

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion that have been found in the field, in this research has been done in the DCT. Here, the research findings to be analyzed and answered the two research questions, there are: types and frequency of strategy, and syntactic realization in requesting acts employed by Thai students of English Department at IAIN Tulungagung.

A. Findings

This sub-heading presents the findings which derived from research problem in which the first question concerns with the types of request strategies used by Thai students of English Department at IAIN Tulungagung based on Blum Kulka's theory of request strategy, also its frequency of particular types. The next problem concerned with kinds formal pattern of request strategies used by Thai students of English Department at IAIN Tulungagung.

In the following findings, the writer marks some considered variables by symbol. Symbol (S) means the speaker, while (H) is the hearer. Symbol (=) means there is equal status between the speaker and the hearer, while symbol (\neq) shows lower or higher between the speaker and the hearer.

1. The Request Strategy Used by Thai Students of English Department at IAIN Tulungagung

Request acts are pre-event acts; they express the speaker's expectation of the hearer with regards to perspective action, verbal and non-verbal (Blum Kulka, 1989:11). Holmes (1990) in Nuraini (2014:23) defines request strategies are available to express request since the speaker always think of the most appropriate way of getting the hearer to do something.

There are nine types of request strategies; they are mood derivable, explicit performative, hedged performative, obligation statement, want statement, suggestory formulae, query preparatory, strong hints, and mild hints.

a. Mood Derivable

Mood derivable is an utterance in which the grammatical mood of the verbs signals illocutionary force as a request (Blum Kulka, et al, 1989, p.18). The researcher found 46 request acts on this strategy. However, the researcher presented the data only one case among the variants that is found. Those were the data that consist of mood derivable.

[1] **Don't ride too fast!** [DCT-8] (1)

Description of the context:

- a. Context is DCT item number 8
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

Utterances (1) applies a request act as the speaker asked the listener to ride not too fast. This request starts with a negative auxiliary and imperative verb “don’t ride” that has a meaning to convey negative orders. The listener doesn’t need to interpret more about the request because the request is very clear.

[2] **Read as much as you can.** [DCT-9] (2)

Description of the context:

- a. Context is DCT item number 9
- b. Power status: S>H
- c. Solidarity: S≠H
- d. Formality: Formal situation

Utterances (2) applies a request act since the speaker asked the listener to do something. Utterance (2) presents the simplest and easiest way in conveying a request in mood derivable strategy. The request directly started with an imperative verb “read” and an implicit subject. The listener doesn’t need to infer deeper to do what the speaker want.

[3] **Please, stop chatting.** [DCT-14] (3)

Description of the context:

- a. Context is DCT item number 14
- b. Power status: S>H
- c. Solidarity: S=H
- d. Formality: Informal situation

In utterance (3), the speaker asks the hearer to stop chatting. The strategy of request used by the speaker is included into mood derivable since the request shows the implicit subject and using imperative form “stop”. The use of “please” is to show the more polite of the request. It is not important for the hearer to infer more about the request since the utterance is very clear to be understood.

[4] Excuse me, please tell about your role of your lesson.

[DCT-4] (4)

Description of the context:

- a. Context is DCT item number 4
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Formal situation

In utterance (4), the speaker asks the hearer to tell the role of the lesson. The strategy of request used by the speaker is included into mood derivable since the request shows the implicit subject and using imperative form “tell”. The use of “please” is to show the more polite of the request. While, utterance (4) is different with utterance (3), as the speaker tend to use an interjection “excuse me” in order to express certain emotion to get the hearer’s attention. It is not important for the hearer to infer more about the request since the utterance is very clear to be understood.

[5] Please, you distribute the copy of materials. [DCT-18] (5)

Description of the context:

- a. Context is DCT item number 18
- b. Power status: S>H
- c. Solidarity: S=H
- d. Formality: Formal situation

In utterance (5), the speaker asks the hearer to distribute the copy of materials. The strategy of request used by the speaker is included into mood derivable since using imperative form. The use of “please” is to show the more polite of the request. While the word “you” is used to give certain suppression to the hearer. Then, it is not important for the hearer to convey the request since the utterance is very clear.

[6] **Friends, don't forget to bring jacket.** [DCT-11] (6)

Description of the context:

- a. Context is DCT item number 11
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

In utterance (6), the speaker asks the hearer to not forget bring jacket. Here, the strategy of request used by the speaker is included into mood derivable since using imperative in negative form. The word “Friends” is addressed to the hearer to give certain suppression. Then, it is not important for the hearer to interpret the request as the utterance is very clear.

[7] **Students, prepare a piece of paper.** [DCT-20] (7)

Description of the context:

- a. Context is DCT item number 20
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Formal situation

In utterance (7), the speaker asks the hearer to prepare a piece of paper by themselves. The strategy of request used by the speaker is included into mood derivable since using imperative form. The use of word “you” is used to give certain suppression to the hearer. Then, it is obviously clear for the hearer to make understanding.

b. Explicit Performative

It is the illocutionary force of the utterance is explicitly named by the speakers (Blum-Kulka et al, p.18). It can be stated as the utterances contain force, marks by subject in the beginning of the utterance. The researcher found 3 request acts on this strategy. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of explicit performative.

[8] **I need to write thing on the board.** [DCT-6] (8)

Description of the context:

- a. Context is DCT item number 6
- b. Power status: S=H

c. Solidarity: $S \neq H$

d. Formality: Informal situation

There is a request act in utterance (8). The speaker wants the hearer to leave the board as he/she wants to continue write the conclusion on the board. The strategy of this request is explicit performative where the illocutionary force of the utterance is explicitly named by the speaker such as “I need to.” So, the point of this request is the speakers want the hearer leave the board.

[9] **I ask the copy of material.** [DCT-17] (9)

Description of the context:

a. Context is DCT item number 17

b. Power status: $S > H$

c. Solidarity: $S \neq H$

d. Formality: Informal situation

In utterance (9) there is a request. Here, the speaker wants the hearer to give the copy of the material. The strategy of this request is explicit performative where the illocutionary force of the utterance is explicitly named by the speaker using “I ask”. So, the point of this request is the speakers want to ask the copy of material as as he/she does not get it yet.

c. Hedged Performative

It is utterance embedding the naming of the illocutionary force (Blum-Kulka et al, p.18). It can be stated as the utterances contain

force, marks by modal verb or pattern “would like to”. The researcher found 5 request act in this strategy. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of hedged performative.

[10] **I would like to buy that flag.** [DCT-10] (10)

Description of the context:

- a. Context is DCT item number 10
- b. Power status: S=H
- c. Solidarity: S≠H
- d. Formality: Informal situation

In the utterance (10), there is a request act as the speaker want the hearer to do something. The speaker ask the hearer to help taking the certain flag. By saying “to buy”, the speaker’s request is seemingly like a hedging. The hearer easily understands what the speaker’s want as the utterance conveyed directly and needed no interpretation.

