

CHAPTER IV

ANALYSIS RESULTS AND DISCUSSION

This chapter consists of two parts. They are analysis results and discussion. In the analysis results, it focuses on requests strategies and the use of politeness strategies. The writer used Trosborg's theory to analyze the data of requests strategies and Brown's and Levinson's theory in analyzing the data of politeness strategies. Discussion is the second part of this research. it contains the discussion of several findings from the analysis results that are concerned with the research objective.

The research took place at SMA N 7 Surakarta. It was done on November 12, 2014. It took ninety minutes or two periods of the timetable of the school learning time. After the participants gave their responses in written form, they submitted the papers to the researcher.

A. Data Analysis

The data analysis was divided into two main parts: (1) the realization of request strategy used by XI grade students of SMA N 7 Surakarta in Surakarta in the academic year of 2014//2015, and (2) politeness strategies used in request based on Brown and Levinson. The responses in written form by the participants then were analyzed and categorized according to lexicogrammar used as their strategies.

1. Request Strategies

Data showed that the participants had different strategies in making request. The data were analyzed based on Discourse Strategies, which were employed by the students of SMA N 7 Surakarta.

a. Equal-Close

The DCT of this situation is as follows:

You have a close friend in your class. You want to borrow a dictionary to translate a narrative text. What would you say to him/her?

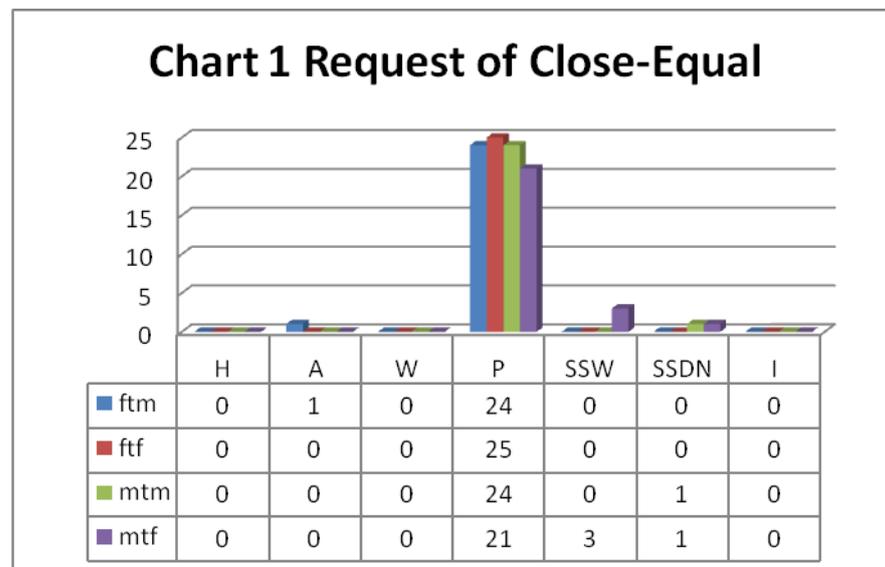


Chart 1 show that Permission was mostly applied by female to male and female to female in the percentage of 25%, male to male in the percentage of 24%, male to female in the percentage of 21%. Statement of Speaker's Desire and Need was used by male to female in the percentage of 1% and 1% was used by female to female. Ability was used by female to male in the percentage of 1%.

In Close-Equal (Chart 1), the participants used ability, permission and statement of speaker's desire and need. Most of data showed that participants used permission. The examples can be seen below:

- (1) Can you please lend me your dictionary that has a narrative text
(A/14/ftm/c-e)
- (2) Can I borrow your dictionary? (P/3/ftf/c-e)
- (3) I wanna borrow your dictionary. (SSDN/25/ftf/c-e)

b. Close-Lower

The DCT for this situation is as follows:

You have a close friend from a lower grade. Because of you do not bring a dictionary, and you need it to translate a narrative text, you want to borrow from his/her dictionary. What would you say to him/her?

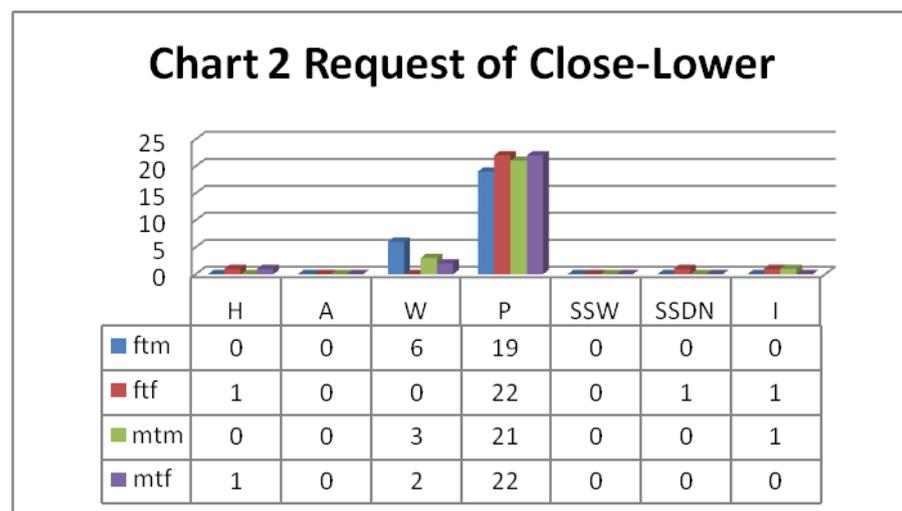


Chart 2 shows that most participants used Permission strategies than other strategies. It was used by male to female in the percentage of 22%. 21% Male participants used it to male. It was also used by

female to female in the percentage of 22% and 19% to male. Willingness was used by female to male in the percentage of 6%. Male participants used Willingness to male in the percentage of 3% and 2% to female. Hints was used by 1% female participants to female and 1% from male to female. Statement of speaker's desire and need is used by 1% of female to male. Imperative is used by 1% female to female and 1% male to male.

In this request strategy, participants used Hints, Willingness, Permission, Statement of Speaker's Desire and Need and Imperative.

These are the example of request of close-lower:

- (4) Hi, do you bring a dictionary? Can I borrow it? (H/39/mtm/c-1)
- (5) Would you lend me your dictionary? (W/14/ftf/c-1)
- (6) Nduk, can I borrow your dictionary? (P/32/mtf/c-1)
- (7) Hy boy, I need your dictionary. I will give it back as soon as possible. (SSDN/37/mtm/c-1)
- (8) Excuse me. Let me borrow your dictionary. (I/19/ftf/c-1)

c. Close-Higher

The DCT for this situation is as follows:

You have a task to translate a narrative text but you do not bring a dictionary. You are close with one of a teacher (male) and you want to borrow his/her dictionary. What would you say to him/her?

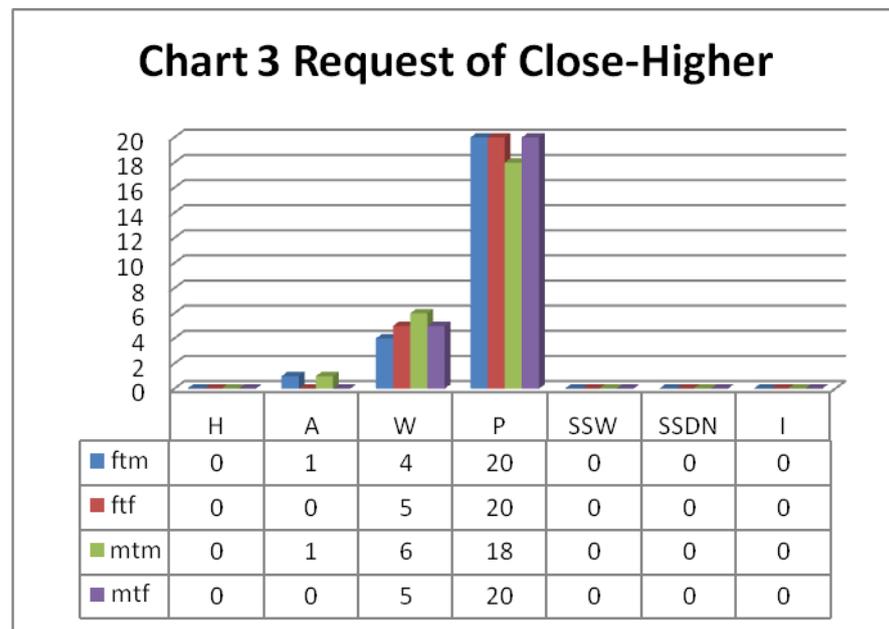


Chart 3 shows that participants used permission utterances more often than willingness and ability. Permission was used by female to male in the percentage of 20%. It was used by female to female in the percentage of 20%. Male used P to male in a number of 18% and to female in a number of 20%. Willingness was applied in a number of 4% by female to male, 5% by female to female, 6% by male to male and 5% by male to female. Ability was used in a number of 1% by female requesters to male and 1% by female requesters to female.

In this request strategy, participants used Ability, Willingness and Permission. These are the example of request of close-lower:

(9) Excuse me sir. Can I borrow your English dictionary, please?

(P/46/mtm/c-h)

(10) Excuse me Mom, would you let me to borrow your dictionary?

