

The Request Strategy of Indonesian EFL Students

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Abstrak

Strategi permintaan adalah strategi yang digunakan oleh seseorang untuk meminta sesuatu atau membuat seseorang melakukan sesuatu. Penelitian ini membahas tentang strategi request yang digunakan oleh Mahasiswa EFL Indonesia. Ada dua rumusan masalah yang akan dipecahkan dalam penelitian ini. Yang pertama apa saja jenis-jenis strategi request yang digunakan oleh Mahasiswa EFL Indonesia. Kedua, jenis strategi permintaan apa yang paling dominan digunakan oleh mahasiswa EFL Indonesia. Peneliti menggunakan deskripsi kualitatif sebagai metode untuk memecahkan rumusan masalah. Data yang telah diperoleh dianalisis melalui reduksi data, penyajian data dan penarikan kesimpulan. Subjek penelitian ini adalah 23 mahasiswa EFL Bahasa Indonesia dari Jurusan Pendidikan Bahasa Inggris STKIP PGRI Jombang angkatan 2017-A tahun ajaran 2020/2021. Data penelitian ini adalah respon siswa terhadap DCT. Dalam penelitian ini digunakan teori dari Trosborg (1995: 192-205) tentang strategi permintaan untuk menganalisis data. Temuan penelitian ini dari respon DCT oleh siswa, berdasarkan teori strategi permintaan Trosborg, ada sembilan jenis yang ditemukan dan satu jenis tidak ditemukan. Sembilan jenis yang ditemukan adalah DO, DP, DI, CIA, CIW, CIP, CISF, CID, dan IH sedangkan satu jenis yang tidak ditemukan adalah CIWH. Jenis strategi permintaan yang paling dominan adalah CIA. Strategi tersebut ditemukan pada semua DCT, muncul 73 kali dari total 138 data.

Kata Kunci: Tindak Tutur Direktif, Strategi Permintaan, Tes Penyelesaian Wacana

Abstract

Request strategy is a strategy used by someone to ask for something or getting someone to do something. This research is about the request strategy used by Indonesian EFL Students. There are two problem formulations that be solved in this research. The first what are the types of request strategies used by Indonesian EFL Students. The second what is the most dominant type of request strategies used by Indonesian EFL students. The researcher applies qualitative descriptions as a method to solve the problem formulation. The data that has been obtained is analyzed through data reduction, data display and drawing conclusions. The subjects of this study were 23 Indonesian EFL students from English Education Department of STKIP PGRI Jombang class of 2017-A in the academic year 2020/2021. The data of this research is the students' responses of DCT. In this study, used the theory from Trosborg (1995: 192-205) about request strategy to analyze the data. The findings of this research from DCT responses by students, based on Trosborg's theory of request strategies, there are nine types found and one type not found. The nine types found were DO, DP, DI,

CIA, CIW, CIP, CISF, CID, and IH while one type that was not found was CIWH. The most dominant type of request strategy is CIA. It occurred in all of DCT, 73 times of the total 138 data.

Keywords: Directive Speech Act, Request Strategy, Discourse Completion Test

INTRODUCTION

Human, as a social being, every day communicates with each other to convey information, share thoughts and feelings, and maintain relationships. Depending on the nature of a situation, we may use linguistic or non-linguistic (e.g. facial expression, body language) modes of communication. Language allows people to say things to each other and express their communicative needs (Wardhaugh, 2006). It means that language is the primary media of communication. There are many theories about language learning, such as semantic and pragmatic. Semantic is the study of the meaning of words, phrases and sentence while pragmatic is a study of the speaker meaning (Yule, 2006). Both of the theories is talk concern about language, the differences semantic concerned on the conceptual meaning and pragmatic is concerned on the human interaction between speaker and hearer for example Speech Act by (Searle, 1979).

Speech act is the action performed by producing an utterance (Yule, 1996: 48). Speech acts apply to the speaker's communicative intention in producing an utterance and normally the speaker expect that his / her communicative intention will be recognized by the hearer. Calls to act on the utterances as a speech act, and in English, speech act is regularly given more specific labels, such as apology, complaint, compliment, invitation, and promise or request. Requesting is one of the classifications of speech act that concern with the act of asking for something or getting someone to do something.

There have been some studies that analyze request strategy and the researcher takes three researches to become previous study for this study. The first research was written by Cahya (2016) on her thesis entitled *Analysis of Requesting Speech Act in the Movie "Frozen" by Walt Disney*. The second research was conducted by Alkaff (2019) on her thesis entitled *Request Strategies In Family Utterances From "Daddy's Home" Movie*. The last research was conducted by Ardianingsih (2020). The research purposes to explain the kinds of request and to describe the request strategies used in English student's book of BSE for Senior High School.