[11] **Would you give attendance list for me?** [DCT-19] (11)

Description of the context:

- a. Context is DCT item number 19
- b. Power status: S>H
- c. Solidarity: S≠H
- d. Formality: Formal situation

In the utterance (11), there is a request act since the speaker want the hearer to do something. The speaker ask the hearer to give the

attendance list wanted. Using the question form, the speaker tried to make the request more polite. It is common, when speaker want to ask something in the front of public, they tend to use more polite way. The hearer can easily understand what the speaker's want as the utterance conveyed directly and needed no interpretation.

d. Obligation Statement

Obligation statement is utterances which state the obligation of the hearer to carry out the act (Blum-Kulka et al, p.18). It can be defined that the utterances contain pattern like, "have to, should," and shows obligation. The researcher found 40 request act in this category. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of obligation statement.

[12] **You should find jacket for yourself.** [DCT-11] (12)

Description of the context:

- a. Context is DCT item number 11
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

In the utterance (12), the speaker asks the hearer to do what the speaker's says. The speaker suggest the hearer to find a jacket since the weather is cold. The speaker uses obligation statement as the

request strategy since there is a modal verb like “should to” defining as an obligation.

[13] **You must get money from all friends.** [DCT-2] (13)

Description of the context:

- a. Context is DCT item number 2
- b. Power status: S>H
- c. Solidarity: S=H
- d. Formality: Informal situation

In the utterance (13), the speaker asks the hearer to do what the speaker’s says. The speaker ask the hearer to collect money from all classmates. The speaker uses obligation statement as the request strategy since there is a modal verb like “must” defining as an obligation.

[14] If you want to be good in English, **you must read all the time** [DCT-9] (14)

Description of the context:

- a. Context is DCT item number 9
- b. Power status: S>H
- c. Solidarity: S≠H
- d. Formality: Formal situation

In the utterance (14), the speaker asks the hearer to do what the speaker’s says. The speaker ask the hearer to have a good reading habbit by read everytime. The speaker uses obligation statement as the

request strategy since there is a modal verb like “must” defining as an obligation. Utterance (14) is embedding *if-clause* as the elements by means of which the speaker give suppression for what the hearer will get when the hearer do what the speaker’s want. So that if the hearer read everytime, the hearer will be good in reading.

[15] **Today, you have to ask money for donation.** [DCT-2] (15)

Description of the context:

- a. Context is DCT item number 2
- b. Power status: S>H
- c. Solidarity: S=H
- d. Formality: Informal situation

In utterance (15), the speaker asks the hearer to do what the speaker’s says. The speaker ask the hearer to collect money from all classmates. The speaker uses obligation statement as the request strategy since there is a modal verb like “have to” defining as an obligation. Utterance (15) is embedding *adverb of time* in the beginning as the elements by means of which the speaker give definite time for the hearer to do what the speaker’s want.

[16] **After this, you should use your notebook not for long time.** [DCT-15] (16)

Description of the context:

- a. Context is DCT item number 15
- b. Power status: S>H

c. Solidarity: S=H

d. Formality: Informal situation

In utterance (16), the speaker suggests the hearer to do what the speaker's says. The speaker suggests the hearer to use notebook in a proper way, by controlling how long the time in using it. It can be confeyed from the use of "not" that means the hearer has to do in the opposite way. The speaker uses obligation statement as the request strategy since there is a modal verb like "should" defining as an obligation. Utterance (16) is embedding *adverb of time* "after this" in the beginning as the elements by means of which the speaker give time suppression for the hearer to do what the speaker suggest.

e. Want Statement

It is the utterances which state the speaker's desire that the hearer carries out in the act (Blum-Kulka et al, p.18). It marks by pattern "I want, I wish" in the utterance which contain speaker's intention. The utterance "I want to marry you" is one of the example of want statement. The researcher found 18 request act in this category. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of want statement.

[17] **I want to borrow your notebook.** [DCT-1] (17)

Description of the context:

a. Context is DCT item number 1

b. Power status: S>H

c. Solidarity: S=H

d. Formality: Formal situation

Utterance (17) is consisting of requestive act. The speaker wants to borrow the hearer's notebook. This request is belonging to wants statement strategy because there is a modal such "want" which expressing the speaker's intention to convey desire to the hearer. The hearer needs no interpretation of this request for it too clear for to be done by the hearer.

[18] **I want you describe the role of study.** [DCT-4] (18)

Description of the context:

a. Context is DCT item number 4

b. Power status: S=H

c. Solidarity: S=H

d. Formality: Formal situation

Utterance (18) is consisting of requestive act. The speaker wants the hearer to describe his/her role of study. This request belongs to wants statement strategy because there is a modal such "want" which expressing the speaker's intention to convey desire to the hearer. The word "you" give suppression to the hearer to do the speaker's desire. The hearer need no interpretation of this request for it too clear for to be done by the hearer.

[19] Sorry, I don't understand. **I want you presents slowly.**

[DCT-12] (19)

Description of the context:

- a. Context is DCT item number 12
- b. Power status: S>H
- c. Solidarity: S≠H
- d. Formality: Formal situation

Utterance (19) is one of requestive act. The speaker wants the hearer to present slowly. This request belongs to wants statement strategy because there is a modal such “want” which expressing the speaker’s intention to convey desire to the hearer. Started by utterance “Sorry, I don’t understand” the speaker provides reason why he/she deliver the request. The hearer need no interpretation of this request for it is clear for the hearer to be done.

[20] **Do you want to take my key?** [DCT-16] (20)

Description of the context:

- a. Context is DCT item number 16
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

Utterance (20) is included in request act. The speaker wants the hearer to take his/her key. This request belongs to wants statement strategy because there is a modal such “want” which expressing the speaker’s intention to convey desire to the hearer. The speaker used question form in the request in order to make the request more polite

and avoid suppression. It is not important for the hearer to interpret the request for it is clear to be done.

f. Suggestory Formulae

The utterance in suggestory formulae contains a suggestion to do X (Blum-Kulka et al, p.18). It likes an offer to the hearer. The researcher found 16 request act in this category. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of suggestory formulae.

[21] **You can sit down here.** [DCT-13] (21)

Description of the context:

- a. Context is DCT item number 13
- b. Power status: S=H
- c. Solidarity: S≠H
- d. Formality: Formal situation

Utterance (21) contains request act. The speaker suggests to the hearer to sit down beside the speaker. The strategy used by the speaker is suggestory formulae because there is an implicit request delivered by the speaker for the hearer. The speaker said that the hearer cannot stand all the time means the speaker asks the hearer to sit. While the request is stated indirectly, such the utterance as “you can sit down here” is seemingly like a suggestion.