(W/1/ftf/c-h)

(11) Sir, could you lend me your dictionary to translate the narrative text, please? (A/15/ftm/c-h)

d. Familiar-Equal

The DCT of this situation is as follows:

You have a friend from other class but not too close. When you have a task to translate a narrative text but you do not bring a dictionary, you want to borrow his/her dictionary. What would you say to him/her?

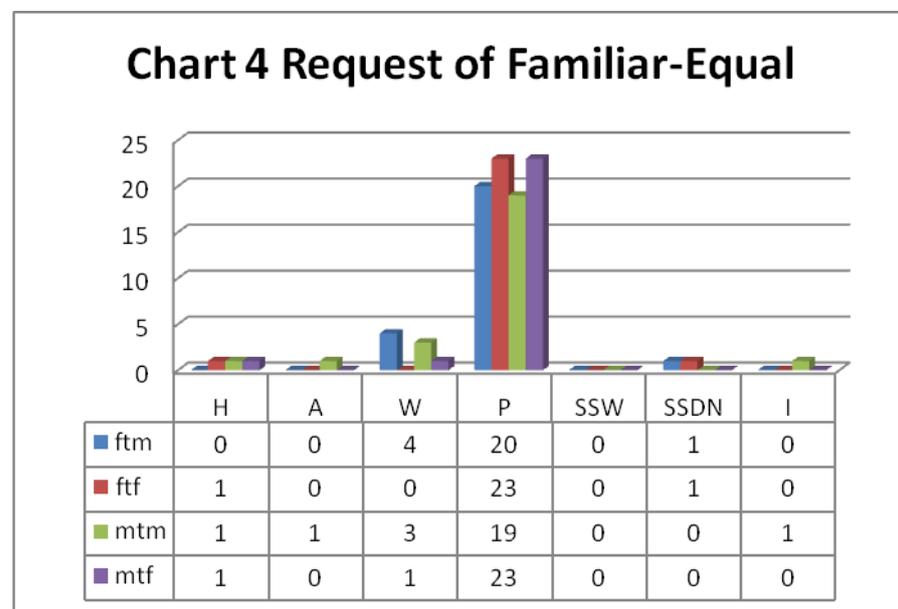


Chart 4 shows that many participants preferred to use request than others. Hints was used by female to female, male to male and male to female in the percentage of 1%. Ability was used by female to female in the percentage of 1%. Willingness was used by 4% of female to male, 3% of male to female and 1% of male to female. Permission was used 20% of female to male, 23% of female to female, 19% of male to male and 23% of male to female. Statement of speaker's desire and

need was used by 1% of female to male and male to male. Imperative was used by 1% of female to female.

In this request strategy, most participants used Permission among others strategy. These examples of request of familiar-equal:

(12) Hey you, are you bring your dictionary? Can I borrow it?

(H/5/ftf/f-e)

(13) I am sorry to bother you, but could you please lend me your dictionary? (A/14/ftf/f-e)

(14) Would you let me borrow your dictionary? (W/1/ftm/f-e)

(15) Excuse me, can I borrow your dictionary? (P/11/ftm/f-e)

(16) Excuse me, I wanna borrow your dictionary, would you?

(SSDN/25/ftm/f-e)

(17) Hi friend allow me to borrow you for a minute dictionary.

(I/39/mtm/f-e)

e. Familiar-lower

The DCT of this situation is as follows:

When you are in the public library to do your homework to translate a narrative text, you do not find a dictionary which is not used. You meet someone with a dictionary in front of him/her and you want to use it. What would you say to him/her?

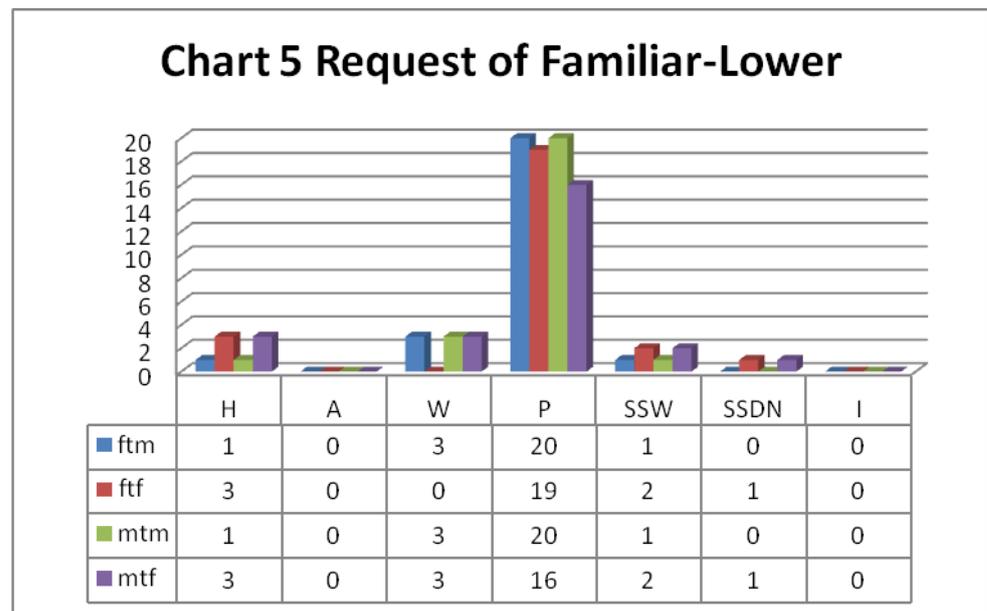


Chart 5 shows that Permission was the most used in familiar-lower. It used by female to male in a number of 20%. Female used it to female in the percentage of 19%. 20% of male participants used it to male and 16% to female. Hints was used by 1% female to male and 3% female to female. 1% of male participants used it to male and 3% of male to female. Willingness was used by 3% of female participants to male. It was used by 3% male to male and 3% by male to female. Statement of speaker's wishes was used by 1% female participants to male and 2% to female. Statement of Speaker's Wish was used by 1% male participants to male and 2% male to female. Statement of speaker's desire and need was used by 1% female participants to female and male to female.

In this strategy, as like others, participants preferred to use permission than others.

(18) Excuse me, Are you use the dictionary? If no can I borrow it?

(H/5/ftf/f-1)

(19) Sorry, ma'am. Would you let me borrow your dictionary please?

(W/6/ftf/f-1)

(20) I'm sorry, can I help me for found dictionary? (P/13/ftm/f-1)

(21) Excuse me, if you don't mind, may I borrow your dictionary?

(SSW/28/mtm/f-1)

(22) Excuse me, I need to use that dictionary to do my task. Can I

borrow it please?(SSDN/43/mtf/f-1)

f. Familiar-Higher

The DCT of this situation is as follows:

You have a task to translate a narrative text but you do not bring a dictionary. You meet one of a teacher who familiar to. You want to borrow his/her dictionary. What would you say to him/her?

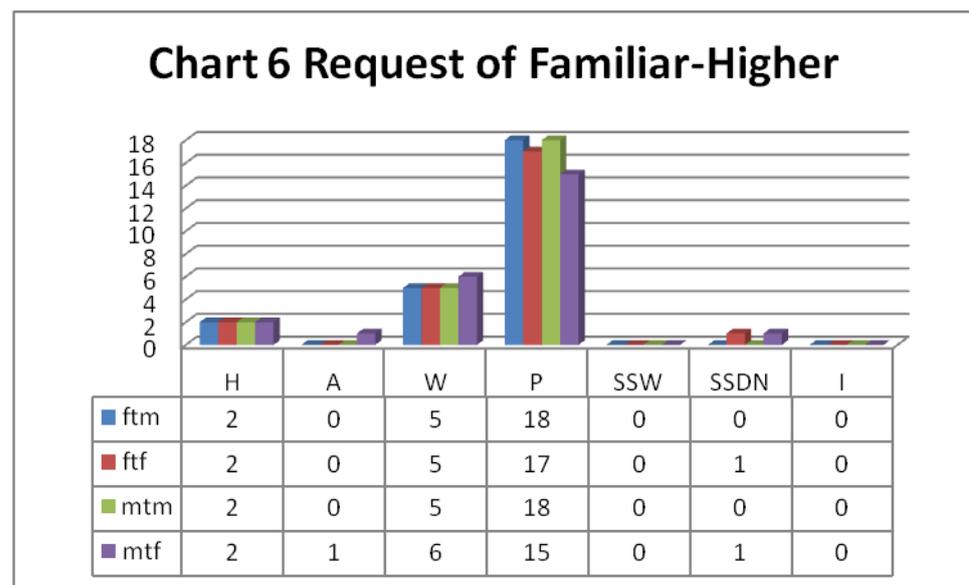


Chart 6 shows that most participants used Permission. Female participants used it 18% to male and 17% to male. Male participants used it 18% to male and 15% to female. Hints was used by female participants to male in percentage of 2% and in the same percentage to female. Male participants used Hints to male and female in the percentage of 2%. Ability was used in the percentage of 1% of male participants to female. Willingness stands for willingness was used by female participants to male about 5%, female participants used it in the same percentage to female and male to male. Male participants used Willingness to female about 6%. Statement of Speaker's Desire and Need was used by female participants to female about 1% and in the same percentage by male to female.

