



**GENDER-BASED REQUEST STRATEGIES EMPLOYED BY ENGLISH
DEPARTMENT STUDENTS, JEMBER UNIVERSITY
ACADEMIC YEAR 2012/2013**

THESIS

**Written by:
Natalia Dara Puspita
100110101005**

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**



**GENDER-BASED REQUEST STRATEGIES EMPLOYED BY ENGLISH
DEPARTMENT STUDENTS, JEMBER UNIVERSITY
ACADEMIC YEAR 2012/2013**

THESIS

presented to the English Department,
Faculty of Letters, Jember University as One of the Requirements
to Get the Award of Sarjana Sastra Degree in English Studies

Written by:

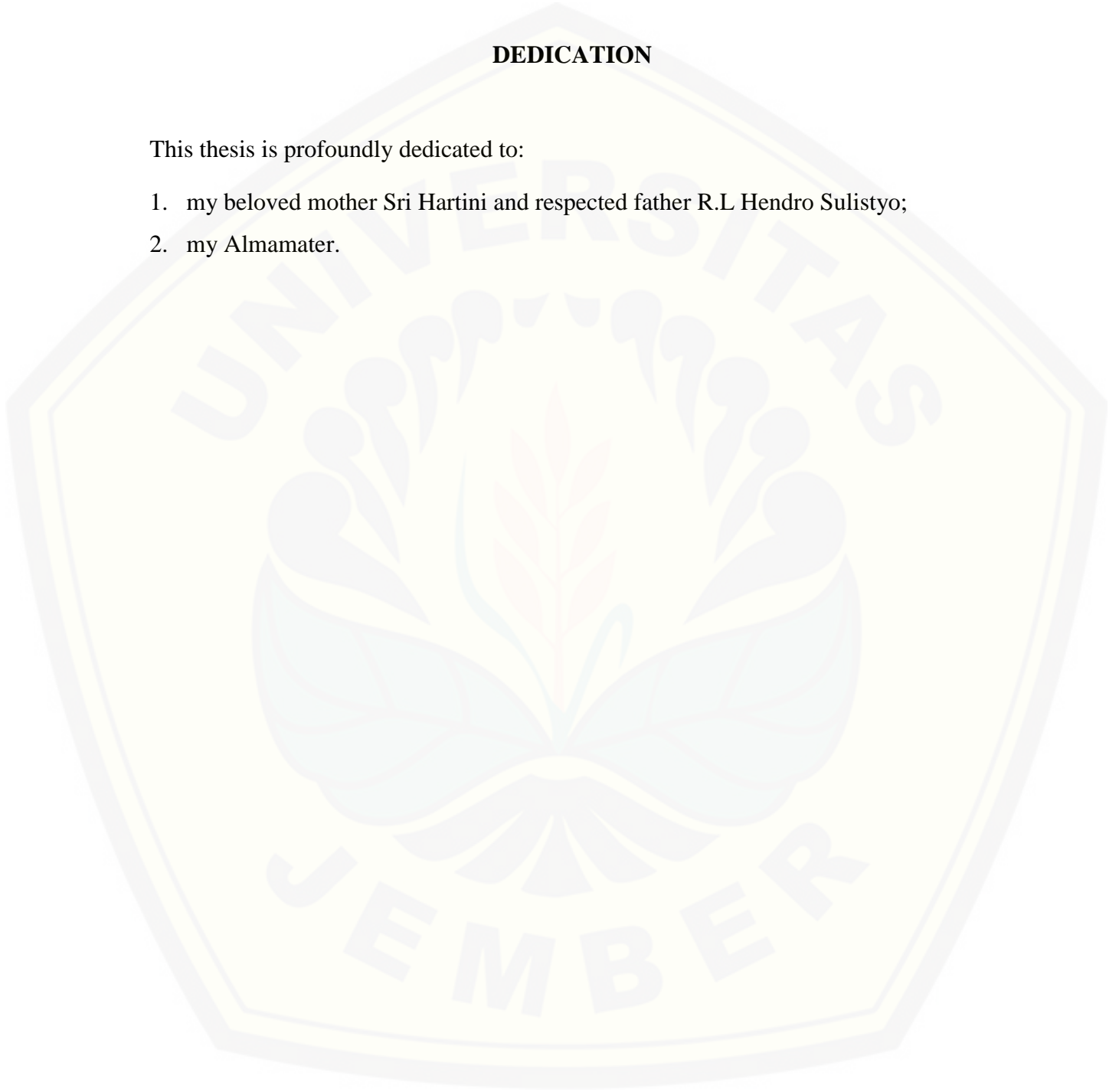
**Natalia Dara Puspita
100110101005**

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**

DEDICATION

This thesis is profoundly dedicated to:

1. my beloved mother Sri Hartini and respected father R.L Hendro Sulisty;
2. my Almamater.



MOTTO

A clever, imaginative, humorous request can open closed doors and closed minds.

Percy Ross*

*<http://www.brainyquote.com/quotes/quotes/p/percyross147537.html#rslZmwUMf4VTm4h3.99>

DECLARATION

I hereby state that the thesis entitled “Gender-Based Request Strategies Employed by English Department Students, Jember University Academic Year 2012/2013” is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

Jember, September 2015

The Writer,

Natalia Dara Puspita

100110101005

APPROVAL SHEET

**Approved and received by the Examination Committee of English Department,
Faculty of Letters, Jember University.**

Name : Natalia Dara Puspita
Student Number : 100110101005
Title : Gender-Based Request Strategies Employed by English
Department Students, Jember University Academic Year
2012/2013
Day/ Date : September 22nd 2015
Place : Faculty of Letters, Jember University

Examination Committee

Chairman,

Secretary,

Drs. Syamsul Anam, M.A.
NIP. 195909181988021001

Agung Tri Wahyuningsih, S.S., M.Pd.
NIP.197807232003122001

The Members:

1. Prof. Dr. Samudji, M.A. (.....)
NIP. 194808161976031002
2. Sabta Diana, S.S., M.A. (.....)
NIP. 197509192006042001

Approved by,
The Dean

(Dr. Hairus Salikin, M. Ed.)
NIP. 196310151989021001

ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Jesus Christ who give me blessing and guidance, so that I am able to finish this thesis. The achievement of this thesis can not be reached without the help of many people. Therefore, I would like to express my appreciation to:

1. Dr. Hairus Salikin, M.Ed., the Dean of Faculty of Letters and Dra. Supiastutik, M.Pd., the Head of English Department, Jember University.
2. Drs. Syamsul Anam, M.A., as the first advisor and Agung Tri Wahyuningsih, S.S., M.Pd., as the second advisor;
3. All of the lecturers of Faculty of Letters, Jember University for the precious knowledge they have transferred to me during my academic years;
4. The librarians in the Faculty of Letters, Jember University and in Central Library of Jember University for helping me to find the references for writing my thesis;
5. My dearest sister Christina Senja;
6. My beloved best friends, Anisa, Caca, Rere, Fury, Mas Rangga, and Riyo for their friendship, supports and help in discussing this thesis.

Writer

SUMMARY

Gender-Based Request Strategies Employed by English Department Students, Jember University Academic Year 2012/2013; Natalia Dara Puspita, 100110101005; 2015: 153 pages; English Department, Faculty of Letters, Jember University.

As a part of society, English Foreign Language (EFL) learners learn how to apply language not only the grammatical rules, but also the pragmatic competence. The pragmatic competence which consists of sociopragmatic and pragmalinguistic should be understood in order to produce a meaningful language. Speech act is part of pragmalinguistic. EFL learners have to know how to apply the speech acts properly and politely, especially in applying request. Request is common types of speech acts that is used in daily life. It has relationship with politeness, Face Threatening Act (FTA), and gender. Request is also used to find out whether there are any differences between female and male in producing request and how it is related with relative power and social distance.

The data research is collected by role-play. The 16 female students and 16 male students are provided several situations and they have to practice the role-play and produce requests based on the situations given. After doing the role-play, they are interviewed in order to gain the reasons of producing the kinds of requests.

The result shows that both female and male students tend to produce Query Preparatory types of request. However, the male students have higher percentage of using Query Preparatory types of request than the female students. The female and male students tend to employ Query Preparatory because this is the only knowledge of polite request that they know. It also means that relative power and social distance do not quite influence them in producing request. Furthermore, based on the result, the male students produce Query Preparatory more often than the female students.

TABLE OF CONTENT

FRONTISPIECE	i
DEDICATION	ii
MOTTO	iii
DECLARATION	iv
APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
SUMMARY	vii
TABLE OF CONTENT	viii
LIST OF TABLES	x
CHAPTER 1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Scope of Research	3
1.3. Research Problem	3
1.4. Research Questions	3
1.5. Purposes	4
1.6. The Significance of Study	4
1.7. The Organization of the Thesis	5
CHAPTER 2. THEORETICAL REVIEW	6
2.1. Previous Researches	6
2.2. Theories	8
2.2.1. The Difference between Request and Command.....	8
2.2.2 Request and Request Strategies.....	9
2.2.3. Face Threatening Act (FTA).....	10

2.2.4. Gender and Politeness.....	12
CHAPTER 3. RESEARCH METHODOLOGY	14
3.1. The Type of Research.....	14
3.2. Population and Sample	14
3.3. Data Collection	15
3.4. Data Processing.....	15
CHAPTER 4. DISCUSSION.....	16
4.1. The Types of Request Strategies Produced by Female and Male English Department Students, Jember University Academic Year 2012/2013.....	16
4.2. The Reasons of Students' Unability to Produce Direct and Indirect Request Strategies Properly by Female and Male Students	80
4.3. The Influence of Relative Power and Social Distance to Female and Male Students in Producing Request	81
4.4. The Proof Whether Female Students of English Department Academic Year 2012/2013 Are More Polite Than Male Students	84
CHAPTER 5. CONCLUSION	86
REFERENCES.....	87
APPENDIX A. THE FIRST TASK FOR PRE-RESEARCH	89
APPENDIX B. THE RESULT FOR THE PRE-RESEARCH	96
APPENDIX C. CONSEN FORM – SHEET OF INFORMATION.....	98
APPENDIX D. THE SCENARIO FOR ROLE-PLAY.....	99
APPENDIX E. THE INTERVIEW TRANSCRIPTION.....	107

LIST OF TABLES

Table 4. 1 The 6 combinations of circumstances and 18 situations.....	16
Table 4. 2 Types of request strategies for combination A situation 1 employed by female students	19
Table 4. 3 Types of request strategies for combination A situation 1 employed by male students	20
Table 4. 4 Types of request strategies for combination A situation 2 employed by female students	21
Table 4. 5 Types of request strategies for combination A situation 2 employed by male students	22
Table 4. 6 Types of request strategies for combination A situation 3 employed by female students	24
Table 4. 7 Types of request strategies for combination A situation 3 employed by male students	25
Table 4. 8 Types of request strategies for combination B situation 4 employed by female students	27
Table 4. 9 Types of request strategies for combination B situation 4 employed by male students	28
Table 4. 10 Types of request strategies for combination B situation 5 employed by female students	30
Table 4. 11 Types of request strategies for combination B situation 5 employed by male students	32
Table 4. 12 Types of request strategies for combination B situation 6 employed by female students	33

Table 4. 13 Types of request strategies for combination B situation 6 employed by male students	34
Table 4. 14 Types of request strategies for combination C situation 7 employed by female students	36
Table 4. 15 Types of request strategies for combination C situation 7 employed by male students.	37
Table 4. 16 Types of request strategies for combination C situation 8 employed by female students	39
Table 4. 17 Types of request strategies for combination C situation 8 employed by male students	40
Table 4. 18 Types of request strategies for combination C situation 9 employed by female students	42
Table 4. 19 Types of request strategies for combination C Situation 9 employed by male students	44
Table 4. 20 Types of request strategies for combination D situation 10 employed by female students	45
Table 4. 21 Types of request strategies for combination D situation 10 employed by male students	46
Table 4. 22 Types of request strategies for combination D situation 11 employed by female students	48
Table 4. 23 Types of request strategies for combination D situation 11 employed by male students	49
Table 4. 24 Types of request strategies for combination D situation 12 employed by female students	50
Table 4. 25 Types of request strategies for combination D situation 12 employed by male students	52
Table 4. 26 Types of request strategies for combination E situation 13 employed by female students	54

Table 4. 27 Types of request strategies for combination E situation 13 employed by male students	56
Table 4. 28 Types of request strategies for combination E situation 14 employed by female students	58
Table 4. 29 Types of request strategies for combination E situation 14 employed by male students	60
Table 4. 30 Types of request strategies for combination E situation 15 employed by female students	63
Table 4. 31 Types of request strategies for combination E situation 15 employed by male students	65
Table 4. 32 Types of request strategies for combination F situation 16 employed by female students	67
Table 4. 33 Types of request strategies for combination F situation 16 employed by male students	69
Table 4. 34 Types of request strategies for combination F situation 17 employed by female students	71
Table 4. 35 Types of request strategies for combination F situation 17 employed by male students	73
Table 4. 36 Types of request strategies for combination F situation 18 employed by female students	75
Table 4. 37 Types of request strategies for combination F situation 18 employed by male students	77
Table 4. 38 Total percentage of the requests produced by female and male students	79
Table 4. 39 The percentages of request produced by female students based on the 6 combinations	81
Table 4. 40 The percentages of request produced by male students based on the 6 combinations	83

CHAPTER 1. INTRODUCTION

The introduction provides information of the main idea which constructs the basic thought of the thesis writing. This section consists of background of the study, scope of research, research topic, research problems, research questions, purposes, the significance of the study, and the organization of the thesis.

1.1. Background of the Study

People live in a society and communicate using language to share feelings, thoughts, and anything in mind. Communication also happens in the environment of English Foreign Language (EFL) learners. According to Troike (2006:188), foreign language is a language that is not widely used in the learners' social context, but it can be practiced for certain purposes, like for future travel, other cross-cultural communication situations, or for a school activity. The knowledge of foreign language is not only the grammatical rules, but also the pragmatic competence. Pragmatic competence is about sociopragmatic and pragmalinguistic competence that should be understood in order to produce meaningful language (Kasper and Roever, 2005:318). Sociopragmatic concerns more on a language use that is applied in social context, rather than pragmalinguistic that only concerns in linguistic resources and conveys meaning (Leech, 1983:10-11). If the EFL learners cannot produce pragmatic utterances properly, there is a possibility of negative transfer.

Yule (1996:47) states that speech acts are produced for performing actions by producing utterances. In English, there are several terms of speech acts: apology, complaint, compliment, invitation, promise, or request (Yule, 1996:47). By the

speech acts, the EFL learners have to know how to communicate properly and politely, as stated by Koike in Jalilifar and Hashemian(2011:790) that “...the speaker’s knowledge and use of rules of appropriateness and politeness which dictate the way speaker will understand and formulate speech acts”.

One specific label of speech acts is request. Requests are produced when the speaker wantsthe hearer to do something. This speech act has relationship with politeness and face threatening act (FTA), like what is stated by Brown and Levinson (1987). According to Brown and Levison’s politeness theory as cited in Jalilifar and Hashemian (2011:790) “requests are Face Threatening Acts (FTAs) since a speaker is imposing his/her will on the hearer.” It means that request has an influence to the hearer’s face which depends on how to enforce the needs.The imposition produced depends on the seriousness of FTA. Therefore, the speaker’s utterance should be produced efficiently to decrease the effect of FTA on the hearer’s face (Brown and Levinson cited in Jalilifar and Hashemian, 2011:790).

Besides request has relationship with politeness, it also has connection with language and gender, as stated by Reiter (2000:33) that gender becomes one of the social factors that determines the imposition of politeness through speech act. Gender and politeness can be seen and evaluated through speech act, in this case requests.

Before doing the research, the pre-research has been conducted in order to gain information about the request that is usually used by students of English Department academic year 2012/2013. It is found that the students cannot make appropriate request. Based on the result of the pre-research, this research discusses the request strategies that are employed by students of English Department in Jember Universityacademic year 2012/2013 in which assumption they have already got basic knowledge of English learning, for example reading comprehension, writing, speaking, listening comprehension, and grammar and structure. By having basic knowledge of English, it means that they are able to produce English utterances appropriately, for example request, compliment, refusing, etc. To know

their ability in producing utterances, this research concerns with request as evaluation material. Therefore, this research is conducted because it explores whether there are any differences of request strategies produced by different gender based on relative power and social distance. Hopefully this research can give enlightenment to the students of English Department as the language learners so that as the EFL learners, they know how to use English expressions appropriately, especially in term of request.

1.2. Scope of Research

This research is focused on gender-based request strategies in pragmatics without considering cultural background. Request strategies are employed by male and female students of English Department academic year 2012/2013.

1.3. Research Problem

Based on the pre-research, this research is conducted because female and male English Department students, Jember University academic year 2012/2013 have not been able to employ direct and indirect polite request strategies properly based on relative power and social distance.

1.4. Research Questions

There are four research questions that will help to analyse the request strategies based on gender employed by students of English Department, Jember University academic year 2012/2013.

1. What kinds of request strategies produced by female and male students of English Department academic year 2012/2013?
2. Why cannot they use direct and indirect request strategies properly?

3. How do relative power and social distance influence the students in producing request?
4. Are female students' utterances of English Department academic year 2012/2013 more polite than male students?

1.5. Purposes

The goals of this research are:

1. to find out the request strategies employed by female and male students of English Department academic year 2012/2013,
2. to describe why female and male students of English Department academic year 2012/2013 cannot use direct and indirect request strategies properly,
3. to find out whether relative power and social distance can influence students of English Department academic year 2012/2013 in producing request strategies,
4. to find out whether female students of English Department are more polite than male students.

1.6. The Significance of Study

This research is expected to give an understanding for English Department students as EFL learners about the importance of having a good comprehension toward English language especially in producing utterances. These students are expected to be ready when they have to communicate with foreign people, i.e. English native speakers. If these students cannot produce proper utterances, they may create problems in communication, for example there will be miscommunication between the EFL learners and the English native speakers that will lead to misunderstanding. Therefore, there are several considerations that should be noticed to build a good communication. One of the considerations is politeness that is applied in the research.

1.7. The Organization of the Thesis

This thesis is divided into five chapters: introduction, theoretical review, research methodology, discussion, and conclusion. The first chapter is introduction that consists of background of study, scope of the research, research problem, research questions, purposes, the significance of study, and the organization of the thesis. The second chapter, theoretical review, consists of previous researches of the similar topic with this study and theoretical frameworks that this study employs. The third chapter concerns with research method applied in this study, which includes the Types of research, population and sample, data collection, and data processing. Chapter four elaborates discussion. The last chapter provides conclusion of the discussion from the previous chapters.

CHAPTER 2. THEORETICAL REVIEW

This chapter consists of two subchapters. The first one is previous researches which explain about the previous studies that have similar topic to this thesis. The second one is theories which elaborate the theories applied in this study.

2.1. Previous Researches

Jalilifar and Hashemian's research (2011) investigates the request strategies used by Iranian learners of English as a Foreign Language (EFL) and Australian Native Speaker of English. The sample is taken from 96 B.A. and M.A. Iranian EFL learners and 10 native speakers of English. The tool to find out the use of request strategies is Discourse Completion Test (DCT). It applies 2 social factors to collect the variation of requests namely relative power and social distance. The research mostly uses the theory of speech acts by Austin (1962) and Searle (1969), request strategies by Blum-Kulka (1989), and politeness by Brown and Levinson (1987). The result of this research shows that EFL learners with higher proficiency tend to overuse indirect types of requesting. On the other hand, the lower proficiency ELF learners tend to apply direct types of requesting. On the other hand, the native speakers of English can use the strategies more balance rather than the EFL learners.

Based on the research above, it has similarities and differences with this thesis. This thesis will also apply an analysis of request strategies based on Blum-Kulka's theory (1989) and politeness by Brown and Levinson (1987). The differences are on the sample that is only taken from EFL learners that will be categorized based on the gender and the tool of collecting data is role-play.

Xiao-le's research (2011) has an aim to find out the effectiveness of gaining pragmatic knowledge of Chinese EFL learners through the explicit and implicit instructions of request strategies. The data are taken from online communication. The learners are distributed into 2 groups, the explicit group and the implicit group. The tool to gain the data is Written Discourse Completion Test (WDCT) that is given twice; a pre-test and a post-test. The theories applied in this research are instruction of pragmatic competence by Baron (2003), Schmidt's noticing hypothesis by Schmidt (1993; 2001; 1995), two-dimensional model of L2 proficiency development by Bialystok (1993), and request strategies by Blum-Kulka (1989). The result of this research indicates that explicit instruction of pragmatic knowledge is more effective to the realization of requests rather than implicit instruction. The greater progress in using formality, directness, and politeness is showed by the explicit group based on the result of WDCT. However, both groups still have a little progress in oral play.

By the review of the article above, this thesis will also apply the same theory of request strategies by Blum-Kulka (1989). The differences are revealed from the purpose of the thesis that is to elaborate the pragmalinguistic appropriateness and the tool of collecting data is role-play.

