CHAPTER II
REVIEW OF RELATED LITERATURE

The study explores the review of related literature in this chapter. This chapter addresses several topics, including analyses of relevant previous studies, underlying theories, and theoretical frameworks, to accomplish this purpose.

A. Review of Relevant Previous Studies

This section presents the relevant previous studies and the position of the current studies.

1. Previous Studies

The following are relevant previous studies regarding Request strategies.

The first research conducted by Krisnoni (2013) aims to classify the types of politeness strategies in request used in the movie, including bald-on record, positive politeness, and negative politeness. The researcher uses a descriptive qualitative method. The researcher used documentation to collect the data. This research's data are quotations containing the request strategy used by the characters in the Inception movie. Meanwhile, the primary data source is the script of the Inception movie. The researcher used the Brown & Levinson (1987) proposed politeness strategies. The result showed that Bald-On's record, positive and negative politeness were among the different kinds of politeness strategies employed in the movie. Most of the time, each character used bald on-record to get what they wanted. As observed from the record, the characters all utilized a high level of obviously honest politeness. The following are the writer's three findings: firstly, every character's speech generally takes the form of an explicit request based on a request strategy. Second, pragma linguistics typically takes the shape of external alteration. Thirdly, the civility tactic generally takes the form of an on-record bald.

The second research conducted by Sulistyowati (2013) aims to categorize the many types of request strategies utilized in Crash Movie and to clarify the pragma linguistics forms of those strategies. This study uses a descriptive qualitative approach. The research's data come from a request-containing conversation in the movie Crash. Additionally, scripts from Crash Movie served as the study's data source. The researcher used Trosborg's (1995) theory. The most frequently used strategy utilized in the movie Crash can be determined to be imperative strategies. It was primarily because the individual's making requests in the movie often possess more power or authority than the recipients of those requests. The movie's scenes were filled with debates, disputes, and challenging circumstances, further supporting this observation.

Additionally, the most frequently employed pragma linguistic form in the movie's script is the use of lexical/phrasal downgrades. Interestingly, the researcher discovered a new phenomenon where two forms of pragma linguistics coexist within a single utterance, and not all instances of request strategy are encompassed by the pragma linguistic form. This leads to the conclusion that there are numerous forces behind requests expressed in various situations. The speaker employs these strategies in both standard and non-standard contexts.

The third research conducted by Alida & Nisa (2014) aims to find out the type of request strategies used in children at the age of eleven by using the Diary of a Wimpy Kid movie and why they use that. This research was carried out as qualitative research. The study's theoretical foundation is based on the theory of Brown & Levinson (1987). The researcher found that based on the theory, Trip's, which states that children can distinguish between "can you" and "could you" by the age of ten, this study concludes that by the age of eleven, kids must be able to employ different sorts of request strategies. One might infer from this study's findings that youngsters under eleven successfully engage in all request categories. The presented data is more likely to contain information on children's pragmatic proficiency and awareness of the sociolinguistics field.

The fourth research conducted by Sari (2014) aims to examine the requests made in the American film The Proposal. More specifically, it tries to figure out and categorize the request strategies used by the movie's characters. The researcher uses a descriptive qualitative method. The data used are the movie's utterances. The researcher used Blum-kulka & Olshtain (1984) request head act theory for data analysis. The results demonstrate that 75 utterances comprising request strategies are categorized based on the request head actions and external modifications that affect the head acts. According to the findings, the most preferred approach in expressing request head act is direct request via mood derivable. This approach is employed 35 times (47%), followed by references to initial conditions and locution derivable strategy, which are used ten times (13%) and eight times (11%), respectively. The story's characters' propensity for making forthright requests may be linked to their connection. Because most of the characters are family or friends, it is feasible to make direct requests.

