CHAPTER I
INTRODUCTION

A. Background of the Study

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 occured.

Trosborg (1995:187) defined request as an illocutionary act whereby a speaker wants the requestee to perform an act and get the benefit of it. 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 researcher 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.

B. Problem Statements

Based on the phenomenon above, the researcher intends to propose two problem statements below:

1. What are the types of request found in English student's book of BSE for Senior High School?
2. What request strategies are used in English student's book of BSE for Senior High School?

C. Objectives of the Study

Based on the problem statements, the researcher formulates the following objectives:

1. To clarify the types of request found in English student's book of BSE for Senior High School.
2. To describe the request strategies used in English student's book of BSE for Senior High School.

D. Benefits of the Study

This research benefits can be divided into theoretical benefit and practical benefit as follows:

1. **Theoretical Benefit**

   The result of this research will contribute to the development of the applied linguistics since it classifies the implementation of pragmatics in language learning, in this case is learning materials.

2. **Practical Benefit**

   a. **Pragmatics Lecturer**

   The research gives benefits for pragmatic lecturer to know the information about types of request and request strategies contained in the textbook and it can be a guide for them to

teach to their college students how to express request in varying degrees.

b. **Author of the Textbook**

The research gives the information about the types of request and its strategies found in the textbook. So it can be used as an evaluation material by developing request utterances which still rarely used in the textbook for the improvement of the textbook.

c. **Future Researcher**

The research benefits to the future researcher for additional references to conduct a research in pragmatics field in line with request strategies.