The research by Purwanti (2014) explores the use of request strategies in the movie entitled *The Devil Wears Prada* employed by the male and female characters. The data are taken from the dialogues indicating requests based on the social status and gender. The theories applied are the theory of request by Reiter (2000), Leech (1980), Trosborg (1994), and Searle (1969); the theory of request strategies by Blum-Kulka (1989); female and male speech distinction by McConnel-Ginnet (2003), Lakoff (1975), Holmes (1992), and Coates (1998); and the theory of social status by Holmes (1995). The result of this research reveals that direct request strategy is mostly used by male and female characters with different status.

Based on the previous thesis about request strategies, this thesis will use the same theories namely the theory of request strategies by Blum-Kulka (1989), and female and male language by Lakoff (2004) and Holmes (2013). The difference will

be made by the object. That research used movie as the object, while the object of the thesis is the students of English Department academic year 2012/2013.

2.2.Theories

2.2.1. The Difference between Request and Command

Request, command, and order seem like different, but sometimes they can bring the speaker into confusion. Request is actually a command that is softened by word “please” and the falling intonation when we pronounce it (Hornby, 1976:194). Here is the example of expressing commands or request from the plain imperative to polite formulas based on Hornby (1976:194).

Be here at nine o'clock.

Please be more patient/ reasonable.

Why can't you/ don't you be more reasonable?

You must be here at nine o'clock.

Will you be here at nine o'clock, please.

Would you mind being here at nine o'clock.

Do you think you could be here at nine o'clock?

Will you be kind enough to be here at nine o'clock.

Based on the examples above, the expressions which use “please” and “will” make the commands become requests. The word “will” also can be changed by “would” and “may convey a suggestion of hesitation or diffidence on the part of speaker” (Hornby, 1974:194-196). Furthermore, to make request, we can also use “can” and “could” for informal requests. (Hornby, 1974:197). For example:

Could I have that dictionary for a few minutes?

Can I see your railway time-table?

Therefore, it can be concluded that command can turn into request by using ‘please’, ‘will’, ‘would’, ‘can’, and ‘could’.

2.2.2 Request and Request Strategies

Request is categorized as directive speech act. Yule (1996:54) states that directive is categorized as speech act which the speaker tends to ask someone else (the hearer) to do something.

Request can be given in positive or negative way. It depends on how the speaker sends the message through utterances showing request. Blum-Kulka (1989) as cited in Jalilifar and Hashemian (2011:791) and Purwanti (2014:10) classify the request strategies based on level of directness into 9 points.

a. Direct Level

1. Mood Derivable (utterances which signal illocutionary force because the presence of grammatical mood of verb)

Example: Leave me alone.

Clean up that mess, please.

2. Performatives (utterances in which the illocutionary force is explicitly named)

Example: I tell you to leave me alone.

I'm asking you to clean up the kitchen.

3. Hedged performatives (utterances in which hedging expressions modify thenaming of the illocutionary force)

Example: I would like to ask you to leave me alone.

I would like to ask you to clean up the kitchen.

4. Obligation statements (utterances which are stated for the hearer to carry obligation act)

Example: You'll have to move your car.

You'll have to clean up the kitchen.

5. Wants statements (utterances which state the speaker's need to the hearer to carry out the act)

Example: I want you to move your car.

I really wish you'd clean up the kitchen.

b. Conventionally Indirect Level

6. Suggestory formulae (utterances which have a suggestion to do something)

Example: How about cleaning up?

Why don't you come and clean up the mess you made last night?

7. Query prepatory (utterances containing reference to prepatory conditions such as ability/willingness as conventionalized any specific language)

Example: Would you mind moving your car?

Could you clean up the kitchen?

c. Non-conventionally Indirect Level

8. Strong hints (utterances containing partial reference to object or element model for implementation of the act)

Example: The game is boring.

You have left the kitchen in a right mess.

9. Mild hints (utterances that make no reference to the request proper but are interpretable as request by context)

Example: I'm a nun.

We have been playing this game for over an hour now.

This theory is used for qualifying and identifying the request strategies that are made by students of English Department, Jember University academic year 2012/2013.

2.2.3. Face Threatening Act (FTA)

Politeness theory that is proposed by Brown and Levinson (1987:65) indicates that requests convey Face Threatening Act (FTA) because of the imposition of willing given by the speaker toward the hearer. When dealing with request, the speaker will use utterances that may influence the hearer's face as stated by Brown

and Levinson (1987:65), request is included in kinds of face threatened that will influence the hearer's negative-face want because the speaker "put on some pressures on the hearer to do the speaker's want." Furthermore, according to Brown and Levinson (1987:77-78) the seriousness of the request can be identified based on three circumstances.

- a. Degree of imposition. It determines the hearer's self-determination and approval toward the speaker's want. The impositions given create negative face. There are two ranks of negative face imposition:
 - i. Rank order of impositions requiring services indicating less imposition is affected by the obligation of the hearer to do to the speaker's want.
 - ii. Rank order of impositions requiring goods showing the increase of the impositions is affected by "the reason why the hearer should not do them and could not do them".
- b. The relative power. Power between the speaker and hearer affects the hearer's face toward the way the speaker conveys his want.
- c. The social distance between the speaker and hearer. It shows how close the relationship between the speaker and the hearer. It determines the speaker and hearer's face.

Holmes (2013:279-281) also states that people who are closed with their friends use imperative more often as superiors also use imperative to subordinates. However, declarative and interrogative are usually used by people who are not familiar to each other.

Request also deals with positive and negative politeness showed when saving face act is employed. Saving face is applied to avoid the FTA (Yule, 1996:64). A positive politeness is given for a common goal and it can gain a friendship. However, using positive politeness has a possibility to be refused (Yule, 1996:64). Yule also states that negative politeness is more commonly used in a saving face act which is usually performed in questions and it has less possibility to be refused because the hearer concerns with the speaker's effort of being polite (Yule, 1996:65).

Based on this theory, the data compiled will illustrate the politeness of the participants toward the situations that are given in the scenario for role play. The scenario for role play is designed using this theory as the situation for making a request.

2.2.4. Gender and Politeness

Politeness also has a relationship with gender. According to McConnell-Ginnet (2003:10), gender is “the social elaboration of biological sex”. It means that gender is constructed beyond biological sex but it is defined by the social life that human has. Different gender will indicate different levels of politeness. Lakoff (2004:49-51) states that women have more polite attitude rather than men, especially in request. Women tend to utilize compound request in which accompanied with tag question or tag orders, such as please, will you, could you, etc. This kind of women behaviour is employed because they give the hearer open-decision. It may sound like a command; however they want to demonstrate the suggestion to do some help for them. Moreover, it is more interesting for women for discussing interpersonal subject rather than external issue that is usually discussed by men.

Lakoff (2004:78-79) also states that women tend to hedge because they do not know the certainty of their speech. “I think..”, “I guess..”, “well”, “kinda” are the examples of hedging that are usually used by women. Those terms are showing inaccuracy and uncertainty of their speech and they are produced to avoid the hearer from the lack of self-confidence. Furthermore, McConnell-Ginnet (2003:158) also states women tend to speak indirectly, for instance when they do a request, they will say it indirectly and implicitly.

Regarding with gender, there are 3 rules of politeness that are stated by Lakoff (2004). The first rule is formality in which a distance occurs when the communication happens between the speaker and the hearer. Therefore, it can be seen whether the communication is formal or informal. The second rule is deference which means the

hearer has a choice to do what is said by the speaker. The speaker realizes that the hearer's superiority is beyond the speaker. Hedging, question intonation, and tag questioning are applicable in this rule. It is because the speaker is not really sure about the assertion of the speech he produces and he leaves the hearer with open decision. The last rule is camaraderie. It is used to show sympathy. This rule applies to get a close distance between the speaker and the hearer. Unlike the first rule, camaraderie shows friendliness and makes the hearer feel comfortable to talk with the speaker (Lakoff, 2004:88-90).

Holmes (2013:281) also states that men are likely to utilize direct form and it sounds less polite rather women who tend to occupy direct form lesser in order to get some favour.

By the statements of the experts, gender can show politeness in case of request. The result will provide the different strategies of request produced by male and female participants and further explain the influence of gender in making utterances, in this case request strategies.

CHAPTER 3. RESEARCH METHODOLOGY

Research design and methodology are a guide for a researcher to conduct a research in order to achieve the purpose of the research. This chapter consists of the Types of research, population and sample, data collection, and data processing.

3.1. The Type of Research

This research belongs to qualitative research. Blaxter (2006:64) states that qualitative research tends to describe and explore the information or data without any numerical process. However, this research provide data result in percentage but it is only be used to ease the further analysis and exploration.

3.2. Population and Sample

The object of this research is students of English Department academic year 2012/2013. The population is 116 active students. However, this research takes only 32 students as the participants as sample. According to Arikunto (2000:125) if the subject consists of hundreds of people, it will be reliable to take minimum 25% - 30% of the total people. Therefore, this research will take 25% from the whole population as the object. The participants are divided into 2 groups based on gender, 16 females and 16 males.

3.3. Data Collection

The data are collected using role play and interview. Role play is divided into 2: closed and open role play. This research applies open role play. Open role play is a way to collect data by putting two or more participants in a situation and they have to give interactional oral response (MacKey and Gass, 2005:91). The data are taken from 32 students of English Department academic year 2012/2013. After taking data by role play, the participants are interviewed to ask the reason why they produce kind of utterances.

3.4. Data Processing

After collecting data, the data are proceeded by, first, separating the requests that are produced in the role playbased on the gender. Second, the answers are classified based on the theory of request strategies (Blum-Kulka, 1989) coded based on the types of request strategies, for example D (Direct), CI (Conventionally Indirect), NCI (Non-conventionally Indirect). Third, the answers that have been classified based on the theory of request strategies are put on the percentage, and then they are analyzed using descriptive analysis.

After processing the data, analysis is done using the theory of gender and politeness based on the circumstances (Lakoff, 2004, Holmes, 1992, Brown and Levinson, 1987). The data analysis shows how gender can influence the production of request strategies based on the circumstances.

CHAPTER 4. DISCUSSION

This chapter provides result of request strategies employed by female and male English Department Students, Jember University academic year 2012/2013. The data are further analysed to answer the research questions.

4.1. The Types of Request Strategies Produced by Female and Male English Department Students, Jember University Academic Year 2012/2013

Data results show the request strategies employed by female and male students of English Department that are taken by role-play. There are 6 combinations of circumstances. They are divided into 18 situations and conversations in the role-play. There is a blank space in each conversation and the students are asked proper requests based on the situations. Here are the 6 combinations of circumstances and 18 situations.

Table 4. 1 The 6 combinations of circumstances and 18 situations

Combination				
(Situation No.)	Power	Distance	Participants	Situations
A (1-3)	=	+	You (as a student) and other student whom you are not close with	Asking for an address, asking for a pen, taking a photo
B (4-6)	=	-	You and your best	Lending some money,

Combination				
(Situation No.)	Power	Distance	Participants	Situations
			friend, you and your classmate	asking for notes, asking for lotion
C (7-9)	+	+	You and waiter, you (as the cinema's manager) and the cinema's visitor, you and a mechanic	Asking for a menu, turning off the mobile phone, fixing the computer
D (10-12)	+	-	You and your younger brother, you (as a head of staffs) and your staff, you (as the boutique owner) and your assistant	Closing the window, asking for some papers, staying more after work hours
E (13-15)	-	+	You (as a student) and your lecturer, you and a successful businessman	Participating in the course, rearranging the exam's day, asking for an interview
F (16-18)	-	-	You and the store manager, you and your office manager, you and your lecturer	Exchanging the shoes, being out of work early, writing a letter

Note:

*Power: + (higher than the hearer), - (lower than the hearer), = (equal with the hearer)

*Distance: + (do not know each other), - (know each other)

The requests produced will be classified based on the theory of request strategies by Blum-Kulka (1989). To ease the classification, the types of request strategies will be coded as:

1. Direct Level = D
 - a. Mood Derivable = (MD)
 - b. Performatives = (P)
 - c. Hedged Performatives = (HP)
 - d. Obligation Statements = (OS)
 - e. Wants Statements = (WS)
2. Conventionally Indirect Level = CI
 - a. Suggestory Formulae = (SF)
 - b. Query Preparatory = (QP)
3. Non-conventionally Indirect Level = NCI
 - a. Strong Hints = (SH)
 - b. Mild Hints = (MH)

The first combination (Combination A), the power (P) between the speaker and the hearer is equal (=) but the distance is far (+) because they do not know each other. There are 3 different situations in this combination. Here is the scenario of situation 1 and classification of request strategies produced by 16 female students and 16 male students.

1. You are going to visit your friend's house because today she was absent because she was sick. You do not know her address. You see her boyfriend/friend in the school's corridor. You don't really know him/ her, but you are going to ask him the address of your friend. How would you ask him/her?
You : Hey, I'm Susan's friend. I didn't see her today.

Your friend’s boyfriend : Yeah. She is sick, so she can’t attend today’s class.
 You :
 Your friend’s boyfriend : Sure. I’ll write it for you.
 You : Thanks.

Table 4. 2 Types of request strategies for combination A situation 1 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Please, can you write for me her address? Because I’m going to visit her	1
		May I know her address?	2
		May I ask her address?	3
		Do you mind if you tell me her address?	4
		Can you give her address, please? I want to visit her.	5
		Can you give me your girlfriend address?	7
		Can you give me her address?	8, 13
		Could you give me her address?	9
		Could you give me Susan’s address, please?	10
		Would you like to give me her address?	11, 12
		Could you please give me her address?	14
		Oh, I see. Would you please write her address for me?	15
		I’m so sorry. Can you give her address to me? I’ll visit her	16
		Exception	Where is Susan’s home? Because I don’t

Types of Request Strategies	Request Utterances	Female Respondent Number
	know her address.	

Table 4. 3 Types of request strategies for combination A situation 1 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number	
CI	QP	Could you write her address for me?	1
		Could you tell me her address, please?	2
		Could you give me her address?	3
		Would you give me her address?	4
		Would you like write her address for me?	5
		Could you please write her address down?	8
		Actually, I want to visit her but I don't know where is her home. <i>Can you give me her address?</i>	6, 7, 9
		Excuse me. <i>Would you like give me her address?</i> I'm going to see him.	10, 11, 12
		Would you tell me her address?	13
		Can I know her address?	14
		I'm going to visit her to check her condition. Would you mind to give me her address?	15
	Exception	Would you write a letter for her absent?	16

Based on the classifications above, 93.75% of female students (15 students) employ Query Preparatory (QP) in which it is one of Conventionally Indirect Level (CI) types because all of the utterance use preparatory conditions such as would, could, can, etc as indicators of ability or willingness. However, 6.25% of female student (1 female student) employs an utterance that cannot be classified as request because the request produced does not belong to any types of request strategies. This also happens to the male students who 93.75% of them employ QP and 6.25% of male student produces an utterance that cannot be classified as request because the request produced is not appropriate with the given situation. Therefore, it is labelled as exception.

The following situation (scenario 2) still belongs to Combination A but it provides different topic of conversation.

2. You are having a final examination today. Your final examination is on hall with other students from different faculty. You forget to bring your pen. You are going to borrow to a student sitting next to you. You don't know him because he is from other faculty. How would you ask him?
 You : Oh no! I put my pen here but.. Where is it now?

 Other student : Oh, sure. Here it is.
 You : Thanks.

Table 4. 4 Types of request strategies for combination A situation 2 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Excuse me. Can I borrow your pen, please?	1
		Excuse me. <i>Can I borrow your pen?</i>	2, 4, 8
		Excuse me. Can you lend me your pen?	3
		Excuse me. <i>Could you lend me your pen? I</i>	5

	forgot to bring mine.	
	Excuse me. <i>May I borrow your pen, please?</i>	6, 14
	Excuse me. May I borrow your pen?	9
	Could I borrow your pen, please?	10
	Excuse me. <i>Would you like to lend me your pen, please?</i>	7, 11
	Can you lend me yours?	13
	Sorry. Could you please lend me your pen, please?	15
Exception	May I bring your pen?	12

Table 4. 5 Types of request strategies for combination A situation 2 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	Would you mind if I borrow your pen?	1
		Could you lend me your pen, please?	2
		May I borrow yours, please?	3
		I'm sorry. <i>Can I borrow your pen?</i>	4, 7, 13
		Excuse me. I lost my pen. Would you lend me a pen?	5
		Can I borrow your pen, please?	6
		Would you mind lending your pen, please?	8
		Excuse me. Would you like to lend me your pen?	9
		Excuse me. It seems that I have forgotten	10

Types of Request Strategies	Request Utterances	Male Respondent Number
	to bring my pen. Would you like to lend me a pen?	
	Could you lend me your pen?	11, 12
	Can I borrow yours?	14
	Excuse me. My pen is gone. <i>Would you mind if I borrow your pen for a moment, please?</i>	15
	Would you lend me yours?	16

The requests above show that 15 female students (93.75%) tend to use Conventionally Indirect Level (CI) request strategy, specifically Query Preparatory (QP) because of the appearance of can, could, would, and may. However, there is one student's utterance (6.25%) that is considered as exception because of inappropriate vocabulary that makes the request wrong (May I *bring* your pen?). For the requests produced by 16 male students, 100% of male students apply Query Preparatory (QP).

Here is the last situation for combination A that requires the female and male students for making request to someone to take a picture for her/ him and her/ his best friend. The scenario will be followed by the request result.

3. Today is your graduation day. You want to take a picture with your best friend. You are going ask a favour from a student sitting in front of you to take the picture. You don't know him. How would you ask him?

You : Hey, we should take some pictures for this special day.

Your best friend : I agree. But how will we take it? I want a good picture with a good angle and this hall will be the background.

You : Wait. I'll ask someone's favour.

Other student : Well, OK.

You : Thanks.

Table 4. 6 Types of request strategies for combination A situation 3 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Excuse me. Can you please take picture for us?	1
		Excuse me. Do you mind if you help us to take a picture?	2
		Excuse me. Would you take our picture, please?	3
		Will you help me to take the picture of us?	4
		Excuse me. Would you take a picture of us?	5
		Can you take a picture for us?	6
		Sorry, can you help me to take the picture?	7
		Excuse me. Would you like to help us to take picture?	8
		Excuse me. Could you take our picture?	9
		Excuse me. Could help me to take picture of us?	10
		Excuse me. Would you like to take a picture of me and my friend?	11
		Would like to take picture for me?	12
		Excuse me. Would you like to help us to take us a picture?	13
		Excuse me. Can you please help us to take some pictures?	14

Types of Request Strategies	Request Utterances	Female Respondent Number
	Sorry. Could you please help me to take picture for a while?	15
	Hello. Can you help me to take picture of us?	16

Table 4. 7 Types of request strategies for combination A situation 3 employed by male students.

Types of Request Strategies	Request Utterances	Male Respondent Number
CI	QP Could you help me to take our picture?	1
	Excuse me, please. Could you help me to take a picture of us, please?	2
	Would you mind taking our picture?	3
	Excuse me. Can you take a picture for me?	4
	Excuse me. Can you help me, please?	5
	Would you like take a photo for me?	
	Excuse me. Can you take a picture for me and my friend?	6
	Do mind if you take photo for us?	7
	Excuse me. Could you please take our picture?	8
	Sorry. Can you help me to take some of picture?	9
Excuse me. Could you help me to take	10	

Types of Request Strategies	Request Utterances	Male Respondent Number
	pictures?	
	I'm sorry. Could you take a picture for us?	11
	Excuse me. Can you take our picture?	12
	Excuse me. Would you take a picture for us?	13
	Would you please take a picture of me and my friend, please?	14
	Excuse me. Would you take some picture for me?	15
	Excuse me. Can you help me to take a picture?	16

On the situation above, both of female and male students apply QP as the request. It means 100% of the request is Query Preparatory.

The second combination (Combination B) sets the power (P) between the speaker and the hearer is equal (=) and the relationship (D) between them is closed (-). The female and male students are served 3 situations. The requests that are produced are classified in the tables below.

- You are shopping with your best friend. You are interested in a yellow dress/ T-shirt. Suddenly, you remember your money is not enough. You are going to ask your best friend to lend you some money. How would you ask her?

You : Hey, I like this dress/ T-shirt. It looks elegant. What do you think?

Your best friend : It suits you.

You :

Your best friend : Don't worry. I'll lend you.