The fifth research conducted by Said (2016) aims to reveal the performance of cross-cultural speech acts in the variety or dialect of Arabic. To understand when and why the strategy is used and what factors influence it. This research is qualitative. For data collection, the Discourse Completion Test (DCT) is used in this research. The data and data source were

obtained by an Algerian speech community (Tlemcen) participant. This research is based on the request strategy of Blum-kulka (1989) and Brown & Levinson's (1987) model of Politeness Strategy. The result demonstrates that polite request strategies and politeness strategies vary from one culture to another. It was noticed that most respondents use a bald-on-record strategy to ask their brothers for help, they have adopted the most direct ways and the less formal speech, and this is due to the nature of the relationship between brothers and which does not require any indirect speech or formality. However, when interacting with friends, Algerian speakers switch between direct and indirect strategies using softeners and, thus, between positive and negative strategies. The finding reveals that there is a preference by speakers towards the use of direct strategies of requesting and positive politeness strategies.

The sixth research conducted by Wuryantini (2017) aims to characterize the types of politeness strategies of requests used by the characters in the movie "You've Got Mail" and the elements that affect those characters. The descriptive qualitative method is the one that the researcher uses. The script for the movie "You've Got Mail" served as the research's primary data source. The data are examined using Hymes's (1996) theory and the approaches of politeness strategy in request developed by Brown & Levinson (1987). The result findings demonstrate 99 different types of politeness strategies for requests. There is 47,4 percent of people are bald, and 23,2 percent of people are rude. Then there's positive politeness, which has a percentage of 13,1 percent, and off-the-record politeness, which has a percentage of 7,1 percent. The researcher discovers a unique Politeness method that combines politeness of request with a percentage of 9 percent. After identifying politeness methods, the researcher finds that all of them are influenced by distance (D), power (P), and imposition rank (R).

The seventh research conducted by Tanto (2018) aims to see how language, mainly Indonesian, manifests politeness in text messages between people asking for help, goods, or information. This research is a descriptive qualitative approach. The data is presented as written texts. This data source is based on WhatsApp and Line Messenger text messages, including private and group chats. The study utilizes Brown's and Levinson's theory on politeness strategies. The researcher concludes that people in Indonesia know the differences in social power and distance relations when communicating with others. It is also drawn that this awareness causes Indonesians to employ different politeness strategies in request to accomplish their goals in their daily communication with people of higher, equal, and lower social power than them. The use of peripheral modification devices in most of the data also suggests that Indonesians are inclined to opt out of saying their requests directly to maintain a good

relationship with other people and lessen the threats to their faces. The result shows that in terms of strategies, people tend to use negative politeness strategies of request in communicating with people with more power than them. In contrast, those who consider peers or lower in power primarily use a mix of negative and positive strategies.

The eighth research conducted by Dzikriyah (2018) aims to determine the types of politeness strategies of request and to learn the most commonly used types of politeness strategies of request used by the character in the Train to Busan movie. This research is descriptive qualitative research. As the critical instrument, the researcher collects data by examining documents, observing behavior, or interviewing participants. The data for this study came from various exchanges between the leading characters and another character in the movie Train to Busan. The study utilizes Brown & Levinson's (1987) theory on politeness strategies. The results of this study revealed two main things. To begin, Brown and Levinson's approach recommended four politeness tactics, which were used in the English subtitles of the movie Train to Busan. They were bald on-record, positive politeness, negative politeness, and off-record, with varying percentages for each strategy. Second, positive politeness was the most commonly utilized method in this study, accounting for 12.5% of the total. Negative politeness came in second place with 7.8% of the vote. The next position was bald on record, which received 6.0 percent of the vote. The lowest ranking was off-record, which received 0% of the vote. All students, particularly those in the English Department, were advised to study this thesis as a guide on how to make courteous requests without endangering others.

The ninth research conducted by Sukarno (2018) looks into the politeness strategies, the linguistic markers, and the social contexts frequently utilized to make requests in Javanese. The descriptive qualitative method is the one that the researcher uses. The deconstructive method was used to analyze the data to identify the linguistic markers frequently utilized by Javanese speakers. The researcher used the theory of politeness strategies and requests by Blum-Kulka (1987), Blum-Kulka (1989). The result demonstrates that (1) there are four different types of politeness strategies of request in Javanese (most direct, direct, less direct, and indirect), (2) there are four linguistic markers for these strategies (sentence moods, speech levels, passive voice, and supposition/condition), and (3) the social contexts (social distance, age, social status or power, and the size of imposition) among the tenors have a significant impact on the levels chosen. The interlocutors' dialogue would go smoothly if the proper Javanese request delivery techniques were used.

