

**REQUEST STRATEGIES DEVELOPED IN ENGLISH STUDENT'S BOOK OF
BUKU SEKOLAH ELEKTRONIK FOR SENIOR HIGH SCHOOL**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of
Education in English Department School of Teacher Training and Education**

by:

VERONICA ARDIANINGSIH

A320160310

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2020**

APPROVAL

**REQUEST STRATEGIES DEVELOPED IN ENGLISH STUDENT'S
BOOK OF *BUKU SEKOLAH ELEKTRONIK* FOR SENIOR HIGH
SCHOOL**

PUBLICATION ARTICLE

By:

Veronica Ardianingsih

A320160310

**Approved to be examined by Consultant
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta**

**Approved by
Consultant,**



Dra. Siti Zuhriah Ariatmi, M.Hum.

NIDN. 0608076001

ACCEPTANCE

REQUEST STRATEGIES DEVELOPED IN ENGLISH STUDENT'S
BOOK OF *BUKU SEKOLAH ELEKTRONIK* FOR SENIOR HIGH
SCHOOL

By:

VERONICA ARDIANINGSIH
A320160310

Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta
on August 2020

The Board of Examiners:

1. Dra. Siti Zuhriah Ariatmi, M. Hum.
(Chair Person)
2. Dr. Malikatul Laila, M. Hum.
(Member I)
3. Dr. Marvadi, M.A.
(Member II)

(.....)
(.....)
(.....)

Dean,


Prof. Dr. Harun Joko Pravitno, M. Hum.
NIP. 19650428 199303 1 001

TESTIMONY

Herewith, the researcher testify that this publication article is truly her own work and there is no plagiarism of the previous researches have been raised to obtain bachelor degree of a university, except those written of references mentioned in literary review and bibliography. Then, if it is proved that there are some untrue statements in this testimony, the researcher will be fully responsible.

Surakarta, 18th August 2020

The Researcher,



Veronica Ardianingsih

NIM. A320160310

REQUEST STRATEGIES DEVELOPED IN ENGLISH STUDENT'S BOOK OF *BUKU SEKOLAH ELEKTRONIK* FOR SENIOR HIGH SCHOOL

Abstrak

Penelitian ini bertujuan (1) untuk mengklarifikasi tipe-tipe permintaan di buku siswa BSE Bahasa Inggris untuk SMA, dan (2) untuk mendeskripsikan strategi-strategi permintaan yang digunakan di buku siswa BSE Bahasa Inggris untuk SMA. Jenis penelitian ini adalah deskriptif kualitatif. Objek penelitian adalah strategi-strategi permintaan yang dikembangkan di buku. Data penelitian adalah semua ucapan permintaan di sumber data. Sumber data penelitian adalah buku siswa BSE Bahasa Inggris untuk SMA kelas X, XI, dan XII. Teknik pengambilan data penelitian melalui pengamatan dan dokumentasi. Teori Tsui (1994) digunakan untuk menganalisis tipe-tipe permintaan, kemudian teori Blum-Kulka, House dan Kasper (1988) digunakan untuk menganalisis strategi-strategi permintaan. Hasil penelitian menemukan bahwa (1) tipe-tipe permintaan di buku dapat disusun dari jumlah yang paling banyak ke yang paling sedikit berturut-turut adalah proposal, request for action, offer, invitation, dan request for permission, (2) strategi-strategi permintaan di buku dapat disusun dari jumlah yang paling banyak ke yang paling sedikit berturut-turut adalah suggestory formulae, preparatory, mood derivable, obligation statement, want statement, mild hint, strong hint, explicit performative, dan hedged performative. Proposal menjadi tipe permintaan yang dominan di dibuku dan suggestory formulae menjadi strategi permintaan yang dominan dari di buku.

Kata kunci: buku siswa Bahasa Inggris, strategi permintaan

Abstract

This research aims (1) to clarify the types of request in English student's book of BSE for Senior High School, and (2) to describe the request strategies used in English student's book of BSE for Senior High School. The types of this research is descriptive qualitative. The object is request strategies developed in the textbook. The data are all of the request utterances in the data source. The data source are English student's book of BSE for Senior High School grade X, XI, and XII. The technique of data collection were observation and documentation. The theory of Tsui (1994) used in analyzing the types of request, then the theory of Blum-Kulka, House and Kasper (1988) used in analyzing the request strategies. The result found that (1) the types of request in the textbook can be arranged from the largest frequency to the lowest one respectively are proposal, request for action, offer, invitation, and request for permission, (2) the request strategies in the textbook can be arranged from the largest frequency to the lowest one respectively are suggestory formulae, preparatory, mood derivable, obligation statement, want statement, mild hint, strong hint, explicit performative, and hedged performative. Proposal becomes the dominant type of request in the textbook and suggestory formulae becomes the dominant request strategy in the textbook.

