

REQUESTING ACTS USED BY EFL STUDENTS

IN GROUP DISCUSSION

THESIS

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FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

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Presented to:

Maulana Malik Ibrahim State Islamic University of Malang in Partial Fulfillment
of the Requirement for the Degree of *Sarjana Sastra* (S.S)

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This is to certify that Qonita Naylilhusna's thesis entitled *Requesting Acts Used by EFL Students in Group Discussion* has been approved by the thesis advisor to be examined.

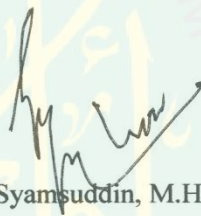
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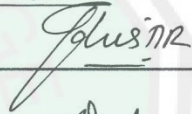
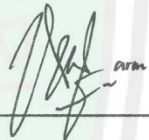
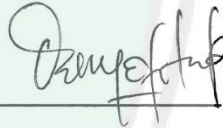
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MOTTO

“I’m shrewd enough not to accept what life presents to me, but request what I believed I desired. The excellent attributes of God settles for no mediocrity.”

— Gladys Adevey---



DEDICATION

This thesis is especially dedicated to my sweet and loving parents Dr. Sa'dullah Assa'idi, M.Ag. and Dra. Robiatul Adawiyah, my sisters Marissa Millaty, S.E., Ziffy Hilya Aniq, S.P., Ghiyats Mihmidaty, S.Psi for their endless love, support and encouragement.



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All praises are due to Allah SWT, the most Gracious and the Merciful, also the one who always guides and blesses me. Blessing and salutation may be upon our prophet Muhammad SAW, who has been a good figure in the overall of our life. Therefore, I could finish my thesis entitled *Requesting Act Used by EFL Students in Group Discussion*.

This thesis entitled is intended to fulfill the requirement for achieving the degree of Sarjana Sastra (S.S) in English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

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Finally, I truly realize that in this thesis still need the constructive criticism and suggestions from the readers in order to make it perfect and hopefully it can be more useful to the readers, especially for the English Letters and Language Department students.

Malang, Agustus 31, 2016

The Researcher

Qonita Naylilhusna



ABSTRACT

Naylilhusna, Qonita. 2016. *Requesting Acts Used by EFL Students in Group Discussion* Thesis. English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.
Advisor: Deny Efita Nur Rakhmawati, M.Pd.

Key words: Request Act, EFL Students

As social creature, people cannot be separated from communication. In the way people express feeling or mind, they not only produce the utterances but also perform actions through the utterances. Speech acts are part of language concerning with what people say through the utterances. One of speech acts is request which is the action of asking for something. This study focused on classifying the request strategies used by the EFL students in group discussion, using Blum-Kulka et al.'s theory (1989) and the response to the request using Austin's theory (1962). This study was aimed to show various request strategies that might be used by Indonesian students in a speaking class depending on the context. The research questions were (1) What are the strategies of requesting acts used by EFL students in group discussion?; (2) What are the request responses used by EFL students in group discussion?

This research used qualitative approach because the analysis is in the form of description rather than number. Then, the research was conducted through observation checklist since the researcher analyzed EFL students' utterances containing request strategies. The researcher collected the data by using several steps those are modifying the observation checklist, recording the EFL students' interaction in group discussion, transcribing the EFL students' utterances, investigating the data, and presenting the data based on request strategies. Then the researcher analyzed the context that responds the requesting acts used by EFL students in group discussion.

The result of this research showed that there were five of nine types of requesting acts strategies used by the speakers namely (1) mood derivable, (2) hedged performative, (3) wants statement, (4) suggestory formulae, and (5) query preparatory. There were two types of request responses that occurred in the group discussion used to respond the contexts used by the EFL students those were (1) an expected response and (2) non-expected response. The finding also showed that the type of request strategies used most frequently in the group discussion was query preparatory. The request responses used most frequently in the group discussion was an expected response because the hearers in those contexts often responded to the speaker's request in a right circumstance.

Based on the result of the research, the researcher wanted to give suggestions for the next researcher to analyze the requesting acts which are produced in speaking performance such as in daily conversation or in speech. Besides, for further researcher may focus on the background of the speaker and the characteristic of linguistics in using perlocutionary acts. The researcher hoped that further research would find something new, different and more interesting than this present research.

مستخلص البحث

نبلي الحسنى، قانته: 2016 . عملية الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة. البحث العلمي. قسم اللغة الإنجليزية. كلغة أجنبية مناقشة المجموعة. كلية الإنسانية مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: داني عافيتا نور رحماوتي الماجستير.

الكلمات الأساسية: عملية الطلب، طلبة *EFL*

مخلق الإجتماعي، لا يستطيع ان انقسام مع الإتصالات .يعرضون الفكر أو المشاعر هم يعرضون لكن لا يتم التعبير عنها إلا من خلال الكلمات ايضا في اتخاذ اجراءات. أعمال خطاب كان جزءا من الاهتمام لكلمات اللغة يانغ الذي أعرب عنه المتحدث. واحدة من قال قانون بالتحديد طلب الدولة، وهو طلب الدولة لمراجعة شيئا. هذا البحث الى استراتيجيات لطالب *EFL* مجموعة المناقشة، بنظر *Blum-Kulka* وأصفياء (1962) سألج نظر *Austin* (1962). أهداف البحث المغني لمراجعة إظهار مختلف استراتيجيات التنمية طلب من قلوب الدرجة الدولة التي يمكن استخدامها من قبل الطلاب من اندونيسيا وتحدث ظروف فقا. اسئلة البحث (1) ما عملية الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة (2) ما تجميعون لعملية الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة. وأما منهج المدخل كيني (*deskriptif*) هذا البحث من لأدوات لجمع البيانات: الملاحظة، لأن تحليل الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة، المقابلة، لأن تحليل الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة، تحليل سألج الطلب المستخدمة عند طلبة *EFL* في مجموعة المناقشة. ونتائج هذا الباحثة استراتيجية متابعة الطلب بلد تستخدم من قبل الطلاب، بما في ذلك (1) *wants statement* (3) *hedged performative* (2) *mood derivable* *query preparatory* (5) *suggestory formulae*. هناك نوع من الصلاة أجمت طلب من البلد يظهر قلوب مناقشة المجموعة التي كانت تستخدم لاستعراض وردا سياق استخدام من قبل الطلاب من اللغة الإنجليزية كلغة أجنبية، بما في ذلك (1) *expected response* (2) *non-expected response* كما بينت الدراسة أنه نوع من طلب وضع الاستراتيجيات المستخدمة بكثرة قلوب مناقشة المجموعة أن إعداد الطلب.

ونتايج هذا إلى مراجعة الباحثون ثم تحليل متابعة الطلب لمراجعة يانغ الدولة أداء قلوب ولدت تتحدث مثل أو كل يوم الكلام قلوب المحادثة. وبالإضافة إلى ذلك التركيز الباحثون بعد ذلك يمكن أن يكون على خلفية المتحدث دان لغة القلوب خصائص باستخدام أعمال. الباحثة الأمل للمراجعة بحوث أخرى يمكن أن تنتج النتائج الجديدة، للاهتمام أكثر اختلافا دان من البحث الآن.

ABSTRAK

Naylilhusna, Qonita. 2016. *Tindak Permintaan yang Digunakan oleh Mahasiswa EFL dalam Kelompok Diskusi*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Deny Efita Nur Rakhmawati, M.Pd.
Kata Kunci: Tindak Permintaan, Mahasiswa EFL

Sebagai makhluk sosial, manusia tidak dapat dipisahkan dengan komunikasi. Dalam menyampaikan pemikiran atau perasaan, mereka tidak hanya mengutarakan tetapi juga melakukan tindakan melalui perkataan. Tindak tutur adalah bagian dari bahasa yang memperhatikan perkataan yang diutarakan oleh pembicara. Salah satu tindak tutur tersebut yaitu permintaan, yang mana merupakan permintaan untuk sesuatu. Penelitian ini fokus pada klasifikasi strategi- strategi permintaan yang digunakan oleh mahasiswa EFL dalam kelompok diskusi, menggunakan teori Blum-Kulka dan kawan-kawan. (1989) dan jawaban dari permintaan menggunakan teori Austin (1962). Penelitian ini bertujuan untuk menunjukkan macam-macam strategi permintaan yang mungkin digunakan oleh mahasiswa Indonesia dalam kelas *Speaking* sesuai keadaan. Rumusan masalah dalam penelitian ini adalah (1) Apa strategi tindak permintaan yang digunakan oleh mahasiswa-mahasiswa EFL dalam kelompok diskusi?; (2) Apa jawaban dari permintaan yang digunakan oleh mahasiswa-mahasiswa EFL dalam kelompok diskusi?

Penelitian ini menggunakan pendekatan kualitatif karena analisa ini dalam bentuk deskriptif. Penelitian ini dilakukan dengan menggunakan daftar pengamatan atau observasi karena peneliti menganalisa perkataan mahasiswa-mahasiswa EFL yang menggunakan strategi-strategi permintaan. Peneliti mengumpulkan data melalui beberapa langkah, memodifikasi daftar observasi, merekam interaksi mahasiswa-mahasiswa EFL dalam kelompok diskusi, menulis perkataan mahasiswa-mahasiswa EFL, menyelidiki data, dan menyajikan data berdasarkan pada strategi-strategi permintaan. Selanjutnya peneliti menganalisa konteks jawaban tindak permintaan yang digunakan oleh mahasiswa-mahasiswa EFL di kelompok diskusi.

Hasil dari penelitian menunjukkan bahwa ada lima dari sembilan macam strategi tindak permintaan yang digunakan oleh mahasiswa, diantaranya (1) *mood derivable*, (2) *hedged performative*, (3) *wants statement*, (4) *suggestory formulae*, dan (5) *query preparatory*. Ada dua macam jawaban permintaan yang muncul dalam kelompok diskusi yang digunakan untuk menjawab konteks yang digunakan oleh mahasiswa-mahasiswa EFL, diantaranya (1) *expected response* dan (2) *non-expected response*. Temuan juga menunjukkan bahwa macam strategi permintaan yang sering digunakan dalam kelompok diskusi yaitu *query preparatory*. Untuk jenis jawaban permintaan yang sering digunakan dalam kelompok diskusi adalah *expected response* karena pendengar pada konteks tersebut sering merespon permintaan pembicara pada situasi yang tepat.

Berdasarkan hasil penelitian, peneliti menyarankan untuk peneliti selanjutnya untuk menganalisa tindak permintaan yang dihasilkan dalam performa berbicara seperti pada percakapan sehari-hari atau dalam pidato. Selain itu peneliti selanjutnya dapat fokus pada latar belakang pembicara dan ciri-ciri bahasa dalam menggunakan tindak ilokusi. Peneliti berharap untuk penelitian selanjutnya dapat menghasilkan temuan yang baru, berbeda dan lebih menarik dari penelitian sekarang.

Table of Contents

APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
STATEMENT OF ACADEMIC INTEGRITY	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGMENT	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	6
1.3 Objectives of the Study	6
1.4 Significances of the Study	7
1.5 Scope and Limitation	7
1.6 Definition of the Key Terms	7
1.7 Research Method	8
1.7.1 Research Design	8
1.7.2 Data Sources	9
1.7.3 Research Instrument	9
1.7.4 Data Collection	10
1.7.5 Data Analysis	10

CHAPTER II.....	12
REVIEW OF RELATED LITERATURE	12
2.1. Pragmatics	12
2.2. Speech Act.....	13
2.3. Requesting Acts.....	15
2.4. Request Responses	19
CHAPTER III	25
FINDING AND DISCUSSION	25
3.1. Findings	25
3.2. Discussion	53
CHAPTER IV	62
CONCLUSION AND SUGGESTION	62
4.1. Conclusion.....	62
4.2. Suggestion	64
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

This chapter described the background of the study, research questions, objectives of the study, significances of the study, scope and limitation, definition of the key terms and research method.