You : Thanks a lot

Table 4. 8 Types of request strategies for combination B situation 4 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Yeah, it's really good I think, but I think I have not enough money. <i>Can you lend me some money?</i>	1
		<i>Would you lend me some money?</i> I don't have enough money to buy it	3
		But my money is not enough. Can you lend me your money?	7
		I want to buy this dress but my money is not enough. <i>Would you like to lend me some money?</i>	8
		Oh but I think my money is not enough for this beautiful dress. <i>May I borrow your money?</i>	10
		I know it's perfect but I don't have enough money. <i>Can I borrow yours?</i>	13
		But I don't bring enough money. <i>Can you please lend me some money?</i>	14
		But I don't bring enough money. <i>Would you lend me some, please?</i>	15
		I'm sorry, I think I don't have enough money. <i>Can you lend me some money to</i>	16

Types of Request Strategies		Request Utterances	Female Respondent Number
		<i>buy this T-shirt?</i>	
NCI	SH	But, my money is not enough. I better cancel it.	2
		But, I think I don't have enough money.	4
		But I don't money to buy this dress.	6
		I like it but I don't have much money. It's not enough to buy it.	12
Exception		Can I lend some money? I'll pay it back later.	5
		But I have not enough money. May I lend your money?	9
		Yeah, but I don't have enough money. May I lend your money?	11

Table 4. 9 Types of request strategies for combination B situation 4 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	<i>Can you lend me some money? My money is lacking right now.</i>	1, 2, 6
		Oh my god. I think I don't bring enough money. <i>Could you lend me yours?</i>	3
		But I don't have enough money. <i>Could you lend me your money?</i>	5

Types of Request Strategies		Request Utterances	Male Respondent Number
		Would you mind if I lend your money?	7
		Oh gosh. I forget to bring cash. <i>Can you lend me some?</i>	8
		Would you lend me your money?	11
		But I forgot to take my money. <i>May I borrow yours?</i>	12
		I think my cash is not enough. <i>Can I borrow some?</i>	14
		May I borrow your money, please?	15
		Oh, I forget to bring more money. <i>Would you lend me some?</i>	16
NCI	SH	Yeah. My money is not enough to buy it.	9
		I like it but have not money to buy it.	13
Exception		I want it so bad. Did you bring a lot of money?	4
		I like this dress but I don't have enough money to take it. Might you will lend me some money to take it.	10

Based on the result above, 56.25% of female students use QP to borrow money from their best friend. There are 25 % of female students who choose to employ Strong Hints (SH) in which one of Non-conventionally Level Typess because they do not mention clearly the request, but they tend to ask implicitly such as *I like it but have not money to buy it*. However, 18.75% of female students produce utterances

that are labelled as exception because of the wrong vocabulary. It seems that they do not know the difference between “lend” and “borrow”.

For male students, 75% of students consider QP as the proper request strategy to the situation, while 12.5% of students use SH to fill the blank space with the appropriate request strategy. However, the rest of the students (12.5%) produce inappropriate utterances because of the vocabulary mistakes. This case also happens to 18.75% of female students.

The following situation (situation 5) has different topic of conversation but it belongs to Combination B. The result of request strategies are shown in the table below the scenario.

5. You were absent last week. You missed some important notes for tomorrow’s test. You call your classmate to borrow her notes. You are close to her. How would you ask her?
- Your classmate : Hello?
 You : Hi. I need your help.

 Your classmate : Sure. Just come. I’ll be at home tonight
 You : Thank you. I’ll be there

Table 4. 10 Types of request strategies for combination B situation 5 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	I didn’t attend last week so I missed some notes. <i>Can you please lend me your note for tomorrow’s test?</i>	1
		I was absent and I missed some notes. <i>Can I borrow yours?</i>	2, 3, 6, 15
		<i>Can I borrow your notes for tomorrow’s</i>	4

Types of Request Strategies	Request Utterances	Female Respondent Number
	<i>test? I was absent last week.</i>	
	I missed some important notes for tomorrow's test. <i>Can I copy yours?</i>	5
	Can you help me? <i>Can I borrow your notes?</i>	7, 8
	I missed some important notes. <i>May I borrow your notes?</i>	9, 11
	I missed some important notes for tomorrow's test. <i>So, could I borrow your notes, please?</i>	10
	<i>May I borrow your notes for tomorrow's test?</i>	12
	I was absent last week. <i>Would you like to lend me your notes?</i>	13
	<i>Can you lend me your notes for tomorrow's test?</i> I missed some important notes.	16
Exception	Do you have today's notes? May I borrow for today because we will have test tomorrow?	14

Table 4. 11 Types of request strategies for combination B situation 5 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	I was absent last week. <i>Can I borrow your notes?</i>	1, 4, 5, 6, 7, 8, 14
		Do you mind me borrowing your note?	2
		May I borrow your note?	3, 15
		<i>Would you like to lend me your notes for tomorrow's test?</i> I was absent so I missed some notes for the test.	10
		Can I come to your home to copy your note?	13
		Would you lend me your note? Because I were absent last week.	16
NCI	SH	I want to borrow your notes last week.	9
		May I come to your house? <i>I'd like to borrow your notes.</i>	12
Exception		May I come to your home tonight?	11

Based on the result of the situation above, 93.75% of female students (15 female students) complete the conversation using Query Preparatory as the request strategies. However, 6.25% of female student produces an utterance that is classified as exception because it is not appropriate with the given situation. For the male students, 13 of 16 students use Query Preparatory (81.25%). Query preparatory belongs to Non-conventionally level of request strategies. There are 2 students (12.5%) who apply Strong Hints (SH) as the request for the situation above. However, there is 1

student (6.25%) who produces an utterance that is classified as exception because it is not suitable with the given situation.

The last situation (situation 6) of combination B requires the participants to produce request for sunblock to their bestfriend. The result is placed in the Table 4.12 below the scenario.

6. You are having a holiday with your best friend. Today, you are visiting one favourite beach in your city. You forget to bring your sunblock lotion. Your best friend has the sunblock lotion. You are going to ask her. How would say to her?
- You : Oh no! The sun shines too bright today.
 Your best friend : We should use sunblock lotion.
 You :
 Your best friend : You can use mine.
 You : Hmm. Thanks

Table 4. 12 Types of request strategies for combination B situation 6 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Unfortunately, I don't bring it. <i>So, could you give me some?</i>	1, 14
		But I forgot to bring mine. <i>Will you give me some?</i>	2
		I forget to bring mine. <i>Can I ask yours?</i>	3
		I forgot to bring mine. <i>Can I use yours?</i>	4, 5
		But I can't bring the sunblock lotion. <i>Could you lend me the lotion, please?</i>	7
		I forgot to bring my sunblock lotion. <i>Can I use your sunblock?</i>	8

Types of Request Strategies		Request Utterances	Female Respondent Number
		But I forget to bring my own. <i>May I have some?</i>	10
		<i>May I borrow your sunblock?</i> I forget to bring mine.	13
		But I don't have any. <i>Would you give me some?</i>	15
NCI	SH	I forgot to bring it/ sunblock lotion/ my sunblock	6, 9, 11, 12, 16

Table 4. 13 Types of request strategies for combination B situation 6 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	May I ask your sunblock lotion?	1
		<i>Can I use your sunblock lotion?</i> I forget to take it	2, 7
		Oh, I forget. I don't bring mine. <i>Would mine to share yours?</i>	3
		Oh, I forgot to bring mine. <i>Can I have some?</i>	4
		May I borrow your lotion?	5, 15
		I don't bring the sunblock lotion. <i>Can I use yours?</i>	6, 12
		But I forget mine. <i>Can you share yours?</i>	8

Types of Request Strategies		Request Utterances	Male Respondent Number
		But I don't bring it. <i>May you give it for me?</i>	10
		Can you give me your sunblock lotion to me?	11
		Could you lend me the lotion?	13
		Oh I forget mine. <i>Can I ask yours?</i>	14
		I'm sorry. I didn't bring mine. <i>Can you give me some of yours?</i>	16
NCI	SH	But I forget to bring it.	9

In the situation above, the students are required to ask some lotion from their friends. There are 68.75% of female students who apply Query Preparatory (QP) and 31.25% of them use Strong Hints (SH). However, the male students tend to apply Query Preparatory more than female students. There are 93.75% of male students use QP and only 6.25% of male student who uses SH.

If combination B sets the power between the speaker and the hearer are equal and both of them are closed ($D = -$), the third combination's situations (Combination C) are the power (P) between the speaker is higher than the hearer (+) and both of the speaker and the hearer do not know each other ($D = +$). There are also 3 different situations which require the students to make appropriate request. The situation below describes that the students have been waiting for the menu but it has not come. Therefore, the requests produced can be checked in the tables below the situation 7, 8, and 9.

7. You are having a dinner with your best friend. You have been waiting for 5 minutes for the menu. Tonight, the restaurant is very crowded. You are going to call the waiter and ask for the menu. How would you ask him?

Your best friend : We have been waiting for 5 minutes, but the waiter hasn't come. I'm really hungry.
 You : I know. I will call him.

 The waiter : Sure. Sorry for keeping you waiting.
 You : It's OK.

Table 4. 14 Types of request strategies for combination C situation 7 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Waiter, can we have the menu?	2
		Excuse me. May I have the menu please?	3
		Excuse me. Can we have the menu please?	5
		Excuse me. Can I get the menu?	8
		Excuse me. Sorry, we have been waiting for 5 minutes but the waiter hasn't come. <i>Can you bring me the menu please?</i>	10
		Excuse me. Can you give me the menu?	12
		Excuse me. Can I have the menu please?	13
		NCI	SH
Waiter, please come here. I need the list of menu	15		
MH	Hello, excuse me. I have been waiting for some minutes for our/ the menu.		1, 4
	Excuse me. I've been waiting for 5 minutes.		6
Exception		Excuse me, please.	7

Types of Request Strategies	Request Utterances	Female Respondent Number
	Excuse me. Could give me our order as soon as?	9
	Excuse me. Would you like to give our order as soon as?	11
	Excuse me. Can we have our meal soon?	14

Table 4. 15 Types of request strategies for combination C situation 7 employed by male students.

Types of Request Strategies	Request Utterances	Male Respondent Number
D	MD Excuse me. Give me the menu, please.	15
CI	QP Can we have our menu quickly, please?	2
	Excuse me. Can we order the menu?	3
	Can I have some waiter over here?	4
	Waiter, may I see the menu for tonight?	6
	Excuse me. Can I get the menu?	10
	Excuse me. Would you like to give me the menu?	11
	Excuse me. Could you give me the menu?	12
	Excuse me. Would you get me the menu?	16
NCI	SH Excuse me. I want to order now, please.	5
Exception	Would you mind to come here, please?	1
	Would you come here, please?	7
	Excuse me. We are ready. Could you take	8

Types of Request Strategies	Request Utterances	Male Respondent Number
	our order?	
	Hey waiter, can you take our order, please?	14
	Excuse me. Why the menu is still not in here?	13
	Excuse me, please.	9

The result of the requests produced above shows that there are several varieties of request strategies. There are 43.75% utterances are QP which are indicated by “can, could, would”, etc. QP belongs to CI. Furthermore, there are 12.5% utterances which belong to Strong Hints (SH) and 18.75% utterances that indicates as Mild Hints (MH) in which belong to NCI because the requests are interpretable. The rest of utterances (25%) is considered as exception because the contexts and the utterances produced do not match.

For the requests of male students, 6.25% utterance belongs to Mood Derivable (MD). MD is part of Direct level request strategies. Then, 50% utterances are categorized as QP which belongs to CI level. 1 student (6.25%) produces an utterance that belongs to SH. However, there are 37.5% utterances that are categorized as exception because the utterances produced are not suitable with the context.

Below is situation 8 requiring the participants who act as manager of cinema to make request to a visitor whose power is lower. The requests will be available in the tables below the situation.

- You are the manager of the cinema. The cinema has rules for visitors. One of the rules is that the mobile phone should be turned off when the movie is being played. There is one visitor who is still busy with his mobile phone. You are going ask him to turn his mobile phone off. How would ask him?

You :
 The visitor : Oh, sure. Sorry

You : No problem

Table 4. 16 Types of request strategies for combination C situation 8 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
D	OS	Excuse me. You should turn off your mobile phone here.	4, 8
CI	QP	Excuse me. <i>Could you please turn off your mobile phone?</i> The movie is being played.	1, 16
		Can you turn off your phone please?	2
		Excuse me, Sir. The movie is about to play. <i>Would you please turn off your phone?</i>	3
		Could you please turn your phone off?	5
		Hello, excuse me. Could you turn off your mobile phone when the movie is being played?	6
		Excuse me. Would you please turn off your hand phone/ mobile phone?	7, 15
		Excuse me. Could you turn off your mobile phone?	9
		I'm sorry, the cinema has a rule that the mobile phone will get turn off when the movie is being played. <i>Could you turn your mobile phone off please?</i>	10
		Excuse me. Would you like to turn off	11, 13

Types of Request Strategies	Request Utterances	Female Respondent Number
	your mobile phone?	
	Excuse me. Would you mind to turn off your mobile phone?	12
	Excuse me. Can you please turn off your mobile phone?	14
	Excuse me. Could you please turn off your mobile phone? The movie is being played.	16

Table 4. 17 Types of request strategies for combination C situation 8 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number
D	OS Excuse me. You have to turn off your phone when the movie is being played.	4
CI	QP Would you mind if you turn off your mobile, please?	1
	Do you mind turning your mobile phone off, please?	2
	I'm sorry. Would you mind turning off phone?	3, 8
	<i>Can you turn off your phone, please?</i> Because the cinema is start now.	5
	<i>Can you just turn off your mobile phone?</i> You know this is the rule, right?	6

Types of Request Strategies	Request Utterances	Male Respondent Number
	Do you mind if you turn off your mobile phone?	7
	Good morning. Could you turn off your mobile phone?	9
	I'm sorry. It has rule that the visitor's mobile phone should be turned off when the movie is being played. <i>Would you like to turn off your mobile phone?</i>	10
	Excuse me. Can you turn it off your mobile phone?	11, 13
	Would you please turn off your mobile phone?	12
	I'm sorry. Can you please turn your mobile phone off?	14
	Excuse me. Could you mind to turn off your phone? The movie is starting.	15
	Excuse me. Would you turn off your phone?	16

Based on the result above, 87.5% utterances of female students are QP, while 12.5% utterances belong to Obligation Statement (OS). OS belongs to Direct level request strategies. The male students also produce the same Types of request strategies. 93.75% of male students produce utterances that are classified as QP and 6.25% utterance belongs to OS (obligation statement) which part of Direct level request strategies.

The last situation (situation 9) for Combination C wants the participants to produce request to the unknown mechanic. Below is the situation and it will be followed by the result.

9. You are going to finish your assignment tonight because it will be submitted tomorrow morning. However, suddenly there is a problem with your laptop and you can't fix it by yourself. Your mother suggests you to call a mechanic. You never meet this mechanic. What would you say to him?

The mechanic : Hallo?

You : Hallo.

.....

The mechanic : Oh, sure. But I'm afraid I can't come to your place. You better bring it to my place.

You : OK. I'll be there. Thanks

Table 4. 18 Types of request strategies for combination C situation 9 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	I'm sorry. Because I have problem with my laptop, I'm going to fix it. <i>Can you fix it for me?</i> Are you a mechanic?	1
		Can you come to my place to fix my laptop?	2
		There is something wrong with my laptop and I can't fix it myself. <i>Do you mind come to my house and fix my laptop?</i>	3
		I have a problem with my laptop. <i>Can you fix it in my home?</i>	4
		There is something wrong with my laptop. <i>Will you please fix it for me?</i>	5

Types of Request Strategies	Request Utterances	Female Respondent Number
	I have problem with my laptop. <i>Could you repair my laptop now?</i>	6
	Can you found the problem in my computer?	7
	I have problem with my laptop. <i>Can you fix it now?</i>	8
	Could you repair my laptop?	9
	I'm sorry for bothering. I have a problem with my laptop. <i>So, would you repair it?</i>	10
	Could you repair my laptop in jalanJawa number 3?	11
	Could you mind to come to my house to repair my laptop?	12
	Can you come here? Something happen with my laptop and I need someone to fix it.	13
	Can I talk to a mechanic? Because I need to repair my laptop. It needs to be fixed. I'm going to use it tomorrow.	14
	Mechanic, I think my laptop needs a mend. Would you please help me?	15
	I have a trouble with my laptop. Could you help me to fix it?	16

Table 4. 19 Types of request strategies for combination C Situation 9 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	Could you help me to repair my laptop, please?	1
		I get trouble with my laptop and I can't fix it. <i>Could you come to my house, please?</i>	2
		I have a problem with my laptop. <i>Could you help me to fix it?</i>	3
		<i>Can you repair my laptop?</i> I'm in my house.	4
		My relative recommend me this please. My laptop is broken. <i>Could you fix it/ my laptop?</i>	5, 8, 15
		Mechanic, I have problem with my laptop. <i>Can you just fix it?</i> Because I need it as soon possible.	6
		Can you fix my laptop?	7
		I'm john. My laptop doesn't work clearly. <i>Would you come and check it, please?</i>	9
		My laptop has got a trouble and I can't fix it by myself. <i>Would you like to fix it?</i>	10
		I have problem with my laptop. <i>Can you fix it?</i>	12, 13, 14
		My laptop is broken. <i>Can you come to house and fix it?</i>	16

Types of Request Strategies	Request Utterances	Male Respondent Number
Exception	Would you come to my place now?	11

Based on the situation provided, the result shows that 100% utterances of female students are QP which includes as part of Conventionally Indirect (CI) level. While for the male students, 93.75% utterances indicate QP. However, 6.25% of male student produce an utterance that is not suitable for the context, so it is classified as exception.

The fourth combination (combination D) consists of 3 different situations where the power (P) between the speaker is higher than the hearer (+). Yet, both of the speaker and the hearer know each other (D = -). The result of the requests produced is available in the tables below.

10. It's so windy outside. You are laying down in the couch while watching television. You are too lazy to close the window. Suddenly, you are seeing your little sister passing you. You want to ask her to close the window. How would you ask her?
- You :
- Your sister : Why don't you do it by yourself?
- You : I'm just too lazy.
- Your sister : OK

Table 4. 20 Types of request strategies for combination D situation 10 employed by female students

Types of Request Strategies	Request Utterances	Female Respondent Number
D	MD Hey sis/ Andy, close the window, please.	3, 4, 8, 11
	Please close the window	2

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Hey sister, could you please close the window for me?	1, 15
		Can you close the window?	5
		Hey, may you close the window?	6
		Would you like to close the window, please?	7
		Could you close/ shut the window, please?	9, 10
		Can you close the window for me?	12
		Can you close the window? It's windy	13
		Sister, can you please close the window for me?	14
		Can you close the window, please?	16

Table 4. 21 Types of request strategies for combination D situation 10 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
D	MD	Close the window, Anny.	2
		Close the window for me.	15
		Hey, close the window, please. It's too windy	12
CI	QP	Hey, can you close the window, my dear?	4, 5, 14, 16
		Sister, can you close the window, please?	3, 6, 7, 8,
		Can you help me to close the window?	1

Types of Request Strategies	Request Utterances	Male Respondent Number
	Hey, could you close the window for me?	10
	Could you close the window for me, please?	11
	Would you like close the window?	13
Exception	Nisa, open the window	9

Based on the situation above, 68.75% utterances of female students are classified as QP (CI), while 31.25% of female students use MD (mood derivable) as a part of direct level request strategies. On the other hand, 75% of male students' utterances are QP and 18.75% of male students use MD. There is 6.25% students' utterance is classified as exception because of applying the wrong vocabulary (open).

The following situation (situation 11) describe the situation where the participants have to make request to the hearer whose power is lower than them. The requests produced are provided in the tables below the situation.

11. You are a head of the staffs in your company. You are attending a meeting with some staffs. However, you forgot to bring a paper. You are going to ask a paper to one of them. How would you ask?
- You : You bring some papers, don't you?
A staff : Yes, Sir.
You :
A staff : Sure
You : Thank you.

Table 4. 22 Types of request strategies for combination D situation 11 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
D	MD	Please give me a paper.	11
CI	QP	Can I have ask one of it?	1
		Can you give me some paper?	2, 5
		<i>May I have one? I forgot to bring mine.</i>	3, 9
		Can I have one?	4
		Could you help me to bring a paper please?	6
		Would you like give me some paper, please?	7
		<i>Can I get a paper? I forgot to bring it.</i>	8
		I forget to bring a paper. <i>So, may I have some?</i>	10
		Would you like to give me some of your paper because I don't bring my papers?	12
		Would you like to give me some paper?	13
		Can I ask one paper?	14
		May I have some please?	15
		I forget to bring a paper. <i>Can I have some?</i>	16

Table 4. 23 Types of request strategies for combination D situation 11 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	May I borrow one of them?	1
		May I have, please?	2
		Would you mind sharing your papers?	3
		Can I have some?	4
		I forgot to bring a paper. <i>Can you share your paper, please?</i>	5
		May I have one?	6
		Do you mind if I borrow it?	7
		Fetch me one, please.	8
		Can I have some of them?	9
		May you give me one of the paper?	10
		May I ask your paper?	11
		May I have some?	12
		Would you like give some paper?	13
		Can I have one?	14
		Can you give me a paper of yours?	15
		Would you give me some?	16

In this situation, 6.25% of female student's utterance belongs to Mood Derivable (MD). Then, 93.75% utterances belongs to Query Preparatory (QP). For the male students' utterances, 100% utterances are QP. QP is a Types of request of CI level.

The last situation (situation 12) for Combination D requires the participants to make request for their assistant whom they know quite well. Here is the situation and followed by the results.

12. You are the owner of a bookstore. Suddenly, you get a call from a hospital that your mother got an accident. You should be there as soon as possible. You are going to ask your assistant who has become your close friend since you were in high school to stay one or two hours after store hours. How would you ask her?

Your assistant : What’s going on? You are looking so shocked after picking that call.

You : It was from a hospital.

Your assistant : Sure. I’ll be here until you have done your business.

You : Thank you so much.

