# THE REALIZATION STRATEGIES OF SPEECH ACT REQUESTS IN THE CLASSROOM

**(**A case of the eleventh grade students of State Senior High School I Tayu)

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submitted in partial fulfillment of the requirements

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in English

by

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**THE REALIZATION STRATEGIES OF SPEECH ACT REQUESTS IN THE CLASSROOM**

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Knowledge is a comfortable and necessary retreat and shelter for us in advanced age; and if we do not plant it while young, it will give us no shade when we grow old (Lord Chesterfield).

To
Mr. Nasirin (Alm),
Mrs. Ismiati,
Hj. Samijah, and
All my family.

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# PREFACE

First, the writer delivers his greatest gratitude for the Great Allah, the Lord of Universe, the owner of this life, for blessing and mercy. Also, blessing and peace goes to the Messenger of Allah, prophet of Muhammad.

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Finally, the writer realizes that his study is still far from being perfect. The writer has a great expectation that his study will be beneficial and useful for anyone who is interested in reading this final project.

# ABSTRACT

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Politeness is an important thing to maintain a good relationship in comunicating with others, in any culture. However, the politeness strategy in every culture is different. We have to consider speaking politely to build good social interaction in our society. Politeness is important to be used in daily conversation, including in the speech act of request in the classroom context.

This final project was aimed at analyzing kinds of politeness strategies found in the classroom request. The objectives of this final project were to find out how the eleventh grade students of State Senior High School 1 Tayu applies any politeness strategies and to describe the kinds of politeness strategies found in the elicitation prompted.

This research was qualitative, descriptive one. The data gathered were the students expression of request based on the elicitation prompted given. From all the data there, the writer analyze their politeness streategies based on Brown and Levinson's politeness strategies. In conducting the research, the steps were constructing situations in Bahasa Indonesia, matching the situations, collecting data, identifying the collected data, and drawing the conclusions.

In this research, the writer found 311 utterances of Brown and Levinson's politeness strategies in the elicitation prompted. Those are ninety-nine utterances of bald on record strategies, sixty-seven utterances of positive politeness strategies, one hundred and forty one utterances of negative politeness stra and four utterances off the record strategies. On the other hand, there are fifty-nine lexicogrammatical error in the elicitation prompted.

Then, the writer concluded that the most politeness strategy employed in the elicitation prompted refer to negative politeness strategy. The writer also expected that there would be more elaborate research about politeness.

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# CHAPTER I

# INTRODUCTION

This chapter covers the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and the outline of the final project.

## 1.1 Background of the research

Language is very important as a means of communication. Hornby (1995:662) states that language is the system of sounds and words used by humans to express their thoughts and feelings. It is needed to communicate in social interaction. As stated by Brown and Yule (1983:1), there are two functions of language to serve human affairs; function which language serves in the expression of ‘content’ (transactional) and function that involves in expressing social relations and personal attitudes (interpersonal).

In everyday conversation, there are ways to go about getting the things we want. When we are with a group of friends in a classroom, we can say to them, "Open the door!", or "what?". However, at a formal function when the teaching learning process occurred and the teacher is attending the class, we must say, "Could you please open the door, if you don't mind?" and "Excuse me, I don't mean to interrupt, but Would you please repeat that word again? ." In different social situations, we are obligated to adjust our use of words to fit the occasion. It would seem socially unacceptable if the phrases above were reversed.

According to Levinson (1983), when speakers perform utterances in context, they accomplish two things: (1) interactional acts and (2) speech acts. Interactional acts concern how speakers manage the process of exchanging turns, how they open and close conversation, and how they sequence acts to ensure a coherent conversation. Then, speech acts constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, apologies, requests or complains (Rod Ellis 1991: 159).

As a speech acts, requests are attempts on the part of a speaker to get hearer to perform or to stop performing some kind of action. In communication, people usually use requests to make the hearer allows them to do or get something. The way of request is also different from one another depend on the situation, level of the speaker and hearer, and also degree of impositions. The differences in the conveying requests also influence the politeness strategy that the speaker uses. We should use politeness strategies in communicating with others. Politeness is important in many reasons such as to avoid hurting someone's feeling, to maintain others' reputation, and to keep good relationship to others.

This study is done to describe the application of request by the students of senior high school in the classroom. We will see what kind of politeness strategies that the students used. Those strategies can cause different pragmatics meaning when it is heard by native speaker. That's why I think that it is important to study these phenomena.

## 1.2 Reasons for Choosing the Topic

A good communication in the classroom is one of the requisites to reach successful in teaching learning process. When we talk,we need to find strategies not to disturb or hurt other people. Politeness strategy is a way to keep a good relationship and communication with others.

Politeness is important to be used in daily conversation, including in the speech acts of request. Sometimes, students feel confused in applying expressions of request between students and students or students and teachers. Therefore, as an English teacher, it is important for him to apply and to teach the appropriate expressions of speech acts of request based on the participants' sex, role, age and status ( Brown,P. and Levinson. S.C. : 1987 ).

It is important to note that politeness strategies have to be considered in a context to see how they are intended. For example people within peer groups use more direct forms to perform requests but it would not be accurate to say that they are less polite. Different cultures may also favour a more direct or indirect style of communication but this does not mean that some languages are more or less polite than others.

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Many types of contextual variables have to be taken into account (the speakers´ status, power, role, the nature of the circumstances etc.). Politeness then seems to become essentially a question of *appropriateness* as we enter a conversation and continue with it at every turn (Fraser 1990).

## 1.3 Statement of the Problems

The statements of the problem that I want to discuss in this research are :

(1) How do the students of State Senior High School 1 Tayu apply the politeness strategy in the classroom requests?

(2) What kinds of politeness strategies are used in the classroom requests?

## 1.4 Objectives of the Study

The objectives of this research are:

(1) to observe the use of politeness strategies in speech acts of request based on Brown and Levinson's theory ( 1987 ) between students and students and between students and teachers.

(2) to describe the kinds of politeness strategies the students of State Senior High School 1 Tayu used in classroom requests based on Brown and Levinson's theory ( 1987 ) .

## 1.5 Significance of the Study

The result of the research is expected to be useful for the students in learning English as a mean of communication. To make them understand kinds of politeness strategy in a speech acts of request and how to use it appropriately in a certain situation. Therefore, they can communicate among different person in a real situation which suspends the participants to have conversation in any topic. To attain a more complex and subtle knowledge that enables non-native speakers to communicate effectively in social situations.

## 1.6 Outline of the Report

There are five chapters in this study. The first chapter is introduction which consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significans of the study, definition of terms, and outline of the study. The second chapter is review of the related literature which consists of speech acts, request strategies, and Brown and Levinson's politeness strategies. The third chapter is method of investigation which consist of the approach of the research, roles of the researcher, participant of the study, type of data, techniques of data collection and data analysis. The fourth chapter is data analysis which consists of general findings and the politeness strategies used in request. The fifth chapter is conclusion and suggestion.

## 1.7 Definition of Terms

(1) Realization means the making or being made real of something iagined, planned, etc. Whereas the meaning of *real* itself is existing or occuring as fact: actual (rather than imagery, ideal, or fictious).

(2) Speech acts constitute attempts by language users to perform specific actions, in particular interpersonal functions such as requests.

(3) Face is something that emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. (Brown and Levinson 1987:61).

(4) Politeness strategies are communicative devices for redressing the threats inherent in verbal and nonverbal utterances.

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# CHAPTER II
# Review of Related Literature

This chapter covers the review of previous studies, theoretical studies, and the theoretical framework.

## 2.2Review of Previous Studies

Speech act of a request is not a new topic in the linguistic research. It was primarily introduced by Austin, then continued by some linguists from different point of view. Here are some Journals, paper and books that mainly talk about speech act, politeness strategies, and request strategies. I use them as refferences in conducting this final project.

Brown, P. and S. Levinson (1987) *Politeness: Some universals in language usage.* Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies with examples from three languages: English, Tzeltal, and Tamil. In the theoretical part of their work, Brown and Levinson introduce the notion of 'face' in order to illustrate 'politeness' in the broad sense. That is to say, all interactants have an interest in maintaining two types of 'face' during interaction: 'positive face' and 'negative face'. Brown and Levinson define 'positive face' as the positive and consistent image people have of themselves, and their desire for approval. On the other hand,

'negative face' is "the basic claim to territories, personal preserves, and rights to non-distraction" (p. 61).

Mahyuni from Universitas Mataram wrote about "*The socio-cultural significance of valuing linguistic politeness*". The politeness of linguistic acts is determined by their occurrence in communicative contexts rather than by inherent properties, pushes the issue even further by noting that being 'polite' is attributable only to speakers' conduct, it is the conduct itself, whether in form of language use or other behaviours, that is routinely assessed as more or less polite relative to community values and norms (Fraser, 1990, Kasper, *1997).* Thus, it is a crucial element of interpersonal communication in all cultures.This paper evaluates theories commonly used to approach the universality and the relativity of the issue.

