

**AN ANALYSIS OF REQUEST SPEECH ACT STRATEGIES USED BY SIXTH-
SEMESTER EFL STUDENTS IN THE ENGLISH DEPARTMENT AT UIN
IMAM BONJOL PADANG**

THESIS

*Submitted in Partial Fulfillment of the Requirements for Undergraduate Program in
English Education Department the Strata One (S1) Degree*



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MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Dia mendapat (pahala) dari (kebajikan) yang dikerjakannya dan mendapat (siksa) dari (kejahatan) yang diperbuatnya”

(Q.S AL-Baqarah:286)

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release”

-Taylor Swift

“Let your dreams be bigger than your fears.”

DECLARATION PAGE

The undersigned hereby declare the thesis below:

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Thesis Title : An Analysis of Request Speech Act Strategies used by Sixth-Semester EFL Students In the English Department At UIN Imam Bonjol Padang, declare that this thesis is entirely my own work. I was fully aware that I have cited various statements and ideas from other sources, and these have been properly referenced in the text. I have adhered to and respected the research code of ethics applicable both externally and at Imam Bonjol State Islamic University, Padang.

1. Should it be discovered and proven that any part or all of this thesis violates the research code of ethics, I willingly accept all legal consequences in accordance with the relevant provisions.

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APPROVAL PAGE

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SEMESTER EFL STUDENTS IN THE ENGLISH DEPARTMENT AT UIN
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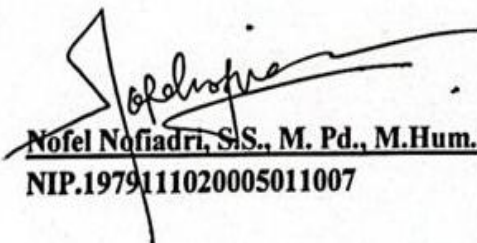
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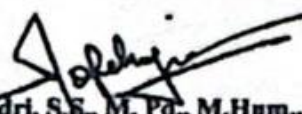
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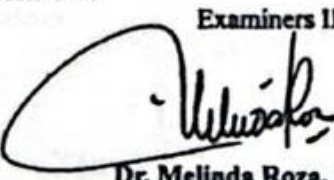

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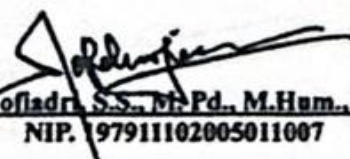
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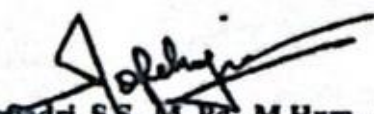
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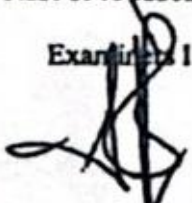

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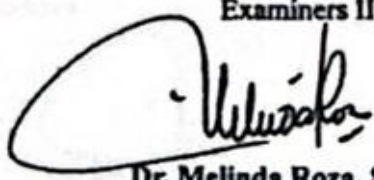

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ABSTRACT

Citra Efrika. 2026. *An Analysis of Request Speech Act Strategies Used by Sixth-Semester EFL Students In The English Department at UIN Imam Bonjol Padang.*

This study analyzes the use of request speech act strategies by EFL learners in the English Department at UIN Imam Bonjol Padang. It focuses on the types of strategies employed and the social variables influencing the requests made by the students. The study aims to (1) identify the types of request speech act strategies used by EFL learners and (2) analyze how social variables, specifically power, social distance, and the ranking of imposition, are reflected in the students' request responses. A qualitative descriptive research design was employed. The participants consisted of 81 sixth-semester students selected via total sampling. Data were collected using a Written Discourse Completion Test (WDCT) covering six interactional scenarios involving two types of relationships: student-to-peer and student-to-lecturer. The data were analyzed based on the Cross-Cultural Speech Act Realization Project (CCSARP) framework proposed by Blum-Kulka et al. (1989). The results indicate that participants utilized three types of request strategies: direct, conventionally indirect, and non-conventionally indirect. Among the nine strategies identified within the CCSARP framework, Query Preparatory (QP) was the most frequently used, while Explicit Performative and Suggestory Formula were the least common. The prevalence of Query Preparatory strategies was largely linked to situational characteristics, specifically, the need to convey requests clearly while maintaining politeness. The analysis reveals that social distance and power influenced how students formulated their requests; requests directed at peers, characterized by social closeness and equal power, tended to be more direct and informal. Conversely, requests directed at lecturers, who hold higher social status and with whom there is greater social distance, tend to incorporate politeness markers, explanations, apologies, and more indirect request forms. The degree of imposition also influences students' choice of request strategies, particularly when the requested action places a heavier burden on the interlocutor. These findings indicate that EFL learners adjust their request strategies based on social relationships and the situational demands of the interaction.

Keywords: English Foreign Language, Request Speech Act, Request Strategies, Social Variables, Written Discourse Completion Test (WDCT)

ABSTRAK

Citra Efrika. 2026. *An Analysis of Request Speech Act Strategies Used by Sixth-Semester EFL Students In The English Department at UIN Imam Bonjol Padang.*

*Penelitian ini menganalisis penggunaan strategi tindak tutur permohonan oleh pembelajar EFL di Jurusan Bahasa Inggris UIN Imam Bonjol Padang. Penelitian ini berfokus pada jenis strategi yang digunakan dan variabel sosial yang memengaruhi ucapan permintaan yang digunakan mahasiswa. Penelitian ini bertujuan untuk (1) mengidentifikasi jenis strategi tindak tutur permohonan yang digunakan oleh pembelajar EFL dan (2) menganalisis bagaimana variabel sosial, meliputi kekuasaan, jarak sosial, dan tingkat beban permintaan, terlihat dalam tanggapan permintaan mahasiswa. Desain penelitian deskriptif kualitatif digunakan dalam studi ini. Partisipan penelitian terdiri dari 81 mahasiswa semester enam yang dipilih melalui teknik total sampling. Data dikumpulkan menggunakan instrumen *Written Discourse Completion Test (WDCT)* yang mencakup enam situasi interaksi yang terdiri dari dua jenis situasi, baik antara mahasiswa dengan teman maupun antara mahasiswa dengan dosen. Data dianalisis berdasarkan kerangka kerja *Cross-Cultural Speech Act Realization Project (CCSARP)* yang dikemukakan oleh Blum-Kulka dkk. (1989). Hasil penelitian menunjukkan bahwa partisipan menggunakan tiga jenis strategi permohonan: strategi langsung, tidak langsung secara konvensional, dan tidak langsung secara nonkonvensional. Dari sembilan strategi yang diidentifikasi dalam kerangka CCSARP, *Query Preparatory (QP)* merupakan strategi yang paling sering digunakan, sedangkan strategi *Explicit Performative* dan *Suggestory Formula* paling sedikit digunakan dalam respons partisipan. Kebanyakan penggunaan *Query Preparatory* berkaitan dengan karakteristik situasi, khususnya kebutuhan untuk menyampaikan permohonan secara jelas namun tetap menjaga kesantunan. Hasil temuan analisis menunjukkan bahwa jarak sosial dan kekuasaan memengaruhi cara mahasiswa merumuskan permohonan mereka. Permohonan yang ditujukan kepada teman yang dianggap memiliki kedekatan sosial dan kesetaraan kekuasaan lebih cenderung disampaikan secara lebih langsung dan informal. Sebaliknya, permohonan kepada dosen, yang memiliki kekuasaan sosial lebih tinggi dan jarak sosial lebih jauh, cenderung menyertakan penanda kesantunan, penjelasan, permintaan maaf, dan bentuk permohonan yang lebih tidak langsung. Tingkat beban permintaan juga memengaruhi pemilihan strategi permohonan mahasiswa, terutama ketika tindakan yang diminta memberikan beban yang lebih besar bagi lawan bicara. Temuan ini mengindikasikan bahwa pembelajar EFL menyesuaikan strategi permohonan mereka berdasarkan hubungan sosial dan tuntutan situasional dalam interaksi tersebut.*

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing, Tindak Tutur Permintaan, Strategi Permintaan, Variabel Sosial, Tes Penyelesaian Wacana Tertulis (WDCT)*

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keep believing, and keep moving. Because there is nothing more beautiful than watching yourself develop into the best version of yourself.

Padang, September 18th, 2026

The Author

A handwritten signature in black ink, featuring a large, stylized 'C' and 'E' that are interconnected, with several horizontal strokes extending to the right.

Citra Efrika

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication plays an essential role in the process of learning a foreign language, especially in English as a Foreign Language (EFL) contexts. In learning English, students are not only expected to understand grammatical rules but also to be able to use the language appropriately in real communication. Therefore, mastering communication skills becomes one of the main goals of English language learning. As EFL learners, students must be able to use language appropriately when interacting with others. For example, when students want to ask someone to do something, they need to express the request politely so that it does not sound like a command.

This ability is closely related to pragmatic competence, which helps learners understand how language should be used according to the speaker, the listener, and the context of interaction. According to Yule (1996), Pragmatics concerns how speakers convey meaning and how listeners interpret that meaning in context. Therefore, pragmatic competence is important for EFL learners because grammatical knowledge alone cannot ensure successful communication, and without pragmatic awareness, learners may produce grammatically correct sentences that still cause misunderstanding or sound impolite. Pragmatic competence enables language learners to use language appropriately in different social

situations. It involves understanding what to say, how to say it, and when it is appropriate to say it. In the context of classroom interaction, pragmatic competence helps students interact effectively with lecturers and peers, particularly when performing various speech acts such as requesting, apologizing, thanking, or giving suggestions. One type of speech act that may easily lead to misunderstanding in communication is the act of asking someone to do something, which can be expressed either as a command or as a request. Nonetheless, requests are categorized as speech acts that may pose a threat to face (face-threatening act), requiring speakers to employ specific strategies to ensure that requests are communicated courteously and can be accepted by the conversation partner. This type of utterance belongs to directive speech acts, in which the speaker attempts to make the hearer perform an action. Because directive speech acts involve influencing another person's behavior, they carry a certain social risk, especially when the speaker and hearer have different roles, such as students and lecturers in an academic setting.

Therefore, speakers need to use appropriate request strategies that fit the context of interaction so that the utterance does not sound too direct or imposing. By using suitable strategies, speakers can convey their intentions more appropriately and avoid potential misunderstandings in communication. In classroom interaction, students often need to make requests to their lecturers in various situations. For instance, when students do not understand the lecturer's explanation, they may ask the lecturer to

repeat or clarify the material. Some students may say expressions such as “Repeat again, Sir” or “Explain again,” which are understandable but sound too direct in an academic context. Students frequently make requests to their lecturers during various learning activities. For example, students may say expressions such as “Ma’am, share the assignment,” “Ma’am, divide the groups now,” or “Open the material again,” when they want the lecturer to give instructions or repeat information.

Ideally, students could express their requests in a more suitable way, such as “Could you please share the assignment, Ma’am?” or “Could you help explain this part again?” These situations illustrate a common phenomenon in the classroom and raise the question of whether EFL learners have developed sufficient pragmatic competence to choose appropriate request forms when interacting with their lecturers.

Previous studies show that Indonesian EFL learners tend to employ conventionally indirect request strategies in various social situations. Expressions such as *can I* and *could you* are commonly used to soften requests and indicate politeness (Pardede et al., 2025). In addition, many learners combine two or more request strategies in one utterance, suggesting that request production involves pragmatic consideration of social context.

Based on several previous studies, research on request speech acts has been widely conducted in different contexts and with various focuses. A relevant previous study by Abdelfattah (2022) used a mixed-method approach using semi-structured interviews and the Discourse Completion

Test (DCT) to compare the request strategies used by Moroccan EFL learners and American native speakers. The findings showed differences in the level of directness and request orientation between the two groups. Meanwhile, the study conducted by AlTameemy, Alshraah, and Alshammari (2024) used a quantitative descriptive approach with the Discourse Completion Task (DCT) to investigate request-making strategies among Saudi EFL learners with different proficiency levels, namely High Achievement and Low Achievement students. In addition, the study by Pardede, Dirgantari, AS, and Susantiningdyah (2025) explored request strategies used by Indonesian EFL learners by applying qualitative thematic analysis of data collected through written DCT scenarios, focusing on the influence of social status and social distance in selecting request forms.

Although previous studies have provided important insights into request discourse acts, most of them have focused on comparisons between native and non-native speakers, differences in learners' proficiency levels, or the influence of social variables such as status and social distance. However, this study specifically examines the request strategies used by EFL learners in the English department to analyze the types of requests students use and to explore their relationship with social variables. In communication, speakers who make requests differ in their choice of words, expressions, and level of directness when conveying their intentions. Therefore, it is crucial to investigate this so that students understand how

to formulate requests to their conversation partners, taking into account both social distance and power dynamics

Therefore, this research aims to identify the types of request speech act strategies used by sixth-semester EFL learners in the English Department at UIN Imam Bonjol Padang and to analyze the social variables reflected in their request expressions. This study uses a qualitative descriptive approach, and the data are collected through a Written Discourse Completion Test (WDCT). The findings of this study are expected to provide a clearer understanding of how sixth-semester EFL learners formulate request speech acts and how social variables influence their choice of request strategies in academic contexts.

B. Identification of the Problem

Based on the above research background, the researcher found several problems related to the use of request sentences among learners of English as a foreign language (EFL) in academic interactions. These problems are as follows:

1. Sixth-semester EFL students may use different request speech act strategies when making requests in academic situations, but the types and patterns of strategies they use have not yet been clearly identified.
2. The use of request speech act strategies may vary depending on social variables, particularly power, social distance, and ranking of imposition. However, how these social variables influence the students' choice of

request strategies in different academic situations has not yet been clearly understood.

C. Limitation of the Problem

This study focuses on analyzing the request speech act strategies used by sixth-semester EFL students in the English Department at UIN Imam Bonjol Padang. The analysis is limited to the request strategy classification proposed by Blum-Kulka et al. (1989) through the Cross-Cultural Speech Act Realization Project (CCSARP). The data are collected using a Written Discourse Completion Test (WDCT), which consists of academic situations involving different social variables, particularly power, social distance, and ranking of imposition. The study focuses on identifying the request strategies used by the students and analyzing how these social variables influence their choice of request strategies.

D. Formulation of the Problem

1. What types of request speech act strategies are used by sixth-semester EFL learners in the English Department at UIN Imam Bonjol Padang?
2. How do social variables influence the use of request speech act strategies by sixth-semester EFL students at the English Department of UIN Imam Bonjol Padang?

E. Purpose of the Problem

1. To identify the types of request speech act strategies used by sixth-semester EFL learners in the English Department at UIN Imam Bonjol Padang.

2. To identify the social variables influencing the use of request speech act strategies by sixth-semester EFL students at the English Department of UIN Imam Bonjol Padang.

F. Significance of the Research

Through this study, it is anticipated that the findings may offer benefits for various parties, such as students, lecturers, further researchers, and readers, especially in the fields of pragmatics and speech act studies.

1. For Learners

The results of this study are expected to help EFL learners understand the different types of request speech act strategies used in academic interactions. By understanding how requests can be expressed appropriately and how gender may influence the choice of request strategies, students can improve their pragmatic competence and communicate more effectively when interacting with lecturers and peers.

2. For Lecturers

The findings of this study may help lecturers understand how male and female students formulate request strategies in academic contexts. This understanding can assist lecturers in guiding students to develop better pragmatic competence and encouraging the use of appropriate request expressions during classroom interactions.

3. For Future Researchers

This study may serve as a reference for future researchers who are interested in pragmatics, particularly in the study of request speech act

strategies. It may also provide insights into how gender as a social variable can influence the use of request strategies among EFL learners, and encourage further research in different contexts or with different social variables.

4. For Readers

This research is expected to enrich readers' knowledge in the field of pragmatics, especially in understanding how request speech acts are used in academic settings. It may also provide practical insights into how social factors, such as gender, can influence language use in communication.

G. Definition of Key Terms

To prevent confusion among readers, the researcher clarifies various terms in the title of this study as follows.

1. Pragmatics

According to Yule (1996), Pragmatics focuses on the study of meaning conveyed through speech or writing and how that meaning is processed by the listener or reader. "According to Levinson (1983), pragmatics is the study of how language is used in context to convey meaning." It focuses on how speakers express intentions and how listeners interpret those intentions based on the situation of communication. Pragmatics helps explain how meaning is influenced by factors such as the speaker, the listener, and the context of interaction.

2. Speech Act

Speech acts pertain to the function of language in communication, as articulated by Austin (1962). Speech acts can be classified into three types: locutionary acts (significant statements), illocutionary acts (the intent or purpose behind a statement, like a plea or caution), and perlocutionary acts (the effect or response generated by a statement).

3. Directive Speech Act

Directive Speech Acts represent a form of illocutionary act intended to instruct the listener to perform a specific action. Searle (1983) states that directive speech acts encompass actions like requesting, suggesting, recommending, considering, and ordering. In education, directive speech acts are utilized by teachers or lecturers to guide students through instructions, inquiries, prohibitions, and suggestions.

4. Request Speech Act

A request speech act is a type of directive speech act in which the speaker asks the hearer to perform a particular action. Requests are commonly used in everyday communication and often require appropriate strategies to maintain politeness and avoid imposing on the hearer.

5. Request Speech Act Strategies

Request speech act strategies refer to the ways speakers formulate requests in communication. These strategies can vary in levels of directness, such as direct requests, conventionally indirect requests, and

non-conventionally indirect requests, as classified by Shoshana Blum-Kulka.

6. EFL Learners

EFL learners refer to students who learn English as a Foreign Language in a context where English is not the primary language of daily communication. In this study, EFL learners refer to students of the English Department at UIN Imam Bonjol, Padang.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Communicative Competence

a. Definition of Communicative Competence

Chomsky (1965) distinguishes between competence and performance. Competence refers to the speaker's internal knowledge of the language system, while performance is the use of that language in real situations. According to Chomsky (1965), competence is a system of linguistic rules internalized in the mind of an ideal speaker, while performance is the use of language in real contexts that can be influenced by psychological factors. Therefore, linguistic theory emphasizes the explanation of the abstract system of rules underlying language (competence) rather than the analysis of language use in social contexts.

However, Chomsky's idea of competence emphasizes mastery of grammar and pays less attention to the social and contextual aspects of language use. This limitation led to the creation of the concept of communicative competence, which broadens the understanding of competence beyond mere linguistic knowledge. Hymes (1972, as cited in Brumfit, 1984) challenged Chomsky's narrow definition of competence with the argument that there are “rules of usage without which the rules of grammar would be useless.” He argued that a

speaker who produces grammatically correct sentences without regard to context would be considered socially inappropriate.

This argument suggests that linguistic competence cannot be limited to grammatical knowledge alone. Instead, it must also include the ability to use language appropriately in accordance with social norms and situational demands. Therefore, competence must include not only an understanding of grammar but also the skill of using language appropriately in various social contexts.

To address this limitation, the idea of communicative competence arose as a broadening of the concept of linguistic competence. According to Hymes (1972, as cited in Brumfit, 1984), communicative competence refers to an individual's ability to use language appropriately in social contexts rather than merely possessing knowledge of grammatical rules. He further explains that effective communication requires knowing what to say, to whom, when, where, and in what manner.

It can be concluded that communicative competence emphasizes that successful communication does not only depend on grammar, but also on a person's ability to adapt and use language effectively in various situations.

b. Models of Communicative Competence

A significant model of communicative competence was put forward by Canale and Swain. In their 1980 model, communicative

competence consists of three key elements: grammatical competence, sociolinguistic competence, and strategic competence.

Subsequently, Canale (1983) improved and broadened this framework by incorporating discourse competence as a fourth element. Consequently, the framework of communicative competence is made up of four interconnected elements:

1. Grammatical competence, which is understanding vocabulary, sentence structure, and pronunciation.
2. Sociolinguistic competence, which is the ability to adapt language according to social norms, context, and conversation partners.
3. Discourse competence, which is the skill of producing consistent texts or utterances; and
4. Strategic competence, which is a plan for overcoming communication obstacles or issues.

Following Canale's (1983) enhancement of communicative competence, Lyle Bachman (1990) proposed further development of the concept by introducing a wider framework called Communicative Language Ability. In this framework, communicative language ability consists of three major components:

1. Language Competence

Language competence constitutes a central component in Bachman's (1990) model of Communicative

Language Ability. It is divided into two major subcomponents, namely:

a. Organizational Competence

Organizational competence refers to the capacity to manage the formal structure of language in order to create and understand accurate sentences and arrange them into coherent texts. Organizational competence can be divided into two subcomponents:

1) Grammatical competence

This competence refers to the ability to use vocabulary, morphology, syntax, phonology, and semantics accurately in producing and understanding language.

2) Textual competence

Textual competence is the ability to combine utterances into coherent spoken or written texts based on rules of cohesion and rhetorical organization.

b. Pragmatic Competence

Pragmatic competence refers to the ability to understand and perform communicative functions through language use. According to Bachman

(1990, p. 89), it concerns “the relationship between utterances and the acts or functions that speakers (or writers) intend to perform through these utterances.”