Table 4. 24 Types of request strategies for combination D situation 12 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	They said that my mother got an accident so <i>could you please stay for some hours while I’m leaving?</i>	1
		Mom got an accident. I have to go now. <i>Can you stay for a while longer?</i>	2
		My mom got accident. I should go there as soon as possible. <i>Would you watch the shop for me?</i>	3
		I should go because my mom got an accident. <i>Can you stay until I come back?</i>	4
		<i>Can you stay a bit longer?</i> I have to go to hospital now. My mom got an accident.	5

Types of Request Strategies	Request Utterances	Female Respondent Number
	My mother got an accident. I should get there as soon as possible. <i>Can you help me to stay one hour or two hours, please?</i>	6
	My mom was getting an accident. <i>Can I leave this store?</i>	7
	<i>Would you like to stay here?</i> I'll be back soon.	8
	May you stay here one or two hours for me?	9
	Can you help me to stay here, please?	10
	My mom got an accident. <i>Would you like to stay an hour after store hours?</i>	11
	My mother got an accident. I should get there as soon as possible. <i>Can you help me to stay one or two hours after store hours, please?</i>	16
NCI	SH He said that my mother got an accident. <i>I need your help to stay here for two hours.</i> Can you?	12
	I need someone to replace my job here for a while. Would you please help me?	15
	MH I'm sorry I have to go away because my mother is in a hospital. She was in an accident.	14
Exception	I have to go. Can you do me a favour?	13

Types of Request Strategies	Request Utterances	Female Respondent Number
	Take care this bookstore for me?	

Table 4. 25 Types of request strategies for combination D situation 12 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number	
CI	QP	Can you help me to stay here for a moment?	1
		Can you keep the bookstore for several hours?	2
		Can you replace me until I come back?	4
		Can you stay in a store while I was in hospital?	5
		My mother got an accident. I need to get there soon. <i>Can you just assist me for a while until I have done my business?</i>	6
		My mother got accident. <i>Would you mind if you stay here for an hour?</i>	7
		<i>Can you main the bookstore while I go to the hospital?</i> My mother has been in an accident	8
		My mom got an accident. I have to go there now. <i>Can you help me to stay in here about one or two hours, please?</i>	9

Types of Request Strategies	Request Utterances	Male Respondent Number
	My mother got an accident and I must go there. <i>Could you help me to stay here for one or two hours?</i>	10
	Can you please stay here for a moment?	11
	<i>Can you stay here for a while?</i> My mother got an accident.	12
	My mom was getting an accident. I must go there. <i>Would you like to wait me?</i>	13
	I need to leave. <i>Can you stay here for a while?</i>	14
	My mother is sick. I have to go to hospital now. <i>Can you stay at the store for one or two hours?</i>	15
	My mom got accident. <i>Would you stay here for a while?</i>	16
Exception	Could you mind.. The bookstore?	3

The result of the requests produced above show that 75% utterances of female students and 93.75% utterances of male students are categorized as QP. There are 12.5% utterances of female students that are classified as SH and 6.25% utterance of female students belongs to MH (NCI). However, there is 1 female student (6.25%) and 1 male student (6.25%) whose utterance is considered as exception because the request they are made is not appropriate with the context.

In the fifth combination (combination E), the speaker has lower power (P= -) than the hearer and they do not know each other (D= +). There are also 3 different situations where 16 female and 16 male students have to make request based on the situations. The tables below show the request they have produced.

13. You are going to take a Germany course for you have got a scholarship in German. However, the class is closed. You come to the owner of the course. You don't know her at all. But you are going to ask her so you can join this course because you don't have much time before leaving for German. How would you ask her?

The owner : Come in. Good afternoon. Can I help you?

You : Yeah.

.....
 The owner : Oh, I see. But I'm afraid we already have enough number of students. I'll give you a number of a Germany teacher. You can call him. He can give such a private course.

You : Thank you very much, Mam. I really appreciate it.

The owner : You're welcome.

Table 4. 26 Types of request strategies for combination E situation 13 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Excuse me. I have just come to the class of Germany course but the class is closed. I'm going to take the course so I need to go fast because I need to go German to get my scholarship. So, <i>can you please give some information about the class?</i>	1
		<i>Can I join the Germany class?</i> I have got a scholarship in German.	2
		I've got a scholarship in German and I'd	5

Types of Request Strategies	Request Utterances	Female Respondent Number
	like to join the Germany class. <i>Could you open the class please?</i>	
	Yeah. I'm going to take a Germany course but it's closed. <i>Would you please to open the class so I can join?</i>	6, 16
	I have got a scholarship in German and I need join on your Germany course because I don't have much time. <i>Can I join your course?</i>	8
	<i>Can I join a Germany course?</i> Because I don't have much time before leaving for German.	9, 11
	I'm going to take a Germany course but the class is closed. <i>Can I join the class because I don't have much time?</i>	10
	I'm going to take a course, a Germany course but I see the class is closed so <i>can you help to get some course of Germany?</i> Because I'm leaving for scholarship soon.	14
	Good afternoon. I have to take a Germany course for this month because I need to go to German for next month. <i>Can I join your class, please?</i>	15
NCI	SH I want to join the course. Is there any class which I can attend?	3

Types of Request Strategies	Request Utterances	Female Respondent Number
	I have got a scholarship in German and I need to join Germany class as soon as possible. But it seems the class already is closed. What should I do?	4
	Yeah, I have to attend Germany course but the class is closed.	12
	I need a Germany course. I don't have much time but the class is closed.	13
Exception	I want to join this course but I don't have enough time. What should I do?	7

Table 4. 27 Types of request strategies for combination E situation 13 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number
CI	QP May I take a Germany course here?	1
	Could I register for Germany course, please?	2
	I want to take a German class. <i>Can I join your class?</i>	4
	Excuse me. You know, I get a scholarship in German but I need to have a Germany course. <i>Can I join your class, please?</i>	6
	Can I have a Germany course?	7

Types of Request Strategies	Request Utterances	Male Respondent Number
	I don't have much time meanwhile I have to get some material as soon as possible. <i>Would you like to give me a seat for Germany course?</i>	10
	May I join a Germany course?	11
	<i>Would you please open more Germany class?</i> I need to join it and I haven't much time.	12
	Can I join your class for Germany course?	14
	I'm going to take a Germany course but unfortunately the class is closed. <i>Would you let me to join the course?</i> I'm sorry I don't have much time.	15
NCI	SH Excuse me. I want to join a Germany course but the class closed.	5
	Yeah. I want to take Germany course but it is closed and I have not enough time for waiting it tomorrow. What should I do then?	9
	I want to join this Germany course.	16
Exception	I wanna join the course but I don't have enough time. Could I get a private course?	3
	I was wondering if I could still join your class.	8
	I'm very fine. I just come to the course so	13

Types of Request Strategies	Request Utterances	Male Respondent Number
	can you give me advice for my course?	

To complete the dialogue above, 68.75% utterances of female students are QP, while only 62.5% QP utterances produced by male students. Furthermore, 25% utterances of female students belongs to SH and male students only apply 18.75% SH utterances. There are 18.75% of male students' utterances are categorized as exception, higher than female students who are only 6.25%. The exceptions appear because the requests made are not suitable to the context.

The situation 14 describes a context where the participants have to make a request to the lecturer whom the power is higher than them. Here is the situation followed by the request result.

14. You will have an examination tomorrow. This morning your mother called you for your cousin passed away. You are going to see your lecturer to rearrange the examination day. How would you ask him?
- You : Excuse me, Sir.
 Your lecturer : Yeah, come in. Can I help you?
 You :
 Your lecturer : Well, you can see me next Monday to have the examination.
 You : Thank you very much, Sir.

Table 4. 28 Types of request strategies for combination E situation 14 employed by female students

Types of Request Strategies	Request Utterances	Female Respondent Number
CI	QP <i>Do you mind if I rearrange the examination day? I have to go back home</i>	2

Types of Request Strategies	Request Utterances	Female Respondent Number
	because my cousin passed away.	
	I have to go back home because my cousin passed away. <i>Will you allow me to go and have the examination in other day?</i>	4
	Yes. I'm sorry that I cannot attend the examination tomorrow because my cousin is passed away. <i>Would you rearrange my examination?</i>	5
	This morning my mother called that my cousin passed away. <i>Could you to rearrange the examination day, please?</i>	6, 10, 16
	This morning my mom called me. She said my cousin passed away. <i>Could I leave the exam for tomorrow and change on another day?</i>	7
	Sorry. I can't follow the examination tomorrow because my cousin passed away. <i>Can I rearrange the examination day?</i>	8
	My cousin passed away today. I think I can't take examination today. <i>May I take this examination in another day?</i>	9
	<i>Would you like to give me another day for my examination?</i> My cousin passed away.	11
	My cousin passed away. I can't attend tomorrow's examination. <i>Could you give</i>	13

Types of Request Strategies		Request Utterances	Female Respondent Number
		<i>me other examination schedule?</i>	
		I have some problem for next examination because I can make today because my cousin just passed away. <i>Can I have replacement for it?</i>	15
NCI	SH	I'm sorry because I come here to rearrange the examination because I got call from my mother that my cousin passed away.	1
		I want to ask your permission if I can have another day for tomorrow's test. My cousin passed away and my mother asked to go home.	3
		I'm sorry before. I'm going to ask a favour to rearrange my examination because my cousin passed away.	14
Exception		I'm sorry I cannot attend examination tomorrow because my cousin passed away and I have to go home today.	12

Table 4. 29 Types of request strategies for combination E situation 14 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	Yeah. <i>Could you give me your permission</i>	1

Types of Request Strategies	Request Utterances	Male Respondent Number
	<i>to rearrange my examination schedule?</i> Because I have an urgent activity today.	
	I couldn't come for the examination tomorrow. <i>Would you mind to rearrange the schedule?</i>	3
	I get an information from my family that my cousin passed away. <i>Would you mind rearrange the examination for this day for me?</i>	6
	My cousin was passed away. <i>Can I rearrange my examination day?</i>	7
	I couldn't come for the examination tomorrow. <i>Would you mind if we rearrange the schedule?</i>	8
	My cousin has passed away. I can't take the examination for tomorrow. <i>Would you like to swap the test?</i>	10
	Could you rearrange my examination?	11
	I'm afraid I can't attend the examination tomorrow. Would you please rearrange?	12
	I'm sorry. I can't join this exam tomorrow. <i>Can I get exam in other days?</i>	13
	I have something important to do. <i>Could you please rearrange the examination day?</i>	14

Types of Request Strategies	Request Utterances	Male Respondent Number
	My cousin has passed away and I'm going to attend his funeral. I'm sorry <i>but would you mind to rearrange the examination day, please?</i>	15
	I'm sorry. My cousin just passed away and I have to come to his funeral. <i>Can you change the exam's schedule?</i>	16
Exception	I'm to be sorry for cancelling the meeting for today. Can I see you later?	2
	I'm sorry something happen to my family and I need to rearrange my exam schedule. Can I use your recommendation?	4
	My cousin passed away. I'm going to attend a funeral.	5
	Yes. This morning my mom called me and said that my cousin passed away so I cannot to join for the examination for tomorrow because I have to go home now. Do you have another way to make me be able to join at that examination?	9

The result of the situation shows that 75% utterances of female students and 75% utterances of male students are classified as QP. 18.75% utterances of female students belongs to SH. Yet, 6.25% of female student produces utterance which is considered as exception because it is not included in any Types of request strategies.

For male students, 25% of them also produce utterances which also cannot be classified as request because the utterances are not included in any Types of request strategies.

The last situation (situation 15) for Combination E requires the participants to produce request to a successful businessman who has higher power than them. Below is the situation followed by the request result.

15. You got an assignment from your lecturer to interview a successful businessman. You come to the office of a successful businessman in your town. He looks busy but you decide to knock the door and ask for his time. Fortunately, he still allows me to come in and spares several minutes for me. How would ask him?
- The businessman : Come in.
 You :
 The businessman : Well, I'd love to but I only have less than 30 minutes.
 You : That's more than enough, Sir. Thank you.

Table 4. 30 Types of request strategies for combination E situation 15 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Excuse me. Can I have your time to have some interview for my assignment, please?	1
		Excuse me. <i>Can you spare me some time please?</i> I need to do an interview with you for my assignment	2
		Excuse me. May I have a time to have an interview with you to fulfill my assignment?	3
		Excuse me. I have an assignment from my	5

Types of Request Strategies	Request Utterances	Female Respondent Number
	lecturer to do an interview with you. <i>Would you spare me some time please?</i>	
	Yes. May I get some interview with you?	7
	I want to interview you. <i>Would you like to give me your little time?</i>	8
	May I interview you to complete examination?	10
	Excuse me. Sorry for bothering you. <i>Would you like to do interview with me?</i>	11
	Excuse me. <i>Would you like to answer some questions for my assignment?</i> It is about successful businessman.	13
	I'm sorry. I'd like to invite you to have, what is it, like an interview for few minutes. <i>May I have your time, please?</i>	14
	Excuse me. I got an assignment to interview a successful businessman. <i>Could you help me for this assignment?</i>	16
NCI	SH	
	Excuse me. <i>I got an assignment to interview a successful businessman.</i> Could you help me for this assignment?	6
	Sorry. May I disturb you for a while? I need to talk with you for some minutes, please?	15
	Excuse me. I'm sorry if I'm disturb you	12

Types of Request Strategies	Request Utterances	Female Respondent Number
	but I need your help to take an interview with you.	
MH	I'm sorry for bothering you. But I have to interview a successful businessman to fulfill my assignment.	4
	I'm sorry I disturb you. But I have some questions for you to fulfill my assignment.	9

Table 4. 31 Types of request strategies for combination E situation 15 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number
CI	QP Excuse me. I have an assignment to interview a successful businessman like you. <i>Would you mind if I have some word with you?</i>	1
	Thanks. Could I take your time to interview you?	2
	Can I interviewing you for my assignment?	4
	I'm sorry disturbing you. I got an assignment from my lecturer to interview a successful businessman. <i>Can I ask you some question?</i>	5
	Actually I need your time. <i>Can I have your</i>	6

Types of Request Strategies	Request Utterances	Male Respondent Number
	<i>time for interviewing with you?</i>	
	Would you mind to spend your time for an interview?	7
	Excuse me. I have got an assignment. It's about interview. <i>Would you like to give me your time for interview?</i>	10
	May I interview you?	11
	May I have your time? I'd like to conduct an interview with you.	12
	Thank you. Can I give interview for you?	13
	I got an assignment from my lecturer. <i>Can I interview you?</i>	14
	Excuse me. <i>Would you mind be my interviewee for my assignment?</i> Don't worry it doesn't take much time. I'm sorry for disturbing you.	15
	Excuse me. Would you have an interview with me?	16
Exception	Would you spare your time?	3
	Would you spare your time?	8
	Excuse me. I'm so terrible sorry for disturbing you. I'm here to interview. Do you have spare time?	9

In this situation, 68.75% of female students use QP for asking time for an interview. While, 18.75% of other students use SH and another 12.5% of female student applies MH. On other hand, 81.25% of male students apply QP and 18.75% of male students' utterances are considered as exception because the utterances are not suitable to the context.

The last combination (combination F) provides 3 different situations where power (P) of the speaker is lower than hearer and the distance (D) between both of them is closed (-). These 16 female and 16 male students have made the requests that they have considered as the proper one. The results can be checked in the tables below.

16. Yesterday, you bought shoes for your father as his birthday gift. However, the size didn't fit. Today you are going back to the store and changing with the right size. You are meeting the manager of the store. What would you say?
- The store manager : Good morning. Can I help you, Miss?
 You : Good morning.

 The store manager : Yeah, sure. My assistant will find it for you.
 You : Thank you.

Table 4. 32 Types of request strategies for combination F situation 16 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	I bought this shoes for my father yesterday but it didn't fit. <i>Can I change it to the right size?</i>	4, 6, 8, 12, 13
		Can you help me to change the shoes into right size?	7, 16

Types of Request Strategies	Request Utterances	Female Respondent Number	
	I bought shoes yesterday, but the size doesn't fit. <i>May I change with other size please?</i>	3	
	<i>Can you please help me to change this shoes?</i> I bought it yesterday and it was the wrong size.	5	
	<i>May I change this shoes to another size?</i> Because it is too small	9	
	Yesterday I bought this shoes but the size didn't fit. <i>So, could I change the size to the right one?</i>	10	
	Well, yesterday I bought shoes for my father but the size didn't fit. <i>May I change it with the right size?</i>	11	
	Yesterday I just bought this shoes but it didn't fit. <i>Can I change it, please?</i>	15	
NCI	SH	I'm going to change this shoes because the size didn't fit with my father.	1
		I need to change this shoes because the size doesn't fit with the owner.	14
		I need your help to change this shoes size. It doesn't fit my father and I need it for his birthday present. Will you?	2

Table 4. 33 Types of request strategies for combination F situation 16 employed by male students

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	<i>Would you mind if I change this shoes with the other? Because the size is not suitable.</i>	1
		Yesterday I bought the shoes here but the size didn't fit. <i>Can change it now?</i>	2
		Yesterday I bought a shoes but the size didn't fit. <i>Can I changing with the right size?</i>	5
		I bought shoes from your store yesterday. This is for my father's birthday but it didn't fit so <i>would you change it to the right size, please?</i>	6
		Can I change the size of the shoes that I bought yesterday?	7
		Yesterday I bought the shoes that has a wrong size. <i>Can I change it with the right size, please?</i>	9
		Yesterday I bought the shoes but the size was small. <i>Could I change it with the right size?</i>	10
		I want to change the shoes. <i>Can I have the right size?</i>	11
		Would you get me another size for this shoes?	12

		Yesterday I bought shoes for my father but the size is wrong. <i>Can you help me change the size with the right size?</i>	13
		I bought shoes yesterday but it didn't fit well. <i>Can I change it with the right size?</i>	14
		I bought a pair of shoes yesterday but unfortunately it doesn't fit my father size. <i>Could you change with the right size?</i>	15
		Can I change this shoes with the right size because this one is too small for my father's foot?	16
NCI	SH	<i>I would change this shoes. Could you help me?</i>	3, 8
		<i>I want to replace the shoes for the size. Can you help me?</i>	4

The result of requests produced above shows that 81.25% of female students and 81.25% of male students employ QP to ask the store manager to change the size of the shoes. There are 18.75% of female students and 18.75% of male students who decide to apply SH.

The situation 17 requires the participants to produce request to the manager who has higher power. Here is the scenario followed by the request results.

17. You are in the office now. Suddenly, you get a phone call from your daughter's headmaster telling you that your daughter is sick and she needs to see doctor as soon as possible. You are seeing your manager and ask him whether you can leave the work earlier. What would say to him?

The manager : Yes, come in.

You : Sorry for bothering you, Sir.

.....

The manager : Oh. What a pity girl. Go. But make sure you will finish your work tomorrow.

You : I will. Thank you so much, Sir.

Table 4. 34 Types of request strategies for combination F situation 17 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Can I leave my work earlier because I get calling that my daughter is sick and she needs to see the doctor as soon as possible?	1
		My daughter is sick and I need to bring her to see the doctor. <i>Could you please give me permission to leave earlier?</i>	2
		My daughter is sick and I need to pick her up in her school now. <i>May I ask your permission to pick my daughter?</i>	3
		I just got a phone call from my daughter's school. She I is sick and needs to see doctor as soon as possible. <i>Will you allow me to leave earlier?</i>	4
		<i>Can I have your permission to leave the earlier?</i> My daughter get sick and I have to see the doctor with her.	5
		I got a phone call from my daughter's headmaster that she is sick and I must see a doctor. <i>How about if I leave work earlier?</i>	6, 16
		<i>May I leave office now?</i> Because my	7

Types of Request Strategies	Request Utterances	Female Respondent Number
	daughter is sick. She needs to see the doctor.	
	<i>Can I leave the work earlier?</i> My daughter is sick and she needs to see doctor as soon as possible.	8, 11
	May I leave the work earlier because my daughter is sick?	9, 13
	My daughter is sick and I need to see it the doctor as soon as possible. <i>So, could I leave the work earlier?</i>	10
	<i>Can I go home early because I get a phone call from my daughter's headmaster?</i> He telling me that my daughter is sick and she needs to see the doctor as soon as possible.	12
	<i>May I leave my work for a while because I need to see my daughter in the hospital?</i> She is having an ill.	14
	I need to talk with you. My daughter is sick and she needs to see the doctor as soon as possible. <i>Would you let me to go earlier, please?</i>	15

Table 4. 35 Types of request strategies for combination F situation 17 employed by male students.

Types of Request Strategies		Request Utterances	Male Respondent Number
CI	QP	I beg your permission. My daughter is sick. <i>Would you permit me to visit her right now?</i>	1
		I've got a phone call that my daughter is sick and I need to take her to the doctor. <i>Can I have a permission from you?</i>	2
		<i>Could I leave earlier?</i> My daughter is ill.	3, 8
		My daughter sick at school and I have to take her now. <i>Can I leave early?</i>	4, 14
		I get a phone call from my daughter's headmaster telling me that my daughter is sick and she needs to see a doctor as soon as possible. <i>Can I leave the work to take my daughter to see doctor?</i>	5
		My doctor is sick now and she needs to go to the hospital and I need to be there to accompany my daughter so <i>can I go home earlier?</i>	6
		My daughter is sick. <i>Do you mind if I leave my work earlier?</i>	7
		My daughter's headmaster tell me that my daughter is sick and I have to see the doctor as soon as possible. <i>Could I go</i>	10

Types of Request Strategies		Request Utterances	Male Respondent Number
		<i>home earlier?</i>	
		My daughter is sick. <i>May I see her?</i>	11
		I must go home earlier because my daughter is sick. <i>Would you like give me that permission?</i>	13
		I have got a phone call from my daughter's headmaster. He told me that my daughter is sick and I have to take her to doctor now. <i>Would you mind if I leave my work now?</i>	15
		I got a phone that my daughter is sick. <i>Would you give me permission to leave earlier?</i>	16
NCI	SH	My daughter is sick and she needs a doctor soon.	9
Exception		May I leave the work now? I need to see a doctor.	12

To complete the dialogue above, 100% of female students employ QP as the request. While, 87.5% of male students use QP and 6.25% of other student apply SH. Another 6.25% of male students make an utterance that is not suitable to the context, so it is classified as exception.

