

AN ANALYSIS ON REQUEST STRATEGIES USED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU

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Abstract: *This research aims to find what types of request strategies are used by the sixth-semester students in the English Study Program in Universitas Riau. This research is a descriptive qualitative approach. The samples of this research are the sixth-semester students of the English Study Program Universitas Riau. The total number of students is 114 students. They are divided into 3 classes. One of the classes were selected using Cluster Random Sampling (CRS). The number of sample is 38 students. Data collection technique in this research was discourse completion task (DCT). The analysis of data was conducted by sending a Google form to the sixth-semester students of the English Study Program. In this study, the researcher employs a qualitative data analysis methodology. The result shows that the respondents more prefer to use conventionally indirect query preparatory strategy. And some of the percentage strategies used are as follows; direct explicit performatives with occurrences (0.8%), want statements with occurrences (2.3%), conventionally indirect query preparatory with occurrences (94.6%), and non-conventionally indirect mild hint (2.0%).*

Key Words: *Request Strategies, Direct Strategies, conventionally Indirect, Non-conventionally Indirect, Speech Act*

ANALISIS STRATEGI PERMINTAAN YANG DIGUNAKAN OLEH MAHASISWA SEMESTER ENAM PROGRAM STUDI BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk menemukan jenis-jenis strategi permintaan yang digunakan oleh mahasiswa semester enam di Program Studi Bahasa Inggris Universitas Riau. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Sampel dari penelitian ini adalah mahasiswa semester enam Program Studi Bahasa Inggris Universitas Riau. Jumlah total siswa adalah 114 siswa. Mereka dibagi menjadi 3 kelas. Salah satu kelas dipilih dengan menggunakan Cluster Random Sampling (CRS). Jumlah sampel adalah 38 mahasiswa. Teknik pengumpulan data dalam penelitian ini adalah discourse completion task (DCT). Analisis data dilakukan dengan mengirimkan formulir Google kepada mahasiswa semester enam Program Studi Bahasa Inggris. Dalam penelitian ini, peneliti menggunakan metodologi analisis data kualitatif. Hasil penelitian menunjukkan bahwa para responden lebih memilih untuk menggunakan strategi penyusunan pertanyaan tidak langsung secara konvensional. Dan beberapa persentase strategi yang digunakan adalah sebagai berikut; direct explicit performatives dengan kemunculan (0.8%), want statements dengan kemunculan (2.3%), conventionally indirect query preparation dengan kemunculan (94.6%), dan non conventionally indirect mild hint (2.0%).

Kata Kunci: Strategi Permintaan, Strategi Langsung, Secara Konvensional Tidak Langsung, Tidak Langsung Secara Non-konvensional, Tindak Tutur

INTRODUCTION

Language is a communication tool used by people from all over the world. Language has a purpose in human existence since it is a means of communication and serves as a medium of connection between individuals in one society. According to (Widyastuti, 2019), language is defined as a human being in the world since it continually expresses things indirectly and plainly. It is because language is involved in all areas of human experience, both producing and reflecting the picture of that experience. Language is compared to a tool with a very particular role that is used to strengthen interpersonal connections by developing how individuals interact (Novalinda et al., 2018). This means language is a transaction in which the speaker's communication or message is easily comprehended by the interlocutor using language that is also easily understood. Language has two purposes: transactional and interactive. Transactional language is used to represent content, while interactional language is used to explain social relationships and personal opinions (Brown & Yule, 1983).

According to Richard and Schmidt (2010), they stated that communication is a process for clarifying, conveying, and relaying information between those who wish to communicate and those who wish to be communicated with. Communication has been researched as a method of transmitting thoughts and ideas (Khalib & Tayeh, 2014). However, the primary function of interpersonal communication is to facilitate the establishment and maintenance of relationships, mitigate potential social awkwardness, and ensure the continuity of communication between individuals. The use of appropriate language has a crucial role in fostering effective and cohesive interpersonal connections, communication, and social relationships. Communication can be categorized into two primary types: verbal communication and nonverbal communication. Verbal communication refers to the process of conveying messages through the utilization of words as fundamental components. Nonverbal communication refers to the transmission of messages by gestures, bodily movements, eye contact, facial expressions, and overall looks. (Hidayat, 2016). This means communication has long been an essential element in the existence of human beings. The exchange of ideas among individuals through communication has a crucial role in enhancing the overall quality of life. In the field of communication, speech acts refer to the utilization of utterances in the context of acting. Speech acts can be categorized into three separate aspects: locutionary, illocutionary, and perlocutionary.

