CHAPTER I

INTRODUCTION

This introduction chapter presents background of the study, research problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the study

Since the first time of the universe created along with people inside it, there are many types and patterns in conducting interaction used by people. From the ancient time up to the millennium era, people have created many ways in doing good and meaningful interaction by holding communication.

Communication is not always every signal or sign that people exchanged among one another. People should have ability to distinguish between specifically communicative signals and those which may be unintentionally informative signals (Yule, 2006:3). For the example; someone listening to other people may become informed about other people through a number of signals that has not intentionally sent. "A" may know that "B" has a cold ("A" sneezed), that "B" isn't at ease ("B" shifted around in "A" seat), that "B" is disorganized. However, when "B" use language to tell "A", *you should get medicine to help yourself*, "B" is considered to be intentionally communicating something.

A lot of what people say is for a specific purpose. Whether people is apologizing, expressing a wish or asking permission, we use language in order to fulfill that purpose. Each purpose can be known as a language function. Savignon

describes a language function as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes" (Savignon, 1983).

Many experts have already defined what language is. Holmes (1992:286) divided the function of language into referential and functional. Referential is described as language that is used to share, give, or exchange information with others. Thus, it allows people to gain and exchange each and everything related to how to solve such problem based on their nature. In the other hand, language as functional means the use of language which is used to maintain social relationship. Here, people use language to interact among one another in order to keep social relationship.

Most languages have some aspects; such as vocabulary, structure, pronunciation, grammar, and others. From the whole aspects, one aspect of language which is interested to be explored is meaning. Talking about meaning, people can not understand the information shared between each other if they do not know the meaning which is being transferred from the speaker to the hearer. Here, studying about meaning is not only deal with each person mind, but it must also involve "agreement" among people whom communicates in order to avoid any misunderstanding.

In using language, a person may talk differently in different circumstances with different listeners and interlocutors. Anyway, communication depends on many things, not only recognizing meaning on every word in an utterance, but also dealing with understanding what the speaker's intent in his/her utterance at

whole. The speaker's intent cannot be determined through only its lexical meaning but also from the circumstance (where, when, with whom) the conversation takes place (this usually called as context). The usage of an utterance may results on some different meanings. It is happened as different circumstances and/or listener will produce to different interpretation. However, knowing this thing people should know how to apply language properly by understanding the whole context in which an utterance is delivered. That is why, producing and understanding a language is not simply as that for people should also depends on the context. Pragmatics, a study which is concerned in studying contextual meaning.

Pragmatics is one of a study in linguistics which deals with understanding context. In pragmatics, we deals with how to understand what the speaker's mean in what he/she speaks and/or writes, moreover not said and/or written clearly. In pragmatics, type of action performed by speaker with utterance is generally discussed among experts. The speaker can express what act he wants or intents to of his utterance. So, act in pragmatics can be resulted from an utterance which later named as speech act.

Speech act is a study of how to do things with an utterance. A speech act is an utterance that serves a function in communication. Speech act describes such as what speakers mean and intents, what the utterance means, also what listener understand. Speech act includes real-life interactions and requires not only knowledge of the language but also appropriate use of the language within a given circumstance. Studying speech act plays a huge role in developing people's ability

in using language. People will understand the purpose of an utterance in speech act. Thus, leads to situation where people are able to distinguish the meaning and the communicative function of an utterance even though the situation and context are different.

The meaning in speech act may be variously depends on who speaks, whom is listened, what situation is, when and where the utterance is uttered. People perform speech acts when they offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act may contain only one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday". Another example is the utterance "I'm sleepy". That utterance if uttered by a child to his mother, might express that the child request his/her mother to sleep together. The same utterance may be defined as a man who want to go home soon, if the utterance expressed by a man who comes to his/her friend party. From the sample, we realize that the interpretation of meaning is beyond understanding of meaning at root level.

A large amount of work has been published in speech act theory since Austin's *How to do things with words* (1992). According to Austin in Meyer (2009:50) that Austin divides speech act into three categories; locutionary acts, illocutionary acts, and perlocutionary acts. Every utterance actually performs acts, obviously, an utterance may doesn't constitute speech act, perform an act in saying something, or perhaps has effects of feeling, thought and action toward both the speaker and listener. Searle in Meyer (2009:50) categorizes five illocutionary/perlocutionary points; Assertives/Representatives, Directives,

Commissives, Declarations, and Expressives. Speech act is something people used in daily life, even is uttered directly or not. People may ask, invite, tell, or suggest something to others, when they have conversation. The researcher considers one type of speech act which is worth to be analyzed is request act.

Request is something happens in the daily life. The act of request done by people in order to fulfill the desire or need. People have to do request since in fact none can accomplish their life by themself. So, request is an important thing done in the daily interaction.

Request is one type of speech act which favor to be discussed along with it worthiness in part of people communication. Linguists have stated a request is a set of expression which is intended to make the interlocutor do what the speaker's desire. Requests are made in an attempt to cause an event or change one (Bulm-Kulka: 1989). Requests are always pre-event acts, it means request done before a certain act is happened.

The categorization of request considers to Theory of Bulm-Kulka (1989), is divided into two major strategies, direct and indirect. Direct strategy consist of five types, mood derivable, explicit performative, hedged performative, obligation statement, and want statement. Indirect strategy is categorized into two parts, conventionally and non-conventionally, where the conventionally indirect strategy has two types; they are suggestory formulae and query formulae, while non-conventionally indirect strategy possesses strong hint and mild hint.

Request is not an easy thing for native speakers, and having to do it in a second or foreign language is even more complicated. Lacking the cultural, social,

and pragmatic context in cross cultural communication can lead to misunderstandings, both in producing the appropriate request and in perceiving the intended meaning of one uttered by somebody else.