The last situation for combination F provides the participant a context where they have to make request to the lecturer that they know quite well but the power of

the lecturer is higher than them. The result of request is available in the tables below the scenario.

18. You are going to apply for a scholarship. You need a recommendation letter. You meet your lecturer that you know quite well. You are going to ask him to write a recommendation letter. What would you say?
 Your lecturer : Hi. Good morning. How are you?
 You : I'm good. Thank you
 Your lecturer : So, anything to say?
 You :
 Your lecturer : Sure. I will. Take the letter in my desk tomorrow morning.
 You : Thank you, Sir.

Table 4. 36 Types of request strategies for combination F situation 18 employed by female students

Types of Request Strategies		Request Utterances	Female Respondent Number
CI	QP	Yeah. I'm going to apply for a scholarship and I need a recommendation letter. <i>So, can you please make it for me?</i>	1
		Would you please write me a letter for scholarship recommendation please?	2
		May I ask a recommendation letter for my scholarship, Sir?	3
		I'm going to apply a scholarship. It needs a recommendation from a lecturer. <i>Will you write it for me?</i>	4
		Yes. Would you please write me a recommendation letter for a scholarship, please?	5

Types of Request Strategies	Request Utterances	Female Respondent Number
	I need a recommendation letter to apply for scholarship. <i>Could you write a recommendation?</i>	7
	I need a recommendation letter to apply for a scholarship. <i>Would you like to write a recommendation letter about it?</i>	8
	I need a recommendation letter to apply my scholarship. <i>May I have it?</i>	10
	Would you like to write me a recommendation letter for a scholarship?	11
	Yes. I need your help. <i>Would you mind to give me a recommendation letter for a scholarship?</i>	12
	<i>Could you write me a recommendation letter?</i> I need it to apply a scholarship.	13
	May I ask some recommendation letter because I'm going to apply my scholarship?	14
	This month I'm applying for a scholarship and I need a recommendation letter from a lecturer. <i>Would you please help me to make it?</i>	15
	I'm going to apply for scholarship and I need a recommendation letter. <i>Would you like to help me to write it?</i>	16

Types of Request Strategies	Request Utterances	Female Respondent Number
Exception	Excuse me. I apply scholarship and I want to write a recommendation letter. Could you help me, please?	6
	Yes. I'm going to apply for a scholarship and I need a recommendation letter. Would you like to recommendation it?	9

Table 4. 37 Types of request strategies for combination F situation 18 employed by male students

Types of Request Strategies	Request Utterances	Male Respondent Number
CI	QP Could I get a recommendation letter from you?	1
	Would you mind writing me a recommendation letter?	3, 8
	I'm going to apply for a scholarship and I need a recommendation letter. <i>Can you help me to get a recommendation letter?</i>	5
	Yes. I need a recommendation letter for applying the scholarship. <i>So would you make it for me?</i>	6
	I need a recommendation letter. <i>Would you mind if you write it for me?</i>	7
	Yes. I'm going to apply a scholarship and I	9

Types of Request Strategies	Request Utterances	Male Respondent Number	
	need for your recommendation letter so much. <i>Would you give me it, please?</i>		
	Yes. I need a recommendation letter for applying scholarship. <i>Could I get it?</i>	10	
	Will you give a recommendation letter for me?	11	
	Yes. I'd like to apply for a scholarship. Would you please write a recommendation letter for me?	12	
	It's awesome. <i>Would like give scholarship recommendation for me?</i>	13	
	I want to apply for a scholarship and I need a recommendation letter. <i>Could you please write it for me?</i>	14	
	I want to apply for a scholarship and I need a recommendation letter. <i>Could you give me a recommendation letter, please?</i>	15	
	I'm sorry for bothering you. <i>Would you give me recommendation letter for my scholarship?</i>	16	
NCI	SH	I need a recommendation for my scholarship.	2
Exception		Can I have your recommendation letter?	4

Based on the result above, 87.5% of female students employ QP to ask the lecturer for a recommendation letter, while another 12.5% of female students make utterances that are not considered as request because the utterances are not suitable to the context. On other hand, 87.5% of male students employ QP and 6.25% of male student use SH for completing the dialogue. Yet, another 6.25% of male tudent produces utterance that is classified as exception because the request is not suitable to the context.

Based on the result of request produced, the dominant request utterances that appear is Query Preparatory which belongs to Conventionally Indirect level. Both female and male students tend to produce request using QP to request something to hearer. The total percentage of the requests is available in the table below.

Table 4. 38 Total percentage of the requests produced by female and male students

	Types of Request	Female		Male	
		Amount	Percentage	Amount	Percentage
D	MD	6	2%	4	1.3%
	P	-	-	-	-
	HP	-	-	-	-
	OS	2	0.7%	1	0.3%
	WS	-	-	-	-
CI	SF	-	-	-	-
	QP	233	80.9%	244	85%
NCI	SH	17	6%	13	4.5%
	MH	15	5.2%	1	0.3%
Exception		15	5.2%	25	8.6%
Total		288	100%	288	100%

4.2. The Reasons of Students' Unability to Produce Direct and Indirect Request Strategies Properly by Female and Male Students

Based on Table 4.38, most of the requests produced by female and male students are Query Preparatory. Query Preparatory is part of Conventionally Indirect Level. After interviewing the participants, most of female students who employ Query Preparatory consider that they want to show politeness by producing Query Preparatory. As they know, “can, could, will, may, and would” become the standard of making polite request. Therefore, most of them produce Query Preparatory types of request to everyone for asking something. There are several students who produce Mood Derivable utterances which belong to Direct level. The kind of request is made for their little sister who has lower power but they are closed enough. The reason why they produce such utterances is because they talk to their little sister who is younger than them and both have close relationship. There are also several students saying that they do not know why they employ the kinds of request strategies. What they only understand is that Query Preparatory is the only Types of making polite request.

The male students also have the similar answers with the female students. They consider that Query Preparatory is the proper types for making request. There is only one student who understands that actually Strong Hints utterances which belong to Non-conventionally Indirect Level is the most polite form of request. There are also several students who produce Mood Derivable to produce request to their little sister. They also have the same reason with the female students. It is because of they ask to their little sister who is younger than them but they are closed enough.

Based on the result of interview, the students notice some factors such as to whom they make request, the power between them as the speaker and the hearer, and the relationship with the hearer, they say that they notice it. However, they consistently use Query Preparatory in producing request. They only differ the request by changing the present form which is for those who have equal or lower power into the past form which is used to those who have higher power. The kind of knowledge

is gotten from their teacher and lecturer or even movies and books. It is a kind of mind set that Query Preparatory is the polite form of request.

4.3.The Influence of Relative Power and Social Distance to Female and Male Students in Producing Request

After classifying the requests produced by the female and male of English Department students, Jember University academic year 2012/ 2013, this subchapter discuss further influence of relative power (P) and social distance (D) to female and male students in producing request. There are 6 combinations of power and social distance that have been made and those 6 combinations consist of 3 situations in each combination. Those combinations and situations are designed to analyse whether there will be any significant differences in producing request in every different combinations and situations. The table below shows the percentages of request based on the 6 combinations.

Table 4. 39 The percentages of request produced by female students based on the 6 combinations

Combination	Types of Request (%)									Exc epti on
	D			CI			NCI			
	MD	P	HP	OS	WS	SF	QP	SH	MH	
A (P = ; D +)							95.8			4.2
B (P = ; D -)							73	18.7		8.3
C (P + ; D +)				4.2			77	4.2	6.25	8.3
D (P + ; D -)	12.5						79.1	4.2	2.1	2.1
E (P - ; D +)							70.8	20.8	4.2	4.2
F (P - ; D -)							89.5	6.3		4.2

Based on the table above, the most dominant type of request strategies that is applied is Query Preparatory. Query preparatory belongs to Conventionally Indirect level. QP is identically known by the appearance of modal verb, like can, could, will, would, may, etc. This Types of request belongs to interrogatives. According to Holmes (2013:277) interrogatives and declaratives sound more polite rather than imperatives. Strong Hints (SH) and Mild Hints (MH) are also included as declaratives. There is only few percent of students who apply Direct level of request strategies. Direct request can be mentioned as imperatives.

Related with social distance, Holmes (2013:279) states that those who are closed each other usually apply imperatives more often. For the relative power, Holmes (2013:279) also states that superiors tend to use imperatives to subordinates. However, the female students are not aware about the social distance that is provided in the situation. In the combination A and B, they tend to use QP and MH in requeststhey produced to the hearer that has equal power with them. In the combination C which social distance is far and the power of the speaker is higher, only 4.2% of female students apply direct request which belongs to imperatives. It also happens to 2.1% of female students who apply imperatives in Combination D in which the power of the speaker is higher than the hearer and the relation between the speaker and the hearer is closed (D -). For the combination A and B, the female students as the speaker have equal power with the hearer. However, most of them produce interrogatives (QP) and declarative (SH and MH) in form of requests. It means, different relative power and social distance do not have significant influences for female students in producing request.

Table 4. 40 The percentages of request produced by male students based on the 6 combinations

Combination	Types of Request (%)									Exc epti on
	D			CI			NCI			
	MD	P	HP	OS	WS	SF	QP	SH	MH	
A (P = ; D +)							97.9			2.1
B (P = ; D -)							83.3	10.4		6.3
C (P + ; D +)	2.1			2.1			79.1	2.1		14.6
D (P + ; D -)	6.3						89.5			4.2
E (P - ; D +)							72.9	6.3		20.8
F (P - ; D -)							85.4	8.3	2.1	4.2

Based on the table above, the most dominant type of request produced by male students is QP. This is similar with female students. Most male students are not aware of relative power and social distance variation provided in every combination. In the combination A, most male students apply interrogatives (QP) to the hearer who has equal power but they do not know each other. It means that Holmes' statement (2013:279) which says that imperatives are mostly applied by superiors to subordinates. This result also appears in combination C in which male students tend to use interrogatives (QP) and declaratives (SH) for requesting to the hearer who has lower power. There are only 4.2% male students who produce imperatives utterances (MD and OS). In the combination B, most male students also produce interrogatives (QP) and declaratives (SH) to their friend that they really know. The same case also happens in the combination D. Although the male students have higher power than the hearer and the relation between the speaker (male students) and the hearer are closed, they still apply QP. There are only 6.3% male students who employ imperatives (MD). The Types of request (MD) that is produced by 6.3% male students is suitable with Holmes' theory that superiors apply imperatives more often

to subordinates and also to those who have closed relation with them (2013:279). Therefore, for male students, relative power and social distance have no influence for them in producing request.

4.4.The Proof Whether Female Students of English Department Academic Year 2012/2013 Are More Polite Than Male Students

Based on Table 4.38, female students of English Department academic year 2012/2013 are not more polite than male students. There are 85% utterances of male students that belongs to QP, while female students' utterances are only 80.9%. In Direct level, there are 1.3% utterances of male students that belong to MD lesser than female students whose the percentage of using MD is 2.5%. Then, for OS, female students use it more than male students. There are 0.7% OS requests that are produced by female students and 0.3% OS requests belong to male students. However, female students tend to use NCI which consists of SH and MH (declaratives) more often than male students. There are 6% utterances of female students which are classified as SH and 5.2% for MH. In the opposite, there are only 4.5% utterances of male students which belong to SH and 0.3% utterances for MH. The result shows that male students of English Department academic year 2012/2013 are more polite than female students. They employ interrogatives more often than the female students.

This result is not relevant with Lakoff's theory (2004:49-51) that says women have more polite attitude rather than man, especially in request. Moreover, women tend to utilize compound request in which accompanying with tag question or tag orders, such as please, will you, could you, etc. Based on the result that has revealed, male students use tag question or tag orders, such as will you, could you, etc., more often than female students. Moreover, female students are able to use direct request better than male students.

Table 4.38 shows that there are 5.2% of female students and 8.6% of male students that cannot produce request properly. Therefore, their utterances are classified as exception. These utterances are classified as exception because they are not suitable in any Typess of request strategies. There are also several utterances that are not suitable with the context given.



CHAPTER 5. CONCLUSION

This chapter is a conclusion from all of the previous chapters. The result shows that most female and male students tend to produce Query Preparatory request. It is indicated by the appearance of “can, could, will, would, and may”. Female and male students produce QP because they consider that the polite way to produce request is using “can, could, will, would, and may”. Based on the result of interview, they notice about the relative power and social distance between them and the hearer when they produce requests. However, they only change the present modals (can, will) into the past form (could, would) to distinguish the level of politeness. They have gotten the kind of knowledge from teachers, lecturers, movies, and books.

Finally, the last result shows that male students are more polite than female students because the male students employ Query Preparatory more often than the female students.

REFERENCES

- Arikunto, Suharsimi. 2000. *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Blaxter, Let al. 2006. *How to Research* (Third Edition). Berkshire: Open University Press.
- Brown, P. & Levinson, S.C. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Holmes, J. 2013. *An Introduction to Sociolinguistics*. New York: Routledge.
- Hornby, A. 1976. *Guide to Pattern and Usage in English*. Oxford: Oxford University Press.
- Jalilifar, Alireza and Hashemian, M. 2011. A Cross-sectional Study of Iranian EFL Learners' Request Strategies. *Journal of Language Teaching and Research*, Vol. 2, No. 4, pp. 790-803. ISSN 1798-4769.
- Kasper, G. and Roever, C. 2005. *Pragmatics in Second Language Learning*. In E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning* (pp. 317_334). Mahwah, NJ: Lawrence Erlbaum Associates
- Lakoff, Robin T. 2004. *Language and Woman's Place*. New York: Oxford University Press.
- Leech, Geoffrey N. 1983. *Principles of Pragmatics*. New York: Longman Group.
- Mackey, A. and Gass, Susan. M. 2005. *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates, Publishers.
- McConnell-Ginet, S. and Eckert, P. 2003. *Language and Gender*. New York: Cambridge University Press.

Purwanti, Tri Wahyu. 2014. *Request Strategies Employed by Male and Female Characters in The Devil Wears Prada*. Unpublished Thesis.

Reiter, R. 2000. *Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Request and Apology*. Amsterdam Philadelphia: Benjamins J. Publishing Company.

Troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.

Xiao-le, Gu. 2011. The Effect of Explicit and Implicit Instructions of Request Strategies. *Intercultural Communication Studies* XX: 1.

Yule, G. 1996. *Pragmatics*. Oxford: Oxford University Press.

APPENDIX A. THE FIRST TASK FOR PRE-RESEARCH

1. You are shopping with your bestfriend. You want to buy a T-shirt but your money is not enough. What would you say?
 - a. Lend me some money, please.
 - b. I want to buy that T-shirt but my money is not enough
 - c. Would you lend me some money to buy that T-shirt?
 - d. I really wish you'd lend me some money

2. You are suffering from a headache. You want to ask a help to your roommate to buy a medicine. How would you ask him?
 - a. Can you buy me a medicine?
 - b. I got a terrible headache and I cant get up for buying a medicine
 - c. I want you to buy me a medicine
 - d. Buy me a medicine, please

3. You are having a difficulty with your assignment. You need your bestfriend help. What would you say?
 - a. Help me doing this assignment, please
 - b. You will have to help me doing this assignment
 - c. Would you help me doing this assignment?
 - d. The assignment is really difficult. I dont know how to do this.

4. This is your graduation day. You want to take some photos with your bestfriend. What would you say?
 - a. Take some photos with me

- b. Would you take some photos with me?
 - c. We just graduated and I want to take some photos with you
 - d. How about take some photos together?
5. You are trying to finish a very difficult assignment, but your friend keep calling you for asking the assignment. What would you say?
- a. Could you stop calling me up to my assignment done?
 - b. Im still trying to finish this assginment
 - c. Stop calling me
 - d. I want you to stop calling me until my assignment is done
6. You are having lunch in food court and sit with your friend that you dont really know him. You want to add some salt in your meal. What would you say?
- a. Would you pass me the salt?
 - b. Pass me the salt
 - c. The meal lacks salt
 - d. I would like to ask you to pass me the salt
7. You are joining an English course and today is your first day. You forget to bring a notebook. How would ask to your new friend?
- a. I was in a hurry and forgot to bring my notebook
 - b. Do you mind if I ask for a piece of paper?
 - c. I want you to give me a piece of paper
 - d. I would like to ask you to give me a piece of paper
8. You just got text message from your sister that your mother are sick. You are going to call her but your phone is low battery. You want to borrow your friend's phone but you do not really know him. What would you say?
- a. Lend me your phone, please

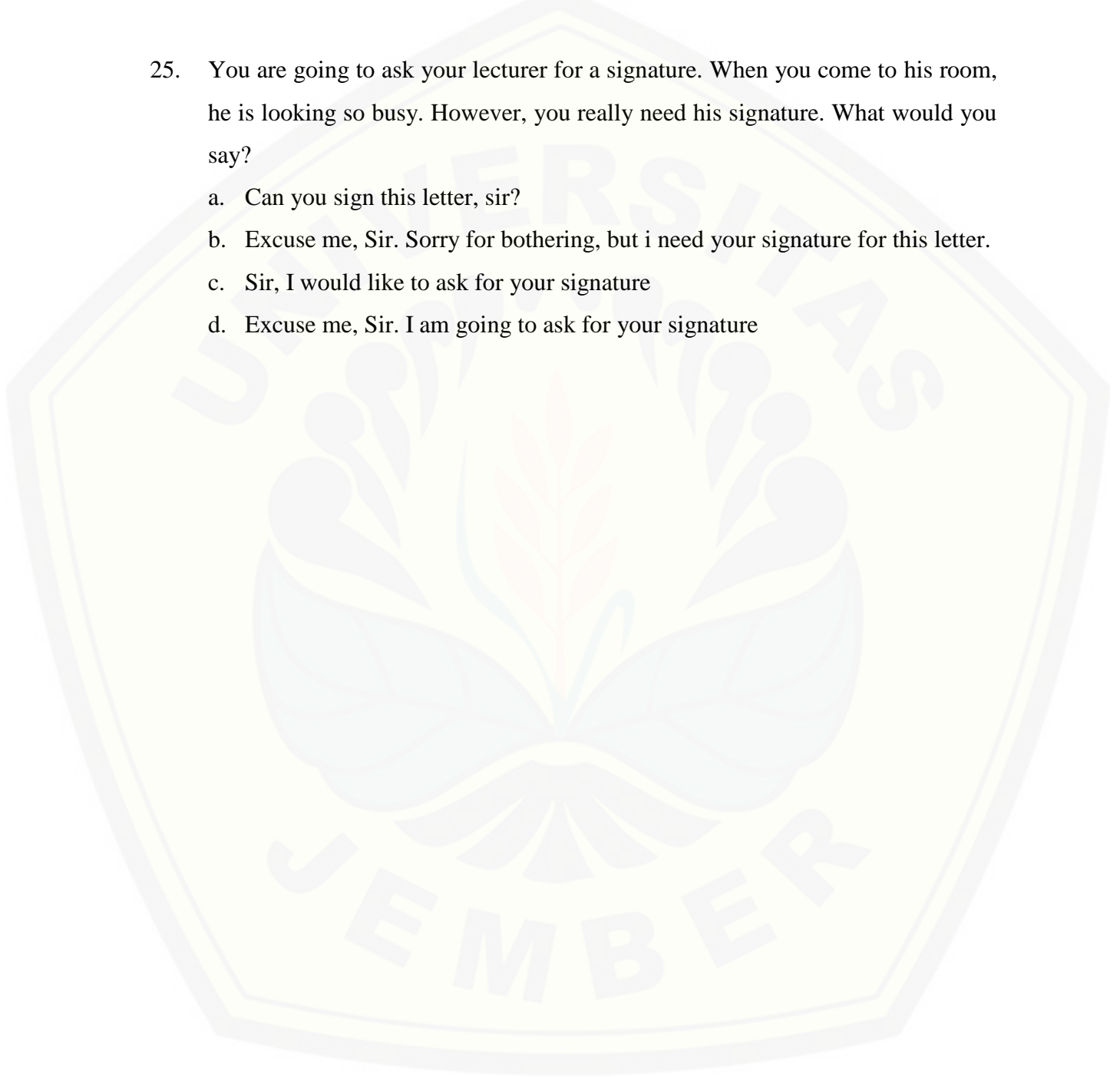
- b. Do you mind if I borrow your phone?
 - c. My mom is sick and I want to call her, but my phone is low battery
 - d. I really wish you'd lend me your phone
9. You lost your mother's favorite novel. Your little sister knows it. You ask her not to tell your mother. What would you say?
- a. Would you tell no one that I lost mother's favorite novel?
 - b. Dont tell mother that I lost her favorite novel
 - c. I lost mother's favorite novel and if she knows it, she will be very angry
 - d. Mother's favorite novel is lost. Im afraid she will be angry
10. It is really hot today. You want to drink a glass of orange juice. You want your cousin who is still 10 years old to make it for you. What would you say?
- a. Make me a glass of orange juice
 - b. Could you make me a glass of orange juice?
 - c. You will have to make me a glass of orange juice
 - d. It's hot today. A glass of orange juice will be great, I think.
11. You are going to do your assignment. Suddenly, your laptop cannot work properly. You have to borrow your little brother's laptop. What would you say?
- a. I need to do my assignment and my laptop cannot work properly .
 - b. Would you lend me your laptop? I need to do my assignment
 - c. Why dont you lend me your laptop?
 - d. Lend me your laptop.
12. You see your little sister has a good novel. You want to borrow it. What would you say?
- a. I want to borrow your novel
 - b. You will have to lend me your novel

- c. You have a good novel and I haven't read it
 - d. Can I borrow your novel?
13. You are having dinner in the restaurant. You have been waiting for the menu for 15 minutes. Then you call the waitress and ask for the menu. What would you say?
- a. Excuse me. Can I ask for the menu?
 - b. I have been waiting for 15 minutes but no one offers me the menu
 - c. Give me the menu, please
 - d. Waitress, you will have to give me the menu
14. You are going to be late for a class. You want the taxi driver to drive faster. What would you say?
- a. Drive it faster, please
 - b. Could you drive faster?
 - c. I'm going to be late.
 - d. I'm asking you to drive faster.
15. You are a secretary. You need to copy some documents soon. You call an office boy and ask him to copy the documents quickly. What would you say?
- a. Copy these documents quickly
 - b. Could you copy these documents quickly?
 - c. These documents will be used very soon and it needs to be copied
 - d. You'll have to copy these documents quickly
16. You are the manager of a beverages company. You just got a call that you need to go home soon for your son is sick. However, today you do not drive your own car. You are going to borrow your assistant's car. What would you say?
- a. My son is sick. I need to go home soon but I do not drive car today.