Keywords: English student's book, request strategies

1. INTRODUCTION

Language is an essential aspect for human communication. It is used by people to communicate with others. English is an International language mostly used by people around the world. Beside that, English also becomes the school subject in some countries including Indonesia. Learning English is not easy. There are four basic skills that students should require to be able to use the language, namely: listening, reading, speaking, and writing. So, in learning English, the students need some learning sources. Textbook is one of the learning source to master the language properly. The students can use the textbook to guide their learning activities. Therefore, the textbook used must be in accordance with the curriculum implemented. Currently, the curriculum used is curriculum 2013 which is the newest curriculum implemented in Indonesia. This curriculum claimed can increase the quality of education in this country. The content of this curriculum designed to help the students develop their competencies in learning English through some activities such as listening, reading, speaking, and writing. Moreover, the basic competence of English in this curriculum are categorized into four competencies as follows: short functional text, long functional text, transactional text, and interpersonal text.

As the four competencies are stated in curriculum, so it must be learnt and achieved by the students. Those four competencies are in the form of oral and written. But the third and fourth are just for oral skills (speaking and listening). They should be both mastered by the students because they have to be able to communicate properly. In this case, the principles of pragmatic are needed. In other words, it is not enough for the students to be fluent in English, but they are also required to understand the language usage in appropriate context. They need to use appropriate strategy and can convey the intention of their speech. In communication, the students usually communicate to express their feelings (congratulating, complimenting, apologizing, condoling, etc) and even they build a communication to make someone to do something or make something done (offering, requesting, suggesting, commanding, etc). For example: request is an interrogative and it is more polite. So, in making request, they are required to make it in a proper ways. It is in accordance with the basic competence of the English student's book of BSE in which the students should be able to achieve the ability to understand and use the social function, lexico grammatical feature, and text structure properly.

Pragmatics is one of linguistics branches which study language in context. Leech (1983) defined pragmatics as the study of how the meanings of utterances in speech situations. Meanwhile, Levinson (1983:9) stated that pragmatics is the study of those

language relations and its context that are grammaticalized in the structure of the language. Pragmatics more focuses on the meaning of speaker's utterances rather than the meaning of words and sentences (Peccei, 1999:5). Someone can't understand the nature of language without understand about pragmatics; how language is used in communication (Leech, 1983). Some principles of pragmatics includes: deixis, implicature, presupposition, speech act, and conversational structure. It can be conclude that pragmatics is the study of language usage. So, in the study of pragmatics, it is not the study about meaning to understand the language, but how to understand the context of the language when the speech occurred.

Trosborg (1995:187) defined request as an illocutionary act whereby a speaker wants the requestee to perform an act which is for the benefit of the speaker. Those act may be a request for non-verbal goods and services such as a request for an object, an action or some kind of service, etc. In addition, it can be a request for verbal goods and services likes a request for information. In conclusion, request can be explained as an expression used by the speaker who wants the hearer to do something or to make something done. The five classes of request classification based on the theory of Tsui (1994) includes: request for action, request for permission, offer, invitation, and proposal. Meanwhile, Blum-Kulka, House and Kasper (1988) proposed nine strategies of request, as follows: mood derivable, explicit performative, hedged performative, obligation statement, want statement, suggestory formulae, preparatory, strong hint, and mild hint.

The research on request utterances has been done by some researchers before. First, Malikatul Laila, et al. (2018), the result showed that the speech act strategies used by the moderator of "Indonesia Lawyers Club" were the direct speech act strategy and indirect speech act strategy. The dominant speech act strategy used was the direct speech act strategy. Second, Qanita Naylilhusa (2016), the result showed five request strategies used by EFL students in group discussion such as mood derivable, hedged performative, wants statement, suggestory formulae, and query preparatory. Whereas, request responses found includes an expected response and non-expected response. Third, Sri Sulasi (2009), the result found five types of request utterances in "Princes Diaries" movie such as request for action, request for permission, offer, invitation, and proposal. The research on request strategies and textbooks has been done by many researchers in the previous research. Meanwhile, the research which study about request strategies in student's book of BSE for Senior High School never been conducted before. So, this research is intended to complete or fill the gap of the previous researches.

The reason why the researcher chooses to analyze English student's book of BSE for Senior High School because of the importance of the textbook in facilitates the students when they learn, and the writer wants to know the implementation of pragmatics in the textbook as the learning materials. Based on the reason above, the researcher is interested in doing research entitled Request Strategies Developed in English Student's Book of *Buku Sekolah Elektronik* for Senior High School.