The tenth research conducted by Husna (2018) aims to show various types of request strategies and characterize the politeness strategies used by the characters in the Ramona and Beezus movie when making requests. This research is descriptive qualitative research. The data were collected using note-taking techniques. The context of the data was the dialogues between the characters in Ramona and Beezus's movie. The data sources were a movie entitled Ramona and Beezus and its dialogue transcript containing requests. This research uses Trosborg's (1995) theory. The results of the study highlight two things. First, there are eight types of request strategies in Ramona and Beezus. Hints strategy, hearer's ability willingness strategy, suggestive formulas strategy, speaker's wishes and desires, speaker's need and demands, obligation and necessity strategy, performatives strategy, and imperatives strategy strategies. The most common is the imperative request strategy. It demonstrates familiarity and closeness between the characters, allowing them to communicate their wish urgently. Second, politeness strategies are classified into four types: bald-on strategy, off-record strategy, positive politeness approach, and negative politeness strategy. Bald on record strategy receives the most significant ranking since the characters prefer to convey their requests directly and to make it clear what they want and need from each other.

The eleventh research conducted by Tambulana (2020) aims to examine the types of request strategies that the Silver Linings Playbook characters employ. This research is descriptive qualitative research. The data was derived from dialogues in the movie that included request utterances. The data source is the movie Silver Linings Playbook. The writer explored the employment of request strategies based on Blum-Kulka et al., (1985). According to the research findings, all of the strategies—aside from explicit performative—are present in the film. Mood derivable is the strategy implemented by the characters the most, accounting for 111 of the total instances (54.9%). Additionally, the outcome demonstrates that requests with an action purpose predominate. Strategies that can be derived from mood make up most of this goal.

The twelfth research conducted by Ardianingsih (2020) aims to explain the type of requests in the BSE for Senior High School English student's book and to characterize the request strategies utilized in the BSE for Senior High School English student's book. This research is a descriptive qualitative study. The researcher collects data by executing some steps and using observation and documentation. This research uses the theory of Tsui (1994) to analyze the types of requests, then the theory Kasper (1988) is used in analyzing the request strategies. The results revealed that the request types in the textbook can be arranged from the highest

frequency to the lowest frequency, respectively, and are proposal, request for action, offer, invitation, and request for permission, and the request strategies in the textbook can be arranged from the highest frequency to the lowest frequency, respectively, and are suggestory formulae, preparatory, mood derivable, obligation statement, want statement, mild hint, strong hint, explicit performative, adverbial, adverbial, In the textbook, proposal becomes the primary sort of request. Suggestory formulae become the dominating request approach.

The thirteenth research conducted by Prihatin & Aflahatun (2020) aims to look into various types of request strategies utilized by Industrial Engineering students who are EFL learners. The researcher uses a descriptive qualitative method. The participants were given task instruction in the form of Discourse Completion Tests (DCT) to examine the learners' pragmatic skill level in making requests to collect data. The researcher used (Blum-kulka & Olshtain (1984) request strategy classifications for data analysis. The results demonstrate that 57% of Industrial Engineering students utilize conventional indirect tactics, 29.2% use direct strategies, and 13% use non-traditional indirect strategies. 49.7% of the responses are question preparation. 17.8 percent of responses are classed as explicit performatives, 10.3 percent as wish declarations, 9.2 percent as solid clues, 6.5% as light hints, 4.9% as suggestive formulations, and 1.6% as mood derivable. The cultural background of the kids, who are from a high-context society, enormously influences their indirectness. High-context culture refers to the importance cultures place on indirect communication.

The fourteenth research conducted by Amer et al., (2020) aims to look at the politeness types used in contacts between Jordanians and staff of a major telecoms company's call-center-customer-service (CCCS). It focuses on their verbal responses to requests, considering gender and reasons for calling, which may influence the choice of an appropriate method. This study used recordings of the data from the exchanges of 20 participants, who were randomly picked among the telecoms company's CCCS staff and customers. The model of politeness proposed by Brown & Levinson (1987) serves as the theoretical foundation for this research. The result revealed that negative-politeness tactics dominate the scene in making requests since they were the most common, possibly indicating Jordanians' preference for these strategies over others. Furthermore, the findings revealed that gender differences influenced the choice of specific techniques in several circumstances.