[22] **You don't use your notebook for a long time.** [DCT-15]

(22)

Description of the context:

- a. Context is DCT item number 15
- b. Power status: S>H
- c. Solidarity: S=H
- d. Formality: Informal situation

Utterance (22) contains request act. The speaker suggests to the hearer to use notebook not for a long time. The strategy used here is suggestory formulae because there is an implicit request delivered by the speaker for the hearer. Using negative form, utterance (22) has meaning that the hearer is suggested to use his/her notebook in shorter time than before.

[23] **You may bring your jacket**, because the weather there is cold. [DCT-11] (23)

Description of the context:

- a. Context is DCT item number 11
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

Utterance (23) is containing request act. In this utterance, the speaker asks the hearers to bring their jacket. The strategy used by the speaker is suggestory formulae because the utterance produced by the speaker is seemingly like a suggestion. This utterance is also embedding *conjunction* “because...”. It has meaning that there is cause

and effect in the request delivered. So that, the hearers may wear jacket in order to keep their body warm in the cold weather.

[24] **You can sit beside me, if you want.** [DCT-13] (24)

Description of the context:

- a. Context is DCT item number 13
- b. Power status: S=H
- c. Solidarity: S≠H
- d. Formality: Formal situation

Utterance (24) contains request act. In this utterance, the speaker asks the hearer to sit beside the speaker. The strategy used by the speaker is suggestory formulae because the utterance produced by the speaker is seemingly like a suggestion. This utterance has similar pattern with utterance (21), but the difference comes from the embedding of *if-clause*. So that, it has a meaning if the hearer wants to sit, there is a space to sit beside the speaker.

g. Query Preparatory

The utterance in query formulae contains reference to preparatory conditions as conventionalized in any specific language (Blum-Kulka et al, p.18). Usually, this strategy marks by “modal” that show ability. The researcher found 101 request act in this category. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of query preparatory.

[25] **Excuse me, could I ask you about your biodata?** [DCT-3]

(25)

Description of the context:

- a. Context is DCT item number 3
- b. Power status: S>H
- c. Solidarity: S≠H
- d. Formality: Informal situation

In utterance (25), the speaker asks the hearer about his/her biodata. The strategy used by the speaker is included into query preparatory since in this utterance found modal pattern “could I”. In utterance (25), “could I”, is speaker oriented where “I” is referring back to the speaker self. The speaker also used an interjection “excuse me” in order to express certain emotion to get the hearer’s attention.

[26] **Can you drive me?** [DCT-7] (26)

Description of the context:

- a. Context is DCT item number 7
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

In the utterance (26), the speaker asks the hearer to drive the hearer to a book store. The strategy used by the speaker here is included into query preparatory since in this utterance found modal pattern “can you”. Opposite with utterance (25), Here in utterance (26)

“can you”, is hearer oriented where “you” is referring back to the hearer. Actually, from the utterances it seems the speaker is asking the hearer whether able to drive motorcycle or not. However, in fact the meaning is the speaker asks the hearer to drive to a book store.

[27] May I borrow your notebook, please? [DCT-1] (27)

Description of the context:

- a. Context is DCT item number 1
- b. Power status: $S > H$
- c. Solidarity: $S = H$
- d. Formality: Formal situation

In utterance (27) has meaning that the speaker asks to borrow the hearer’s notebook. The strategy used by the speaker is included into query preparatory since in this utterance found modal pattern “may I”. In utterance (25), “may I”, is speaker oriented where “I” is referring back to the speaker self. The use of “please” is to show the more polite of the request.

[28] Could you give me an example of the material? [DCT-5]

(28)

Description of the context:

- a. Context is DCT item number 5
- b. Power status: $S = H$
- c. Solidarity: $S \neq H$
- d. Formality: Formal situation

In the utterance (28), the speaker asks the hearer to give an example of the materials which already given before. The strategy used by the speaker here is included into query preparatory since in this utterance found modal pattern “could you”. Here in utterance (28) “could you”, is hearer oriented where “you” is referring back to the hearer. Using past pattern “could”, the speaker tried to be more polite when saying the request.

[29] **Wait a moment, will you pick my key in the canteen?**

[DCT-16] (29)

Description of the context:

- a. Context is DCT item number 16
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Informal situation

In the utterance (29), the speaker asks the hearer pick the key which left in the canteen’s table. The strategy used by the speaker here is included into query preparatory since in this utterance found modal pattern “will you”. Here in utterance (29), “will you” is hearer oriented where “you” is referring back to the hearer. By embedding utterance “wait a moment” in the beginning of request, the speaker intends to attract the hearer’s attention.

h. Strong Hints

Strong hint is the utterances containing partial reference to object or element needed for the implementation of the act (directly pragmatically implying the act) (Blum-Kulka et al, p.18). The researcher found 5 request act in this category. Here are the utterances consist of strong hints.

[30] **Any role of your lesson?** [DCT-4] (30)

Description of the context:

- a. Context is DCT item number 4
- b. Power status: S=H
- c. Solidarity: S=H
- d. Formality: Formal situation

In utterance (30), the speaker wants the hearer to tell the role of the lesson. This request is included into strong hints strategy where the request contains partial reference of request like “Any role of your...” by meant to the request that the speaker asks the hearer tell the role. This request applies the role of hearer oriented because the speaker mentions “your” refers to the hearer.

[31] **I will sign later, please.** [DCT-19] (31)

Description of the context:

- a. Context is DCT item number 19
- b. Power status: S>H
- c. Solidarity: S-H
- d. Formality: Formal situation

In utterance (31), the speaker wants the hearer to give the attendance list to the hearer. This request is included into strong hints strategy where the request contains partial reference of request like “I will sign...” by meant to the request that the speaker asks the hearer to give the attendance list since the speaker does not sign yet. It can be interpreted easily for the hearer from the word “sign” by the meant that it is related to attendance list. The use of “please” is to show the more polite of the request.

[32] **Sorry, may I write before?** [DCT-6] (32)

Description of the context:

- a. Context is DCT item number 6
- b. Power status: S=H
- c. Solidarity: S≠H
- d. Formality: Informal situation

In utterance (32), the speaker wants the hearer to leave the board since the speaker does not finish his/her writing yet. This request is included into strong hints strategy where the request contains partial reference of request like “may I write...” by meant to the request that the speaker is still writing the conclusion on the board. So that, the hearer who wants to clean the board absolutely will cancel his cleaning. For simple, it can be interpreted by the hearer from the word “write” by the meant that it is related to writing activity that can not be

disturbed. While the use of interjection “sorry” is to attract the hearer’s attention.

[33] **My friends, if you study your value is better.** [DCT-14]

(33)

Description of the context:

- a. Context is DCT item number 14
- b. Power status: $S > H$
- c. Solidarity: $S = H$
- d. Formality: Informal situation

In utterance (33), the speaker ask the hearers to study rather than chatting. This request is included into strong hints strategy where the request contains partial reference of request like “if you study...” by meant to the request that the speaker suggest the hearers to stop chatting. For simple, it can be interpreted by the hearer from the clause “if you study your value is better” by the meant that the speaker asks the hearer to stop chatting and better to study. While the word “My friends” is adressed to the hearer to give certain suppression.