Meanwhile, the data of previous studies are using movie, and student's book. In this research, the data are responses of the request situation given to the EFL students through Discourse Completion Test (DCT). The researcher selects DCT to collect data since it is due to the current pandemic situation caused by *Covid-19*, that makes it difficult to conduct field research directly. DCT combined with the principle of internet surveys by (Ary 2014:412) the internet has grown into a popular platform for study research. The questionnaire is positioned on a web site constructed by the investigator. Respondents answer the questions and submit the questionnaire online. Hence, here DCT was examined to the students online by the use of internet specifically *Googleform*. The researcher conducts this research to investigate the request strategy used by Indonesian EFL students and identify what kinds of request strategy are mostly used by Indonesian EFL students through analyzing the request strategy used by Indonesian students in English Education Department of STKIP PGRI Jombang class of 2017 A.

METHODS

The instruments of this research are the researcher himself as collecting and analyzing data and DCT (Discourse Completion Test) as the way to collect the data. The DCT was adapted from Blum-Kulka (1982). Examined DCT by *Googleform* to the students English Education Department of STKIP PGRI Jombang class of 2017. The student delivers responses based on the situation that is given in the DCT. The responses become data of this research. According to Miles and Huberman (1994:10), analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher uses Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are: data reduction, data display and conclusion drawing. The subjects in this research are 23 Indonesian EFL students of English Education Department of STKIP PGRI Jombang class of 2017A in 2020/2021 academic year. The researcher chooses them because it is appropriate with the research that is study about the use of request strategy by Indonesian EFL students. Source of the data in this research is the response DCT of requesting situation by Indonesian EFL students' class of 2017A from English Department of STKIP PGRI Jombang. The respondents are asked to respond to the request situation given by DCT. The DCT consists of six request situations of requesting. The data of this research were responses of DCT by the students.

FINDINGS

There are kinds of request strategies that students' used to give each DCT response. Those are DO, DP, DI, CIA, CIW, CIP, CISF, CID, and IH. The findings of request strategies will be discussed briefly below.

Table 1. Frequency of request strategies used in category DO.

| | |
|--------------|----------|
| You must | 1 |
| Total | 1 |

Table 2. Frequency of request strategies used in category DP.

| | |
|----------------------|----------|
| I want to remain you | 1 |
| Total | 1 |

Table 3. Frequency of request strategies used in category DI.

| | |
|--------------------------------|-----------|
| Time is over | 7 |
| Time is up | 7 |
| Time is enough | 1 |
| Time was ended | 1 |
| Your class was ended | 1 |
| Time is out | 1 |
| Your course has been completed | 1 |
| Turn on the fan, please | 2 |
| Please turn on the fan | 1 |
| Help me | 3 |
| You can | 3 |
| Total | 28 |

Table 4. Frequency of request strategies used in category CIA.

| | |
|-----------|----|
| Can you | 33 |
| Could you | 22 |
| Could we | 1 |
| Can we | 1 |
| Can I | 16 |

Total **73**

Table 5. Frequency of request strategies used in category CIW.

| | |
|--------------|----------|
| Would you | 7 |
| Will you | 1 |
| Total | 8 |

Table 6. Frequency of request strategies used in category CIP.

| | |
|--------------|----------|
| May I | 9 |
| Total | 9 |

Table 7. Frequency of request strategies used in category CISF.

| | |
|------------------------|-----------|
| Do you ... if I ... | 1 |
| You can ... if you ... | 3 |
| Maybe ... | 5 |
| If you want ... | 2 |
| If you ... you may ... | 1 |
| If you ... you can ... | 1 |
| You may ... | 1 |
| Total | 14 |

Table 8. Frequency of request strategies used in category CID.

| | |
|--------------|----------|
| I need ... | 1 |
| Total | 1 |

Table 9. Frequency of request strategies used in category IH.

| | |
|--------------------------------|----------|
| I can't hear you voice | 1 |
| Its time for the next lecturer | 1 |
| I will ... if you ... | 1 |
| Total | 3 |

1. Request Strategy : Direct, Obligation (DO)

There is one DO request strategy that was found on the students' response. It was found on datum **DCT3.DO.01**

*Student 13: "do you feel that the weather is so hot ? **I think that you must turn on the fan**Can"*

Based on the situation and context of DCT 3, that the main point of the DCT 3 is the students want to his/her friend turn on the fan. Student 13 used DO request strategy, indicated by the sentence used as above which shows that the Student 13 made request directly and obliges his/her friend to turn on the fan. This is in accordance with Trosborg's theory of DO. Direct request means a speaker makes his or her request in explicit way. Obligation; this strategy is used by employing a statement of obligation. (Trosborg, 1995:205)

2. Request Strategy : Direct, Performative (DP)

There is one DP request strategy that was found on the students' response. It was found on datum **DCT2.DP.01**

