Polite Request Strategies: A Study of Interlanguage Pragmatics of EFL Javanese Learners of Indonesia

THESIS

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DEDICATION

This thesis is dedicated to:

1. My dearest parents Suyono and Ernawati I do thank you for the endless prayer and support in any way of my life.

2. My beloved sister Rizka Juliananda Fahmiyanti and my brothers Helmy Zulharmansyah Afrizal, Husni Rizal Alfiansyah, and Rizal Farnas Taqiudin I do thank you for the support and spirit that given to me.

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MOTTO

"If culture was a house, then language was the key to the front door [and] to all rooms inside."

(Khaled Hosseini)*

"Man jadda wajada

Siapa yang bersungguh-sungguh, pasti berhasil."

(Arabic Proverb)

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*Khaled Hosseini - a writer, a doctor. Quote is taken from his novel "And the Mountains Echoed" published on 2013.

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DECLARATION

I hereby state that the thesis entitled **Polite Request Strategies: A Study of Interlanguage Pragmatics of EFL Javanese Learners of Indonesia** 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. I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledge.

Jember, 18 November 2015
The Candidate,

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SUMMARY

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The study is about Interlanguage Pragmatics especially on request strategies that are produced by Javanese EFL and also the reflection of Javanese politeness concept to the request. This study is important in discussing the types of request strategy produced by participants and describing the Javanese politeness concepts on request strategies in English. Additionally, this also provides different request strategies in English and Javanese produced by participants and elaborates the cause of the differences.

This study is a qualitative study. The researcher uses two ways to collect the data; using questionnaire and interview. The questionnaire that is used in this research is Discourse Completion Test (DCT). The DCT is used in order to get the types of request strategies. Therefore, the DCT contains of six scenarios adapted from a journal written by Sukamto (2012:4). Those six scenarios will classify into three types of situations based on the politeness principles proposed by Scollon and Scollon (2001:54); deference, solidarity and hierarchy. Furthermore, interview is conducted to select the participant and to collect the additional data. To support the analysis, the theory of interlanguage pragmatics and politeness strategy is used. In this research, the classification of request strategy is referring to Cross-Cultural Speech Act Realization Project (CCSARP) by Kulka et al. (1982). In addition, the Javanese politeness strategy, referring to Sukarno (2010), is also used; they are *tata* krama, *andhap asor*, and *tanggap ing sasmita*.

The results of this study show that query preparatory strategy is the most used strategy by participants and it is delivered in different ways such as using

hint before the head request, and using reason before and after the head request. Moreover, they also use modal verb in different tenses. These cases are describing the reflection of Javanese politeness concepts on request strategies in English. In other case, the participants also produce different request strategy in DCT of Javanese version compared to the English version that seen from the complexity of request strategy and modification. The result of interview shows that more complex request in English is caused by two reasons; the participant is mastering many English vocabularies and the participant is mastering different language structure of L1 and L2. However, more complex request in Javanese is also caused by two reasons; the participant is not mastering many English vocabularies and the participant is applying his L2 pragmatics' competence both on the structure of language and the cultural consideration.

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CHAPTER 1. INTRODUCTION

This chapter consists of the background of the study, the research questions, the goals of the study, the significances of the study, and the organization of the study.

1.1 The Background of the Study

As an international language, English has been used by people around the world. That condition influences people to learn English to communicate with other people from other countries. In Indonesia, English is categorized as foreign language as approved by Saville and Troike (2006:4) that "Foreign language is the language which is not widely used in the learners' immediate social context. It might be used as cross cultural communication or studied as a curricular requirement or elective in school."

According to that notion, English in the Faculty of Letters Jember University is also taught as a foreign language because students rely on their time in classroom to English. As English foreign learners, it cannot be avoided that students will bring their first language in the process of learning. This refers to Troike definition that "first language is a language which is acquired by someone during childhood and it is used as part of growing up among people who use it" (2006:4). When students are in the middle of the process of learning the target language (TL), then this is called interlanguage. According to Selinker (1972 cited in Troike, 2006:40) interlanguage is "the intermediate states of a learner's language as it moves toward the target language." In this research, the participants are in the process of interlanguage with Javanese as the NL and English as the TL. This thesis, then, focuses to discuss about "the subfield of interlanguage studies, which belongs to the domain of second language acquisition research and pragmatics namely interlanguage pragmatics" (Schauer, 2009:15). Interlanguage pragmatics, referring to Kasper & Rose (2002 cited in Schauer 2009:15), investigates how EFL develop their ability to perform an action in a target

language. They also (2009:16) state that "interlanguage pragmatics studies in the 1980s and most of the 1990s focused almost exclusively on comparing native speakers' and language learners' production and comprehension of speech acts and the number of developmental of this studies for 20 years were so small." According to that fact, we should consider that interlanguage pragmatics is a hybrid discipline of pragmatics and second language acquisition. So, we should not only compare the native speakers' and language learners' production of speech acts, but also thinking about the cultural effect to the production of speech acts. This is the focus of this research.