In Bachman's model, pragmatic competence includes:

1) Illocutionary Competence

Illocutionary competence refers to the ability to use language to express various communicative functions and to understand the intended force behind utterances or discourse.

2) Sociolinguistic Competence

Sociolinguistic competence refers to the ability to use language appropriately according to the specific context of communication. It involves sensitivity to the conventions that govern language use in different situations (Bachman 1990, p. 94).

2. Strategic Competence

In Bachman's (1990) framework, strategic competence holds a crucial role in Communicative Language Ability. In contrast to the models suggested by Canale and Swain (1980) and Canale (1983), which position strategic competence on par with grammatical and sociolinguistic

competence, Bachman views strategic competence as a key element that runs parallel to language competence.

Furthermore, Bachman (1990, p. 100) emphasizes that strategic competence is not only used when there is a deficiency in language ability. Rather, it plays an essential role in all communicative language use, including planning, executing, and evaluating communication.

3. Psychophysiological Mechanisms

Psychophysiological mechanisms pertain to the neurological and physiological functions related to language utilization. As stated by Bachman (1990), these processes function during the execution stage of communication and facilitate both receptive and productive aspects of language use. Receptive language utilization encompasses auditory and visual abilities, while productive language utilization necessitates neuromuscular skills like articulation and motor functions. Consequently, communicative language proficiency relies on both linguistic knowledge and the physical mechanisms that facilitate understanding and producing language.

2. Pragmatics

1. Definition of Pragmatics

According to Yule (1996), Pragmatics focuses on the study of meaning conveyed through speech or writing and how that

meaning is processed by the listener or reader. People understand that pragmatics, unlike other sub-disciplines of linguistics that explain how to understand and use language, focuses more on explaining how to use language appropriately.

Pragmatics is an action in the form of speech. Mey (2001) describes pragmatics as the examination of language application in context, emphasizing not only what is expressed but also how, by whom, and under what circumstances. Yule (2010) stated that pragmatics is the study of "implied" meaning, namely, how we understand the meaning of a statement even though that meaning is not said or written directly.

As cited in Kehal (2017), Crystal (1985) describes pragmatics as a study of language from the perspective of users, especially the choices they make, the constraints they face when using language in social interactions, and the impact of their language use on others in communication. Consequently, pragmatics examines not only the meaning in communication but also the appropriate use of language in various social and situational contexts.

2. The Role of Pragmatics in EFL Learning

In the context of EFL learning, pragmatics plays a crucial role in helping learners understand not only what is said but also what is meant in specific social and classroom situations. Mastery of

grammatical rules alone is insufficient for efficient communication. Learners also need to hone their skills in understanding intent, recognizing contextual clues, and responding appropriately to teacher directions and conversations with peers.

3. Pragmatics Competence

1. Definition of Pragmatic Competence

According to Thomas (1983), pragmatic competence is “the ability to use language effectively to achieve a specific purpose and to understand language in context” (p. 92). She explains this competence as the speaker's ability to interpret and produce utterances appropriately according to the situational and social context in which communication occurs.

Barron (2003) describes pragmatic competence as an understanding of the linguistic resources available in a language to perform certain illocutionary acts, knowledge of the organized sequence of speech acts, and an understanding of the appropriate contextual use of these linguistic resources. In describing the elements of pragmatic competence, Barron refers to the distinction put forward by Thomas (1983) and further refined by Bachman (1990), which distinguishes between pragmalinguistic knowledge, which relates to the linguistic tools used to carry out speech acts, and sociopragmatic knowledge, which relates to

social norms and contextual factors that regulate appropriate language use.

4. Speech Act Theory

a. Definition of Speech Act

Speech act is a branch of pragmatics that examines how language is used to perform actions. This theory was first introduced by J.L. Austin in his seminal work *How to Do Things with Words* (1962) and was later further developed by John Searle. Austin classified speech acts into three types: locutionary acts, which refer to the act of saying something; illocutionary acts, which involve the speaker's intention behind the utterance; and perlocutionary acts, which refer to the effect the utterance has on the listener.

Yule (1996) states that “Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request” (p. 47). Yule (1996) explains that a speech act consists of three related acts: the locutionary act, which refers to the production of a meaningful linguistic expression; the illocutionary act, which refers to the production of a meaningful linguistic expression; and the perlocutionary act, which refers to the effect of the utterance on the hearer.

In practice, there are two categories of speech acts: direct speech acts and indirect speech acts. A direct speech act takes place when the syntax aligns with its intended communicative purpose. For instance, when a lecturer tells a student, "Please submit your assignment now!", this statement employs the imperative mood and serves as an order. In the same way, when the lecturer inquires, "Have you completed this assignment?" the question form is employed to pose a direct inquiry.

b. Speech Act Classification

Speech acts can be classified into various categories according to their communicative functions. A well-known classification separates them into five primary types: declarations, representatives, expressives, directives, and commissives (Yule, 1996).

1. Declarations

Declarations are speech acts that change the world through their utterance. However, such changes are only valid if they are uttered by someone who has authority in a particular context.

Example:

Priest: I now pronounce you husband and wife

Referee: You're out!

Jury Foreman: We find the defendant guilty.

In using a declaration, the speaker changes the world via words.

2. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Through this utterance, the speaker describes the world as he believes it to be.

Example:

- a. The earth is flat.
- b. Chomsky didn't write about peanuts.

In using a representative, the speaker makes words fit the world (of belief).

3. Expressives

Expressive is a speech act that expresses the speaker's feelings, attitudes, or psychological condition towards a situation.

Example:

- a. I'm really sorry!
- b. Congratulations!

This utterance shows an emotional response to an event.

4. Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. The speaker attempts to

influence another person's actions. This type includes commands, requests, suggestions, and advice.

Example:

- a. Please close the door!
- b. Could you lend me a pen, please?

In using a directive, the speaker attempts to make the world fit the words (via the hearer).

5. Commissives

are kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends.

Example:

- a. I will submit the assignment tomorrow.
- b. I'm going to get it right next time.

In using a commissive, the speaker attempts to make the world fit the words (via the speaker).

5. Directive Speech Acts

1. Definition of Directive Speech Acts

After exploring the overall categorization of speech acts, this section focuses on directive speech acts. Directives are speech acts used by speakers to encourage others to act. In this type of speech act, the speaker aims to influence the listener's actions.

According to Searle (1979), directives are illocutionary acts whose point is to get the hearer to do something. They represent attempts by the speaker, with varying degrees of strength, to influence the hearer's future actions. He identifies a range of illocutionary verbs that belong to this class, such as ask, order, command, request, beg, advise, and invite. These verbs differ in the degree of force, but they share the same illocutionary point, namely, attempting to get the hearer to perform a future action.

Meanwhile, according to Kreidler (2002, p. 189), directive utterances are those in which the speaker attempts to persuade the listener to do something or refrain from doing something.

2. Types of Directive Speech Acts

There are three types of directive speech acts stated by Kreidler (2002), namely :

1. Command has the function to direct a person or people with the right to be obeyed, to do something what speaker wants.

A command is effective only if the speaker has some degree of control over the actions of the addressee. For example, I'm telling you not to waste your time on that. Commands have the form You must...or they are imperative sentences.

2. Request means an expression of what the speaker wants the addressee to do or refrain from doing something. A request does not assume the speaker's control over the person

addressed. For example, I appeal to you to help as much as you can.

3. Suggestion is the speaker's utterances to give opinions about what the addressee should or should not do. Suggestions are often wise ways of giving command. For example, we suggest you (should) pay more attention to what you are doing now.

Ibrahim (1993, as cited in Suryandani & Budasi, 2021) notes that a directive speech act is an utterance employed by a speaker to prompt a listener to act. Ibrahim characterizes a directive speech act as "a statement aimed at affecting the listener's future actions based on the speaker's perspective of the listener." This statement reflects the speaker's anticipations concerning the listener's actions in the future. Ibrahim categorizes directive speech acts into six distinct types:

1. Request: The speaker asks the audience to perform an action.
2. Question: The speaker requests data from the audience.
3. Requirement: The speaker encourages the audience to perform an action, often with greater intensity than a request.
4. Prohibition: The speaker forbids the audience from performing an action.
5. Permissive: The speaker grants permission to the audience to do something.

6. Advisory: The speaker makes a suggestion or recommendation to the audience. Prohibitive, Restrictive, an act of forbidding or limiting a specific action; Permissive – allowing the listener the freedom or consent to take an action.

6. Request Speech Acts

a. Definition of Request

Among the various types of directive speech acts, requests represent one of the most frequently used forms in everyday communication. Therefore, this section discusses request speech acts as the main focus of the present study.

According to Searle (1979), a request is a type of directive speech act in which the speaker attempts to get the hearer to perform a future action. Brown and Levinson (1978, as cited in Blum-Kulka et al., 1989) state that requests are face-threatening acts because they impinge on the hearer's freedom of action and freedom from imposition. In other words, a request threatens the hearer's negative face, which refers to the desire to act freely without being constrained by others.

Sbisà (2013), A request is a directive act in which the speaker attempts to get the hearer to perform some action, typically involving an imposition on the hearer's negative face.

b. Request in Academic Context

In academic settings, particularly in classroom interaction, requests are frequently used by teachers to manage classroom activities, give instructions, and elicit students' responses.

7. Request Speech Act Strategies

a. Types of Request Strategies

Blum-Kulka et al. (1989, as cited in Hammami Mohamed, 2019) describe request strategy as the speaker's necessary selection of how direct to be when making a request. The level of directness shows how clearly the speaker's illocutionary intention is expressed in the statement. They categorize request head acts into nine types, organized along a continuum from the most direct approach, like mood derivable, to the least direct method, specifically mild hints. These nine types are classified into three main categories: direct strategies, conventionally indirect strategies, and non-conventionally indirect strategies.

1. Direct Strategies

In terms of directness, direct strategies consist of five types, namely mood derivable, explicit performatives, hedged performatives, obligation statements, and want statements.

a. Mood Derivable

Strategies that directly indicate the intent of the request through the imperative form. The illocutionary force is

clearly seen from the sentence structure. Direct imperative sentences reflect the speaker's intention.

b. Explicit Performatives

Requests that explicitly use performative verbs such as ask, request, order, and demand to indicate that the speaker is performing the action of requesting.

c. Hedged Performatives

Similar to explicit performative, but with added softening elements (hedges) such as modal verbs or mitigating expressions to reduce its direct force.

d. Obligation Statements

A strategy that states that the listener has an obligation to perform the action. The focus is on the obligation of the hearer. Usually used: should, ought to, have to, must.

e. Want Statements

A strategy that expresses the speaker's desire or need for the listener to take action. In this strategy, the request is conveyed by stating the speaker's personal wishes, typically through expressions such as I want, I need, or I would like.

2. Conventionally Indirect Strategies

Conventionally, indirect requests are realized by referring to the contextual conditions required for the request to be

carried out. Instead of directly commanding the hearer, the speaker formulates the request by questioning or implying the hearer's ability or willingness to perform the action. Expressions such as "could you..." or "would you please..." are typical examples of this strategy. Conventionally, indirect requests are generally classified into two main types:

a. Suggestory Formula

This strategy changes the act of asking into a suggestion. Thus, the request is packaged as a suggestion for the listener to do something. The speaker does not ask directly, but suggests the action. Usually in the form of questions with "how about" or "why don't". Focus on the proposed action.

b. Query Preparatory

This strategy uses questions that refer to preparatory conditions that enable the request to be made. Using modal verbs such as can, could, and would. In interrogative form. Literally asking a question, but meaning to request.

3. Non-Conventional Indirect Strategies.

Non-conventional indirect request strategies (hints) require the hearer to infer the meaning from the context. There are two types of hints:

a. Strong Hints

Utterances that refer directly to the intended action, but do not explicitly state it as a request. The sentence is still clearly related to the desired action, but it is not grammatically a request. It points quite clearly to the desired action.

b. Mild Hints

Utterances that do not directly mention the action or elements of the action in question, so that their meaning is highly dependent on context.

Blum-Kulka et al. (1989) propose in the CCSARP framework that request speech acts can be categorized into three levels of directness. These levels are further divided into nine distinct strategy types, arranged along a continuum of indirectness.

Table 2.1 Request strategies of Blum-Kulka et al. 's (1989) CCSARP

Request Strategies		
Situation: A student asks a classmate to close the classroom window because the air conditioner is on.		
Types	Example	Characteristic
Level 1: Direct strategies		
1. Mood Derivable		

The grammatical form itself directly signals the request, usually through the imperative structure.	• Close the window • Shut the window now	▪ Direct imperative request ▪ The request is stated directly and clearly ▪ No modal verbs such as <i>could</i> or <i>would</i> ▪ The hearer immediately understands the action requested
Types	Example	Characteristic
2. Explicit Performative The speaker communicates the illocutionary intent by employing an appropriate	▪ I ask you to close the window. ▪ I request you to shut the window.	▪ Uses performative verbs such as <i>ask</i>, <i>request</i>, or <i>demand</i> ▪ The speaker explicitly states the intention of the request ▪ Usually more formal than

illocutionary verb, resulting in the utterance being an order, a request, or a plea.		imperative commands
Types	Example	Characteristic
3. Hedged Performative The speaker mentions the act of requesting, but softens it with modal verbs or polite expressions.	▪ I would like to ask you to close the window. ▪ I just wanted to ask you to shut the window. ▪	▪ Includes hedging or polite expressions like <i>would like</i> or <i>wanted to</i> ▪ The request is softened to sound more polite and less forceful ▪ Commonly used in formal or polite situations

4. Obligation Statement The request emphasizes the hearer's obligation or necessity to perform the action.	• You need to close the window. • You have to shut the window.	▪ Uses expressions of obligation such as <i>need to</i>, <i>have to</i>, or <i>must</i> ▪ Emphasizes the hearer's responsibility to do the action ▪ The speaker assumes the action is necessary
Types	Example	Characteristic
5. Want Statement The speaker expresses personal desire or need for the hearer to perform the action.	▪ I want you to close the window ▪ I need you to shut the window	▪ Uses expressions of personal desire such as <i>want</i> or <i>need</i> ▪ Focuses on the speaker's wishes or needs ▪ The hearer understands what action is expected

Level 2: Conventionally Indirect		
Strategies		
6. Suggestory Formula The request is expressed in the form of a suggestion.	• Why don't you close the window? • How about closing the window?	▪ Uses suggestion expressions such as <i>why don't you</i> or <i>how about</i> ▪ The request is presented as a suggestion rather than a command ▪ Gives the hearer more freedom to respond
7. Query Preparatory The request refers to the hearer's ability or willingness to perform the action.	• Could you close the window? • Would you mind shutting the window?	▪ Uses modal verbs such as <i>could</i>, <i>would</i>, or <i>can</i> ▪ Refers to the hearer's ability, willingness, or permission ▪ Polite indirect request ▪ Question form

Level 3: Non-Conventionally Indirect		
Strategies		
8. Strong Hint The speaker indirectly refers to the object or action needed, clearly implying the request.	• The air conditioner is already on. • The cold air is going outside.	▪ The hearer can clearly infer the intended request ▪ Does not use imperative forms or modal verbs ▪ Sounds indirect and polite
9. Mild Hint The request is not directly mentioned and must be inferred from context.	• It's getting cold in here. • The room feels colder now	▪ The hearer must infer the speaker's intention from the context ▪ Sounds very polite and less imposing

b. Social Variables in Request Speech Acts

According to Brown and Stephen C. Levinson (1987), social variables play an important role in determining how speakers choose linguistic strategies in interaction. They divide social variables into three main aspects:

1. Social distance (D)

Social distance refers to the degree of closeness or familiarity between the speaker and the hearer in an interaction. Social distance is related to how similar or different participants are in social relationships, which is often measured through the frequency of interaction and the closeness of social relations. In academic contexts, students may use different request expressions when speaking to close classmates and when addressing lecturers because the level of familiarity affects language choice.

2. Power (P)

Power refers to the unequal social relationship between speaker and hearer in which one participant has greater authority or control than the other. Power indicates the extent to which the hearer can influence the speaker's actions, decisions, or expressions in interaction. In academic settings, lecturers usually possess greater power than students because of their institutional role and

authority. As a result, students often need to select more appropriate request strategies when addressing lecturers.

3. Ranking of Imposition (R)

Ranking of imposition refers to the level of burden or inconvenience caused by a request in a particular social and cultural situation. Request is considered higher in imposition when it requires greater effort, time, service, or other forms of contribution from the hearer. In academic settings, simple requests such as asking a lecturer to repeat an explanation involve lower imposition, while asking for an extension of assignment submission may involve higher imposition.

Ranking of imposition can be classified into lower and higher levels depending on how much burden the request places on the hearer. Lower imposition usually involves simple requests that require little effort, while higher imposition involves requests requiring more time, effort, or permission.

Lower Imposition, ex, “Could you repeat the explanation, Sir?”, Higher Imposition, ex, “Could I submit my assignment tomorrow because I had internet problems?”

B. Review of Relevant Studies

The author found a number of studies relevant to this research. Furthermore, the author selected a number of literature as references and comparisons to ensure the authenticity of the research.

The first study was conducted by Kurniawan et al. (2024) entitled *"Request Strategies of EFL Learners at Jambi University."* This study aims to explore in detail the types and options of request strategies applied by EFL learners at Jambi University. Using a qualitative descriptive method, information was obtained through the Discourse Completion Task (DCT). The main findings indicate that the most commonly used request strategy is the conventional indirect strategy, which appears with a total frequency of 87%. These strategies are divided into the categories of request, permission, wish/willingness, direct request, non-conventional hint, and semantic formula. The request strategy (request) emerged as the most dominant with a frequency of 72.3%, followed by wish/willingness (8.3%), and permission (6.3%).

Second, by Darong, Kadarisman & Basthomi (2020) entitled *"Politeness Markers in Teachers' Requests in Classroom Interactions"*. This study aims to examine the politeness markers used by Indonesian English teachers in classroom interactions. Using a descriptive qualitative approach, data were collected purposively from audio recordings, transcripts, and observations of selected English teachers, then analyzed using the politeness principle and the Gricean Cooperative Principle. The main findings revealed that to mitigate the illocutionary nature of requests, teachers tend to use

internal modifications (such as consultative devices, politeness markers, hesitators, hedges, play-downs, committives, down-toners, understaters) and external devices (such as grounders, sweeteners, and disarmers) as complements to the main speech act. In addition, teachers intentionally violate maxims for the sake of extending speaking turns.

Another relevant study was conducted by Nugroho and Rekha (2020), titled *“Speech Acts of Requests: A Case of Indonesian EFL Learners”*. This study was conducted to determine the most common request speech act strategies used by Indonesian EFL learners and the reasons behind choosing these strategies. This study applies a qualitative descriptive method involving 40 students from a university in Surakarta as research subjects. This study is related to the aforementioned study because both discuss request speech acts in EFL learners and use DCT as a data collection tool. However, there are differences in the research approaches. Nugroho and Rekha applied a qualitative descriptive approach with data triangulation (DCT, role-play, FGD), while this study adopted a descriptive quantitative method that specifically analyzes request speech act strategies in academic contexts using DCT.

The Study by Hammami Mohamed (2019) entitled *“Request Strategies and Level of Request Directness in Moroccan Arabic and American English”*. The study aimed to identify request strategies and levels of request directness used by Moroccan Arabic and American English native speakers and to examine their relationship with socio-pragmatic

variables such as power, social distance, and degree of imposition. Using a Discourse Completion Task (DCT), the findings showed significant differences between the two groups, where Moroccan Arabic speakers favored more direct strategies, while American English speakers preferred conventionally indirect strategies. However, this study focused on native speakers and cross-cultural comparison, whereas the present study investigates EFL learners' request speech act strategies in academic situations.

A related study by Saud (2024) entitled "*The Speech Act of Request: A Contrastive Study between EFL and ESL Undergraduate Students*" explores the request strategies and adverb usage applied by ESL and EFL students. This study also examined the impact of social power and social distance on the choice of request strategies. The subjects of the study consisted of fifty students from Malaysia (ESL) and fifty students from Saudi Arabia (EFL). The Discourse Completion Task (DCT) instrument was used to collect data. The results showed that Malaysian students in ESL settings used conventional indirect request strategies more frequently than Saudi Arabian students in EFL settings. This study is related to this research because both investigated request speech act strategies using the DCT instrument. However, the difference lies in the research design. Saud conducted a contrastive study comparing two groups of learners (ESL and EFL), while this study applied a descriptive quantitative method focusing on EFL learners in an academic context.

The study by Abdelfattah (2022), entitled “*A Comparative Study of American Native Speakers of English and Moroccan EFL University Students’ Production of the Speech Act of Request*”, aims to investigate the request strategies, request sub-strategies, and request orientations used by Moroccan EFL learners (MEFLs) and American native speakers (ANSE). This study adopted a mixed approach with data collection through semi-structured interviews and the Discourse Completion Test (DCT). The results of the study showed that MEFLs were clearer in making requests than ANSEs, because they more often applied direct request strategies and listener-focused request strategies. This study is relevant to this research because both examine request speech acts and use DCT as the main instrument. However, there are differences in the research designs. Abdelfattah conducted a comparative study between native speakers and EFL learners, while this study used a descriptive quantitative method that focused on EFL learners in academic settings without comparing the two different groups.

