the window!
  d. Could you please close the windows?
  e. Would you like to close the door, please?
  f. Excuse me, would you like to close the windows?
  g. Please, close the door!
  h. Aminun (student’s name) please close the window!
  i. Ok guys, let me tell you something, the weather is not friendly today. So, could you please close the windows! Thanks.
  j. Would you please close the door?

**Situation 2:** You as a teacher want to ask your student to explain it slowly and clearly. Slow down please!

  R1. Would you like to present your material clearly?
  R2. Sorry, you should read it slowly for your friend’s understanding
  R3. Could you please make your presentation more clear?
  R4. Could you explain your material more slowly and clearly please?
  R5. Sorry, you explained and spoke to fast and I thing that your friends cannot understand it well. If it is possible, please repeat it but speak slowly.
  R6. I give the student suggestion “you are better present the material slowly in order to receive what you explain to your friends.” I usually speak in the middle of student’ present a certain topic.
  R7. Mbak or Mas can you present your paper slowly?
  R8. Wait! Do you get it class? Okay, just retell what you have from the materials slowly and explain it clearly!
  R9. Would you mind repeating your presentation more clearly than before?
**Situation 3:** You ask your student to turn off his mobile phone.

R1. Turn off your phone. If it rings again I will not hesitate to ask you to leave the class.

R2. Would you like to turn off your mobile phone, please?

R3. Whose phone is that, you might answer it outside the classroom please!

R4. Could you please turn your phone off?

R5. Turn off your mobile phone, please or you have to leave my class!

R6. Whose mobile phone it is? Turn it off or leave the class now!

R7. I give option. You will switch of your phone and continue focus on the lesson or you want to go outside?

R8. Just turn off your mobile phone and pay attention. Then, if your mobile phone rings one more time…you may leave the class. You get it?

R9. Whose phone? Make it silent please!

R10. Turn off your mobile phone, please.

**Situation 4:** You want to ask the student not to block your view.

R1. Hi you! Don’t stand there. Get lost!

R2. Could you please move a bit? I can’t see that.

R3. Excuse me, move a little bit

R4. Excuse me, I can’t see that.

R5. Would you mind to move a bit, please?

R6. Sorry, would you like to move beside! You block my view

R7. Excuse me, could you get on the move?

R8. Mbak or Mas…Sorry I can’t see it, can you move?

R9. Oh my smart student, how could I watch it?

R10. Would you please move your body?

**Situation 5:** You want them to keep silent and listening to your explanation in the front of class.

R1. Pay attention please! I will not repeat my explanation.

R2. Please, keep silent and listen to me class.
R3. Keep silent and pay attention please!!
R4. Could you two just be quiet? Your friends must be uncomfortable with your noise.
R5. Keep silent and listen to me, please!
R6. Hey you two, silent please! And pay attention to the class
R7. Please, listen to me!
R8. Ok...the students in the corner...attention please!
R9. Attention please! It’s my turn to speak. So, just listen to me.
R10. Attention please!

**Situation 6:** You intend to borrow your students’ board makers.

R1. Please, someone lend me a board marker!
R2. Would you like to lend me the board marker?
R3. Anyone can lend me a board marker please!
R4. Is there anyone who want to lend me board marker?
R5. Could you lend me the board marker, please? Mine is up!
R6. Oh sorry, my board marker is up. Is there anyone who brings the board marker? May I borrow it?
R7. Anyone has a board maker?
R8. Anyone has board marker? Can I borrow it?
R9. Do you have any board marker?
R10. Would you please lend me your board marker?

**Situation 7:** You want to inform it to your student and change the lecturing activity with the assignment.

R1. Please, do the assignment on exercise 1-3 and submit it next week!
R2. I’m sorry class, I can’t attend to our lecture today. So, there are assignment to replace our lecture and submit it to me next week.
R3. I want you to do assignment to replace the lecturing today and submit it next week!
R4. I’m sorry to tell you that I can’t attend to our lecture this week since I campus duty. There are assignments to replace our lecture and please submit them next week to my email address.

R5. Can you do the assignment for replacing the lecturing activity and submit it to me next week?