The researcher formulates two problem statements in this research. They are (1) what are the types of request found in English student's book of BSE for Senior High School?, and (2) what request strategies are used in English student's book of BSE for Senior High School?. Based on the problem statements, the objective of the research are (1) to clarify the types of request found in English student's book of BSE for Senior High School, and (2) to describe the request strategies used in English student's book of BSE for Senior High School.

2. METHOD

This research is belongs to descriptive qualitative research. The object of the research is request strategies developed in the textbook. The data of the research are all of the request utterances found in the data source. The data source are English student's book of BSE for Senior High School grade X, XI, and XII. The researcher uses observation and documentation in collecting the data which conducted by doing some steps. First, searching English student's book of BSE for Senior High School in internet. Second, downloading English student's book of BSE for Senior High School. Third, reading the textbook to found some request utterances. Fourth, colouring some expressions contain request utterances found in the textbook. Fifth, listing the request utterances in the book. The last, coding the data contains request utterances which found in the textbook. The data in this research are validated by using expert judgement in which the researcher asks someone that is expert in the filed of research to determine the validity of the data. The researcher uses the theory of Tsui (1994) to identify the types of request found in English student's book of BSE for Senior High School. Then, the researcher also uses the theory of Blum-Kulka, House and Kasper (1988) to analyse the request strategies developed in English student's book of BSE for Senior High School.

3. FINDING AND DISCUSSION

3.1 Types of Request Found in English Student's Book of BSE for Senior High School.

Based on the analysis, the researcher found five types of request in the textbook which classified in table below:

Table 1. Types of Request

No	Types of Request	Example	Amount	Precentage %
1	Request for Action	Come to my room. Look at this	46	31,5%
2	Request for Permission	Let me see the content	5	3,4%
3	Offer	Would you like me to bring something?	34	23,3%
4	Invitation	Mr. Budi, I would like to invite you to the opening of my software company	10	6,9%
5	Proposal	How about Peanuts?	51	34,9%
Total			146	100%

The finding of the types of request is supported by theory of Tsui (1994) who classified types of request into five, namely: request for action, request for permission, offer, invitation, and proposal. From the finding of the research, there are five types of request found in the textbook. They are 46 data of request for action (31,5%), 5 data of request for permission (3,4%), 34 data of offer (23,3%), 10 data of invitation (6,9%), and 51 data of proposal (34,9%).

The research in line with several previous studies. First, research conducted by Sri Sulasi (2009) which found five types of request utterances used by the characters in “Princess Diaries” movie: request for action, request for permission, offer, invitation, and proposal. Second, Firgo Amelia and Ahmad Yusuf Firdaus (2018) which found five functions of request such as: request for action, request for permission, offer, invitation, and proposal. Comparing with both previous studies, the research which found five types of request in the textbook has the difference in the topic of the research. This research also has the similarity with both the previous researches dealing with those five types of request found in the research.

Proposal becomes the most dominant types of request found in English student's book of BSE for Senior High School. It means that the characters in the textbook tend to use suggestion when delivering the request which give a choice for the hearer whether to accept or refuse the request given. Meanwhile the type of request rarely used in the textbook is request for permission. It means that the characters in the textbook are rare to ask permission to do something.

3.2 Request Strategies Used in English Student's Book of BSE for Senior High School.

Based on the analysis, the researcher found nine request strategies which described in the table below:

Tabel 2. Request Strategies

No	Request Strategies	Example	Amount	Percentage %
1	Mood Derivable	So tell me what you learnt about smoking	24	16,4%
2	Explicit Performative	Yes, please. I need a book entitled "Visiting Seattle"	1	0,7%
3	Hedged Performative	Mr. Budi, I would like to invite you to the opening of my software company	1	0,7%
4	Obligation Statement	You have to see the doctor soon	14	9,6%
5	Want Statement	Mr. Suharto, my husband and I are celebrating our 3 rd wedding anniversary. We would like you to join us	8	5,5%
6	Suggestory Formulae	How about Peanuts?	51	34,9%
7	Preparatory	Would you like to come over for dinner tonight?	40	27,4%
8	Strong Hint	I am so thirsty	3	2,1%

9	Mild Hint	We have to submit the report of our visit to Lake Toba tomorrow but I think there are still a lot of problems with the grammar, spelling, and so on	4	2,7%
Total			146	100%

The finding of request strategies is supported by theory of Blum-Kulka, House and Kasper (1988) who categorized nine strategies of request, namely: mood derivable, explicit performative, hedged performative, obligation statement, want statement, suggestory formulae, preparatory, strong hint, and mild hint. From the finding of the research, there are nine request strategies found in the textbook. They are 24 data of mood derivable (16,4%), 1 data of explicit performative (0,7%), 1 data of hedged performative (0,7%), 14 data of obligation statement (9,6%), 8 data of want statement (5,5%), 51 data of suggestory formulae (34,9%), 40 data of preparatory (27,4%), 3 data of strong hint (2,1%), and 4 data of mild hint (2,7).