[34] **Excuse me, I need the material.** [DCT-17] (34)

Description of the context:

- a. Context is DCT item number 17
- b. Power status: $S > H$
- c. Solidarity: $S \neq H$
- d. Formality: Informal situation

In utterance (34), the speaker wants the hearer to give the copy of the material. This request is included into strong hints strategy where the request contains partial reference of request like “I need the material” by meant to the request that the speaker asks the hearer share the copy of the materials. This request applies the role of speaker oriented because the speaker mentions “I” refers to the speaker self. The speaker also used an interjection “excuse me” in order to express certain emotion to get the hearer’s attention.

i. Mild Hints

Mild hint is the utterances that make no reference to the request proper but are the interpretable as requests by context (Blum-Kulka et al, p.18). The researcher found 3 request act in this category. Here are the data that consist of mild hints.

[35] **Please, don’t disturb me.** [DCT-6] (35)

Description of the context:

- a. Context is DCT item number 6
- b. Power status: S=H
- c. Solidarity: S≠H
- d. Formality: Informal situation

In this utterance (35), the speaker ask the hearer to leave the board. The speaker wants the hearer to stop cleaning the board. The strategy used by the speaker in conveying the desire is included into mild hints. The speaker doesn’t tell explicitly to ask the hearer to stop

cleaning and leave the board. This request can be interpreted by looking at the context that is the speaker still writes the conclusion on the board, when the speaker's friend comes and wants to clean the board.

[36] **I do not yet sign the attendance list.** [DCT-19] (36)

Description of the context:

- a. Context is DCT item number 19
- b. Power status: $S > H$
- c. Solidarity: $S \neq H$
- d. Formality: Formal situation

In this utterance (36), the speaker asks the hearer to give the attendance list. The speaker wants the hearer to give the speaker the attendance list. The strategy used by the speaker in conveying this kind of desire is included into mild hints. The speaker doesn't tell explicitly to ask the hearer to give the attendance list. This request can be interpreted by looking at the context when the speaker says he/she does not sign yet, that is understood by the hearer if the speaker wants the attendance list.

[37] **Chief, I forget to check the list.** [DCT-19] (37)

Description of the context:

- a. Context is DCT item number 19
- b. Power status: $S > H$
- c. Solidarity: $S \neq H$

d. Formality: Formal situation

Utterance (37) has the same purpose with utterance (36). Here, the speaker wants the hearer to give the speaker the attendance list. The strategy used by the speaker in conveying this kind of request is included into mild hints. The speaker doesn't tell explicitly to ask the hearer to give the attendance list. This request can be interpreted by looking at the context when the speaker says he/she forgets to sign in the attendance list. So, the hearer is able to convey that the speaker wants the attendance list in order to sign. While the word "chief" is addressed to the hearer to get the hearer's attention.

After presenting the kinds of request strategy used by Thai students of English Department at IAIN Tulungagung, the researcher in this stage presents the frequency of the request strategy used by Thai students of English Department at IAIN Tulungagung. The result of the counting was transformed onto percentage. In this stage the researcher uses the formulae as follow:

$$\Sigma\% = \frac{F}{N} \times 100\%$$

Note:

Σ = symbol of percentage

F = frequency of the occurrences of each request strategy

N = Total number of request strategy

Table 4.1 Frequency of Request Strategy Used by Thai Students of English Department at IAIN Tulungagung

No.	Types of Request Strategy	F	%
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1.	Mood Derivable	49	20.42 %
2.	Explicit Performative	3	1.25 %
3.	Hedged Performative	5	2.08 %
4.	Obligation Statement	40	16.67 %
5.	Want Statement	18	7.5 %
6.	Suggestory Formulae	16	6.77 %
7.	Query Preparatory	101	42.09 %
8.	Strong Hints	5	2.08 %
9.	Mild Hints	3	1.25 %
	N	240	100 %

Based on the finding above, the researcher found 101 utterances from Thai students of English Department at IAIN Tulungagung that use query preparatory as the way of speaking delivers their wants. Query preparatory is frequently used by Thai students of English Department at IAIN Tulungagung when stating their request. The second strategy that mostly used by Thai students of English Department at IAIN Tulungagung is mood derivable. In mood derivable category, the researcher found 49 utterances containing the way of the characters mention their request.

The researcher found 40 utterances that used obligation statement as the strategy of request used by Thai students of English Department at IAIN Tulungagung. Then, the researcher also found 18 utterances used by Thai students of English Department at IAIN Tulungagung for showing their request that classified into want statement. Next, the researcher found 16 utterances that are used suggestory formulae as the request strategy.

For strong hint and hedged performative the researcher found 5 utterances for each category that are used by Thai students of English Department at IAIN Tulungagung as the strategy of conveying request. Then, the researcher found 3 utterances containing request that applying

explicit performative. The last, the researcher also found 3 utterances of request that employing mild hints as the request strategy.

2. Syntactic Realization of Request Strategy Used by Thai Students of English Department at IAIN Tulungagung

There are nine types of request strategies; they are mood derivable, explicit performative, hedged performative, obligation statement, want statement, suggestory formulae, query preparatory, strong hints, and mild hints.

From those ninth request category, each of them has different characteristics in the term of their syntactic realizations. For example, the syntactic realizations in the mood derivable and obligation statement have different mood, even both of them are included into direct request strategy. This sub heading presents the findings about kinds of syntactic realizations of request on each strategies. Here, the researcher presents all syntactic realizations from the data which previously have been discussed in the first sub-heading of finding section.

a. The Syntactic Realization in Mood Derivable Strategy

The researcher found 49 utterances used by Thai students of English Department at IAIN Tulungagung falls into the category of mood derivable strategy. The mood of this strategy belongs to imperative mood applying positive and negative verbal pattern. However, the researcher presented the data only one case among the

variants found. Those are the data consisting of syntactic realizations in mood derivable strategy.

[1] : **Don't ride too fast!** [DCT-8] (1)

Pattern : Aux. + V + Adj. + Exclamation mark

Description:

There is a negative auxiliary verb “don't” in the beginning of utterance (1). This auxiliary verb is indicating negative order. Therefore, the hearer must ride slower as the indication to do the opposite of fast.

[2] : **Read as much as you can.** [DCT-9] (2)

Pattern : V + Conj. + S + Aux. V.

Description :

Utterances (2) begins with an imperative verb “read” and followed by a conjunction “as much as” that is used to address the hearer “you”. This utterance ends with an auxiliary verb “can” which meant the number of act being requested to be done by the hearer.