The last research conducted by Tris et al., (2023) aims to look into the politeness request approach utilized in the Titanic television series. The researcher uses a descriptive qualitative

method. The researcher used documentation to collect the data. The researcher used the Brown & Levinson (1987) proposed politeness strategies in request. The findings revealed that the characters used politeness methods to reduce the possibility of a danger to their self-image. According to the results, there are four types of politeness: bald on record, bald off record, positive politeness, and negative politeness.

2. Position of the Current Studies

Relevant research has been done previously, namely, the type of request strategies conducted by Sulistyowati (2013), Sari (2014), 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), 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 the explanation, this research is different from previous researches. This research includes research on request strategies and the function of requests. Then, the difference lies in the data source studied in this research. This research uses YouTube comments on EXO channel as the data source. In addition, this study uses documentation techniques to collect the data. The difference between this study and previous research lies in the theory used to analyze the data. This study tries to extend the prior theory of request strategies by Trosborg (1995). In addition, the researcher uses the request function by Brown & Levinson (1987). So that this study also contributes to showing the strengths and weaknesses of request strategies seen from several aspects of the type, which is the most widely used and the function.

B. Underlying Theory

In this sub-chapter the researcher explores: Pragmatics; Speech Act; and Speech Act of Request.

1. Pragmatics

This sub-chapter explain the notion of pragmatics and the scope of pragmatics.

a) The Notion of Pragmatics

Pragmatics is concerned with the study of the speaker's utterances, which would be interpreted by the hearer (or reader). The study of how the hearer might interpret the speaker's remarks is called pragmatics (or reader). This research entailed interpreting what individuals meant in a particular setting and how that context affected what was said. It necessitated thinking about how the speakers structured what they intended to say in light of who they were speaking to and their situation. The study of contextual meaning is known as pragmatics. Levinson (2008) defines pragmatics as the study of the function of context emphasizing the importance of utterances. People sometimes need to carry out their intentions through their words when conversing. The study of pragmatics examines how language is used to communicate in various contexts Nadar (2009). This approach also examined hearers' assumptions about what was said to infer the speaker's intended meaning. The study of meaning in pragmatics includes speaker meaning, which concentrates on the message's creator, and utterance interpretation, which focuses on the message's recipient. According to Yule (1996), pragmatics is the study of the meaning of utterances as communicated by the speaker (or writer) and as understood by the hearer (or reader). The definitions imply that while discussing meaning, interpretation, language, and context go hand in hand. Context, which is related to the participants, time, place, and the situation in which the utterances occur, plays a crucial role in constructing the meaning of utterances. Pragmatics is a field of linguistics that accurately establishes the connection between language and context and concentrates its study on the meaning of utterances.

b) The Scope of Pragmatics

Pragmatics is a discipline of linguistics that includes various areas of study, such as deixis, entailment, implicature, presupposition, and speech acts.

1) Deixis

In pragmatics, the usage of words or phrases that allude to a particular period, location, or circumstance inside a sentence is known as deixis. Yule (1996) claims that deixis is a technical term describing one of the most fundamental functions of utterances, i.e., the "pointing" of language. Deixis is a pointing method that gives natural languages subjective, attentional,

deliberate, and context-dependent qualities. He also divides it into three groups Person Deixis, Spatial Deixis, and Temporal Deixis.

a. Person Deixis

Yule (1996) explains that person deixis serves to recognize specific individuals. To exemplify, the pronouns "I," "you," and "it" are utilized to refer to the first, second, and third person correspondingly. This form of deixis is closely linked to social hierarchy in various languages, signifying distinctions in status between the speaker and the person being addressed. Honorifics, which are specific words or phrases, are employed to indicate a higher social position.

b. Spatial Deixis

Spatial deixis, the second type of deixis, pertains to indicating position. According to Cruse (2000), spatial or place deixis is primarily conveyed through locative adverbs such as "here" and "there," as well as demonstratives or determiners like "this" and "that." English's spatial deictic system typically encompasses two terms known as proximal and distal. In this context, "proximal" denotes a location relatively near the hearer, whereas "distal" describes a place comparatively distant from the speaker. Spatial or place deixis also plays a role in how space is perceived from a participant's perspective in the language process. In English, "here," "there," "this," and "that" serve as demonstrative pronouns and adverbs of place. The words "this" and "here" indicate objects or individuals close to the addressee, while "that" and "there" show objects or individuals that are more distant.