Sometime, EFL or ESL learners may transfer their first language rules and converts into the second or foreign language, assuming that rules are universal. Because the tendency for language learners is to fall back on what they know to be appropriate in their first language. It is important that learners understand exactly what they do in that first language in order to be able to recognize what is transferable across languages. Something that works in English might not transfer in meaning when translated into the second language. That's why, it's important to know how requests are produced both in the native and target language of foreign or second language learners. That is why studying the way to request in native English is important in order to understand the sense of language.

In this study, the researcher analyzed request act as it done everyday by people when involving in a conversation. It is a must that people cannot solve each and everything by themselves. People frequently ask something to others as their incapability which shows the social aspect of people. In fact, it is possible to interact or communicate with other people from different countries, even different cultural and norm background. It will lead to huge problem, when misunderstanding existed among users of some different languages (native to/from non-native) since they have misunderstanding to the most prioritize of international language.

In globalization era, where an international language is used in most of part of people interaction, mastering the knowledge of the international language is very important. As English, is the international language used in many countries as the first language or the second language (for certain people) such in Indonesia, becomes essential to be experienced. There are many parts of life which make people to interact with others using English. The researcher recognizes the use of English in Indonesia is less functionally. It can be seen from the teaching learning process done by EFL or ESL learners using materials provided. It suggests that what ESL learners are learning from materials (for example textbooks) may be grammatically correct, but less authentic in terms of real language and real interactions with native speakers. Then, this study manages in order to give an appropriate also acceptable sample instructional material of teaching learning English, as English teacher frequently teach non-native learners. By using idea of using appropriate request act, the instructional focus becomes less about form and more about the meaning of an utterance. In this way, ESL or ELF learners use the language in order to fulfill a specific purpose, therefore making their speech more meaningful.

In this research, subject analyzed by the researcher is any request acts which are found through the research instruments from Thai student of English Department at IAIN Tulungagung. Thai student of English Department are chosen as to find out request act pattern they use in order to establish the similarities and differences between foreign and Indonesian realization patterns of requests. It also

useful to avoid possible cross-cultural communication problems which may happens among foreign and Indonesian English learners.

B. Formulation of Research Question

Based on the background of study above, the researcher formulated the research questions as follows:

1. What are the types of strategy used by Thai student of English Department at IAIN Tulungagung in conducting a request?

2. How are the syntactic realizations of requests used by Thai student of English Department at IAIN Tulungagung in conducting a request?

C. Purpose of The Study

Based on the research questions above, the purpose of the study are:

1. To know what types of strategy used by Thai student of English Department at IAIN Tulungagung in conducting a request in conducting a request.

2. To find out how the syntactic realizations of requests used by Thai student of English Department at IAIN Tulungagung in conducting a request.

D. Significance of The Study

This study is significant to enrich the understanding about pragmatics, especially in the term about request act and the strategy through real life

communication, such happened in Thai university student. From this research, to enrich understanding of Thai culture can be done especially in the term of conducting request. Also, by learning and understanding the request act and the strategies used in the real life communication, we all can understand how to apply it properly and appropriately in our daily life.

The researcher hopes the findings of this study can give contribution for:

1. English Learner

   An English learner should know how to express English naturally, especially in the form of request act. By understanding the form of request act properly, English learner can improve their ability, related to speaking skill. This study leads the English learners to speak based on the context; by understanding who is the listener, where and when and in what situation they speak. Then, English learner can understand Thai-style of request strategy in order to reduce possible misunderstanding may be happened when having communication with Thai students. So, the English learners can build a good social relationship using an appropriate communication.

2. English teacher

   English teacher is one of main caretaker in the learning English. A good English teacher should know how to arrange learning materials that are suitable with the English learner needs. English teacher will also know the variations of request strategy used by Thai students by understanding Thai-style of request strategy. Then, by taking some

sample in this study, hopefully English teacher are able to create various learning materials which are not only concerned in the grammatical form but also concerning in the context of request act.

3. Curriculum maker

As the important use of request act, experts who develop the curriculum can take sample from this study to create a suitable curriculum that is not only concern in grammatical ones but also focuses on the context itself. Related to speech act in instructional materials, especially concerning in request, curriculum maker should create a curriculum which must address the variety of linguistic forms of request.

4. The reader

The reader can learn the proper way how to express request acts and the strategies used according to the context; who is the listener, where and when the speaker is and in what situation he or she delivers the utterances. This research will help reader to give understanding toward Thai-style request strategy.

E. The Scope and Limitation

To avoid any misunderstanding upon what the writer has explained, the writer gives the limitation in the scope of study in order to make it more detailed and focused. The scope is proposed by the writer is speech acts. The data which is discussed is limited only those obtained by DCT.

F. Definition of Key Terms

In order to give clear definition and as guidance for the readers to understand the whole study, the definition of key terms are given below.

1. Request

Requests are always pre-event acts, it means request done before a certain act is happened. Brown and Lewinson (1978) has stated that request are face threatening.

2. Thai Students

Thai students are the students come from Thailand who takes study of undergraduate degree in English department at IAIN Tulungagung. There are 12 Thai students of English Department in 2014-2015 academic year.

3. Request Strategy

In the CCSARP (Blum-Kulka et al., 1989:278), a request strategy is defined as "the obligatory choice of the level of directness by which the request is realized". The directness is meant the degree to which the speaker's illocutionary intent is apparent from the locution.

4. Syntactic Realization

It is the way in which a particular linguistic feature is used in speech or writing on a particular occasion. Using grammatical knowledge to choose inflections, add function words and also to decide the order of components. For example, in English the subject usually precedes the verb, and the negated form of smoke is do not smoke.