[3] : **Please, stop chatting.** [DCT-14] (3)

Pattern : Exclamation, V + Comp. (Gerund)

Description :

Utterance (3) starts with adverb “please” followed by Verb “stop” and completed by a complement in the form of gerund. While, the usage of “please” is to emphasize politeness of the request.

[4] : **Excuse me, please tell about your role of your**

[DCT-4] (4) **lesson.**

Pattern : Interj., Adv. + V + Prep. + NP + Prep + NP

Description :

In utterance (4), the speaker begins the request using interjection, in order to express certain emotion to get the hearer's attention. This request shows the implicit subject and using imperative form "tell" by meant what is actually requested by the speaker. The use of "please" is to emphasize the politeness of the request.

[5] : **Please, you distribute the copy of materials.**

[DCT-18] (5)

Pattern : Exclamation, S + V + NP

Description :

Here, utterance (5) starts with adverb "please" that is meant to show the emphasis of request. While the word "you" is used to address the hearer directly. Then, followed by V + NP, it is clear for the hearer to convey what is being requested.

[6] : **Friends, don't forget to bring jacket.**

[DCT-11] (6)

Pattern : S, Aux. + V + V + O.

Description :

In utterance (6), the speaker begins his request by naming the hearers to give suppression. There is a negative auxiliary verb "don't" in the beginning of utterance (6). This auxiliary verb is indicating

negative order. Therefore, the hearer is asked to remember bringing jacket for themselves.

[7] : **Students, prepare a piece of paper.** [DCT-20] (7)

Pattern : S, V + O (Determiner + NP).

Description :

In utterance (7), the speaker starts the request by mentions the hearers to give suppression. Then, it is followed by V “prepare” that is need a complement in order to make the meaning can be interpreted by the hearer. Therefore, the hearer is asked to prepare a piece of paper for themselves.

b. The Syntactic Realization in Explicit Performative Strategy

The researcher found 3 request acts on this strategy. However, the researcher presented the syntactic realization of the data only one case among the variants that is found. Here are the syntactic realization of the data involved in explicit performative.

[8] : **I need to write thing on the board.** [DCT-6] (8)

Pattern : S + V + V + O + Adv.(Place)

Description :

In explicit performative, there must be a subject “I” uttered explicitly. In utterance (8), there are two verbs here, the first verb “need” is indicating the speaker’s want and the second one is the verb indicating the speaker’s request.

[9] : **I ask the copy of material.** [DCT-17] (9)

Pattern : S + V + Deter. + NP

Description :

Like utterance (8), utterance (9) consists of an explicit subject of “I” in the beginning of the utterance. In utterance (9), there is verb “ask” that is indicating the speaker’s want toward the hearer. Here, the speaker wants the hearer to give the copy of the material.

c. The Syntactic Realization in Hedged Performative Strategy

It is utterance embedding the naming of the illocutionary force (Blum-Kulka et al, p.18). It can be stated as the utterances contain force, marks by modal verb or pattern “would like to”. The researcher found 5 request act in this strategy. However, the researcher presented the data only one case among the variants that is found. Here are the data that consist of hedged performative.

[10] : **I would like to buy that flag.** [DCT-10] (10)

Pattern : S + Would like to + V + O (Determ. + N)

Description :

In the utterance (10), there is a request act as the speaker want the hearer to do something. Utterance (10) is classified into hedged performative strategy since there is a modal verb “would.” In hedged performative, the utterance is embedding the naming of illocutionary force.

[11] : **Would you give attendance list for me?**

[DCT-19] (11)

Pattern : Would + S + V + Comple. (NP) + O + Question mark.

Description :

Utterance (11) classified into interrogative mood so that it seemingly like an offer. This utterance is embedding the naming of the illocutionary force where there is modal signify the hedged “would.” The hearer can easily understand what the speaker’s want as the utterance conveyed directly and needed no interpretation.

d. The Syntactic Realization in Obligation Statement Strategy

In this type of the strategy, the researcher found 40 request acts. However, the researcher presented the data only one case among the variants that is found. Here are the syntactic realization of the data that consist of obligation statement.

[12] : **You should find jacket for yourself.**

[DCT-11] (12)

Pattern : S + Should + V + O + Complement.

Description :

Utterance (12) starts with a subject “you” which indicating the request is hearer oriented. Here, the speaker obligates the hearer to do something since the utterance is containing the semantic meaning of the locution such as “should”.

[13] : **You must get money from all friends.**

[DCT-2] (13)

Pattern : S + Must + V + O + Complement

Description :

Utterance (13) classified into obligation statement as the utterance is containing a modal verb “must.” This modal verb is another type of modal “have to” or “should” because the meaning of “must” is same as those two modal verb. This modal verb indicates that the speaker wants the hearer to do something very much. The usage of subject “you” is performing that the request is hearer oriented.

[14] : If you want to be good in English, **you must read**
[DCT-9] (14) **all the time.**

Pattern : If clause, S + Must + V + Adv. (Time)

Description :

Utterance (14) is also classified into obligation statement as the utterance is containing a modal verb “must.” This modal verb is another type of modal “have to” or “should” because the meaning of “must” is same as those two modal verb. The request is emphasizing on the *if-clause* which has a function to tell the hearer about something happen when they do the speaker’s request. The usage of subject “you” shows the request is hearer oriented.

[15] : **Today, you have to ask money for donation.**

[DCT-2] (15)

Pattern : Adv. (Time), S + Have to + S + O + Complement.

Description :

Utterance (15) starts with a subject “you” which indicating the request is hearer oriented. Here, the speaker obligates the hearer to do something since the utterance is containing the semantic meaning of the locution such as “have to”. Utterance (15) is embedding *adverb of time* in the beginning as the elements by means of which the speaker give definite time for the hearer to do what the speaker’s want.

[16] : **After this, you should use your notebook not for long time.**

[DCT-15] (16)

Pattern : Adv.(Time), S + Should + V + O (NP) + Adv.

Description :

Utterance (16) starts with adverb of time followed by a subject “you” which indicating the request is hearer oriented. Here, the speaker obligates the hearer to do something since the utterance is containing the semantic meaning of the locution such as “should”. Utterance (16) is embedding *adverb of time* “after this” in the beginning as the elements by means of which the speaker give time suppression for the hearer to do what the speaker want.

e. The Syntactic Realization in Want Statement Strategy

The researcher found 18 request acts in this category. However, the researcher presented the syntactic realization of the data only one

case among the variants that is found. Here are the data that consist of want statement.

[17] : **I want to borrow your notebook.** [DCT-1] (17)

Pattern : S + Want + to + V + O (NP)

Description :

Utterance (17) is containing modal verb “want” that indicating want statement strategy. There is a subject “I” signify that the speaker were emphasizing the utterance comes from his/her desire where the hearer knows what to do based on the speaker’s request.