- b. Lend me your car
 - c. Would you lend me your car?
 - d. I really wish you'd lend me your car
17. Your grandmother is a good cook. You want her to make your favorite chicken soup. What would you say?
- a. Grandma, I miss your chicken soup
 - b. Would you make some chicken soup?
 - c. I really wish you'd make me some chicken soup
 - d. Why dont you cook some chicken soup for me, Grandma?
18. Your older sister bought some cakes. One of the cakes is your favorite one. You want ask whether you can have it. What would you say?
- a. That one is my favorite cake
 - b. Do you mind if I take that cake?
 - c. I really wish you'd give me that cake to me
 - d. Give me that cake, please
19. You want to buy a new dress for your friend's birthday party. What would you say to your mother?
- a. Mom, can I buy a new dress for my friend's birthday party?
 - b. Mom, buy me a new dress for my friend's birthday party, please
 - c. Im going to attend a birthday party and I dont really like my old dresses
 - d. Mom, why dont you buy me a new dress for my friend's birthday party?
20. You bought shoes for your sister yesterday. It did not fit to her feet. You want to change with the correct size. You have to see the manager of the store. What would you say?
- a. Excuse me. Can I change this shoes with another size?

- b. I bought this shoes yesterday and it did not fit to my sister's feet.
 - c. Change to another size, please
 - d. I want you to give me another size
21. Your teacher's explanation is not really clear. You want him to repeat his explanation. What would you say?
- a. Excuse me, sir. Could you repeat your explanation?
 - b. Sir, repeat your explanation, please
 - c. Sir, your explanation is not really clear
 - d. I would like to ask you to repeat your explanation
22. You are going to go to the shop across the road. The road is so crowded. Then you see a policeman. You want to ask his help. What would you say?
- a. Sir, im going to go to the shop across this road. But the road is too crowded
 - b. Would you help me cross the road, Sir?
 - c. Sir, I would like to ask you to help me cross the road
 - d. The road is so crowded, isn't it?
23. When you're in the bus, you sit with a man. He turns on her music so loudly and it is annoying for you. What would you say?
- a. Turn off the music, please
 - b. How about turning off the music, Sir?
 - c. Do you mind if you turn off the music?
 - d. You set your music too loudly.
24. You are discussing something with your lecturer. You forgot to bring a pen. You want to borrow a pen from your lecturer. What would you say?
- a. Sir, I forgot to bring my pen.
 - b. Do you mind if I borrow your pen, Sir?

- c. I really wish you'd lend me your pen, Sir?
 - d. I would like to ask you to lend me your pen
25. You are going to ask your lecturer for a signature. When you come to his room, he is looking so busy. However, you really need his signature. What would you say?
- a. Can you sign this letter, sir?
 - b. Excuse me, Sir. Sorry for bothering, but i need your signature for this letter.
 - c. Sir, I would like to ask for your signature
 - d. Excuse me, Sir. I am going to ask for your signature



APPENDIX B. THE RESULT FOR THE PRE-RESEARCH

Participants

Female: 5, Male: 5

Situation	Female			Male		
	D	CI	NCI	D	CI	NCI
Asking for lending money		20% %	80% %		40% %	60% %
Asking for buying medicine	20%	60%	20%		40%	60%
Asking help for assignment	40%	60%		20%	60%	20%
Asking for taking photo		20%	80%		100%	
Asking to stop calling	20%	20%	60%	20%	20%	60%
Asking for passing salt		100%		40%	40%	20%
Asking for a piece of paper		60%	40%		60%	40%
Asking for borrowing phone	20%	20%	60%	20%	40%	40%
Asking for keeping a secret	40%		60%	40%		60%
Asking for a glass of orange juice		80%	20%	40%		60%
Asking for borrowing laptop		80%	20%		100%	
Asking for borrowing novel	40%	20%	40%		100%	
Asking for menu list	20%	20%	60%	20%	20%	60%
Asking for driving faster	20%	80%			80%	20%
Asking for copying documents	20%	80%			100%	
Asking for lending car		40%	60%	20%	20%	60%
Asking for making soup	20%	20%	60%			100%

Asking for a slice of cake	80%	20%		20%	40%	40%
Asking for a new dress	80%		20%		80%	20%
Asking for exchanging size	20%	20%	60%		60%	40%
Asking for repeating explanation		100%			100%	
Asking help to cross the road		80%	20%		40%	60%
Asking for turning off the music	20%	40%	40%	40%	60%	
Asking for borrowing pen		20%	80%		80%	20%
Asking for a signature	20%		80%			100%

Total Tendency in Producing Request.

Female:

Direct level (D): 20%

Conventionalized Indirect level (CI): 44%

Non-conventionalized Indirect level (NCI): 36%

Male:

Direct level (D): 11,2%

Conventionalized Indirect level (CI): 59,2%

Non-conventionalized Indirect level (NCI): 29,6%

APPENDIX C. CONSEN FORM – SHEET OF INFORMATION**LEMBAR PENJELASAN KEPADA PARTISIPAN**

Saya Natalia Dara Puspita, mahasiswa Sastra Inggris ingin melakukan penelitian untuk skripsi mengenai “Gender-based Request Strategies Employed by English Department Students, Jember University Academic Year 2012”. Penelitian ini dilakukan dengan meminta responden membuat permintaan (request) sesuai situasi pada skenario yang sudah disiapkan dan direkam.

Penelitian ini bertujuan untuk mengetahui apakah perbedaan gender mempengaruhi kesopanan (politeness) dalam mengajukan permintaan (request). Data yang diperoleh hanya akan digunakan sebagai hasil penelitian pada skripsi saya dan tidak diperuntukkan untuk mencari benar dan salah.

Hasil yang saya dapat akan membantu saya melakukan penelitian ini dan seterusnya akan menjadi referensi kepada pihak terkait. Diharap saudara/saudari menjawab dengan sebaik mungkin.

Setelah mengetahui tujuan penelitian di atas, jika saudara/saudari bersedia menjadi responden untuk penelitian ini, mohon tanda tangan pada lembar persetujuan yang telah disediakan. Sekian penjelasan dari peneliti. Terimakasih.

Peneliti,
Jember, _____ 2015

(Natalia Dara Puspita)

APPENDIX D. THE SCENARIO FOR ROLE-PLAY

Combination

	Power	Distance	Participants	Situation
A (1-3)	=	+	You (as a student) and other student whom you are not close with	Asking for an address, asking for a pen, taking a photo
B (4-6)	=	-	You and your best friend, you and your classmate	Lending some money, asking for notes, asking for lotion
C (7-9)	+	+	You and waiter, you (as the cinema's manager) and the cinema's visitor, you and a mechanic	Asking for a menu, turning off the mobile phone, fixing the computer
D (10-12)	+	-	You and your younger brother, you (as a head of staffs) and your staff, you (as the boutique owner) and your assistant	Closing the window, asking for some papers, staying more after work hours
E (13-15)	-	+	You (as a student) and your lecturer,	Participating in the course, rearranging the exam's day,

			you and a successful businessman	asking for an interview
F (16-18)	-	-	You and the store manager, you and your office manager, you and your lecturer	Exchanging the shoes, being out of work early, writing a letter

Power: + (higher than the hearer), - (lower than the hearer), = (equal with the hearer)

Distance: + (do not know each other), - (know each other)

1. You are going to visit your friend's house because today she was absent for sick. You do not know her address. You see her boyfriend/friend in the school's corridor. You don't really know him/her, but you are going to ask him the address of your friend. How would you ask her?

You : Hey, I'm Susan's friend. I didn't see her/him today.

Your friend's boyfriend : Yeah. She is sick, so she can't attend today's class.

You :

Your friend's boyfriend : Sure. I'll write it for you.

You : Thanks.

2. You are having a final examination today. Your final examination is on hall with other students from different faculty. You forget to bring your pen. You are going to borrow to a student sitting next to you. You don't know him because he is from other faculty. How would you ask him?

You : Oh no! I put my pen here but.. Where is it now?

.....

Other student : Oh, sure. Here it is.

You : Thanks.

3. Today is your graduation day. You want to take a picture with your best friend. You are going ask a favor from a student sitting in front of you to take the picture. You don't know him. How would you ask him?

You : Hey, we should take some pictures for this special day.

Your best friend : I agree. But how will we take it? I want a good picture with a good angle and this hall will be the background.

You : Wait. I'll ask someone's favor.

.....

Other student : Well, OK.

You : Thanks.

4. You are shopping with your best friend. You are interested in a yellow dress. Suddenly, you remember your money is not enough. You are going to ask your best friend to lend you some money. How would you ask her?

You : Hey, I like this dress. It looks elegant. What do you think?

Your best friend : It suits you.

You :

Your best friend : Don't worry. I'll lend you.

You : Thanks a lot

5. You were absent last week. You missed some important notes for tomorrow's test. You call your classmate to borrow her notes. You are close to her. How would you ask her?

Your classmate : Hello?

You : Hi. I need your help.

.....

Your classmate : Sure. Just come. I'll be at home tonight

You : Thank you. I'll be there

6. You are having a holiday with your best friend. Today, you are visiting one favorite beach in your city. You forget to bring your sunblock lotion. Your best friend has the sunblock lotion. You are going to ask her. How would say to her?

You : Oh no! The sun shines too bright today.

Your best friend : We should use sunblock lotion.

You :

Your best friend : You can use mine.

You : Hmm. Thanks

7. You are having a dinner with your best friend. You have been waiting for 5 minutes for the menu. Tonight, the restaurant is very crowded. You are going to call the waiter and ask for the menu. How would you ask him?

Your best friend : We have been waiting for 5 minutes, but the waiter hasn't come. I'm really hungry.

You : I know. I will call him.

.....

The waiter : Sure. Sorry for keeping you waiting.

You : It's OK.

8. You are the manager of the cinema. The cinema has rules for visitors. One of the rules is that the mobile phone should be turned off when the movie is being played. There is one visitor who is still busy with his mobile phone. You are going to ask him to turn his mobile phone off. How would you ask him?

You :

The visitor : Oh, sure. Sorry

You : No problem

9. You are going to finish your assignment tonight because it will be submitted tomorrow morning. However, suddenly there is a problem with your laptop and you can't fix it by yourself. Your mother suggests you to call a mechanic. You never meet this mechanic. What would you say to him?

The mechanic : Hallo?

You : Hallo.

The mechanic : Oh, sure. But I'm afraid I can't come to your place. You better bring it to my place.

You : OK. I'll be there. Thanks

10. It's so windy outside. You are laying down on the couch while watching television. You are too lazy to close the window. Suddenly, you are seeing your little sister passing you. You want to ask her to close the window. How would you ask her?

You :

Your sister : Why don't you do it by yourself?

You : I'm just too lazy.

Your sister : OK

11. You are a head of the staffs in your company. You are attending a meeting with some staffs. However, you forgot to bring a paper. You are going to ask a paper to one of them. How would you ask?

You : You bring some papers, don't you?

A staff : Yes, Sir.

You :

A staff : Sure

You : Thank you.

12. You are the owner of a bookstore. Suddenly, you get a call from a hospital that your mother got an accident. You should be there as soon as possible. You are going to ask your assistant who has become your closed friend since you were in high school to stay one or two hours after store hours. How would you ask her?

Your assistant : What's going on? You are looking so shocked after picking that call.

You : It was from a hospital.

Your assistant : Sure. I'll be here until you have done your business.

You : Thank you so much.

13. You are going to take a Germany course for you have got a scholarship in German. However, the class is closed. You come to the owner of the course. You don't know her at all. But you are going to ask her so you can join this course because you don't have much time before leaving for German. How would you ask her?

The owner : Come in. Good afternoon. Can I help you?

You : Yeah.

The owner : Oh, I see. But I'm afraid we already have enough number of students. I'll give you a number of a Germany teacher. You can call him. He can give such a private course.

You : Thank you very much, Mam. I really appreciate it.

The owner : You're welcome.

14. You will have an examination tomorrow. This morning your mother called you for your cousin passed away. You are going to see your lecturer to rearrange the examination day. How would you ask him?

You : Excuse me, Sir.

Your lecturer : Yeah, come in. Can I help you?

You :

Your lecturer : Well, you can see me next Monday to have the examination.

You : Thank you very much, Sir.

15. You got an assignment from your lecturer to interview a successful businessman. You come to the office of a successful businessman in your town. He looks busy but you decide to knock the door and ask for his time. Fortunately, he still allows me to come in and spares several minutes for me. How would ask him?

The businessman : Come in.

You :

The businessman : Well, I'd love to but I only have less than 30 minutes.

You : That's more than enough, Sir. Thank you.

16. Yesterday, you bought shoes for your father as his birthday gift. However, the size didn't fit. Today you are going back to the store and changing with the right size. You are meeting the manager of the store. What would you say?

The store manager : Good morning. Can I help you, Miss?

You : Good morning.

.....

The store manager : Yeah, sure. My assistant will find it for you.

You : Thank you.

17. You are in the office now. Suddenly, you get a phone call from your daughter's headmaster telling you that your daughter is sick and she needs to see doctor as soon as possible. You are seeing your manager and ask him whether you can leave the work earlier. What would say to him?

The manager : Yes, come in.

You : Sorry for bothering you, Sir.

The manager : Oh. What a pity girl. Go. But make sure you will finish your work tomorrow.

You : I will. Thank you so much, Sir.

18. You are going to apply for a scholarship. You need a recommendation letter. You meet you lecturer that you know quite well. You are going to ask him to write a recommendation letter. What would you say?

Your lecturer : Hi. Good morning. How are you?

You : I'm good. Thank you

Your lecturer : So, anything to say?

You :

Your lecturer : Sure. I will. Take the letter in my desk tomorrow morning.

You : Thank you, Sir.

APPENDIX E. THE INTERVIEW TRANSCRIPTION**Interview Transcription****FEMALE STUDENTS****Student 1.**

Researcher : Kenapa kok dari semua requestmu, kamu hampir semua pake Query Prepatory? Query Prepatory itu yang pake could you, would you, will you, dsb.

Student 1 : Karena yang saya tahu could you dan would you adalah suatu, apa ya, mbak ya, kayak utterance yang menunjukkan kalo itu politeness, kalo itu bertujuan request dan itu sopan.

Researcher : Tapi ini ada beberapa soal, ketika kamu meminta menu ke pelayan kamu menggunakan Mild Hints. Mild hints itu berarti kamu meminta tapi tidak menggunakan pertanyaan could you atau would you. Itu berupa statement dan itu sopan sekali karena implisit sekali requestnya. Apakah kamu menyadari pas kamu membuat request semacam ini?

Student 1 : Tidak, mbak.

Researcher : Tapi yang kamu tahu could you, would you itu sopan?

Student 1 : Ya.

Researcher : Dan pas kamu membuat request apakah kamu mempertimbangkan kamu ngomong sama siapa dan kedekatanmu sama lawan bicaramu?

Student 1 : Ya

Researcher : Tapi tetap patokan could you, would you itu paling sopan?

Student 1 : Iya, mbak.

Researcher : Ya wis. Makasih.

Student 2.

Researcher : Kenapa kok hampir seluruh requestmu pake can you, could you, will you, kok pake modal-modal itu? Kenapa?

Student 2 : Karena menurut saya itu lebih, apa ya, lebih sopan meskipun sama teman sendiri atau orang yang lebih tua tetap sopan

Researcher : He'em. Tapi ini sama adikmu, waktu kamu membuat request kamu pake direct. Itu kenapa?

Student 2 : Karena kita udah, apa ya, sering ketemu juga relasinya mungkin lebih...

Researcher : Dekat?

Student 2 : He'em

Researcher : Terus, tapi dengan relasi yang sama, dengan jarak, kamu kan kalo sama adikmu akrab tapi powernya kan kamu lebih di atas ya, lha terus ini kamu minta kertas sama bawahanmu, kamu kok kembali lagi pake can you, gitu. Padahal kan sama bawahanmu..

Student 2 : Iya kah?

Researcher : Iya.

Student 2 : Mungkin aku ngisinya buru-buru

Researcher : Buru-buru. Gak sadar juga ya? Termasuk yang ini, kamu menggunakan indirect request, misalnya kamu pinjem uang sama teman dekatmu tapi kamu mintanya gak pake modal itu tadi, gak pake pertanyaan can you, can I borrow your money, tapi kamu lebih pake statement aku gak punya uang dengan indikasi biar temenmu minjemi itu gimana?

Student 2 : Biar temenku minjemi?

Researcher : Iya. Mungkin kamu gak sadar juga bilang gitu?

- Student 2 : Mungkin aku bilangya “aku lupa bawa uang”, itu kan statement.
- Researcher : He'em. Itu kenapa? Sadar gak waktu buat kayak gini?
- Student 2 : Gak sih
- Researcher : He'em.
- Student 2 : Kalo misalkan, apa ya, gak tau kalo kita kadung dekat kita langsung bikin statement. Kalo gak, direct itu.
- Researcher : Oh. Iya wis. Tapi untuk keseluruhan menurutmu yang paling sopan untuk membuat request pake....?
- Student 2 : Sopan membuat request pake.....
- Researcher : Pake modal itu tadi?
- Student 2 : Could, would.
- Researcher : Kata sapa gitu tuh?
- Student 2 : Kata dosen. Kan rumusnya begitu, mbak. Dari culture juga.
- Researcher : Tapi nanti tinggal membedakan present sama past gitu ya pas mau buat request sama siapa?
- Student 2 : Iya.
- Researcher : Ya wis. Makasih.

Student 3.

- Researcher : Kenapa pas kamu buat request rata-rata di sini pake could you, would you, will you?
- Student 3 : Karena di form bahasa Inggrisnya itu polite form. Terus di sini kan kebanyakan ke stranger jadi pakenya yang sopan-sopan.
- Researcher : Stranger, ya? Oke. Tapi kok di sini kamu sama temenmu, sama sahabatmu, sama orang yang anggepannya kamu akrab lah ya, kamu kok juga pake could you, would you?
- Student 3 : Karena di posisi itu saya mau pinjam. Saya butuh, jadi saya agak sopan.

Researcher : Nyungkani juga, ya.

Student 3 : Ya.

Researcher : Terus ini, 1 lagi. Ketika kamu meminta adikmu menutup jendela, kamu kok langsung “tutup jendelanya.”? Kok langsung pake direct request itu kenapa?

Student 3 : Ya karena ke adik sendiri. Di samping udah kenal, kan juga umurnya di bawah kita jadi langsung direct request.

Researcher : Oke. Terus, kamu notice gak sih ketika kamu membuat request kepada siapa kamu membuat requestnya, kedekatan sama yang mbok mintai?

Student 3 : Iya. Iya.

Researcher : Meskipun kamu di sini pake could you, would you, mempertimbangkan?

Student 3 : Mempertimbangkan di satu sisi saya lagi butuh atau, lihat konteksnya.

Researcher : Oh. Oke. Makasih.

Student 4.

Researcher : Dari keseluruhan requestmu kan kamu rata-rata pake Query Preparatory. Query Preparatory itu indikasinya pake could you, would you, will you, dsb. Itu kenapa?

Student 4 : Karena menurut saya itu lebih polite. Jadi aku senengnya pakai could you, would you karena setahuku could you, would you itu sudah paling polite.