c. Temporal Deixis

Temporal deixis, or time deixis, is the term used to describe the positioning of events in time. Yule (1996) categorizes temporal deixis as the final type, which involves locating specific points or intervals on the temporal axis using the moment of utterance as a reference point, as stated by Cruse (2000). Temporal deixis can be divided into three main categories: (1) events preceding the moment of utterance, (2) events occurring during the utterance, and (3) events following the utterance. The fundamental temporal deictics in English are "now" and "then." Temporal deixis is a form of time perception that is shaped and conveyed through language action. It is closely associated with adverbs of time. In English, examples of temporal deixis can be observed through the use of time signals such as "now," "soon," "recently," "then," and "this year." Additionally, it frequently manifests in the utilization of verb tenses.

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2) Entailment

Intentionally or unintentionally, people frequently convey entailment when they make assertions; entailment is the idea of description. Accordingly, Yule (1996) asserts that entailment is a result of the earlier information. Entailment, also known as entailingness, is a term used in the study of semantics and is defined by Major & Crystal (1992) as a term derived from logic. In a relationship between two prepositions known as entailment, the truth of the second preposition logically follows the truth of the first. I can see a dog, for instance, which implies that I can see an animal. One cannot support the first statement while rejecting the second. Entailment is split into two categories by Griffiths (2006): one-way and two-way entailment.

a.   One-way Entailment

This type of entailment, as defined by Major & Crystal (1992), is a relationship between a pair of sentences. He emphasizes this by stating that the truth of the first sentence follows the truth of the second sentence ineluctably. It is referred to as "strict entailment." He argues that this occurs when a sentence contains two distinct facts, yet it is possible to deduce one of them from the other. A sentence does not paraphrase the other sentence in one-way entailment. One of them is comparable to the outcome of the other. It is the implication that only operates in one direction.

b.   Two-way Entailment

Two-way entailment between sentences is what Griffiths (2006) refers to as paraphrasing. Contrary to one-way entailment, two-way entailment has a relationship in meaning, and the sentences that contain it are self-referential. When a fact is paraphrased, it is expressed differently. In addition, a paraphrase is a different way to convey a word or sentence's meaning. It is the relationship between two claims; regardless of one is true or untrue, both always follow.

3) Implicature

According to Grice (1975), implicature refers to what a speaker can imply, suggest, or intend, which may differ from the literal meaning of their words. Therefore, to fully understand a speaker's message, the hearer must be capable of inferring the intended purpose, as sometimes speakers convey additional information beyond what is explicitly stated. The speaker can communicate both an explicit message and an implicit message. Grice (1975) further classifies implicature into two categories: conventional implicature and conversational implicature.

4) Presupposition

The connection between two statements is known as presupposition. Yule (1996) defines presupposition as something the speaker takes for granted as accurate before making a statement. Meanwhile, Givon (1989) argues that the term "presupposition" is used in discourse analysis to describe the logical implications of a sentence.

5) Speech act

Speech acts are "the basic or the minimal units of linguistic communication," according to Searle (1976). Austin (1960) continues by defining a speech act as both an utterance and the context in which it is made. The more explanation about the speech act will be discussed in the next subchapter.

2. Speech Act

This sub-chapter present the notion of speech act, the component of speech act, and the types of speech act.

a) The Notion of Speech Act

When individuals engage in verbal communication, they produce utterances consisting of words and grammatical structures that lead to specific actions. These actions resulting from utterances are called speech acts Yule (1996). Similarly, Tsui (1994) states that when someone utters a statement, it constitutes an action known as a speech act. These viewpoints collectively suggest that the act of speaking a sentence by a speaker encompasses a speech act, which serves the purpose of conveying the speaker's intention to the hearer. The discussion of speech acts is closely intertwined with examining speech situations, speech occurrences, and various other aspects of verbal interactions. An event may involve one or more speech actions, while a speech situation pertains to the context of communication, as outlined by Hymes (1972).

b) The Component of Speech Act

According to Austin (1962), there are three primary ways in which someone simultaneously does and says something. Due to this, he suggests the following three types of acts, namely locutionary acts, illocutionary acts, and perlocutionary acts.