*Student 20: "Sorry sir, **I want to remind you that your lesson hours have ended**, and in the next class there will be an exam. Maybe we can continue at another time"*

Based on the situation and context of DCT 2, that the main point of the DCT 2 is the students want to the lecturer ends the lesson in class because the time was ended. Student 20 used DP request strategy, indicated by the sentence used as above which shows that the Student 20 made request directly and performative that the student 20 remains the lecturer that the time for lesson was ended. This is in accordance with Trosborg's theory of DP. Direct request means a speaker makes his or her request in explicit way. Performative, the inclusion of performative verbs conveys the intent of the request, e.g. asking, requesting, demanding, commanding, and explicitly marks the utterance as an order. (Trosborg, 1995:205)

3. Request Strategy : Direct, Imperative (DI)

There are 28 DI request strategies that were found on the students' response. As the example from the result of DCT was found on datum **DCT3.DI.01**

*Student 5: "He you.. **Turn on the fan, please.**"*

Based on the situation and context of DCT 3, that the main point of the DCT 3 is the students want to his/her friend turn on the fan. Student 5 used DI request

strategy, indicated by the sentence used as above which shows that the Student 5 made request directly and imperative that the student 5 ask by directing to his/her friend to turn on the fan . This is in accordance with Trosborg's theory of DI. Direct request means a speaker makes his or her request in explicit way. Imperative is the grammatical form directly signaling that the utterance is an order. (Trosborg, 1995:205)

4. Request Strategy : Conventionally Indirect (hearer-based) Ability (CIA)

There are 73 CIA request strategies that were found on the students' response. As the example from the result of DCT was found on datum **DCT1.CIA.03**

*Student 3: "Pardon me, Sir. **Could you repeat it, please?"***

Based on the situation and context of DCT 1, the main point of the DCT 1 is the students want to the lecturer repeat the material because the lecturer's voice is too low. Student 3 used CIA request strategy, indicated by the sentence used as above which shows that the Student 3 made request the lecturer to repeat the material with "could you". This is in accordance with Trosborg's theory of CIA. Conventionally Indirect (hearer-based) means requests which are hearer-based illustrate that the hearer is in a position of control to decide whether or not to comply with the request and the conditions of ability refers to hearer's capacity to perform the desire act. (Trosborg, 1995:205)

5. Request Strategy : Conventionally Indirect (hearer-based) Willingness (CIW)

There are 8 CIW request strategies that were found on the students' response. As the example from the result of DCT was found on datum **DCT5.CIW.02**

*Student 23: "**Would you help me to bring this book to my class?"***

Based on the situation and context of DCT 5, the main point of the DCT 5 is the students want to his/her junior mate help bring the material books. Student 23 used CIW request strategy, indicated by the sentence used as above which shows that the Student 23 made request to his/her junior mate to help with "would you". This is in accordance with Trosborg's theory of CIW. Conventionally Indirect (hearer-based) means requests which are hearer-based illustrate that the hearer is in a position of control to decide whether or not to comply with the request and the condition of willingness refers to hearer's want to perform the desire act. (Trosborg, 1995:205)

6. Request Strategy : Conventionally Indirect (hearer-based) Permission (CIP)

There are 9 CIP request strategies that were found on the students' response. As the example from the result of DCT was found on datum **DCT4.CIP.06**

Student 10: "Hi, may I borrow your notebook? I can't follow our lecturer last time because he/she explain so quickly"

Based on the situation and context of DCT 4, the main point of the DCT 4 is the students want to borrow his/her friend's notebook. Student 10 used CIP request strategy, indicated by the sentence used as above which shows that the Student 10 made request in the way of permission with "may I". This is in accordance with Trosborg's theory of CIP. Conventionally Indirect (hearer-based) means requests which are hearer-based illustrate that the hearer is in a position of control to decide whether or not to comply with the request and conditions of permission refers to hearer's granting permission to perform the desire act. (Trosborg, 1995:205)

7. Request Strategy : Conventionally Indirect (hearer-based) Suggestory Formula (CISF)

There are 14 CISF request strategies that were found on the students' response. As the example from the result of DCT was found on datum **DCT6.CISF.07**

Student 11: "I am sorry to say that I am still doing my work. If you have free time, you may meet me in my home tonight, I will try to explain it."

Based on the situation and context of DCT 6, The main point of the DCT 6 is the students want to his/her junior mate come to students' home. Student 11 used CISF request strategy, indicated by the sentence used as above which shows that the Student 11 made request in the way of give suggestion with "if you, you may". This is in accordance with Trosborg's theory of CISF. Conventionally Indirect (hearer-based) means requests which are hearer-based illustrate that the hearer is in a position of control to decide whether or not to comply with the request and Suggestory Formula, the speaker makes his/her request more tentative and plays down his/her own interest as a beneficiary of the action. (Trosborg, 1995:205).