1.1. Background of the Study

Language is used by people to communicate or to interact with others. People can share experiences or something through the language. As social creature, people cannot be separated from communication. Communication with other is one way to express their feelings and minds. Communication is effective if the purpose of the communication can be gained well. It means that, both the speaker and the interlocutor have the same perception of the thing they are talking about. In the way people express feeling or mind, they do not only produce the utterances but also perform actions through the utterances, it is called as speech act. Yule (2006) defined a speech act as the action such as requesting, questioning, commanding, and others, performed by the speaker with an utterance.

As mentioned above, one kind of speech act is called as requesting. In many countries, people find the difficulties in expressing their request to someone because it is a very sensitive act to be done by people. Searle (cited by Horn and Ward, 2006; 62) stated that requesting is a matter of its essential condition, an attempt to get the people to do something. Thus, requesting acts can be defined as

it is not only reaction of getting someone to do something but also attempt of noticing the condition.

As a part of pragmatics study, requesting acts has relation to the interaction. Searle (cited by Venuti, 2012) argued that in interaction, speakers can find themselves if their means agree with what they say. Hence, requesting acts will maintain social relationship and will not trigger conflicts. Requesting act is used to influence the interlocutors to do something as uttered by the speaker. Moreover, this speech act plays an important role in daily interaction or communication.

Requesting acts which is a part of illocutionary acts takes effect in certain ways (Austin, 1975). Then, the effect of the requesting acts is known as the perlocutionary acts. Perlocutionary act is saying something to produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons (Austin, 1962). Thus, the way interlocutor responds to the requesting acts is necessary to catch the desire of the speaker. The speaker will tend to do requesting acts in a certain way to maintain the interlocutor's feeling in order to keep the harmonious communication.

Therefore, the researcher was interested in analyzing the strategy of requesting acts since the research on requesting acts of EFL students was an interesting topic to be discussed. If requesting acts is used to influence the interlocutors to do something, it will produce actions or effects as uttered by the speaker. One of cases involving requesting acts was group discussion. Group discussion is a discussion involving a number of people who are connected by

some shared activity, interest, or quality (Merriam-Webster Dictionary Online, 2016). Hence, many interactions appeared among the speakers and the audiences. Each person had chance to express their factual knowledge, especially the speakers. If the information given is not or less accurate and clear, the others can ask even protest the person who has given the information. Besides, the way to give and ask the information is led in good and formal language. As a result, the nuance of nervous feeling from the people involved emerges. It is important for us to know what the intention from the speaker to make comprehensible in communication especially in producing requesting acts.

Since the requesting acts causing action frequently happened in group discussion, the researcher carried out this research on EFL (English as Foreign Language) students of Speaking III class. Speaking III class was one of the fourth semester courses of English Letters and Language Department in Maulana Malik Ibrahim State Islamic University of Malang. The class was taken as the subject of research because group discussion is completed as one of the topics of study in their learning process. In group discussion section, some students were chosen as the moderator and the speakers to lead the discussion about one topic while the other students became the audiences. Further, speaking III class is the advance class of speaking subject for the students after passing Speaking I and Speaking II class in their previous semester. The students have practiced speaking in English. However, it might be not possible for them to make mistakes in speaking English since they are EFL students. They were still practicing how to speak English well. They might get nervous in speaking, especially in group discussion section.

Therefore, the potency of requesting something to others might also deal with them in doing group discussion.

Besides, they were EFL students that did not master the topic discussed; they were practicing how to speak English well and how to convey the topic clearly at class. Hence, it caused them to get nervous. Moreover, their friend might give questions and suggestions if an unclear and an inaccurate idea were given. In this situation, the potency of requesting acts to others for something tended to come out. Thus, when it happened, they would do some strategies of requesting acts to make the discussion be carried out well. Not only for the speakers who were in front of the class, but also the other students who were as the audiences also would do requesting acts during the discussion.

There were some studies which had been done by previous researchers, which were related to this present research that was about requesting acts. The first previous research was entitled *Politeness and Request Strategies in Act of Request by EFL Students* by Sari, Raja and Sudirman (2015). The result showed that there were 17 utterances contained request and politeness strategies were used by participants. Based on request strategy one utterance (5.9%) belonged to hint strategy, statements of need, obligation and suggestory formulae, four utterances (23.5%) belonged to questioning listener's ability and willingness and asking for permission and five utterances (29.4%) belonged to imperative strategy. Based on politeness strategy, there were three utterances (17.6%) belonged to bald on record and positive politeness strategy, ten utterances (58.9%) belonged to negative politeness and one utterance (5.9%) belonged to off record strategy. It

showed that the tendency of the request strategy was in the form of imperative strategies. The imperative strategies was used when participants has close relationship. Meanwhile, the politeness strategy tended to appear in the form of negative politeness strategies.

The second previous research was entitled *Request Strategies Used by the Main Character of Despicable Me Movie* by Diana Chen Wandin (2013). The result of this research showed that there were seven out of nine types of request strategies used by the speaker namely (1) mood derivable, (2) performative, (3) hedged performatives, (4) obligation statement, (5) want statement, (6) query preparatory, and (7) mild hint. In addition, there were five types of context that occurred in the conversation which were used to answer the contexts that motivated the application of the request strategies used by the main character of the movie, those were (1) physical context, (2) inner context, (3) symbolic context, (4) relational context, and (5) situational context. The finding also showed that the type of request strategies which were used most frequently in this movie was obligation statement. The contexts that motivated the application of the request strategies used most frequently in this movie was relational context because this movie told about the relationship between a father and his children.

The similarity of this study and previous studies was about requesting acts strategies. Meanwhile, the difference between this study and the previous studies was the real condition of EFL students in group discussion which focused on the students' interaction without involving the lecturer. As a result, the findings of the data must be different. It can be seen from the English used by native speakers

who used English as their first language in movie. The other difference of the findings was EFL students who use English as their foreign language did requesting acts with noticing the politeness where the teacher was involved in that research. Indeed, EFL students might have prepared what they had to say when they were conducting group discussion including the way when they got questions and suggestions, but they were still guessing about those coming. In requesting acts the questions and the suggestions might occur in group discussion, at that time, the responses appeared in their performance section. Thus, this research investigated how those strategies of requesting acts were used by the EFL students during the group discussion between speaker-speaker, speaker-audiences, and audience-audience. Hence, the strategies might be different with the strategies which were done by the native speaker in group discussion. Afterwards, the readers can know them. Moreover, they can apply those strategies in their daily life, especially in group discussion. Therefore, those strategies are needed to be explored more.

1.2. Research Questions

1. What are the strategies of requesting acts used by EFL students in group discussion?
2. What are the request responses used by EFL students in group discussion?

1.3. Objectives of the Study

To answer the research questions above, this research was conducted to classify the strategy of requesting acts used by EFL students in group discussion

of speaking class and to find out the responses to the acts of requesting which was used by EFL students in group discussion of speaking class. Thus, those strategies could be practiced by the people especially the speakers and the audiences in group discussion.

1.4. Significances of the Study

The result of this research hopefully would be useful for the readers, students, and the researcher, because this research was expected to give worthy contribution for people who want to study speech act in requesting act to help the construction of expression that was made by Indonesian students. The result of this research would give more explanation about request speech act in Indonesian students' interaction at university.

1.5. Scope and Limitation

The research examined pragmatic approach but it was limited on requesting acts which was included in illocutionary act that was used by EFL students in Speaking III class. Due to the limited time, the researcher only investigated how students used types of requesting act strategies within semester length. This might prevent the researcher to obtain more complete data on the most requesting acts used by EFL students.

1.6. Definition of the Key Terms

The title of this research is “*Requesting Acts Used by EFL Students in Group Discussion*”. Concerning with this title, to avoid misunderstanding the researcher would like to give some definitions:

1. Requesting acts means the ways of the speakers in attempting the hearers to do something through the utterances. Therefore, the people can do requesting to others in communication.
2. Group discussion is the discussion of a particular topic performed by some students in front of the others as the audiences. Furthermore, the audiences participate to the discussion by giving questions and/ or suggestions.
3. EFL students mean the students whose first language is not English (Cambridge Dictionary Online, 2016). The classes are taken from Speaking III class of 2016 in fourth semester of English Letters and Language department in Maulana Malik Ibrahim State Islamic University of Malang.

1.7. Research Method

1.7.1. Research Design

The researcher used qualitative approach to analyze this research. The researcher used the qualitative approach since the data were analyzed in the form of words.

“Qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both” (Cresswell, 2003, p. 18).

This research also belonged to descriptive study because the data were found by using words according to its real condition of group discussion

without any additional judgments from the researcher. In this research, the researcher described the results of the research to the readers in the form of words or phrases not in the form of numbers or statistical data.

Furthermore, this approach was applied by the researcher as an attempt to analyze more on the types of requesting act strategies and requests responses which were used by EFL students of English Letters and Language Department.

1.7.2. Data Sources

The data source of this research was the speaking performance of group discussion carried out by some students in front of the class as the speakers and the others as the audiences in speaking class. The researcher took a class of Speaking III course in fourth semester of 2016. That class had four meetings with one performance and three performances of group discussions, the other meeting is individual performance. However, the researcher merely took two meetings in which four groups performed. These two meetings were selected because those four performances had accomplished in the data source. Further, the researcher followed naturally every group discussion section to observe speaking performed by the students which contained utterances which were indicated requesting acts.

1.7.3. Research Instrument

The researcher was the main instrument of this research since this research used qualitative approach. Besides, the observation checklist was needed to classify the utterances into requesting acts. To make the process of

the research run effectively and to get the result naturally, the researcher did observation of non-participants to take the data; the researcher observed the students of one Speaking III class in 2016 that were performing their speaking in group discussion section.

1.7.4. Data Collection

To collect the data, the researcher did some steps. First, the researcher modified the observation checklist consisting of requesting acts types and the way of responding request. Second, the researcher entered to the one class of Speaking III to record and to observe all students who were involved in group discussion section through their language used. Third, the researcher transcribed the utterances indicating to requests. Afterwards, the researcher emphasized her observation on the utterances dealing with the strategies of requesting acts. When those strategies were appeared, the researcher also took a note those strategies of requesting acts that were used by the students. Last, the researcher categorized the strategy into Blum-Kulka et al.'s requesting acts theory (1989) and Austin's perlocutionary acts theory (1962).

1.7.5. Data Analysis

After collecting the data, the researcher did some steps to analyze them. First, the researcher played the record while checking the data included to strategies of requesting act in the note that had been taken by the researcher in the process of collecting the data. Later, those strategies were categorized into requesting strategies of Blum-Kulka et al.'s theory (1989) and perlocutionary acts of Austin's theory (1962). After categorizing each data,

the researcher explained each strategy based on Blum-Kulka et al.'s theory (1989) and Austin's (1962). Finally, the researcher drew the conclusion based on the result of the analysis descriptively.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some theories related to the research. They were pragmatics, speech act, requesting acts and request responses.

2.1. Pragmatics

Communication and interaction need to understand what the speaker means through the utterance. In pragmatics, as stated by Yule (2006: 113), “pragmatics is the study of speaker meaning”. It can be said that the utterances’ meaning delivered by the speaker will be interpreted by the hearer.

There are other aspects of meaning that depend more on context and the communicative intentions of speakers. According to Anita Fetzer (cited by Bublitz and Norrick (eds), 2011: 23) pragmatics is fundamentally concerned with communicative action and its felicity in context. It means that in communication, considering about the context surrounding is significant to understand the meaning of speaker’s utterance.