Researcher : “Setahumu” itu apakah ada ajaran dari mana atau dari dosen atau dari guru?

Student 4 : Iya ada. Guru dan dosen.

Researcher : Tapi ketika kamu mau meminjam uang sama temanmu kamu lebih, klasifikasinya kamu termasuk Strong Hints karena kamu mintanya apke statement yang implisit. Kalau diklasifikasikan itu lebih sopan daripada could you dan would you. Kamu menyadari ini gak?

Student 4 : Tidak sih. Gak menyadari.

Researcher : Termasuk yang ini. Ketika kamu meminta adikmu untuk menutup jendela kamu langsung bilang “tutup jendelanya”. Itu kan lebih direct dan levelnya less polite daripada could you, would you. Kamu menyadari tidak?

Student 4 : Sadar, karena yang diminta kan itu, yang mana sih, mbak?

Researcher : Mmm. Nomer 10.

Student 4 : Sadar karena yang di situ adalah little sister makanya gak polite.

Researcher : Terus saat kamu buat request ini kamu memperhatikan gak kepada siapa kamu ngomong statusnya yang kamu ajak omong, jaraknya.

Student 4 : Ya. Memperhatikan banget.

Researcher : Tapi untuk masalah yang pinjem uang ini apakah karena ini uang jadi kamu mintanya agak lebih sopan?

Student 4 : Iya mungkin. Karena uang lebih berat kali ya. Kan uang, gimana ya, anggapannya kan masalah harga diri, mbak. Uang kan anggapannya penting.

Researcher : He'em. Ya wis. Makasih ya.

Student 5.

Researcher : Kenapa kamu pake Query Preparatory? Query Preparatory kan biasanya yang pake could you, would you, will you, dsb.

Student 5 : Iya soalnya kalo pake could would itu more polite ya. Lebih sopan. Kalo seumpamanya saya pake can itu keliatannya kok, apa ya, agak kasar gitu lho. Kalo sama temen sendiri sih gak papa. Kan ini

konteksnya ada sama teacher juga kan. Ya mendingan aku pakenya could sama would aja biar sopan.

Researcher : Semuanya?

Student 5 : He'em.

Researcher : Terus sebelum kamu membuat request ini apakah kamu mempertimbangkan dengan siapa kamu ngomong, status yang mendengarkan, juga kamu dekat apa gak sama yang kamu ajak omong? Kamu pertimbangkan apa gak?

Student 5 : Iya. Soalnya kan itu tadi tentang kesopanan. Kalo seandainya aku ngomong sama temenku sendiri, temen dekat itu biasa pake can gitu tapi tinggal d kasih please. Tapi kalo sama yang lebih tua dari saya dan menurut saya ya harus dituakan itu pake could would gitu.

Researcher : Jadi patokan polite gak polite itu dari kata could, would, dsb?

Student 5 : Iya.

Researcher : Oke. Terimakasih.

Student 6.

Researcher : Kenapa kamu rata-rata buat requestnya pakai could you, would you?

Student 6 : Karena menurutku lebih sopan could you gitu, kan meminta.

Researcher : can you, will you juga termasuk sopan ya?

Student 6 : iya, tapi lebih sopan could you dan would you.

Researcher : Tapi di sini juga kamu dari beberapa soal kamu ada yang menggunakan indirect. Indirect itu kamu memintanya tidak langsung. Jadi tidak pakai could you, would you. Dan itu implisit berupa statement. Kenapa? Apakah gak sadar atau gimana?

Student 6 : Gak tau. Apa ya, secara implisit? Apa pertanyaannya, mbak?

Researcher : Kamu meminta ke businessman soalnya kamu mau interview dia. Kamu gak minta secara “ can you..”, “can I..” tapi kamu mintanya

lebih seperti ini “bapak, apakah bapak punya waktu? Saya ingin interview.” Jadi kan gak ada can you, will you. Itu kenapa?

Student 6 : Mungkin lebih ke jelasin dulu mau minta apa baru nanti bapaknya ngerti maksudnya apa, jadi gak usah meminta.

Researcher : Kamu tau gak sih kalo sebenarnya ini lebih sopan daripada could you, would you?

Student 6 : Iya. Tapi cuma sedikit sih, mbak. Kemarin kan ada yang ke atasan.

Researcher : Oh. Iya. Kamu menyadari gak ketika kamu membuat request itu, kepada siapa kamu memintanya, powermu di atas dia atau di bawah dia? Kamu sadar itu?

Student 6 : Iya.

Researcher : Tapi menurut kamu pada saat itu could you, would you lebih....

Student 6 : Mungkin lebih, apa ya, kan kayak politeness gitu ya, ya sopannya kemana, kalo umurnya setara atau jabatannya lebih tinggi dari kita ya pake yang itu.

Researcher : Iya. Makasih.

Student 7.

Researcher : Kenapa kamu cenderung membuat request pake tipe Query Preparatory. Query Preparatory itu yang pake kata tanya could you, would you daripada indirect dan direct request?

Student 7 : Pertama karena kita ingin sopan ya mbak.

Researcher : Jadi could you, would you itu indikasinya sopan?

Student 7 : Iya. Lebih sopan jadi kita kayak bukan nyuruh tapi kita minta tolong. Kan ada kata menyuruh sama minta tolong. Kalo tolong kan “eh, tolong dong ambilkan ini.” Kan kalo sama temen deket kan gak papa kita langsung ngomong “eh, ambilkan itu dong”. Tapi kalo kita

samayang gak kita kenal kan mesti bilang dulu “could you please take this pen”. Nah itu mbak kenapa saya memilih itu.

Researcher : Lha di sini, kalo sama temen akrab ya, powernya kamu sama dengan temenmu, temen akrab, tapi di sini kamu kok pake could you?

Student 7 : Nah, walaupun kita juga teman akrab, tapi kan kadang mereka ada rasa gak mau. Kamu itu udah minta tolong tapi kok kayak gini. Jadi kan pake “tolong dong”. Jadi kan kita gak nyuruh tapi minta tolong. Intinya kayak gitu aja sebenarnya.

Researcher : Meskipun dengan yang lebih tua?

Student 7 : Walaupun sama yang lebih tua, kalo kita minta tolong kan mesti sungkan yo.

Researcher : Sama yang statusnya lebih di atas kita?

Student 7 : Iya gak papa. Sedekat apapun saya dengan orang itu saya tetap minta tolong biar tidak kelihatan menyuruh tapi lebih menjurus ke minta tolong.

Researcher : Jadi menurutmu kata yang pas untuk meminta pada seseorang itu can you, could you?

Student 7 : iya.

Researcher : Hmm. Oke. Terimakasih.

Student 8.

Researcher : Kenapa pas buat request kamu lebih pake could you, would you?

Student 8 : setahu aku kalo could you itu lebih sopan. Karena kan dalam bahasa inggris kalimat dalam bentuk past menandakan lebih sopan.

Researcher : Berarti can you juga termasuk sopan ya?

Student 8 : iya.

Researcher : Tapi di nomer D kamu minta adikmu untuk menutup jendela dengan direct request. Padahal direct request itu lebih seperti ini “tutupan jendelanya”. Kamu langsung seperti itu kenapa?

Student 8 : Ya berarti kan itu tergantung kepada siapa request kita. Kalo pada yang lebih muda atau adik kan biasa aja, pakai can bisa. Kalo yang lebih tua pake could.

Researcher : Apakah kamu memperhatikan kepada siapa kamu meminta tolong, kedekatanmu kepada orang yang kamu mintai?

Student 8 : Iya pasti diperhatikan. Jadika requestnya itu tergantung kepada siapa. Kalo lebih tua kita harus lebih sopan.

Researcher : Yang lebih sopan menurutmu can dan could itu udah termasuk paling sopan ya?

Student 8 : Iya.

Researcher : Oke. Terimakasih.

Student 9.

Researcher : Kenapa hampir seluruh requestmu kok pake could you, can you, would you?

Student 9 : Aku memilih could you karena kan kalau pertanyaan berbentuk past itu lebih sopan to mbak, jadi ya itu milih could you.

Researcher : kalo can you, will you? Kan ada juga kamu yang pake kayak gitu.

Student 9 : iya tergantung sih mbak, menyesuaikan kalimat aja.

Researcher : Apa menurutmu can you, could you, itu kan sebenarnya satu tipe ya. Apa menurutmu itu yang paling sopan atau gimana? Atau ada yang lain yg paling sopan untuk membuat request?

Student 9 : iya yang paling sopan menurutku ya pake yang past itu.

Researcher : Ketika kamu membuat request, kamu memperhatikan gak sama siapa kamu membuat request, kedekatanmu dengan yang mbok minta?

- Student 9 : Iya pasti diperhatikan.
- Researcher : Tapi menurutmu yang paling pas untuk membuat request can you, could you?
- Student 9 : Iya.
- Researcher : Hmm. Oke. Terimakasih.

Student 10.

- Researcher : Kenapa semua requestmu kok pake could you, would you?
- Student 10 : Karena sopan saja mbak.
- Researcher : Sama siapa aja lawan bicaramu? Baik akrab atau tidak, lebih tua lebih muda, atau powernya di atasmu?
- Student 10 : Iya tinggal diganti bentuk present atau past aja sih mbak.
- Researcher : Darimana kamu tahu modal itu sopan untuk membuat request?
- Student 10 : Baca di buku-buku gitu, mbak. Waktu kuliah grammar juga. Terus waktu di SMA ya gitu.
- Researcher : Hmm. Oke. Terimakasih.

Student 11.

- Researcher : Kenapa di jawaban requestmu kok rata-rata kamu pake Query Prepatory? Query Prepatory itu yang menggunakan could you, would you, will you, dsb.
- Student 11 : Soalnya kan kalo orang yang gak kenal atau yang lebih tua itu kita harus, apa ya, sopan lah. Be polite.
- Researcher : Berarti could you, would you itu anggapannya sopan?
- Student 11 : iya.

- Researcher : Kamu tahu dari mana kalau *could you, would you* itu lebih cenderung sopan? Kamu dapet darimana?
- Student 11 : Soalnya kan, apa ya?
- Researcher : Apa dari dulu diajari seperti itu apa yak apa?
- Student 11 : Iya. Dari dulu diajari seperti itu. Kalo *would you like* secara gak langsung kan sopan.
- Researcher : Terus ini untuk jawaban nomer, ask for lotion sama sahabatmu kamu lebih pake strong hints. Strong hints itu request pake statement biasa tapi requestnya implisit. Kenapa?
- Student 11 : Soalnya kan udah akrab. Sama sahabat sendiri kan, jadi langsung aja kalo mau pinjem.
- Researcher : Terus untuk yang ini, kamu minta tolong sama adikmu sama bawahanmu pake mood derivable. Mood derivable itu kamu langsung “tutupan jendelanya” atau “aku minta ini.”
- Student 11 : Soalnya di bahasa jawa itu ada speech level. Aku kan Jawa mbak. Jadi kalau berbicara ke orang yang lebih muda kan kita yang dihormati, jadi pake statement yang langsung.
- Researcher : Tapi kalau dengan sahabatmu sendiri, kenapa kamu juga menggunakan *could you, would you*? Meskipun dengan temanmu sendiri kamu akrab. Kenapa?
- Student 11 : Iya ta mbak?
- Researcher : He'em. Kamu tetep pake *could you, would you*. Makanya itu kenapa?
- Student 11 : Lho itu sahabat ta?
- Researcher : He'em.
- Student 11 : Iya pokoknya kalo ke sahabat atau sama yang lebih muda gak pake *would could* gitu. Kecuali sama yang lebih tua aku pake yang lebih polite.

- Researcher : Berarti sebenere dari seluruh request ini kamu gak memperhatikan kepada siapa kamu ngomong dan powermu sama yang mbok ajak ngomong, sebenarnya memperhatikan gak sih? Apa gak terlalu?
- Student 11 : Iya memperhatikan.
- Researcher : Tapi di sini tetep aja kamu pake could you, would you gitu ya?
- Student 11 : Iya ta mbak?
- Researcher : Iya. Gak papa. Gak papa.
- Student 11 : Ini harus dipertanggungjawabkan?
- Researcher : Gak. Aku Cuma tanya kenapa itu aja.
- Student 11 : Gak sih. Biasanya aku memperhatikan. Apa ya? Ya itu, sapa yang diajak bicara.
- Researcher : Tapi lebih ke sopan aja ya kalo pake could?
- Student 11 : He'em. Iya lebih ke sopan.
- Researcher : Oke. Terus, sek tunggu ada lagi. Ini. Kamu minta tolong sama seorang boss untuk interview. Kamu lebih pake..kamu lebih minta langsung. Dari level directness, itu lebih nomer 1. Ini kan termasuk sopan. Ini di atasnya ini kesopanannya.
- Student 1 : Di atasnya?
- Researcher : Di atasnya itu maksudnya direct, indirect, sama satunya lagi yang paling sopan. Direct ini kamu minta tolong lebih langsung tapi bukan berarti kamu gak sopan. Kenapa ini? Apa kamu membuat ini gak sadar, kayak gitu?
- Student 11 : Gak ngerti mbak apa ini. Aku ya lupa pisan. Maaf ya.
- Researcher : Ya wis. Gak papa. Makasih.

Student 12.

- Researcher : Lek liat request yang kemarin kamu buat itu, beberapa kan pake Query Preparatory. Itu yang pake kata could you, would you. Beberapa

kamu gak buat semacam pertanyaan tapi lebih ke semacam statement untuk meminta seseorang untuk ngelakuin sesuatu. Itu kenapa kadang kamu pake could you, kadang kamu pake hanya statement biasa gak pake tanya? Misalnya untuk mau pinjem uang.

Student 12 : Oh. Yang satunya kok pake could you, yang satunya kok gak usah?

Researcher : iya.

Student 12 : Karena aku liat dulu sapa yang di ajak bicara. Kalo orangnya yang diajak bicara itu, apa ya, lebih tua kan tanyanya harus lebih sopan, tapi kalo sama temen kayak gini yo langsung aja kan biasa aja gak papa.

Researcher : Yang lebih sopan itu maksudmu seperti apa? Yang pake could you atau

Student 12 : Iya yang pake could you, would you kayak gitu. Kalo yang sama temen kan bisa tolong dong ini, gitu.

Researcher : Coba dilihat jawabanmu yang misalnya sama orang yang statusnya di atas kamu dan kamu gak akrab kamu pake statement biasa, gak pake could you. Kamu lebih “bapak, saya ingin minta tolong buat wawancara” gitu. Kenapa kok kamu pake tipe seperti itu? Gak pake kata tanya. Tak cross check di jawabanmu kamu gak pake kata tanya.

Student 12 : Yak apa jawabannya mbak?

Researcher : Ya pokok semacam statement, misalnya gini “bapak, saya ingin meminta waktu bapak sedikit untuk wawancara.” Misalnya seperti itu. Tak perhatikan seperti itu. Kenapa pada waktu itu kamu kok gak pake could you, would you?

Student 12 : Ya karena ya itu tadi mbak, kita kan gak langsung meminta. Kalo yang would you kesannya kita langsung minta gitu lho, mbak. Dan kesannya itu orangnya harus bersedia. Sama orang yang kita mau wawancara itu orangnya harus bersedia. Kalo misalnya “Bapak, apakah bapak bisa..?” kan kesannya gak memaksa.

Researcher : Terus ini. Untuk yang meminjam uang sama sahabatmu, kamu juga gak pake “could you lend me your money?” atau “do you mind if I borrow your money?”. Tapi kamu lebih ke statement “aku gak punya uang, uangku gak cukup.” Kenapa seperti itu?

Student 12 : Ya sama

Researcher : Apa karena uangnya? Sungkan uang’ e?

Student 12 : Gak, ya terus terang aja.

Researcher : Oh, lebih terus terang aja. Menurutmu lebih sopan mana? Meminta sesuatu pake could you atau yang pake statement kayak “Bapak, saya mau wawancara dengan bapak” atau “Bapak, saya mau minta tanda tangan?

Student 12 : Lebih sopan yang statement. Tapi kan di ikuti “apakah bapak bersedia?”

Researcher : Oh. Ya wis. Makasih

Student 13.

Researcher : Kenapa kok dari jawaban requestmu kamu lebih cenderung pake could you, would you?

Student 13 : Karena rata-rata kayak gitu. Lebih gampang ingetnya yang pertama.

Researcher : Kalo membuat request seperti itu. Jadi pas membuat request kamu gak mempertimbangkan juga sama siapa kamu buat request, kedudukan atau kedekatanmu sama yang kamu minta, gitu? Gak diperhatikan?

Student 13 : Kadang diperhatikan, mbak.

Researcher : Tapi menurutmu kalo request ya seperti itu bentuknya?

Student 13 : Iya.

Researcher : Ya wis. Terimakasih.

Student 14.

Researcher : Kenapa kok hampir di semua requestmu kamu kok pake could you, would you, dsb?

Student 14 : Soalnya yang saya tahu itu kan lebih sopan. Kalau instruksinya sama orang yang belum aku kenal bange aku pakai could, kalau sama temen yang sudah akrab ya beda ya biasa saja.

Researcher : Tapi di sini kamu sama temenmu yang akrab itu, powernya sama, kan sahabatmu kok memakai could you, would you, dsb? Apa kamu gak sadar?

Student 14 : Sebenarnya sih gak sadar. Tergantung juga, sih. Kadang aku pakai could you kalau sama teman kadang juga langsung aja. Tapi kan umumnya itu lebih sopan.

Researcher : Gitu itu kamu tau dari mana kalo could you, would you itu lebih sopan?

Student 14 : Dari kelas grammar, kelas speaking.

Researcher : Oh. Ya wis. Makasih

Student 15.

Researcher : Kenapa kamu buat request kok rata-rata pakai could you, would you?

Student 15 : Biar lebih sopan.

Researcher : Biar lebih sopan. Emang could you, would you, dsb itu patokan sopan, gitu?

Student 15 : Kan kalo biasanya pake past tense lebih sopan. Kalau indirect kan biasanya lebih sopan.

Researcher : Ada juga kamu yang pak strong hints. Strong hints itu maksudnya kamu buat request tapi gak pake pertanyaan seperti itu. Requestnya lebih implisit gitu lho. Misalnya “permisi, saya sudah menunggu lama menunya” berarti kan intinya kamu minta menu kan. Kenapa?

- Student 15 : to save the face of the people that I talked to.
- Researcher : Oke. Tapi, pas kamu buat request kamu mempertimbangkan kepada siapa kamu ngomong, kedekatan sama yang diajak ngomong, kamu mempertimbangkan gak?
- Student 15 : Ada yang iya, ada yang tidak.
- Researcher : Tapi secara umum kamu lebih memilih untuk pake can you, would you, dsb?
- Student 15 : Iya.
- Researcher : Makasih.

Student 16.

- Researcher : Kenapa requestmu hampir semua pake can you, could you, would you, dsb?
- Student 16 : Karena vocabnya adalah vocab yang sangat umum dan itu sering digunakan oleh banyak orang. Jadi request saya sudah biasa pake itu. Kata-katanya udah umum banget pake could you would you.
- Researcher : Tapi ini ya pas kamu minta lotion ke teman akrabmu kamu pake indirect request yang strong hints. Kamu gak pake can you, could you, tapi kamu pake statement biasa yang implisit kalau kamu meminta. Gimana?
- Student 16 : Gimana, mbak? Aku kurang paham.
- Researcher : Ini lho, ask for lotion. Ini kan kamu ke temen deketmu kamu minta lotion karena lotionmu itu ketinggalan, tapi kamu mintanya gak pake pertanyaan kayak can you, could you gitu. Kamu itu pake statement yang mintanya implisit. Jadi kamu bilang “aku lupa sama lotionku”. Jadi kan sebenarnya intinya kamu mau minta. Apa gak sadar?
- Student 16 : sengaja juga sih. Kadang itu jadi bahan bercanda juga, agar temenku itu menebak maksud’e kita. Kalo itu ke orang lain jadinya kayak gak

enak gitu mbak maksa orang lain mengerti maksudnya kita. Kalo temen biasa mah udah biasa kalo kayak gitu.

Researcher : Tadi kenapa kok rata-rata kamu pake could you, would you?

Student 16 : Itu vocabnya tuh udah aku kenal udah lama banget. Jadinya udah biasa lah kayak gitu.

Researcher : Itu kamu dapat dari?

Student 16 : Dari sekolah, buku-buku, terus conversation itu teman-teman juga sering banget pake itu daripada vocab-vocab yang lain.

Researcher : Terus pas kamu membuat request kamu memperhatikan gak kamu membuat request sama siapa? Apakah kepada temanmu atau dengan yang lebih tua, akrab atau gak?

Student 16 : Memperhatikan

Researcher : Terus cara membedakannya gimana?

Student 16 : Kalo aku sih secara umur. Gender gak begitu sih. Tapi kalo umum kedekatan kita sama lawan bicara kita.

Researcher : Terus kamu membedakannya yak apa? Apakah dari modal present tadi diganti past? Itu gimana?

Student 16 : Yang kutahu ya mbak ya. Kalo yang past it lebih sopan kan, jadinya pake kata-kata yang lebih sopan untuk orang yang lebih tua atau mungkin orang yang agak asing buat kita. Tapi kalo temen deket pake yang biasa aja kayak can you. Gitu.