[18] : **I want you describe the role of study.**

[DCT-4] (18)

Pattern : S + Want + O + V + Complement

Description :

Utterance (18) is consisting of requestive act. Utterance (17) is containing modal verb “want” that indicating want statement strategy. There is a subject “I” signify that the speaker were emphasizing the utterance comes from his/her desire where the hearer knows what to do based on the speaker’s request.

[19] : Sorry, I don’t understand. **I want you presents**

[DCT-12] (19) **slowly.**

Pattern : S + Want + O + V + Adv.(Manner)

Description :

Utterance (19) is containing modal verb “want” that indicating want statement strategy. There is a subject “I” signify that the speaker were emphasizing the utterance comes from his/her desire where the hearer knows what to do based on the speaker’s request. Utterance (19) is similar with utterance (18). A little bit different comes from the existance of previous utterance “Sorry, I don’t understand”. Here, the speaker provides reason why he/she deliver the request. So, the hearer can accept what the speaker’s want.

[20] : **Do you want to take my key?** [DCT-16] (20)

Pattern : Aux. + S + Want + to + V + O + Question mark

Description :

Utterance (20) is included in request act. The speaker used interrogative form in conveying the request. This request belongs to wants statement strategy because there is a modal verb “want” which expressing the speaker’s intention to convey desire to the hearer. Utterance (20) has a subject “you” which indicating the request is hearer oriented.

f. The Syntactic Realization in Suggestory Formulae Strategy

In this strategy the researcher found 16 request act in this category. However, the researcher presented the data only one case among the variants that is found. Here are the syntactic realization of the data that consist of suggestory formulae.

[21] : **You can sit down here.** [DCT-13] (21)

Pattern : S + Can + V + Adv.(Place)

Description :

Utterance (21) contains request act. This utterance is classified into suggestory formulae that containing a modal verb like “can”. The request signifies that the speaker suggest to the hearer to sit in a certain place beside the speaker.

[22] : **You don’t use your notebook for a long time.**

[DCT-15] (22)

Pattern : S + Aux. + V + O (NP) + Adv.(Time)

Description :

Utterance (22) contains request act. The speaker suggests to the hearer to use notebook not for a long time. It can be known from the usage of negative form in delivering the request which meant to do the opposite of the utterance. Then, the utterance “don’t use” followed by an adverb of time “for a long time” will convey a meaning that the speaker suggest the hearer to use his/her notebook in shorter time.

[23] : **You may bring your jacket,** because the weather

[DCT-11] (23) there is cold.

Pattern : S + May + V + O (NP)

Description :

Utterance (23) is containing request act. Utterance (23) is containing modal verb “may” that indicating suggestory formulae strategy. This utterance is also embedding *conjunction* “because....”. It

has meaning that there is cause and effect in the request delivered. So it can be conveyed that, the hearers may wear jacket in order to keep their body warm in the cold weather.

[24] : **You can sit beside me, if you want.**

[DCT-13] (24)

Pattern : S + Can + V + If clause

Description :

Utterance (24) contains request act. In this utterance, the speaker asks the hearer to sit beside the speaker. Utterance (23) is consisting a suggestion by the speaker for the hearer to do something. There is an *if-clause* embedded in the last indicating if the hearer wants to sit, there is a space to sit beside the speaker.

g. The Syntactic Realization in Query Preparatory Strategy

The utterance in query formulae contains reference to preparatory conditions as conventionalized in any specific language (Blum-Kulka et al, p.18). However, the researcher found 101 request acts in this category. But, the researcher presented the data only one case among the variants that is found. Here are the syntactic realization of the data that consist of query preparatory.

[25] : **Excuse me, could I ask you about your biodata?**

[DCT-3] (25)

Pattern : Interj., Could + S + V + O + Complement +
Question mark

Description :

In utterance (25), the speaker asks the hearer about his/her biodata. The strategy used by the speaker is included into query preparatory since in this utterance found modal verb “could”. This request applies speaker oriented since it’s including reference to the requestor (‘I’ the speaker). The speaker also used an interjection “excuse me” in order to express certain emotion to get the hearer’s attention.

[26] : **Can you drive me?** [DCT-7] (26)

Pattern : Can + S + V + O + Question mark

Description :

In the utterance (26), the strategy used by the speaker is included into query preparatory since in this utterance found modal verb “can”. Opposite with utterance (25), Here in utterance (26) the subject is “you”, that is meant hearer oriented where “you” is referring back to the hearer.

[27] : **May I borrow your notebook, please?**

[DCT-1] (27)

Pattern : May + S + V + O (NP) + Question mark

Description :

In utterance (27), the strategy used by the speaker is included into query preparatory since in this utterance found modal verb “may”.

Here in utterance (26) the subject is “I”, that is meant speaker oriented where “I” is referring back to the speaker.

[28] : **Could you give me an example of the material?**

[DCT-5] (28)

Pattern : Could + S + V + O + Complement + Question
mark

Description :

In the utterance (28), the strategy used by the speaker is included into query preparatory since in this utterance found modal verb “could”. Then, in utterance (26) the subject is “you”, that is meant hearer oriented where “you” is referring back to the hearer..

[29] : Wait a moment, **will you pick my key in the
canteen?**

[DCT-16] (29)

Pattern : Will + S + V + O + Adv.(Place) + Question mark

Description :

In the utterance (29), the strategy used by the speaker is also included into query preparatory since in this utterance found modal verb “will”. Here the speaker used the subject “you”, that is meant hearer oriented where “you” is referring back to the hearer. By embedding utterance “wait a moment” in the beginning of request, the speaker intends to attract the hearer’s attention.

h. The Syntactic Realization in Strong Hints Strategy

The researcher found 5 request acts in this category. Below are the syntactic realization of the utterances consist of strong hints.

[30] : **Any role of your lesson?** [DCT-4] (30)

Pattern : Determiner + S + Prep. + O + Question mark

Description :

Utterance (30) is classified into strong hint strategy. The utterance contains partial reference to object or elements needed for the implementation of the act. This request isn't seemingly like a request but prefer to be a question for the hearer. The request contains partial reference of request like "Any role of your..." by meant to the request that the speaker asks the hearer tell the role.

[31] : **I will sign later, please.** [DCT-19] (31)

Pattern : S + Will + V + Adv.(Time), Exclamation.

Description :

Utterance (31) is included into strong hints strategy where the request contains partial reference of request "I will sign..." by meant to the request that the speaker asks the hearer to give the attendance list. This request isn't seemingly like a request but prefer to be a statement for the hearer. Then, the usage of "please" is to show the more polite of the request.

[32] : **Sorry, may I write before?** [DCT-6] (32)

Pattern : Interj., May + S + V + Adv.(Time) + Question mark

Description :

Utterance (32) is included into strong hints strategy where the request contains partial reference of request like “may I write...” by meant to the request that the speaker is still writing the conclusion on the board. For simple, it can be interpreted by the hearer from the word “write” by the meant that it is related to writing activity that can not be disturbed. While the use of interjection “sorry” is to attract the hearer’s attention. For further interpretation, it can be seen from the context.