Blum-Kulka et al. (1989). "*Cross-Cultural Pragmatics: Request and Apologies".* This study contrasted aspects of language use in Argentinian Spanish; Australian English; Canadian French; German German, and Israeli Hebrew. This project was designed to examine cross-cultural and intralingual variation in two speech acts: requests and apologies, two potentially face-threatening acts (see, Brown and Levinson, 1978, 1987). Blum-Kulka (1989) found variation in sub-strategies of 'conversational indirectness' in request.

Finding those results, I can conclude that for an effective and acceptable communication in a particular culture need a good strategy. It means that teacher should give information about how to choose an appropriate strategy to be used in a communication so that students able to maintain someone's face.

## 2.3 Theoretical Studies

### 2.2.1. Speech Acts

The speech act is a concept in linguistics and philosophy of language. Speech acts can be described as 'saying something, we do something'. It constitutes attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, apologies, requests or complaints.

Speech acts theory was primarily introduced by Austin, which has an enormous impact on linguistic philosophy, and the American; Searle, who had studied under Austin in Oxford. Both of them have great influence in speech acts theories.

Searle (1969: 16) says about speech acts, 'More precisely, the production or issuence of a sentence token under certain conditions is a speech acts and speech acts (of certain kinds to be explained later) are the basic or minimal units of linguistics communnication.

According to the speech acts theory (Austin 1962; Searle 1969) the performance of a speech act involves the performance of three types of act: an act of saying something, an act of doing something, an act of affecting someone (i.e., the listener). As a framework for investigating these different components, Searle in Sari (1988:25) adapted the following terminology from Austin.

(1) Locutionary Act. The act of simply uttering a sentence from a language; it is a description of what the speaker says. It is the act of using a referring expression (e.g., a noun phrase) and a predicating expression (e.g., a verb

phrase or adjective). For example, if someone says: “My television is broken.”, the referring expression is broken.

(2) Illocutionary Act. This is what the speaker intends to do by uttering a sentence. Illocutionary acts would include stating, promising, apologizing, threatening, predicting, ordering, and requesting. For instance, if a mother says to her daughter: “Take your feet off the table.”, the illocutionary act is one of ordering. The intent associated with an illocutionary act is sometimes called the illocutionary force of utterance. Thus, in the previous example, we might say that illocutionary force of the mother’s utterance is an order. Illocutionary acts, unlike locutionary acts, are at the very heart of our understanding of speech acts.

(3) Perlocutionary Act. This is the effect on the hearer of what the speaker says. Perlocutionary acts would include such effects as persuading, embarrassing, intimidating, boring, irritating, or inspiring the hearer. For example, if a husband says to his wife ten times in five minutes: “Hurry up, dear, we’re going to be late for the party.” The illocutionary act might be one of urging but the perlocutionary act is likely to be one of irritating. As with illocutionary acts, the effect associated with a perlocutionary act is sometimes referred to as the perlocutionary force of the utterance.

To speak in our daily life, we use language as the main means. We meet our family in our house, in our learning, in our classroom, etc, we make use of language. Language itself contains many massage-conveyed by the speaker to determine understanding between speaker and listener(s). Then, the messages will

be successfully understood and the aim of uttering is done well-whether the aim is asking information, apologizing, and so on. This phenomena could appear if we use speech acts properly in our communication with other people surrounding us since speech acts, as we discussed above, are the basic units of linguistic communication.

### 2.2.2. **Request Strategies**

Requests are attempts on the part of a speaker to get the hearer to perform or to stop performing some kind of action. Requests have received considerable attention in second language acquisition research for a number of reasons. They are face-threatening (Brown and Levinson 1987) and, therefore, call for considerable linguistics expertise on the part of the learner; they differ cross-linguistically in interesting ways and they are often realized by means of clearly identifiable formulas.

In the classroom context, the request can occur between students and teacher in many ways. They are in students-students requests (equals), students-teacher (unequal). In requests, there is also known the degree of impositions. There is three degree of impositions, low (e.g. student A request for borrowing pencil to student B), middle (e.g. students A request for leaving the class earlier to his teacher), and high (e.g. teacher request his students to buy some pen in a market when teaching-learning process is occur).

By making a request, the speaker infringes on the recipient's freedom from imposition. The recipient may feel that the request is an intrusion on his/her freedom of action or even a power play. As for the requester, s/he may hesitate to

make requests for fear of exposing a need or out of fear of possibly making the recipient lose face (Blum-Kulka et al., 1989, p. 11). In this sense, requests are face-threatening to both the requester and the recipient. Since requests have the potential to be intrusive and demanding, there is a need for the requester to minimize the imposition involved in the request (Brown & Levinson.,1987).

As defined by the CCSARP (Blum-Kulka & Olshtain, 1984), requests consist of three parts: (a) the *alerter* or *address term*, (b) the *head act*, and (c) the *adjunct to the head act* (also known as *supportive moves*). Alerters can be anything from "Hey you…" to "Pardon me…" and are used simply to get the attention of the hearer. The head act, on the other hand, is the core of the request and where the performance of the speech act actually takes place. Within the head act, three different strategies have been observed: direct (or impositive), conventionally indirect, and nonconventionally indirect. In the studies reviewed (Blum-Kulka & House, 1989;), the cross-cultural variance was greatest in terms of directness. A direct request is likely to contain an imperative and would be something like "Close the window." In contrast, one way to minimize the imposition of a request is by using an indirect strategy (Blum-Kulka & Olshtain, 1984, p. 201). An example of a conventionally indirect strategy is the use of a modal, as in "*Could* you open the window?" A nonconventionally indirect strategy uses the least amount of imposition and takes the form of a hint, as in "Burr, it's cold in here." The more direct a request is, the more transparent it is and the less of a burden the recipient bears in interpreting the request.

Both situational and cultural factors influence use of these request strategies. Different cultures seem to agree on general trends of situational variation. For example, a big favor usually comes with more indirect and/or polite strategies than a low-imposition request. Friends use more casual requests than acquaintances provided that the content of the request is the same. However, the specific directness levels appropriate for given situations might differ cross-culturally. A certain language (like German) may tend to use more direct-level requests than other languages (like Japanese) equally in an appropriate manner within the culture. Most strategies are limited by language and situation except for ability questions that are found to be used by speakers in all languages and all situations. (Blum-Kulka & Olshtain (1984), Blum-Kulka et al.,1989).

Once again, the choice of strategies is influenced by sociocultural norms such as status, gender, social distance, power, and/or environment/situation. In some cultures, more importance is placed on a person's status, age, or social distance than in others. Therefore, the degree of directness used in a request may differ based on these sociocultural standards.

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2.2.2.3 ***Request Perspectives***

Requests usually include reference to the requester, the recipient of the request, and/or the action to be performed. The speaker can manipulate requests by choosing from a variety of perspectives (Blum-Kulka, S., House, J., & Kasper, G., 1989) in making requests: hearer-oriented (emphasis on the role of the hearer): (e.g *Could you clean up the kitchen, please?*), speaker-oriented (emphasis on the speaker's role as the requester) (e.g *Can I borrow your notes from yesterday?*), speaker- and hearer-oriented (e.g *So, could we tidy up the kitchen soon?*) , impersonal (e.g *So it might not be a bad idea to get it cleaned up*). (Blum-kulka & Olshtain (1984), p. 203).

The most popular approach to requests varies across the languages. Speaker-oriented requests are often by appearance a request for permission which implies that the recipient of the request has control over the speaker. Hence, speaker-oriented requests avoid the appearance of trying to control or impose on the hearer and are therefore perceived as being more polite. (Blum-Kulka & Olshtain (1984), Blum-Kulka et al. (1989).

In order to make an effective request, it is obvious that we have to know what is actually our role in the request. Besides, cross cultural awareness in using language will be very helpful to maintain someone's face. Therefore, we can choose what kind of strategies to be used in making request in a certain situation without losing someone's face.

2.2.2.4 ***Sociocultural Aspects of Requests***

Requests in any languages are made in consideration of a number of social and situational factors. Although it may not so overt at times, cultures have been found to differ as to which factors count more than others, and languages vary in the extent to which they switch directness levels by situation (*Blum-Kulka et al., 1989*). Some of the social/situational factors include:

- Relative dominance of the requester in relation to the hearer
- Relative social distance (familiarity) between the interlocutors
- Hearer's degree of obligation in carrying out the request
- The right the speaker has to issue the request
- Estimated degree of difficulty the speaker has in making the request
- Estimated likelihood of compliance on the part of the hearer

(Blum-Kulka et al. (1989), p. 40)

Scollon and Scollon (2001) emphasize the fact that politeness is greatly influenced by such factors as "power, distance and the weight of the imposition." On the other hand, speaker must determine the seriousness or the weightiness of a face threatening act in terms of three independent and culturally sensitive variables: (a) the social distance between the speaker and the addressee (b) the social power between the speaker and the addressee (c) the ranking of imposition of a specific face-threatening act.