The other definition, Leech (1983) states pragmatics can be usefully defined as the study of how utterances have meanings in situation of communication. It shows that pragmatics requires to conceive about who are talking, when, where, and what setting or condition.

In short, from pragmatics definitions above it can be stated that the study of language which does not only focus on the language’s meaning but also deal with the context in an interaction between the speaker and the hearer is called pragmatics.

2.2. Speech Act

Speech act is one of the theories in pragmatics field, which states that the speaker's utterances contain action. According to Austin (1962), speech act is an utterance and the total situation in which the utterance is issued. In short, it can be said that speech act is the utterance which performs an action and its goal is to convey the speaker's desire to the hearer depends on the context.

Austin (as cited in Bublitz & Norrick (eds), 2011: 380- 381) argues that speech act is classified into three acts. First, the locutionary act is the act of saying utterance or producing a series of sounds, which has meaning. For example, saying would you open the door means that the speaker wants the hearer to open the door. Second, the illocutionary act is performed in saying utterance, and it includes acts such as betting, promising, denying, and ordering. For example, saying would you open the door has some meanings such as requesting to open the door and telling that the weather is hot. The interpretation of illocutionary act is concerned with force. The last is perlocutionary act. This act produces some effects upon thoughts, feelings, or actions of audiences. For example, saying would you open the door causes the hearer to open the door.

In speech act theory, the illocutionary is the core of speech act in producing utterance. Searle in Leech (1983, p. 105) proposes five-way classifications of illocutionary acts, which include assertive, directive, commissive, expressive, and declarative.

1. Assertive is speech acts that commit a speaker to the truth of the expressed proposition (e.g. suggesting, complaining, boasting).

2. Directive is speech acts in which the words are aimed at making the hearer to do something (e.g. commanding, requesting, inviting, forbidding, and suggesting).
3. Commissive is speech acts that the words commit the speaker to future action (e.g. promising, offering, threatening, refusing, vowing, and volunteering).
4. Expressive is speech acts in which the words state what the speaker feels (e.g. apologizing, praising, congratulating, deploring, and regretting).
5. Declarative is speech acts in which the words and expression change the world by their utterances (e.g. I bet, I declare, I resign).

Speech act begins with the assumption that the minimal unit of communication which done by human is not sentence or other expression, but the performance or certain kind of acts, such as making statements, asking question, disagreeing, thanking, apologizing, and requesting. A speaker performs one or more of acts by uttering a sentence or sentences, but the act itself should not be confusing with a sentence or other expression uttered. In order to make speech acts more appropriate and successfully performed, certain felicity conditions have to be met.

Austin began to distinguish what he called “constatives” and “performatives”. A constative is simply saying something true or false while performative is doing something by speaking; paradigmatically, one can get married by saying “I do.” Furthermore, performatives are actions of “felicitous” or “infelicitous” (1961).

There are normally contextual conditions that must be fulfilled before a speech act can be said to have been properly performed. There are usually called felicity conditions (Austin as cited in Bublitz & Norrick (eds), 2011, p. 383). For Searle (as cited in Bublitz & Norrick (eds), 2011, p. 383), the felicity conditions are the constitutive of the act itself. Some of these conditions of course conditions of any kind of linguistic communication, such as the fact that the speaker and hearer understand one another and hear one another. Unlike constative utterances, which are true or false, performatives refer to utterances in uttering of performatives in appropriate circumstances, one performs actions. Felicity conditions which used to show the successful exchange of speech act are also bound by certain rules (Renkema, 2004, p15). For Austin, the felicity conditions are the context and roles of participants must be recognized by all parties; the action completely and the persons must have the right intentions (Cutting, 2002, p.18).

2.3. Requesting Acts

There are five categories of (illocutionary) speech acts based on the functions (Yule cited by Yuniarti L & Wijaya H.P.S., 2013). They are representative, directive, expressive, commissive, and declarative.

When speaker wants the hearer to do something, the speaker uses certain utterance which is known as directive speech act. As stated by Searle (cited by Bublitz & Norrick (eds), 2011), directive speech acts are delivered by the speaker to have the hearer to do something. It shows that all utterances employed by the

speaker establishing the attempts of the speaker to make the hearer to do something.

Illocutionary acts have a specific purpose realized in several functions. In order to distinguish types of speech acts based on different approach can be made on the basic structure (Yule, 2006). Trosborg (1995) states that an illocutionary which speaker conveys to the hearer related to the speaker's desire is called request. The act may be a request for verbal or non-verbal goods and services. When there is a direct relationship between structure and a function, there is a direct speech act. Whenever one of the structures is used to perform a function, the result is an indirect speech act which is polite. He also argued that if a declarative which is used to make statement is a direct speech act, then a declarative in an indirect speech act is employed to make a request (2006). For example, "*Could you open the door?*" is generally considered to be more polite in society than "*open the door!*".

According to Blum-Kulka; House, and Kasper (1989) distinguished three degrees of directness in requests, depending on the extent to which the illocutionary is transparent form locutionary: direct requests, conventionally indirect requests, and non-conventionally indirect requests. A request is considered direct, when the utterance and intention of the speaker are directly revealed by its linguistic content (grammatical, lexical, or semantic means), for example, "*Leave me alone*". A request is conventionally indirect when the meaning of the utterance is interpreted through its linguistic content and conventional usage in the speech community (for example, "*how about cleaning*

up?"). Non-conventionally indirect requests require the hearer to compute the illocution from the interaction of the locution through the contextual inference.

They defined nine strategies in the production of requests as follows:

1. Mood Derivable

Mood derivable is defined as the utterances in which the grammatical mood of the verb signals illocutionary force (Blum-Kulka et al., 1989. p.18). Simply, mood derivable is the utterances use verb in imperative form, it starts with verb.

Example: *Keep silent.*

2. Performative

According to the theory of Blum-Kulka et al. (1989. p.18), performative defines as the utterances in which the illocutionary force is explicitly named. It can be stated as the utterances contain force and there is a subject before the verb.

Example: *I am asking you to make questions for exam in Ma'had."*

3. Hedged performative

Hedged performative is defined as utterances in which the naming of the illocutionary force is modified by hedging expression (Blum-Kulka et al., 1989. p.18). It can be said as the utterances contain force, there is modal verb and pattern 'would like to' in the beginning of the sentence.

Example: *"I'd like to ask you to lend me a board marker."*)

4. Obligation statement

According to the theory of Blum-Kulka et al. (1989. p.18), obligation statement is utterances which state the obligation of the hearer to carry out the act. It can be defined as the utterances contain pattern like 'have to', 'should' and it signifies obligation.

Example: *You must come forward.*

5. Want statement

Blum-Kulka et al. (1989. p.18) defined want statement as the utterances which state the speaker's desire that the hearer carries out the act. There is relevant modal and pattern such as I want/ wishing the utterance and it contains speaker's intention.

Example: *I want to ask my flash disk.*

6. Suggestory formulae

Blum-Kulka et al. (1989. p.18) stated that suggestory formulae are the utterances which contain a suggestion to do something. It is also stated like an offer.

Example: *why don't you invite us?*

7. Query preparatory

Query preparatory can be defined as utterances containing reference to preparatory conditions as conventionalized in any specific language (Blum-Kulka et al., 1989. p.18). It can be said that there is certain modal in that show ability like 'can/could', 'would you mind' in the utterance Example: *can you record my performance?*

8. Strong hints

Blum-Kulka et al. (1989, p.18) defined strong hint as the utterances containing partial reference to object or element needed for the implementation of the act.

Example: *This room is very hot* (The example still refers to “the hot room” and hints that the hearer should open the window or the door in the room).

9. Mild hints

According to the theory of Blum-Kulka et al. (1989, p.18), mild hints is the utterances that make no reference to the request proper but are interpretable as requests by context.

Example: *“May I speak to you?”* (The example does not have any reference to the time. It is mild hints and the meaning may not be caught by the hearer.)

2.4. Request Responses

In getting purpose of communication, people possibly give a response to another person. If requests happen, the person will get an action or effect of request (illocutionary acts) that is called as response of requesting acts.

Alternatively, people can do something to produce some effects upon thoughts, feeling, or actions, and it is called as perlocutionary acts (Austin, 1962). For example, someone requests his friend to do something *“Could you pass me the paper?”* (Yule, 2006). The requesting acts are functioned to represent as just the act of meaning something.

In this research, requesting acts and giving responses to the requests often happen when the group discussion is going on. It is caused by the emergence of

requesting acts among all the students in the discussion---the speakers, the moderators, and the audiences. Furthermore, to avoid wrong presuppositions, the person who responds the requesting acts must distinguish actions which have a perlocutionary object (convince, persuade) from those which merely produce a perlocutionary sequel. Thus, the perlocutionary which is as the responses are developed by the speakers, the moderators and the audiences in order to respond the requesting acts.

According to Austin (1962), perlocutionary acts is used to produce certain consequential effects. Producing certain consequential effects means the speaker gives the effects of the saying upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons. In other words, perlocutionary acts support the people to respond the illocutionary acts in an interaction. The examples of perlocutionary acts (Sbisa M. & Turner K., 2013: 34) are convincing someone that things are so, persuading someone to do something, alerting someone about some impending danger, reassuring someone about not being left alone.

Perlocutionary occurs only when some consequential effect is produced in some audiences of the speech acts because some feature of the speech act itself, so that its speaker can be taken to be responsible for that consequential effect (2013: 35). Contrary to the effects of the illocutionary act, the consequential effect whose production is constitutive of the perlocutionary act must not be a conventional effect, (as Austin says in his 1975: 102-103, the speaker's

commitment which is an effect of promising is a matter of illocutionary and not of perlocutionary).

While, non-defeasible consequential effect of the speech act is necessary for perlocutionary, the speaker's intention to produce that effect is not indispensable (Austin 1975: 106). A speaker may attempt to achieve a certain perlocutionary effect without succeeding where he has not performed the corresponding perlocutionary act, or may not intend to produce a certain effect, which nevertheless occurs, so that, insofar as his speech act has played a role in triggering the effect, he has performed the corresponding perlocutionary act. Thus, Austin (1962) presents two types of perlocutionary acts such as achievement of a perlocutionary object and production of perlocutionary sequel.

In certain context, the effect of perlocutionary act is conventional and ritualized, such as in the situation of some ceremonies or rituals. However, in everyday communication, there are a host of conditions that are not consistent with what the speakers have expected. Because besides the speaker's expectation, there is another factor we cannot neglect, that is the hearer's response.

Interaction is a motion process of mutual action between speaker and hearer and even others' participation (Qiang, 2013). The production of perlocutionary act depends on the cooperation of speaker and hearer in the communication, for the hearer is active and conscious. So the speaker and hearer in the communication should adjust communicative strategy and method in order to make the interaction proceed smoothly.

For example:

Gilang: Would you like to go with me to the cinema. This will be a nice movie.

Salsa: I'm tired after the whole day's work. And I have to prepare for my duty for presenting tomorrow.

Gilang: I'm sorry to hear that. OK, I'll go myself.

In this conversation, although Salsa completely understood the purpose of Gilang that he invited her to the concert. But she had something more important to do and declined the invitation. The intended perlocutionary act of Gilang did not appear. Gilang also understood Salsa's meaning, so he adjusted his communicative strategy and went to the cinema himself. From the above statements, we can see that whether the speaker's purpose can successfully achieved or not depends on the mutual understanding and cooperative attitude between speakers and hearers. Because we cannot ignore another important factor, for instance, the participation of unintended hearers in communication. So, the perlocutionary act can be defined as "the result of speaker's utterance which is on the three important parts in communication – speaker, hearer, and other unintended hearers in the context".

Perlocutionary act can be divided into expected and non-expected on the speakers' communication intention (1962). Then, it is classified into four types: Firstly, speakers' intention was fully understood by the hearers or others and they will work following this intention, which means that speakers' perlocutionary act were generated.

