

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion, this study concludes that semester-six EFL learners in the English Department at UIN Imam Bonjol Padang used various request speech act strategies in responding to the Written Discourse Completion Test (WDCT). Based on Blum-Kulka et al.'s (1989) theory, the participants employed strategies from three main categories: Direct Strategies, Conventionally Indirect Strategies, and Non-Conventional Indirect Strategies. All nine types of request strategies were identified in the participants' responses, namely mood-derivable, explicit performative, hedged performative, obligation statement, want statement, suggestory formula, query-preparatory, strong hint, and mild hint. Among these strategies, Query-Preparatory was the most frequently used, while Explicit Performative and Suggestory Formula were the least frequently used. The frequent use of Query-Preparatory indicates that participants tended to express requests clearly while still allowing the interlocutor to respond or decide whether to fulfill the request. The findings also show that the choice of request strategies was related to the situational context in which the requests were made.

Regarding the social variables, the findings indicate that social distance, power, and ranking of imposition were reflected in the participants' request realizations. Social distance was reflected in the relationship

between the speaker and the interlocutor, particularly in interactions between students and friends compared with interactions between students and lecturers. Power was reflected in the difference in status between students and their interlocutors, while ranking of imposition was related to the degree of burden involved in the requested action. These social variables influenced how participants formulated their requests. Requests addressed to friends generally contained fewer supporting elements and were expressed more briefly, whereas requests addressed to lecturers tended to include additional elements such as apologies, reasons, explanations, and expressions of gratitude. This shows that participants adjusted the formulation of their requests according to their social relationships and the demands of the situations.

Overall, the study shows that the participants did not use request strategies independently of the social context. Their choice and realization of requests were related to the relationship between the speaker and the interlocutor, the relative status of the participants, and the degree of imposition involved in the request. Thus, the findings demonstrate that request realization among semester-six EFL learners involves both the selection of linguistic strategies and consideration of the social context in which the requests are made.

B. SUGGESTION

Based on the conclusions above, the researcher proposes several suggestions related to the results of this study.

1. For Teachers

Request speech acts can be incorporated into English language learning activities, particularly through contextual exercises, role plays, or discourse completion tasks. Students can be provided with different social situations involving friends, lecturers, and other interlocutors so that they can practice selecting appropriate request strategies according to the context.

2. For Student

Students are encouraged to develop not only their grammatical competence but also their pragmatic competence. They need to understand that making a request involves considering the relationship with the interlocutor, the level of power, social distance, and the degree of imposition involved in the request. Awareness of these factors can help students select request expressions that are appropriate for different social situations.

3. For Future Researchers

Further studies can investigate request speech acts using different participants, contexts, or research instruments. Future research may also compare written responses with naturally occurring spoken interactions or role-play data to obtain a broader understanding of how EFL learners realize requests in actual communication. Researchers may also examine other social or contextual factors that can influence the choice of request strategies.

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