These are the examples of request of familiar-higher:

- (23) Excuse me sir, I'm not bring a dictionary. If you have a dictionary, may I borrow? (H/17/ftm/f-h)
- (24) Mom, I'm sorry to say this but can you help me now? (A/46/mtf/f-h)
- (25) I am sorry to disturb you, sir but would you lend me the dictionary you have? I need to finish my homework. (W/14/ftm/f-h)
- (26) Hold on a second, sir. May I borrow your dictionary? (P/44/mtm/f-h)

(27) Excuse me, sir. I need to use your dictionary to do my task.

Would you like to lend your dictionary, please?

(SSDN/43/mtm/f-h)

g. Unfamiliar-Equal

The DCT of this situation is as follow:

When you are being in the speech contest, you are meeting with a male student from other High School. You met him in the beginning of the event and introduce one to another. You need a ballpoint to write a data, but you do not bring it. You want to borrow his/her ballpoint.

What would you say to him/her?

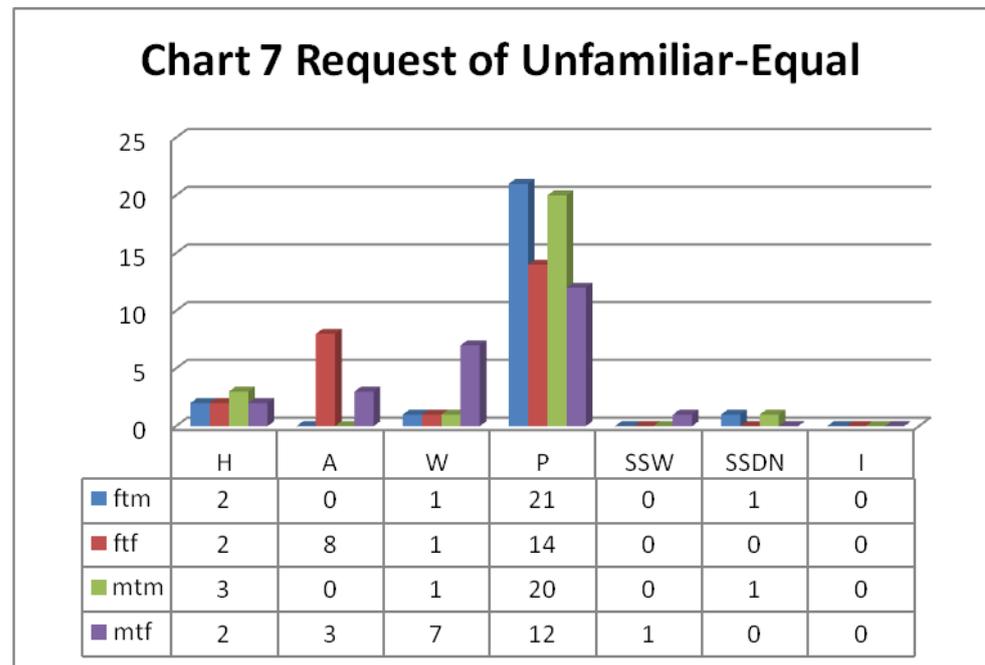


Chart 7 shows that Hints was used by 2% female participants to male.

2% female participants used it to female. 3% male participants used

Hints to male and 2% to female. 8% female participants used Ability

to female and 3% male to female. 1% female participants used

Willingness to male and female. 1% male participants used it to male. 7% male participants used Willingness to female. Permission was used by 21% female participants to male. 14% female participants used it to female. Permission was also used by 20% male participants to male and 12% to female. Statement of Speaker's Wish was used by 1% male participants to female. Statement of Speaker's Desire and Need was used by 1% female participants to male and 1% male participants to male.

These are the examples of request of Unfamiliar-Equal:

- (28) Hai what's your name? You like have some ballpoint, so can I borrow one? (H/13/ftf/uf-e)
- (29) Hey, could you lend me ballpoint, please? (A/38/mtf/uf-e)
- (30) Excuse me, would you let me borrow your ballpoint? (W/9/ftm/uf-e)
- (31) I'm sorry, can I borrow your pen for write encode? (P/10/ftf/uf-e)
- (32) Sorry friend, if I could borrow your ballpoint? (SSW/39/mtf/uf-e)
- (33) I need a ballpoint right now, would you lend me one? (SSDN/14/ftm/uf-e)

h. Unfamiliar-Lower

The DCT of this situation is:

You are in XI grade of Senior High School. You have a task to translate an article. You want to borrow a dictionary from student from VII grade of Junior High School. What would you say to him/her?

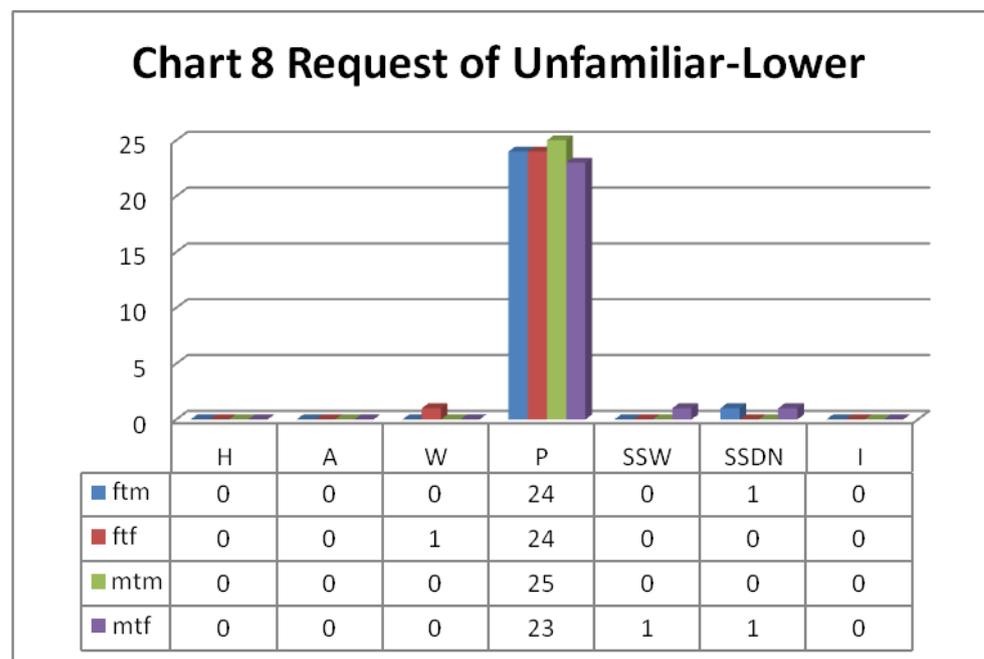


Chart 8 shows Willingness was used by 1% female participants to female. Permission was used by 24% female participants to male and in the same percentage to female. 25% male participants used it to male and 23% was used by male participants to female. 1% male participants used Statement of Speaker's Wish to female. 1% female participants used Statement of Speaker's Desire and Need to female and 1% male participants used it to female.

These are the example of request of unfamiliar-lower:

(34) Hy. Would you lend me your dictionary for a while?

(W/37/mtm/uf-1)

(35) Excuse me, can I borrow your dictionary? (P/9/ftm/uf-1)

(36) Junior women, if you bring a dictionary? If it take if I may borrow it? (SSW/40/mtf/uf-1)

(37) I am sorry, boy. I need a freaking dictionary right now. Would you lend me one? (SSDN/14/ftm/uf-1)

i. Unfamiliar-Higher

The DCT of this situation is:

Your school held s competition which is followed by Surakarta's student of Senior High School. A socialite comes to the event. You want to get a microphone which is situated in front of him/her. What would you say to him/her?

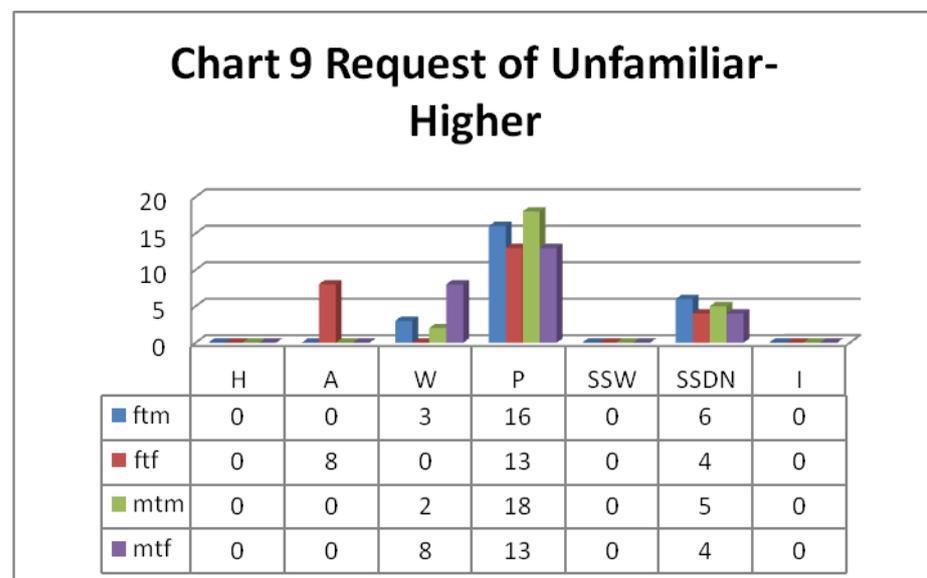


Chart 9 shows that Ability was used by 8% female participants to female. 3% female participants used Willingness to female, 2% male

participants to male and 8% male participants to female. Permission was used by 16% female participants to male, 13% female participants to female, 18% male to male and 13% male to female. Statement of Speaker's Desire and Need was used by 6% female participants to male, 4% female to female, 5% male to male and 4% male to female.