For example:

Egy: It's hot here.

John: I'll open the window

Egy opened the window after he finished his utterance. His words and action make John's expected perlocutionary act come true. This action also can be done by who fully understood the Egy's intention.

Secondly, the speaker's intention has not been obedient understood, the speaker will not be made the desired behavior. Sometimes this situation is because the hearer did not understand the meaning of the speaker's discourse; listen to the words of people did not act within the power of illocutionary.

For example:

A: Is this plate mopped?

B: I don't think so. Does it look as if it is?

In this example, the purpose of A's words was to blame B's careless. He wanted B to apologize, however B thought it was asking so he did not fully understand A's communication intention and brought the expected perlocutionary act. This situation was caused by the misunderstanding on perlocutionary act.

For example:

A (to close friend in a library): Ask the librarian what time the library closed.

B (to librarian): Could you tell me when the library closed, please?

Librarian: Don't worry, boy, you have a long time in this place – I don't think it's possible to ignore it!

In the example, the librarian understood B's inquiry intention, however he misunderstood the meaning of "When" in B's words. Hence, his answer was obviously improper. The expected perlocutionary act did not come true.

Thirdly, the speaker's intention was fully or partially understood by the hearer; however the hearer did not work in that way. Therefore there was no expected perlocutionary act.

For example:

Marsha: Why did not you go?

Caca: Where (on purpose)?

Marsha: your instructor is waiting for you, did not you know?

Caca: my instructor? Who is my instructor?

Marsha: The instructor taught you yoga.

Caca: I have had good body. I do not want any more!

Marsha: What about your weight?

Caca: I have lost my weight

In the conversation, Caca knew clearly that Marsha commanded her to see the instructor. However, she went against his intention on purpose. Even though Marsha tried a lot to persuade her, she did not accept it finally. Since the hearer intended not to cooperate, the hearer's perlocutionary act did not come true.

Finally, the speaker's intention was not been understood by the hearers, however, due to the involvement of other attendants in the communication, speaker's expected perlocutionary act came true.

For example,

Father: dear, there is a bag on the chair.

Mother: really? What is there to be surprised at?

Sister: Sorry, I gave it to Jimmy.

Father's intention was to blame mother's careless, however the mother thought it was funny to let her know there was a bag on the chair. But the sister fully understood her father's intention. She apologized immediately since she remembered that her mother mentioned before that the father has no bag anymore. So the father's perlocutionary act brought his expected perlocutionary act up.

In summary, we could say that request response is the way the hearers reacts toward the requesting acts directed to them. In responding the requests, people react differently.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presented the findings of research and discussion to investigate the strategies of requesting acts. It was analyzed by using requesting acts strategies of Blum-Kulka et al. (1989) theory. The analysis was conducted to know how EFL students used strategies of requesting acts in their group discussion class. At last, the findings were discussed to be concluded as the outcome of this research.

3.1. Findings

In this part, the researcher analyzed the data taken from four topics discussed—teenagers developmental, how to protect new generation from harmful foods, misuse of technology, and violence and scary movie effects on children—in group discussion conducted by EFL students of Speaking III Class in English Letters and Language Department of Maulana Malik Ibrahim State Islamic University of Malang. Based on those four topics, the researcher obtained twenty one utterances belonged to requesting acts theory as the strategy of requesting acts. Furthermore, the utterances were categorized by using Blum-Kulka et al.'s theory (1989) including nine types strategies—mood derivable, performative, hedges performative, obligation statement, want statement, suggestory formulae, query preparatory, strong hints, and mild hints. Then, the request responses were categorized by using Austin's theory (1962) including two types of perlocutionary act---expected and non-expected.

After finding the data, the researcher explained all data which are classified into each topic discussed in the EFL class. For instances, the first topic was teenagers developmental so that the first datum would be signed by 1.1; the first number meant the number of the topic—teenagers developmental—while the second number referred to the number of the datum. Therefore, 1.1 meant the first data from the first topic. Moreover, the next data would be written in 1.2, 1.3, and so on. It was also applied in the next topics. To begin the analysis, the researcher gave the context explanation in each topic. After that, some conversations which contained a strategy of requesting acts were provided. Additionally, the statement which contained requesting acts strategy was written in italic.

3.1.1. Teenagers Developmental

Datum 1

Moderator: Assalammu'alaikum Wr. Wb. Good morning for all audiences. So, now in this panel discussion, we have a topic about teenagers developmental. Here, we have three speakers. The first is Miss F, and then the second we have Miss. D, and the last, we have Miss E. So, let's start our panel discussion. So, how is the developmental of teenagers in this era especially for the new generation because they will bring the developmental of the country? And the first speaker will talk

Audience: *pass me the paper, please. (1.1)*

Audience: (giving the paper)

During the presentation session of teenager developmental topic, particularly in the beginning of presentation, the audience A requested paper which is used as the attendance list to his friends Z as the other audience. The audience Z did not give the response orally but she gave by her action that was giving the paper. Actually, A did not really need the paper, but he did it only for marking her attendance at that meeting. The attendance list was used to

determine the exhaustiveness of the subject in the fourth semester. At the time, A also asked Z to give the attendance list on that paper rashly. On the other hand, Z just tore the paper from her book and just began to write her name on that paper. It was aggrading Z because A did not request her in a good manner. From that situation, requesting act was led to Z so that A did one strategy of requesting acts.

The italic utterance 1.1 is categorized into mood derivable since it had verb in imperative form which the utterance was begun by the verb “*pass*”. The utterance above indicated that the first audience A reigned to the other audience Z to do something. In giving request, A here explained in detail based on what he wanted on Z instead of directly said “*pass*” in the beginning of his utterance. In addition, requesting acts was subjected not only for asking the paper but also for hurrying Z. It could be seen in the utterance that “*please*” was added at the end of the speaker’s request. For the response of the audience Z was classified in the expected response type. It seemed from the action of Z in which “*giving the paper*” that showed the response did not need to be expressed in words, but in actions.

Data 2 & 3

The Audience: (raising hand), yes I will ask question.

Moderator: Yes, Mr. MI, please!

The Audience: Thank you for the time. My name is MI may be my question is about divorced parents who can make the character for their children, is it clear? Thank you.

Moderator: OK. Wait ya. Mr. MI asks about the role of divorced parents to shape the character of the children and teenagers, because, it also can influence the developmental of teenagers. *Can you explain more about character shaped from different sight of divorced parents? (1.2)*

Second Speaker: Ok. Parents divorced sometimes make children be confused, but I think the parents should give the explanation about why they divorced and then they,... what is it...? Emm... *could you please help me to answer this one? (1.3)*

Third Speaker: Just go on, continue your answer.

Second Speaker: Maybe, they are in different place, but they are still their parents.

In the first question session, the moderator made a question which was asked by the audience while giving requesting act to one of the speakers, Miss D. Before asking, the moderator emphasized on the audience MI's question. Furthermore, the moderator tried to clarify the purpose of MI's explanation by requesting to explain more about character shaped from different sight of divorced parents. In this occasion, requesting act was given to Miss D. Before Miss D answered the question, she gave explanation again about what have been stated before to the audience. Unfortunately, she could not answer completely, then she requested to other speakers to help her in answering question. The third speaker Miss F said to her that she could continue before she helped her.

The italic sentence 1.2 and 1.3 are included into query preparatory since the speaker uses certain modal in that show ability that were "*can*" and "*could*" in each of the utterances. This sentence 1.2 was used by the moderator to request to the second speaker to give more explanation about character shaped from different sight of divorced parents. She requested it to emphasize what the audience asked before. For the sentence 1.3 was used by the second speaker to request a help to answer the question from the audience. She requested to other speakers to help her in giving answer after first

question appears. The third speaker actually wanted to help her, but she let the first speaker to continue her answer. In this case, the modal “*can*” and “*could*” in that utterance were used to ask the ability of the Miss D.

For the response of 1.2 of the second speaker was classified in the expected response type because in responding the request, Miss D accepted the request and responded to the question asked in right circumstance. It seemed from the response of the Miss D in which “*Ok. -then continue to answer-*.” Thus in this response, Miss D applied an expected response for responding the request directed to him. Then for the response 1.3 of the third speaker was classified in non-expected response type because in responding the request, the third speaker wanted to help answering the audience’s question. However, she went against her intention on purpose. Even though first speaker tried a lot to request her, she did not accept it finally. Since the Miss E intended not to cooperate, Miss E’s perlocutionary act did not come true.

Datum 4

Moderator: So, is there any comment? Is it acceptable, Mr. MI? Does it answer your question? The speaker has stated that the children have to keep the relation between the parents even though their parents have divorced.

MI: But, do the children understand the reason why their parents divorced?
May be you can explain and make it clear? (1.4)

Moderator: Yes, so, Mr. MI asks that do you think that the children understand the problems which belong to their parents.

Second Speaker: Yeah, I think the children didn’t get explanation about the parents divorced. But, I think some children know the reason, maybe their parents should give extra attention to their children after they divorced. Because, keeping contact between divorced parents and the children is a must.

Moderator: OK. Is that clear, Mr. MI?

MI: yes, thanks.

The phenomenon occurred in the second question session. The audience asked, “Do the children understand the reason why their parents divorced.” Then he requested to the speakers to explain and made the explanation clear. Before the second speaker answered the question, the moderator always emphasized the question asked by the MI as the audience. Thus, the second speaker answered it. In her last answer, she mentioned that knowing or not the reason of divorced the children and the parents should have a good relation. Her explanation and answer were totally accepted. Therefore, when MI was asked by the moderator that speaker was clear or not in answering, then he said yes.

The italic sentence 1.4 is included into query preparatory since the speaker used a certain modal in that show ability that was “*can*” in the utterance. This sentence 1.4 was used by MI as the audience to request to the speakers that all speakers maybe could give the explanation become clear. He requested about the explanation and clarification at that time. For the response 1.4 of the moderator was classified in the expected response type because in responding the request, the moderator accepted the request and responded to the question asked in right circumstance. It seemed from the response of Miss D in which “*Yeah, then continue answering and explaining.*” Thus in this response, Miss D applied an expected response for responding the request directed to him.

Data 5 & 6

Moderator: OK. *Would you like to ask? (1.5)*

The Audience: Thank you for the time. My name is Z. Previously, Miss D said that one part of the hardest adjustment the teenagers

developmental to the social environment is in the school where there are a lot of friends that have some influence. So, how to select friend who is appropriate for us as the teenagers?

The Audience: *can you pass the phone? (1.6)*

The Audience: (Passing the phone)

Third Speaker: OK. Thank you for the question, Miss Z. Teenagers are more outside home with peers, so it is understandable that attitude, conversation, interests, appearance and behavior of peers greater influence than family, for example, if a teenager wearing a model of the same clothes as clothes members of the group were popular, then a chance for him to can be accepted by the group becomes larger. In the same age group, they are trying to find themselves. Peer groups provide an environment that is a world where teenagers can socialize where the prevailing value is set by friends of the same age, There lies harmful to the mental development of teens, if the value of which is developed in a peer group is a negative value, it would be dangerous if this peer group tend to be in closed group, where each member cannot be separated from his group and should follow the value developed by a group leader, attitudes, thoughts, behaviors, and lifestyle is a behavior and lifestyle group. So, as teenagers have to notice the behavior of their friend before making friend.

During the presentation session of teenager developmental topic, particularly in the second question session, the moderator requested to the audience who looked confused at the back of class. Then, the audience Z said thank you for the time given to ask. From that situation, requesting act was led to Z so that A did one strategy of requesting acts. On the other hand, when Z conveyed her question, there was an audience who was busy with himself, he requested to his friend to pass his mobile phone to his friend. A friend who sat beside him did not give the response orally, but passing the mobile phone to the addresser.