Yule (1996:47) defines speech acts as "actions that are performed by someone via utterances". This also refers to Austin (1962 cited in Schauer 2009:7) that "speakers do not merely use language to say things, but to do things. Those utterances could be regarded as speech acts." Austin (1962 cited in Schauer 2009:7) distinguishes three components of speech acts; locutionary act (the actual words that speaker uses), illocutionary act (the intention or force behind the words), and perlocutionary act (the effect the utterance has on the hearer). There are some kinds of speech acts in English such as apology, complaint, compliment, invitation, promise, or request. However, in this study, the researcher focuses on request strategy. This is because request strategies are the strategies that are mostly used by students especially in the classroom or society around the campus to the peers, junior, senior, or even lecturer to ask for information. This is strengthened by the following statement:

> "Requests are very frequent in language use (far more frequent, for example, than apologizing or promising); requests are very important to the second language learner; they have been researched in more detail than any other type of speech act; they permit a wide variety of strategies for their performance; and finally, they carry with them a good range of subtle implications involving politeness, deference, and mitigation" (Fraser 1978 cited in Schauer, 2009:24-25).

From the note above, this can be concluded that request strategy has been researched by many researchers than any other type of speech acts.

Language has a strong relevance with cultural concept. Nasr (1983 cited in Sukarno 2010:59) states that, "language and culture are two different aspects; however, they cannot be separated from one another because language is the mirror of the culture and the identity of the speakers." Request strategy, as one of the speech acts, has a strong relationship with politeness. People will have different ways to make a request to the different interlocutors. This happens in both Javanese and English. According to Sukarno (2010:64) "the factors that influence Javanese people to produce various request strategies are the different age and social status between the speaker and hearer". Further, Schauer (2009:25) explains that "speaker needs to decide the appropriate request for different individual context ranging from the equal status like friends to the higher status like professor". Based on those explanations, it can be concluded that the production of speech acts by language learners cannot be separated from the role of culture that is owned by the learners.

There are hundreds kinds of language in Indonesia. According to a group of The Summer Institute of Linguistics (SIL) that is acquired from the trusted website (http://www.sil.org/about/news/language-documentation-workshop-indonesia), there are 722 languages spoken in Indonesia. One of them is Javanese language that is used by people who are living in province of Java and it has become one of the Javanese cultures beside the traditional songs and dances. This refers to Sukarno (2010:60) statement that "Javanese language is the mirror of the culture and identity of the Javanese people." In addition, Poedjosoedarmo and Errington (1979 and 1988 cited in Sukarno 2010:62) said that "there are three levels of Javanese language; *Ngoko* (Ng) (low level), *Krama Madya* (KM) (intermediate level), and *Krama Inggil* (KI) (honorifics)". These three levels will be used in the different situations depends on the different intimacy and social status between the speaker and hearer. This difference is related to the concept of politeness in Sukarno (2010:62) that "Each level of Javanese languages will indicate the level of politeness. The Ng level expresses the less polite, the KI level indicates the most polite, and KM is in between of these two levels".

Furthermore, there are three concept of Javanese politeness principles referring to Sukarno (2010:61); "*tata karma* (the language styles)*, andhap-asor* (humbling oneself while exalting others)*,* and *tanggap ing sasmita* (being able to catch the hidden meaning)". Therefore, Javanese people must understand the usage of three levels of Javanese languages as the linguistics devices in politeness in order to have a good attitude based on the Javanese politeness principles.

This research is worth conducting because the researcher assumes that request strategies will be the strategies that mostly used by students especially in the classroom or society around the campus to ask for information, permission, or lecture. As the Javanese learner of English, student maybe influenced by the Javanese culture to make request in English. This condition could trigger misunderstanding if the student has a conversation with the native speaker of English. Therefore, this study tries to reveal how the Javanese learner of English produces request in English and how far the Javanese culture can be reflected in it.

1.2 The Research Questions

This research investigates request strategies and focuses on three questions:
1. How do the participants perform requests in English?
2. How are the Javanese politeness concepts reflected in participants' request of English?
3. How are request strategies in Javanese and English different?

1.3 The Goals of the Study

This research is conducted to reach certain goals. The first goal is to classify the request strategies in English as the target language produced by participants who are studying English and they are using Javanese as their native language. Furthermore, this research is conducting to figure out how the Javanese politeness concepts are reflected in students' strategies when they are making request in English. The third purpose is to find the different request strategies

produced by participants in Javanese and English and elaborate the cause of the differences based on the result of interview with participants.

1.4 The Significances of the Study

Several significances of this thesis are delivered firstly to the English Foreign Learner (EFL). Through this thesis, they will know the kinds of request strategies in English and also the modification of request strategies. Secondly, it will be beneficial for the readers because they will get knowledge about SLA, interlanguage pragmatics, and also request strategies. Moreover, intercultural communication is learned in order to avoid misunderstanding and failure in communication across culture. The last, this thesis can be useful as the previous research for the next researcher who is interested to have a research about interlanguage pragmatics.