The study by AlTameemy, Alshraah, and Alshammari (2024), entitled “*Pragmatics of Request Making in EFL Learners: A Case of Supportive Moves*”, addresses the research gap regarding interlanguage pragmatic competence in Saudi Arabian learners of English with two different proficiency levels: High Achievement (HA) and Low Achievement (LA). Data were collected using the Discourse Completion Task (DCT), which incorporates important social variables such as power (P) and social

distance (D). The results show that HA uses more linguistic patterns in mitigated requests than LA. This study is relevant to this study because both discuss request speech acts and analyze pragmatic elements using the DCT instrument. However, the difference lies in the focus of the study: ALTameemy et al. focused on calculating pragmatic abilities based on proficiency levels (HAs vs. LAs), while this study uses a quantitative descriptive method that focuses on EFL learners' request strategies in academic contexts without differentiating proficiency levels.

Research conducted by Akmal, Syahriyani, and Handayani (2022) entitled “*Request Speech Act of Indonesian English Learners and Australian English Speakers Through Cross-Cultural Pragmatic Perspectives.*” This study aims to investigate the differences in the realization of request speech acts between Indonesian English Learners (IELs) and Australian English Speakers (AES). The method used is descriptive-qualitative and the Discourse Completion Task (DCT) instrument. This study collected data across various social contexts to examine how the two groups express requests. The results of the study show that IEL and AES show differences in speech act forms and request strategies. The relevance of this study lies in the request speech act and the use of DCT as a data collection tool. However, this study focused on cross-cultural comparisons between Indonesian language learners and native Australian speakers, while this study focused more on analyzing directive

speech act strategies in the context of EFL learners without comparing the two cultural groups.

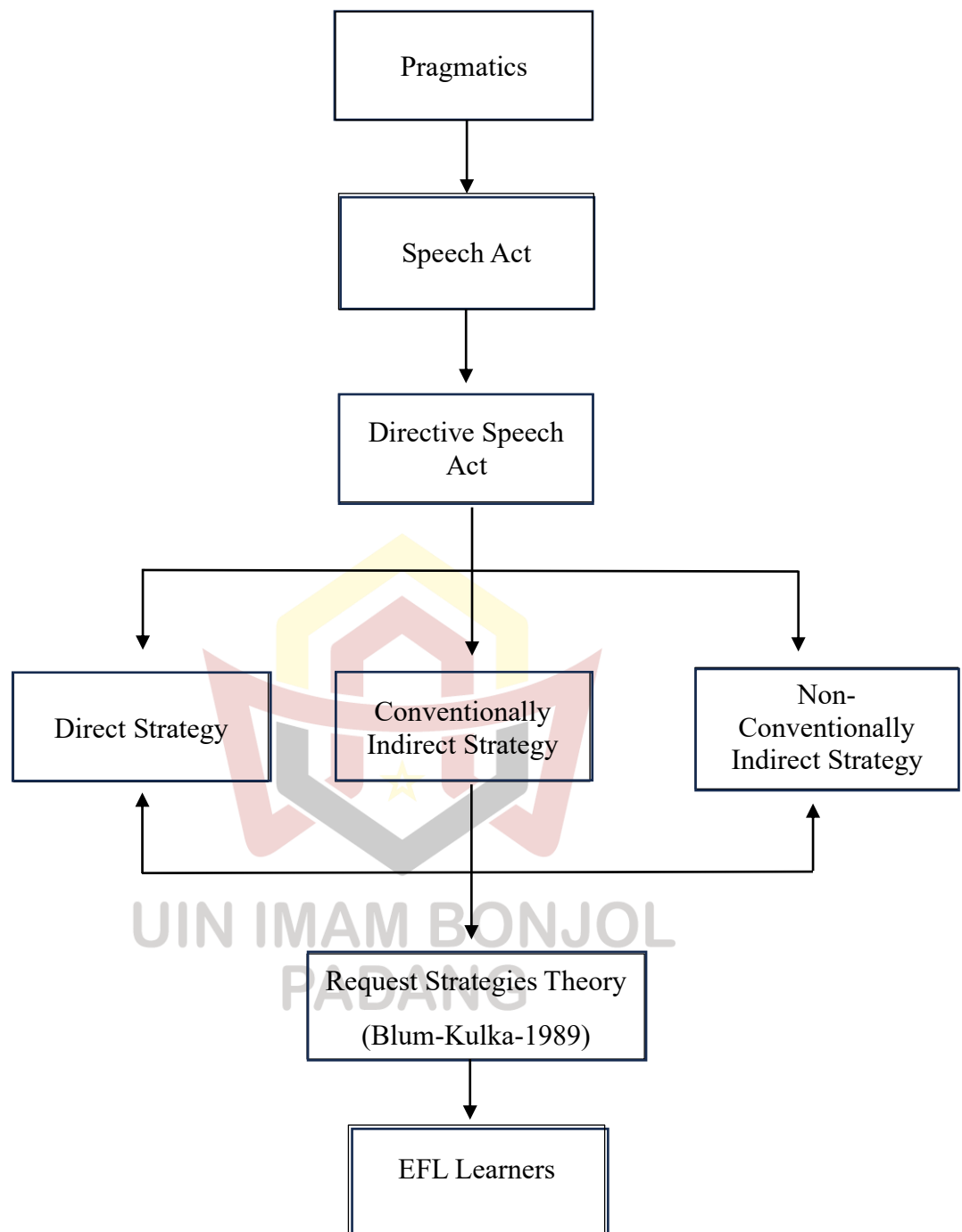
The Study by Pardede, Dirgantari, AS, and Susantiningdyah (2025) entitled "*Exploring Request Strategies by Indonesian EFL Learners*". This study aims to explore the request strategies used by Indonesian EFL learners and analyze the influence of social status and social distance in the selection of these strategies. This study involved 17 high-intermediate English students. Data were collected through a written Discourse Completion Task (DCT) consisting of six scenarios with varying levels of status and social distance between speakers. The results of the study show that Indonesian EFL learners tend to use conventional indirect request strategies, especially by asking about the ability or willingness of the interlocutor. This study is relevant to this research because it both focuses on request speech acts and uses DCT as a data collection instrument. However, the differences lie in the objectives and analytical approach. Pardede et al. focused on the influence of social status and social distance on the choice of request strategies and used thematic qualitative analysis.

The Study by Susilo (2015) titled "*Requests in EFL: A Study of Interlanguage Pragmatics of Indonesian English Learners*". This study aims to conduct a large-scale interlanguage pragmatic analysis of Indonesian EFL learners regarding request strategies. This study applies a descriptive qualitative method by collecting data from high school students in Central Java through a Discourse Completion Task (DCT) covering nine

diverse social situations. The main results of this study reveal that Indonesian English learners tend to use both direct and indirect request strategies in conveying the speech act of requesting. However, they tend to use more conventional indirect strategies that focus on situations related to permission/desire/ability. Regarding direct requests, they apply obligatory, performative, and imperative strategies. In addition, the results show that learners who are more familiar with the social context tend to apply more direct strategies when making requests.

C. Conceptual Framework

In this study, the researcher analyses the request strategies employed by sixth-semester English as a Foreign Language (EFL) students in the English Department. The study's conceptual framework is designed based on the interrelationships among pragmatics, speech acts, directive speech acts, and the speech act of requesting. Among the various categories of speech acts, directive speech acts aim to instruct the hearer to perform an action, such as making a request, issuing a command, asking a question, or offering a suggestion. Consequently, this study focuses specifically on requests as a category of directive speech acts. To analyze the request strategies used by these EFL learners, the researcher employs the theory of request strategies formulated by Blum-Kulka et al. (1989). The conceptual framework of this study is illustrated in the following chart:



Based on this classification, the three categories of request strategies from Blum-Kulka et al. (1989) are used as the primary framework for examining the research data. Participant responses were identified and classified according to the linguistic structures used to convey their requests. Direct strategies explicitly state the requested action, whereas

conventionally indirect strategies convey requests through standard, less blunt means. In contrast, non-conventionally indirect strategies convey the desired request through hints, thereby requiring the listener to infer the speaker's intent. Using this framework, the researcher was able to identify the types of request strategies employed by EFL learners in specific contexts.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed a qualitative descriptive design. According to Creswell (2014), qualitative research is used to explore and understand the meaning of individuals or groups related to social or human problems. In qualitative research, theory can also be used as a theoretical lens or perspective that guides the researcher in understanding and analyzing the data. This research was classified as qualitative descriptive research as it concentrated on detailing and examining the request speech act strategies used by students in their Written Discourse Completion Test (WDCT) responses. The study focused on understanding the language employed by participants in particular contexts.

B. Population & Sample

1. Population

According to Creswell (2012, p.142), a population is a group of individuals who have the same characteristic from which the researcher can draw conclusions. The population of this research was the sixth-semester students of the English Education Department at UIN Imam Bonjol Padang in the academic year 2023.

Table 3.1 Population

No.	Class	Number of Classes
1.	A	20
2.	B	21
3.	C	17
4.	D	23
Total		81

The researcher selected sixth-semester students because they had studied pragmatics, so they were considered to have sufficient understanding of language use in context, especially in expressing request speech acts appropriately.

2. Sample

From this population, the researchers selected a number of students to serve as the study sample. According to Sugiyono (2016), a sample is a part of a population that represents the characteristics of the population, while sampling refers to the process of selecting participants from the population. In this study, the researcher employed total sampling, in which all members of the population were included as the sample. Total sampling was chosen because the researcher intended to examine the responses of all sixth-semester students in order to obtain sufficient data that met the criteria established for this study. By involving the entire population, the researcher had a greater opportunity to identify responses that were relevant to the

research objectives and suitable for analysis. The population consisted of 81 sixth-semester students of the English Department at UIN Imam Bonjol Padang. Therefore, all 81 students were included as the sample. The data collection was conducted over a period of two weeks.

C. Instrument

In assessing pragmatic competence, several methods can be used, such as naturalistic data, role-play, and the Discourse Completion Test (DCT). According to Taguchi (2009), previous studies commonly used the DCT to examine learners' pragmatic knowledge because it allows researchers to collect data systematically from many participants.

The WDCT instrument was developed based on Blum-Kulka et al.'s (1989) CCSARP framework to identify request strategies and Brown and Levinson's (1987) politeness theory to construct situations involving social variables such as power, social distance, and ranking of imposition. In contrast, WDCT was chosen in this research because it allows the researcher to collect data efficiently and systematically from a large number of participants. It also enables the researcher to control the situations and ensure that all participants respond to the same contexts.

However, WDCT also has limitations. The responses reflect participants' pragmatic knowledge (competence) rather than their actual spoken performance. Therefore, what participants write may not fully represent how they perform in real communication.

D. Validity Instrument

According to Cohen et al. (2018), According to Cohen et al. (2018), validity concerns whether the research instrument and the conclusions drawn from the data are appropriate for the purpose of the study. In qualitative research, validity involves the content validity of the measures used. In this research, the content validity was evaluated by three expert validators. The researcher provided the blueprint of the instrument, the WDCT items, and the scoring rubric to the validators for assessment. The validators were asked to evaluate each item based on several aspects, such as relevance, clarity, and appropriateness of the items in measuring request speech act strategies. The assessment was conducted using a Likert scale with criteria adapted from Retnawati (2017).

Table 3.2

Skala Likert

Score	Criteria
1	Very irrelevant
2	Irrelevant
3	Quite relevant
4	Relevant
5	Very relevant

Furthermore, the results of the validation were calculated using Aiken's V formula to determine the validity index of each item. To determine the level of agreement among the validators, a validity index was

used. One of the indices is Aiken's V, which can be used to measure the content validity of the instrument based on expert judgment (Aiken, 1980; 1985; Kumaidi, 2014, as cited in Retnawati, 2017).

cited in Retnawati, 2017).

$$V = \frac{\sum s}{n(c - 1)}$$

Where:

V = Indeks Aiken

s = r – lo

lo = lowest rating score

c = highest rating score

r = score given by reviewer

n = number of raters

The interpretation of Aiken's V index is categorized into three levels: values lower than 0.4 are considered low validity, values ranging from 0.4 to 0.8 indicate moderate validity, and values higher than 0.8 reflect high validity.

Table 3.3
Tabulation Results From 3 Evaluators

Item Number	Rater 1	Rater 2	Rater 3
1	5	5	5
2	5	4	5

3	5	5	5
4	5	5	5
5	5	5	5
6	5	4	5

Following the score tabulation provided by the three validators, the subsequent step involved computing Aiken's V coefficient for every item. The analysis was performed to assess the consensus among the experts concerning the significance of each item. The outcomes of Aiken's V computation for each item are shown in the table below.

Table 3.4
Results of the Expert Agreement Index (Aiken's V) Calculation
Regarding the Validity of Instrument Items

Item Number	Rater			S ₁	S ₂	S ₃	$\sum s$	V
	I	II	III					
1	5	5	5	4	4	4	12	1
2	5	4	5	4	3	4	11	0,91
3	5	5	5	4	4	4	12	1
4	5	5	5	4	4	4	12	1
5	5	5	5	4	3	4	11	0,91

6	5	4	5	4	4	4	12	1
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Based on the results of the content validity calculation using Aiken's V formula, which involved three validators, the validity index scores for each item in the instrument fell into the high category. Items 1, 3, 4, and 6 obtained an Aiken's V score of 1.00, while items 2 and 5 obtained a score of 0.91. Furthermore, the overall results of the instrument showed an Aiken's V index value of 0.97, which falls into the high category. These results indicate a very high level of agreement among the validators regarding the relevance, clarity, and alignment of the instrument items with the research objectives. This indicates that the tool has strong content validity and is appropriate for research use.

E. Data Collection Techniques

The data were collected using a Written Discourse Completion Test (WDCT). The researcher collected the data through the following steps:

1. Preparing the Situations

First, the researcher prepared six hypothetical situations for the students to respond to. The situations consisted of two types of interlocutors: students and lecturers. Three situations required the participants to make a request to another student, while the other three situations required them to make a request to a lecturer.

2. Validating the Instrument

After preparing the situations, the researcher asked three experts to validate the WDCT. The validators checked whether the situations and questions were clear, relevant, and appropriate for the research objectives. The researcher revised the instrument based on their suggestions.

3. Distributing the WDCT

The researcher distributed the WDCT to the sixth-semester students of the English Department at UIN Imam Bonjol Padang. Before answering the questions, the researcher explained the instructions and asked the students to respond based on what they would naturally say in each situation.

5. Completing the WDCT

The students answered all six situations in written form. They were given approximately 40 minutes to complete the WDCT and were asked to answer independently without using mobile phones or other supporting devices.

6. Collecting and Checking the Responses

After the students finished answering the questions, the researcher collected all response sheets and checked the responses. Blank responses and responses that did not provide relevant English request expressions were excluded from the analysis.

7. Organizing the Data

Finally, the researcher organized the students' responses by using respondent codes. The responses were then prepared for analysis based on the request speech act strategies proposed by Blum-Kulka et al. (1989) and the social variables related to each situation.

F. Trustworthiness of the Data

The trustworthiness of the data is important in qualitative research to ensure that the findings are credible and supported by the collected data. Lincoln and Guba (1985) proposed four criteria for establishing trustworthiness in qualitative research: credibility, transferability, dependability, and confirmability. In this research, these criteria were considered throughout the data collection and analysis processes.

1. Credibility

Credibility refers to the extent to which the findings accurately represent the data obtained from the participants. In this research, credibility was supported by validating the WDCT through three expert validators before it was administered to the participants.

The validators examined the clarity, relevance, and appropriateness of the situations and questions. The researcher also reviewed the students' original responses during the data analysis process and classified the request expressions based on

Blum-Kulka et al. (1989). This helped ensure that the interpretation of the data was based on the students' actual responses.

2. Transferability

Transferability refers to the extent to which the findings can be understood in relation to other contexts. In this research, the researcher provided a clear description of the research participants, research setting, instrument, data collection procedures, and situations used in the WDCT. The detailed description allows readers to understand the context of the research and consider the relevance of the findings to similar contexts.

3. Dependability

Dependability refers to the consistency of the research process. In this research, dependability was supported by following a clear and systematic procedure in collecting and analyzing the data. The researcher followed the same WDCT procedure for all participants and analyzed the responses using the data analysis stages proposed by Miles, Huberman, and Saldaña (2014), namely data condensation, data display, and conclusion drawing and verification. The researcher also kept the collected response sheets and research records as documentation of the research process.

4. Confirmability

Confirmability refers to the extent to which the findings are supported by the data rather than by the researcher's personal opinions. In this research, the researcher based the findings on the students' original WDCT responses and the theories used in the study. Selected responses were presented as evidence to support the interpretation of the request speech act strategies and social variables. The researcher also reviewed the data and interpretations to ensure that the conclusions were derived from the collected data.

G. Data Analysis Technique

The data in this research were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014). They explain that qualitative data analysis consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. These activities are conducted interactively throughout the research process.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of empirical materials (Miles, Huberman, & Saldaña, 2014). In this research, the data were obtained from the students' responses to the Written Discourse Completion Test (WDCT). The researcher first

examined all of the students' responses and selected the responses that were relevant to the research questions.

The researcher then identified the request expressions contained in the responses and classified them according to the request speech act strategies proposed by Blum-Kulka et al. (1989). The researcher also identified the social variables reflected in each situation and response. The data were organized according to the categories of request strategies and the relevant social variables to facilitate further analysis.

2. Data Display

Data display is an organized and compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldaña, 2014). In this research, the condensed data were displayed in tables and descriptive explanations. The tables presented the identified request speech act strategies and relevant examples from the students' responses.

The data related to social variables were also organized and displayed according to the situations in the WDCT. Selected responses were presented as examples to support the interpretation of how the social context was related to the use of request speech act strategies.

3. Conclusion Drawing and Verification

The third stage was conclusion drawing and verification. Miles, Huberman, and Saldaña (2014) explain that conclusions are drawn by

identifying patterns, explanations, and relationships in the data and are continuously verified throughout the analysis process.

In this research, the researcher drew conclusions based on the patterns found in the students' responses. The conclusions focused on the types of request speech act strategies used by the sixth-semester EFL students and the social variables influencing their use. The researcher verified the conclusions by reviewing the original responses and comparing the findings with the theories of request speech acts and social variables used in this research.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Types of Request Speech Acts

This research examined the strategies of request speech acts utilized by EFL students in the English Department at UIN Imam Bonjol Padang. The analysis of the data utilized the request strategy classification put forward by Blum-Kulka et al. (1989). Based on the analysis of the WDCT responses, the participants employed nine types of request strategies. These strategies were Direct, Conventionally Indirect, and Non-conventionally Indirect strategies.

Table 4.1

Request Speech Act Strategies Identified in the Participants' Responses

No.	Strategy	Data	Number of Data
1.	Mood Derivable	1,2,3	3
2.	Explicit Performatives	4	1
3.	Hedged Performatives	5,6	2
4.	Obligation Statement	7,8,9	3
5.	Want Statement	10,11,12	3
6.	Suggestory Formula	13	1

7.	Query-Preparatory	14,15,16,17,18,19	6
8.	Strong Hint	20,21,22	3
9.	Mild Hint	23,24	2
Total			24

The table above presents the request speech act strategies identified in the participants' responses. The 24 data were classified into nine types of request strategies based on Blum-Kulka et al. (1989). The following sections describe each strategy in detail based on the participants' responses and the situational contexts. The complete data are presented in Appendix 9. It contains all participants' responses to the six situations and the request strategies identified in each response. These data were used as the basis for analyzing the request speech act strategies in this study.

a. Direct Request Strategies

The direct request strategies refer to request utterances in which the speaker expresses the intended request explicitly. This research identified the direct strategies according to the request strategy.

1. Mood Derivable

Mood Derivable (MD) is one of the types of request speech acts.

The grammatical form itself directly signals the request, usually through imperative structure.

- (1) "Bro, I want go to the kos because my assignment is left, **give your motorcycle, bro!!**" (**Data 1. AS. 6/D/87**)

Based on the data above, the author presents grammatical forms that directly realize requests, specifically imperatives such as give, take off, and lend.

The written response constituting Data 1 originates from Situation 1. This situation involves a simulated request made by a student to a friend. The student needs to retrieve an assignment from their boarding house before class ends; since the friend is nearby and has a motorcycle, the student makes the request directly. Data 1 can be classified under the mood derivable type because the student employs an imperative form, specifically the verb "give," to directly ask the friend to provide or lend the motorcycle.

- (2) “ Sorry, In this laboratory we are didn’t allowed to wear ours shoes. **Please take off your shoes now** before someone know about that.” (Data 2. JSP. 6/C/70)

The written response constituting Data 2 originates from Situation 2. This scenario presents a polite request made by a student to a peer in the language laboratory. The student notices that their peer is still wearing shoes, despite laboratory regulations prohibiting footwear inside the room. Consequently, the student asks the peer to remove their shoes to maintain the laboratory's cleanliness and comfort. Data 2 falls into the mood derivable types because the student employs an imperative form,

specifically the phrase "take off your shoes," to make a direct request. Although the student uses "sorry" and "please" to convey politeness, the core of the request is still delivered directly through the imperative form.