These are the example of Unfamiliar-Higher:

(38) Bag a excuse, could you pass me that microphone?

(A/41/mtm/uf-h)

(39) I am sorry madam, but would you like to pass that microphone?

(W/41/mtf/uf-h)

(40) Excuse me, may I take microphone there in front of you, mam?

(P/40/mtf/uf-h)

(41) Excuse me mom, I want to take the microphone in front of you.

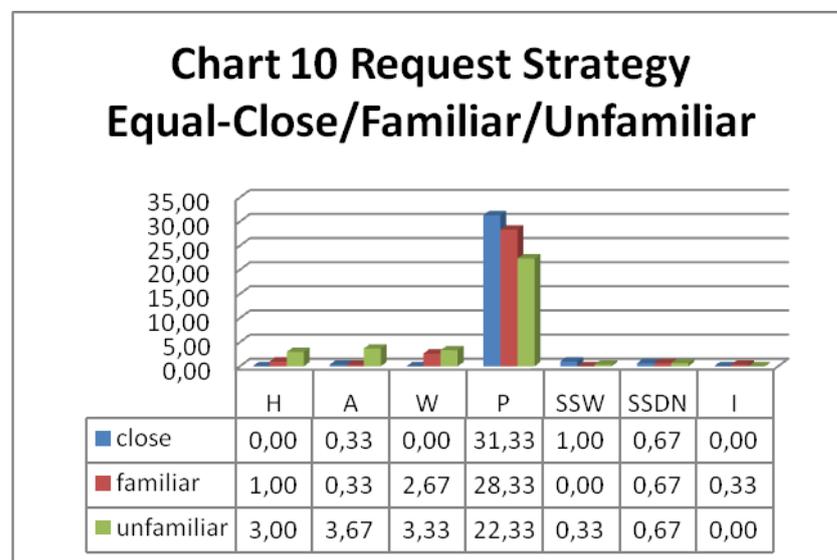
(SSDN/50/mtf/uf-h)

Request strategies based on social distance

a. Equal-close/familiar/unfamiliar

Chart 10 shows that in this strategy, there are many keenness in using Permission by the participants. In Close, Ability was used by 0.33% participants, Permission was used by 31.33% participants, Statement of Speaker's Wish was used by 1% participants and 0.67% participants used Statement of Speaker's Desire and Need. In Familiar, 1% participants used Hints, 0.33% participants used Ability, 2.67% participants used Willingness, Permission was used by 28.33%

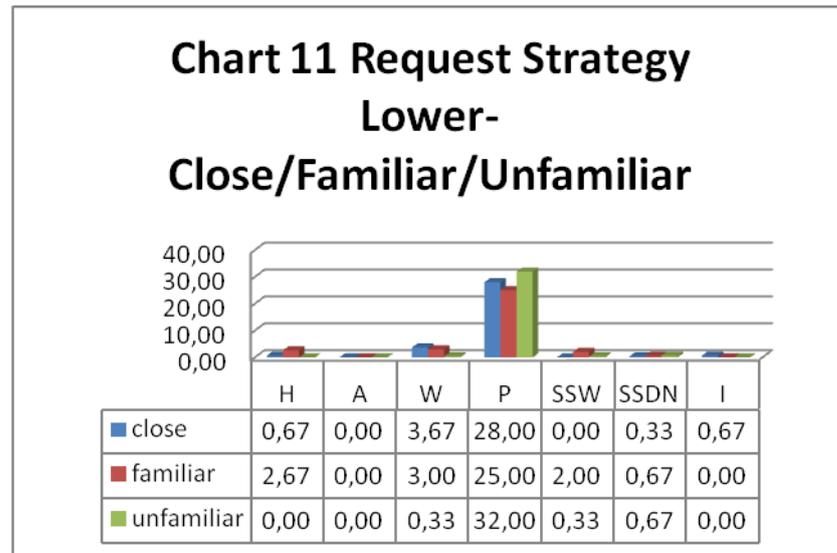
participants, 0.67% participants used Statement of Speaker's Desire and Need and 0.33% participants used Imperative. in Unfamiliar, Hints was used by 3% participants, 3.67% participants used Ability, Willingness was used by 3.33% participants, 22,33% participants used Permission, Statement of Speaker's Wish was used by 0.33% participants and 0.67% participants used Statement of Speaker's Desire and Need..



b. Lower-close/familiar/unfamiliar

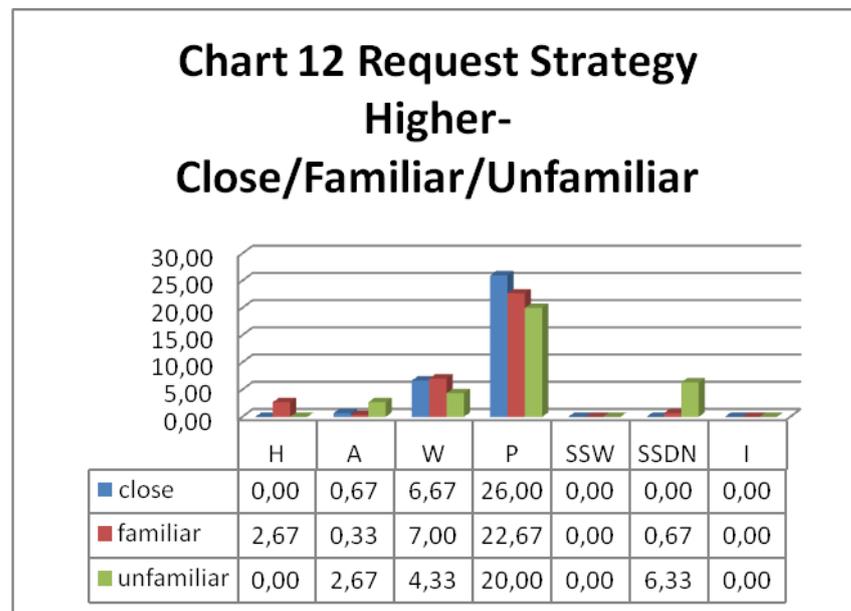
Chart 11 shows that in Close, Hints was used by 0.67% participants, Willingness was used by 2% participants, Permission was used by 28% participants, 0.33% participants used Statement of Speaker's Desire and Need and 0.67% participants used Imperative. In Familiar, 2.67% participants used Hints, Willingness was used by 3% participants, Permission was used by 25% participants, 2% participants used Statement of Speaker's Wish and 0.67% participants used

Statement of Speaker's Desire and Need. In unfamiliar, Willingness was used by 0.33% participants, 32% participants used Permission, Statement of Speaker's Wish was used by 0.33% and 0.67% participants used Statement of Speaker's Desire and Need.



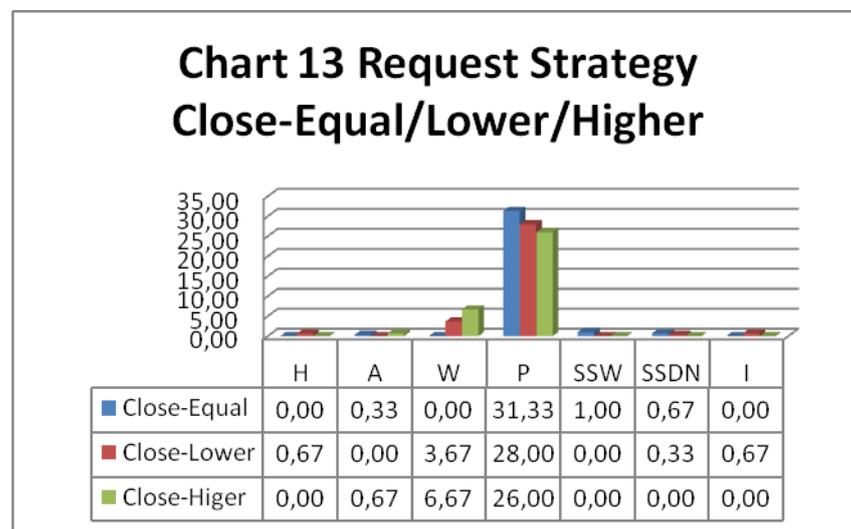
c. Higher- close/familiar/unfamiliar

Chart 12 shows that in Close, Ability was used by 0.67% participants, Willingness was used by 6.67% participants and Permission was used by 26% participants. In Familiar, 2.67% participants used Hints, 0.33% participants used Ability, 7% participants used Willingness, Permission was used by 22.67% and 0.67% participants used Statement of Speaker's Desire and Need. In Unfamiliar, Ability was used by 2.67% participants, 4.33% participants used Willingness, 20% participants used Permission and 6.33% participants used Statement of Speaker's Desire and Need.