1.5 The Organization of the Study

This thesis consists of five chapters. The first chapter is about introduction that will explain the whole content of this thesis. It contains the background of the study, the research questions, the goals of the study, the significances of the study, and the organization of the study. The second chapter contains the previous researchers and theoretical review that is used by researcher to find out the gaps of the similar research's topic and to find the theories related to the research's topic to support the analysis. The third chapter tells about the method of research. It contains the type of research, the participants of research, the type of data, the data collection, and the data analysis. The fourth chapter explains the result of the research completely with the discussion of the result of research. Furthermore, in the fifth chapter, the researcher will give the conclusion of the research.

CHAPTER 2. LITERATURE REVIEW AND THE THEORETICAL REVIEW

This chapter provides the previous researches and theoretical review. The previous researches are used by researcher to find out the gaps of the similar research's topic. Furthermore, the theoretical review also needed to support the analysis in this research.

2.1 The Previous Researches

Many researches about request studies have been done by many researchers. There are three different researches taken by the researcher related to this thesis in order to review what have happened before. The first previous research about interlanguage pragmatics of request strategy is taken from Sukamto. In her journal, "Polite Requests by Korean Learners of Indonesian" (2012), she analyzed the polite requests competence of 25 Korean Learners of Indonesian compared to the requests produced by 25 Indonesian native speakers. In her research, the participants were asked to make requests in three situations according to three politeness systems on the basis of social relationship between speaker and addressee: hierarchy, deference, and solidarity. The result shows that participants in both groups tend to use the query preparatory strategy in making requests. However, the differences of making request between Korean Learners of Indonesian and Indonesian native speakers happened not only in the case of pragmatics, but also the cultural differences. It makes them behave differently in terms of how they modify the head acts and how they use the politeness markers. This fact is related to this thesis in which the politeness markers based on cultural concept plays a role to the production of request strategies used by participants. However, this thesis has different object of research because all of the participants in this thesis are the English foreign learner who are the Javanese native speakers as well.

Related to the first previous research, the second research also about interlanguage pragmatics, however, it explains refusal strategy. Written by

Wijayanto (2013), "The Emergence of the Javanese Sopan and Santun (Politeness) on the Refusal Strategies Used by Javanese Learners of English" discusses the refusal strategies conducted by British native speakers of English (NSE) and Javanese learners of English (JLE). The data were elicited through discourse completion test (DCT) from 20 NSE and 50 JLE. The refusal strategies were analyzed based on a modified refusal taxonomy proposed by Beebe, Takahashi and Weltz (1990). The study found that the refusal strategies made by JLE reflects the Javanese culture because the refusal strategies used by JLE are due to the Javanese politeness strategies. Although this journal discusses the different kind of speech act, but it has the same object of research, they are Javanese Learners of English.

The last previous research is taken from a thesis written by Purwanti. In her thesis, "Request Strategies Employed by Male and Female Characters in *The Devil Wears Prada*" (2014), she analyzed request strategies employed by male and female characters in a film *The Devil Wears Prada*. This thesis discusses request strategies and consider about gender and different social statuses of the participants. She analyzed the data by using Kulka et al (1989) classification of request strategies in order to find out the types of request. She took the data from the transcript of the utterances of three male and female characters in the movie that consist of request. The result of this study shows that direct request strategy mostly used by male and female characters with different statuses. It was clear that Tri's thesis has a contribution to this research in request strategy aspect, because this research investigate the request strategy. However, the present research about request strategies in the field of interlanguage pragmatics.

This research, then, discusses interlanguage pragmatics of request strategies of 10 Javanese native speakers who are studying English as EFL. After reviewing those three previous researches above, the researcher wants to discuss about the gaps found. In the two previous research of interlanguage pragmatics, the participants are the native speakers of each native language (NL) and target language (TL) languages to be discussed in the research. However, in the present

research, the participants are the native speaker of the NL who are studying TL. The answer of the gaps will be found by regarding to the classification of request strategies that the participants used in English and also the reflection of the Javanese politeness systems on the request strategies produced by participants when they are making request in English.