(3) **“Please lend me your money!** I don’t have enough money to continue this.” **(Data 3.TR. 6/A/7)**

The response in writing that forms Data 3 comes from Situation 3. This scenario consists of a mock request from a student to a peer while working on a group assignment. The student lacks sufficient funds to cover the project materials and thus needs to ask a friend for a loan. Data 3 falls into the "derivable" mood category as the student utilizes an imperative form, specifically the phrase "lend me your money," to directly request the friend to lend money. Despite the student incorporating "please" as a token of politeness and explaining the request by mentioning a lack of funds to proceed with the project, the primary request remains conveyed through a direct imperative form.

2. Explicit Performatives

Explicit Performatives (EP) are requests that explicitly use performative verbs such as ask, request, order, and demand to indicate that the speaker is performing the action of requesting.

(4) Sorry miss. I can't hear because connection. **I ask me attendance or not miss? (Data 4. YAT. 6/D/86)**

The response categorized as Data 4 stems from Situation 4, involving a student and a lecturer in a class conducted via Zoom. In this scenario, the student experienced internet connectivity issues, preventing them from hearing the lecturer call their name for attendance. Upon reconnecting, the student realized their presence had not been recorded. The student explained the connection problem and intended to ask the lecturer to verify their attendance. The word "ask" in the utterance "I ask me attendance or not miss?" serves as the basis for classifying this data under the Explicit Performatives (EP) strategy. "Ask" is a performative verb that clearly describes the act of making a request.

Therefore, despite the sentence structure not being entirely grammatically correct, the student clearly conveyed a request to the lecturer. The application of this strategy also demonstrates that the request occurred within the context of a student-lecturer relationship, leading the student to phrase the request differently than they would when addressing a peer.

3. Hedged Performatives

Hedged Performatives (HP) is the speaker mentions the act of requesting, but softens it with modal verbs or polite expressions.

- (5) “I’m sorry ma’am or sir. I could not attend the final semester examination because one of my family members had an accident and me had to take them to the hospital. Now, **I would to ask make-up my examination ma’am or sir?**” (Data 5. HMK. 6/D/80)

According to the data, both Data 5 and Data 6 fit the category of Hedged Performatives (HP) as the speakers directly refer to the act of requesting by using the performative verb “ask,” coupled with language that mitigates the request. The response in Data 5 stems from Situation 5, involving a student unable to attend the final exam because they had to take a family member to the hospital following an accident.

In this situation, the student approached the lecturer to explain their absence and request the opportunity to take a make-up exam. Data 5 falls into the Hedged Performative (HP) category because the student explicitly states the request using the word "ask" in the sentence, "I would to ask make-up my examination ma’am or sir?” Furthermore, the student employs the phrase "I would..." to soften the request. The use of "Sorry" at the beginning of the response also demonstrates an effort to make the request sound more polite. Thus, the student not only clearly expresses the act of requesting but also utilizes politeness elements to mitigate the directness of the appeal. This aligns with

the Student to Lecturer context, characterized by a power imbalance, and involves a request with a relatively high degree of imposition, as the student is asking for the chance to take an additional exam.

- (6) “Good afternoon, sir. As you might expect, **my presence here is to ask for your signature**, because from what I have heard. You are planning to Holy Land next week”

(Data 6. MAT. 6/D/100)

Based on the data, the response in Data 6 stems from Situation 6, a scenario where a student has fulfilled the requirements to register for a proposal seminar but still needs a lecturer's signature on the registration form. The student is aware that the lecturer is traveling to the Holy Land the following week, while the registration deadline is fast approaching; consequently, the student meets the lecturer to request the signature before the trip.

Data 6 can be classified as a Hedged Performative (HP) because the student explicitly states the act of requesting using the word "ask" within the phrase "to ask for your signature." The request is conveyed in a relatively gentle manner, as the student begins with the expression "as you might expect" and provides an explanation regarding the reason for the visit and the lecturer's upcoming travel plans. Thus, rather than bluntly saying "Sign my

form," the student states the purpose of the visit before mentioning the request for the signature. This strategy reflects an adjustment to the Student-to-Lecturer context, particularly given that the student is making a request of a lecturer who holds a position of higher authority.

4. Obligation Statement

A strategy that states that the listener has an obligation to perform the action. The focus is on the obligation of the hearer. Usually used: should, ought to, have to, must.

- (7) "Sorry, my bestie. The rules in this room **you must take off your shoes please?** To keep the laboratory clean and comfortable." (Data 7. YS. 6/C/64)

According to the data, Data 7, Data 8, and Data 9 qualify as Obligation Statements since the speakers stress the hearers' duty to take off their shoes following the laboratory regulations. Even though the three replies utilize various phrases, they serve the same purpose, which is to urge the listener to carry out the requested task by framing it as a requirement.

In Data 7, the speaker uses the modal "must" in the sentence "you must take off your shoes." This word indicates that the friend is required to remove their shoes. The request is further supported by the reason of "maintaining the cleanliness and comfort of the laboratory." Thus, the speaker is not merely asking

their friend to remove their shoes but is also grounding that request in the laboratory's rules and conditions.

- (8) “Excuse me, my friend. In this room we can’t to wear shoes, **so you should to take of your shoes to keep the laboratory clean.**” (Data 8. AA. 6/D/96)

In Data 8, the speaker uses "should" in the phrase "you should take off your shoes." This word indicates that removing one's shoes is considered an action the friend ought to perform. The speaker also explains that the purpose is "to keep the laboratory clean," meaning the request focuses on maintaining the laboratory's cleanliness. Despite the grammatical error in "should to take," the use of "should" still conveys a sense of obligation within the context of the request.

- (9) Erica, we can not wear our shoes into the lab. **I think you have to take it off outside the laboratory.**” (Data 9. YFN. 6/A/8)

In Data 9, the phrase "have to" is used in the sentence "you have to remove it outside the laboratory." This expression indicates that the person is required to take off their shoes before entering or being inside the laboratory. Unlike in Data 7 and Data 8, the speaker more explicitly links this obligation to the laboratory's rules, specifically, that "we cannot wear shoes in the lab."

The students use an "Obligation Statement" because the request to remove shoes is not presented as a personal preference but as an obligation stemming from laboratory rules. The use of must, should, and have to indicates that the students place the responsibility for the action on the hearer (their peer) and link the request to the norms prevailing in the laboratory.

5. Want Statement

A strategy that expresses the speaker's desire or need for the listener to take action. In this strategy, the request is conveyed by stating the speaker's personal wishes, typically through expressions such as I want, I need, or I would like.

- (10) "Sorry, bro. **I want to borrow your money for project materials.** Tomorrow, I give back." (Data 10. HBW. 6/A/25)

Data 10 represents a response to Situation 3, involving a student who needs money to purchase materials for a group project. The student says, "I want to borrow your money for project materials." The use of "I want" reflects the speaker's desire to borrow money from a friend; consequently, this data is classified as a "Want Statement" because the request is conveyed through a statement of personal desire rather than a direct command such as "Lend me your money." The speaker also

mentions that the money will be returned the following day, serving as an explanation to reinforce the request.

- (11) “I’m sorry sir. **I want to follow last examination, now sir!** I’m student permission last week because my family had an accident.” (Data 11. ADS. 6/C/53)

In Data 11, the response stems from Situation 5, a scenario in which a student was unable to take the final exam because they had to take a family member to the hospital. The speaker stated, “I want to follow last examination.” The phrase “I want” reflects the student's desire to take the exam they had previously missed. Consequently, the request is classified as a "Want Statement" because the student expressed their desire to the lecturer as the basis for the request. The speaker also explained the reason for their absence: a family member had been involved in an accident.

- (12) “Pardon me the intrusion sir/ma’am. Due to my unstable connection. **I need to confirm my attendance.**” (Data 12. MAT. 6/D/100)

In Data 12, the response stems from Situation 4, involving a student experiencing internet connection issues while attending a class via Zoom. The speaker states, “I need to confirm my attendance,” indicating a need to obtain confirmation of their presence from the lecturer. Consequently, this data is classified as a "Want Statement" because the student clearly expresses a need

rather than issuing an instruction to the lecturer. The statement also includes an explanation regarding the unstable internet connection, which serves as the reason for needing the attendance confirmation.

Overall, the use of "Want Statements" in this data indicates that speakers explicitly express their personal desires or needs through phrases such as "I wanna" and "I need." Although these responses occur in different situations, they share a common characteristic: the speakers make requests by stating what they want or need, rather than directly instructing the interlocutor to perform the action.

b. Conventional Indirect

6. Suggestory Formula

This strategy changes the act of asking into a suggestion. Thus, the request is packaged as a suggestion for the listener to do something. The speaker does not ask directly, but suggests the action. Usually in the form of questions with "how about" or "why don't".

- (13) "Excuse me sir, my connection is in trouble because of that, I disconnect from the zoom meeting. **How about my attendance sir?**" (Data 13. SAHZ. 6/A/11)

Based on the data, Data 13 is drawn from Situation 4, involving a student who experienced internet connectivity issues

during a Zoom class. This disruption caused the student to be disconnected from the meeting, necessitating a follow-up with the lecturer regarding their attendance status. This data is classified as a "Suggestory Formula" because the student conveyed the request using the phrase "How about my attendance, Sir?" an expression taking the form of a suggestion or a question concerning a potential course of action regarding their attendance. Instead of making a direct request, such as "Please confirm my attendance", the student framed the request as a suggestion using the phrase "How about." The use of this strategy indicates that the student lowered the level of directness when making a request to the lecturer. This aligns with the student-lecturer context, in which the student occupies a position of lower power relative to the lecturer.

7. Query Preparatory

This strategy uses questions that refer to preparatory conditions that enable the request to be made. Using modal verbs such as can, could, may and would. In interrogative form. Literally asking a question, but meaning to request.

- (14) "Sorry my friends. I forgot bring my assignment and I want to go to my kos. **Can I borrow your motorcycle to take my assignment?"** (Data 14. LR. 6/C/73)

Based on the information, Data 14 through Data 19 can be classified as "Query Preparatory" because the speakers use a question format to convey a request. Although the forms and modals employed vary, such as can, may, and could, all the data share the same purpose: asking the listener to perform an action.

Data 14 is drawn from Situation 1, where the use of "Can I...?" indicates that the student is making a request, framed as a question, regarding the possibility or permission to borrow a motorcycle. Literally, the student is asking whether they are able to borrow the motorcycle. Pragmatically, however, the question functions as a request to a friend to borrow the vehicle. By using the question "Can I borrow...?", the request becomes more indirect. In this instance, the question-based request (QP) is employed within a peer relationship to ask for an item owned by the friend. Given the close social relationship, the student opts for a question form that is easily understood yet remains more polite than a direct imperative.

(15) "I am sorry, friend. **Can you take off your shoes**, because this place has just been cleaned." (Data 15. SR.6/A/1)

Data 15 comes from Situation 2. Grammatically, the use of "Can you...?" takes the form of a question regarding a friend's ability or willingness to perform an action. However, in this context, the student does not actually wish to know whether the friend is capable of taking off their shoes; the true intent is to ask the friend to remove

them. Unlike Data 17, this request does not involve borrowing an item but rather asks for a direct action from the hearer, specifically, removing their shoes. Using "Can you...?" makes the request sound like a question about the friend's willingness to perform that action.

Data 15 comes from Situation 2. Grammatically, the use of "Can you...?" takes the form of a question regarding a friend's ability or willingness to perform an action. However, in this context, the student does not actually wish to know whether the friend is capable of taking off their shoes; the true intent is to ask the friend to remove them. Unlike Data 17, this request does not involve borrowing an item but rather asks for a direct action from the hearer, specifically, removing their shoes. Using "Can you...?" makes the request sound like a question about the friend's willingness to perform that action.

- (16) "I'm sorry. Do you still have enough money for this week? If you don't mind. **May I borrow your money for continue my project.** I promise you I will pay back the money tomorrow." **(Data 16. NPS 6/B/27)**

Data 16 is drawn from Situation 3, where the use of "May I...?" indicates that the student is seeking permission or willingness to borrow money from a friend. Literally, the student asks whether they can borrow money, but pragmatically, the question constitutes a request. A query-based strategy is employed for requests involving money, meaning the student does not ask for the money directly;

instead, they first inquire about the friend's financial situation before asking for permission

- (17) “I’m sorry mam. I have bad connection before, and after I reconnect my internet I already past the attendance. **May I get my attendance mam?” (Data 17. NPS. 6/B/27)**

Data 17 originates from Situation 4; the use of "May I...?" indicates that the student is making a request in the form of a question to seek permission or confirm their attendance. By using the phrase "May I...?", the student makes the request sound friendlier and more indirect. This strategy is employed in interactions between students and lecturers, allowing the student to pose the question more politely when making a request. This suggests that the context of social relationships and power dynamics can influence the choice of request strategy.

- (18) “Sorry, ma’am, yesterday I have to take my family to the hospital. **Can I make up the examination?” (Data 18. ML. 6/A/18)**

Data 18 originates from Situation 5; the use of "May I...?" indicates that the student is seeking permission to take a make-up exam. Although phrased as a question, the underlying intent is to request an opportunity from the lecturer to sit for a substitute exam. This strategy is employed for requests involving a relatively high

level of imposition, as the student is asking for a chance to take an exam they previously missed. Using the question form "May I...?" ensures the request is not perceived as a demand, but rather as a plea for permission or an opportunity.

- (19) "Assalamualaikum, ma'am/sir. I apologize for disturbing your time. I would like to request your signature on my proposal seminar registration form. I have fulfilled the registration requirements and since I heard that you will be departing for umrah next week and the registration deadline is approaching. I'm afraid I won't have time to get your signature afterward. If you would. **Could you sign my form now?** Thank you very much for your help and time. (Data 19. SR. 6/A/1)

Data 19 originates from Situation 6; the use of "Could you...?" indicates that the student is inquiring whether the lecturer is willing to perform a specific action, namely, signing a form. Unlike "Can you...?", the use of "Could you...?" conveys a greater degree of politeness when making a request. This aligns with the student-lecturer dynamic, particularly given that the student is asking the instructor to address an administrative matter. The request is grounded in an explanation regarding fulfilled requirements, the instructor's upcoming departure, and the registration deadline. Consequently, the student does not merely state the request but also

provides the background information that supports the reason for the appeal.

It can be concluded that students do not make requests in the form of instructions; instead, they phrase them as questions regarding the listener's ability, permission, willingness, or likelihood to carry out the action.

c. Non-Conventional Indirect

8. Strong Hints

Strong Hints are utterances that refer directly to the intended action, but do not explicitly state it as a request. The sentence is still clearly related to the desired action, but it is not grammatically a request. It points quite clearly to the desired action. The speaker indirectly refers to the object or action needed, clearly implying the request.

(20) “Hai friend, **sorry your shoes don’t enter in laboratory** because in laboratory in clean and comfortable.” (Data 20. RR. 6/A/12)

Data 20 is derived from Situation 2, where the statement that a friend's shoes should not be inside the laboratory clearly indicates the expected action. Namely, that the friend must remove their shoes. This data is classified as a "Strong Hint." The speaker does not articulate the request using explicit grammatical forms but provides a sufficiently clear signal regarding the action

the listener should take. The request is conveyed in accordance with laboratory regulations rather than through a direct command. By stating a condition that the friend ought to heed, the speaker expects the friend to realize the need to remove their shoes.

- (21) “mam.... Sorry mam... **I left my attendance mam..**
because of my signal is bad mam...” (Data 21. FAZ.
6/B/33)

Data 21 is derived from Situation 4, in this instance, the student does not directly ask the lecturer to record or confirm their attendance. Since the request is not explicitly stated, though the intended meaning can be inferred from the information provided, the student mentions the connection issues and their absence during the attendance-taking process, leaving it to the lecturer to deduce the expected course of action. This strategy demonstrates a higher level of indirectness compared to QP.

- (22) “Excuse me, I’m sorry mam. My connection not
suitable. When you take attendance, **I’m present**
mam.” (Data 22. NA. 6/B/49)

Data 22 also originates from Situation 4. A student encountered connection issues while the lecturer was taking attendance. In this instance, the student simply stated, "I'm present, Ma'am," indicating that they were actually present during the roll call but had an unstable connection. This statement

implicitly conveys an expectation that the lecturer acknowledge or record their attendance. Since the desired action was not explicitly stated but was clearly understood from the context, this data is classified as a "Strong Hint"; the student communicated the problem and their presence, allowing the lecturer to infer that the student wanted their attendance to be counted.

9. Mild Hints

Utterances that do not directly mention the action or elements of the action in question, so that their meaning is highly dependent on context. The request is not directly mentioned and must be inferred from context.

(23) “Sir / mam / miss/ mr, I sorry, but my internet unstable before. My name is amalia putri amsa.

I’m here sir/mam/ms/mr.” (Data 23. APA.

6/D/82)

Data 23 originates from Situation 4, involving a student who experienced internet connection issues during a Zoom class and missed the attendance check. The student did not explicitly state what action they wanted the lecturer to take; they merely explained that their internet connection had been unstable and said, "I’m here." Given this phrasing, the data can be classified as a "Mild Hint" because the request was not clearly articulated. The

student conveyed the message indirectly, requiring the listener, the lecturer, to infer the intended meaning behind the statement.

- (24) “Sorry, sir, permission I not follow the final semester examination (UAS) **have time for me to final semester examination.**” (Data 24. RR. 6/A/12)

Data 24 originates from Situation 5, involving a student unable to take the final exam due to an impediment preventing their attendance. In this instance, the student merely states, using the phrase "have time for me to take the semester final exam", that they missed the exam, while simultaneously inquiring about or mentioning the possibility of taking it. Since the request is not explicitly stated, this data can be categorized as a "Mild Hint", a situation where the desired action is not directly expressed, requiring the lecturer to infer the student's intent.

2. Request Speech Act Strategies Based on Social Variables

After identifying the type of request speech act, the analysis was continued by examining the social variables underlying the use of these strategies. The analysis focused on social distance, power, and ranking of imposition based on Brown and Levinson (1987). The following table presents the social variables identified in the participants' responses.

Table 4.2

Social Variables Reflected in the Request Situations

No.	Social Variable	Data	Interlecutor	Result
1.	Social Distance	25	Friend	Close
2.	Social Distance	26	Friend	Close
3.	Social Distance	27	Lecturer	Distant
4.	Social Distance	28	Lecturer	Distant
5.	Power	29	Friend	Equal
6.	Power	30	Friend	Equal
7.	Power	31	Friend	Equal
8.	Power	32	Lecturer	Lower
9.	Power	33	Lecturer	Lower
10.	Ranking of Imposition	34	Friend	Lower
11.	Ranking of Imposition	35	Friend	High
12.	Ranking of Imposition	36	Friend	High

The table above presents the data used to identify the social variables reflected in the participants' requests. The data were classified into three social variables, namely social distance, power, and ranking of imposition. The following sections describe each social variable based on the participants' responses and the situational contexts.

a. Social Distance (D)

According to Brown and Levinson (1987), social distance refers to the degree of closeness between a speaker and their interlocutor. This concept is examined across six situations categorized into two types of relationships: student-friend and student-lecturer.

Responses regarding the interaction between students to friend indicate that participants use sufficiently clear expressions accompanied by politeness markers when making requests. For e.g.:

- a. **“Bro, I want go to the kos because my assignment is left, give your motorcycle, bro!!” (Data 25. AS. 6/D/87)**

In the data, specifically the first sentence, the speaker uses the term of address "Bro," followed by the statement, "I want to go to my boarding house because I still have work to finish," which provides a reason; finally, the speaker says, "Give me your motorbike, mate!!" This last part is a direct request, and the structure of this request suggests a fairly close social distance.

- b. **“Sorry, my bestie. The rules in this room you must take off your shoes please? To keep the laboratory clean and comfortable.” (Data 26. YS. 6/C/64)**

Next, regarding data point (b), specifically sentence 7 mentioned above, the speaker begins with the word "sorry" and follows it with the greeting "my bestie." This indicates a close social distance, as the use of an intimate form of address suggests familiarity, even though the interaction starts with an apology; the

apology serves to make the request more polite. The speaker then issues the request: "The rules in this room, you must take off your shoes, please?" This constitutes a request because it includes the word "must" and ends with a question structure. Finally, the speaker provides a reason: "To keep the laboratory clean and comfortable." The data indicates that the social distance between the students, who are friends, is relatively equal, as evidenced by the use of terms like "Bro" and "My bestie."

The responses above indicate that participants tend to make requests relatively directly when interacting with friends. This pattern may be linked to the relatively close and intimate relationship between the participants and their interlocutors.

Conversely, the situation between students and lecturers can be seen in the following, e.g:

- a. "Excuse me sir, my connection is in trouble because of that, I disconnect from the zoom meeting. How about my attendance sir?" (Data 27. SAHZ. 6/A/11)

Data (a) shows that the participant begins their utterance with the politeness marker "Excuse me, sir" before explaining an internet connection issue. The participant then provides a reason for their request by explaining that an unstable connection caused them to be disconnected from the Zoom meeting. The request is conveyed through the sentence "How about my attendance, sir?", which

indirectly asks the lecturer about the participant's attendance status. The use of the expression "Excuse me," the explanation of the problem faced, and the respectful form of address "sir" indicate that the participant views the interaction with the lecturer as requiring a higher level of politeness. This reflects the relatively distant social relationship between the student and the lecturer.