8. Request Strategy: Conventionally Indirect (speaker-based), Desires/Needs (CID)

There is one CID request strategy that was found on the students' response. It was found on datum **DCT5.CID.01**

Student 5: “Excuse me. I need your hand., please..”

Based on the situation and context of DCT 5, the main point of the DCT 5 is the students want to his/her junior mate help bring the material books. Student 5 used CID request strategy, indicated by the sentence used as above which shows that the Student 5 made request to his/her junior mate to help in the way of desire or need with “*I need*”. This is in accordance with Trosborg's theory of CID. Conventionally Indirect (speaker-based) means this category makes a speaker focus on speaker-based conditions, rather than intending hearer-oriented conditions. As a result the focal point of the interaction is making his/her own desires and it is a request strategy that expresses the speaker's request more sightlessly as demand. (Trosborg, 1995:203)

9. Request Strategy: Indirect, Hints (IH)

There are 3 IH request strategies that were found on the students’ response. As the example from the result of DCT was found on datum **DCT1.IH.01**

Student 13: “pardon me sir, I can’t hear your voice”

Based on the situation and context of DCT 1, the main point of the DCT 1 is the students want to the lecturer repeat the material because the lecturer’s voice is too low. Student 13 used IH request strategy, indicated by the sentence used as above which shows that the Student 13 made request the lecturer to repeat the material implicitly with “*I can’t hear your voice*” means that student 13 want to the lecturer repeat the material. This is in accordance with Trosborg's theory of IH. Indirect request is hint strategy, a request without explicit requestive illocutionary force. Consequently, the speaker omits to mention or specify the desired act and avoids mentioning the hearer as the intended agent. (Trosborg, 1995:192)

DISCUSSIONS

According to Trosborg, (1995: 205). The request strategy categorized into: Direct Obligation (DO), Direct Performative (DP), Direct Imperative (DI), Conventionally Indirect (hearer-based) Ability (CIA), Conventionally Indirect (hearer-based) Willingness (CIW), Conventionally Indirect (hearer-based) Permission (CIP), Conventionally Indirect (hearer-based) Suggestory Formula (CISF), Conventionally Indirect (speaker-based) Wishes (CIWH), Conventionally Indirect (speaker-based) Desires (CID) and Indirect Hints (IH).

The findings of the types of request strategy used by the students are presented in table.

Table 10. The types of request strategy used by 23 students each DCT.

| DCT | DO | DP | DI | CIA | CIW | CIP | CISF | CIWH | CID | IH | TOTAL |
|-----------|----------|----------|-----------|-----------|----------|----------|-----------|----------|----------|----------|------------|
| DCT 1 | | | | 20 | 2 | | | | | 1 | 23 |
| DCT 2 | | 1 | 19 | 2 | | | | | | 1 | 23 |
| DCT 3 | 1 | | 4 | 16 | 1 | | | | | | 23 |
| DCT 4 | | | | 13 | | 9 | 1 | | | | 23 |
| DCT 5 | | | 2 | 18 | 2 | | | | 1 | | 23 |
| DCT 6 | | | 3 | 3 | 3 | | 13 | | | 1 | 23 |
| Frequency | 1 | 1 | 28 | 73 | 8 | 9 | 14 | 0 | 1 | 3 | 138 |

Based on the table, the students do not perform all the types of request strategy. The most appearing type of request strategy is CIA. It occurred in all of DCT, 73 times of the total 138 data. Following DI, as the second most often appearing phenomenon it occurred 28 times. CISF 14 times, CIP 9 times, CIW 8 times, IH 3 times, DP 1 time, DO 1 time, CID 1 time and there are not CIWH request strategy found. The highest ranking of request strategy types indicates that this type is the most often used by the students.

CONCLUSION AND SUGGESTION

Based on the research findings and discussions related to the request strategy used by the Indonesian EFL Students of English Education Department STKIP PGRI Jombang class of 2017A in 2020/2021 academic year, two main conclusions can be drawn. The first conclusion is concerned with the types of request strategy used by the students. The second conclusion is related the most dominant type of request strategies used by the students. From 138 data of request strategies utterances, the researcher found there are nine types of request strategies. Those are CIA, DI, CISF, CIP, CIW, IH, DP, DO and CID request strategy. There are not CIWH request strategy found. The most appearing type of request strategy is CIA. It occurred in all of DCT, 73 times of the total 138 data. From the analysis of the research above, the suggestions can be given to the next or other researcher; this research can be one of references about directive speech act especially request strategy. This research can also be further developed not only focusing on request strategy but can be added with other elements or parts of speech act so that it can create new, better research.

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