Request strategies based on familiarities

a. Close-equal/lower/higher



All participants used the four strategies. The status difference influences the ways the learners used the strategies in terms of their frequencies. Chart 13 shows that Permission was used mostly in close-equal in frequencies 31.33%, Statement of Speaker's Wish frequencies of 1%, Statement of Speaker's Desire and Need in frequencies 0.67%

and Ability in frequencies 0.33%. In close-lower, participants used Hints in frequencies 0.67%, 3.67% of participants used Willingness, 28% of Participants used Permission, 0.33% of participants used Statement of Speaker's Desire and Need and 0.67% of participants used Imperative. in close-higher, 0.67% used Ability, 0.67% used Willingness and 26% used Permission.

b. Familiar-equal/lower/higher

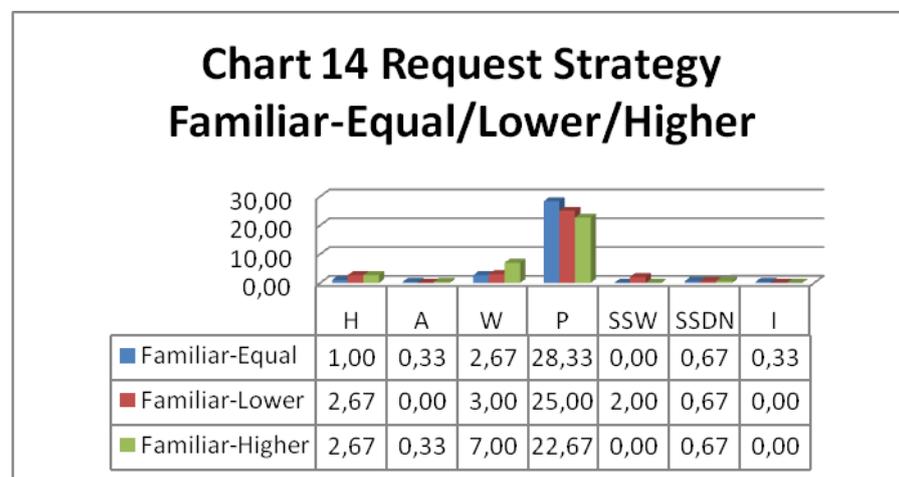


Chart 14 shows that in familiar-equal, Hints was used by 1% of participants, 0.33% of participants used Ability, 2.67% used Willingness, 28.33% used Permission, Statement of Speaker's Desire and Need was used by 0.67% participants and 0.33% used Imperative. in familiar lower, Hints was used by 2.67% participants, 3% used Willingness, 25% used Permission, 2% used Statement of Speaker's Wish and 0.67% used Statement of Speaker's Desire and Need. In familiar-higher, 2.67% used Hints, 0.33% used Ability, 7% used Willingness, 22.67% used Permission, and 0.67% used Statement of Speaker's Desire and Need.

c. Unfamiliar-equal/lower/higher

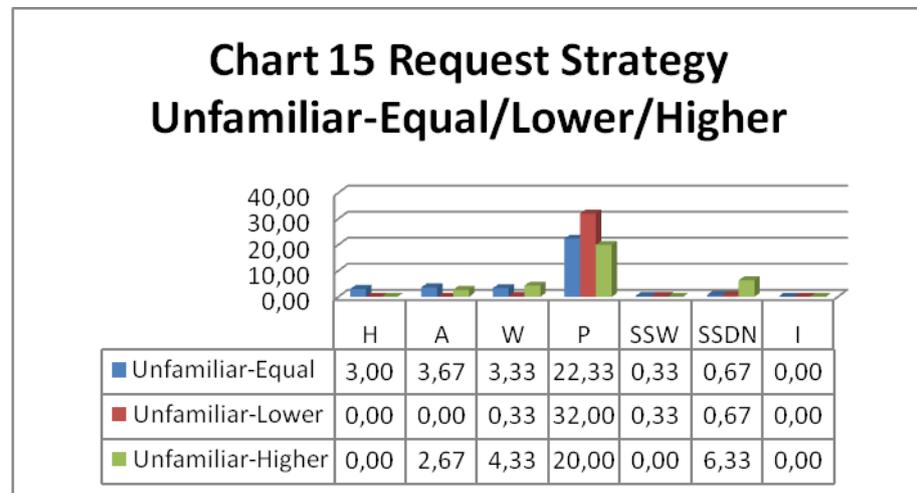


Chart 15 shows that in Unfamiliar-Equal, Hints was used by 3% participants, 3.67% participants used Ability, 3.33% participants used Willingness, Permission was used by 22.33% participants, 0.33% participants used Statement of Speaker's Wish and 0.67% participants used Statement of Speaker's Desire and Need. In Unfamiliar-Lower, Willingness was used by 0.33% participants, 32% participants used Permission, 0.33% participants used Statement of Speaker's Wish and 0.67% participants used Statement of Speaker's Desire and Need. In Unfamiliar-Higher, Ability was used by 2.67% participants, Willingness was used by 4.33% participants, 20% participants used Permission and 6.33% participants used Statement of Speaker's Desire and Need.

2. The Use of Politeness Strategies

Politeness strategies used by the participants can be seen as follow:

a. Close-equal

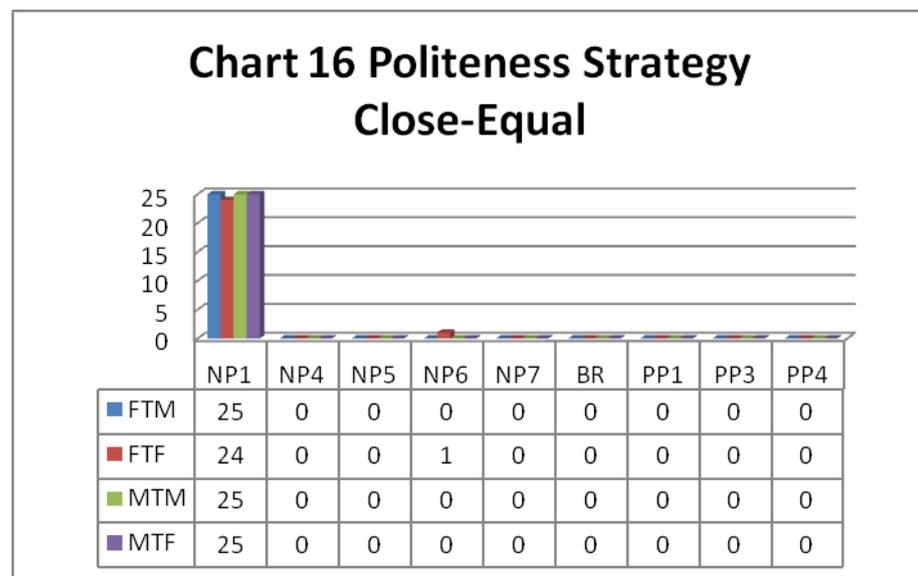


Chart 16 shows that Negative Politeness 1 was used mostly in the request of close-equal status. Female participants used Negative Politeness 1 to male in the percentage of 25%. Negative Politeness 1 was used by female participants to female in the percentage of 24%. It was used by male participants to male in the percentage of 25%, and male participants used it to female in the percentage of 25%. Negative Politeness 6 was used by female participants to female in the percentage of 1%.

1. Negative Politeness 1

(42) Can I borrow your dictionary to translate narrative text?

(P/11/ftm/c-e)

(43) Can you please lend me your dictionary that has a narrative text

(A/14/ftm/c-e)

(44) May I borrow your dictionary, please? (P/15/ftf/c-e)

2. Negative Politeness 6

(45) Excuse me, can I borrow your dictionary? (P/23/ftf/c-e)

b. Close-Lower

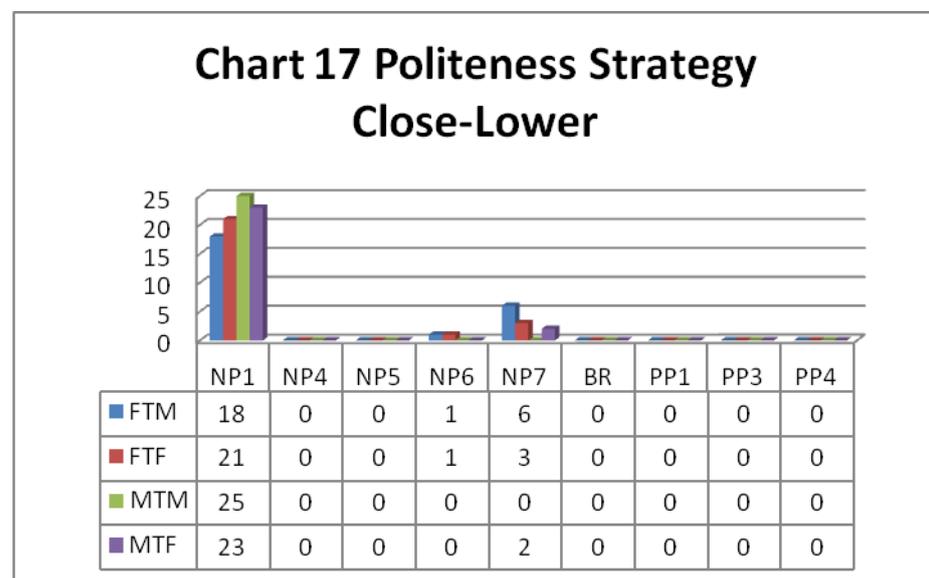


Chart 17 shows that Negative Politeness 1 was used mostly by the participants. Female participants used Negative Politeness 1 to male in the percentage of 18% and 21% to female. It was also used by male participants to male about 25% and 23% to female. Negative Politeness 6 was used by 1% female participants to male and 1% female participants used it to female. Negative Politeness 7 was used by female to male in the percentage of 6%, 3% female participants used Negative Politeness 7 to female. Male participants used Negative Politeness 7 about 2% to female.