- b. **"I'm sorry mam.** I have bad connection before, and after I reconnect my internet I already past the attendance. May I get my attendance mam?" **(Data 28. NPS. 6/B/27)**

Similarly, data (b) demonstrates a more polite and indirect way of making a request. The participant begins with an apology, "I'm sorry, ma'am," followed by an explanation regarding the internet issue and the recorded absence. Subsequently, the participant uses the expression "May I get my attendance, ma'am?" to convey the request. The use of the modal expression "May I" renders the request indirect and allows the lecturer to decide whether it can be granted. The repeated use of the respectful address "ma'am" also indicates the participant's awareness of the lecturer's higher social standing. Therefore, compared to interactions between fellow students, responses in student-lecturer situations reveal greater social distance and a more significant power differential. Students tend to employ more politeness markers, provide explanations before making requests, and phrase their requests indirectly.

On the whole, this shows that in these two types of situations, social distance is evident when students pose questions to their interlocutors. This is reflected in data 1 and 7, where students tend to use direct requests, whereas in data 16 and 20, they employ indirect questions. This distinction indicates that students are mindful of social relationships and the appropriate level of politeness when making requests of lecturers.

b. Power (P)

According to Brown and Levinson (1987), Power refers to the unequal social relationship between speaker and hearer in which one participant has greater authority or control than the other. In this study, the power variable is represented through two types of relationships: the relationship between students and their friends, and the relationship between students and lecturers. The student-friend relationship scenarios (Situations 1–3) represent relatively equal power dynamics, whereas the student-lecturer relationship scenarios (Situations 4–6) represent lower power dynamics, in which the lecturer holds greater power than the student.

- a. **“My friend,** in this laboratory we can’t wearing shoes. Can you take off your shoes, please?” **(Data 29. UKF. 6/D/103)**

The response in Data 29 begins with the address term "My friend," indicating an interaction characterized by familiarity and a relationship of equal status between the speaker and the listener. This

is followed by the statement "In this laboratory we can't wear shoes," which provides context for the situation. Subsequently, the speaker makes a request: "Can you take off your shoes, please?" Although the request is phrased as a question and includes "please," the speaker clearly conveys the expected action.

- b. **“Rifa, I forgot bring my assignment. Can I borrow your motorcycle? (Data 30. DD. 6/A/24)**

In Data 30, the participant begins the sentence by addressing their friend, "Rifa," and then states, "I forgot to bring my assignment", explaining their situation or reason before making the request, "Can I borrow your motorcycle?" This demonstrates that the participant conveys the request clearly while still allowing the interlocutor the opportunity to accept or decline it. This structure reflects a relationship of equal power.

- c. **“Naailah, I have no money for the project materials. Can I borrow your money? I promise I'll pay back later when I get the money. (Data 31. RA. 6/A/19)**

In Data 31, the utterance begins with the name "Naailah" used as a form of address, indicating an equal relationship between the interlocutors. The participant then states the reason: "I have no money for the project materials." Next, the participant makes the request, "Can I borrow your money?", and concludes with an explanation and a promise, "I promise I'll pay back later when I get

the money." Thus, this data demonstrates how a relationship of equal power enables the participant to make a request in a direct and informal manner.

Conversely, the situation between students and lecturers can be seen in the following example:

- a. **"I'm sorry ma'am or sir.** I could not attend the final semester examination because one of my family members had an accident and me had to take them to the hospital. Now, I would to ask make-up my examination ma'am or sir?"

(Data 32. HMK. 6/D/80)

In Data 32, the request is prefaced by the phrase "I'm sorry ma'am or sir," indicating that the participant is mindful of the social relationship with the interlocutor. The participant then explains the context, "I could not attend the final semester examination", along with the reason, "because one of my family members had an accident and I had to take them to the hospital", before making the request: "I would like to ask for a make-up exam, ma'am or sir?" This demonstrates a cautious approach when making a request to an interlocutor who holds a higher institutional position. Thus, Data 5 reflects a "lower power" dynamic, in which the student as the speaker occupies a subordinate position relative to the lecturer.

- b. **"Assalamualaikum, ma'am/sir.** I apologize for disturbing your time. I would like to request your signature on my

proposal seminar registration form. I have fulfilled an the registration requirements and since I heard that you will be departing for umrah next week and the registration deadline is approaching. I'm afraid I wan't have time to get your signature afterward. If you would. Could you sign my form now? **Thank you very much for your help and time. (Data 33. SR. 6/A/1)**

In Data 33, the participant asks a lecturer to sign a proposal seminar registration form. The participant begins with the greeting "Assalamualaikum, ma'am/sir" and employs expressions that convey caution and politeness, such as "I apologize for disturbing your time," "I would like to request," and "Could you sign my form now?" The participant also explains the reason for the request: "I have fulfilled all the registration requirements, and since I heard that you will be departing for Umrah next week and the registration deadline is approaching, I'm afraid I won't have time to get your signature afterward." Subsequently, the participant makes the request, "Could you sign my form now?", and concludes with the expression "Thank you very much for your help and time," demonstrating appreciation for the lecturer's time and assistance. Thus, these data illustrate how a lower-power relationship can be reflected through the use of softer requests, the provision of reasons, apologies, and expressions of appreciation.

c. **Ranking of Imposition (R)**

According to Brown and Levinson (1987), Ranking of imposition refers to the level of burden or inconvenience caused by a request in a particular social and cultural situation. A request is considered higher in imposition when it requires greater effort, time, service, or other forms of contribution from the hearer. Ranking of imposition can be classified into lower and higher levels depending on how much burden the request places on the hearer.

- a. Excuse me, friend. **Can you don't wearing shoes in the laboratory? (Data 34. FR. 6/C/58)**

In Data 34, the participant asks a friend not to wear shoes inside the laboratory. The utterance begins with the phrase "Excuse me" and the address term "friend." The participant then makes the request: "Can you don't wearing shoes in the laboratory?" Although the requested action entails a low level of imposition, the participant avoids using a direct imperative form. This demonstrates that the participant remains mindful of how the request is conveyed, even when asking a friend to perform a simple action. Consequently, this request can be categorized as involving a lower ranking of imposition, as the burden placed on the interlocutor is relatively minor.

- b. “Hei, Juli. **Would you mind I borrow your motorcycle for 1 hour?** Cause I left my task in boarding house! I have to take it now!” (Data 35. HZ. 6/D/78)

In Data 35, the participant asks a friend to lend them a motorcycle for one hour because they left an assignment at their boarding house. The utterance begins with the greeting "Hei, Juli," followed by the request "Would you mind if I borrow your motorcycle for 1 hour?" This phrasing demonstrates that the participant avoids issuing a direct command, opting instead for an indirect approach when making a significant request for assistance. The request is accompanied by a reason, "Cause I left my task in the boarding house!", and concludes with an emphatic statement: "I have to take it now!" The level of imposition here is higher than in Data 34, which involved only a request to remove shoes. The utterance "Would you mind if I borrow your motorcycle for 1 hour?" signals a high degree of imposition because the context requires the interlocutor not merely to perform a simple action, but to grant access to their personal property for a specific period. Consequently, this request can be categorized as involving a higher ranking of imposition.

- c. “I’m sorry. Do you still have enough money for this week?

If you don’t mind. **May I borrow your money for continue**

my project. I promise you I will pay back the money tomorrow.” (Data 36. NPS 6/B/27)

Next, in Data 36, the participant asks a friend to lend money to continue a college project. The participant begins by asking, "Do you still have enough money for this week?", an expression that serves as a form of apology, before making the request. The participant also takes the interlocutor's financial situation into consideration. Then, the participant makes the request: "May I borrow your money to continue my project?" followed by a promise: "I promise you I will pay back the money tomorrow." The participant phrases the request to include both an apology and a promise. The use of these various elements suggests that the participant recognizes the request places a significant burden on the interlocutor.

From these three data points, there are variations in the degree of "ranking of imposition" concerning the requests made by the participants. Data 35 indicates a reduced level of demand since the request to take off shoes necessitates just a straightforward action from the other person. In contrast, Data 34 and Data 36 show a greater degree of imposition, as they ask the interlocutor to lend a motorcycle and money, actions that require personal resources. These distinctions are also apparent in the phrasing of the requests utilized.

B. Discussion

Based on the analysis above, the researcher concludes that students employ a wide range of strategies when making requests. The request strategies used by the students in this study vary significantly. Drawing on Blum-Kulka's (1989) theory of request speech acts, these strategies fall into three categories: Direct Strategies, Conventional Indirect Strategies, and Non-Conventional Indirect Strategies. These categories encompass nine specific types: mood-derivable, explicit performatives, hedged performatives, obligation statements, want statements, suggestory formulae, query-preparatory, strong hints, and mild hints. The strategy most frequently used by students is query-preparatory, while the least frequently used are explicit performatives and suggestory formulae.

The frequent use of the "query preparatory" strategy indicates that students tend to phrase requests using interrogative forms that allow them to clearly convey their intent while still giving the interlocutor the option to accept or decline the request, specifically through the use of modal verbs such as "Can I...?", "Could you...?", "Would you...?", "Could I...?", and "Can you...?". This strategy is observed in various situations involving interactions between students and their peers as well as between students and lecturers. Depending on the situational context, this involves requesting something that the speaker cannot accomplish unilaterally; the speaker requires the interlocutor's approval, willingness, or action. Consequently, the QP serves as a strategy that enables students to make a clear request while simultaneously allowing the interlocutor space to respond. Thus, the

high frequency of "query preparatory" usage is linked not only to the linguistic forms employed but also to the social context and situational background of the request.

Conversely, explicit performatives and suggestory formulas are the strategies least frequently employed by students. The low usage of these two strategies can be understood in light of the situational contexts presented in the WDCT. Explicit performatives overtly state the act of requesting, for instance, through phrases such as "I ask you to..." or "I request that...", and tend to be more formal and explicit than other strategies. In the communicative contexts relevant to students, such forms may be perceived as less natural for making requests; consequently, students prefer more common forms, such as query preparatory.

After recognizing the strategies used by the participants, we should now analyze the social factors linked to their statements. From the earlier description, a conclusion can be reached, summarized concisely as follows: The analysis indicates that "social distance" is apparent in the intimacy of the relationship, shown in the initiation of the request and the way it is presented. "Power" is evident in the status difference between the speaker and the listener, like the distinction between a student and a classmate compared to a student and an instructor. At the same time, the "ranking of imposition" is established by the degree of burden or challenge the request imposes on the recipient. These three social factors affect how participants choose and express request strategies in various situations.

Overall, the results of this study align with several previous studies on request speech acts. The findings indicate that conventional indirect strategies, specifically the Query Preparatory strategy, are the most commonly employed, consistent with findings by Kurniawan et al. (2024), Nugroho and Rekha (2020), Saud (2024), Pardede et al. (2025), and Susilo (2015), all of whom reported that EFL learners tend to favor conventional indirect strategies when making requests. This similarity suggests that EFL learners generally prefer request forms that allow them to convey their intent clearly while taking into account the interlocutor's response and social relationships. These findings also relate to studies by Hammami Mohamed (2019) and AlTameemy et al. (2024), which revealed that social factors such as power and social distance influence the choice of request strategies. However, this study differs from previous research regarding the research context, participants, and focus of analysis. Unlike the studies by Hammami Mohamed (2019), Saud (2024), Abdelfattah (2022), and Akmal et al. (2022), which analyzed different linguistic or cultural groups, this study specifically focuses on EFL learners within an academic context without conducting cross-cultural comparisons. Furthermore, unlike the research by AlTameemy et al. (2024), which compared learners with varying language abilities, this study did not categorize participants based on proficiency levels. The divergent results reported by Abdelfattah (2022), where Moroccan EFL learners were more inclined to use direct strategies, can also be understood in light of differences in culture, participants, and

communication contexts. Therefore, although this study reveals a general trend regarding the use of conventional indirect strategies, consistent with previous research, its findings possess unique characteristics shaped by the academic context, the specific social situations presented in the WDCT instrument, and the interactions between students and their peers or lecturers; these factors likely influenced the participants' preference for the Query Preparatory strategy.

To further identify the characteristics of request realizations in relation to social variables, the following table presents the sentence patterns found in the participants' responses. The patterns include the elements used before the main request, such as greetings, apologies, attention-getters, politeness markers, and reasons or explanations, followed by the request itself. The data are grouped into two social contexts, namely student-to-student and student-to-lecturer interactions, to illustrate how participants structured their requests according to their relationship with the interlocutor.

Sosial Context	Pattern of request
Student-to-student	ADDRESSEE + CONTEXT + REQUEST
Student to lecturer	APOLOGY + CONTEXT + REASON + REQUEST + CLOSING/THANKING

The table shows that participants structured their requests differently depending on their interlocutor. In interactions between students, requests tended to follow a more concise pattern, such as greeting + context + request. The use of greetings, such as "bro", reflects the familiarity between

the speaker and the listener. Participants also tended to move directly from the context to the core of the request without adding lengthy explanations or closing remarks. This pattern indicates that the relatively close social distance and equal status among students allowed them to convey requests more directly and succinctly.

In contrast, student-to-lecturer requests tended to contain more elements before and after the main request, particularly apology + context + reason + request + closing or thanking. The use of apologies, explanations, and thanking expressions indicates that participants paid greater attention to the social relationship when addressing lecturers. The longer structure may be related to the greater social distance and unequal power relationship between students and lecturers. By providing a reason and expressing politeness before or after the request, participants appeared to reduce the directness of the request and make it more appropriate for the academic context.

Therefore, patterns of request realization demonstrate that social variables are reflected not only in the choice of request strategies but also in the structure of the utterances. Requests addressed to friends tend to be briefer and more direct, whereas requests made to lecturers often include additional elements such as apologies, explanations, and expressions of gratitude. These differences indicate that social distance and power influence how participants formulate their requests, particularly regarding the elements used before and after the core of the request.



UIN IMAM BONJOL
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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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APPENDICES

Appendix 1. Blueprint WDCT

Blueprint WDCT

Request Speech Acts

No.	Situation	Context	Formality	Distance (D)	Power (P)	Imposition (R)	Purpose
1.	Borrowing a motorcycle to take an assignment	Student to Friend	Informal	Close	Equal	Low	To identify request strategies in high imposition peer interaction
2.	Asking a friend to take off shoes in language laboratory	Student to Friend	Informal	Close	Equal	Low	To identify request strategies in socially sensitive peer context
3.	Borrowing money for project needs	Student to Friend	Informal	Close	Equal	Low	To identify request strategies in high imposition peer interaction
4.	Asking lecturer to confirm attendance during Zoom class	Student to Lecturer	Formal	Distant	Lower	High	To identify request strategies in high imposition academic interaction
5.	Asking for a make-up final semester examination (UAS)	Student to Lecturer	Formal	Distant	Lower	High	To identify request strategies in high imposition

							toward authority
6.	Asking for signature approval	Student to Lecturer	Formal	Distant	Lower	High	To identify request strategies in high imposition academic administra tive interaction

Appendix 2. Instrument of WDCT

Instrument
WDCT (Written Discourse
Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : _____
 Gender : Male /
 Female Semester/NIM : VI/ 23 _____

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room.

You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Appendix 3. Letter of Request to be Validators



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
TADRIS BAHASA INGGRIS
Alamat : Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail : adminfkt@uinib.ac.id

No. : Istimewa
Lamp : -
Hal : Permohonan menjadi Validator Instrumen

Padang, 04 Mei 2026

Kepada Yth.
Renggi Vrika, M.Pd.

Dengan hormat,
Saya yang bertanda tangan di bawah ini:

Nama : Citra Efrika
NIM : 2214050134

Bermaksud untuk memohon kesediaan Ibu untuk menjadi validator instrument penelitian yang sedang saya susun dengan judul "An Analysis of EFL Learners Request Speech Act Strategies in The English Department at UIN Imam Bonjol Padang."

Sehubungan dengan hal tersebut, saya sangat mengharapkan kesediaan Ibu untuk memberikan penilaian, saran, dan masukan terhadap instrumen penelitian yang telah saya kembangkan agar instrumen tersebut layak digunakan dalam proses pengumpulan data.

Sebagai bahan pertimbangan, bersama ini saya lampirkan blanko penilaian, instrumen penelitian beserta proposal penelitian. Besar harapan saya agar Ibu berkenan meluangkan waktu untuk membantu proses validasi ini.

Demikian permohonan ini saya sampaikan. Atas perhatian dan kesediaan Ibu, saya ucapkan terima kasih.

Mengetahui,

Ka. Prodi. TBI

Dr. Melinda Roza S.Pd., M.Pd.

NIP. 197301272005012003

Hormat saya,

Pemohon,

Citra Efrika

2214050134

Appendix 4. Validity Sheet of Validator

VALIDASI INSTRUMEN PENELITIAN

Lembar Validasi Instrument Penelitian "An Analysis of EFL Learners' Request Speech Act Strategies in the English Department at UIN Imam Bonjol Padang"

Nama Validator : Renggi Vrika, M.Pd
NIP : 199501042020122029
Jabatan : Lektor
Instansi : Fakultas Tarbiyah UIN Imam Bonjol Padang
Tanggal Pengisian : 25 Mei 2026

A. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrumen penelitian berupa *Written Discourse Completion Test* (WDCT) yang digunakan dalam penelitian ini. Instrumen ini bertujuan untuk mengidentifikasi penggunaan *strategi request speech acts* oleh mahasiswa dalam berbagai situasi komunikasi. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu untuk menjadi validator dan mengisi lembar validasi ini.

B. Petunjuk Pengisian

- Bapak/Ibu di mohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda *checklist* (✓) pada kolom dengan skala penilaian sebagai berikut :
5 = Sangat Sesuai 2= Kurang Sesuai
4 = Sesuai 1= Tidak Sesuai
3 = Cukup Sesuai
- Bapak/Ibu di mohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.
- Apabila terdapat butir yang perlu direvisi, saya mohon Bapak/Ibu memberikan penjelasan atau usulan perbaikan secara spesifik.

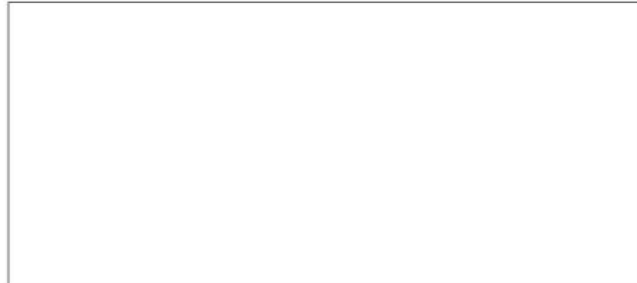
C. Penilaian

Theory: Brown and Levinson's Politeness Theory (1987) and Blum-Kulka et al.'s Request Strategies (CCSARP)

Variabel: Request Speech Act Strategies

No	Item	Aspek Penilaian	Indikator	Skala Penilaian					Komentar
				5	4	3	2	1	
1.	Situation 1	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)						
		2. Clarity	Instruksi dan situasi mudah dipahami						
		3. Naturalness	Situasi mencerminkan kondisi nyata						

		4. Language	Bahasa jelas dan tidak ambigu								
2.	Situation 2	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)								
		2. Clarity	Instruksi dan situasi mudah dipahami								
		3. Naturalness	Situasi mencerminkan kondisi nyata								
		4. Language	Bahasa jelas dan tidak ambigu								
3.	Situation 3	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)								
		2. Clarity	Instruksi dan situasi mudah dipahami								
		3. Naturalness	Situasi mencerminkan kondisi nyata								
		4. Language	Bahasa jelas dan tidak ambigu								
4.	Situation 4	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)								
		2. Clarity	Instruksi dan situasi mudah dipahami								
		3. Naturalness	Situasi mencerminkan kondisi nyata								
		4. Language	Bahasa jelas dan tidak ambigu								
5.	Situation 5	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)								
		2. Clarity	Instruksi dan situasi mudah dipahami								
		3. Naturalness	Situasi mencerminkan kondisi nyata								
		4. Language	Bahasa jelas dan tidak ambigu								
6.	Situation 6	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)								
		2. Clarity	Instruksi dan situasi mudah dipahami								
		3. Naturalness	Situasi mencerminkan kondisi nyata								
		4. Language	Bahasa jelas dan tidak ambigu								

D. Komentar Umum Dan Saran**E. Kesimpulan**

Berdasarkan penilaian yang telah dilakukan, lembar wdct untuk siswa ini dinyatakan :

1. Layak digunakan untuk uji coba tanpa revisi
2. Layak digunakan untuk uji coba setelah revisi
3. Tidak layak digunakan untuk uji coba

Mohon diberi tanda silang (x) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Padang, 25 Mei 2026
Validator

Renggi Vrika M. Pd
NIP. 199501042020122029

Appendix 5. Validity Result from Validator

VALIDASI INSTRUMEN PENELITIAN

Lembar Validasi Instrument Penelitian "An Analysis of EFL Learners' Request Speech Act Strategies in the English Department at UIN Imam Bonjol Padang"

Nama Validator : Renggi Vrika, M.Pd
NIP : 199501042020122029
Jabatan : Lektor
Instansi : Fakultas Tarbiyah UIN Imam Bonjol Padang
Tanggal Pengisian : 25 Mei 2026

A. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrumen penelitian berupa *Written Discourse Completion Test* (WDCT) yang digunakan dalam penelitian ini. Instrumen ini bertujuan untuk mengidentifikasi penggunaan *strategi request speech acts* oleh mahasiswa dalam berbagai situasi komunikasi. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu untuk menjadi validator dan mengisi lembar validasi ini.