1) Locutionary Acts

Levinson (1983) defines a locutionary act as a speaker's specific words to convey their intended message. It is also known as an utterance act or locution, and it involves the creation of meaning through spoken language, followed by a period of silence or a transition to another speaker.

For instance, consider the phrase, "Do you want some coffee?" This sentence structure is an interrogative form used to ask questions.

2) Illocutionary Acts

The illocutionary language uses like "stating," "denying," or "asking" are used to suggest action. The generation of a token in the context of a speech act—not the word, the sentence structure, or the theory—is an essential component of language Searle (1976). Illocutionary actions include not only the act of speaking but also the act of speaking with the intent to: state an opinion, affirm or deny something, predict the future, promise something, ask for something, give an order or make a choice, and offer advice or permission.

For example, the phrase "I promise you to pay back" means an illocutionary act as it is communicating.

3) Perlocutionary Acts

The final is the consequence of the words, also known as perlocutionary, or what is done by speaking; it is the hearer's response Cutting (2002). The perlocutionary act of identifying an action or state of mind brought about, or as a result, to say something. Another name for it is a perlocutionary effect. Listening to the hearer results in a perlocutionary act when the speaker means to follow his words. Persuading, convincing, frightening, illuminating, inspiring, or otherwise affecting the interlocutor are perlocutionary activities. For instance, "Would you mind closing the window" contains a perlocutionary to persuade someone.

In other words, a locutionary act is the simple act of saying words and the meaning of those words spoken by the speaker. While the illocutionary act is what is done the speaker is saying something, and finally, the perlocutionary act is the effect that arises when the speaker is saying something.

c) The Type of Speech Act

According to Searle (1979) speaking can be used to carry out five different types of action, namely Assertive, Directive, Expressive, Commissive, and Declarative.

1) Assertive

An assertive speech act is an act in which an assertion is made. It becomes evident when someone promises or asserts something will happen Bayat (2013). In certain situations, this type of language can convey politeness. Another speech act commonly used to express politeness is the forceful speech act, although politeness is typically associated with expressive speech acts due to their emotional engagement. An assertive speech act necessitates the speaker to express their opinion on a particular subject. Speech acts such as making a statement, providing information, reporting, demonstrating, expressing, and suggesting are examples of speech acts that reflect the speaker's desire to convey their belief.

For examples:

- Elephant is not a wild animal.
- The moon is round.

2) Directive

A directive is a speech act intended to make someone do something. A spoken act designed to make someone do something is a directive. In this instance, the speaker uses direction to elicit a potential response. According to Yule (1996:54), there are various types of directive expression, including command, order, request, suggestion, forbidding, and invitation.

For examples:

- Find me immediately after you've got the answer!
- Don't break the rules!

3) Expressive

The speaker utilizes an expressive speech act to communicate emotions ranging from pain to joy. Searle (1976) identifies expressive speech acts as one of the five main categories of illocutionary speech acts. According to Searle (1979) expressive language involves using words to express the speaker's emotions. Searle describes these speech acts as conveying "the psychological state stated in the sincerity condition regarding a state of affairs specified the proportional content." Yule (1996) further explains that expressive speech acts encompass

expressions of the speaker's feelings, including pleasure, pain, likes, dislikes, joy, or sorrow, and communicate psychological emotions. These speech acts revolve around the speaker's experience, although the actions of either the speaker or the hearer can trigger them. Apologies, congratulations, and expressions of gratitude are examples of speech acts falling within this category.

For examples:

- I'm sorry to hear that.
- I heard that you're the winner of this game. Congratulations.

4) Commissive

A speech act that commits the speaker to future action is called a commissive speech act. Commissive speech acts are ones that speakers utilize to make promises about a future course of action. They convey the speaker's intention to take some action soon. Sometimes, someone will pledge to do something in the future or may issue a warning, threat, or refusal to get their way. The speaker may execute it alone or in conjunction with other group members. The speaker attempts to make the world conform to the words while using the commissive Yule (1996). Commissive behaviors include refusing, threatening, promising, and pledging.