1. Negative Politeness 1

(46) Hey bro, may I borrow your dictionary? (P/6/ftm/c-1)

(47) Hey le! May I borrow your dictionary, please? (P/26/mtm/c-1)

(48) Hey coeg! Lend me your dictionary please! (I/29/mtm/c-1)

2. Negative Politeness 6

(49) Excuse me, may I borrow your dictionary? Don't worry I will return it. (P/19/ftm/c-1)

(50) Excuse me. Let me borrow your dictionary. (I/19/ftf/c-1)

3. Negative Politeness 7

(51) Would you let me borrow your dictionary? (W/9/ftm/c-1)

(52) Would you lend me your dictionary? (W/14/ftf/c-1)

(53) Hey babe! Would you like to lend me your dictionary, please?

☺ (W/29/mtf/c-1)

c. Close-Higher

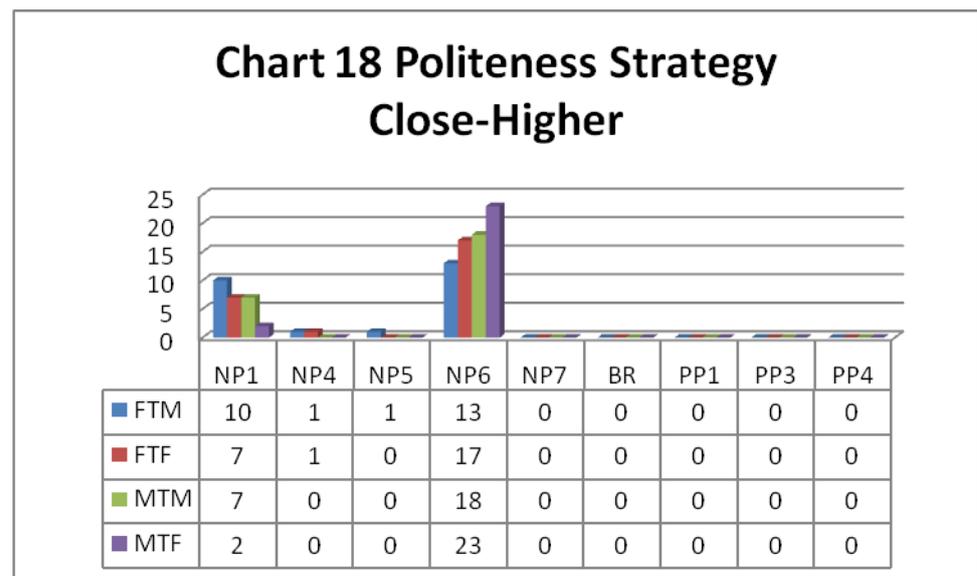


Chart 18 shows that Negative Politeness 6 was used by most participants. Female participants used it by 13% participants to male, 17% female participants to female. Male participants used Negative Politeness 6 about 18% to male and 23% to female. Negative Politeness 1 was used 10% female participants to male and 7% to female. Male participants used Negative Politeness 1 to male about 7% and to female about 2%. Negative Politeness 4 used by 1% female participants to male and 1% to female. Negative Politeness 5 was used by 1% female participants to male.

1. Negative Politeness 1

(54) Can I borrow your dictionary for my narrative text, sir?

(P/20/ftm/c-h)

(55) Mr. Jimi, can I borrow your dictionary please?(P/28/mtm/c-h)

(56) Hi Mrs, may I borrow your dictionary, please? (P/30/mtf/c-h)

(57) Sir. May I borrow your dictionary for a while. (P/37/mtm/c-h)

2. Negative Politeness 4

(58) Sir, could I borrow your dictionary to translate narrative text?

(P/11/ftm/c-h)

(59) Mom, might I borrow your dictionary to translate narrative text?

(P1/11/ftf/c-h)

3. Negative Politeness 5

(60) Would you mind if I borrow your dictionary, sir? (W/16/ftm/c-

h)

4. Negative Politeness 6

(61) Excuse me Sir, would you let me to borrow your dictionary?

(W/1/ftm/c-h)

(62) Excuse me, would you mind to lent me your dictionary?

(W/3/ftf/c-h)

(63) Excuse me sir, could I borrow your dictionary? (P/9/ftm/c-h)

(64) I'm sorry sir, would I borrow his dictionary? (P/13/ftm/c-h)

(65) I am sorry sir, may I borrow the dictionary you have for a while? (P/14/ftm/c-h)

d. Familiar-Equal

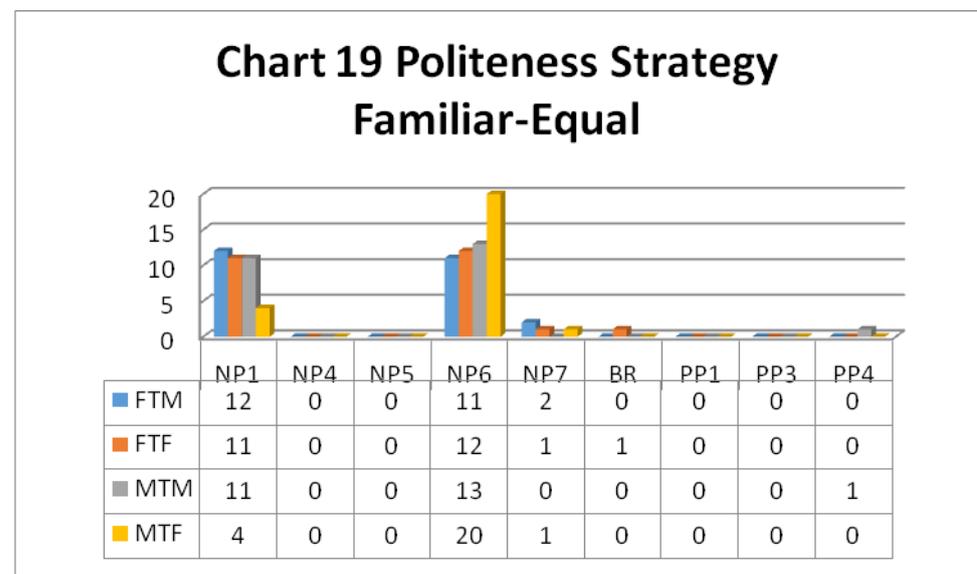


Chart 19 shows that Negative Politeness 1 was used by 12% female participants to male and 11% to female. It was also used by 11% male participants to male and 4% to female. Negative Politeness 6 was used by 11% female participants to male and 12% to male. Negative Politeness 6 was also used by 13% male participants to male and 20% to female.

Negative Politeness 7 was used by female participants in the percentage of 2% to male, 1% to female, and male participants used it to female in the percentage of 1%. Bald on Record was used by 1% female participants to female. Positive Politeness 4 was used by 1% male participants to male.

1. Negative Politeness 1

(66) May I borrow your dictionary? (P/3/ftf/f-e)

(67) Hey bro, may I borrow your dictionary because I'm not bring?
(P/17/ftm/f-e)

2. Negative Politeness 6

(68) Excuse me. Would you let me borrow your dictionary please?
(W/8/ftm/f-e)

(69) Excuse me, can I borrow your dictionary? (P/12/ftf/f-e)

(70) I am sorry to bother you, but can I borrow your dictionary?
(P/14/ftm/f-e)

(71) Excuse me, I wanna borrow your dictionary, would you?

3. Negative Politeness 7

(72) Would you let me borrow your dictionary? (W/1/ftm/f-e)

4. Bald on Record

(73) Hello. Let me borrow your dictionary, please? (I/19/ftf/f-e)

(74) Hi friend allow me to borrow you for a minute dictionary
(I/39/mtm/f-e)

5. Positive Politeness 1

(75) Hey you, are you bring your dictionary? Can I borrow it?