B. Petunjuk Pengisian

1. Bapak/Ibu di mohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda *checklist* (✓) pada kolom dengan skala penilaian sebagai berikut :
5 = Sangat Sesuai 2 = Kurang Sesuai
4 = Sesuai 1 = Tidak Sesuai
3 = Cukup Sesuai
2. Bapak/Ibu di mohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.
3. Apabila terdapat butir yang perlu direvisi, saya mohon Bapak/Ibu memberikan penjelasan atau usulan perbaikan secara spesifik.

C. Penilaian

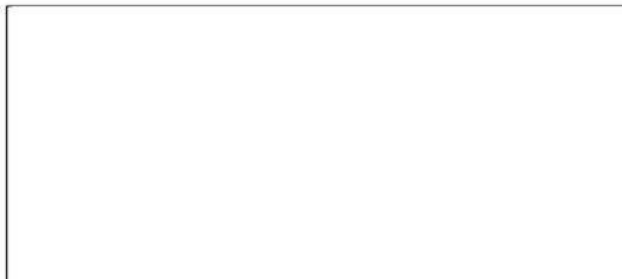
Theory: Brown and Levinson's Politeness Theory (1987) and Blum-Kulka et al.'s Request Strategies (CCSARP)

Variabel: Request Speech Act Strategies

No	Item	Aspek Penilaian	Indikator	Skala Penilaian					Komentar
				5	4	3	2	1	
1.	Situation 1	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					

		4. Language	Bahasa jelas dan tidak ambigu	✓					
2.	Situation 2	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					
		4. Language	Bahasa jelas dan tidak ambigu	✓					
3.	Situation 3	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					
		4. Language	Bahasa jelas dan tidak ambigu	✓					
4.	Situation 4	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					
		4. Language	Bahasa jelas dan tidak ambigu	✓					
5.	Situation 5	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					
		4. Language	Bahasa jelas dan tidak ambigu	✓					
6.	Situation 6	1. Relevance	Sesuai dengan tujuan penelitian (request speech act)	✓					
		2. Clarity	Instruksi dan situasi mudah dipahami	✓					
		3. Naturalness	Situasi mencerminkan kondisi nyata	✓					
		4. Language	Bahasa jelas dan tidak ambigu	✓					

D. Komentor Umum Dan Saran



E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, lembar wdct untuk siswa ini dinyatakan :

1. Layak digunakan untuk uji coba tanpa revisi
2. Layak digunakan untuk uji coba setelah revisi
3. Tidak layak digunakan untuk uji coba

Mohon diberi tanda silang (x) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Padang, 25 Mei 2026

Validasi



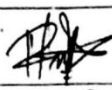
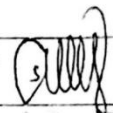
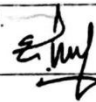
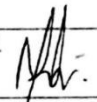
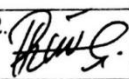
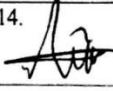
Rengas Vrika M. Pd
NIP. 199501042020122029

Appendix 6. Respondents' Attendance List

DAFTAR HADIR

KELAS A

04 JUNI 2026

No.	Nama	Nim	Tanda Tangan
1.	SAMSUL RAMADHAN	2314050001	1. 
2.	AHMAD DELON	2314050002	2. 
3.	NAAILAH ZALIA DAVINA	2314050003	3. 
4.	MAITA SALTIFA	2314050004	4. 
5.	MUHAMMAD SYAFIQ BAHTIAR	2314050005	5. 
X	~~NAJWA~~ AQIMNA FAUZI	~~2314050006~~	6. 
7.	TIYA RAMADHANI	2314050007	7. 
8.	YUNDA FITRIA NINGSIH	2314050008	8. 
9.	ERICA ASNISHALINA	2314050009	9. 
10.	NABILA ZAHIRA BASHIROH	2314050010	10. 
11.	SHAUFIAL HAFIZH. Z	2314050011	11. 
12.	RIFA RIDHAYANI	2314050012	12. 
X	~~SALMA AIDA PUTRI~~	~~2314050013~~	13. 
14.	SEPTIAN ANGGA DWI CAHYONO	2314050014	14. 
15.	M. FARHAN RIZKY	2314050015	15. 
X	~~ALFINA DWI ROSYADI~~	~~2314050017~~	16. 

17.	MIFTAH LITASKUN	2314050018	17. 
18.	REVIARDILA	2314050019	18. 
~~X~~	ATIKAH MUTHMAINNAH SYAHIDAH	~~2314050020~~	19.
~~X~~	ALFREDO FIRMANSYAH GE'E	~~2314050021~~	20.
21.	SOFIE SYAHILA RAMBE	2314050022	21. 
22.	PINESTI MAHARANI	2314050023	22. 
23.	DHINI DESTIA	2314050024	23. 
24.	HANIF BIL WAHID	2314050025	24. 

25. Afzal
Ananda
Adira

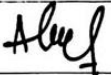
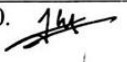
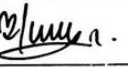
2314050016

25. 

DAFTAR HADIR

KELAS B

04 JUNI 2026

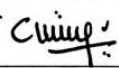
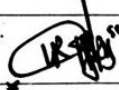
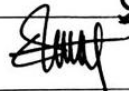
No.	Nama	Nim	Tanda Tangan
1.	MAYA TESSA MELATI	2314050026	1. 
2.	NADYA PUTRI SOLIKHAH	2314050027	2. 
3.	GITO DINATA	2314050029	3. 
(4.)	AZIRAH SHAHIEZA SIMATUPANG	2314050031	4. 
5.	FATHIMAH AZ ZAHRA	2314050033	5. 
6.	NURHAYATI HILMA	2314050034	6. 
7.	FAIZAH RAMADHANI	2314050035	7. 
8.	AMELIA PUTRI	2314050036	8. 
9.	TAVANIA RACELA	2314050038	9. 
10.	MUHAMMAD KHALID	2314050039	10. 
(11.)	ARISTO AZHARI	2314050040	11. 
12.	ZAFRAN GHIFARI	2314050041	12. 
13.	NURKHALIKA ALBASIRAH	2314050043	13. 
14.	M.FARHAN YEZA	2314050044	14. 

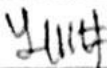
15.	ANDRALIA INTAN FADDILLAH	2314050045	15. <i>And.</i>
16.	DITA AYU SAFITRI	2314050046	16. <i>Dita</i>
17.	ANNISA UL HUSNA	2314050047	17. <i>Annisa</i>
18.	SALEHA SIHOMBING	2314050048	18. <i>Saleha</i>
19.	NURUL AZMI	2314050049	19. <i>Nurul</i>
20.	NAUFA LIA ZONIA HERIANA	2314050050	20. <i>Naufa</i>
21.	SELVI FEBRIMA AGIL	2314050051	21. <i>Selvi</i>

DAFTAR HADIR

KELAS C

04 JUNI 2026

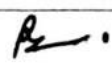
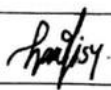
No.	Nama	Nim	Tanda Tangan
1.	FATHONI HIDAYATULLOH	2314050052	1. 
2.	ANGGI DESVITA SARI	2314050053	2. 
3.	YUSNIDA	2314050056	3. 
4.	FUJI RAHMADIAH	2314050058	4. 
5.	FRIZTI MAYENDI	2314050060	5. 
6.	MEISHA FARADIBA	2314050062	6. 
7.	MEGA AULIA	2314050063	7. 
8.	YUSFITA SARI	2314050064	8. 
9.	HUSNI ZAKIYAH	2314050065	9. 
10.	LAYLA AMALYA	2314050067	10. 
11.	JIHAN SALMA PUSAKA	2314050070	11. 
12.	CHERRY AURALIA	2314050071	12. 
13.	AHMAD RAFIKY	2314050072	13. 
14.	LUTHFIA RYHANIF	2314050073	14. 
15.	ADELIA RAMADHANI	2314050074	15. 
X	SALSABILA NURHANA JANI	2314050075	16. 

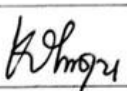
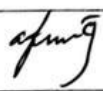
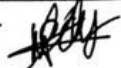
17	JULIYANDA	2314050076	17. 
18	RINDA MARINA	2314050076	18. 

DAFTAR HADIR

KELAS D

11 JUNI 2026

No.	Nama	Nim	Tanda Tangan
1.	HATAYA ZALPA	2314050078	1. 
2.	HAVIDZA MIFTAHUL KHAIRI	2314050080	2. 
3.	NADIA TALISA NAINGGOLAN	2314050081	3. 
4.	AMALIA PUTRI AMSA	2314050082	4. 
5.	RONA SEROJA SIREGAR	2314050083	5. 
X	AMRIN SALAM	2314050084	6. 
7.	NABILAH NUR SYAHIRAH SIAHAAN	2314050085	7. 
8.	YOPI AHMAD TOHARI	2314050086	8. 
9.	ALDO SAPUTRA	2314050087	9. 
X	SALSABILLA TRI PUSPITA	2314050088	10. 
11.	SRI ISTI KHOLILAH	2314050089	11. 
12.	SITI MARDIAH	2314050090	12. 
13.	SOPELI ARSAD	2314050091	13. 
14.	HAWA NUR AISYAH	2314050092	14. 
15.	JHENY FERLISYA SYAHARA	2314050093	15. 
16.	DEWI AFRIYANI PUTRI SIREGAR	2314050094	16. 

17.	AZAHRANI ANADRA	2314050096	17. 
18.	ISMI FAHRUNISA	2314050097	18. 
19.	RAHMI WARDANA PUTRI	2314050098	19. 
20.	AFIFATUL ALIYAH. MB	2314050099	20. 
21.	M.APVIAN TO TOMMASI	2314050100	21. 
22.	ANANDA ARUMBINANG SIREGAR	2314050101	22. 
23.	CINDY MAULIA PUTR	2314050102	23. 
24.	UMI KASUM FITRI	2314050103	24. 

Appendix 6. Documentation of Data Collection



Picture 1. Class A & B



Picture 2. Class C



Picture 3. Class D

Appendix 7. Students' WDCT Response Sheets

Participant 1

9

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Aldo Saputra
Gender : Male / ~~Female~~
Semester/NIM : VI/ 2314030009

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Bro, I want to go to the ~~for~~ kos because
my assignment is left. Give your motorcycle, bro!!

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

you bro, take off your shoes. We are
in laboratory

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

bro, can I borrow your money? I ~~run out~~
run out of money but I need to pay for my
project

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Sorry mam, my name is Aido Saputra. I have
attended the class when I join the zoom. Suddenly,
my connection is unstable when in attendance list

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry mam, I can't attend the UAS because of accident.
May I attend the UAS again, mam?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Sir, May I get your signature for seminar
registration?

Participant 2

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Jihan Salma Pusaka
Gender : Male / Female
Semester/NIM : VI/ 23

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Sorry, I forgot bring my assignment, I want
you to help me, I'm sorry if I bother you.
May I borrow your motorcycle please? I promise
I will ~~drive~~ come back before the class ends.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Sorry, in this laboratory you we ~~both~~ are didn't
allowed to wear our shoes. Please take off
your shoes now before someone know about that.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

I truly didn't mean but I need you right now.
I'm sorry if I bothering you. I need to pay
my project but I don't have enough money.
May I borrow your money? I promise to pay it back
later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer? I want to clarify,
Sorry madam, my connection is unstable before
and I didn't take attendance yet. May
I ask you to certify my name for absent?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry Miss / Madam, I want to clarify, ~~no~~ I have an accident right now so that I ~~can't~~ couldn't attend the UAS. ~~may~~ If you allowed, may I reschedule to join the UAS? ~~is~~ is it okay for you to allowed me for join the UAS with another class?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Sorry Sir, I need your signature for my proposal seminar registration. May I ask you to accept my proposal?

Participant 3

6

Instrument WDCT
(Written Discourse Completion Test)

Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Tiya Ramadhani
Gender : Female
Semester/NIM : VI/ 2314050001

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Hey, Can I borrow your motorcycle? I have to take my
assignment, please.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

You have to take your shoes off. The laboratory have
to keep clean.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Please lend me your money, I don't have enough
money to continue this.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Excuse me, mam. My internet connection had an error
before, so I want to confirm my attendance, mam.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry, miss. Can I get a make-up examination, miss?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Excuse me, sir. Sorry for bothering you sir, would you mind to sign my proposal, sir?

Participant 4

8

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Xo'i AHMAD
 Gender : Male / Female
 Semester/NIM : VI/ 23 11050006

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Please! can I borrow your motorcycle?

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Sorry, not wear shoes in laboratory!

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Sorry, can I borrow your money?

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Sorry ms I can't hear because connection, I ask me attendance or not ms?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry Sir, I have accident before the exam,
what I can do for examination again?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Sorry Sir, seminar registration deadline is getting
close. I hear you want umrah, before that
do you have time Sir for registration my proposal?

Participant 5

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Haidar Miftahudin Khair
Gender : Male / Female
Semester/NIM : VI/ 2314050080

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Hallo, can I borrow your motorcycle for a while to take my assignment.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Can you take off your shoes to keep the laboratory clean and comfortable?

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Can you borrow some money from me, I promise to pay it back later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

I'm sorry Ma'am My internet connection becomes unstable, and ~~my~~ my voice and audio suddenly disconnect.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

I'm sorry Ma'am or Sir I could not attend the final semester examination because one of my family members had an accident and we had to take them to the hospital. I would to ask make-up my examination ma'am or sir?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I'm sorry Ma'am/Sir I have completed the requirement for my proposal seminar registration and next week registration deadline is getting close. Can I get your signature ma'am/sir?



Participant 6

20 15

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : M. Aprianto Tumenggung
Gender : Male / Female
Semester/NIM : VI/ 2319050100

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Hey man Can I use your Bike to take My Assignment From My Place
I Accidentally Left It at my table in my room

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Due! you realize that we're not supposed to wear shoes in this lab
right? then leave your shoes outside like we did. you maintain the floor
dry

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Can you lend me a money like RP 30.000. I need it to finish
this project material. I promise to return your money later

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Pardon for the intrusion Sir/Madam. Due to my unstable connection I
need to confirm my Attendance

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Good day Sir, With all due respect Sir can I ask for Make-up Examination
I cannot attend to Final semester Exam due to my family member
Has an accident

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Good afternoon Sir, as you might exceeds my presence here and
are to ask for your signature. Because from what you heard, you are planning
to Holy Land next week.

Participant 7

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Yuseita Sari
Gender : Male / Female
Semester/NIM : VI/ 2314050064

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Sorry my bestie, may I borrow your motorcycle?
I forgot my assignment in my boarding house.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Sorry my bestie, the rules in this room you must take off your shoes pliss? to keep the laboratory clean and comfortable.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Sorry my friend, yesterday I run out of my money and still need to pay for some project materials. Can I borrow your money pliss?
I Promise to pay it back later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

I am sorry Sir, Yusufika Sari Present today Sir, just now my internet connection unstable Sir, Sir can I ask to confirm my attendance, can I make sure I Present today?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

I am sorry mom. I couldn't attend the UAS today because one of my family member had an accident. may I follow the UAS tomorrow mom?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I am sorry Sir, may I ask you about signature on the registration form? because seminar registration deadline is getting close.

Participant 8

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Azahrani Anadra
Gender : ~~Male~~ / Female
Semester/NIM : VI/ 2314058096

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

hi, can i borrow your motorcycle. i want to take my
assignment in my kost, because i left in there.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

excuse me my friend, in this room we can't to wear shoes, so you should to take off your shoes, to keep the laboratory clean and comfortable.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

I have a problem, I don't have enough money to continue my project, so I want to borrow your money to finish my project, I promise to pay it back later, I'm begging to you.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Excuse ~~me~~ ^{sorry,} my connection unstable before, and when you taking my attendance I not answer because my internet not connecting, so I apologize for that.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

HALO miss, I want to make my final semester examination, because, before I can't to come to the class, because one of my family members had an accident, and I had to take them to the hospital, so I'm sorry for that miss.

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Miss I'm sorry before, I very want to take your signature to my seminar registration, so can you give me it. And I hope your happy and on your trip to Umrah.

Participant 9

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Yunda Fitria Ningsih
Gender : Male / Female
Semester/NIM : VI / 2314010008

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

"erica, sorry I left my task in my boarding house but we have to submit it now. may I borrow your motorcycle to take it?"

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Erica, we can not use wear our shoes into the lab. I
think you ~~can~~ take it off outside the ~~lab~~ laboratory.
have to

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Erica, I'm making project now. But I don't have money
anymore to buy materials for the project. may I ~~have~~ no
you have money now? If yes, may I borrow your money? I'll
pay it later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

I'm sorry miss, I'm Yinda qidna Ningshih joined in this
class, but the internet is not good here so I can't hear
your voice when you take attendance before, sorry
for bothering the class miss.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Assalamu'alaikum Ma'am - I'm Yunda Firda Nughli with reg. number 2719050008 for CTR1-A. Sorry for disturbing you Ma'am, sorry I cannot ~~come to the class~~ attend the class for final exam because one of my family had an accident so I have to take them to the hospital. If you don't mind, may I get the make-up examination Ma'am?
Thank you for your attention Ma'am - Wassalamu'alaikum urub.

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I'm sorry Ma'am. I read the information about registration form will close and I have to complete it as soon as possible. Sir, may I get your signature before you go Umrah?

Participant 10

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Lanik Dhi Lohid
 Gender : Male / Female
 Semester/NIM : VI/ 2314054025

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Yes, can I borrow your motorcycle for submit my
assignment now?

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Go, for this laboratory don't enter don't enter in laboratory
with while you still wearing shoes, because laboratory always
clean and comfortable.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Sorry bro, I borrow your money for project materials,
tomorrow I give back.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Sorry Sir, I disconnect because my internet unstable, can
called again attendance, Sir?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry Sir, I have urgency because my family had accident, and I went to hospital, can give me dispensation for the final semester examination Sir?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Excuse me Sir, before that, I want to speak up the schedule, because I hear you will leave for Umrah next week.

Participant 11

2

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Desvita
 Gender : Male / Female
 Semester/NIM : VI/ 2314050053

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Hi friend, my assignment or I forgot to take my assignment. Can I borrow your motorcycle?

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Hi, friends, you know this laboratory?,
take off the shoes, please?

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

I'm sorry friend, my money not enough to
buying material, can I borrow your money?,
In syaa Allah, I can to pay it back later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

I'm sorry sir, last my internet connection unstable
so I can't answered when you called me.
Can you repeat again called the attendance?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

I'm sorry sir. I want to follow last examination,
now sir! I'm student permission last week because
my family had an accident.

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I'm sorry sir, ~~can't~~ I want to take Your signature
to proposal seminar registration, please!

Participant 12

10

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Shoupi Al Hafidh ?
 Gender : Male / Female
 Semester/NIM : VI/ 2314010011

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Bro, may I borrow your motorcycle? I want to collect my task before the class end.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Hey bro, this class disallowed to use shoes in the laboratory. you should take off your shoes outside the class.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

friend, we have a project but i don't have enough money. Could you lend your money? I would pay it two days later.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

excuse me sir, my connection is in trouble because of that i disconnect from the zoom meeting. How about my attendance sir?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry Sir, last meeting that was our UAS, but I didn't
join the class because I have to go back home. My family
had an accident. So, could you give me to make up the examination?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Excuse me Sir, I heard you to leave the class next
week for umrah. So I need your signature on my registration
form, because the registration is getting close. May I have
your signature Sir?

Participant 13

14

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Luthfia Ryhanif.
 Gender : Male / Female
 Semester/NIM : VI/ 2314050073

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Sorry my friends. I forgot bring my assignment and I want
to go to my kos. can I borrow your motorcycle to take
my assignment?

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend



entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

excuse me ~~my~~ my friend. the rule in this laboratory
is not allowed wear shoes inside the room. so, can you
follow the rule. it to keep the laboratory clean and comfortable
please?

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Rinda, can I borrow your money to pay some project
materials. ~~I forgot~~ I don't have enough money
to continue the project.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Sorry ma'm, my connections is bad, when you
call my name I was not answered because you could not
hear it clearly ma'm. can you repeat to call
my name ma'm?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry ma'm. about my final semester examination ma'm.
so, I want to make-up this examination ma'm.
Can I?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Excuse me sir/ma'm. Can I ask your signature
for my seminar ~~prop~~ registration ma'm.?