R6. Dear students, because of some agenda, I cannot attend the class today. But you have to do an exercise in your work book page …. And you’ve to submit it later. Thanks.

R7. I just inform to the leader of the class through send message.

R8. I apologize to inform you that the class off this week. Then, please do the assignment exercise 1-7, and hand in next week.

R9. I’m sorry class. I might not be with you in the class this week. But, do not worry, I make up the class online just visit my blog for the recent assignment. I’ll check it later.

R10. You have to submit the assignment as a replacement of lecturing today.

Situation 8: You tell the student that his/her behavior is disruptive and ask him/her to leave the class.

R1. Why you are coming late? I’m sorry you can’t join the class today.

R2. I’m sorry to tell you that you have to leave my class.

R3. Sorry, you have to leave the class now, because you are too late to join this class.

R4. I’m sorry to tell you that one of our learning contract is to be punctual. Because you have just break the rule, you have to do the consequence. That’s why you’re not permitted to attend this lecture.

R5. I’m sorry but you have to leave the class due to your too late arrivals.

R6. Sorry no class now!

R7. Please, do not join this class now!

R8. I am sorry dear, no class today for you, you may leave the class and enter my class tomorrow on time.

R9. Why do you come late? I ask you to come in the next class!
R10. Would you mind closing the door from the outside?

**Situation 9:** You want the students to present his/her assignment paper in class a week earlier than scheduled.

R1. I want to inform you that the assignment must be presented one week earlier. So, do it quickly!

R2. Class, do you remember the assignment that I have given to you? Please, present it this week.

R3. I order you to present your work now!

R4. I think you have to present the material a week earlier guys.

R5. Do you remember the assignment I’ve given to you? It’s supposed to be presented next week but I would like you present it this week instead.

R6. Whose assignment next? I want you all to present it earlier than the due date, because some reasons.

R7. Hopefully, you prepare the material well.

R8. Ilham (student’s name) you may present your paper next week.

R9. Ok class, we have to reschedule our presentation because the time is limited. So, for the first group, next week is your opportunity to begin the introduction of the materials.

R10. Please, prepare the presentation a week before the time scheduled.

**Situation 10:** You want an annoying student to just keep silent and ask later.

R1. Can you stop talking? Or I will ask you to leave the class!

R2. Excuse me, you can ask the question but after I finish my explanation.

R3. Keep silent please! It is not your turn to speak up

R4. You all are very welcome to give feedback or ask some questions. I’ll give you the opportunity after I finish my explanation. Do you understand?

R5. Thank you for your question but do you mind if I explain it on the last session? I need to finish the materials first.
R6. What’s your name? I know your English is good but please use it wisely.

R7. Please, keep silent and listen to me first then I will give you time to deliver your opinion!

R8. Ok…you please come forward and explain this material to your friends!

R9. Ok the boy with polo jacket, you already used your chance to speak and ask today for twice. So, please make your last chance wisely.

R10. Listen please. I am explaining the material.

**Situation 11:** You want a student to practice his/her speaking skills in the front of class.

R1. Hi you who sit in the corner please come forward!

R2. Ok, I will choose the first speaker randomly because all of you just keep silent. So, please get ready class.

R3. Ok, you are the blue shirt, come forward please!

R4. Do you want me or yourself to choose the first speaker! No one? Well, I’ll choose one of your name. Please get ready!

R5. Because none of you want to be the first speaker, then I’ll choose you randomly.

R6. Okay, if there is no one want to be the first, I’ll call your name randomly.

R7. Please, you will be the first speaker! Now, keep forward!

R8. Ok class, what date is today? Well, who’s birthday today? You may come forward.

R9. For the most talkative student, yes you. You are honored to give your best speech. So, please the time for you.

R10. (Call the student’s name), would you become the first to practice conversation?
**Situation 12:** You want one of the student to call all members of the class one by one.