The research in line with several previous studies. First, Malikatul Laila, et al. (2018) which found that the moderator used direct speech act strategy and indirect speech act strategy in which the dominant speech strategy used by the moderator was the direct speech act strategy. Second, Qanita Naylilhusna (2016) which found five request strategies used by the EFL students in grup discussion, namely: mood derivable, hedged performative, wants statement, suggestory formulae, and query preparatory. Comparing with Malikatul Laila, et al. (2018) the result of the research has the similarity in which the speaker used the direct strategies and indirect strategies. Furthermore, comparing with Qanita Naylilhusna (2016), the research has the similarity in those five strategies of request such as: mood derivable, hedged performative, wants statement, suggestory formulae, and query preparatory. Furthermore, this research found the other strategies which didn't found in Qanita's research such as: explicit performative, obligation statement, strong hint, and mild hint. While the difference of the research with both previous studies is on the topic of the research.

The most dominant request strategies used in the textbook is suggestory formulae. It means that the characters in the textbook mostly deliver their request with the use of

formula expression a suggestion to get the interest of both the speaker and hearer. Meanwhile the request strategies rarely used by the characters in the textbook are explicit performative and hedged performative which means that the characters in the textbook are rare to use a performative verb when delivering their request to the hearer.

4. CONCLUSION

Based on the finding, the researcher gives a conclusion as follow: (1) The Types of Request Found in English Student's Book of Buku Sekolah Elektronik for Senior High School. The researcher conclude that there are five types of request found in the textbook, as follow: request for action (31,5%), request for permission (3,4%), offer (23,3%), invitation (6,9%), and proposal (34,9%). From the precentage of the finding, the researcher conclude that proposal with the precentage 34,9% is the most dominant of request type used by the characters in the textbook when delivering request. It means that the characters tend to use suggestion to propose their request which give a choice to the hearer whether to accept or refuse the request given. Meanwhile, request for permission with the precentage 3,4% becomes the request type which rarely used by the characters in the textbook when delivering request. (2) The Request Strategy Used in English Student's Book of Buku Sekolah Elektronik for Senior High School. The researcher conclude that there are nine request strategies used in the textbook, as follows: mood derivable (16,4%), explicit performative (0,7%), hedged performative (0,7%), obligation statement (9,6%), want statement (5,5%), suggestory formulae (34,9%), preparatory (27,4%), strong hint (2,1%), and mild hint (2,7%). From the precetage of the finding, the researcher conclude that suggestory formulae with the precentage 34,9% is the most dominant of request strategy used by the characters in the textbook to propose the request. In the other side, there are two request strategies rarely used by the characters in the textbook. They are explicit performative and hedged performative.

REFERENCES

- Kasper, G. (1988). *Variation In Interlanguage Speech Act Realization*, 7(2), 117-142. University of Hawai'i Working Papers in ESL.
- Laila, Malikatul., Subroto., Samiyati., Sumarlam. *Speech Act Strategy in the Discourse of Discussion "Indonesia Lawyers Club"*. Advanced Science Letters, 24(7), 4978-4982.
- Leech, Geoffrey N. (1983). *Principles of Pragmatics*. London; New York: Longman.

- Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Naylilhusna, Q. (2016). *Requesting Acts Used by EFL Students in Group Discussion*. Thesis. Maulana Malik Ibrahim State Islamic University Malang.
- Peccei, J. S. (1999). *Pragmatics*. London/NY.
- Rahmayati, F. S. (2018). *A Pragmatics Analysis on The Use of Request Strategies in The Movie Undercover Grandpa*. University of Technology Yogyakarta.
- Sulasi, Sri. (2009). *The Use of Request Expressions in The Film Entitled "Princess Diaries (A Socio-pragmatics Approach)*. Thesis. Sebelas Maret University.
- Trosborg, Anna. (1995). *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. Berlin/ New York: Walter de Gruyter.
- Tsui, Amy BM. (1994). *English Conversation*. New York: Cambridge University Press. in
 Sulasi, Sri. (2009). *The Use of Request Expressions in The Film Entitled "Princess Diaries (A Socio-pragmatics Approach)*. Thesis. Sebelas Maret University.