2.2 Review of Related Literature

2.2.1 Interlanguage Pragmatics

Interlanguage is the condition when students are in the middle process of learning the TL. This refers to Selinker (1972 cited in Troike 2006:40) that interlanguage is "the intermediate states of a learner's language as it moves toward the target L2." Interlanguage has an independent system. It can be illustrated as follows:

L1_____| ....|_____L2
                        Interlanguage
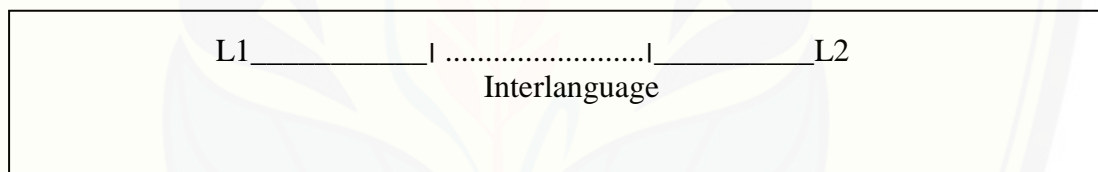
Figure 2.1 Schematic representation of the process of interlanguage in second language acquisition

From the figure 2.1 above, it can be concluded that interlanguage is not the native language system or the target language system. Selinker (1972 cited in Troike 2006:40) also categorizes five characteristics of interlanguage; "systematic (interlanguage is governed by rules of the learner's internal grammar), dynamic (interlanguage is the system of rules which learners have in their minds changes frequently), variable (although interlanguage is systematic, it will have differentpatterns of language use based on the context and situation), reduced form (refers to the less complex grammatical structures occurs in an interlanguage compared to the target language), and reduced function (refers to the smaller range of communicative needs served by an interlanguage if the learner is still in contact with members of the L1 speech community)".

"Students will take a process that is involved in interlanguage development, namely transfer" (Troike, 2006:19). According to Troike (2006:19) there are two kinds of transfer; positive transfer and negative transfer. "Positive transfer happens when an L1 structure or rule is used in an L2 utterance and students use it correctly or appropriately in L2". In other word, L1 and L2 have the same characteristic. In contrast, "negative transfer (or interference) happens when an L1 structure or rule is used in an L2 utterance and students use it inappropriately and is considered as an error". This means that L1 and L2 have the different characteristic. So, the kinds of transfer that is happened to the students can be determined by looking at the output in the target language.

Interlanguage pragmatics, then, is "a subfield of interlanguage which belongs to the domain of second language acquisition research, and pragmatics" (Schauer, 2009:15). Kasper & Rose (2002 cited in Schauer, 2009:15) state that "interlanguage pragmatics belongs to both pragmatics and SLA as well".

> "As the study of second language use, interlanguage pragmatics examines how nonnative speakers comprehend and produce action in a target language. As the study of second language learning, interlanguage pragmatics investigates how L2 learners develop the ability to understand and perform action in a target language" (Kasper & Rose 2002 cited in Schauer 2009:15).

2.2.2 Speech Acts

Much of the works in interlanguage pragmatics have been conducted within the framework of speech acts. Yule (1996:47) defines "speech acts are actions that is performed by someone via utterances". This also refers to Austin (1962 cited in Schauer 2009:7) that "speakers do not merely use language to say things, but to do things and that thus utterances could be regarded as speech acts." He, furthermore, developed a system which distinguished three components of speech acts; "the locutionary act (the actual words that the speaker uses), the illocutionary act (the intention or force behind the words), and the perlocutionary

act (the effect the utterance has on the hearer)" (Schauer, 2009:7). Therefore, in English, there are some kinds of speech acts such as apology, complaint, compliment, invitation, promise, or request. However, in this study, the researcher wants to investigate one of those speech acts; that is request.

2.2.3 Request Study

Request is one of the speech acts that is used by people in daily life. A request expresses a desire for the addressee to do a certain thing and normally aims for the addressee to intend to and, indeed, actually do that thing. Since requests are made by language learners and native speakers on a daily basis and the various contexts in which requests can occur, this speech act has much attention in interlanguage research in the past three decades. Some researchers explain that request strategy has been researched by many interlanguage pragmatics researchers than any other type of speech acts. One of them is Fraser's opinion (1978). Fraser states that, "requests are very frequent in language use (far more frequent, for example,than apologizing or promising); requests are very important to the second language learner; they have been researched in more detail than any other type of speech act; they permit a wide variety of strategies for their performance; and finally, they carry with them a good range of subtle implications involving politeness, deference, and mitigation" (1978 cited in Schauer 2009:24-25). From the researcher's point of view, request strategy is interesting to be discussed because requests are frequently used by people in daily life than the other speech acts. Then, that condition guides someone to make a various kind of request strategies. Furthermore, the way someone producing requests could reflect their cultural background.

2.2.4 Request Strategies

Request strategy has its own classification systems in interlanguage pragmatics. In this thesis, the researcher uses the classification scheme of request strategy used in the Cross-Cultural Speech Act Realization Project (CCSARP)

proposed by Kulka, et al. (1982). The classifications are used in this research because it relates to the social context that will obtain the different request strategies. "High social stakes involved for both interlocutors in the choice of linguistic options" (Kulka, et al.1982 cited in Schauer 2009:25). Moreover, the researcher cannot find another request taxonomy proposed by another expert that closely related to the topic of this research.

There are nine categories of individual request strategies proposed by Kulka, et al. (1982 cited in Sukamto 2012:2-3) ranging from the most direct to the most indirect. This categorization have been frequently employed in interlanguage pragmatics research. "These strategies are often referred as head acts or the main strategies that are employed to make requests" (1982 cited in Sukamto 2012:3).

