

CHAPTER I INTRODUCTION

In this chapter, the researcher presents the background of the study, the limitations of the study, the problem statement, the objectives of the study, the benefits of the study, and the research paper organization.

A. Background of the Study

In the present era of global digital connectivity, communication is a human endeavor that frequently takes place. In conversations with others, language is crucial. People could communicate their thoughts, knowledge, and opinions to others through language. The two types of communication are verbal and nonverbal, according to Buck and Buck & VanLear (2002). The act of expressing oneself and exchanging information is known as verbal communication. On the other hand, nonverbal communication is the act of communicating and exchanging ideas, thoughts, and feelings through body language, tone of voice, facial expressions, and other nonverbal indicators. Language serves as a means of communication between speakers and hearers; hence communication cannot be divorced from language. With language, people can interact with one another daily. Language serves as a tool for establishing social relationships between people. Therefore, language plays a significant role in communication.

According to Tregaskes et al., (2004), language teachers work to help their students reach their language learning goals by emphasizing that language is a combination of practical and cognitive ability to relate to or interact with other people. To improve communication abilities, the teacher must understand communication, have the bravery to express ideas and opinions, and practice frequently. The goals and objectives that must be communicated to others must be considered when using language for communication. Nevertheless, Language learners still struggle to communicate in a foreign tongue. This is because they need to familiarize themselves with these words in other languages.

Consequently, individuals learning a language must acquire proficiency in communicative competence to effectively engage in communication. Hymes (1972) proposes that communicative competence encompasses more than just grammatical knowledge; it involves utilizing grammatical competence across diverse communicative contexts. Conversely, Tarvin (2014) contends that communicative competence is using language to effectively and appropriately communicate, considering cultural norms, and resolving social issues through extensive interaction.

According to Searle's (1979) framework, speech acts can be categorized into five types: declarative, expressive, directive, commissive, and representative. Building upon Searle's classification of speech acts, one kind of speech act that frequently occurs is a request. This type of speech act concentrates on asking someone to do something and gives the recipient a choice between complying with the request or not. During a conversational interaction, the request speech act starts the face negotiation. In other words, making a request is inherently a face-threatening act because it intimidates someone Tsui (1994). A request occurs when a speaker instructs the hearer to perform a desired action. According to Trosborg (1995), a request is described as an illocutionary act in which a speaker (referred to as the requester) communicates to a hearer (known as the requestee) their intention for the requestee to perform an action that would benefit the speaker.

For humans, social media plays a significant role. Social media usage has changed how people communicate and how they exchange ideas and comment on newsworthy occurrences. Social media is the most open, engaging, and dynamic method of public relations, communications, and more, according to Dotsey & Tettey (2017). Social networking websites like YouTube are examples of social media. On YouTube, viewers may watch various shows and leave comments such as requests on the content.

EXO's YouTube comments as the selected data source are the YouTube channel belonging to one of the famous boy groups from South Korea. The author discovered a few different request expressions in these YouTube comments made possible by Trosborg (1995). The example that follows may help to make the background of the study.

Sehun-ah, it's nice to see you eat... *probably a full mukbang vlog next?* I'm happy you were able to get some time to relax...

One YouTube user's comment above contains an expression of request. Sentences in italics can be categorized as requests because they are meant to get someone to do something. The utterance conveyed by the YouTube user *is probably a full mukbang vlog next?* Indicates that the user wants EXO to do something. If EXO responds positively, the YouTube user will take the requested action and aim at the speaker's benefit. Thus, the speech can be classified into a suggestory formulae because it suggests doing something.

Previous studies have been conducted that are pertinent to this research namely, the type of request strategies conducted by Sulistyowati (2013), Alida & Nisa (2014), Husna (2018), Tambulana (2020), Ardianingsih (2020), and Prihatin & Aflahatun (2020). Then, politeness

strategies in request in terms of type, conducted by Krisnoni (2013), Sari (2014), Wuryantini (2017), Dzikriyah (2018), Amer et al., (2020), and Tris et al., (2023). Then, the analysis of the performance of cross-cultural politeness strategies by (Said, 2017). Furthermore, it was seen from how language manifests politeness by Jeanyfer & Tanto (2018). The linguistic markers and the social context analysis were conducted by Sukarno (2018). The request strategies analysis research that has been completed was used to analyze movies, series, Algerian speech community, EFL English learners, text messages WhatsApp and Line Messenger, Javanese speakers, BSE English student's book for Senior High School, Industrial Engineering students, and telecoms company's CCCS staff and customers.

Based on this explanation, this research is different from previous studies. This research includes research on request strategy and request function. Then, the difference lies in the data sources studied in this study. In addition, it is still rare to find research on the function of request strategies. This study uses YouTube comments on the EXO channel as research data source. In addition, this study uses documentations to collect the data. The difference between this study and previous research lies in the theory used to analyze the data. This research tries to expand the previous theory about request strategy by Trosborg (1995). In addition, the researcher uses the request function from Brown & Levinson (1987). So, this research also contributes to showing the strengths and weaknesses of the request seen from several aspects, namely the most widely used strategies and their functions. Therefore, the researcher conducts a study with the title "*Strategies and Functions of Request in EXO's YouTube Comments.*"

B. Problem Statements

The following significant questions guide the thesis:

1. What are the Strategies and Functions of Request in EXO's YouTube Comments?
2. What are the functions of requests found in EXO's YouTube comments?

C. Objective of the Study

Based on the question of the research above, the objectives of this study are as follows:

1. To describe the request strategies proposed by Trosborg's (1995) theory found in EXO's YouTube comments.
2. To classify the function of request proposed by Brown & Levinson's (1987) theory found in EXO's YouTube comments.

D. Benefits of the Study

The benefits derived from this research include various benefits for future researchers and English teachers.

1. For the Future Researchers

This research contributes to the development of pragmatics, especially regarding the results of the analysis of request strategies found on YouTube comments based on the completeness of the contents, including the strategy and function. Researchers also can use the gaps identified in this study to guide the design of future studies.

2. For the English Teacher

The benefit expected from this research for English teacher is increasing knowledge about talking or doing something to other people or students, especially on request. Besides that, it can also give an additional reference in teaching language, especially pragmatics which was focused on a request. It also increases connection and adds sources about the requests. It can give information and knowledge about how to ask or give a request and to give knowledge about how to use language correctly. This study could be an additional suggestion in teaching and applying requests in family, especially to familiarize the children to be more polite.