(H/5/ftf/f-e)

(76) Hi friend do you bring a dictionary and can I borrow

(H/39/mtf/f-e)

6. Positive Politeness 4

(77) Hi friend allow me to borrow you for a minute dictionary

(I/39/mtm/f-e)

e. Familiar-Lower

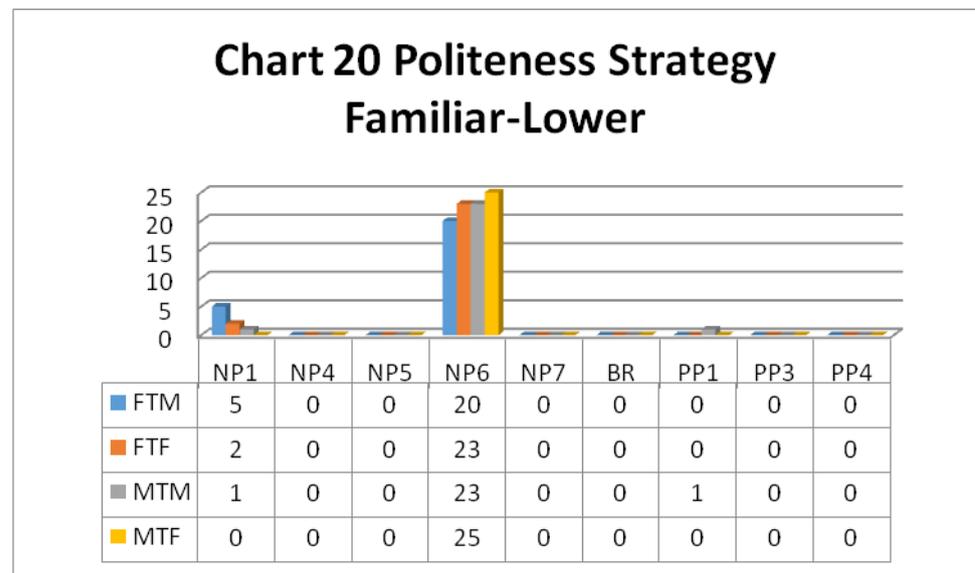


Chart 20 shows that Negative Politeness 1 was used by 5 % female participants to male, 2% female participants to female. Male participants used Negative Politeness 1 to male 1%. Negative Politeness 6 was used most than other. It was used by 20% female participants to male, 23% female participants to male, 23% male participants to male and 25% male participants to female. Positive Politeness 1 was used by 1% male participants to male.

1. Negative Politeness 1

(78) May I borrow this dictionary? (P/1/ftm/f-l)

(79) May I use this dictionary? (P/10/ftm/f-l)

(80) Hi. Can I borrow that dictionary? (P/25/ftm/f-l)

2. Negative Politeness 6

(81) Excuse me, Are you use the dictionary? If no can I borrow it?
(H/5/ftf/f-l)

(82) Excuse me, sir. Would you let me borrow your dictionary
please? (W/6/ftm/f-l)

(83) Excuse me, can I borrow your dictionary, please? (P/26/mtm/f-l)

(84) Excuse me, if you don't mind, may I borrow your dictionary?
(SSW/28/mtf/f-l)

3. Positive Politeness 1

(85) Do you want to it? If not, may I can take it? (H/46/mtm/f-l)

f. Familiar-Higher

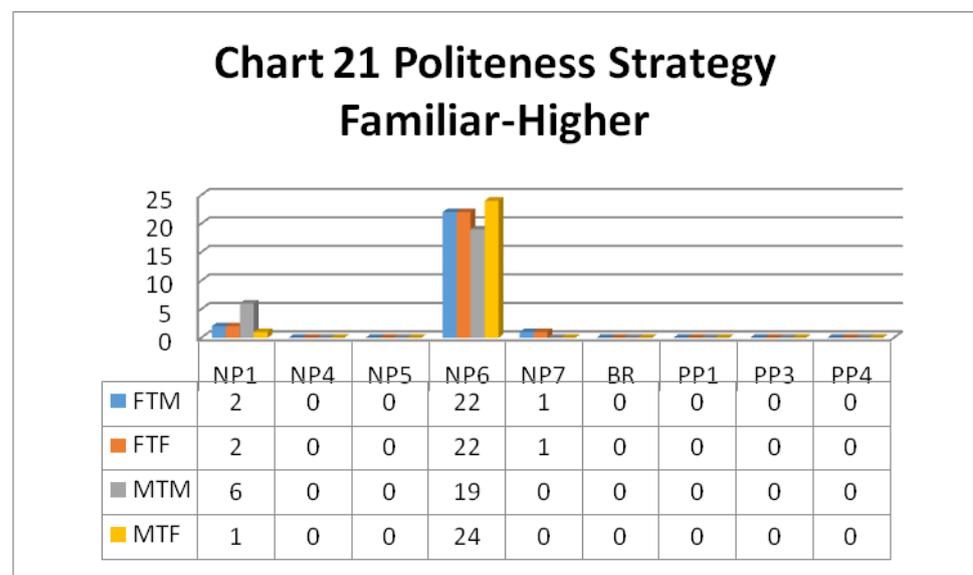


Chart 21 shows that Negative Politeness 6 was used by the most participants. It was used by 22% female participants to male and 22% to female. It was also used by 19% male participants to male and 24% to female. Negative Politeness 1 was used by 2% female participants to male and 2% to female. Male participants used Negative Politeness 1 to male in the percentage of 6% and 1% to female. Negative Politeness 7 was used by 1% female participants to male and 1% to female.

1. Negative Politeness 1

(86) May I borrow this dictionary? (P/1/ftm/f-h)

(87) Sir, may I borrow your dictionary? I really need it. (P/36/mtm/f-h)

(88) Hold on a second, sir. May I borrow your dictionary?
(P/44/mtm/f-h)

2. Negative Politeness 6

(89) Excuse me Sir, would you lent me you dictionary? (W/3/ftm/f-h)

(90) I apologize for bothering you, ma'am but would you lend me the dictionary you have? I need to finish my homework. (W/14/ftf/f-h)

(91) I'm sorry sir, would you mind if I borrow your dictionary?
(W/28/mtm/f-h)

(92) Excuse me ma'am, can I borrow your dictionary, please?
(P/35/mtf/f-h)

3. Negative Politeness 7

(93) Mester would you let me borrow your dictionary? (W/2/ftm/f-h)

(94) Ma'am would you let me borrow your dictionary? (W/2/ftf/f-h)

g. Unfamiliar-Equal

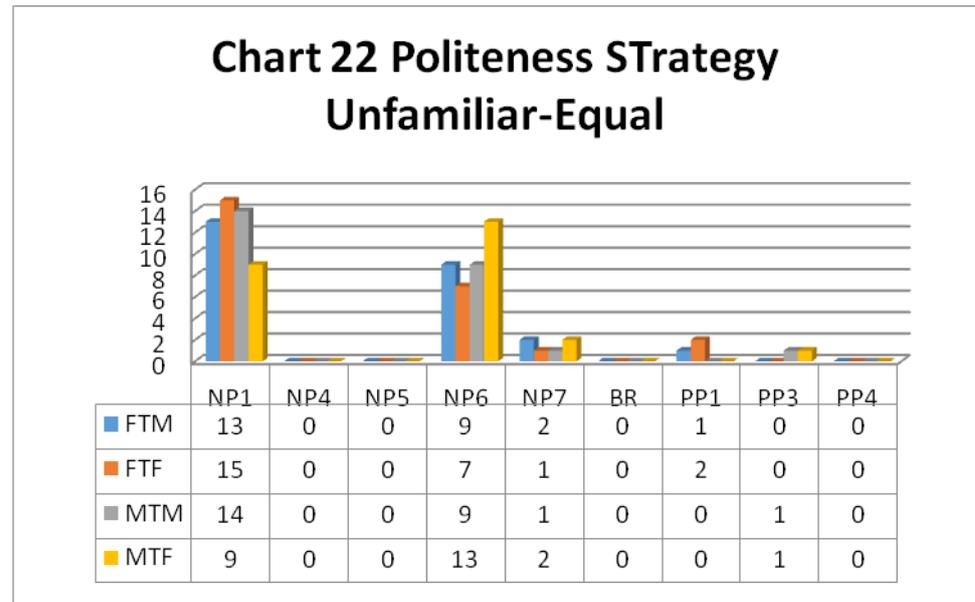


Chart 22 shows that Negative Politeness 1 was used by 13% female participants to male, 15% to female and 14% male participants to male, 9% to female. Negative Politeness 6 was used by 9% female participants to male, 7% to male and 9% male participants used it to male, 1% to female. Negative Politeness 7 was used by 2% female participants to male, 1% to male, 1% by male participants to male and 2% to female. Positive Politeness 1 was used by 1% female participants to male and 2% to female. Positive Politeness 3 was used by 1% male participants to male and 1% to female.

1. Negative Politeness 1

(95) May I borrow your ballpoint, please? (P/15/ftm/uf-e)

(96) Hai sist... can you borrow your pulpen for me? I forget to bring.

(P/19/ftf/uf-e)

2. Negative Politeness 6

(97) Excuse me, would you let me borrow your ballpoint?

(W/9/ftm/uf-e)

(98) Excuse me, may I borrow your ballpoint for a minute?

(P/16/ftf/uf-e)

(99) Excuse me, can I borrow your pen, please? I need them but, I

forget to bring them out. (P/20/ftm/uf-e)

(100) Excuse me lady! Can I borrow your pen, please? (P/26/mtf/uf-e)

3. Negative Politeness 7

(101) I need a ballpoint right now, would you lend me one?

(SSDN/14/ftm/uf-e)

(102) Hy. Would you lend me your ballpoint? I really need it.

(W/37/mtf/uf-e)

(103) Hey bro, would you like to lend me your pen, please?

(W/29/mtm/uf-e)

4. Positive Politeness 1

(104) Hai what's your name? You like have some ballpoint, so can I

borrow one? (H/13/ftf/uf-e)

5. Positive Politeness 3

(105) Hey we meet again, do you carry a pen? I forgot to bring it, I really need pens to write the data. Can I borrow it?

(H/40/mtm/uf-e)

(106) Good to see you again, do you carry a pen? I forgot to bring it, I really need pens to write the data. Can I borrow your pen?