According to Febriani & Hanidar (2019), Request is one of the forms of communication that is used in everyday life. It is essential in human life because, through requests, people are able to ask for help from others. It implies that the speaker breaks the hearer's freedom from imposition by beginning a request. To minimize imposition, the speaker should use indirect rather than direct strategies. A wide range of direct and indirect methods for making requests appear to be available to speakers of all languages. The following are the directness scale categories. According to Trosborg (1995), a request is an illocutionary act in which a speaker (requester) indicates to a hearer that he/she wants the hearer to do an act that is extremely beneficial to him/her. People constantly make requests in their daily lives, indicating that they require the assistance of others. People frequently make requests, both directly and indirectly, to obtain something from others, such as asking for assistance, permission, or direction.

Talking about request strategies, researchers chose this topic to be used as a research focus because request strategies are often encountered and experienced in everyday life; therefore, researchers themselves want to know more about what types of request strategies are used by the sixth-semester students in the English Study Program in Universitas Riau. The researcher's experience in the English Study Program of Universitas Riau is that students often give requests to each other. The students usually

give a request when they request something. For instance, when someone says, "*Open the door, please!*" he or she actually performs an action of asking the other to open the door; that is an example of a direct request. There is also an example of an indirect request "*It is hot in this room*". Through the act of making a request, the speaker implicitly assumes that the listener has the capacity to understand and carry out specific tasks or actions. However, the other person, in their role as the translator of the stated verbal communication, has the power to choose to participate with or reject the expected reactions or requests given up by the speaker. Therefore, it is important for the speaker to take note of several elements related to making requests, including politeness, language choice, and expression, in order to ensure that the recipient understands the intended message and carries out the request effectively. Based on the phenomenon above, the researcher is interested in investigating how the students use the request strategies to request. Therefore, the researcher intends to do the research entitled: "An Analysis on Request Strategies Used by the Sixth Semester Students of English Study Program of Universitas Riau."

RESEARCH METHODOLOGY

This research was a descriptive qualitative approach. This design is intended to describe the phenomenon and experience based on the given answer by the sample for the instrument. According to Burns and Grove (2009), qualitative research is a systematic and subjective approach to highlight and explain daily life experiences and to further give them proper meaning. According to Creswell (1998) states that qualitative research is a systematic process of investigation that aims to comprehend a social or human problem through the utilization of diverse methodological traditions. The researcher constructs a comprehensive and complicated representation, analyzes linguistic expressions, documents specific information provided by participants, and carries out the investigation inside an authentic environment.

In this research, the researcher will focus on the description of request strategies used by the sixth-semester students of the English Department. It is done by collecting, analyzing, classifying the data, and making a conclusion from the analysis.

FINDINGS AND DISCUSSION

This chapter presented the research findings. The research findings obtained from the questionnaire that distributed to the sixth semester students of English Study Program of Universitas Riau. The research findings presented to answer the research problem that is; what are the request strategies used by the sixth semester students of English Study Program of Universitas Riau. The data in this research were analysed based on Blum-Kulka & Olsthain (1984) theories.

From the questionnaire distributed to students, the researcher can get the data on what kind of request strategies are used by the sixth-semester students of the English Study Program of Universitas Riau.

The most commonly request strategies used by the sixth-semester students of English Study Program of Universitas Riau

The strategies used in responding to request by the students are listed below; Direct, Conventionally indirect, Non-conventionally indirect. The request realizations were produced by thirty-eight (38) students of the English Study Program of Universitas Riau through the DCT questionnaire.