For examples:

- I promise to visit you next month.
- If you don't give me money, I will kill you.

5) Declarative

Yule (1996) defines a declarative as a speech act employed by the speaker to change reality that aligns with the content expressed in the declaration. The speakers of declarations typically hold a position of authority and fulfill specific institutional roles. Examples of acts that fall under the category of declarations include naming and pronouncing.

For examples:

- I name this plane Garuda Indonesia.
- I pronounce you as husband and wife.

3. Request

This sub-chapter explain the notion of request, the request strategies, and the function of request.

a) **The Notion of Request**

A request is a speech act that prospects the nonverbal action. The speaker wants to compel the hearer to take action. According to Tsui (1994) a request expresses the speaker's wish to achieve the situation described in the proposition. Furthermore, when making a request, the speaker expects the hearer to act under the request conveyed in the utterance. However, in a request, the hearer can refuse the speaker's proposed nonverbal action.

Even though both requests and commands anticipate nonverbal action, they differ from one another. A request is inquiring, whereas a command is giving an order. Request differs from command in that the speaker of command must be in a position of authority over the hearer as an additional preliminary requirement Tsui (1994). Request and order vary most noticeably in that request allows the hearer to choose not to comply with the nonverbal action, whereas command does not Tsui (1994). In other words, the speaker respects the hearer's ability to refuse to comply with a request.

On the other hand, while giving orders, the speaker anticipates that the hearer will assist in responding because doing so binds them to carry out the speaker's demands. As a result, it makes sense that the common verb form of a request is interrogative, and the common verb form of a command is imperative or declarative. The example below may make the distinction between a request and an order more apparent.

A boy to his girlfriend (request)

A boy   : Can you help me do the homework?

Girlfriend : I am sorry Honey…you have to do it by yourself.

The example indicates that the speaker does not assume that the hearer is able to carry out the requested action. In this case, the girl has a chance to refuse her boyfriend's request although he expects her to do it.

A leader to the members (command)

A Leader   : Find me immediately when you meet her!

The members   : Ok, Rachel.

The example indicates that the hearers are cooperative to do the nonverbal action demanded by the speaker. In other words, the hearer has no chance for not complying the command. In

this case, the hearer occupies a higher position than the hearers. Thus, the utterance delivered by the Rachel is a requirement for the hearers.

b) Request Strategies

A request is an illocutionary act in which the requester (speaker) tells the hearer (requestee) that the requester wants the hearer to do something for the speaker's benefit. One of the required levels of directness choices could be chosen in order to fulfill a request. Request strategies are the several iterations of a direct and indirect manner for making a request. It was one of the things that people do. Sometimes during a conversation, someone will ask or make a request of another person to do something. According to Soler (2008), a request is a directed act, the purpose of which is to cause the hearer to perform a future act. Direct and indirect communication were thought to be closely related to politeness.

According to the Trosborg (1995), there are eight request strategies, such as:

1) Hints

In this form of request, the speaker conceals his request and does not make a direct reference to it in his speech. In specific terms, make such meanings implicitly, as noted by Fahrurrozi (2015), that by making a statement, the speaker's request may infer to the hearer what he/she wants. When interpreting directives, it is always vital to have intimate knowledge of others, fundamental background information, and to find out certain situational elements, etc. There are two types of hints: strong and mild.

2) Ability/Willingness

If the speaker employs this strategy, the hearer is expected to respond to the speaker's inquiry. It entails shifting from queries about the respondent's competence or will to questions about the requester. It is also up to the hearer whether or not to make the request. Likes, compassion, thoughts, and objects are examples of intensification that might be regarded a requirement for willingness. According to Trosborg (1995), this is an indirect communication approach that refers to the hearer's ability/will to execute the intended action. Request the strategy's willingness to comprehend the respondent's willingness to take the desired action.

3) Suggestory Formulae

By employing a suggestive formula, the applicant should not feel forced to question a specific circumstance dependent on the hearer, but rather to provide direction on the request's

rationale. The speaker makes his request more thoughtful and discourages his own engagement as the recipient of the intervention by presenting it in a provocative manner.