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The choice of linguistic realization depends on variety of social factors concerning the relationship between the speaker and hearer, and the perceived degree of imposition a particular request makes on hearer (i.e it involves a choice of politeness strategies). Those two aspect are termed as social distance and size of imposition respectively by Thomas (1995: 128-130).

In real communication, the shared social norms should be considered. It is important for people to keep a good communication with the interlocutor(s) by understanding the sociocultural aspect in certain places. Considering the fact that different culture may have different strategies to be used in communication anyway.

### 2.2.3 Brown and Levinson's Politeness Strategies

In everyday communication, there are ways to go about communicating, such as: getting the things we want, asking questions, ordering someone to do something, etc. Different social situations ask us to employ our words to fit the occasion. Using language is not only saying utterance or pronouncing the words well, but also conveying meaning within utterance. In conveying meaning, speaker has to pay attention to others' feeling and condition. In formal condition, speaker (S) should speak more polite to show his or her respect to the hearer (H) and to minimize conflict.

Theory of politeness is developed by some experts such as Geoffrey Leech, Bruce Fraser, Penelope Brown and Stephen C. Levinson and Lakoff (Rustono, 1999:61). Grundy (1995:133) says that the most fully elaborated politeness theory is Brown and Levinson's politeness theory.

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According to Brown and Levinson, politeness strategies are communicative devices for redressing the threats inherent in verbal and nonverbal utterances. Brown and Levinson suggest that all human being have 'face', something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. (Brown and Levinson 1987:61). In most encounters, our face is put at a risk. In fact, 'face' comes in two varieties, which Brown and Levinson (1987:62) identified as :

(1) negative face: the want of every 'competent adult member' that his actions be unimpeded by others.

(2) positive face: the want of every member that his wants be desirable to at least some others.

When we have a face-threatening act (FTA) to perform, according to Brown and Levinson, we have to choose four highest-level strategies, which are: bald on record, positive politeness, negative politeness and off record.

***2.2.4.1 Bald on Record Strategy***

Bald on record strategies do not attempt to minimize the threat to the hearer's face. Speakers who closely know their audience most often utilize this strategy. With the bald on record strategies, there is a direct possibility that the audience will be shocked or embarrassed by the strategy.

Bald on record strategy might be the easiest strategy to use because it provides no effort to reduce the impact of the FTAs. Bald on record Strategy is divided into two main cases: case of non-minimization of the face threat and case of FTA-oriented bald on record usage (Brown and Levinson, 1987: 95).

We can use the bald-on-record strategy whenever we want to do the FTA with maximum efficiency more than we want to satisfy H's face. For example in a direct imperative. In this case, we can avoid the danger of being misunderstood.

***2.2.4.2 Positive Politeness Strategy***

Positive politeness strategy attempts to minimize the threat to the hearers face. This strategy is most commonly used in situations where the audience knows each other fairly well.

Positive politeness strategies can be applied in three broad mechanisms: claiming 'common ground', conveying that speaker and hearer are cooperators, and fulfill hearer's want for some X (Brown and Levinson, 1987:103).

First type, claiming 'common ground' indicate that speaker and hearer both belong to some set of persons who share specific wants, including goals and values. Brown and Levinson (1987:103-124) states that these stressing common ground method give us 8 positive politeness strategies, those are noticing, exaggerating, intensifying interest to hearer, using in-group identity markers, seeking agreement, avoiding disagreement, presupposing or raising or asserting common ground, and joke.

Second type of positive politeness strategies is conveying that speaker and hearer are cooperators. If speaker and hearer are cooperating, then they share goals in some domain, and thus to convey that they are cooperators can serve to redress hearer's positive-face want. From this second major class, we get 6 strategies, those are asserting speaker's knowledge of and concerning for hearer's want, offering, promising, being optimistic, including both speaker and hearer in

the activity, giving (or asking) reasons, and assuming reciprocity. (Brown and Levinson, 1987:125-129).

The last method of positive politeness strategies is fulfilling hearer's want for some X. It involves speaker deciding to redress hearer's face directly by fulfilling some of hearer's wants, thereby indicating that speaker wants hearer's wants for hearer, in some particular respect. For doing this, we use the last strategies of positive politeness, giving gifts to hearer. (Brown and Levinson, 1987:129).

The potential FTA is minimized in this case by assurance that in general S wants at least some of H's wants; for example, that S considers H to be in important respects 'the same' as he, with in-group rights and duties and expectations of reciprocity, or by the implication that S likes H so that the FTA doesn't mean a negative evaluation in general of H's face.

***2.2.4.3 Negative Politeness Strategy***

Negative politeness presumes that the speaker will be imposing on the listener. The potential for awkwardness or embarrassment is greater than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous. Thus, a request without consideration of the listener's negative face might be uncomfortable.

When speaker uses this strategy, it means he takes care of hearer's autonomy. Some ways of showing this strategy are being direct, not presuming or assuming, not coercing, communicating speaker's wants to not impinge on hearer and redressing other wants of the hearer's (Brown and Levinson, 1987:130).

The simplest way to construct an on-record message is to convey it directly. As in bald-on-record usages, speaker can be direct in communicating. To be direct, speaker is being conventionally indirect.

The second ways of showing negative politeness strategies is to not presuming or assuming. One way in which such redress can be given – by carefully avoiding presuming or assuming that anything involved in the FTA is believed or desired by hearer. This method gives the negative politeness strategy called questioning or hedging (Brown and Levinson, 1987:144-172).

Not doing coerce hearer is the third ways of negative politeness strategies. Negative face redress may be made by avoiding coercing hearer's response. In this method, speaker predicates hearer's act when requesting his aid, or offering him something which requires his accepting. The strategies of this method are being pessimistic, minimizing the imposition, and giving deference. (Brown and Levinson, 1987:172-187).

Next method, negative politeness strategies can be applied by communicating speaker does want to not impinge on hearer. Speaker is aware of hearer's existence and takes them into account. This way gives us 4 strategies, those are apologizing, impersonalizing, stating the FTA as a general rule, and nominalization (Brown and Levinson, 1987:187-209).

The last method to show negative politeness strategies is redressing other wants of hearer's. Speaker redresses FTAs by explicitly claiming indebtness of hearer by means of certain expression. It gives the last negative politeness

strategy, going on record as incurring a debt, or as not indebting hearer. (Brown and Levinson, 1987:209-210).

Negative politeness, thus, is essentially avoidance-based, and realizations of negative-politeness strategies consist in assurances that S recognizes and respects the addrressee's freedom of action.

***2.2.4.4 Off-The-Record or Indirect Strategy***

Indirect strategy or off-the-record uses indirect language and removes the speaker from the potential to being imposing. Speaker leaves himself an 'out' by providing himself with a number of defensible interpretations. Two ways of doing this strategy is by inviting conversational implicatures and being vague or ambiguous (Brown and Levinson, 1987: 213).

Inviting conversational implicatures is done if speaker wants to do an FTA, and chooses to do it indirectly, the speaker has to give hearer some hints and hope that hearer picks up on them and thereby interprets what speaker really means (intends) to say. This method gives us 10 strategies, those are giving hints, giving association clues, presupposing, understanding, overstating, using tautologies, using contradictions, being ironic, using metaphors, and using rhetorical questions (Brown and Levinson, 1987: 213-225).

The second ways of indirect strategy is being vague or ambiguous. It can be used to minimize the face threat too that is technically by showing indirectness. In this case, hearer decides the best perception of speaker's utterance. This method gives us 5 strategies, those are being ambiguous, being vague, over-

generalizing, displacing hearer, and being incomplete (Brown and Levinson, 1987: 225-227).

The off-record strategy leads to ambiguities and unclarities, thus, as a NNS we should be careful to use this strategy; otherwise our interlocutor(s)' don't get the right interpretation and get the danger of being misunderstood.

## 2.4 Theoretical Framework

There are many researcher conducted a research about speech acts. The use of politeness strategies in a speech act requests is one of the knowledge that students have to know to avoid Face Threatening Act. Then I conduct this research about politeness strategy in a speech acts of request based on Brown and Levinson's theory.

In this research, I based the data analysis on the politeness strategies of Brown and Levinson's theory for the reason of it is appropriate to use in analyzed the collection data. In this case prompted elicitation data.

The eleventh grade students of State Senior High School 1 Tayu in second semester are the proportional sample of this research because they should master the speaking competence at least since they passed the junior high level. Therefore the second grader of senior high school have sufficient competence to be measured with this method.

# CHAPTER III

# METHODS OF THE STUDY

In this chapter, the writer presents the approach of the study, roles of the researcher, participant of the study, types of the data, techniques of data collection and data analysis.