The utterance 1.5 above was categorized into hedge performative since it was started the request using modal and pattern of “*would like to*” in the

beginning of the statement. It was indicated in the hedge performative because the requesting acts contained of force by the speaker. The utterance above indicated that the speaker requested to the audience to do something by using modal and said “*would like to*”. In giving request, the speaker here explained what she wanted on the audience instead of directly said to the subject “*would like to*” in the beginning of his utterance. The word itself had already explained the type of category this datum belonged to. Besides, the way of the speaker requested here using more explanation which indicated the illocutionary force to do something the speaker wanted. The moderator used the sentence above did not only serve to inform about something but also implicitly requested to the speakers to do an act. In this case, the moderator did not only ask to the audiences want to ask or not, but also let the audiences ask question. Whereas, for the sentence 1.6 was included into query preparatory since the speaker used a certain modal in that show ability that was “*can*” in the utterance. This sentence was used by the audience B to request her friend Y to pass his mobile phone to his friend who sat in front of Y during the discussion was going on. In this case, the modal in that utterance was used to ask the ability of Y.

For the response of 1.5 and 1.6 of the audiences were classified in the expected response type. It seemed from the sentence 1.5 was responded by saying thank you for giving a chance to ask then, she continued to ask. Besides, sentence 1.6 was also classified into the expected response type since the action of the Y in which “*passing the mobile phone*” showed the response

did not need to be expressed in words, but in action which could be accepted by the speaker.

3.1.2. How to Protect New Generation from Harmful Foods

Datum 1

Moderator: OK. Thank you. That is the way of protecting new generation of harmful food from Mr. U. Now it's the time for the audiences to ask the speakers or to give opinion, please!

The Audience: (raising hand) yes, *can I ask for the last speaker?* (2.1)

Moderator: Yes, Please.

When the explanation of how to protect new generation from harmful foods topic discussion was done, the moderator said thank you for the speakers and gave the chance to the audiences. Moreover, the audience Mr. D raised his hand then requested to ask the last speaker, because he was curious about what had been conveyed by Mr. U. From the occasion, Mr. D requested to the last speaker to ask something then the moderator responded well by letting him to address his question to the last speaker. To request, the audience Mr. D used the strategy of requesting acts.

The italic sentence above 2.1 was query preparatory since the speaker used a certain modal in that show ability that was “*can*” in the utterance. This sentence 2.1 was used by the audience to request to ask question addressed to the last speaker. He requested it, because he wanted to know what the last speaker stated in his presentation was right or the last speaker made a mistake in a presentation. In this case, the modal “*can*” in that utterance was used to ask the ability of him to use the chance to ask question. For the response 2.1 of the moderator was classified in the expected response type because in responding the request, the moderator accepted the request and responded to

the question asked in right circumstance. It seemed from the response of the moderator in which “*yes, please*”. The moderator at that time let the audience Mr. D address his question to the last speaker Mr. U. Thus, in this response, the moderator applied an expected response for responding the request directed to him.

Data 2 & 3

The Audience: OK, thank you. I’m going to ask to the last speaker that is about the miracle that you’ve explained. As you stated before, how do the two terms fasting and bright future are correlated each other because we know if we think logically, if we do such kind of fasting and we think about bright future. Is there any correlation then? If then, what is and how to correlate it? Thank you.

Moderator: OK, who will answer the first question? *Can we start to answer?* (2.2)

Third Speaker: OK. I try to answer. As I stated before that fasting is not just the minds but also form a perfect personality. Fasting is not just hungry, but refraining from a variety of circumstances that would make him fall into a bad reality. Fasting really can shape the mentality to be more perfect. So, bright future can also occur from doing fasting. So, it has correlation, I think. Maybe, there are audiences who want share their opinion about this correlation. Maybe some of you know about this case.

Moderator: Is it clear, Mr. D?

The Audience: *May I add?* (2.3)

Moderator: OK. Please!

During the question session specifically on the first question, an audience conveyed his question then the moderator requested to the speakers before she let the speakers answer the questions. The way of requesting to the speakers was done implicitly by saying “*can we start to answer.*” The moderator used the word we, even though she did not participate to answer the question, it was just kind of requesting acts strategy that she used. Another that, after the third speaker Mr. U gave the answer and explained in detail, the

moderator convinced the audience that he had accepted the answer or not. Unfortunately, in this chance the audience requested to the moderator to add the explanation which had been conveyed by the last speaker or the third speaker. Then, the moderator responded “*OK, please*” as response that she gave the chance to Mr. D to add the explanation. Here, requesting acts and the responses emerged. Therefore, the moderator and the audience gave two strategies to request. The first strategy was purposed to the speakers, and the second strategy was purposed to the moderator.

The first strategy, the italic utterance 2.2 included in query preparatory strategy because the speaker used a certain modal in that show ability that was “*can*” in the utterance. This sentence 2.2 was used by the moderator to request to the speakers that all speakers maybe could start to answer the questions which came from the audiences. She requested to whom could answer the questions in question answer session. In fact, she did requesting acts in form of question which was represented by the sentence “*can we start to answer?*” By giving the request, the moderator purposed to make the speakers think about the answer then directly answered the questions.

The second strategy, the italic utterance 2.3 was a kind of want statement strategies because it contained relevant modal and pattern such as wishing the utterance and it contained speaker’s intention. The utterance above indicated that the audience requested to the moderator to do something by asserting a desire. In giving request, the audience here mentioned his desire that he addressed to the moderator. It could be seen in the utterance that used

“*may*” in the beginning of the audience’s request. In addition, that utterance did not only serve to inform about something but also directly requested to the moderator to do an act that was, gave the chance to add explanation to support the third speaker. In this case, the audience Mr. D did not only inform that he requested to add his idea, but also he wanted the moderator let him share idea.

For the response 2.2 of the third speaker was classified in the expected response type because in responding the request, the hearer accepted the request and responded to the question asked in right circumstance. The third speaker responded the audience then gave the answer. His words and action made the audience’s expected perlocutionary act come true. This action also could be done by who fully understood the third speaker’s intention. It seemed from the response of the third speaker in which “*I try to answer, then continue answering the question.*” Thus, in this response, the third speaker applied an expected response for responding the request directed to him.

For the response 2.3 of the moderator was also included in the expected response type. The audience’s intention was not been understood by the moderator, however, due to the involvement of other attendants in the communication, speaker’s expected perlocutionary act came true. The moderator responded the audience then let the audience add his explanation. It seemed from the response of the moderator in which “*OK, please*”. Thus in this response, the moderator applied an expected response for responding the request directed to him.

Datum 4

The Audience: As we know that in doing fasting, we have a time for fast breaking. So, I think the children also have time for eating harmful food. Then, what theory you used is wrong because it has no relation between fasting and bright future. Why? The reason is you said that by fasting the children can be a bright future, whereas in fasting we have fast breaking. Isn't it?

First speaker: *Can I give my opinion? (2.4)*

The Audience: yes, please.

In the question session, the audience had emphasized what the speaker had explained. Then, the audience gave question to the last speaker to make sure what had been stated by him at that time. Before the last speaker answered the audience's question, the first speaker, Miss B requested to give her opinion because she was also as the speaker in the discussion. Hence, the audience responded the speaker by letting her have her chance to respond the question by giving her opinion at that time.

The italic sentence 2.4 was included into query preparatory since the speaker used a certain modal in that show ability that was "can" in the utterance. This sentence 2.4 was used by Miss B to request to the audience to give her opinion related to what the audience's question. She requested it to ask the chance to answer the question by giving her point of view about the fasting which could create a bright future. In this case, the modal "can" in that utterance was used to ask the ability of her to use the chance in answering the audience's question.

For the response 2.4 of the audience was classified in the expected response type because in responding the request, the audience accepted the request and responded to the question asked in right circumstance. It seemed

from the response of the audience in which “*yes, please.*” Thus, in this response, the audience applied an expected response for responding the request directed to him.

3.1.3. Misuse of Technology

Datum 1

Moderator: Good morning everybody. Welcome to this panel discussion. And welcome to the great speakers front of you all. In this panel discussion, we will discuss about misuse of technology. As we know that technology is the whole the mediums to provide the goods necessary for the survival and comfort of human life. For example, the rise of communication technology, which lowers the barrier to interaction of human beings, and as a result, has helped give birth to a new sub-culture For more clear explanation, let's we hear Mr. MI, *give applause, please!*(3.1)

Audiences: (giving applause)

The requesting act happened at the beginning of discussion about misuse of technology. The moderator welcomed the speakers and gave introduction about technology nowadays then she gave the time to the speakers. Before beginning the discussion, the moderator requested the audiences to give applause the first speaker. The audiences gave applause directly as the response of the moderator's request.

The utterance 3.1 became into mood derivable strategy since it had verb in imperative form which the utterance was begun by the verb “*give*”.

The utterance above indicated that the moderator reigned to the audiences to do something. In giving request, the moderator here stated clearly based on what she wanted on the hearer instead of directly said “*give applause*” in the beginning of her utterance after giving introduction about the topic would be discussed. In addition, request was subjected not only for asking applause but

also for emphasizing the audiences to give respect to the first speaker.

Besides, the way of the moderator requested here using emphasis which indicated the illocutionary force to do something the moderator wanted.

For the response of the audiences was classified in the expected response type. It is because in responding the request, the audiences accepted the request and depended on the circumstances in which the question was asked. It seemed from the action of the audiences in which “*giving applause*” which indicated the response was expressed in simple way; briefly conveyed but had the accepted response. Thus, in this response, the audiences’ action made the moderator’s expected perlocutionary act come true. This action came from the audiences’ understanding about the moderator’s intention.

Data 2 & 3

Audience: Hi S!

Audience: what? (looking down the road to his friend.)

Audience: *Help me make questions for an exam in Ma’had. (3.2)*

Audience: Hee. I can’t do that. You are better in English than me. I believe you are able in doing this.

Audience: *Keep silent, please! (3.3)*

Audiences: (In Silence)

Moderator: Thank you for your explanation, Mr. MI, and we are ready for the next speaker. So, we will discuss about the impact of using technology that will be delivered by Miss V. Time is yours, please.

This phenomenon occurred during the discussion, especially at the first speaker’s topic discussed. At the moment, requesting act was done by the audience in which calling the other audience before requesting act. Actually, the discussion was going on, but there was an audience who was busy with his need by requesting his friend to help him. At that time, the audience requested his friend to make questions for an exam in Ma’had (place, where he serves

and stays). Unfortunately, his friend gave response which was not appropriate with what he expected. His friend, Miss S said that her friend could do by himself because he mastered English well. In the other hand, when Mr. D was busy with his need, there was an audience who reminded the audience to keep silent by requesting act to the other audiences. Then, all audiences kept silent directly as their response to the audience who reminded before.

The utterance 3.2 was a type of mood derivable since it had verb in imperative form which the utterance was begun by the verb “*help*”. The utterance above indicated that the Mr. D reigned to Miss S to do something. In doing requesting act, Mr. D here explained his requests based on what he wanted to Miss S instead of directly said “*help me...*” in the beginning of his utterance. In addition, request was subjected not only for asking help to make questions for exam but also for emphasizing the hearer to do his responsibility. It could be seen in the utterance that there was the importance of Mr. D mentioned at the end of Mr. D’s requesting act. Besides, the way of the speaker requested here using explanation indicated the illocutionary force to do something the speaker wanted.

In this conversation, the researcher finds Mr. D tried to enforce his friend by expressing his miserable face. It showed that Mr. D used his mood to request to his friend. His mood used in requesting his desire to his friend tended to force the hearer.