Participant 14

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Samsul Ramadhani
Gender : Male / ~~Female~~
Semester/NIM : VI/ 23 2314050201

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

my friend, can I borrow your motorcycle, I have important
to day.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

I am sorry friend, can you take off your shoes, because
this place has just been cleaned. I need to
ask the supervisor to complete registration proposal.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

Can I borrow your money, I want buy nasi lemak, because
hungry

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

sorry mis/mister, I disconnect later, and can Rep repeat my
absence?

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

I'm sorry mis/mister, I would like to ask for permission because someone in my family had a accident, so can I ask for a schedule for a make-up exam, I'm sorry.

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Assalamu'alaikum, maram/sir, I apologize for disturbing your time. I would like to request your signature on my proposal seminar registration form. I have fulfilled all the registration requirements, and since I heard that you will be departing for umrah next week and the registration deadline is approaching, I'm afraid I won't have time to get your signature afterward. If you would, could you sign my form now?
thank you very much for your help and time.

Participant 15

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Nadya putri solikhah
Gender : Male / Female
Semester/NIM : VI/ 2314050027

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Can I borrow your motorcycle? because I left
my home work at my boarding house.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

I think you should to take off your shoes, as you can see the rule said their no shoes entering the laboratory.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

I'm sorry do you still have enough money for this week? If you don't mind may I borrow your money for continue my project. I Promies you I will pay back the money tomorrow.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

I'm sorry mam, I have bad connection before, and After I reconnect my internet I already Past the Attande, may I get my attendance mam.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

I'm sorry sir, for bothering your activity, about the accident last week sir. what time do you agree for me to do my final test, sir?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I'm sorry mam may I get your signature for my proposal seminar registration mam? because I heard that mam are going for umrah next week.

Participant 16

15

Instrument WDCT (Written Discourse Completion Test) Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Mikhah Liladuan
Gender : Male / Female
Semester/NIM : VI/ 2314150016

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

hi, may I borrow your motorcycle to take my assignment because I'm forget bring my assignment.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

sorry mate, take off your shoes.

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

can I borrow your money for the project?

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

excuse me mate, I'm sorry I have bad connection.

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

sorry mam, yesterday i have to take my
family to the hospital, can i make up
the examination.

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

assalamu'alaikum mam, can i get your signature.

Participant 17

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Rifa Ridhayani
 Gender : Male / Female
 Semester/NIM : VI/ 2319050012

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

Excuse me can I borrow your motorcycle because
I want give a submit an assignment in
the class.

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

hai friend ^{sorry} your shoes dont enter in laboratory
because in laboratory in clean and comfortable

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

exusme can I borrow your money because
I dont have the money.

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

exusme sir Can you call my name because
I dont here

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Sorry Sir Permission I not ~~can~~ follow the final semester examination (uas) have you have time for me to final semester examination?

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

I'm sorry Sir, I need ^{seminar} registration deadline because ~~can you give me~~ deadline is getting close can you give me ~~to meet~~ registration deadline and do you have time ~~to~~ meet after class.

Participant 18

5

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : T. A. Zahra
 Gender : Male / Female
 Semester/NIM : VI/ 2314050033

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

"Can I borrow your motorcycle please, I left my assignment
is left in my kos, can I? I will pay for your
coffee after this class, here"

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

"wait, you can't bring the shoes to enter the room bro!"

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

"ah... i'm so sorry for saying that, but can i borrow your money for this time, i swear i will pay it back soon as soon as possible."

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

"mam .. sorry mam... i left my attendance mam... because of my signal is bad mam..."

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

"miss, i'm so sorry mam.... I couldn't attend UAS before because my family has accident mam.... i'm come here to ask you if you have any i' can get any chance to has mam....? thank you mam "

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

"mam... i'm so sorry to take ur time mam... kstop i need your signature for my document to ksempro mam.... can i get ur signatures before you go for Umrah mam... thank you mam..."

Participant 19

19

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Ucui Arni
 Gender : Male / Female
 Semester/NIM : VI/ 2314050049

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

"Ris, (Aristo) can you ^{help me} ~~ask~~ ^{take} my assignment in my boarding house?"

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

"Hei, hei, Don't wearing your shoes inside."

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

"Hel, ~~can~~ ~~you~~ Do you bring more money? I need money to pay my project materials, but my money not enough right now. Could I ~~you~~ borrow your money?"

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

"Excuse, I'm sorry Ma'am, my connection not suitable when you take attendance. I'm present Ma'am."

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

"I'm sorry Mam. I cannot come to attend the final test, because my family has accident. Can I join another class for final test or others time mam?"

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

"~~I am sorry Mam~~ Can I get ~~another lecturer's~~ another lecturer's or another solutions Mam?"

Participant 20

4

Instrument WDCT
(Written Discourse Completion Test)
Request Speech Acts

Instruction:

Read each situation carefully. Imagine that you are in the situation. Write what you would naturally say in English. There is no right or wrong answer. Please answer as naturally as possible.

You have 40 minutes to complete all situations. During the test, you are not allowed to use your mobile phone or other electronic devices.

Identity

Name : Amalia Putri Anisa
 Gender : Male / Female
 Semester/NIM : VI/ 2314056082

Situations

The situations in this WDCT were adapted from previous studies on request speech acts. Several situations were also adjusted based on real situations commonly experienced by university students in the classroom and campus environments.

1. Student to Friend

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

What would you say to your friend?

(Friends name) are you ~~have~~ ride your motorcycle? Can I borrow your motorcycle? I want to take ~~my~~ my task in (kos) boarding house

2. Student to Friend

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend

entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

What would you say to your friend?

Wait ! Stop ! Can you take off your shoes

3. Student to Friend

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

What would you say to the friend?

(Name friend) ~~I don't have money~~ I haven't enough money today,
can I borrow your money to pay here

4. Student to Lecturer

You are attending an online class through Zoom. During the class, your internet connection becomes unstable, and your voice and audio suddenly disconnect for a moment. When you reconnect, you realize that the lecturer has already called the attendance list, but your name was not answered because you could not hear it clearly. You want to explain your situation and ask the lecturer to confirm your attendance.

What would you say to your lecturer?

Sir / Man / Ms / ^{2X} Mr, I sorry, but my Internet ~~is~~ unstable before
My name is Amalia Putri Anisa Im here Sir / Man / Ms / Mr

5. Student to Lecturer

You could not attend the final semester examination (UAS) because one of your family members had an accident, and you had to take them to the hospital. Before the exam started, you informed your lecturer about your situation. Now, you meet your lecturer to ask for a make-up examination because you do not want to miss the test.

What would you say to your lecturer?

Assalamu alaihi Sir/Mam/My/Mr, I am Azzalia Putri Aulia not yet to UAS because (at question) can I UAS today or When can I to UAS Sir/Mam/ Mr/Ms. (direct)

6. Student to Lecturer

You have completed the requirements for your proposal seminar registration, but you still need your lecturer's signature on the registration form. You hear that your lecturer will leave for Umrah next week, while the seminar registration deadline is getting close. You meet your lecturer after class and want to ask for the signature before they leave.

What would you say to your lecturer?

Assalamu alaihi Sir/Mam/My/Mr Can I take your time, I want to ask for ~~the registration before~~ my the signature (direct)

Appendix 9. Data Reduction

DATA REDUCTION

Situation 1

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

Types MD

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
67.	AS	M	6/D/87	Bro, I want go to the kos because my assignment is left, give your motorcycle, bro!!	MD	"Give"

MD=1

Types WS

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
46.	FM	F	6/C/60	Sorry to disturb you, So I want borrow your motorcycle for submit my assignment today.	WS	"Want"

WS=1

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
1.	SR	M	6/A/1	My friend, can I borrow your motorcycle? I have important today.	QP	"Can"
2.	AD	M	6/A/2	I will say " Do you follow me take a motorcycle to boarding house"	QP	"Do you"
3.	NZD	F	6/A/3	"Sis, if you don't mind, can you lend me your motorcycle for minutes? I want to take my assignment that I left in my boarding house."	QP	"Can"

4.	MS	F	6/A/4	I forget to bring my assignment. I have to pick it at my boarding house so can I borrow your motorcycle for a while.	QP	“Can”
5.	MSB	M	6/A/5	Hi Hafiz, May I borrow your motorcycle? My assignment left in my house. I have to submit today.	QP	“May”
6.	TR	F	6/A/7	Hey, can I borrow your motorcycle? I have to take my assignment, please.	QP	“Can”
7.	YFN	F	6/A/8	“Erica, I left my task in my boarding house but we have to submit it now. May I borrow your motorcycle to take it?”	QP	“May”
8.	EA	F	6/A/9	My friends, May I borrow your motorcycle to take my assignment that I left in my boarding house, quickly.	QP	“May”
9.	NZB	F	6/A/10	Excuse me, Hey, my assignment left at my boarding house, can I borrow your motorcycle to takw my assignment please?	QP	“Can”
10.	SAHZ	F	6/A/11	Bro, may I borrow your motorcycle? I want to collect my task before the class end.	QP	“May”
11.	RR	F	6/A/12	Excuse me, can I borrow your motorcycle because I want give a submit an assignment in the class.	QP	“Can”
12.	SADC	M	6/A/14	Hi, can I borrow your motorcycle for a while? I need to submit my assignment before class ends. Thank you.	QP	“Can”
13.	MFR	M	6/A/15	Sorry Friend, my task left in boarding house. So can I borrow your motorcycle friends? Please.	QP	“Can”
14.	AAA	M	6/A/16	Hmm.. I wanna say something, I forgot my assignment, can I borrow your motorcycle to put my assignment.	QP	“Can”
15.	ML	F	6/A/18	Hy, may I borrow your motorcycle to take my assignment because I’m forgot bring my assignment.	QP	“May”
16.	RA	F	6/A/19	Erica, I left my assignment in my boarding house. Can I borrow your motorcycle for a while? I want to take my assignments.	QP	“Can”
17.	SSR	F	6/A/22	Hello, can I borrow your motorcycle for a while? I want to go to my boarding house to take my assignment. Can i?	QP	“Can”
18.	PM	F	6/A/23	My friend, my assignment left in my house, and the lecturer asks to submit, so can I borrow your motorcycle to pick my assignment in my house?	QP	“Can”

19.	DD	F	6/A/24	Rifa, I forgot bring my assignment. Can I borrow your motorcycle?	QP	“Can”
20.	HBW	M	6/A/25	Bro, can I borrow your motorcycle for submit my assignment now?	QP	“Can”
21.	MTM	F	6/B/26	Hai, I’ am so sorry before can I borrow your motorcycle for to take my assignment?	QP	“Can”

Situation 1

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend’s motorcycle for a while to take your assignment before the class ends.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
22.	NPS	F	6/B/27	“ can I borrow your motorcycle? ” because I left my home work at my boarding house.	QP	“Can”
23.	GD	M	6/B/29	Hey bro, Can I borrow your motorcycle?	QP	“Can”
24.	ASS	F	6/B/31	Hi bro, can I borrow your motorcycle? I need that please	QP-	“Can”
25.	FAZ	F	6/B/33	“ can I borrow your motorcycle please , my assignment is left in my kost. Can I ? I will pay for your coffe after this class, hehe”	QP	“Can”
26.	NH	F	6/B/34	Would you borrow me your motorcycle because I will take my assignment in boarding house?	QP	“Would”
27.	FR	F	6/B/35	Can I borrow your motorcycle to the campus because I can submit my assignment?	QP	“Can”
28.	AP	F	6/B/36	Excuse my friend, before I’m sorry, but may I borrow your motorcycle?	QP	“May”

29.	TR	F	6/B/38	Sir, excuse me. I can take my assignment in my kos? Because my assignment left and my kos closed from campus give me five minutes, sir?	QP	“Can”
30.	MK	M	6/B/39	I’m sorry, may I borrow your motorcycle? I have to take my assignment at my kos. I will fill your gas on the way there.	QP	“May”
31.	AA	M	6/B/40	Broo, could I use your motorcycle to boarding house , I missed my assignment	QP	“Could”
32.	ZG	M	6/B/41	Can I borrow your motorcycle?	QP	“Can”
33.	N	F	6/B/43	Hey friend, sorry, may I borrow your motorcycle? I forgot to bring my assignment, and I want to take it in my boarding house right now, before the class end.	QP	“May”
34.	MFY	M	6/B/44	Bro, my assignment left in my house. Can you help me to borrow your motorcycle to take my assignment?	QP	“Can”
35.	AIF	F	6/B/45	Hei.. can I borrow your motorcycle to take my assignment in my boarding house?	QP	“Can”

Situation 1

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend’s motorcycle for a while to take your assignment before the class ends.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
36.	DAS	F	6/B/46	Hi, Maya. I’m sorry before, may I borrow your motorcycle? to take my assignment in my boarding house? I accidentally left that.	QP	“May”
37.	AUH	F	6/B/47	Sorry, I have a problem, and then I can borrow your motorcycle , please?		“Can”

38.	SS	F	6/B/48	I have friend named intan, intan have motorcycle, when I borrow her motorcycle. I just say, can I borrow your motorcycle to take my assignment or “Intan, can I borrow your key?”	QP	“Can”
39.	NA	F	6/B/49	“Ris, (Aristo), can you help me take my assignment in my boarding house?”	QP	“Can”
40.	NLZH	F	6/B/50	Can I borrow your motorcycle for submit assignment before class ends?	QP	“Can”
41.	SFA	F	6/B/51	Can I borrow your motorcycle to submit my assignment?	QP	“Can”
42.	FH	M	6/C/52	Excuse me my friend. I had a assignment today and I forget to bring it to campus. Can I borrow your motorcycle for a few minutes? It's not take a long time.	QP	“Can”
43.	ADS	F	6/C/53	Hi friend, my assignment or I forgot to take my assignment. Can I borrow your motorcycle?	QP	“Can”
44.	Y	F	6/C/56	Excuse me, can I borrow your motorcycle for a while, Nia?	QP	“Can”
45.	FR	F	6/C/58	Excuse me sist, can I borrow your motorcycle? My assignment left in Kos.	QP	“Can”
47.	MF	F	6/C/62	Sorry. Can I borrow your motorcycle to take my assignment?	QP	“Can”
48.	MA	F	6/C/63	Can I borrow your motorcycle? because I forgot about my assignment, so I borrow your motorcycle to take my assignment in boarding house.	QP	“Can”
49.	YS	F	6/C/64	Sorry, my bestie. May I borrow your motorcycle? I forgot my assignment in my boarding house.	QP	“May”
50.	HZ	F	6/C/65	I’m sorry, my assignment left in my boarding house. Can I borrow your motorcycle to take my assignment, please?	QP	“Can”

Situation 1

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend’s motorcycle for a while to take your assignment before the class ends.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
51.	LA	F	6/C/67	Excuse me, can I borrow your motorcycle? Because I forgot my assignment in my boarding house.	QP	“Can”
52.	JSP	F	6/C/70	Sorry, I forgot bring my assignment, I want you to help me, I’m sorry if I borth the you. May I borrow your motorcycle, please? I promise I will come back before the class ends.	QP	“May”
53.	CA	F	6/C/71	My friend, can I borrow your motorcycle because this (assignment) in the kos, can I borrow please?	QP	“Can”
54.	AR	M	6/C/72	Can I borrow your motorcycle?	QP	“Can”
55.	LR	F	6/C/73	Sorry my friends. I forgot bring my assignment and I want to go to my kos. Can I borrow your motorcycle to take my assignment?	QP	“Can”
56.	AR	F	6/C/74	Friend, can I borrow your motorcycle? I want to take my home work in my boarding house. Can I?	QP	“Can”
57.	J	F	6/C/76	I will say “ sorry lecturer , may I have permission to pick up my assignment due to forget to bring it.	QP	“May”
58.	RM	F	6/C/77	Excuse me, can I borrow your motorcycle? I forgot my assignment.	QP	“Can”
59.	HZ	F	6/D/78	Hei, Juli. Would you mind I borrow your motorcycle for 1 hour? Cause I left my task in boarding house! I have to take it now!	QP	“Would”
60.	HMK	F	6/D/80	Hallo, can I borrow your motorcycle for a while to take my assignment.	QP	“Can”
61.	NTN	F	6/D/81	Can I borrow your motorcycle for doing assignment, please?	QP	“Can”

Situation 1

You are in class, and the lecturer asks students to submit an assignment today. Suddenly, you realize that you left your assignment in your boarding house (kos). Your friend has a motorcycle and is sitting next to you. You want to borrow your friend's motorcycle for a while to take your assignment before the class ends.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
62.	APA	F	6/D/82	Friend, are you ride your motorcycle? Can I borrow your motorcycle? I want to take my task in (kos) boarding house.	QP	"Can"
63.	RSS	F	6/D/83	Hi! Can I borrow your motorcycle? my assignment was left.	QP	"Can"
64.	AS	M	6/D/84	Oh no, I forget my paper at home! Would you mind it I borrowed your bike for a second? I'll be really quick, I just need to submit this assignment today.	QP	"Would"
65.	NNSS	F	6/D/85	I'm sorry mate. My assignment is lefted at my boarding house! May I borrow your motorcycle to take my assignment please....	QP	"May"
66.	YAT	F	6/D/86	Please! Can I borrow your motorcycle?	QP	"Can"
68.	SIK	F	6/D/89	Can I borrow your motorcycle to take my assignment?	QP	"Can"
69.	SM	F	6/D/90	I want to say for my friend, Could I borrow your motorcycle for a minute please?	QP	"Could"
70.	SA	F	6/D/91	Friend, can I borrow your motorcycle because my assignment left in my home.	QP	"Can"
71.	HNA	F	6/D/92	Heii my assignment are left in my home. So can I borrow your motorcycle. pleasee?	QP	"Can"
72.	JFS	F	6/D/93	Sorry, can I borrow your motorcycle? cause I want to take my assignment in my boarding house.	QP	"Can"
73.	DAPS	F	6/D/94	I'm sorry, may I borrow your motorcycle, please? I want go to boarding house, to take my assignment	QP	"May"
74.	AA	F	6/D/96	Hi, can I borrow your motorcycle? I want to take my assignment in my kost, because I left in there.	QP	"Can"
75.	IF	F	6/D/97	I've left my assignment, can I borrow your motorcycle please to take it in my kost?	QP	"Can"

76.	RWP	F	6/D/98	Afifah, could I borrow your motorcycle please?	QP	“Could”
77.	AAMB	F	6/D/99	Ooo hai, I saw you have a motorcycle, can I borrow your motorcycle for take my assignment in the boarding house, pliss?	QP	“Can”
78.	MAT	M	6/D/100	Hey man can I use your bike to take my assignment from my place I accidentaly left it at my table in my room.	QP	“Can”
79.	AAS	F	6/D/101	Bro. can I take your motorcycle? I got lose my assignment in your kos, not along time, just a minute	QP	“Can”
80.	CMP	F	6/D/102	Umi, may I borrow your motorcycle, please? Because my assignment left at kos.	QP	“May”
81.	UKF	F	6/D/103	Friend, can I borrow your motorcycle for take my assignment in my boarding house?	QP	“Can”

QP = 79

Situation 2

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

Types MD

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
2.	AD	M	6/A/2	I say don't wear shoes inside the classroom because take rule class.	MD	"Don't"
8.	EA	F	6/A/9	Halo, it's forbidden to wearing shoes in this room. Please take off your shoes immediately to keep this room clean/ before the lecture come.	MD	"Take off"
9.	NZB	F	6/A/10	Hey, we're in the laboratory, you can't wearing your shoes please take off your shoes!	MD	"Take off"
16.	RA	F	6/A/19	Hey, Angga. This laboratory don't allowed students wearing shoes. Please, take off your shoes!	MD	"Take off"
19.	DD	F	6/A/24	Rifa, please take of your shoes!	MD	"Take off"
20.	HBW	M	6/A/25	Bro, don't enter in laboratory. While you still wearing shoes because laboratory always clean and comfortable.	MD	"Don't"
23.	GD	M	6/B/29	Hey bro, take off your shoes before I smash your face.	MD	"Take off"
31.	AA	M	6/B/40	Broo, take off your shoes! This room not allowed using a shoes.	MD	"Take off"
32.	ZG	M	6/B/41	Hey friends! The rule in this laboratory is not allowed to wear shoes inside the room. Open your shoes!	MD	"Open"
35.	AIF	F	6/B/45	Hei friend, the rule is not allowed use shoes in laboratory, open your shoes!	MD	"Open"
36.	DAS	F	6/B/46	Hey you, please take off you shoes and take out of the laboratory. Please don't make the laboratory dirty because your shoes.	MD	"Take off"
37.	AUH	F	6/B/47	Stop, take off your shoes! And take your shoes outside laboratory.	MD	"Take off"
43.	ADS	F	6/C/53	Hi friend, do you know this laboratory? Take off the shoes, please?	MD	"Take off"
52.	JSP	F	6/C/70	Sorry, In this laboratory we are didn't allowed to wear ours shoes. Please take off your shoes now before someone know about that.	MD	"Take off"

56.	AR	F	6/C/74	Please, open your shoes, friends! We can not enter this laboratory with a shoes.	MD	“Open”
65.	NNSS	F	6/D/85	Sorry, please take off your shoes please....	MD	“Take off”
67.	AS	M	6/D/87	Yoo bro, take off your shoes. We are in laboratory!	MD	“Take off”