Table 2.1 Request strategy types - definition of coding categories and examples

Types	Examples
1. *Mood derivable* Utterances in which the grammatical mood of the verb indicates illocutionary force.	Clean up the mess. Move your car.
2. *Explicit performatives* Utterances in which the illocutionary force is clearly mentioned.	I'm asking you to clean up the mess. I'm asking you to move your car.
3. *Hedged performatives* Utterances in which the statement of the illocutionary force is modified by hedging expressions.	I would like to ask you to clean up the mess. I would like to ask you to move your car.
4. *Obligation statements* Utterances which state the hearer's obligation to perform the act.	You'll have to clean up the mess. You'll have to move your car.
5. *Want statements* Utterances which indicate the speakers desire that the hearer performs the tasks.	I really wish you'd clean up the mess. I really wish you'd move your car.
6. *Suggestory formulas* Utterances which include a suggestion to do something.	How about cleaning up? Why don't you move your car?
7. *Query preparatories* Utterances contain certain modal,	Could you clean up the mess, please? Would you mind moving your car?

such as can/could/would/may that shows the preparatory conditions (e.g ability, willingness) of the hearer to do act or the possibility of the act to be performed.	
8. *Strong hints* Utterances containing partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act).	You have left the kitchen in a terrible mess.
9. *Mild hints* Utterances that make no reference to the request proper, but can be interpreted as requests by context (indirectly pragmatically implying the act).	We don't want any crowding (as a request to move the car).

In CCSARP's scheme above, requests formulated from strategies 1 to 5 are categorized as *direct requests*. Direct request strategies includes forms in which requestive force is marked syntactically or indicated explicitly. However, according to Achiba (2003:36), direct request is also distinguished based on the level of directness in which the strategies from 1 to 3 are classified as the most direct or transparent level of requests where grammatical indicate the illocutionary force. Furthermore, in 4 and 5 strategies, the illocutionary force is directly derivable from the semantic content of the utterance. Further, the requests employing strategies 6 to 9 are referred as *indirect requests* which are devided into two kinds of indirect requests, they are *conventionally indirect request* and *non-conventionally indirect request*. Conventionally indirect request, according to Achiba (2003:36), is "a strategy when the illocutionary force is signalled by conventional usage". Reffering to Kulka (1989 cited in Achiba 2003:8), "by using conventionally indirect strategy, the speaker can convey an information-seeking question or a request, or both". Therefore, the speaker's inquiry about the hearer's ability is an initial step toward a hidden purpose. Request strategies number 6 and 7 are included to conventionally indirect request. On the contrary, non-conventionally indirect request is "the least direct levels of request are those

whose interpretation depends heavily on the contexts" (Achiba, 2003:36). Then, strategies 8 and 9 are classified as non-conventionally indirect request.

Some researchers consider the correlation between direct request and indirect request to the level of politeness. According to Clark (1979 cited in Achiba, 2003:7), there is a clear dividing line between direct and indirect request strategies. He (1979 cited in Achiba, 2003:7) states that "direct strategies deliver only one meaning or illocutionary force, so the speaker's purpose is explicit". On the contrary, "indirect strategies deliver more than one meaning or illocutionary force, so the speaker's purpose is conveyed implicitly". Related to that, it is generally agreed that "indirect strategies are used for the sign of politeness" (Levinson 1978, cited in Achiba, 2003:7).

According to Kulka's finding, Cenoz has conducted a research in 1995 related to the requesting behavior presented by Americans as the native speakers of English. In her research, she investigated the similarities and differences in the requesting behavior between the American and European speakers in English and Spanish. The result shows that query preparatories are the most frequent used in English request. However, mood derivables are the least used in English request.

There are two kinds of request modification; internal modification and external modification. According to Schauer (2009:166) "internal modifiers are linguistic or syntactic devices that are used by speakers to modulate the illocutionary force of their request". Further, internal modification is classified into two types; downgrade (i.e. modifiers that decrease the illocutionary force of a request) and upgrade (i.e. modifier that increase the illocutionary force of a request). Downgrade, then, is divided into two categorized; syntactic downgrade and lexical/phrasal downgrade. The classification of internal modification is adapted from Kulka (1989 as cited in Najafabadi and Paramasivam 2012) that can be seen as follows.

Table 2.2 Classification of Syntactic Downgrade

Names	Examples
1. *Play-down*	"I *was wondering* if I could join your study group."
2. *Conditional*	"… *if you have time,*'"

Table 2.3 Classification of Lexical/Phrasal Downgrade

Names	Examples
1. *Politeness marker*	"Can I *please* have an extension on this paper?"
2. *Embedding*	"*It'd be great* if you could put this on the door."
3. *Understate*	"If you have *a minute,* could you help me with this stuff?"
4. *Appealer*	"I need your computer to finish my assignments, *okay?*"
5. *Downtoner*	"Is there *any* way I could get an extension?"
6. *Consultative Device*	"*Would you mind* lending me a hand?"