4) Statement of the Speaker's Wishes

The control of this strategy is the speaker's wishes. It is often delivered in a respectful manner so that the hearer does not feel obligated to perform the requested activity. "I wish you can come to my birthday party," for example. The speaker is reminded of the wishes in this request Fahrurrozi (2015).

5) Statements of Speaker's Need and Demand

Demand is heavily taxed, speakers who employ this strategy tend to be simpler. As a result, the hearer is obligated to make the request. Nonetheless, by adding "Please" or other mitigation mechanisms, this request technique can be made friendlier (Astiantih et al., 2022).

6) Statement of Obligations

According to Trosborg (1995), by employing this strategy, the speaker asserts his authority. This technique uses auxiliary verbs such as have, should, and must to identify utterances as demands. The arrangement would have moral implications.

7) Performatives

The use of performative verbs that communicate the meaning of the request, such as, commanding, ordering, and so on, expressly characterizes the utterance as a performative request using this technique. Performative comments with the goal of questioning are often direct and authoritative. The plan was less respectful than the statement of duty and necessity. However, if the applicant wishes to soften the language of that request, it is conceivable to preserve the hitherto unheard-of strength of that argument, which is known as the Hedged performative (Adinda, 2021).

8) Imperatives

Trosborg (1995) explains imperative is a type of speech act that signifies that communication is a command in its purest and most authoritative form. Because the speaker has authority over the audience, hearers must do what the speaker requires.

c) **The Function of Request**

Requests, according to linguists Brown & Levinson (1987), who created the notion of politeness in communication, serve multiple purposes. Brown and Levinson propose in their renowned 1987 book "Politeness: Some Universals in Language Usage" that the primary functions of a request are:

1. To obtain goods or services

Requests are often used to ask for things we need or want, such as food, drink, or information. For example, "Can you pass me the salt, please?"

2. To obtain assistance or cooperation

Requests can also be used to ask for help or cooperation from others, such as when we need someone to hold a door open or collaborate on a project. For example, "Could you give me a hand with this?"

3. To express gratitude

Sometimes, requests can be used to express gratitude to others by requesting that they continue to do something they already do. The speaker might express gratitude and note the potential burden of the request by thanking the individual in advance for honoring the request or acknowledging the effort that will be necessary. For example, "Thanks for your help so far. Could you keep an eye on this while I step out?"

4. To express solidarity or camaraderie

Requests can also be used to build rapport with others by requesting a shared interest or experience. For example, "Can we take a break and grab a coffee together?"

Overall, Brown & Levinson's (1987) theory suggests that requests serve several roles, including obtaining goods and services, obtaining help or collaboration, expressing thanks, and showing solidarity or togetherness. Their contributions have had a significant impact on the study of communication civility as well as our understanding of how language is used to manage social relationships.

C. Theoretical Framework

The following outlines the theoretical framework upon which this study is based.

Figure 1. Theoretical Framework

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                    ┌──────────────┐
                    │  Pragmatics  │
                    └──────────────┘
                    ┌──────────────┐
                    │  Speech Act  │
                    └──────────────┘
   ┌──────────────────┐ ┌──────────────────┐ ┌─────────────────────┐
   │ Locutionary Acts │ │ Illocutionary Acts│ │ Perlocutionary Acts │
   └──────────────────┘ └──────────────────┘ └─────────────────────┘
 ┌───────────┐ ┌────────────┐ ┌───────────┐ ┌─────────────┐ ┌─────────────┐
 │ Assertive │ │ Expressive │ │ Directive │ │ Commissive  │ │ Declarative │
 └───────────┘ └────────────┘ └───────────┘ └─────────────┘ └─────────────┘
                            ┌───────────┐
                            │  Request  │
                            └───────────┘
      ┌────────────────────┐        ┌────────────────────┐
      │ Request Strategies │        │ Request Functions  │
      └────────────────────┘        └────────────────────┘
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According to the research done by Trosborg (1995), there are eight scales of request strategies can be categorized as follows:	According to Brown & Levinson 1987, there are request functions. They list four categories:
a) Hints b) Ability/willingness c) Suggestory formulae d) Wishes e) Need and demand f) Statements of obligations g) Performatives h) Imperatives	a) To obtain goods or services b) To obtain assistance or cooperation c) To express gratitude d) To express solidarity or camaraderie