R1. Please, one of you check your friends’ attendance list!
R2. Anyone, please help me to call all members of this class one by one.
R3. may you help me to check the attendance list!
R4. Who is the leader of this class? Could you please call all your class member?
R5. Is there anyone of you who can help me to call all members of the class one by one?
R6. Let’s check your attendance, but I want someone to help me. Please you Student A, would you like to help me?
R7. Please, I ask one of you to check your friends appropriate with the attendance list completely!
R8. Sapta (student’s name) can you help to make sure that all your friends are complete today? Please call them one by one!
R9. The girl with red scarf, could you please check your friends!
R10. Would you please check the attendance list of your friends?

**Situation 13:** You order the students to make a conversation for their exam today.

R1. I will divide you into several groups, and each group should make a conversation and present it in the front of the class.
R2. Ok class, I would like to inform you all that the examination of speaking is practicing a drama. So, you have to make the conversation.
R3. I want you to make a small group and make a good conversation between you
R4. Well, how about making a drama conversation as a final exam today?
R5. I would like to inform you that the examination of speaking class today will be practicing a drama. Now, you have to prepare a conversation for the exam.
Today we are going to have an examination for the class. And I want you work in a group to practice conversations. I give you all fifteen minutes for preparing your conversation.

For examination, you should make a drama story. The theme is about education. In each group consist of 5 students.

Well guys...we will conduct the exam for speaking class today. Make a simple drama with your group and I will call your group one by one to show your drama in front of the class.

Class, it’s pleasant to inform you that today would be very interesting final exam ever. So, get closer to your group. Prepare your drama and do your best.

Every group have to prepare conversation that will be practiced later.

**Situation 14:** You ask him/her to read a paragraph loudly.

R1. You, read the paragraph loudly!
R2. Desta, please read the second paragraph loudly!
R3. Could you please to read it loudly!
R4. Well, I want to hear you reading English. Desya, could you please read the first paragraph loudly?
R5. I would like to ask each of you to read one paragraph from the text loudly in order to know your pronunciation.
R6. Okay, please read the material starting from student A
R7. Please, you read this paragraph with the speaker loudly! Starting from this line and then beside and go on!
R8. Ok …don’t be shy, read the text please by loud voice..!
R9. Please, read it louder!
R10. Would you mind reading the text loudly?
**Situation 15:** What would you say to ask her to attend the class for the final exam?

R1. Tomorrow is the final exam, please attend the class!

R2. If you want me to give your SIBI score. So, please attend for the final exam and I’ll give you some assignments.

R3. You have to attend the class tomorrow if you want to get the score!

R4. Excuse me, are you student of C2? Why do I never see you in my class? Don’t you know that next week will be the examination day? If you want me to give your SIBI result, you have to attend the exam. Show me your best.

R5. I really want you to attend my class for the final exam!

R6. I think you are my students, why you didn’t come to the classes? Next meeting is the final exam, if you want to pass the subject, please attend the class. thanks

R7. (Asking some questions why he or she has never come to the class. If he or she has some problems give the best solution and motivation). Finally, I will say it will be better for you to follow the final exam.

R8. Hi dear…why you never attend the class? If you want to get the score, you may attend the class next week for final examination.

R9. I’m not sure that you could join the exam, because you were absent all the day in my class. Just attend the final exam and I will think it later.

R10. If want to get a score from me, you have to come to my class to do final exam.
Introduction
In each section, you are asked to imagine a situation and write down what you would say to someone. Don’t think too hard about it. This is only a questionnaire and it is not a measurement of teaching capabilities. Just write down your response and feel free to answer the question.

Situation 1
It is cold outside. You are in the class. The students sitting next to the windows keep them open. You feel extremely cold and other students also seem irritated by the situation. Then, what would you say to get the student sitting there close the door?

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Situation 2
You are now discussing about the materials that are presented by your student in the front of class. Your student are presenting the materials very fast. Their classmates do not follow and understand about what he is saying. So you as a teacher want to ask your student to explain it slowly and clearly. What would you say to him or her?

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Situation 3
You are a teacher. In class, the mobile phone of one of your students rings. You ask your student to turn off his mobile phone and you have a rule that he/she has to leave the class when the phone rings again. What would you say?