70.	SA	F	6/D/91	Ehh, take off your shoes, please...	MD	“Take off”
73.	DAPS	F	6/D/94	Sorry guys, please take off your shoes , to keep the laboratory comfortable.	MD	“Take off”
77.	AAMB	F	6/D/99	Exuse me mate! Didn’t look around you? Anybody here take off the shoes, pliss you take off shoes too!	MD	“Take off”
78.	MAT	M	6/D/100	Dude! You realizes that we’re not supposed to wear shoes in this lab right? Then leave your shoes outside like we did. You making the floor dirty.	MD	“Leave”

MD=21

Types OS

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
6.	TR	F	6/A/7	You have to take your shoes off. The laboratory have to keep clean.	OS	“Have to”
7.	YFN	F	6/A/8	Erica, we can not wear our shoes into the lab. I think you have to take it off outside the laboratory.	OS	“Have to”
10.	SAHZ	M	6/A/11	Hey bro, this class disallowed to use shoes in the laboratory you should take off shoes outside the class.	OS	“Should”
13.	MFR	M	6/A/15	Hey bro, you should take off the shoes in room laboratory don’t use shoes in the laboratory.	OS	“Should”
22.	NPS	F	6/B/27	I think you should to take off your shoes , as you can see the rule said their no shoes entering the laboratory.	OS	“Should”
24.	ASS	F	6/B/31	Sist, you can’t wear your shoes to the laboratory.	OS	“You can’t”
38.	SS	F	6/B/48	I say politely “Hey, bro you should take off your shoes cause the rules in this labor do not wearing shoes?”	OS	“Should”

49.	YS	F	6/C/64	Sorry, my bestie. The rules in this room you must take off your shoes please? To keep the laboratory clean and comfortable.	OS	“Must”
50.	HZ	F	6/C/65	Hm, I’m sorry friend, the rules in the laboratory are not allowed to wear shoes. So, you must to take off your shoes to keep the laboratory clean.	OS	“Must”

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
74.	AA	F	6/D/96	Excuse me, my friend. In this room we can’t to wear shoes, so you should to take of your shoes to keep the laboratory clean.	OS	“Should”
75.	IF	F	6/D/97	I ‘m sorry, but I have to tell you that in this class. We can not use our shoes, so you must open it!	OS	“Must”

OS=11

Situation 2

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
1.	SR	M	6/A/1	“ I am sorry friend, can you take off your shoes , because this place has just been cleaned.	QP	“Can”
3.	NZD	F	6/A/3	“Buddy, I think we can’t use our shoes inside the lab, sorry but, maybe you can take it off . I said this because I saw the rule.”	QP	“Can”
4.	MS	F	6/A/4	Hey, look at rule you not able to wearing the shoes in the laboratory, Can you to take off your shoes!	QP	“Can”

5.	MSB	M	6/A/5	Pardon me, may you take off the shoes while in the laboratory? Because the rules did not allow to wear shoes at laboratory.	QP	“May”
12.	SADC	M	6/A/14	Exuse me, could you please take off your shoes before entering the laboratory? We need to keep it clean.	QP	“Could”
14.	AAA	M	6/A/16	Hey, take off your shoes in this room. Can you see in the wait have the rule to take off the shoes!	QP	“Can”
15.	ML	F	6/A/18	Sorry, girls. Can you take off your shoes?	QP	“Can”
17.	SSR	F	6/A/22	Sorry girl, can you take off your shoes? Cause the laboratory has that’s rule...	QP	“Can”
18.	PM	F	6/A/23	Hallo friend, you still wearing shoes. In the laboratory. Can you take off your shoes in the out site to keep the laboratory clear and comfortable.	QP	“Can”
21.	MTM	F	6/B/26	Can you take off your shoes? This floor should be always clean!	QP	“Can”
25.	FAZ	F	6/B/33	“ wait, you can’t bring the shoes enter the room broh.” Could you take off your shoes now!	QP	“Could”
26.	NH	F	6/B/34	Hey, can you take off your shoes?	QP	“Can”
27.	FR	F	6/B/35	Sorry, in the laboratory we don’t wearing shoes. Can you take of your shoes?	QP	“Can”
28.	AP	F	6/B/36	I’am so sorry before my friend but can you open the shoes when you come the class?	QP	“Can”
29.	TR	F	6/B/38	I’m sorry, I will ask you? Why you use the shoes? You can’t use the shoes in the laboratory. Can you take off your shoes now?	QP	“Can”
30.	MK	M	6/B/39	Exuse me. You can’t wear shoes in the lab. Can you put your shoes outside?	QP	“Can”

Situation 2

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
33.	NA	F	6/B/43	Hey friends! Can you see the rule, when we entering laboratory? We are not allowed to wear shoes. Can you take of your shoes because it make makes the laboratory dirty!	QP	“Can”
34.	MFY	M	6/B/44	Bro, can you take off you’re the shoes because we are the laboratory right now!	QP	“Can”
39.	NA	F	6/B/49	“Hei, hei, don’t wearing your shoes inside. Could you take off your shoes? ”	QP	“Could”
40.	NLZH	F	6/B/50	Excuse me, Can you take off the shoes? To keep the laboratory clean and comfortable.	QP	“Can”
41.	SFA	F	6/B/51	Can you take off your shoes before enter laboratory?	QP	“Can”
42.	FH	M	6/C/52	Excuse me, you can’t enter the laboratory with still wearing shoes to keep the laboratory clean and comfortable. Can you take off the shoes, please?	QP	“Can”
44.	Y	F	6/C/56	Sorry, can you take off your shoes before you entering to the laboratory bro?	QP	“Can”
45.	FR	F	6/C/58	Excuse me, friend. Can you don’t wearing shoes in the laboratory?	QP	“Can”
46.	FM	F	6/C/60	Excuse me, I think you forgot to take off your shoes caused to keep our laboratory clean and comfortable. Can you close your shoes now?	QP	“Can”
47.	MF	F	6/C/62	Sorry, can u open our shoes? Just for to keep the laboratory clean and comfortable.	QP	“Can”
48.	MA	F	6/C/63	Can you take off your shoes because laboratory was have rule to take off the shoes when you come to inside.	QP	“Can”
51.	LA	F	6/C/67	Excuse me friend, can you take off your shoes to keep the laboratory clean and comfortable?	QP	“Can”
53.	CA	F	6/C/71	Hei, excuse don’t wearing your shoes the laboratory very clean and comfortable. We can still keep in the room, so can you take off your shoes?	QP	“Can”
54.	AR	M	6/C/72	Sorry, you don’t use shoes inside the room because to keep the laboratory comfortable. Please, take off your shoes now!	QP	“Take off”
55.	LR	F	6/C/73	Excuse me, my friend. The rule in this laboratory is not allowed wear shoes inside the room. So, can you follow the rule? It to keep the laboratory clean and comfortable, please?	QP	“Can”

Situation 2

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
57.	J	F	6/C/76	I will say” friend, could take off the shoes?”	QP	“Cloud”
58.	RM	F	6/C/77	I am sorry, can you take off your shoes?	QP	“Can”
59.	HZ	F	6/D/78	Ismi, could you take off your shoes , cause when you wear it into the class, it makes class dirty! Please yaa?	QP	“Could”
60.	HMK	F	6/D/80	Can you take off your shoes to keep the laboratory clean please!	QP	“Can”
61.	NTN	F	6/D/81	Sorry, can you take off your shoes?	QP	“Can”
62.	APA	F	6/D/82	Wait! Stop! Can you take off your shoes?	QP	“Can”
63.	RSS	F	6/D/83	Can you take off your shoes pliss?	QP	“Can”
64.	AS	M	6/D/84	Hey, sorry to bother you but could you please take off your shoes before entering the lab? We need to keep the floor clean and comfortable for every one.	QP	“Could”
68.	SIK	F	6/D/89	Hai friend. Can you take off ur shoes?	QP	“Can”
69.	SM	F	6/D/90	I want to say apologize, I just saw your working and Can you take off your shoes in the laboratory to outside?	QP	“Can”
71.	HNA	F	6/D/92	Excuse me, can u take off your shoes? Because student not allowed use the shoes.	QP	“Can”
72.	JFS	F	6/D/93	Sorry, my beloved friend. I think you can take off your shoes to keep the laboratory cozy.	QP	“Can”
76.	RWP	F	6/D/98	Hey buddy, in this labor do not use shoes, may you open shoes please!	QP	“May”
79.	AAS	F	6/D/101	Hey bruh. Keep move your shoes. Could you take off your shoes?	QP	“Could”
80.	CMP	F	6/D/102	Umi, at the laboratory the rule is not allowed to wear the shoes. Can you take off your shoes?	QP	“Can”

81.	UKF	F	6/D/103	My friend, in this laboratory we can't wearing shoes. Can you take off your shoes, please?	QP	"Can"
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QP=47

Situation 2

You are in the language laboratory during class. The laboratory has a rule that students are not allowed to wear shoes inside the room. You see your friend entering the laboratory while still wearing shoes. You want to ask your friend to take off the shoes to keep the laboratory clean and comfortable.

Types SH

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
11.	RR	F	6/A/12	Hai friend, sorry your shoes don't enter in laboratory because in laboratory in clean and comfortable.	SH	"Implication"
66.	YAT	M	6/D/86	Sorry not wear shoes in laboratory?	SH	"Implication"

SH=2

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
1.	SR	M	6/A/1	Can I borrow your money? I want buy nasi lapau because hungry.	QP	“Can”
2.	AD	M	6/A/2	Can you help me take some money to project materials?	QP	“Can”
3.	NZD	F	6/A/3	“Guys, do you know what? I don’t have enough money to pay for some stuffs. Can you lend me your money first? I’m gonna pay it back via cash or m banking later.”	QP	“Can”
4.	MS	F	6/A/4	Omg, I don’t have money anymore. Can I lend your money? I’m knowing for pay it back when my father give me money.	QP	“Can”
5.	MSB	M	6/A/5	Hi friend, my money left in my house, I forgot to bring it. May I borrow your money? Later I will pay it back later.	QP	“May”
7.	YFN	F	6/A/8	Erica, I’m making project now. Bot I don’t have money anymore to buy materials for the project. Do you have money now? If yes, may I borrow your money? I’ll pay it later.	QP	“May”
8.	EA	F	6/A/9	I’m so sorry, due to project later, would you lend me some money because I don’t have enough money to continue this project. I pay it back as soon as possible/after my parents transfer me.	QP	“Would”
9.	NZB	F	6/A/10	Hey, I get some trouble there are my project needs money and I have not money to pay it. Can I borrow your money. I promise I will pay it back later please?	QP	“Can”
10.	SAHZ	M	6/A/11	Friend, we have a project but I don’t have enough money. Could you lend your money? I would pay it two days later.	QP	“Could”
11.	RR	F	6/A/12	Excuse me. Can I borrow your money because I don’t have the money.	QP	“Can”

12.	SADC	M	6/A/14	Hi. Could I borrow some money for our project material? I promise to pay you back later. Thank you.	QP	“Could”
13.	MFR	M	6/A/15	I am so sorry before because my money not enough to pay project and can I borrow your money and I promise to pay back. I promised.	QP	“Can”
14.	AAA	M	6/A/16	I don't have money to do the project, anybody want to give me the money? I will pay it back next week.	QP	“Intrrogative”
15.	ML	F	6/A/18	Sorry, can I borrow your money for the project?	QP	“Can”

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
16.	RA	F	6/A/19	Naailah, I have no money for the project materials. Can I borrow your money? I promise I'll pay back later when I get the money.	QP	“Can”
17.	SSR	F	6/A/22	Can I borrow your money please? I don't have money right now. I promise to pay it back later.	QP	“Can”
18.	PM	F	6/A/23	Friend, I don't have money right now you have much money? Can you send me your money to pay for some project and I pay it back later?	QP	“Can”
19.	DD	F	6/A/24	Rifa, I don't have money. Would you borrow some money for me?	QP	“Would”
21.	MTM	F	6/B/26	Hai, I don't have money today, and I need to buy some project materials. Can I borrow your money. I will change it tomorrow after my parents send me money?	QP	“Can”

22.	NPS	F	6/B/27	I'm sorry do you still have enough money for this week? If you don't mind. May I borrow your money for continue my project. I promise you I will pay back the money tomorrow.	QP	"May"
23.	GD	M	6/B/29	Bro, now I very need some money for my project. Can you borrow your some money to me. I promise to pay it back after my project finish.	QP	"Can"
24.	ASS	F	6/B/31	Hello my love, can I borrow your money. I promise to pay it later, this urgent situations.	QP	"Can"
25.	FAZ	F	6/B/33	Ah.. I'm so sorry for saying that, but can I borrow your money for this time, I swear I will pay it back as soon as possible.	QP	"Can"
26.	NH	F	6/B/34	Would you borrow money for me because my money not enough for continue project. I promise to pay it back later.	QP	"Would"
27.	FR	F	6/B/35	Sorry guys, I don't have the money to pay the project. Can I borrow your money and next week.	QP	"Can"
28.	AP	F	6/B/36	Excuse me, before I don't have money today. So, may I borrow your money for the project today and I promise to pay it back later.	QP	"May"
29.	TR	F	6/B/38	Hmmm.. sorry friend. I can borrow some money because my money left my kos and I'm promise to pay it back tomorrow or I will back e wallet.	QP	"Can"

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
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30.	MK	M	6/B/39	I'm sorry, may I borrow some money? I need to pay for the project materials. I will pay you back, immediately.	QP	"May"
31.	AA	M	6/B/40	Bro, can I borrow some money for assignment , tomorrow I will replace it.	QP	"Can"
32.	ZG	M	6/B/41	Can I borrow some money. I promise to pay it later.	QP	"Can"
33.	NA	F	6/B/43	Sorry friend, I don't have enough money to pay it. Can I borrow your money? I promise, I will pay it back tomorrow.	QP	"Can"
34.	MFY	M	6/B/44	Bro, can I borrow your money? Because my money is not enough to pay the project material, and I promise to pay it back later. Thank you.	QP	"Can"
35.	AIF	F	6/B/45	I don't have money anymore, can I borrow your money? I promise will pay back tomorrow.	QP	"Can"
36.	DAS	F	6/B/46	Sist/ friend, can I borrow your borrow to complete the pay? I'm sorry before because my money is not enough. I promise to pay at back tomorrow.	QP	"Can"
38.	SS	F	6/B/48	Can I borrow your cash? I'm cashless, I swear. I will give back money later.	QP	"Can"
39.	NA	F	6/B/49	"Mei, do you bring more money? I need money to pay my project materials, but my money not enough right now. Could I borrow your money? "	QP	"Could"
40.	NLZH	F	6/B/50	Can I borrow some your money? I promise to pay it back later.	QP	"Can"
41.	SFA	F	6/B/51	Can I borrow your money to pay my project materials?	QP	"Can"
42.	FH	M	6/C/52	Excuse me my friend, I have a project materials and I don't have a enough money to continue the project. Can I borrow your some money? I promise when I have a money. I will give back your money directly.	QP	"Can"
43.	ADS	F	6/C/53	I'm sorry friend. My money not enough to buying material. Can I borrow your money? InsyaAllah, I can to pay it back later.	QP	"Can"
44.	Y	F	6/C/56	Excuse me, can I borrow your money and I promise pay it back later.	QP	"Can"
45.	FR	F	6/C/58	Excuse me, can you borrow your money to me? I promise to pay it back tomorrow.	QP	"Can"
46.	FM	F	6/C/60	Hey friend, recently I buy the material for group project but the problem my money is not enough, so could I borrow your money?	QP	"Could"

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
47.	MF	F	6/C/62	Sorry, could I borrow your money? I promise to pay it back later. I need to pay project materials.	QP	“Could”
48.	MA	F	6/C/63	Sorry, I have a problem. I don't have enough money to continue my project . can I borrow your money to take my project?	QP	“Can”
49.	YS	F	6/C/64	Sorry my friend. Yesterday, I run out of my money and still need to pay for some project materials. Can I borrow your money, pliss? I promise to pay it back later.	QP	“Can”
50.	HZ	F	6/C/65	Excuse me. May I borrow your money to pay some project materials? I promise to pay it back.	QP	“May”
51.	LA	F	6/C/67	Can I borrow your money? Because I don't have enough money to pay for my project. I promise to pay it back later.	QP	“Can”
52.	JSP	F	6/C/70	I truly didn't mean but I need you right now. I'm sorry if I bothering you. I need to pay. My project but I don't have enough money. May I borrow your money? I promise to pay it later.	QP	“May”
53.	CA	F	6/C/71	Excuse me, can I borrow your money? In the kos I promise to pay it back, my money do not have enough huhu.... Please, can I borrow.	QP	“Can”
54.	AR	M	6/C/72	Can I borrow some money? I need to finish my project.	QP	“Can”
55.	LR	F	6/C/73	Rinda, can I borrow your money to pay some project materials? I don't have enough money to continue the project.	QP	“Can”
56.	AR	F	6/C/74	Can I borrow your money, friend? I don't bring enough money, tomorrow I will give it back.	QP	“Can”

57.	J	F	6/C/76	I will say, “Sorry, friend, may I borrow your money because I forgot to bring my wallet?”	QP	“May”
58.	RM	F	6/C/77	I don’t have enough money continue the project. Can I borrow your money? And I promise to pay it back later. Thank you.	QP	“Can”
59.	HZ	F	6/D/78	Yopi, I really need money now, cause my project will stop if I don’t have any money. Can I borrow some of your money yop? I promise will pay it next week.	QP	“Can”

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types QP

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
60.	HMK	F	6/D/80	Can you borrow some money from me? I promise to pay it back later.	QP	“Can”
61.	NTN	F	6/D/81	Can I borrow some money? I’ll pay you back later.	QP	“Can”
62.	APA	F	6/D/82	Amrin, I haven’t enough money today. Can I borrow your money to pay hehe...	QP	“Can”
63.	RSS	F	6/D/83	Rona, may I borrow your money? I need to pay for some project material.	QP	“May”
64.	AS	M	6/D/84	Sorry, can I borrow your money to pay for our project material. I promise I’ll pay you back as soon as. I can is that okey?	QP	“Can”
65.	NNSS	F	6/D/85	May I borrow you money, please? My money not enough to continue our group project?	QP	“May”
66.	YAT	M	6/D/86	Sorry, can I borrow your money?	QP	“Can”
67.	AS	M	6/D/87	Bro, can I borrow your money? I run out of money, but I need to pay for my project.	QP	“Can”
68.	SIK	F	6/D/89	Guys, can u help me to pay first our project?	QP	“Can”
69.	SM	F	6/D/90	I am truly sorry for the trouble this has caused and for falling below the standard you expect. Could I borrow your money?	QP	“Could”

70.	SA	F	6/D/91	Oh, can I borrow your money because I don't have enough money to pay for some project material?	QP	"Can"
71.	HNA	F	6/D/92	Emi, may I borrow your money? Because my money are empty, I'll pay it back later.	QP	"May"
72.	JFS	F	6/D/93	Sorry to say this my friend, can I borrow your money? I promise to pay it back later.	QP	"Can"
73.	DAPS	F	6/D/94	Sorry, may I borrow your money first, because I don't have enough money, and I promise if I have money, I pay it back later.	QP	"May"
75.	IF	F	6/D/97	Friend, can I borrow your money to pay my project materials, please? I will pay it to you soon.	QP	"Can"
76.	RWP	F	6/D/98	I have trouble for my economy, and I don't have enough money to finishing this project. Could I borrow your money pliss?	QP	"Could"
77.	AAMB	F	6/D/99	Ammi, yaya, can I borrow you some money. I swear to pay it back later, not gonna lie. It is for my project materials.	QP	"Can"
78.	MAT	M	6/D/100	Can you lend me a money like Rp. 30.000. I need it to finish this project material. I promise to return you money later.	QP	"Can"
79.	AAS	F	6/D/101	Bruh. I wanna tell you something. I'm broke today because don't have money. Can I borrow your money?	QP	"Can"
80.	CMP	F	6/D/102	Umi, may I borrow your money? My money not enough to pay some project. I promise to pay it back later.	QP	"May"
81.	UKF	F	6/D/103	Friend. Can I borrow your money to pay some project material? Because I not enough money to pay the project material.	QP	"Can"

QP=77

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types MD

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
6.	TR	F	6/A/7	Please lend me your money! I don't have enough money to continue this.	MD	"Lend me"

MD=1

Situation 3

You are working on a group project, but you suddenly run out of money and still need to pay for some project materials. At that moment, you do not have enough money to continue the project. You want to borrow some money from your friend and promise to pay it back later.

Types WS

No.	Respondents	M/F	Code	Utterances	Coding	Parameter
20.	HBW	M	6/A/25	Sorry, bro. I want to borrow your money for project materials. Tomorrow, I give back.	WS	"I want"
37.	AUH	F	6/B/47	Hmm, I don't have enough money to finish this project, I want borrow your money.	WS	"I want"
74.	AA	F	6/D/96	I have a problem, I don't have enough money to continue my project, so I want to borrow your money to finish my project, I promise to pay it back later, I'm begging you.	WS	"I Want to"

WS=3