Researcher : Oh. Iya. Makasih

MALE STUDENTS**Student 1.**

Researcher : Kenapa kok semua requestmu pake can you, could you, would you?

Student 1 : ya soalnya yang saya tahu ya seperti itu kalo buat request.

Researcher : Bentuk request seperti ini. Kamu mendapat seperti ini dari siapa?

Student 1 : Ya dari kuliah ini.

Researcher : Oh. Wis dipola di kuliah itu seperti itu?

Student 1 : He'em

Researcher : Jadi kamu gak memperhatikan juga ya sama siapapun kamu membuat request ya bentuknya seperti itu?

Student 1 : Ya diperhatikan sih. Biasanya kalo yang lebih tua biasanya cenderung kita pake bentuk past dari, apa wis, dari modal itu. Pake could, would, gitu. Kalo ke temen biasa kan pake presentnya.

Researcher : Oh. Ya wis. Makasih.

Student 2.

Researcher : Kenapa kamu kok hampir semua dari requestmu rata-rata pake Query Preparatory?

Student 2 : Karena lebih sopan saja.

Researcher : Jadi could you, would you mengindikasikan sopan?

Student 2 : Iya.

Researcher : Terus kalo sama ini, yang ngomong sama adikmu otomatis kan powermu lebih di atas adikmu tapi kamu dekat, itu kenapa kok kamu pake mood derivable?

Student 2 : Pertama, saya lebih dekat kepada adik saya. Yang jelas saya, apa ya, tidak menunjukkan rasa apa ya..ya sudah biasa gitu, jadi tidak usah mengungkapkan kayak gini. Kalo misalkan kepada bawahan saya ini. Apa ini?

Researcher : Ask for some papers.

Student 2 : Iya ask for some papers. Walaupun ini bawahan saya kan saya sebagai figurnya mereka di mana saya sebagai atasan juga memberikan contoh kepada mereka bahwasanya mereka juga harus sopan.

Researcher : Terus kalo yang terakhir ini. Kamu meminta tolong sama dosenmu kamu kok lebih pake utterance daripada request yang pake pertanyaan? Kamu lebih pake statement biasa dan itu lek dari levelnya ini paling sopan. Kenapa?

Student 2 : Ya soalnya lebih di atas dosen saya daripada saya.

Researcher : Jadi kalau misalnya ke dosen itu mending pake utterance gitu, eh statement biasa?

Student 2 : Iya. Soalnya, apa ya, kalo dalam bahasa pragmatic itu politeness itu.

Researcher : Menurutmu, dari QP, MD, dan SH yang itu tadi yang kamu pake statement, itu yang paling sopan mana?

Student 2 : Ya kalo menurutku yang ini...

Researcher : SH?

Student 2 : Iya.

Researcher : Kamu pas buat request itu merhatiin gak ada perbedaan power, keakrabanmu sama speakermu kamu memperhatikan gak?

Student 2 : Iya saya perhatikan.

Researcher : Oh. Oke. Makasih ya.

Student 3.

Researcher : Kenapa kok di sebagian besar jawabanmu pas buat request itu pake Query Preparatory?

- Student 3 : Karena biar lebih sopan gitu. Terdengar lebih sopan kalo pake could, would. Kan saya pake could sama would kan ke orang yang sekiranya orangnya levelnya di atas saya, gitu, atau lebih tua dari saya.
- Researcher : Tapi kamu sama adikmu juga pake, apa, Query Preparatory. Sama temen deketmu juga pake Query Preparatory itu gimana?
- Student 3 : Itu lebih ke tujuan, apa ya, komunikasi biar mau melakukan apa yang saya minta, pake could would.
- Researcher : Sebelum kamu membuat request, kamu memperhatikan gak kalo misalnya hearermu itu, orang yang kamu ajak ngomong itu powernya dia lebih tinggi atau lebih rendah dari kamu, hubunganmu sama dia lebih akrab atau gak, kamu memperhatikan itu apa gak?
- Student 3 : Iya.
- Researcher : Tapi tetep aja kamu lebih milih buat pake Query Preparatory ini?
- Student 3 : Iya.
- Researcher : Soale? Sopan?
- Student 3 : Soalnya lebih sopan.
- Researcher : Kata siapa sih Query Preparatory itu lebih sopan?
- Student 3 : Kata siapa. Gak, kan kalo...
- Researcher : Gak papa. Jawab aja.
- Student 3 : Kalo pake could sama would kan menunjukkan kesopanan gitu mbak.
- Researcher : Apa karena pas kuliah emang diajarinya seperti ini?
- Student 3 : He'em. Iya.
- Researcher : Oh. Ya wis. Makasih.

Student 4.

Researcher : Kenapa ini, hampir dari keseluruhan requestmu kamu pake Query Preparatory. Query preparatory itu indikasinya pake kata could you, would you, semacam itu. Kenapa?

Student 4 : Ya gini mbak, soalnya kan aku lemah di grammar kan, ya kukiranya kan kalo emang untuk menanyakan sesuatu kayak minta tolong kan ya pake kayak could, would, gitu.

Researcher : Terus pada suatu pertanyaan, eh pada suatu situasi, di mana kamu harus menyuruh seseorang untuk mematikan hpnya, kamu pake Obligation Statement (OS) yang berarti dalam statementmu itu dia harus menuruti karena ditekankan pada kata should, berarti keharusan, kan. Kenapa?

Student 4 : Ya memang pribadi, mbak. Kan suka nonton film juga kan, apa, kayak ada orang buka hp ketika menonton bioskop itu kan tidak enak juga. Di beberapa bioskop memang ada kebijakan untuk mematikan hp pas nonton, jadi mungkin ya harus dimatikan.

Researcher : Apa ini juga berhubungan, soalnya kan ketika di sini kamu berprofesi sebagai manajernya bioskop, sedangkan yang mbok suruh ini kan hanya penonton. Apa itu berhubungan “aku manajer, aku punya hak, jadi aku berhak”

Student 4 : Iya mungkin, apa ya, ya dibayangin kalo aku jadi manajer terus dulunya aku penikmat film, terus ya banyak juga orang-orang yang persis sama kaya aku gitu lho. Kayak keganggu pas nonton bioskop kok ada orang buka hp gitu.

Researcher : Terus kalo sama ini sama manajernya toko. Kamu ingin menukar sepatu. Di sini lebih pake Strong Hints. Strong Hints ini lebih sopan daripada could you, would you. Itu paling sopan. Itu kenapa? Ini gak pake kata tanya. Ini lebih pake statement yang implisit.

Student 4 : Ini ceritanya aku jadi...

Researcher : Kamu jadi customer biasa. Apa kamu membuat ini ya gak sengaja seperti ini?

Student 4 : Mungkin ya gak sengaja.

Researcher : Pas kamu buat request seperti ini, apa kamu memperhatikan dengan siapa kamu membuat request ini dan kedekatanmu sama si pendengar yang kamu minta tolongi atau yang kamu mintai sesuatu itu kamu memperhatikan apa gak?

Student 4 : Iya kadang-kadang. Kayak tadi yang nonton bioskop tadi itu.

Researcher : Kamu merasa powermu lebih di atas dia?

Student 4 : Iya, meskipun customer itu raja tapi saya yang bikin ini ya kalau tidak mau pergi saja.

Researcher : Oh. Makasih ya.

Student 5.

Researcher : Kenapa kok hampir di setiap requestmu kok kamu rata-rata Query Prepatory? Query Prepatory itu yang pake could you, would you, can you, dsb.

Student 5 : Ya menurut saya karena bahasanya lebih sopan.

Researcher : Emang kalo pake yang lain gak sopan gitu atau gimana? Atau kalo could you, would you kamu bilang sopan itu dapet dari mana?

Student 5 : Iya setahu saya ketika diajarkan di sekolah atau di kampus itu memang penggunaan could you, would you itu untuk orang yang di atas kita atau lebih tua atau derajatnya lebih tinggi dari kita.

Researcher : Tapi kenapa sama temanmu sendiri atau sahabatmu sendiri yang powernya katakanlah sama ya kalian dan akrab kamu menggunakan could you, would you, dsb?

Student 5 : Iya mungkin waktu membuat saya kurang memperhatikan jadi...

Researcher : Oh, jadi kamu gak memperhatikan soal power dan kedekatanmu sama yang mbok ajak omong?

Student 5 : Iya kurang konsentrasi.

Researcher : Ya wis. Makasih.

Student 6.

Researcher : Kenapa semua requestmu kok pake could you, can you, would you, dsb?

Student 6 : Menurut saya lebih sopan saja sih, mbak.

Researcher : Cuma itu saja?

Student 6 : Iya.

Researcher : Tahu darimana sih kalau could you, would you itu patokan sopan?

Student 6 : Kalau di grammar itu ya tahunya lebih sopan.

Researcher : Jadi memang dari ajarannya kayak gitu?

Student 6 : Iya.

Researcher : Terus kamu gak memperhatikan juga sama siapa kamu ngomong jarak kedekatanmu sama yang mbok ajak omong kamu gak memperhatikan? Soalnya kamu pukul rata semua pake can you, would you.

Student 6 : Kayaknya gak sih, mbak. Intinya lebih sopan saja.

Researcher : Oke. Makasih

Student 7.

Researcher : Kenapa dari keseluruhan requestmu kamu pake could you, would you, can you, pake modal seperti itu?

Student 7 : Ya supaya kita bisa mengetahui kemungkinan apakah orang yang kita mintai pertolongan bisa atau tidak.

- Researcher : hubungannya dengan kesopanan?
- Student 7 : Iya menurut saya cukup sopan jika kita menggunakan kata-kata can atau could.
- Researcher : Dan ada hubungannya juga dengan kemungkinan. Begitu?
- Student 7 : Iya kemungkinan apakah orang yang kita mintai tolong itu mau apa gak.
- Researcher : Menurutmu kemungkinannya besar yang mana can atau could, will atau would?
- Student 7 : Menurut saya kemungkinannya lebih besar menggunakan kata could atau would karena konteksnya lebih sopan.
- Researcher : Dan untuk patokan request apakah harus menggunakan could, would, etc?
- Student 7 : Iya.
- Researcher : Kata siapa?
- Student 7 : Dari referensi di buku-buku.
- Researcher : Referensi di buku-buku. Pas kuliah juga diajari seperti itu?
- Student 7 : Iya.
- Researcher : Pas kamu membuat request kamu memperhatikan gak kepada siapa kamu membuat request? Apakah kepada yang lebih tua, yang lebih dekat, atau dengan yang lebih tinggi derajatnya?
- Student 7 : Iya. Kita harus memperhatikan konteks sesuai dengan budaya kita sendiri, dari tingkat usia juga.
- Researcher : Kalau dengan yang lebih tua kita memakai apa?
- Student 7 : Could
- Researcher : Kalau dengan yang sebaya kita menggunakan can. Begitu?
- Student 7 : Bisa can atau pakai bahasa slang yang gaul-gaul.
- Researcher : Oh. Ya udah. Makasih.

Student 8.

Researcher : Opo'o kok kamu rata-rata kok pake kayak can you, will you, would you, gitu semua?

Student 8 : Soalnya umumnya seperti itu mbak.

Researcher : Umumnya seperti itu. Tahu darimana kalo umumnya seperti itu?

Student 8 : Kan seneng nonton film. Terus kebanyakan request kan memang dimulai dengan modal.

Researcher : Kepada siapapun?

Student 8 : Iya tergantung. Untuk pemakaian modalnya kan tergantung addressenya. Kalau addressenya punya kedudukan social lebih tinggi, formnya biasanya yang dipake itu past form seperti would, could, dsb.

Researcher : Menurutmu itu yang paling sopan ta?

Student 8 : Gak.

Researcher : Ada yang lebih sopan lagi?

Student 8 : Ada yang lebih sopan lagi.

Researcher : Tapi kamu rata-rata di sini pukul rata pake 1 tipe itu tadi? Could you, would you kan itu 1 Types Query Preparatory.

Student 8 : Iya.

Researcher : Tapi kamu menyadari pas kamu buat request, kamu buat request sama siapa, kedudukanmu sama si pendengar gimana?

Student 8 : Tahu. Iya.

Researcher : Tapi tetep kamu membedakan politeness dari would you, will you, itu?

Student 8 : Iya dengan penggunaan past dengan presentnya itu. Ada yang can, ada yang could. Tapi kan taunya gak pake...

Researcher : Indirect ya?

Student 8 : Iya. Misalnya kan “I was wondering....” Awalnya kan itu terlalu sopan, gak tak pake. Terus gak pake indirect juga soalnya yang diminta request.

Researcher : Oke. Makasih.

Student 9.

Researcher : Kenapa pas buat request kamu kok pake could you, would you, dsb?

Student 9 : Mungkin kalau could you sama would you lebih memperhalus, apa ya, pemaknaan kata.

Researcher : Kalo berhubungan sama politeness apa itu yang paling sopan?

Student 9 : Iya

Researcher : Tapi di sini ya, aku garis bawah yang situasi B. Kamu membuat request dengan orang yang setara. Setara itu kamu membuat request dengan temenmu yang paling dekat. Berarti kan otomatis kamu hubungannya dekat dan powernya pun setara. Kamu kok lebih cenderung pake Strong Hints? Strong Hints itu request yang sebenarnya lebih polite daripada could you, would you itu tadi. Kamu menyadari apa gak sebenarnya?

Student 9 : Mungkin aku gak menyadari juga, ya.

Researcher : Berarti intinya yang kamu tahu ketika kamu membuat request could you, would you itu yang paling sopan?

Student 9 : Iya. Itu ya sopan.

Researcher : Terus pas kamu buat request gini, kamu mempertimbangkan kepada siapa kamu ngomong?

Student 9 : Iya sebenarnya mempertimbangkan. Mungkin waktu itu juga kurang teliti juga pas liatnya. Cuman kalo untuk could dan would lebih diutarakan kepada orang yang lebih tua.

Researcher : Oke. Terimakasih

Student 10.

Researcher : Itu kenapa kamu buat request sering pake can you, could you, would you, will you? Kok pake modal-modal itu kenapa?

Student 10 : Apabila saya menggunakan may, itu untuk orang yang dekat sama saya. Namun apabila saya menggunakan could, might, would, itu untuk orang grade, baik status atau usia lebih di atas saya.

Researcher : Itu kan sebenarnya can, could, dsb sebenarnya 1 tipe, kenapa kok rata-rata pake modal semua?

Student 10 : Karena kebiasaan sehingga saya menjawab pertanyaan dari mbaknya pake kata-kata itu.

Researcher : Kebiasaan itu kamu dapat darimana? Apa pas sekolah? Apa pas kuliah?

Student 10 : Waktu saya sekolah sampai kuliah. Jadi sudah terbiasa menggunakan kata-kata itu.

Researcher : Jadi tinggal menyesuaikan present atau pastnya saja?

Student 10 : Iya. Saya juga kadang memakai modal yang lainnya.

Researcher : Oh. Iya-iya. Terimakasih

Student 11.

Researcher : Kenapa kok semua requestmu konsisten sekali pake could you, would you, dsb?

Student 11 : Karena, apa ya, bahasanya lebih sopan banget, mbak.

Researcher : Oh, menurutmu itu paling sopan banget?

Student 11 : Iya.

Researcher : Kata siapa?

Student 11 : Kata saya.

Researcher : Apakah dari pak guru dan bu guru, atau dosen?

- Student 11 : Iya itu kata dosen-dosen sama guru-guru dari SMA, kalau memakai could itu lebih sopan daripada yang lainnya.
- Researcher : Ketika kamu membuat request, apakah kamu memperhatikan kepada siapa kamu ngomong? Apakah sama dosen atau temanmu atau adikmu. Termasuk dengan kedekatanmu dengan mereka.
- Student 11 : Tidak. Terkadang ya kalau aku ke adikku gak memakai kayak gitu. Terlalu sopan.
- Researcher : Tapi kenapa di sini seperti itu? Ya karena standar bahasa inggris gitu?
- Student 11 : Iya karena standar bahasa inggris.
- Researcher : Oke. Terimakasih

Student 12.

- Researcher : Kenapa kok hampir seluruh requestmu menggunakan Query Preparatory? Query Preparatory itu yang menggunakan could you, would you, will you, dsb.
- Student 12 : Itu tergantung kepada siapa kita bicara kan mbak. Waktu itu kan atasan, jadi kalo pake would you itu kan terkesan sopan.
- Researcher : Terus kalo temanmu itu kadang kamu juga memakai can you, will you, may. Kenapa?
- Student 12 : Kalau menurut saya, kalau may, can biasa itu kan terkesan informal. Jadi kalau ke teman tidak perlu menunjukkan kesopanan yang biasa aja.
- Researcher : Tapi menurutmu untuk membuat request yang sopan memakai can, could. Begitu?
- Student 12 : Iya, sama would, would you mind.
- Researcher : Terus ini tak perhatikan, kamu kalo sama adikmu lebih pake direct request itu kenapa?

Student 12 : Iya karena adik saya ada di bawah saya, jadi statusnya lebih rendah. Menggunakan direct ya tidak masalah.

Researcher : Tapi pas sama bawahanmu, pas kamu minta kertas sama bawahanmu, kamu kembali lagi menggunakan can, kenapa?

Student 12 : Iya soalnya itu kan ke orang lain. Kalau sama adik kita akrab, sedangkan dengan orang lain belum tentu akrab, apalagi kita minta tolong, jadi harus dengan sopan.

Researcher : Oh. Oke. Terimakasih

Student 13.

Researcher : Kenapa hampir semua requestmu menggunakan Query Prepatory? Query Prepatory itu yang menggunakan could you, would you, will you, dsb.

Student 13 : Karena yang teringat pertama kali ya itu

Researcher : Teringat cara buat request ya gitu itu?

Student 13 : Iya.

Researcher : Kata siapa? Apakah memang polanya memang seperti itu?

Student 13 : Iya mungkin pola

Researcher : Dari yang diketahui ya gitu itu?

Student 13 : Iya.

Researcher : Oke. Terimakasih

Student 14.

Researcher : Kenapa kok rata-rata kamu pake can you, could you, would you?

Student 14 : Karena katanya kalau memakai can, would itu lebih sopan.

Researcher : Kata siapa?

Student 14 : Sebagian besar dosen-dosen juga ada yang mengatakan kalau menggunakan can itu lebih sopan soalnya kita menanyakan kemampuan mereka dan kebiasaan mereka daripada langsung meminta.

Researcher : Jadi kalo sama siapapun kamu tetep pake can you, could you, would you?

Student 14 : Ya gak sih. Tapi kalau untuk stranger biasanya lebih pake itu.

Researcher : Bagaimana dengan orang yang lebih tua atau derajatnya lebih tinggi dari kamu?

Student 14 : Mungkin would you, please.

Researcher : Lebih ke bentuk past?

Student 14 : Iya.

Researcher : Oke. Terimakasih

Student 15.

Researcher : Hampir dari semua requestmu kamu pake Query Preparatory. Query Preparatory itu yang pake could you, would you. Kenapa?

Student 15 : Supaya lebih sopan dan tidak menyakiti orang yang diajak berbicara

Researcher : Tapi pada situasi tertentu kamu menggunakan Mood Derivable. Mood derivable itu kamu mintanya lebih langsung. Seperti waktu kamu meminta menu. Kenapa?

Student 15 : Soalnya kalo di restoran itu terlalu berbelit kalo pake bahasa yang sopan. Jadi langsung direct aja.

Researcher : Apa karena juga kamu merasa customer dan customer adalah raja? Jadi pelayan kamu anggap di bawahmu. Jadi kamu mintanya langsung direct gitu?

Student 15 : Iya ada alasan seperti itu juga.

Researcher : Terus sama adikmu juga. Kamu meminta untuk menutup jendela. Kamu juga lebih ke direct. Kenapa?

Student 15 : Karena saya merasa saya lebih tinggi dari adik saya dan hubungannya lebih dekat.

Researcher : Berarti kamu juga mempertimbangkan ketika kamu membuat request, kepada siapa kamu membuat request, powermu dan kedekatanmu dengan yang kamu ajak bicara?

Student 15 : iya

Researcher : Tapi untuk Query Preparatory ini lebih sopan saja. Begitu?

Student 15 : Iya.

Researcher : Oke. Terimakasih

Student 16.

Researcher : Kamu pas buat request pake could you, would you, can you, pakemodal semua itu kenapa?

Student 16 : Kalo dari saya sendiri, kesannya lebih sopan.

Researcher : Jadi menurutmu could you, would you bentuk sopan dari membuat request?

Student 16 : Iya.

Researcher : Kata siapa?

Student 16 : Dulu waktu SMA seperti itu.

Researcher : SMA. Jadi pas bahasa inggris di ajarinya gitu?

Student 16 : Iya

Researcher : Ketika kamu membuat request, apakah kamu memperhatikan sama siapa kamu ngomongnya? Apa dengan dosenmu, adik, atau dengan orang yang lebih tua atau akrab. Apakah bentuk requestnya dibedakan atau disamakan?

Student 16 : Kalau dengan yang lebih tua ya pake could you, would you. Kalau dengan yang sebaya atau di bawah memakai can, will.

Researcher : Jadi kamu membedakannya dari present dan pastnya?

Student 16 : Iya.

Researcher : Oke. Terimakasih.