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Situation 4
You are watching a traditional martial art training in campus. Then, a student of your class comes and stands just in front of you blocking your view. You want to ask the student not to block your view. What would you say?

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### Situation 5
You are teaching in your classroom when you hear noisy voice coming from the left corner of the classroom. You are disturbed by that noises that actually did by the two pupils of your class. You want them to keep silent and listening to your explanation in the front of class. What would you say to get them be quiet?

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### Situation 6
When you are writing on the whiteboard using a board maker, the board maker is up. Then, you do not have the other board makers. You intend to borrow your students’ board makers. What would you say to lend their board maker?

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### Situation 7
You are a lecturer at University. You are on campus duty and not able to attend the class this week. You want to inform it to your student and change the lecturing activity with the assignment. They have to submit it next week. What will you say to order them to do the assignment?

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### Situation 8
You are a lecturer who is in the middle of a lesson. At that moment, a student walks into class half an hour late and interrupts the lesson. The course policy states that late arrivals are not permitted, except for serious documented excuses. You tell the student that his/her behavior is disruptive and ask him/her to leave the class. What would you say to ask the student?

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### Situation 9
Imagine you are teaching Structure in the class. The assignment that you have given to the student has to be presented earlier than scheduled before. You want the students to present his/her assignment paper in class a week earlier than scheduled. What would you say to them?

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**Situation 10**
You are an English lecturer. It’s the beginning of the class and you don’t know the students yet. In class, there is a student who always interrupt your talk. He act as a wise guy who is always trying to seem cleverer than anyone else in a way that is annoying. This student is really bothered you to explain the materials. What would you say to him?

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**Situation 11**
Imagine you are teaching Speaking in the class. You want a student to practice his/her speaking skills in the front of class. None of them wants to be a volunteer as the first speaker. Then, you decide to choose one of them to be the first. What would you say to them?

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**Situation 12**
You are a lecturer at University. In the beginning of the class, you want to check the attendance list to make sure that the class is complete. You want one of the student to call all members of the class one by one. What would you say to ask him/her?

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**Situation 13**
Imagine you are teaching Speaking in the class. There is an examination for speaking class today. The exam is practicing a drama each group. Then, you order the students to make a conversation for their exam today. What would you say?

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**Situation 14**
Imagine you are teaching in the class. You want to know your students’ pronunciation proficiency. You ask him/her to read a paragraph loudly. What would ask to him/her?

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**Situation 15**

You are a lecturer in the University. One of your students never attends the class. Next week, there is a final exam for the subject. On the way going back to home, you meet her in the bus. What would you say to ask her to attend the class for the final exam?

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1. What kind of request do you think as the most appropriate utterance considering that you are as a teacher? Why? Explain the reason. *(In an Interview)*

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…………………………………………………………………………………………

Name : 

Contact Person : 

Signature : 

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CURRICULUM VITAE

MUHAMMAD ARIF AL HAKIM

Place/Date of Birth: Salatiga, 6/26/1993
Postal Address: Peganjaran RT 03 RW 04
Bae – Kudus 50327 Central Java – Indonesia
Mobile Phone: +62857 4062 7821
Email: arifelhakim26@gmail.com