The utterance 3.3 was also a type of mood derivable since it had verb in imperative form which the utterance was begun by the verb “*keep*”. The

utterance above indicated that there was an audience who reigned to other audiences to do something. In doing requesting act, she said directly based on what she wanted to other audiences by saying “*keep silent*” in her utterance. In addition, requesting acts was subjected not only for requesting to keep silent but also for forcing to be quite. It could be seen in the utterance that “*please*” was added at the end of the speaker’s request. Besides, the way of she requested here using emphasis indicated the illocutionary force to do something she wants.

For the response of Miss S in sentence 3.2 was classified in non-expected response type. It was included in that response type because in responding the request, Miss S accepted the request and responded to the question asked. However, the response used by the hearer was not appropriate with the request. It seemed from the response of Miss S in which “*Heee. I can’t do that. You are better in English than me. I believe you are able in doing this.*” Thus, in this response, Mr. D’s intention was fully understood by Miss S; however she did not work in that way. Therefore there was no expected perlocutionary act.

In the other hand, the response of all audiences in sentence 3.3 was classified in the expected response type because in responding the request, the other audiences accepted the request and depended on the circumstances in which the request was asked. It seemed from the action of all audiences in which “*in silence*” which indicated the response was expressed in simple way; briefly conveyed but had the accepted response. All audiences kept silent

directly after there was an audience who requested to be in silence. Their action made an audience's expected perlocutionary act come true. It meant that all audiences understood an audience's intention.

Data 4 & 5

The Audience: OK. Because time is up, I would like to ask for the second speaker. You know that our big topic is about what have you explained before, and you talk about the negative impact of technology, right? And my question would be, "what is the further publication for those people who are breaking in social emotion." And then, what is the code implication towards the next generation itself. Is there any people who have weak emotion would be such kinds of criminal, rubber or something else. And then, then you haven't explained more about it. *You can explain it more detail later. (3.4)*

Moderator: OK. Thank you for the question. You said that you talk about, what is that Misuse of technology. But you talk about the internet for social emotion. What is the correlation between the virtual work and technology, *maybe you can answer first. (3.5)*

The second speaker: OK thank you. For the audience, I try to answer the first question, actually I have explained before clearly, but you talk with others. Well, what can we do to develop social emotions are identify and provide the names of feelings, then try to express feelings, after that we can assess the intensity of feelings, besides, managing feelings can be done also, and delaying gratification, and the next is impulse control, for the next is crucial for us that is reducing stress and may be the last is understanding the difference between feelings and actions. Conscious or not, care that is based on roughness and violence lead to mental and psychological teens become depressed, always sad, insecure, useless, unable to control himself, vengeful, and rebellious. Teenagers like this would not be able to respect themselves and are not able to manage and control their emotions. This teenager vent his emotions outside the home in the form of delinquent behavior such as, stealing, drugs, free sex, fights / brawls and physical harm to others. So I think, it will plunge they who have a weak emotion. To avoid misleading of children to bad influence, then what I have explained before that is the way of developing social emotions can be done.

In the first question session, an audience had been given a chance to ask question by the moderator. Before he conveyed his question, he stated what had been conveyed by the second speaker to make sure her topic discussed. Then, he began to request in asking explanation to the second speaker in detail. Moreover, the moderator clarified what had been stated by the second speaker before giving the question to her, then she requested to the second speaker Miss V to answer first. Furthermore, the audience and the moderator used strategy of requesting acts.

The first strategy, the italic utterances 3.4 was included in query preparatory strategy because the audience used a certain modal in that showed ability that was “*can*” in the utterance. This sentence 3.4 was used by the audience to request to the second speaker to answer the questions by giving explanation in detail. In this session, the audience had already conveyed what he got from the second speaker’s discussion, but he found something missed in the second speaker’s discussion. Furthermore, he requested to her to explain again in detail. In this case, the modal “*can*” in that utterance was used to ask the ability of Miss V as the second speaker to answer the audience’s question.

The second strategy, the italic utterance 3.5 was also a kind of query preparatory strategy because it contained relevant modal “*can*”. The utterance above indicated that the moderator requested to the second speaker to do something by asking the second speaker’s ability to answer the question. It could be seen in the utterance that used “*maybe you can...*” in the beginning of the moderator’s request. In addition, that utterance did not only serve to

inform about something but also directly requested to the second speaker to do an act that was answer first without waiting time wasted.

For the response of the second speaker in sentence 3.4 was classified in expected response type because in responding the request, the second speaker Miss V accepted the request and responded to the question asked. The audience's intention was fully understood by the second speaker and she would work following this intention, which meant that speakers' perlocutionary act were generated. It seemed from the response of Miss V in which "*I have explained before clearly, but you talk with others-continue explaining.*" The second speaker answered the question, although she said that she had already explained before at the first her answer. Her words and action made the audience's expected perlocutionary act come true.

Besides, the response of the second speaker in sentence 3.5 was classified in expected response type because in responding the request, Miss V accepted the request and responded to the question asked directly. The moderator's intention was fully understood by the second speaker and she would do following this intention, which meant that speakers' perlocutionary act were generated. It seemed from the response of Miss V in which "*OK, thank you.*" The second speaker responded the moderator's request in a right circumstance. Her words and action made the moderator's expected perlocutionary act come true.

Datum 6

Moderator: OK, Miss V. Thank you for your answer and your explanation. I'm sorry time's up. I'm sorry. Thank you for the audiences. Thank you for the great speakers. Ladies and gents, for our

discussion we can conclude that some impact that can influence people in using technology are critical problems, social emotions, and intelligence problems. In addition, the benefits also occur in using technology specifically in Internet. Don't let technology influence your daily life. *Don't you want to give applause? (3.6)*

Audiences: (Laughing and giving applause)

This phenomenon was occurred at the end of discussion. At the moment, requesting act was done by the moderator in which asking the audiences to give applause the three speakers in this discussion. Since the time was up and there was no chance to ask question again, then the moderator closed the discussion by requesting audiences to give applause. At that time, the audiences directly laughed because the moderator's request and gave applause for those speakers.

Statement 3.6 showed suggestory formulae in the utterance "*don't you want to give applause?*" It was indicated that the moderator emphasized the audience on the word "*may*". To understand this utterance as request, we should know the situation of this interaction taken. Therefore, the moderator expressed her suggestion by saying that the audiences might give applause before closing the discussion. The researcher discovered the moderator used utterance uttered indirectly in her request. That utterance above used by the moderator contained of a suggestion for the audiences. That utterance did not only request to do something, but also gave a suggestion for the hearer. In this case, the moderator still gave a suggestion to give respect for the three speakers, the way of suggesting was used to request to the audiences to give applause.

Here, the audiences accepted the suggestory formulae request by laughing. Additionally, to show her acceptance(s) of the suggestory formulae request, they also showed a relevant response on the speaker's request by giving applause to the three speakers. Thus, this response was classified into the expected response because the moderator's intention was fully understood by the audiences and they would do following this intention, which meant that audiences' perlocutionary act were generated. It seemed from the response of the audiences in which "laughing and giving applause." The audiences responded the moderator's request in a right circumstance. Their action made the moderator's expected perlocutionary act come true.

3.1.4. Violence and Scary Movie Effects on Children

Datum 1

Moderator: OK, thank you very much for the opinion and the big point of KPAI. Then, why we are not going to the next speaker. It is the important part that we have to know because she is the observer of society, as the representative of the society in Utopia. She has concerned a big knowledge about the people in Indonesia which is in this occasion get the harmful of the cartoon, *Miss Z*, would you please tell me about your opinion. (4.1)

Miss Z: OK, thank you for the chance.

In the first topic discussed in the last group of discussion, the moderator thanked the first speaker and let the second speaker deliver the topic which would be discussed. In giving the chance, the moderator requested the second speaker Miss Z to tell her opinion to the audiences about the harmful of the cartoon. The way of the moderator requested Miss Z to begin the discussion was aimed to give explanation for the audiences at that time. Directly, the second speaker Miss Z responded the moderator's requesting act.

Hence, the moderator tried to request act to Miss Z by saying a strategy of requesting acts.

The utterance 4.1 is a kind of hedge performative since the request used modal and pattern of “*would*” in the beginning of the statement. It was indicated in the hedge performative because the request contained of force by the moderator. The utterance above indicated that the moderator requested to the second speaker to do something by using modal and said “*would*”. The word “*would*” itself had already explained the type of category this datum belonged to. In giving request, the moderator here thanked to the first speaker then continued to let the second speaker give her opinion about the harmful of cartoon. Besides, the way of the speaker requested here using more explanation which indicated the illocutionary force to do something the speaker wanted. The moderator used the sentence above did not only serve to inform about something but also implicitly requested to the second speaker to do an act. In this case, the moderator did not only request to the second speaker to speak up her opinion, but also let her begin the discussion.

For the response of sentence 4.1 was classified in the expected response type. It was caused in responding the request, Miss Z accepted the request and responded to the request asked directly. It seemed from the sentence 4.1 was responded by saying thank you for giving a chance to deliver the topic discussed. The moderator’s intention was fully understood by the second speaker and she would do following this intention, which meant that second speaker’s perlocutionary act was generated. It seemed from the

response of Miss Z in which “*OK, thank you for the chance.*” The second speaker responded the moderator’s request in a right circumstance. Her words made the moderator’s expected perlocutionary act come true.

Datum 2

Moderator: So, there are some negative impacts on the development of children's cartoons. I think that is important of the second speaker said that as a good parent, we have to choose the suitable display and assist the children while watching cartoons. So, let’s go to the last but not least, we go to the representative of University of Indonesia. Miss B *please let us to know about the genre movie that is appropriate for children and also teenagers.* (4.2)

Miss B: OK.

In the second discussion, the moderator tried to emphasize what had been conveyed by the second speaker, Miss Z. Then, she concluded what becomes the most important of the second speaker’s topic discussed. To avoid wasting time, the moderator let the third speaker to begin the discussion by requesting act. The way of the moderator requested to the third speaker Miss B was, asking “*what are the genre movies which are appropriate for children and also for teenagers.*” From the situation, the moderator requested to the third speaker using a strategy of requesting acts.

The utterance 4.2 was a type of mood derivable since it had verb in imperative form which the utterance was begun by the verb “*let us know*”. The utterance above indicated that there was the moderator who reigned to Miss B to do something. In doing requesting act, she said directly based on what she wanted to Miss B as the third speaker by saying “*let us know...*” in her utterance. In addition, request was subjected not only for requesting to the chance given to Miss B to explain but also for asking her to give the

information to the audiences about the genre movie that was appropriate for children and teenagers. Besides, the way of she requested here using emphasis indicated the illocutionary force to do something her wants.

In the other hand, the response of Miss B was classified in the expected response type because in responding the request, Miss B accepted the request and depended on the circumstances in which the request was asked. It seemed from the word of Miss B in which “*Miss B*” which indicated the response was expressed in simple way; briefly conveyed but had the accepted response. Miss B responded directly after the moderator had requested to her to give information to the audiences about the appropriate genre movies for children and also for the teenagers. Her word made the moderator’s expected perlocutionary act come true. It meant that the third speaker, Miss B understood the moderator’s intention.

Data 3 & 4

Moderator: OK. From Miss M’s question, she asks about what kind of crime that is currently done as the effect of the spectacle on TV. Who is the victim and what has been done by them? *Can you answer the questions? (4.3)*

First Speaker: let the others to ask then we’ll answer them.

Moderator: *OK. Ask questions, please. (4.4)* I know you have many questions.

The Audiences: (laughing)

During the question session, especially in the second question, the moderator had accepted Miss M’s question. Before the moderator let the speakers answer the question, she made a point of what Miss M’s question that Miss M asked about “*what kind of crime that is currently done as the effect of the spectacle on TV*” and she added that Miss M also asked “*who is the victim and what has been done by the victim as the effect of TV*”.