1. Direct Strategies

Direct strategies are divided into five categories, namely: mood derivable, explicit performatives, hedged performatives, obligation statements, and want statements. In this research the author only found three of the five types of strategies from direct strategies. Among them are want statements, and explicit performatives. Want statements is the utterance expresses the desire of the speaker. Explicit performatives is the illocutionary meaning of the utterance is explicitly stated.

Direct Want Statements

A direct want statement is a straightforward presentation of one's desires or requirements. It entails explicitly articulating what one wants or intends, without ambiguity or oblique language. The participants frequently used a direct want statement strategy in their responses. Instances of their direct want statement strategy can be viewed as in the following:

- 1) (S-9) I would like to invite you
- 2) (S-21) I wanted to ask for your help
- 3) (S-29) I want to ask for your willingness
- 4) (S-29) I want to buy the latest games

Based on the example of the responses above, the requester directly state to hearer to carry out a request their asked. The data shows that respondents request to hearer to do something (1), (2), (3), (4) directly by saying (I want) or (I would).

Direct Explicit Performatives

Direct Explicit Performatives are language expressions in which the speaker explicitly performs an action with their utterance. In other words, the speaker directly achieves the activity being discussed by simply declaring it. The participants frequently used a direct explicit performatives strategy in their responses. Instances of their direct explicit performatives strategy can be viewed as in the following:

- 1) (S-4) I am asking for your help
- 2) (S-6) I hope you come tomorrow
- 3) (S-13) I kindly request a two-day extension

2. Conventionally Indirect

Conventionally indirect strategies are divided into two types, namely: Suggestory formulae and query preparatory. Suggestory formulae is the utterance literally contains a suggestion to do, while query preparatory is the utterance carries a reference to a preparatory condition (e.g. ability, willingness, or possibility to perform the act) as conventionalized in any particular language. But in this research, the researcher only found conventionally indirect query preparatory strategy.

Conventionally Indirect Query Preparatory

Conventionally Indirect Query Preparatory is a process or strategy used in communication or information gathering in which people indirectly prepare or frame their questions before directly asking them. The participants frequently used a conventionally indirect query preparatory strategy in their responses. Instances of their conventionally indirect query preparatory strategy can be viewed as in the following:

- 1) (S-1) Can I go back with you?
- 2) (S-5) Would you mind to close the curtain?
- 3) (S-19) Can I borrow your money?

3. Non-conventionally Indirect

Non-conventionally indirect are divided into two types, namely: strong hint and mild hint. Strong hint is the utterance holds a partial reference to the object required to implement the act. And mild hint is no reference is produced to the request proper (or any of its elements) but interpretation is possible from the context. But in this research, the researcher only found non-conventionally indirect mild hint strategy.

Non-conventionally Indirect Mild Hint

The participants frequently used a non-conventionally indirect mild hint strategy in their responses. Instances of their non-conventionally indirect mild hint strategy can be viewed as in the following:

- 1) (S-15) I am so sorry because today I cannot come to class because I am sick.
- 2) (S-15) I think you are good chose to be my influencer
- 3) (S-27) We would be honored if you could spare some time to share your experience

The frequency and percentage of all the strategies are presented in the table below:

Table 1. The Request Strategies are used by The Sixth-Semester Students of English Study Program of Universitas Riau

Request Strategies	Frequency	Percentage
Direct	11	3.2%
Mood derivable	-	-
Explicit performatives	3	0.8%
Hedged performatives	-	-
Obligation statements	-	-
Want statements	8	2.3%
Conventionally indirect	317	94.6%
Suggestory formulae	-	-
Query preparatory	317	94.6%
Non-conventionally indirect	7	2.0%
Strong hint	-	-
Mild hint	7	2.0%
Total	335	99.8%

From this table, it can be assumed that the students prefer to say it in a conventionally indirect way to express their request.