Table 2.4 Classification of Upgrade

Names	Examples
1. Adverbial intensifier	"I would be *most* grateful if you could let me use your article."

On the other hand, "external modifiers, which are also called supportive moves, are additional statements that are made by speakers to support the head act, that is, the core of the request utterance containing the requestive verb(s) which determine the directness level of the request" (Schauer, 2009:183). External modification is classified to eight classifications.

Table 2.5 Classification of External Modification

Names	Examples
1. *Preparator*	"Hey, *you had this management class, right*?"
2. *Grounder*	"*I wasn't in class the other day because I was sick.*"
3. *Disarmer*	"*I know this is short notice*"

4. *Promise of Reward*	"*I'll buy you dinner.*"
5. *Imposition Minimizer*	"*I will return them in an orderly fashion.*"
6. *Sweetener*	"*Today's class was great.*"
7. *Pre-pre strategy*	"Hello sir, *how are you today?...*"
8. *Appreciation*	"*I would appreciate it.*"
9. *Self introduction*	"Hey, *I'm in your politics class.*
10. *Confirmatory strategy*	"I would be grateful if you *could help me.*"
11. *Getting a pre-commitment*	"*Could you do me a favor? …*".
12. *Apology*	"*I'm sorry* I can't give you the lesson on Monday."

2.2.5 Theory of Politeness

According to Yule (1996:60) "politeness is an interaction that can be defined as the means employed to show awareness of another person's face. Face means the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize." Brown and Levinson (1987) also argue that there are two kinds of face wants; negative face and positive face. Negative face refers to the freedom of action and freedom from imposition, while positive face is the expression of involvement or belonging in a group, which includes the desire to be liked and approved of. Scollon and Scollon (2001:51) explain that discussing about face; we have to focus primarily on systems which develop through the variations in power and distance. Power refers to the vertical disparity between the participants in a hierarchical structure. Distance, then, focus on the relationship between the participants. Furthermore, the three politeness systems are proposed by Scollon and Scollon (2001:54); they are deference, solidarity and hierarchy. Deference politeness system is when interlocutors are considered to be equals of social status but treat each other at a distance or they do not have a close relationship (-Power, +Distance). Solidarity is the system when the interlocutors have the same social status and they have a close relationship (-Power, -Distance). Hierarchy politeness system is when the interlocutors have the different social status but this is enabling to them whether or not they have close relationship (+Power, +/-

Distance). The theory of politeness by Scollon and Scollon applies in this research because this theory reflects the concept of Javanese politeness principles.

2.2.6 Javanese Ethnicity

Point out to the definition of ethnic, referring to Barth (1969 cited in Fought 2006:9) "the ethnic group is a modern social construct, a community contains of members who share a unique set of certain culture." He (1969), then, classifies four categories of ethnic group. First is a group of people who are biologically self-perpetuating. Second is a group of people who shares fundamental cultural value. Third is a group of people who makes up a field of communication and interaction. Fourth is a group of people who have a membership which identifies itself, and is identified by others, as constituting a category distinguishable from other categories. In addition, Bobo (2001 cited in Fought 2006:10) also states that ethnic is different to race. Race, he said, "tends to associate with biologically based differences between human groups, differences typically observable in skin color, hair texture, eye shape, and other physical attributes." Meanwhile, "ethnicity tends to be associated with culture relating to language, religion, and nationality." According to them, it can be concluded that an ethnic refers to a group of people that has a distinct culture of its own. However, a race is defined more by physical characteristics.

Javanese ethnicity, then, is one of ethnics in Indonesia. Java is the most populous in Indonesia. In fact, Javanese and Sundanese are the majority of ethnics lived in Java island. Furthermore, Javanese and Sundanese are the languages used by people in Java. As it is located in Java, people in Jember city also used Javanese. So, the researcher could conduct this research in Jember University because the participants of this research are the students who belong to a group of Javanese ethnic.

2.2.7 Javanese Politeness Concepts

According to Sukarno (2010) "there are three kinds of Javanese principles that marked as the Javanese politeness; *tata krama, andhap-asor,* and *tanggap ing sasmita* (the language styles, humbling oneself while exalting others, and being able to catch the hidden meaning)". *Tata krama* means a good etiquette. So, Javanese people who have impolite behavior will be categorized as a man who does not have *tata krama*. Linguistically, *tata krama* can be interpreted as the arrangement of language. So, people should also have a good language choice according to the three levels of Javanese language that will be explained in the next paragraph. On the other hand, *andhap-asor* means humbling oneself while exalting the others. This concept teaches Javanese people to be low profile. The three levels of Javanese language are also used in the concept of *andhap-asor*. Therefore, it has a close relation with *tata krama*. So, Javanese people should have a sense of *andhap-asor* if they want to be called as polite people or who have *tata krama*. The last principle is *tanggap ing sasmita* (a good feeling) which can be translated as the ability to read between the lines. Javanese people are not always necessary to show or express his/her feeling or idea directly to interlocutor. It is considered less polite or it may hurt the addressee's feelings if it is delivered directly. The concept of indirectness is used in the principle of *tanggap ing sasmita*.