(H/40/mtf/uf-e)

h. Unfamiliar-Lower

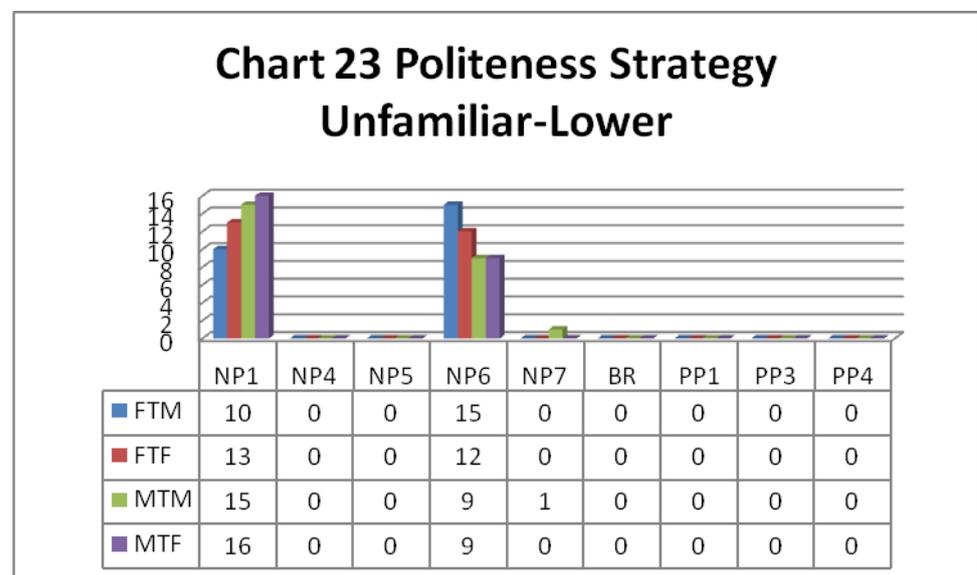


Chart 23 shows that Negative Politeness 1 was used by 10% female participants to male and 13% to female. Male participants used Negative Politeness 1 about 15% to male and 16% to female. Negative Politeness 6 was used by 15% female participants to male and 13% to female. Male participants used Negative Politeness 6 9% to male and 9% to female. Negative Politeness 7 was used by 1% male participants to male.

1. Negative Politeness 1

(107) Hello sist... can I borrow your dictionary, please? (P/19/ftf/uf-1)

(108) Hi sister can I borrow your dictionary, please? Don't worry, I will return the dictionary to you. (P/20/ftf/uf-1)

(109) Boy, may I borrow your dictionary? (P/33/mtm/uf-1)

(110) Hey my junior. Can I borrow your dictionary or something? I really need it. (P/36/mtm/uf-1)

2. Negative Politeness 6

(111) Excuse me, can I borrow your dictionary? (P/1/ftm/uf-1)

(112) Sorry, may I borrow your dictionary? (P/3/ftf/uf-1)

(113) I am sorry, boy. I need a freaking dictionary right now. Would you lend me one? (SSDN/14/ftm/uf-1)

3. Negative Politeness 7

(114) Hy. Would you lend me your dictionary for a while? (W/37/mtm/uf-1)

i. Unfamiliar-Higher

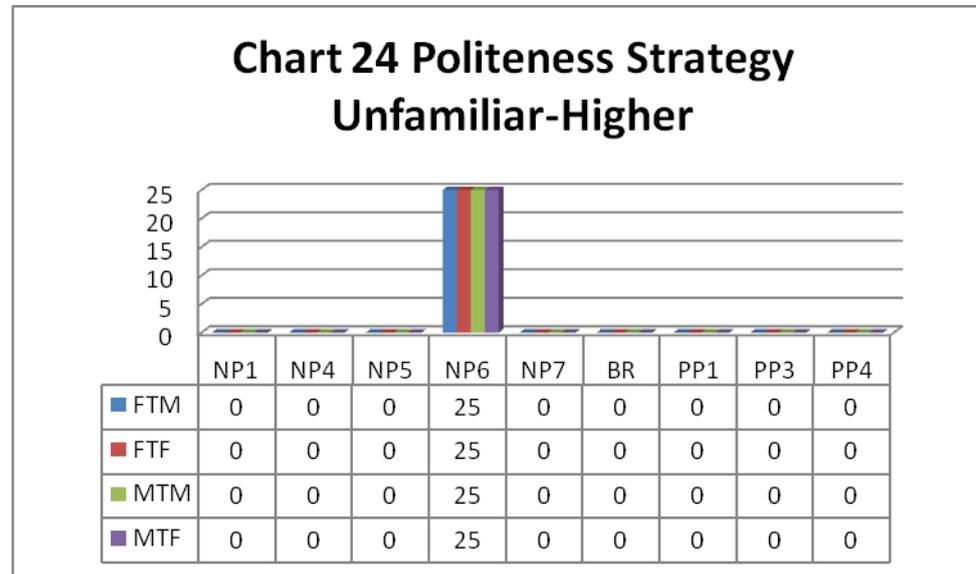


Chart 24 shows that all participants used Negative Politeness 6. It was used by 25% female participants to male and 25% to female. Negative Politeness 6 was also used by 25% male participants to male and 25% to female.

1. Negative Politeness 6

(115) Excuse me, I want to take that microphone. May I? (P/1/ftm/uf-h)

(116) Excuse me, mam. Would you like to lend me the microphone, please? (W/21/ftf/uf-h)

(117) Excuse me mom, with my respect I want to take a microphone in front of you. Would you have to give me a permitted? (SSDN/36/mtf/uf-h)

(118) I am sorry, but would you like to pass me that microphone? (W/38/mtf/uf-h)

B. Discussion

On the basis of the empirical project of request strategies by students of SMA N 7 Surakarta, this research found that there are seven types of request. They are hints, ability, willingness, permission, statement of speaker's wishes, statement of speaker's desire and need and imperative. Hints is the speaker's signals that is said by the speakers in order to make interlocutors do something. In this research, the writer found 3.33% participants used it. For example "Hi, do you bring a dictionary? Can I borrow it?" This data was found in DCT 2 (39/mtm/c-l). Ability is the capability of the interlocutors to do things which is requested by the speakers. 2.67% participants used ability in making request. The writer takes an example as "can you please lend me your dictionary that has a narrative text". It was found in DCT 1 (14/ftm/c-e). The other one is willingness; it is the readiness of interlocutors to do something which is asked by the speakers. This strategy was used by 10.33% participants. "Excuse me, sir. Would you let me to borrow your dictionary please?" the writer found it in DCT 3 (6/ftm/c-h). 78.56% participants used permission. It is polite utterance that is said by the speaker to interlocutor to do something. This is the example of permission "May I borrow your dictionary?" This data was found in DCT 4 (3/ftm/f-e). Next is statement of speaker's wishes. It is what the speakers say only focuses in their condition that makes the hearers want being the main point in the interaction. 1.22% participants used statement of speaker's wishes. In this strategy, one of participants made this sentence in DCT 1. It

was “If I could borrow your dictionary?” (40/mtf/c-e). The writer also found statement of speaker’s desire and need. It is what the speakers say only focuses in their conditions and it makes the hearer want being the main pointing the interaction. It was used by 3.56% participants in this research. In Statement of Speaker's Desire and Need, participants made the sentence as “Excuse me, I need to use that dictionary. Can I borrow it for a moment?” it was in DCT 5 (43/mtm/f-1). The last one is Imperative. It is the speakers command the hearer to do something and it should be obedient by the hearer because the speakers have power over the hearer. This strategy was used by 0.33% participants in making request. For example “Excuse me. Let me borrow your dictionary.” This data was found in DCT 2 (19/ftf/c-1).

Politeness strategies were used to make communication between the speakers and interlocutor in different societies. It has also been emphasized that politeness strategies may be different in different cultures (Brown and Levinson 1987) distinguishing between *positive politeness strategies* (those which show closeness and intimacy between speaker and hearer) and *negative politeness strategies* (those which stress non-imposition upon the hearer and express deference).

In this research, the researcher analyzed and categorized the data based on Brown and Levinson’s theory. It was only 3 strategies found that were used by the participants. They are bald on record, positive politeness and negative politeness. None of the participants used off record because Brown and Levinson (1987: 221) stated that off record is used when the

speaker want to damage another's face without any responsibility of doing it, by leaving it up to hearers to be interpreted by themselves.

Bald on record was used to minimize the threat to hearer's face. The speakers want to do face threatening acts with maximum efficiency toward the interlocutor's face so this strategy will make the interlocutor feels inconvenient. Most of participants that employ bald on record strategy are in a direct way, without minimization to the imposition. Bald on record strategy used by participants are found in some condition, such as in urgent situation and unequal relationship because the speaker who has higher position tends to ask for something or make a request directly to the interlocutor who has lower position.

Positive politeness was used by the participants provides an effort to minimize the destroying to the interlocutor's face. The speaker wants to prevent the conflict and to minimize the social distance between the speaker and the interlocutor.

Negative politeness is used by considering interlocutor's desire not to be impeded. The participants employ this strategy to show honor and consideration. There are some sign of negative politeness strategy employed, such as "*can you...*", "*could you...*", "*may i...*", "*would you...*", "*would you mind if i...*" and "*sorry/excuse me...*".