## 3.2 Approach of the study

The approach of the present study is **descriptive qualitative.** The descriptive qualitative studies offer a comprehensive summary of an event in the everyday terms of those events. Researchers conducting such studies seek descriptive validity, or an accurate accounting of events that most people (including researchers and participants)

observing the same event would agree is accurate, and interpretive validity, or an accurate accounting of the meanings participants attributed to those events that those participants would agree is accurate (Maxwell, 1992: 62).

### 3.1.1 Descriptive Method

Based on the data that will be obtained, there were interactions between students and students, and students and teacher about their politeness strategies in classroom requests, so the writer used the descriptive method in which he described,explained and gave reason for his findings and data arguments.

Aminnudin stated that the data of descriptive study are in form of words, phrases, clauses, sentences, analyzed and interpreted to produce the result of research (1991:16).

In this case, the writer observed the use of politeness strategies in speech acts of request based on Brown and Levinson's theory ( 1987 ) between students and students and between students and teachers. And to describe the kinds of politeness strategies the students of State Senior High School 1 Tayu used in classroom requests.

### 3.1.2 Qualitative Method

As had been introduced at previous chapter, the writer uses the qualitative data analysis in which he described, explained and gave reason for his findings, data and arguments. Surachmad (1994:2) stated that qualitative method could be applied for the following reasons:

(1) The research was intended to get the qualitative data.

(2) The acquire data were analyzed qualitatively.

## 3.3 Roles of the Researcher

In this investigation, as the researcher , the writer played two roles:

(1) As data collector. I collected the data in the form of written elicitation.

(2) As data analyst. I analyzed the collected data using Brown and Levinson's politeness strategies (1987), but first of all I will do a grammatical analysis.

## 3.4 Participant of the Study

This research was held at grade eleventh students of State Senior High School 1 Tayu. The writer only used one class as the participant of the study. They were class XI- Science 2 students of State Senior High School 1 Tayu, consisting 37 students. In this research, I used XI-Science 2 class as the object of

the study because they are more prominent compared to other class in the same grade. This was based on the interview with the teacher that I did.

## 3.5 Types of the Data

The data used in the present study is the participants' requests realization in situations given. The situations are distinguished in two different situations, in which each situation will have different hearer. The situations are constructed to distinguish the differences of the politeness strategy to classroom situation. The data collected are in form of written elicitation, which are the participants requests realization based on the situations given to them.

Pursuing the validity of the data, I choose not to give the situations in the English but in Bahasa Indonesia with the consideration that English situation raises the possibility of confusions and/or misunderstanding which are risky. The output data will reflect the participant request strategies in their own culture, although the requests are in English.

## 3.6 Techniques of Data Collection

The techniques of collecting data that be used is prompted elicitation. The learners will be given situational conditions which allow them to use requests expressions in the classroom.

Collection of data is done in the following phases:

(1) Constructing situations in Bahasa Indonesia.

(2) Matching the situations with the communicators that might participate in conversation.

(3) Collecting data from participants in a form of written elicitation.

(4) Identifying the collected data by using the politeness strategies constructed by Brown and Levinson (1987).

**(5)** Identifying the data and relating it with the politeness strategy to classroom situation, the relative power of the hearer over the speaker, the social distance between the speaker and the hearer and the politeness strategy to degree of impositions.

## 3.7 Data Analysis

The technique of data analysis will be done qualitatively by means of analyzing them using politeness strategies proposed by Brown and Levinson's theory ( 1987 ) for the reason of it is appropriate to use in analyzed the collection data. In this case the data collected are in form of written elicitation, which are the participants requests realization based on the situations given to them. The procedures of analyzing the data are:

1. Listing the data

   Listing the data meant that the writer read all the elicitation prompted carefully. After then, he made a list of the data that related to the study.

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2. Doing grammatical analysis

   Before describing the finding, first of all the writer do a grammatical analysis. For example:

   *Excuse me, would you <u>to explain</u> the <u>matter with</u> loudly,Sir?* (E.P 1)

   There are grammatical errors in the underline words. Therefore, the citation above can not be analyzed with the politeness strategies by Brown and Levinson's theory (1987).

3. Describing the finding

   In this part, the writer tried to describe the finding. The aim of this method was showing or clarifying the meaning of each of the data.

   For example: *Guh, open the window!* (E.P 2)

   Based on politeness strategies of Brown and Levinson's theory (1987), the citation above shows the first politeness strategies of bald on record strategies, cases of non-minimization of the face threat.

4. Drawing conclusion

   Some conclusions are drawn based on the finding, in order to answer the statements of the problem and present some suggestions.

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# CHAPTER IV

# RESULT OF THE STUDY

In chapter III, theoretically, the writer had described all of the steps in doing his research. In the next chapter, the writer would like to present and discuss the result of his research. The discussion of Brown and Levinson's politeness strategy was divided into five sections. The first section was the discussion of bald on record strategy. The second section was the discussion of positive politeness strategy. The third section was the discussion of negative politeness strategy. The next section was the discussion of off-record strategy. The last section was the errors of laxicogrammatical features in applying request. Not all utterances were discussed. For each sub strategy, the writer only took some utterances to be discussed because they had similarities.

## 4.2 General Findings

After doing the research, the writer find that the students of XI Science 2 State Senior High School 1 Tayu apply the politeness strategies of Brown and Levinson's theory. Then, the writer categorizing 370 utterences from the elicitation prompted given to 37 students of XI Science 2 State Senior High School 1 Tayu. Those are ninety-nine utterances of bald on record strategies, sixty-seven utterances of positive politeness strategies, one hundred and forty-one utterances of negative politeness strategies, four utterances of off the record strategies and fifty-nine lexicogrammatical features' errors.

## 4.2 The Politeness Strategies Used in Request

In the last section of this chapter, the writer will present about the finding of her research. This study, as stated before, is intended to describe how do the students of State Senior High School 1 Tayu apply the politeness strategies in speech acts of request and what kind of Brown and Levinson's politeness strategies in speech acts of request that they used.

### 4.2.1 Bald on Record Strategy

With the bald on record strategies, there is a direct possibility that the audience will be shocked or embarrassed by the strategy. This case happens among close friends or people who have higher status. It is the easiest strategy to use because it provides no effort to reduce the impact of the FTAs (Face Threatening Acts). From the data, I found ninety nine utterances of bald on record strategy; twenty-two utterances are the case of non-minimization of the face threat and the others are the case of FTA-oriented bald on record usage.

**(1) Cases of non-minimization of the face threat**

Where maximum efficiency is very important, and this is mutually known to both speaker and hearer, no face redress is necessary. In using this strategy, the speaker forced not to speak politely because in this case the relationship of the speaker and hearer is peer. The writer found thirty-two utterances of this strategy on the data, such as:

(1) What time is it?, ( E.P. 3 ).

In citation (1), speaker ask hearer to tell him the time. In this case, the request happened between a classmate. Therefore, the speaker can ask hearer directly. Since, It is the most effective way to know the time.

Beside, this strategy is also used where speaker speaks as if maximum efficiency were very important, he provides metaphorical urgency for emphasis. This metaphorical urgency perhaps explains why orders and entreaties (or begging), which have inverted assumptions about the relative status of speaker and hearer, both seem to occur in many languages with the same superficial syntax-namely, imperatives.

(2) Guh, Open the window!, (E.P. 2).

(3) Be quiet, guys!, (E.P. 9).

In citation (2) the speaker asks the hearer, who is his classmate, to open the door because the classroom is hot. In citation (3) the speaker wants hearer to keep silent because the teaching learning process is going on. Both, citation (2 and 3) shows the urgency of the situation in the classroom. The speaker asks hearer to do something to get hearer attention. Thus, the speaker may think that those utterances are the most efficient to be used.

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This strategy perhaps also the source of certain metaphorical ‘entreaties’:

(4) Guys, help me to do the task!, (E.P. 8).

(5) Sir, borrow me your book, (E.P. 10).

In citation (4) the speaker is in an urgent situation, he can’t do the exercises by himself. Consequently, he has to ask his friends to help him. In citation (5) the speaker (student) asks the hearer (teacher) to lend him the book

that may be very important for him. In this case, the speaker didn't make any face redression to the hearer although there is a different power between them. Therefore, the speaker is potential FTA and has great risk of losing face because of ignoring hearer's different power.

**(2) Cases of FTA-oriented bald-on-record usage**

The use of this strategy is oriented to face. In this case both speaker and hearer attempt to respect each face, so that each participant attempts to foresee what the other participant is attempting to foresee. In the elicitation prompted, the writer found sixty-seven utterances that employ this bald-on-record strategy.

(6) Guys, please turn on the lamp!, (E.P. 5).

(7) Miss, please explain again the material that is not clear, (E.P. 7).

(8) Hi, don't make noise when lesson is going on please, (E.P. 9).

Citation (6,7,8) shows some examples of cases of bald-on-record imperatives. Only sometimes, the 'urgency' expressed by such face-oriented bald-on-record usages is totally unredressed. It may be softened by negative-politeness respect terms, or by 'please'. Here, speaker persuades hearer as his classmate to turn on the lamp (6), help doing the test (7), and to keep silent (8). He uses the word 'please' because he wants to respect hearer as his friends. However, in citation (7) the use of bald on record strategy is potential FTAs: there is a risk that hearer may not wish to receive such request. It happends because there is a different power between student and teacher.