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<td>Tasywiqut Thullab Salafiyah (TBS) Islamic Senior High School Kudus</td>
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<td>6/6/2012</td>
<td>Cultural Exchange Program</td>
<td>Participated in Cultural Exchange Program in conjunction with Biola University of California, USA</td>
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<tr>
<td>2/29/2012</td>
<td>Student Encounter</td>
<td>Participated in Student Encounter in conjunction with Kindai Himeji University, Japan</td>
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<tr>
<td>10/12/2011</td>
<td>International Seminar “Fundamentalism: Some Reflections from a European Perspective”</td>
<td>Participant in the seminar and the speaker is Prof. Dr. Claudia Derichs (Chair for Comparative Politics and International Development Studies at the University of Marburg, Germany)</td>
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<tr>
<td>Year</td>
<td>Description of Organization</td>
<td>Position Type</td>
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<tr>
<td>2015 – now</td>
<td>Paguyuban Duta Wisata Kota Salatiga (PANDAWA)</td>
<td>Board</td>
<td></td>
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<tr>
<td>2013 – now</td>
<td>IIWC (Indonesia International Work Camp)</td>
<td>Member</td>
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<tr>
<td>2013 – now</td>
<td>PMI (Indonesian Red Cross)</td>
<td>Member</td>
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<td>2013 – 2014</td>
<td>Student Union of International Class Program IAIN Salatiga</td>
<td>Chief</td>
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<tr>
<td>2012 – now</td>
<td>Indonesian Traditional Martial Art of PSHT IAIN Salatiga</td>
<td>Chief</td>
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<tr>
<td>2013 – 2014</td>
<td>Education Division of Dormitory of IAIN Salatiga</td>
<td>Head</td>
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<td>2013 – 2014</td>
<td>IT Division of Arabic Language Club (ITTAQO) IAIN Salatiga</td>
<td>Head</td>
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<td>2013 – 2014</td>
<td>Art &amp; Culture Division of Communicative English Club (CEC) IAIN Salatiga</td>
<td>Head</td>
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<tr>
<td>2012 – 2013</td>
<td>Public Real tion Division of ITTAQO IAIN Salatiga</td>
<td>Head</td>
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<td>2012 – now</td>
<td>Indonesian Muslim Student Movement (PMII) Salatiga</td>
<td>Member</td>
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<td>2012 – 2013</td>
<td>Wushu Club of IAIN Sport Club</td>
<td>Member</td>
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<td>2008 – 2011</td>
<td>Nahdlatul Ulama Students Bond (IPNU) Kudus</td>
<td>Member</td>
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<tr>
<td>2009 – 2010</td>
<td>Student Association of TBS Islamic Senior High School Kudus</td>
<td>Member</td>
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<td>2009 – 2010</td>
<td>Irrigation Departement of PP. MUS-YQ Kudus</td>
<td>Head</td>
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<td>Duration</td>
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<tr>
<td>2011 - 2015</td>
<td>English Department of Education and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Salatiga</td>
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<tr>
<td>2008 - 2011</td>
<td>Tasywiqut Thullab Salafiyah (TBS) Islamic Senior High School Kudus</td>
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<td>2005 - 2008</td>
<td>State Islamic Junior High School (MTsN) Kudus</td>
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<tr>
<td>1999 - 2005</td>
<td>SD NU Nawa Kartika Kudus</td>
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<td>1997 - 1999</td>
<td>Nawa Kartika Kindergarten</td>
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<th>Year</th>
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<tr>
<td>2015</td>
<td>LPK Pelangi Nusantara for Spain Course</td>
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<tr>
<td>2015</td>
<td>LPK GAMA NUSANTARA for Driving License</td>
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<tr>
<td>2013</td>
<td>TOEFL Preparation Short Course held by Student Association of PP Salafiyyah Pulutan</td>
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<tr>
<td>2012</td>
<td>LPK Aquarius Kudus for Driving Course</td>
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<td>2011</td>
<td>Able &amp; Final English Camp, Pare, Kediri</td>
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<tr>
<td>2011</td>
<td>OCEAN Arabic Camp, Pare, Kediri</td>
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PERSONAL SKILLS & ABILITIES

Mother Tongue(s) : Bahasa Indonesia & Javanese
Other Language(s) :

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
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<tr>
<td>Speaking</td>
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<tr>
<td>Listening</td>
<td>Listening</td>
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<tr>
<td>Reading</td>
<td>Reading</td>
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<td>Excellent</td>
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Driving License : A & C

LIST OF SIGNIFICANT AWARD

<table>
<thead>
<tr>
<th>Name of Institution / Company</th>
<th>Position Held</th>
<th>Responsibility / Duty</th>
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<tbody>
<tr>
<td>State Institute for Islamic Studies (IAIN) Salatiga</td>
<td>3rd Winner</td>
<td>Creative Writing Competition</td>
</tr>
<tr>
<td>DISHUBKOMBUDPAR of SALATIGA</td>
<td>3rd Winner</td>
<td>Tourism Ambassador</td>
</tr>
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