Furthermore, she asked to the speakers to answer the question. Thus, the first speaker did not answer the question first, but asked to the moderator to let the audiences ask question again. While waiting for the answer, the moderator asked to the audiences to ask questions as the first speaker wanted. Besides, the moderator said that she knew that audiences had been confused, so surely they had many questions. In this case, the moderator used strategies of requesting acts in group discussion.

The first strategy, the italic utterances 4.3 was included in query preparatory strategy because the speaker used a certain modal in that showing ability that was “*can*” in the utterance. This sentence 4.3 was used by the moderator to request to the first speaker to answer the questions by clarifying what had been asked by Miss M. In this session, the moderator then emphasized in part who was the victim and what had been done by the victim to be asked to the first speaker. Furthermore, she requested her to answer the question asked. In this case, the modal “*can*” in that utterance was used to ask the ability of the first speaker to answer the Miss B’s question.

In the other hand, the italic utterance 4.4 was categorized into mood derivable since it had verb in imperative form which the utterance was begun by the verb “*ask*”. The utterance above indicated that the moderator reigned to the audiences to do something. In requesting to the audiences, the moderator here used her mood to request to ask something which made the audiences be confused about the topic discussed. In addition, request was

subjected not only for asking the audiences but also for understanding them in getting the comprehension of the topic discussed.

For the response of first speaker in sentence 4.3 was classified in non-expected response type. It was included in that response type because in responding the request, first speaker accepted the request and responded to the question asked. However, the response used by the first speaker was not appropriate with the request. It seemed from the response of her in which “*let the others to ask then we’ll answer them.*” Thus, in this response, the moderator’s intention was fully understood by the first speaker; however she did not answer directly as what the moderator’s request in that way. Therefore there was no expected perlocutionary act.

Moreover, the response of the 4.4 was also included in non-expected response type. It was caused in responding the request, the audiences knew clearly that the moderator requested them to ask question at that time. However, they went against her intention on purpose by laughing. Even though the moderator tried a lot to request them, they did not accept the request finally. Since the audiences intended not to cooperate with the moderator’s request, the audiences’ perlocutionary act did not come true.

Datum 5

Second Speaker: who wants to answer the first question?

Third Speaker: I want to answer the second question, first. *May I share my experience related to the topic? (4.5)*

Moderator: well, our speaker will try to answer. For Miss B, please.

In the second question session, after collecting the questions, the second speaker asked to all speakers that who wanted to answer the first

question. However, the third speaker said that she wanted answer the second question. Hence, she requested to all speakers and the moderator to answer the second question by sharing her experiences related to the topic discussed which the audience asked. There was no prohibition to answer the question then the moderator said “*well*” and let Miss B as the third speaker to answer the question. Therefore, the third speaker tried to do the strategy of requesting acts to the moderator.

The strategy used in the italic utterance 4.5 was a kind of want statement strategies because it contained relevant modal and pattern wishing the utterance and it contained speaker’s intention. The utterance above indicated that the third speaker requested to the moderator to do something by asserting a desire. In giving request, the third speaker here mentioned her desire that she addressed to the moderator. It could be seen in the utterance that used “*May*” in the beginning of the third speaker’s request. In addition, that utterance did not only serve to inform about something but also directly requested the moderator to do something as her request. In this case, Miss B did not only serve to inform about a will to share her experiences but also directly requested the moderator to answer the second question addressed.

The response 4.5 of the moderator was classified in the expected response type because in responding the request, the moderator accepted the request and responded to the question asked in right circumstance. The moderator responded the audience, then gave the answer. Her words made the audience’s expected perlocutionary act come true. It seemed from the response

of the moderator in which “*well, our speaker will try to answer. For Miss B, please.*” Thus in this response, the moderator applied an expected response for responding the request directed to her. In addition, Miss B’s intention was fully understood by the moderator and she did the request following this intention, which meant that the moderator’s perlocutionary act was generated.

3.2. Discussion

This section presented the interpretation of the findings. It elaborated Blum-Kulka et al.’s (1989) theory of requesting acts and Austin’s (1962) theory of perlocutionary acts.

3.2.1. The Strategies of Requesting Acts Used by EFL Students in Group

Discussion of Speaking III Class

Data analysis above had explained clearly that EFL students in Speaking III Class of English Letters and Language Department in Maulana Malik Ibrahim State Islamic University of Malang did request through requesting acts strategies of Blum Kulka et al.’s theory (1989) during the group discussion was going on. Based on the analysis, most of requesting acts appeared from the speakers and/ or moderator to speaker and/ or moderator. However, it also came from speakers and/ or moderator to the audiences. In addition, requesting acts also came from audience to audience and also came into moderator from the audiences.

During the group discussion, EFL students used requesting acts strategies through Blum-Kulka et al.’s requesting acts theory (1989). They used five of nine requesting acts strategies such as mood derivable, hedge

performative, want statement, suggestory formulae, and query preparatory. Query preparatory was the most often strategy used for ten times by the students. After that, mood derivable was used by the students for six times. Meanwhile, hedge performative and want statement were used by the students for twice. The least strategy used by the students for once was suggestory formulae.

A. Mood Derivable

In mood derivable, the researcher found six utterances which emerged in datum 1.1, 3.1, 3.2, 3.3, 4.2 and 4.4. This strategy was used by the speakers and/ or moderator and the audiences. This strategy was sometimes used by the speakers and/ or moderator and the audiences since the way was through mood derivable and it could result the utterances in which the grammatical mood of the verb signals illocutionary force (Blum-Kulka et al., 1989).

In mood derivable strategy, the researcher found six utterances through Blum-Kulka et al.'s theory of requesting acts (1989). First, three utterances were expressed by the audience to the other audience in requesting to pass the paper, to ask a help, and to ask in silence. Therefore, they were included in mood derivable which was represented by datum 1.1, 3.2, and 3.3. Next, two utterances were uttered by the moderator to the audiences in requesting to give applause and to ask questions which were represented by datum 3.1

and 4.4, and the other utterance was expressed in requesting to give the knowledge or information which was represented by datum 4.2.

B. Hedge Performative

In hedge performative strategy, the researcher found two utterances which were appeared in 1.5 and 4.1. As the utterance which was modified by hedging expression, the strategy must contain force, such as modal verb and pattern 'would like to' in the beginning of the sentence—as in the datum 1.5 “*Would you like to ask?*” and datum 4.1 “*would you please tell me about your opinion?*” The data clearly contained force. In the datum 1.5 used pattern “would like to” in the beginning of the sentence, whereas in datum 4.1 used modal verb as the force in the beginning of the sentence.

In those hedge performative strategie, the researcher found two kinds of utterances through Blum-Kulka et al.’s theory of requesting acts (1989). First, one strategy was expressed by the moderator in requesting to the audiences who would ask question in group discussion. Therefore, it was included in hedge strategy which was represented by datum 1.5. Second, one strategy was uttered by the moderator to the speaker in group discussion in requesting the speaker’s opinion and it was represented by datum 4.1.

C. Want Statement

In want statement, the researcher found two utterances which emerged in datum 2.3 and 4.5. Those two utterances used want

statement strategy in the utterances which stated the speaker's desire that the hearer carried out the act--- as in datum 2.3 "*May I add*" and in datum 4.5 "*May I share my experience related to the topic?*".

Based on Blum-Kulka et al.'s theory of requesting acts (1989), the researcher found that the utterances of want statement strategy were expressed through asking the chances by both the audience and the speakers addressed to the moderator. Therefore, they were included in want statement. They were represented by datum 2.3 and datum 4.5.

D. Suggestory Formulae

In suggestory formulae, the researcher merely found one utterance which was emerged in datum 3.6. This strategy was used by the moderator to the audiences. This strategy was very rare to be used by the students since the way was through suggestory formulae and it was stated like an offer (Blum-Kulka et al., 1989). Therefore, from four section of group discussion, the researcher merely found one case that used this strategy. It was represented by datum 3.6.

In this strategy, the researcher found the different result with the previous study. In previous study which used Blum-Kulka et al.'s (1989) theory, suggestory formulae strategy was not found. In Diana (2013) found seven requesting acts strategies of Blum-Kulka et al.'s (1989) theory— mood derivable, performative, hedged performative, obligation statement, want statement, query preparatory, and mild hint.

E. Query Preparatory

Based on the findings, the researcher showed that query preparatory strategy was the most frequent strategy to be used which was appeared in datum 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.4, 3.4, 3.5, and 4.3. The strategy directly and clearly contained certain modal in that show ability “*can*” in the utterance.

In this query preparatory strategy, the researcher found ten utterances through Blum-Kulka et al.’s theory of requesting acts (1989). First, three utterances were uttered by the audience in requesting to the moderator. They were represented by datum 1.4, 2.1 and 3.4. Second, one utterance was expressed by the audience in requesting to the other audiences, it was represented by datum 1.6. Third, five utterances were uttered by the moderator and/ or speaker in requesting to the other speakers. They were represented by datum 1.2, 1.3, 2.2, 3.5, and 4.3. Last, one utterance was expressed by the speaker in requesting to the audience and it was represented by datum 2.4.

The research found the different result from the previous researches. Those previous researches resulted that the most frequent strategy used was not query preparatory strategy. The research of Sari, Raja and Sudirman (2015) showed that the most frequent strategy of requesting acts used was in the form of direct strategy (imperative strategies) such as mood derivable, performative, hedges performative and want statement. Moreover, the research of Diana (2013) showed

that the type of request strategies used most frequently in this movie was obligation statement. It showed that all previous researches used the direct strategy in requesting acts. It might be caused by the subject taken. The subject taken of those two previous studies took EFL students which involved the teacher in interaction and took movie. However, this research took EFL students which the interaction of students did not involve the lecturer in group discussion. In those previous researches, the result showed that participant mostly used imperative strategies in acts of request in foreign language interactions. It showed that imperative strategies were used when participants had close relationship, such as in deep friendship and between mother and daughter (Sari, Raja, & Sudirman). Meanwhile, the EFL students in group discussion preferred using an indirect strategy, specifically in query preparatory strategy. It was caused by their intensity of using English eased the students to use the indirect strategy of asking the ability or willingness, the possibility of the act being performed as conventionalized in any specific language.

In conclusion, the strategies of requesting acts used by EFL students covered five of nine requesting acts strategies of Blum-Kulka et al.'s theory (1989).

3.2.2. Request Responses (Perlocutionary acts) of Requesting Acts Used by EFL Students in Group Discussion of Speaking III Class

Data analysis above had explained clearly that EFL students in Speaking III Class of English Letters and Language Department in Maulana Malik Ibrahim State Islamic University of Malang did request through requesting acts strategies of Blum-Kulka et al.'s theory (1989) during the group discussion was going on. Furthermore, the students used perlocutionary acts of Austin's theory (1962) in responding the requesting acts through perlocutionary acts. Based on the analysis, most of request responses appeared from the speakers and/ or moderator to speaker and/ or moderator. However, it also came from the audiences to speakers and/ or moderator. In addition, responding request acts also came from audience to audience and also came from moderator into the audiences.

During the group discussion, EFL students used perlocutionary acts through Austin's perlocutionary acts theory (1962). They used both perlocutionary acts kinds as request responses, such as expected and non-expected responses. Expected response was the most often kind which was used for seventeen times by the students. The least kind of perlocutionary acts used by the students for four times is non-expected response.

A. Expected Response

Based on the findings, the researcher showed that expected response kind was the most frequent request response to be used which was appeared in datum 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3,

3.4, 3.5, 3.6, 4.1, 4.2, and 4.5. The request response directly and clearly explained speakers' perlocutionary act which was generated.