Foley (1997 et al cited in Wijayanto: 2013) also classifies Javanese into three levels of languages; they are *Krama Inggil* (KI), *Krama Madya* (KM), and *Ngoko* (Ng). These three levels of Javanese language will be used as the linguistics devices in politeness in order to have a good attitude based on the Javanese politeness principles. First, those are applied in concept of *tata krama*. Referring to Sukarno (2010:64), "the choice of speech levels in Javanese is determined by the differences of age, social status, intimacy, and situation". In the present research, the researcher only uses the difference of social status and intimacy.

KI is used if the social status of the hearer is higher than the speaker. KI is also used when the hearer is a stranger or comparative stranger (+Power, +Distance). In the following, KM is used when the social status of the hearer is higher than the speaker; however, the KM begins to use when the speaker and hearer become closer (+Power, -Distance). The last, Ng is used when the social status of the hearer is lower than speaker. Next, the Ng is also used when the speaker and hearer have a close relationship (-Power, -Distance). Second, the level of speech is applied in the concept of *Andhap-asor*. The speaker will use the different speech level for the same meaning in order to exalting the hearer. For example, the speaker uses KM for himself and uses KI for the hearer.

For the last Javanese politeness principle, *tanggap ing sasmita*, the concept of indirect utterance is used. According to Geertz (1976 cited in Ramadhani: 2013), "indirectness or 'indirection' is a major theme of Javanese behavior". Thus, indirect speech is also considered as politeness in daily habit. Then, he agrees that there are two principles which motivate Javanese people to avoid being direct; *rukun* (harmony) and *hormat* (respect). Javanese people use indirectness as strategies of showing negative politeness. This also refers to Sukarno (2010) that Javanese use positive politeness dominantly in daily conversations. Furthermore, the link between indirectness and politeness is further supported by Searle's observation (1975:76 cited in Ramadhani: 2013) that "politeness is the most prominent motivation for indirectness in requests, and certain forms tend to become the conventionally polite ways of making indirect requests" (1975:76).

CHAPTER 3. RESEARCH METHOD

This chapter presents the methods which are used in this research. There are five subchapters included in this chapter; the type of research, the participants of research, the type of data, the data collection, and the data analysis.

3.1 The Type of Research

This study belongs to qualitative research. Mackey and Gass (2005:162) state that "a qualitative research is a research that uses non experimental design in which the data cannot be easily quantified and the analysis is interpretative". This means that qualitative research is a research based on descriptive data and it does not use statistical procedure. However, they (2005:182) also state that "although some qualitative researchers eschew the practice of quantification, others are interested in patterns of occurrence and do not exclude the use of the sorts of numbers and statistics that are usually found in quantitative research." This means that quantification is allowed in a qualitative research. Qualitative research is applied in this research because this study works with analysis. The result of request strategies produced by participants will be analyzed, so the outcome of this research is totally the researcher's interpretation and analysis.

3.2 The Participants of Research

The participants under this research are 10 Javanese learners who were studying English as EFL in the English Department the Faculty of Letters Jember University. Dornyei (2007:127) says that in a qualitative research, the number of participants should be 6 to 10 persons. In order to find the participants, the researcher uses purposive sampling. According to Denscombe (2007:15), with purposive sampling, the sample is 'handpicked' for the research. This means that the researcher already knows about the specific people who will produce the most valuable data. So, those people will be selected with a specific purpose related to the topic of the investigation. In the present research, the 10 participants are the

sixth semester students of English Department of Jember University. The researcher chooses the sixth semester students because they already got the five subjects of basic skills of English (reading, writing, listening, grammar and structure, speaking), so they are expected to be able to deliver their ideas in English.

Furthermore, in order to meet the participants of this research, the researcher finds the student with the following criteria; such as student who live in Java Island, student whose parents are native Java and use Javanese language as the L1 in everyday communication at home, and those who understand about the use of three levels of Javanese language and its relation to the Javanese politeness concept. Those 10 students were the main subject of this research.

3.3 The Type of Data

As a qualitative method research, qualitative data is used in this study. The qualitative data is the data that deals with words (Denscombe, 2007:286). The first data is taken from the questionnaire. The questionnaire is used to collect the data that is request strategies.

The second data is taken from the interview.The interview is done by the researcher as the interviewer in order to reach certain goals. First, this is to select the participants of this research. The interviewer gives some questions to the interviewees in order to know their cultural background. The questions includes their homeland, their descendant seen from the origin of his/her parents as well as the language that they use in daily conversation at home, whether or not they understand about the use of three levels of Javanese language and its relation to the Javanese politeness concept, and so on. Second, this is to collect further information in order to get deep investigation if the participants produced different request strategies in Javanese and English. The goal is to convince whether the Javanese culture really influence the participants' request strategies or they cannot express or utter their ideas in English, or because of another factor.