[33] : **My friends, if you study, your value is better.**

[DCT-14] (33)

Pattern : S, If-clause, S + V + Adj.

Description :

Utterance (33) is included into strong hints strategy where the request contains partial reference of request that is *if-clause*. Here, the speaker suggest the hearers to stop chatting. This request isn’t seemingly like a request but prefer to a suggestion for the hearer. While the word “My friends” is adressed to the hearer to give certain suppression.

[34] : **Excuse me, I need the material.** [DCT-17] (34)

Pattern : Interj., S + V + O

Description :

Utterance (34) is included into strong hints strategy where the request contains partial reference of request “I need...” by meant to the request that the speaker asks the hearer to give the copy of the material. This request isn’t seemingly like a request but prefer to be a statement for the hearer. Then, the usage of interjection “excuse me” is to attract the hearer’s attention.

i. The Syntactic Realization in Mild Hints Strategy

Mild hint is the utterances that make no reference to the request proper but are the interpretable as requests by context (Blum-Kulka et al, p.18). The researcher found 3 request act in this category. Here are the syntactic realization of the data that consist of mild hints.

[35] : **Please, don’t distrube me.** [DCT-6] (35)

Pattern : Exclam, Aux + V + O

Description :

Utterance (35) describes the speaker wants the listener to do something, that is leaving the board. Eventhough the request is not marked with the subject ‘you’, and makes no reference to request proper yet it can be interpreted based on the context.

[36] : **I do not yet sign the attendance list.**

[DCT-19] (36)

Pattern : S + Aux. + V + O

Description :

In utterance (36) there is an adverb used to give negative statement like “not.” For further information, the statement begins with a subject “I” signify that the request is speaker oriented where the speaker explicitly describes he does not sign yet. In fact, the speaker doesn’t tell explicitly to ask the hearer to give the attendance list. This request can be interpreted by looking at the context.

[37] : **Chief, I forget to check the list.** [DCT-19] (37)

Pattern : N, S + V + to + V + O

Description :

Utterance (37) has the same purpose with utterance (36). In utterance (37) the speaker used word “forget” that is has no reference if conveyed without looking at the context.” The statement begins with a subject “I” signify that the request is speaker oriented where the speaker explicitly describes he forgets to give signature. The word “chief” is adressed to the hearer to get the hearer’s attention. In fact, the speaker doesn’t tell explicitly to ask the hearer to give the attendance list. This request can be interpreted by looking at the context.

After presenting the syntactic realization of request strategy used by Thai students of English Department at IAIN Tulungagung, the researcher in this stage presents the frequency of the syntactic realization of each request strategy used by Thai students of English Department at IAIN

Tulungagung. The result of the counting was transformed onto percentage.

In this stage the researcher uses the formulae as follow:

$$\Sigma\% = \frac{F}{N} \times 100\%$$

Note:

Σ is the symbol of percentage

F is the frequency of the occurrences of each pattern in request strategy

N is the number of all syntactic realization

Table 4.2: Frequency of Syntactic Realization in Mood Derivable Strategy

No.	Syntactic Realization	F	%
1.	Positive verbal	42	85.7%
2.	Negative verbal	7	14.3%
	N	49	100%

Based on the finding above, the researcher found 42 utterances that applying positive verbal pattern. Another pattern is negative verbal pattern that only be found on 7 utterances.

Table 4.3: Frequency of Syntactic Realization in Explicit Performative Strategy

No.	Syntactic Realization	F	%
1.	Positive verbal	3	100%
	N	3	100%

For explicit performative, the researcher only found 3 utterances applying positive verbal sentence. The sentence included into declarative mood.

Table 4.4: Frequency of Syntactic Realization in Hedged Performative Strategy

No.	Syntactic Realization	F	%
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1.	WH-Question	4	80%
2.	Positive verbal	1	20%
	N	5	100%

In hedged performative, the researcher found 4 utterances that applied WH Question and 1 utterances included into positive verbal (declarative mood). The modal “would”, frequently applied in this strategy.

Table 4.5: Frequency of Syntactic Realization in Obligation Statement Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive verbal	40	100%
	N	40	100%

The researcher only found one kind of Syntactic Realization in obligation statement strategy. All requests found apply positive verbal pattern.

Table 4.6: Frequency of Syntactic Realization in Want Statement Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive verbal	17	94.5%
2.	Interrogative	1	5.5%
	N	18	100%

The researcher found two kinds of formal pattern in wants statement strategy. The pattern are consisting of 17 sentences for positive verbal pattern. Negative verbal pattern can be found only in an utterance. All of the utterances are containing a modal “want” indicating the speakers’ intend to express their desire.

Table 4.7: Frequency of Syntactic Realization in Suggestory Formulae Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive verbal	13	81.25%
2.	Negative verbal	3	18.75%
	N	16	100%

In suggestory formulae, the researcher found two kinds of Syntactic Realization used by Thai students of English Department at IAIN Tulungagung. The first pattern mostly used in suggestory formulae is positive verbal pattern that employed on 13 utterances. While another, is negative verbal pattern that belonging to 3 utterances.

Table 4.8: Frequency of Syntactic Realization in Query Preparatory Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive verbal	101	100%
	N	101	100%

The researcher found 101 utterances of request that employing interrogative mood. All of the utterances are applying positive verbal pattern as there is indicator of a modal like “can, could, may, will” used in all of the utterances. This modal indicates the preparatory condition.

Table 4.9: Frequency of Syntactic Realization in Strong Hints Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive pattern	3	60%
2.	Interrogative pattern	2	40%
	N	5	100%

In strong hints, the researcher found 2 kinds of pattern used in conveying strong hints strategy. There are 3 utterances applying positive pattern. Another pattern is interrogative pattern that belonging to 2 utterances.

Table 4.10: Frequency of Syntactic Realization in Mild Hints Strategy

No.	Syntactic Realization	<i>f</i>	%
1.	Positive verbal	1	33.3%
2.	Negative verbal	2	66.7%
	N	3	100%

The researcher found 2 patterns of request in mild hints strategy. The first pattern used negative verbal in 2 utterances. The last pattern used is positive verbal that only belonging to 1 utterances. This variation occurred because mild hints strategy has no reference or element to the request proper but the requests are interpretable through the context.

B. Discussion

In this section, the researcher presents a discussion about findings to interpret the findings of the study. The first problem proposed in this study is what types of strategy used by Thai students of English Department at IAIN Tulungagung in conducting a request. In this research, the researcher only focused on the data that are collected through DCT. The population of the data are 240 utterances. There were 101 utterances used query preparatory, 49 utterances used mood derivable, 40 utterances used obligation statement, 18 utterances used want statement, 16 utterances used suggestory formulae, 5 utterances used strong hints, 5 utterances used hedged performative, 3 utterances used mild hints, and 3 utterance used explicit performative.