### 4.2.2 Positive Politeness Strategy

Using positive politeness strategy means doing FTA on record plus redress to hearer wants. Employing positive politeness strategy is that speaker wants hearer's wants. The writer found sixty-seven strategies of positive politeness in the prompted elicitation given to them.

**(1) Intensify interest to hearer**

The use of directly quoted speech rather than indirect reported speech is another feature of this strategy, as in the use of tag questions or expressions that draw hearer as a participant into the conversation. The writer found one utterances of this strategy on the data.

(9) Sist, can you open the window? It's hot day, isn't it? (E.P. 3).

In citation (9) the speaker asks the hearer to open the window in the classroom because She feels that it is a hot day. The speaker uses the tag question to intensify interest to hearer. The exaggeration in this case may redress an FTA simply by stressing the sincerity of speaker's good intentions, but there also seems to be an element of attempting to increase the interest of the conversational contributions by expressing them dramatically.

**(2) Use in-group identity markers**

Showing positive politeness can be done by using in-group usage of address forms or calling hearer's identity marker. The writer found eight utterances of this strategy on the data, such as:

(10) Honey can you help me to tell me what time is it?, (E.P. 3).

(11) Bro, please help me to do the task!, (E.P. 4).

Address forms used to convey such in-group membership include generic names and terms of address like *honey* (citation 10), and *bro* (citation 11).

(12) Saii, Can you open the window,please! It is very hot. (E.P. 2).

(13) Coy, what time is it?, (E.P. 3).

*Saii* (citation 12) and *coy* (citation 13) are in group usages of Indonesian jargon or slang. From the examples above, speaker considers the relative power or status difference between theirself and the addressee to be small, thus softening the imperative by indicating that it is not a power-backed command.

**(3) Being optimistic**

Only one times this strategy found in the elicitation prompted. Speaker optimists that hearer will do for her/him.

(14) Be quiet, will you?, (E.P. 9).

The speaker wants hearer to be quiet because the lesson is going on. The speaker asks hearer which has equal status. He optimists that hearer will do what he wants. Such optimistic expression of FTAs seems to work by minimizing the size of the face threat.

**(4) Giving (or asking for) reasons**

Giving reasons as to why speaker wants what she wants is one of ways to show positive politeness. The writer found fifty-five utterances of this strategy in the data, such as:

(15) Firman, can you open the window,please? It's very hot, (E.P. 2).

(16) Excuse me,sir. Please repeat this task because I'm not understand yet about it, (E.P. 4).

(17) May I borrow your money? help me, please…

My money was left in home, (E.P. 6).

(18) My homework is difficult. Please help me to do it, (E.P. 8).

The citations above show that by giving reason speaker hopes for heare's cooperation to help them and it is obvious what kind of help is needed.

The speakers choose to give reasons rather than directly ask H because they realize to the degree of imposition of the request.

### 4.2.3 Negative Politeness Strategy

In Western culture, negative politeness is the most elaborate and the most conventionalized set of linguistic strategies for FTA redress. Negative politeness is specific and focused, where positive politeness is free-ranging. In this research, the writer found one hundred and forty-one strategies of negative politeness. Those were being conventionally indirect, minimizing the imposition, apologizing, and stating the FTA as a general rule.

**(1) Being conventionally indirect**

The use of phrases and sentences in this strategy has contextually unambiguous meanings.. This strategy is found one hundred and eleven times in the data, such as:

(19) Sir, Can you explain the material loudly? (E.P. 1).

(20) Can you show me what time is it?, (E.P. 3).

(21) Mazz, would you borrow me money…(E.P. 6).

Being conventionally indirect strategy is applied by speaker in all elicitation prompted given to them. In citation (19,20,21,) shows that speaker

drew attention to a systematic way of making indirect speech acts by stating or questioning a felicity condition (Gordon and Lakoff, 1971). A felicity condition (Searle 1969, after Austin 1962) is one of the real-world conditions that must be met by aspects of the communicative event in order for particular speech act to come off as intended. For instance, for a request to be felicitous (succesfull), the addressee must be thought potentially able to comply with the request, the requestor must want the thing requested, and so on. In citation (19) the students ( speaker ) can not hear the teacher's ( hearer ) voice and speaker believe that hearer has capability to speak louder in explaining the material. The same thing happened for citation (20,21).

**(2) Minimizing the imposition**

As stated above, this strategy usually uses 'just' to convey both its literal meaning of 'exactly', 'only', which delimits the extent of the FTA. The writer found one utterances in the data.

(22) Borrow me your money, please… just Rp. 10.000,00, (E.P. 6).

In citation (22), speaker wants to convince hearer that speaker only want to borrow a few of money. Therefore, the hearer doesn't need to worry about an effect that may happened after he lending him some money.

**(3) Giving deference**

Giving deference means placing hearer as superior. Not coercing was important to use. By this strategy they placed themselves underpowered hearer, so hearer might not impose of speaker's act. The writer found twenty-eight utterances in the data.

(23) Excuse me sir, can you try to explain loudly? (E.P. 1).

(24) Excuse me sir, can you repeat the task, please, (E.P. 4).

In citation (23,24) the speakers try to satisfy the hearer to be treated as superior, in this case there is a different power and social status between them because the speaker is a student and the hearer is a teacher. The speakers initiate interruption then making request.

**(4) Apologizing**

In this strategy speaker takes account of hearer's condition by apologizing before speaker disturbs hearer. There are eight utterances of this strategy from the data.

(25) I am sorry sir, can you explain the exercise again, (E.P. 4).

(26) I'm sorry sir, please repeat…(E.P. 7).

In citation (25,26) The speakers beg for hearer's forgiveness, or at least ask for acquittal that hearer should cancel the debt implicit in the FTA.

### 4.2.4 Off-The-Record or Indirect Strategy

Sometimes what speaker says with its meaning is different. When speaker tries to reduce FTAs, he/she also can do it indirectly. There are four utterances of this strategy from the data.

**(1) Giving hints**

As stated before, when talking to someone, sometimes speaker does not speak directly and hearer has to search interpretation of speaker words. Many

cases of truly indirect (off-record) speech acts are accomplished by hints. The writer only found three utterances of this strategy in the data, such as:

(27) It's very hot in here, (E.P. 2).

The speaker in this citation actually want the hearer to open the window because the room is very hot. Rather than pointing to the point, the speaker let the hearer find the implicit meaning.

(28) I feel this task is difficult, (E.P. 8).

Rather than pointing to the point, speaker in this citation gives the hint. Speaker tells hearer that the task is difficult. Actually, speaker wants to ask hearer to help him doing the class.

**(2) Over-generalizing**

Rule instantiation may leave the object of the FTA vaguely off record . The writer only found one utterance of over-generalizing in the data.

(29) Students shouldn't make noisy when the lesson is going on, (E.P. 9).

Rather than making direct request to the hearer to keep silent when the lesson is going on, the speaker make hearer deciding whether the general rule applies to him, in this case he is a student.

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### 4.2.5 Errors in Lexicogrammatical features

There are fifty-nine errors in lexicogrammatical features that the writer found from the elicitation prompted given to 37 students of XI IPA 2 Sma Negeri 1 Tayu. The writer will only take some utterances to be example because it has similarities.

(30) Excuse me sir, Can you lend to book lesson?, (E.P. 10).

In citation (30) there is a grammatical error in the expression of request that is no object in the sentence. Moreover, there is a wrong use of noun phrase too. Therefore, the expression is confusing. It should be “Excuse me sir, Can you lend me the lesson book?

(31) Can you be not noisy while was teaching?, (E.P. 10).

In citation (31) there is a grammatical error in the expression of request that is the use of wrong tenses in the sentence. Moreover, there is a wrong use of conjunction too. Therefore, the expression is confusing. It should be “Can you keep silent when the lesson is going on?”

(32) Sir, please to explain the material with loud speaker, (E.P. 1).

(33) Please borrow your money? My pocket money behind in the home. (E.P. 6).

In the citation (32,33) there is an error because the wrong choice of word. Therefore, the meaning is ambiguous or even can not be understood. In citation (32) the speaker want to ask the teacher to speak louder. But, he uses the wrong words (loud speaker) in making request. It should be “ Sir, please explain the material louder”. In citation (33) the sentence should be ‘ Please borrow me money. My pocket money was left at home.

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# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## 5.1 Conclusions

Based on the research the writer did, it can be concluded that the students of State Senior High School 1 Tayu apply the politeness strategies by applying the politeness strategies proposed by Brown and Levinson's. The writer found four ways of politeness strategies; bald on record (the case of non-minimization of the face threat and the case of FTA-oriented bald on record usage), positive politeness (Intensify interest to hearer, use in-group identity markers, being optimistic, giving (or asking for) reasons), negative politeness (being conventionally indirect, minimizing the imposition, giving deference, apologizing), and off the record strategy (giving hints, and over-generalizing).