3.4 The Data Collection

In order to collect the data, questionnaire and interview are used in this research.

3.4.1 Questionnaire

Referring to Kasper & Rose (2002 cited in Schauer, 2009:66), the production of questionnaire is frequently used in interlanguage pragmatics research. The questionnaire that is used in this research is Discourse Completion Test (DCT). According to Schauer (2009:66) DCT is a written description of scenario and may also include the initial turn of a conversation. Furthermore, the type of DCT that is applied is Written Discourse Completion Test (WDCT). Referring to Kulka (1982 cited in Parvaresh and Tavakoli 2009:366), "WDCT requires participants to read a written description of a situation and then asks them to write what they would say in the situation". So, the participants will naturally imagine themselves as the situation showed in the WDCT. This is strengthening by Kwon (2004 cited in Nurani 2009:671) that "DCT allows participants to vary their response because the situations are developed with status embedded in the situations. Thus, it will help the participants to distinguish which strategy is used when they encounter a situation where another interlocutor has lower, equal, or higher status." Further, the researcher uses DCT because it allows researcher to collect a large amount of data in a relatively short time, so the researcher could conduct this research.

In this research, the DCT would be the primary data. The DCT would be available in two languages, Javanese and English. This means that each participant gets two DCT with the same scenarios but in the different language. The purpose of providing DCT in two languages is to get the request strategies produced by participants in Javanese and English. To do that purpose, the result of DCT that have been answered by participants in both languages will be compared. The content of the DCT are six scenarios adapted from a journal written by Sukamto (2012:4). Those six scenarios will classify into three types of situations

based on the politeness principles proposed by Scollon and Scollon (2001:54); deference, solidarity and hierarchy. The first two scenarios (scenario 1 and 2) belong to deference politeness system in which interlocutors are considered to be equals of social status but treat each other at a distance or they do not have a close relationship (-Power, +Distance).The scenario 3 and 4 belong to solidarity where the interlocutors have the same social status and they have a close relationship (-Power, -Distance). The last two scenarios (scenario 5 and 6) belong to hierarchy politeness system where the interlocutors have the different social status but this is enabling to them whether or not they have close relationship (+Power, +/-Distance).

Table 3.1 Contents of the DCT

Scenario	Place setting	Participants' role	Social status	Social distance
1	Bus (public place)	Participant requests for a seat to another student	Equal	Stranger
2	Library	Participant requests to borrow a pen to another student	Equal	Stranger
3	Classroom	Participant requests to borrow another student's notebook	Equal	Recognize
4	Hospital	Participant requests to another student to give the doctor note for lecturer	Equal	Intimate
5	Campus	Participant requests to an older man for taking a picture	Low	Stranger
6	Classroom	Participant requests to the professor to get extension for submit a paper	Low	Recognize

3.4.2 Interview

Beside using questionnaire to get the data, semi-structured interview is also applied in this research. According to Mackey and Gass (2005:173) semi-structured interview is "the interview in which the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information. By using semi-structured interview, the interviewer is prepared to be

flexible to let the interviewee develop ideas and speak more widely on the issue raised by the researcher". It means that the interviewee will give an open-ended answers instead of "yes" or "no" answers (Denscombe, 2007:176). In this study, the researcher takes the role as the interviewer. Firstly, the researcher finds the sixth semester students of English Department, Jember University who are going to be interviewed. Afterwards, the semi-structured interview runs to find the students' cultural background. So, the researcher will get 10 Javanese students who will be the participants of this research. In order to find the cultural background of the participants, the questions includes their homeland, their descendant seen from the origin of his/her parents as well as the language that they use in daily conversation at home, whether or not they understand about the use of three levels of Javanese language and its relation to the Javanese politeness concept are delivered. Secondly, interview is also used in this research to collect further information in order to get deep investigation of the data that have been collected before. The researcher will hold the second interview to the participants if they produce different request strategies in Javanese and English. The goal is to validate whether the Javanese culture really influence the participants' request strategies or they cannot express or utter their ideas in English, or because of another factor. The interview session will be held face-to-face.

3.5 The Data Analysis

In the data analysis, the qualitative data is performed in descriptive way (Denscombe, 2007:248). After collecting the DCT that have been answered by participants, the first step is classifying request strategies in English made by participants according to the nine request strategies in Cross-Cultural Speech Act Realization Project (CCSARP) proposed by Kulka, et al. (1982). The nine categories of request strategies are mood derivable, explicit performatives, hedged performatives, obligation statement, want statement, suggestory formula, query preparatory, strong hints, and mild hints. The second step is doing the analysis of the reflection of Javanese politeness concept on the production of request