Discussion

After categorizing the request realizations based on Blum-Kulka and Olshtain's (1984) directness level, the researchers indicate that sixth-semester English study program students use conventionally indirect requests as their most frequently used strategy when responding to the DCT questionnaire. Based on the results of the DCT questionnaire, the current study shows that sixth-semester English study program students' choice of request techniques is heavily influenced by their cultural backgrounds and the social distance between the interlocutors.

First, when making requests, sixth-semester students in Universitas Riau's English Study Program are impacted by the cultural backgrounds and social standing of their interlocutors. This evidence supports Nugroho's (2019) observation that Indonesian speakers employ polite words when making a request to anyone, particularly those with greater social status. It is evident that people's social cultures will naturally influence how they communicate. As this study shows that conventionally indirect requests are used in almost all DCT questionnaire situations, it is necessary to investigate the pragmatic competence of sixth semester students in the English Study Program at Universitas Riau in order to improve their cross-cultural communicative competence.

In this study, it was found that sixth-semester students of Universitas Riau's English study program adopt traditional indirect strategies while conveying requests. They frequently use the auxiliary verbs "can" and "could". Previous research has shown that this technique allows them to be as polite as native speakers. They also employ more polite sentences than native speakers do. Using phrases like "Would it be possible?" "Would you mind?" and "Do you think it would be possible?" Furthermore, sixth-semester students in the university's English study course learn about foreign

cultures from their surroundings, including the classroom. Therefore, the learners appear to be familiar with the use of the terms "can" and "could" in conveying requests.

Overall, the sixth-semester students of the English Study Program at the University of Riau used strategies of request while interacting with other people, such as to their friend, lecturer, neighbor or the other people that they don't recognize well. Furthermore, the researcher believes that request strategies can be useful information for readers, particularly English Study Program students, so that they can understand and analyze the types of request strategies used by people when speaking to one another with varying power, social distances, or degrees of imposition.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In this research, the subject are the sixth semester students of English Study Program at the University of Riau who are doing request while interacting with each other through certain situations. This research show that the sixth semester students of English Study Program at the University of Riau use 4 out of 9 strategies in their requesting. The result shows that the respondents more prefer to use conventionally indirect query preparatory strategy. And some of the percentage strategies used are as follows; direct explicit performatives with occurrences (0.8%), want statements with occurrences (2.3%), conventionally indirect query preparatory with occurrences (94.6%), and non-conventionally indirect mild hint (2.0%).

Based on the findings presented above, the researcher concludes that the study's participants are pragmatically competent in making requests to others. According to the findings, the study's participants are aware of the potential for requests to be perceived as a face-threatening act. That is why, even though they take a direct strategy to requesting, they still employ initiator words to show respect when requesting from others in their daily interactions.

In general, the researcher anticipates that request strategies will provide fresh insights and data, particularly for the University of Riau's sixth semester English Study Program students as well as for all other English Study Program participants. Most of the time, students are just aware of how to convey requests; nevertheless, others are unaware that there are genuine strategies involved in requesting that they can examine. Understanding the request methods put forward by Blum-Kulka & Olsthain (1984) will enable students to identify the strategies used by their friends and other individuals. They are able to detect when a friend requests a friend, or someone else, for something, or when a friend requests their lecturers using a hint or an alternative technique. They are able to analyze each of them. Additionally, this study can provide guidance and support to readers who wish to investigate the same issue in order to examine the request strategies that are put forth for both the reader's viewpoint and the sixth semester English Study Program students at the University of Riau.

Recommendations

The recommendation for the sixth semester English Study Program students at the University of Riau is that in order for them to learn and understand that there are strategies in requesting, they should be given an understanding of pragmatics, whether in speaking or writing, particularly about requests. Every request response has a unique technique, allowing students to recognize the strategies that people use when making requests. Additionally, this study reveals that informal requests can be made both inside and outside of the college. Thus, the English Study Program at the University of Riau, or other English Study Program students, must improve the research on requesting strategies in various situations, whether informal or formal and not only for sixth-semester students of the English Study Program at the University of Riau but for all students at the university. Furthermore, readers should expect the findings of this study to provide additional information regarding the speaking act, particularly request strategies.

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