After classified the data into each category of the strategy, the researcher counted the frequency of each request strategy used by Thai students of English Department at IAIN Tulungagung in conducting request. The frequency of each request strategy is 20.42% used mood derivable, 1.25% used explicit performative, 2.08% used hedged performative, 16.67% used obligation

statement, 7.5% used want statement, 6.77% used suggestory formulae, 42.09% used query preparatory, 2.08% used strong hints, and 1.25% used mild hints.

The second problem of this research is how the syntactic realizations of requests used by Thai students of English Department at IAIN Tulungagung. The researcher concluded the syntactic realization used in each category, that are; 1) most of mood derivable strategy used positive pattern by reaching frequency 85.7%, 2) all explicitis performative strategy used positive verbal pattern, 3) WH-Question is used in 80% of hedged performative strategy then 20% used positive verbal, 4) all obligation statement strategy used positive verbal, 5) only 5.5% used interrogative mood in want statement, the rest is positive verbal, 6) reaching number 81.25% positive verbal dominated suggestory formulae, 7) query formulae consist of 100% positive verbal, 8) strong hints consist of 60% positive verbal and 40% interrogative mood, 9) mild hints had 66.7% of negative verbal while the remaining is positive verbal.

Nuraini (2014) in her research entitled *The Realization of Request in Conversational Fragments in Movie Entitled Twilight* found the characters in Twilight movie were tent to use mood derivable as the strategy in conducting request, because the speakers had the same power with the listeners. However, in this research, the researcher found a different result. Comparing to Nuraini's findings, the researcher of this study found that mood derivable strategy in this research occupied the second place of the most used request strategy. It happened as Thai students of English Department at IAIN Tulungagung tend to use query preparatory strategy in conducting request. It is due to the fact that they used

query preparatory in conducting request since they want to make their request sound more polite.

In this research, based on the data that were collected through DCT, Thai students of English Department at IAIN Tulungagung tend to use query preparatory strategy in conducting request by reaching number 42.09%. It happened since the speaker and the hearer had various power status, that is based on the context provided in the DCT.

In a study entitled *Indirect Request in Politeness Strategy*, Janochova (2013) presented her study by comparing the theoretical framework related to the indirectness in requesting something which analyzed in the term of politeness. According to result of Janochova's research, there are two main conclusions in using query preparatory. First, the query preparatory pattern like "could you..." and "would you..." are more frequently used by the native speaker in showing his/her politeness. Second, the indirectness in request could be polite strategy only if analyzed based on the context.

Then, the least strategy used in delivering request found in Nuraini's research was hedged performative. In this research, the researcher concluded that explicit performative was the least strategy used by Thai students of English Department at IAIN Tulungagung. For information, explicit performative strategy is rarely found in the way of native speakers in conducting request. Such example, in borrowing an eraser, native speakers tend to say "I forgot bringing an eraser" than saying explicitly such as "I am asking you to lend me an eraser".

Sulistiyowati (2013) in her research entitled *Request Strategies Used In Crash Movie* described the types of request strategies and clarified the pragmalinguistics forms of request strategies used in Crash Movie. Sulistiyowati used Crash Movie as the data source. The result of Sulistiyowati's research shows that there are eight request strategies from the sixty one data found in Crash Movie. Sulistiyowati found that from the whole data, mood derivable placed as the most request strategy used by character in Crash movie. Query preparatory came as the second frequently request strategy used by character in Crush movie. The same result comes from the frequency of explicit performative. Sulistiyowati found 1.64% of the character used explicit performative in crush movie. While in this research, utterances consist of explicit performative was only found 3 item that is meant become the least request strategy used.

Yulianto (2013) in his study entitled *Request Strategies Used In Twilight Novel By Stephenie Meyer (A Pragmatics Approach)* found type of request strategy found in Twilight novel. He aims to clarify the form found in the utterance of request in Twilight and describing the intention of request strategy found in Twilight. His study showed result that obligation statement strategy got the third rank of the most request strategy used by characters in Twilight. Yulianto found, eventhough mood derriveble has the most frequency of request strategy used by characters in Twilight, there were many tent to use obligation statement strategy as choice. In the research toward request act used by second year Thailand English student, the researcher found the similar result that obligation statement became the third of the most request strategy chose.

The researcher also concluded that mild hints can be chosen as strategy in conveying a request. Over the context of politeness, the existence of mild hints is more applicable than query preparatory even in this research mild hints only found in less than 10 utterances. People tend to use mild hints rather than query preparatory since query preparatory classified into conventional way in delivering request and rarely used in real life.

According to Blum-Kulka (1987) in a journal entitled *Indirectness and Politeness in Request: Same or Different?*, mild hints is the most indirect strategy chosen by native speaker because it tends to decrease the imposition but it's occupying in the second number in politeness scale.

Related to an educational journal by Gu Xiao-le (2011) entitled *The Effect of Explicit and Implicit Instruction of Request Strategies* he defined that query preparatory assumed a much higher than any other strategy because the students were familiar with its patterns. They tend to speak and listen a request same as query preparatory whereas this strategy is much rarely used by native speaker in real life. Native speakers tend to choose query preparatory as the most polite strategy in delivering a request. Query preparatory strategy also offers the ability or willingness of requestee to help the requestor.

The findings of this research confirm the theory of Bulm-Kulka in request strategy. The findings of this research represent the types of request strategies that have been found by Bulm-Kulka in her research. That's why the researcher put Bulm-Kulka's theory as consideration to analyze the findings.

The findings represent the style of request by Thai people. Here Thai students of English Department at IAIN Tulungagung indicate their culture from the strategy in conducting request. It can be seen that Thai people tend to include more explanations to strengthen their requests. Thai people also use more expressions of gratitude and/or appreciation in their main requests. These features can be viewed as Thai-style request strategies. It is different from Native-style request strategy that often use mood derivable as request strategy in conducting certain request. The Thai request may be seen as “too polite or too redundant” by Native English if they include extensive explanations in their requests.

In this research, the researcher also found the reason why Thai students of English Department at IAIN Tulungagung tend to use query preparatory as the strategy in delivering the request. It is due to the fact that Thai students of English Department at IAIN Tulungagung are familiar with the form of query preparatory since it was taught from the early level of school. It can be known that the way to conduct request for Thai students of English Department at IAIN Tulungagung is very limited (in choosing suitable strategy). The lack of knowledge plays a huge role that make Thai students of English Department at IAIN Tulungagung do not have choices when they have to deliver a certain request in various contexts and situation. The other reason is, using query preparatory will decrease the degree of imposition of the request delivered to the hearer. It will make the request sounds more polite since their culture respect much on politeness.