In the data, From 370 utterances of the elicitation prompted, there are 311 utterances of politeness strategies of Brown and Levinson's theory. Those are ninety-nine utterances of bald on record strategies, sixty-seven utterances of positive politeness strategies, one hundred and forty one utterances of negative politeness strategies, and four utterances off the record strategies. On the other hand, there are fifty-nine lexicogrammatical's errors of the utterances.

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From the finding of this research, the writer can conclude that negative politeness strategy is mostly used in the classroom request. When speaker uses this strategy, speaker keeps hearer's autonomy. Speaker tries to redress hearer's negative face. Speaker does not want to disturb hearer by his action.

Bald on record strategy is considered as the second most used strategy in the data. In this strategy, speaker does not have an effort to redress someone's face. It is the easiest strategy used. It is usually delivered in imperative ways. Unfortunately, based on the data, sometimes the speaker (students) apply this strategy in making request to the teacher. Therefore, they are potential FTA and has great risk of losing face because of ignoring hearer's different power.

Positive politeness strategy is considered as the third most used strategy in the data. This strategy makes speaker and hearer getting closer. This strategy is most commonly used in situations where the audience knows each other fairly well. When using this strategy, speaker attempts to avoid conflict.

The most unfamiliar strategy that is used in the data is off the record strategy. In this strategy, speaker gives hints and uses over generalizing to speak to hearer, and let hearer interpreted the message. If hearer failed to interpret the right message of speaker's utterance, conflict could happen.

In making a request, some students still make some lexicogrammatical's error. It includes, grammatical error, sentence structure error, and choice of words error.

## 5.2 Suggestions

Based on the conclusion above, the writer would like to present some suggestions for the reader. Relating to the realization of speech act requests by the eleventh grade of senior high school 1 Tayu, the writer suggests that the use of politeness in the class room request should be considered. It should be different if someone talk to his peer and talk to someone who has higher status or older than him. It also should consider from point of view of culture. Indonesian culture and English culture are different. Students should be taught about English culture because they are learning to talk in English.

The writer hopes that this result of this study can help the English teacher to choose the right method to improve student's skill, language knowledge and also their personality. And also it will be useful contribution of the English learner to use language in the right way grammatically, culturally and politely.

The writer also suggests to other researchers to make more comprehensive research about politeness strategies. It is expected that the next research of analyzing politeness strategies in the speech act of a request will be better and more detail.

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## Appendix 1

# The Elicitation Prompted

*Age* *:*

*Sex* *: M / F*

Ungkapkanlah maksud-maksud berikut ini dalam bahasa Inggris sebagaimana dipergunakan dalam percakapan normal sehari-hari.

1. Meminta guru untuk menjelaskan materi dengan suara yang lebih lantang.

   _____

   _____

2. Meminta temanmu untuk membuka jendela.

   _____

   _____

3. Meminta temanmu untuk membersihkan papan tulis.

   _____

   _____

4. Meminta guru untuk menjelaskan ulang tugas yang harus dikumpulkan.

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5. Meminta temanmu untuk menyalakan lampu penerangan kelas.

_____

_____

6. Meminjam uang kepada temanmu karena uang sakumu tertinggal di rumah.

_____

_____

7. Meminta guru untuk menjelaskan ulang materi pelajaran pada bagian yang belum dimengerti.

_____

_____

8. Meminta tolong temanmu untuk membantumu mengerjakan soal.

_____

_____

9. Meminta temanmu agar tidak membuat kegaduhan ketika pelajaran sedang berlangsung.

_____

_____

10. Meminta guru untuk meminjami buku pelajaran yang dimiliki.

_____

_____

## Appendix 2

# THE DATA OF BALD ON RECORD

## Cases of non-minimization of the face threat

### The elicitation prompted number 2

(1) Open the window! (5)

(2) Guh, open the window (11)

### The elicitation prompted number 3

(3) what time is it? (2)

(4) what time is it? (3)

(5) guys, what time is it? (6)

(6) Brian, what time is it now? (8)

(7) Yus, what time is it ?(11)

(8) Sist, what time is it ?(12)

(9) Cuk, what time is now? (13)

(10) Ching, what time is now? (16)

(11) Ker, what time is it ? (17)

(12) Hi, what time is it now? (18)

(13) sist, what time is it now? (20)

(14) sist, what time is it? (21)

(15) Jak, what time is it? (24)

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(16) Man, what time is it? (25)

(17) what time is it ?(30)

(18) what time is it, coy? (31)

(19) what time is it ?(32)

(20) what time is it,friend?(34)

**The elicitation prompted number 5**

(21) Friend, turn on the lamp please (20)

**The elicitation prompted number 9**

(22) Hi, don't make noise when lesson going on please! (1)

(23) Friends, keep silent! Okay (16)

(24) Nto, keep silent! Okay (17)

(25) don't make noise when the class is going on! (29)

(26) don't make noise when the lesson is going on! (32)

(27) Be quiet, guys! (34)

**The elicitation prompted number 10**

(28) SHUT UP! This is a class not a market. (6)

(29) Sir, borrow me your book! (25)

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## Cases of FTA-oriented bald-on-record usage

**The elicitation prompted number 1**

(30) Miss, please explain the material with clear sound! (5)

(31) Excuse me sir, please explain it loudly! (19)

**The elicitation prompted number 2**

(32) Friend, please open this wiundow! (9)

(33) Rizky, please open this wiundow! (10)

(34) please open the wiundow bro! (12)

(35) open the wiundow, please! (14)

(36) please open the wiundow friend! (18)

(37) Can you help me? please open the wiundow ! (19)

(38) please open the wiundow ! (21)

(39) Bob, please open this wiundow! (25)

(40) please open the wiundow ! (30)

(41) please open the wiundow ! (31)

(42) Friend, open the wiundow, please! (34)

(43) Please open the wiundow ! (37)

**The elicitation prompted number 3**

(44) Hey, what time now? (15)

**The elicitation prompted number 4**

(45) Mr. Please explain again the task? (5)

(46) Please, explain me the task again (14)

(47) excuse me mam, I want you repeat the task (21)

(48) Sir, Please repeat explaining the task? (30)

(49) Sir, Please repeat explaining the task? (31)

(50) Sir, repeat please! (33)

**The elicitation prompted number 5**

(51) Please turn on the lamp in the class (11)

(52) Cuk, please turn on the lamp in this class (13)

(53) turn on the light, please (14)

(54) please turn on the lamp in the class (15)

(55) friend, please turn on the lamp (17)

(56) please switch on the lamp ! (18)

(57) Can you help me? Please switch on the lamp !(19)

(58) turn on the lamp please! (23)

(59) turn on the lamp please! (29)

(60) Please, turn on the lamp! (30)

(61) Please, turn on the lamp! (31)

(62) Guys, please turn on the lamp! (34)

(63) Please switch on the lamp ! (37)

**The elicitation prompted number 7**

(64) Miss, please explain again material that not clear? (5)

(65) please explain the lesson that I don't understand, sir! (23)

(66) Sir, please repeat explaining the lesson t (31)

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**The elicitation prompted number 8**

(67) Help me to do this question please! (1)

(68) Hey my friend, please help me for doing this task (15)

(69) Help me to answer this question please! (20)

(70) Guys, Help me to do the task! (21)

(71) Help me to do the question please! (23)

(72) Please help me to do the question please! (30)

(73) Please help me to do the question Coy! (30)

(74) Guys, please help me to do the test! (34)

**The elicitation prompted number 9**

(75) Guys, silent please! don't be noisy! (4)

(76) Silent please! (5)

(77) Please do not be noisy! (9)

(78) Please do not be noisy! (10)

(79) Please be silent! (12)

(80) Do not make any noisy, be quiet please (14)

(81) Hey guys, silent please! Because this lesson is going on (15)

(82) do not be noisy when lesson is going on please! (18)

(83) silent please. This is a lesson (20)

(84) please be quiet! (21)

(85) Hi friends, keep silent please! (25)

(86) Hi friend, don't be noisy! silent please! (26)

(87) Tius, attention please! (27)

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(88) Don’t be noisy, please! (30)

(89) Don’t be noisy! silent please! (31)

(90) Silent please! (33)

(91) Guys, silent please, don’t be noisy! (35)

(92) Keep silent please, don’t be noisy! (36)

(93) Do not be noisy when lesson is going on please! (37)

**The elicitation prompted number 10**

(94) Mr, please borrow me lesson book! (5)

(95) Excuse me sir, I want to borrow your book! (12)

(96) Excuse me sir, I want to borrow your book! (21)

(97) Excuse me sir, please borrow me your book! (23)

(98) Please borrow me your book! (29)

(99) Excuse me sir, I will borrow your book! (34)

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## Appendix 3

# THE DATA OF POSITIVE POLITENESS STRATEGY

## Use in group identity marker

**The elicitation prompted number 3**

(1) Honey, can you help me to tell me what time is it? (7)

(2) Cinta, can you tell me what time is it ? (28)

**The elicitation prompted number 4**

(3) Coy, what time is it?

**The elicitation prompted number 5**

(4) Honey.. Can you turn on the lamp for lighting the class (7)

**The elicitation prompted number 8**

(5) Bro, please help me to do the task!

(6) Bro, please help me for doing this work (13)

(7) Sob, can you help me to do the material? (16)

(8) Bro, help me to do the task (12)

**The elicitation prompted number 9**

(9) Hi bro, silent please (11)

(10) Hi guys, keep silent please (13)

(11) Bro, keep silent okay (24)

## Presupposing or raising common ground

(12) Sist, can you open the windoe? It's the hot day isn't it? (22)

## Being optimistic

**The elicitation prompted number 9**

(13) Be quiet, will you?. (19)

## Giving or asking reasons

**The elicitation prompted number 1**

(14) Excuse me sir, can you try to explain with sound strongly because I didn't hear it. (16)

**The elicitation prompted number 2**

(15) Hi, open the window please because hot in here. (1)

(16) Can you open the window please? In here very hot. (4)

(17) Guys, please open the window because in this room is very hot(13)

(18) Please open the window because in this room is very hot (15)

(19) boy, Can you open the window ? It is so hot. (16)

(20) Bro, please open the window because in the room is very hot (17)

(21) Lina, open the window please because the room is very hot (20)

(22) open the window,please! because it is very hot (23)

(23) Gun, Maybe you will open the door because the room is very hot (24)

(24) Can you open the window please? It is very hot. (26)

(25) Don, open the window,please! because in the room is very hot (27)

(26) Saii, Can you open the window please. It is very hot. (28)

(27) open the window please because in this place is very hot. (29)

(28) Firman, Can you open the window please? It's very hot. (35)

(29) Can you open the window please? Here's very hot. (36)

**The elicitation prompted number 4**

(30) Excuse me sir, please repeat explaining about the task, because I am not understand yet (19)

**The elicitation prompted number 5**

(31) Brow, Can you turn on the lamp,please?. It is for lighting the class. (28)

**The elicitation prompted number 6**

(32) Hi friend, I need your help. Can you borrow me some money because I forget bring my pocket money. (1)

(33) May I borrow your money? Help me, please...My money left in home. (2)

(34) Can I borrow your money? Because My money is left in home. (3)

(35) Can you help me? I don't take the money today, so, borrow me money! (5)

(36) Can you help me? I don't take the money today, so, can you borrow me your money! (6)

(37) Can you help me for borrowing money because my money left at home (7)

(38) Can you help me? I don't take the money today, so, can you borrow me your money! (12)

(39) Bro, May I borrow your money? Because my money left in home. (16)

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(40) my money is left. May I borrow your money? (19)

(41) Can you help me? I don't take the money today, so, can you borrow me your money! (21)

(42) May I borrow your money? Because my money left at home. (22)

(43) Sisy, Can I borrow your money? Because My money was left in home. (26)

(44) Sep, May I borrow your money?I forgot to bring my money. (28)

(45) Can I borrow your money friend ? Because I don't take my money. (30)

(46) Please borrow me your money friend because I don't take the money (31)

(47) Hi friend, Can you borrow me your money because I forget bring my pocket money. (32)

(48) Friend, Can I borrow your money? Because My money was left in home. (33)

(49) Friend, Can I borrow your money? Because My money was left in home. (34)

(50) May I borrow your money? Because my money left at home. (37)

**The elicitation prompted number 7**

(51) Sir, can you repeat the material? I can't understand. (4)

(52) Sir, can you repeat to explain the lesson? Because I'm not understand (6)

(53) Miss, can you repeat the lesson because i'm not understand (13)

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(54) Excuse me sir, please repeat this lesson because I am not understand (15)

(55) Excuse me sir, can you try to explain again? I didn't get it (16)

(56) sir, can you try to explain again? Because I'm not understand (17)

(57) Excuse me sir, please repeat explaining about it, because I am not understand yet (19)

(58) Excuse me sir, can you try to explain the lesson because I am not understand (24)

(59) Sir, can you repeat the material? I don't not understand (26)

(60) Excuse me sir, can you repeat this lesson please because I do not understand (27)

(61) Excuse me sir, can you repeat lesson please because I do not understand (32)

(62) Excuse me sir, can you repeat to explain the lesson? Because I do not understand (34)

(63) Excuse me sir, can you explain the material because I do not understand (37)

**The elicitation prompted number 8**

(64) Guys,please help me. I can't do it! (6)

(65) My homework is difficult. please help me to do it (19)

**The elicitation prompted number 9**

(66) Quiet,please! I am very disturb now. Don't be noisy, please. (2)

(67) Sir,Can I borrow your lesson's book? Because I'm very need it. (6)

## Appendix 4

# THE DATA OF NEGATIVE POLITENESS STRATEGY

## Being conventionally indirect

**The elicitation prompted number 1**

(1) Sir, can you teach loudly? (6)

(2) Sir, can you repeat explain the material, please? (18)

(3) Sir, can you explain the material loudly? (22)

(4) Excuse me sir, can you explain rather loudly? (23)

(5) Sir, can you explain the material loudly? (37)

**The elicitation prompted number 2**

(6) Can you open the window? (2)

(7) Sir, can you explain the material with shrill voice? (4)

(8) Would you open the window? (6)

(9) Can you open the window for me? Please guys (7)

(10) Temon, can you help me open the door, please (8)

**The elicitation prompted number 3**

(11) Can you show me what time is it ?(1)

(12) Guys, can you tell me what time is it? (4)

(13) May you give inform me, what o'clock now? (10)

(14) can you tell me what time is it? (14)

(15) Can you notify what time is it now? (18)

(16) Can you show me what time is it (23)

(17) Hi friend, can you tell me what time is it? (26)

(18) Can you show me what time is it ?(27)

(19) can you tell me what time is it? (29)

(20) Can you show me what time is it ?(32)

(21) Bro, can you tell me what time is it? (35)

(22) Bro, can you tell me what time is it? (36)

(23) can you tell me what time is it? (37)

**The elicitation prompted number 4**

(24) Could you tell me about the task? (1)

(25) Excuse me, would you repeat explain the task, Sir? (2)

(26) would you repeat explain the task, Sir? (3)

(27) Sir, can you repeat explaining the task? (6)

(28) Sir, can you repeat the task that must be submitted, please? (26)

(29) Excuse me sir, can you explain the task? (32)

(30) Sir, can you repeat the test that must be submitted, please? (35)

**The elicitation prompted number 5**

(31) Can you help me? Please turn on the lamp. (1)

(32) Can you on the lamp? (2)

(33) Can you on the lamp? (3)

(34) would you turn on the light? (5)

(35) would you turn on the lamp? (6)

(36) Man, Can you help me turn on the classroom lamp, please (8)

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(37) would you turn on the light please! (12)

(38) boy, Can you turn on the lamp? (16)

(39) would you turn on the light? (21)

(40) Can you switch on the class lamp? (22)

(41) sopp, Can you turn on the lamp? (24)

(42) Jhon, Can you switch on the lamp now? (25)

(43) Sisy, Can you turn on the class lamp, please? (26)

(44) Ius, Can you turn on the lamp in the class, please? (27)

(45) Can you help me to turn on the lamp? (32)

(46) Can you turn on the class lamp,please? (33)

(47) Mila, Can you turn on the lamp,please? (35)

**The elicitation prompted number 6**

(48) Can I borrow your money please? (4)

(49) Firman, can you help me to lend me money. (8)

(50) Yusti, Can I borrow your money ? (11)

(51) Yus, Can you borrow me money ? (17)

(52) Can I borrow your money ? (23)

(53) Mazz, would you borrow me your money ? (24)

(54) can you help me to borrow me your money? (25)

(55) Can I borrow your money,Mil ? (35)

(56) Can I borrow your money please? (36)

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**The elicitation prompted number 7**

(57) Mom, would you explain the lesson that I don't understand? (1)

(58) Sir, can you try to explain.. (11)

(59) Sir, can you repeat explaining the material in this part?. (18)

(60) Sir, can you try to explain the lesson? (21)

(61) would you repeat your explaination about some lesson that I don't understand,mom? (28)

(62) Sir, can you repeat explaining the material,please?. (33)

(63) Sir, can you repeat explaining the material in this part?. (37)

**The elicitation prompted number 8**

(64) Can you help me to do the task? (3)

(65) Julie, Can you help me to do the test? (4)

(66) Can you help me guys for do my task? (8)

(67) Can you help me to finish the question (10)

(68) Guys, Can you help me to do the material (11)

(69) Can you help me to do a test (14)

(70) Den, Can you help me? (17)

(71) Can you help me to do the task? (18)

(72) Can you help me to do this task? (22)

(73) Des, would you help me to do the task? (24)

(74) Can you help me to do the test? (25)

(75) Sisy, Can you help me doing the testn please? (26)

(76) Crell, Can you help me to do my task, please? (28)

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(77) Can you help me to do the question? (29)

(78) Can you help me to do the question? (32)

(79) Can you help me to do the test? (35)

(80) Can you help me to do the test, please? (36)

(81) Can you help me to do this task? (37)

**The elicitation prompted number 9**

(82) Can you not be noisy when the teacher was teaching? (3)

(83) Please guys, can you stop to make noisy when lesson is beginning (9)

(84) Firman, can you silent please (8)

(85) Can you not be noisy when the teacher was teaching? (22)

(86) guys, can you stop to make noisy when lesson is beginning (28)

**The elicitation prompted number 10**

(87) Can you borrow me some lesson book that you have, Sir? (1)

(88) Excuse me Sir, May I borrow your book? (2)

(89) May I borrow your book, Sir? (3)

(90) Sir, can I borrow your book, please! (4)

(91) Morning sir, can you borrow me...please (9)

(92) can I borrow your book? (13)

(93) Mr. can I borrow your book? (13)

(94) Excuse me sir, I want to borrow your book! (12)

(95) Sir, can you borrow me book,? (17)

(96) Sir, May I borrow your lesson book? (18)

(97) Umm,Sir, May I borrow your Math book? (18)

(98) May I borrow your book, Sir, please...? (28)

(99) Sir, can I borrow your lesson book? (30)

(100) Sir, can I borrow your book,please (31)

(101) Sir, can you borrow me some book,? (32)

(102) Sir, can I borrow your book, please! (33)

(103) Sir, can I borrow your book, please! (33)

(104) Miss, May I borrow your lesson book? (37)

## Minimizing the imposition

**The elicitation prompted number 6**

(105) Borrow me your money please. Just Rp. 1000.000,00 (14)

## Giving deference

**The elicitation prompted number 1**

(106) Excuse me sir, can you explain rather loudly? (1)

(107) Excuse me sir, can you explain rather loudly? (8)

(108) Excuse me sir, can you try to explain ? (12)

(109) Excuse me sir, can you try to explain, please(17)

(110) Excuse me sir, can you try to explain, please(21)

(111) Excuse me sir, can you try to explain, please(24)

(112) Excuse me sir, can you explain rather loudly? (27)

(113) Excuse me sir, can you explain rather loudly? (29)

(114) Excuse me sir, can you explain the material louder? (32)

(115) Excuse me sir, can you explain loudly? (33)

**The elicitation prompted number 4**

(116) Excuse me sir, can you repeat the task please! (12)

(117) Excuse me sir, can you try to explain about the task ! (16)

(118) Excuse me sir, can you repeat the task ! (23)

(119) Excuse me sir, can you repeat the task please! (24)

(120) Excuse me, can you repeat again sir ? (25)

(121) Excuse me sir, can you repeat the lesson please! (27)

(122) Excuse me sir, can you explain the task that must be submitted,please? (29)

(123) Excuse me sir, can you repeat explaining the material again ? (30)

**The elicitation prompted number 7**

(124) Excuse me sir, can you repeat to explain the lesson! (12)

(125) Excuse me sir, can you explain me again about the subjects of science, please? (14)

(126) Excuse me miss, can you re-explain the material? (20)

(127) Excuse me sir, can you explain me again about the subjects of science, please? (25)

(128) Excuse me sir, can you explain the lesson in a part that I don't understand? (29)

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**The elicitation prompted number 10**

(129) Excuse me sir, can I borrow your book? (15)

(130) Excuse me sir, May I borrow your book? (16)

(131) Excuse me sir, May I borrow your Mathematic book? (19)

(132) Excuse me sir, May I borrow your book? (24)

(133) Excuse me sir, can I borrow your book, please? (26)

## Apologizing

**The elicitation prompted number 4**

(134) I'm sorry sir, can you repeat exercise please? (4)

(135) I'm sorry sir, can you explain the exercise please? (36)

(136) I'm sorry sir, please repeat... (9)

(137) I'm sorry sir, I don't understand, may repeat it (10)

(138) Sorry sir, what test is submitted? (34)

**The elicitation prompted number 1**

(139) I'm sorry sir, can you explain the material louder, please? (36)

**The elicitation prompted number 7**

(140) I am sorry sir, can you explain the material again? I can't understand (36)

**The elicitation prompted number 10**

(141) I am sorry sir, may I borrow your book? (36)

## Appendix 5

# THE DATA OF OFF THE RECORD

## Giving hints

**The elicitation prompted number 2**

(1) It's very hot in here. (3)

(2) Window… (32)

**The elicitation prompted number 8**

(3) I feel this task is difficult (2)

## Over Generalizing

(4) Students shouldn't make noise when the lesson is going on (23)

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# Appendix 6

# LEXICOGRAMMATICAL ERROR

**The elicitation prompted number 1**

(18) Excuse me, would you to explain the matter with loudly,Sir? (2)

(19) would you to explain the matter with speech loudly,Sir? (3)

(20) Please sir, would clearing the material with shrill voice,sir. (7)

(21) Please, of voice your sound be more, sir (9)

(22) I'm sorry sir, can you explain with tight (10)

(23) Excuse me sir, can you try to explain with sound strongly?
Because I heared it (11)

(24) Excuse me sir, please distinct waith strong your sound (13)

(25) Excuse me sir, can you using your high voice,please.
I can't hear you (14)

(26) Excuse me sir, please distinct waith strong your sound (15)

(27) Sorry sir, can you explain the matter hardly? (20)

(28) Can you explain me with high voice? (25)

(29) Sir, can you explain the matter with a quick sound, please? (26)

(30) Would you explain the material with shrill voice,sir, please (28)

(31) Sir, please explain the material with loud speaker (30)

(32) Sir, please to explain the material with loud speaker (31)

(33) Sir, can you reply the matter with a quick voice, please? (34)

(34) Sir, can you explain the matter with a hard sounds, please? (35)

**The elicitation prompted number 2**

(35) Do you can open the window (33)

**The elicitation prompted number 3**

(36) Hey,please watch o'clock this (9)

(37) Can you to notify this time ?(22)

**The elicitation prompted number 4**

(38) Sorry miss, would clearly duty must collected? (7)

(39) Excuse me sir, can you repeat duty please. (8)

(40) Please sir repid the work yesterday (9)

(41) I'm sorry sir, please ripid the work that can to assemble (10)

**(42)** Sir, help tray lesson (11)

(43) Miss, please repeat this task because it must fall in (13)

(44) Miss, please repeat this task because it must fall in (15)

**(45)** Sir, can you repeat the task that must to come? (18)

**(46)** miss, can you reexplain the task that must to come? (19)

(47) I'm sorry sir, please ripid the work that can to assemble (20)

**(48)** Sir, can you repeat explain task that must to come together? (22)

**(49)** Miss, would you repeat your explain about the task that must to collect? (28)

**(50)** Sir, can you repeat task that must to come? (37)

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**The elicitation prompted number 5**

(51) Julie, Can you flame lamp please? (4)

(52) Frieand, can you to flame this lamp, please (9)

(53) Rizky, may you can to flame this lamp (10)

(54) Can you flame the lamp please? (36)

**The elicitation prompted number 6**

(55) Please friend, can you borrow some money? Because my money late at home (9)

(56) Emm.., can I borrow your some money? Because my money late overdue (10)

(57) Bro, please I borrow your money! Because my money left behind in my home (13)

(58) Bro, please I borrow your money! Because my money left behind in my home (15)

(59) Please borrow your money? my pocket money behind in the home (18)

(60) May I borrow some money to you? Because my money left behind in home (20)

(61) Igna, can you to lend money for me, please (27)

(62) Can I borrow your money? Because my money stay in home (29)

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**The elicitation prompted number 7**

(63) Excuse me, Can you repeat explain the matter at not yet part, Sir? (2)

(64) Can you repeat explain the matter at not yet part, Sir? (3)

(65) Sorry Miss, Should miss repeatly task lesson for not yet understand? (7)

(66) Excuse me sir, can you repeat lesson material to from his majesty understand (8)

(67) Sir, Can you repeat explain the matter at not yet part,? (22)

**The elicitation prompted number 8**

(68) Firman, can you help me to worked matter, please. Cause is very hard. (8)

(69) Are you help me working the question, please... (9)

(70) Do you help me to perform a qustion,please cause is very hard (27)

(71) Do you can help me to do a qustion,please (33)

**The elicitation prompted number 10**

(72) Please Miss, Would me borrow your book lesson your own? (7)

(73) Excuse me sir, can you lend to book lesson (8)

**(74)** I'm sorry sir, please borrow your book (10)

**(75)** May you borrowed your lesson book for me?(22)

(76) Excuse me sir, can yours borrow book for me, please (27)

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