In this expected request response, the researcher found seventeen responses through Austin's theory of perlocutionary acts (1962). First, three responses were expressed by the audience in responding to the other audiences. They were represented by datum 1.1, 1.6 and 3.3. Second, four responses were expressed by the moderator in responding to the audiences, they were represented by datum 1.4, 2.1, 2.3, and 3.4. Third, six responses were uttered by the moderator and/ or speaker in responding to the speakers and/ or moderator. They were represented by datum 1.2, 2.2, 3.5, 4.1, 4.2, and 4.5. Last, four responses were expressed by the audiences in responding to the speakers and/ or moderator and they were represented by datum 1.5, 2.4, 3.1, and 3.6.

B. Non-expected Response

In non-expected response, the researcher merely found four responses which were emerged in datum 1.3, 3.2, 4.3, and 4.4. This kind of perlocutionary act was used by the speakers and the audiences. This perlocutionary act kind was very rare to be used by the students since the way was through non-expected and they were intended not to cooperate (Austin, 1962). Therefore, from four section of group discussion, the researcher merely found four cases that used this non-expected response.

To sum up, perlocutionary acts which were used by EFL students covered both perlocutionary acts of Austin's theory (1962). The response which was mostly used by the students in responding to something was expected response and it was expressed by speakers' perlocutionary act were generated. Meanwhile, the least used by the students in responding to something was non-expected response and it was expressed by the expected perlocutionary act did not come true, which meant the hearer did not work in that requesting.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter discussed conclusion and suggestion. The conclusion was drawn from the result of analysis in chapter III. Furthermore, the suggestion contained of some recommendations which were made for the next study.

4.1. Conclusion

In conclusion, the use of requesting acts strategies of EFL students in group discussion of speaking III class in Maulana Malik Ibrahim State Islamic University of Malang covered five of nine strategies which were proposed by Blum-Kulka et al.'s requesting acts strategy (1989). Those strategies were mood derivable, hedge performative, want statement, suggestory formulae, and query preparatory. After that, the most often strategy used by the students was query preparatory while the least strategy used was suggestory formulae. According to Blum-Kulka et al.'s theory (1989), query preparatory strategy refers to the strategy which there is certain modal in that show ability like 'can/could', 'would you mind' in the utterance and suggestory formulae strategy refers to the strategy which is stated like an offer. Henceforth, EFL students covered both kinds of perlocutionary acts which were proposed by Austin's perlocutionary acts (1962). Those kinds were expected and non-expected. Furthermore, the most often response used by the students was expected while the least response used was non-expected. According to Austin's theory (1962), expected response refers to the response which the action and the words can be done by who fully understand

the speaker's intention and non-expected response refers to the response which the perlocutionary acts do not come true.

In this research, requesting acts were experienced by the speakers, the moderators and the audiences. The speakers employed two of nine Blum-Kulka et al.'s requesting acts strategies (1989) such as want statement and query preparatory. The speakers used two strategies in almost same intensity—two utterances of query preparatory and one utterance of want statement. Meanwhile, the moderators covered four types of Blum-Kulka et al.'s requesting acts strategies (1989) such as mood derivable, hedge performative, suggestory formulae and query preparatory. The moderators used four strategies also in almost same intensity--- three utterances of mood derivable, two utterances of hedge performative, one suggestory formulae, and four utterances of query preparatory. Henceforth, the audiences employed three of nine Blum-Kulka et al.'s requesting acts (1989) such as mood derivable, want statement and query preparatory. The most often strategy used by the audiences was query preparatory which were emerged four times in this research; three mood derivable and one want statement were also used by them.

However, responding the requests was also accomplished by the speakers, the moderators, and the audiences in this research. The speakers covered both Austin's perlocutionary acts kinds (1962) such as expected and non-expected. The speakers used both responses in different intensity—five responses of expected and two responses of non-expected. Meanwhile, the moderators covered one kind of Austin's perlocutionary acts (1962) that was expected response. The

moderators used one response---five responses of expected response. Henceforth, the audiences covered both Austin's perlocutionary acts (1962) such as expected and non-expected response. The most often strategy used by the audiences was expected response which were emerged seven times in this research; and two non-expected responses were also used by them.

4.2. Suggestion

Regarding to the topic of the research, based on the findings there were some suggestions which could be offered. Firstly, since the present research examined the requesting acts strategies relate to the responses in group discussion, the researcher suggested the next reseacher to analyze the requesting acts which are produced in speaking performance such as in daily conversation or in speech.

Secondly, in analyzing the data, the researcher focused only on the data as they were displayed in the conversation without considering other factors that might influence this interaction. The research suggested the further research might focus on the background of the speaker and the characteristic of linguistics in using perlocutionary acts. The researcher hoped that further research would find something new, different and more interesting than this present research.

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APPENDIX A

TRANSCRIPT OF STUDENTS' INTERACTION IN GROUP DISCUSSION

Teenagers Developmental

Moderator: Assalammu'alaikum Wr. Wb. Good morning for all audiences. So, now in this panel discussion, we have a topic about teenagers developmental. Here, we have three speakers. The first is Miss F, and then the second we have Miss. D, and the last, we have Miss E. So, let's start our panel discussion. So, how is the developmental of teenagers in this era especially for the new generation because they will bring the developmental of the country? And the first speaker will talk

Audience: *pass me the paper, please. (1.1)*

Audience: (giving the paper)

First Speaker: Thank you. Teenager has developed the ability to understand people and make friends. They choose a friend who has the same nature and psychological quality as themselves, for example, the same hobbies, interests, attitudes, values, and personality. Developments attitude quite vulnerable in adolescents is the attitude of conformity is a tendency to give up and follow what their peers do, for example, in the case of opinions, thoughts, lifestyles, habits, interests, desires, and many others. The central issue in teenagers is the future development of self-identity that would become the foundation for adulthood. They are getting busy and excited with the problem of "who am I?". Related to this, it also troubled teenagers to look for idols in their life that made role models and pride. Important factors in the development of the personal integrity of the teenagers are: for the first one is physical growth increasingly mature, consequences for adults behave well, the second one is sexual maturity implies encouragement and new emotions, the next one is the emergence of self-awareness and reevaluate the obsession and the dreams, and the last one is the need for wider interaction and friendship of friends with similar and different gender, and for the last one again is the emergence of conflicts as a result of the transition from childhood to adulthood. Late teens have started to understand, direct, develop, and maintain identity. I think that's all.

Moderator: Thank you for the first speaker. Second speaker is Miss D. So, how does the environment give influence for the teenagers?

Second Speaker: OK. In Junior high school we spend three years, and then in senior high school we also spend three years, then for the next is in college we will spend four years. So, I think that, this environment is really crucial in our life. It is caused we will find many characters of people in this environment and we should to be selective in making friends. For example, in senior high school, there are many students with different character, maybe people who really love shopping, reading and go around. Then,

we should select our friend, because if we make a relation with a friend who is really harmful for us, it will make a not good relation. Because, we know that if our friend is good, so, we also can be good people. If your friend is naughty, maybe she or he drinks alcohol or maybe she or he always plays game and maybe drugs and smoking. Maybe your friend can influence your life. So, at the beginning you didn't know anything about drugs, smoking, free sex, but with your friend and your educational background, maybe your answer will tell. And in this case, the most important thing is that your self can influence your life. Thank you.

Moderator: Thank you for Miss D. The next is Miss E, what's your opinion about the impact of society for teenagers in their developmental?

Third Panelist: OK. Thank you for the question, and let me tell you about the impact of society for teenagers like smoking, drugs, etc. So for these problems, maybe I want to give two minded that can be used in our environment. For the first is having good norm and moral. Here means that has good norm and moral in society. In society, we should have good norm just like norm about the attitude how to wear and how to speak about politeness, so when that society has good norm and moral, the teenagers will feel shy or afraid to fight the norm itself. Because, there are no extent house in the society for she or he knows about the goodness. And then as they live, the teenagers will respect the norm and the moral if the society only knows the goodness in the era. And then the second is bad or good organization. Organization sometimes can give bad or good effect in our life. But, here means good organization for teenagers, such as, in Islam as Muslim maybe known as Remaja Masjid or the others like organization of the creativity. So, it is more useful that other activity. So, they can filter some good things, so they don't do anything that can harmful themselves. Ok, I think that's all. Thank you.

Moderator: Ok. Thank you for all speakers, for all the explanation. And for Miss D, as Mr. E said that society as the environment influence has influences for the developmental of teenagers. Do you agree for that statement? Well, I would like to open maybe two chances from audiences to our speakers to ask something related to the topic discussed, mention your name, please.

The Audience: (raising hand), yes I will ask question.

Moderator: Yes, Mr. MI, please!

The Audience: Thank you for the time. My name is MI may be my question is about divorced parents who can make the character for their children, is it clear? Thank you.

Moderator: OK. Wait ya. Mr. MI asks about the role of divorced parents to shape the character of the children and teenagers, because, it also can influence the developmental of teenagers. *Can you explain more*

about character shaped from different sight of divorced parents?
(1.2)

Second Speaker: ok. Parents divorced sometimes make children be confused, but I think the parents should give the explanation about why they divorced and then they... what is it...? Emm... ***could you please help me to answer this one?*** (1.3)

Third Speaker: Just go on, continue your answer.

Second Speaker: Maybe, they are in different place, but they are still their parents.

Moderator: So, is there any comment? Is it acceptable, Mr. MI? Does it answer your question? The speaker has stated that the children have to keep the relation between the parents even though their parents have divorced.

MI: But, do the children understand the reason why their parents divorced? ***May be you can explain and make it clear?*** (1.4)

Moderator: Yes, so, Mr. MI asks that do you think that the children understand the problems which belong to their parents.

Second Speaker: Yeah, I think the children didn't get explanation about the parents divorced. But, I think some children know the reason, maybe their parents should give extra attention to their children after they divorced. Because, keeping contact between divorced parents and the children is a must.

Moderator: OK. Is that clear, Mr. MI?

MI: yes, thanks.

Moderator: OK. ***Would you like to ask?*** (1.5)

The Audience: Thank you for the time. My name is Z. Previously, Miss D said that one part of the hardest adjustment the teenagers developmental to the social environment is in the school where there are a lot of friends that have some influence. So, how to select friend who is appropriate for us as the teenagers?

The Audience: ***can you pass the phone?*** (1.6)

The Audience: (Passing the phone)

Third Speaker: OK. Thank you for the question, Miss Z. Teenagers are more outside home with peers, so it is understandable that attitude, conversation, interests, appearance and behavior of peers greater influence than family, for example, if a teenager wearing a model of the same clothes as clothes members of the group were popular, then a chance for him to can be accepted by the group becomes larger. In the same age group, they are trying to find themselves. Peer groups provide an environment that is a world where teenagers can socialize where the prevailing value is set by friends of the same age, There lies harmful to the mental development of teens, if the value of which is developed in a peer group is a negative value, it would be dangerous if this peer group tend to be in closed group, where each member cannot be separated from his group and should follow the value developed by a group leader, attitudes, thoughts, behaviors, and lifestyle is a behavior and

lifestyle group. So, as teenagers have to notice the behavior of their friend before making friend.

Audiences: oh I see.

Audience: so, how can we know that a friend is good for us as teenager?

Third Speaker: As we know that friend is a first social agent for the children outside home, so a friend who is not dictator is good for being a friend.

Moderator: so, your question is related to friend who is crucial for the developmental of the teenagers.

Audiences: yes, so all speakers have already answered my question relating to the topic I asked. Thank you.

Moderator: OK. Is it clear Miss Z?

The Audience: Yes, clear. Thank you.

Moderator: OK. Thank you. Thank you for all speakers for presenting a nice topic and don't forget give applause for them. Well this discussion talks about environment to influence the educational children and teenagers. Start from Mr. F, you said that teenager has developed the ability to understand people and make friends. They choose a friend who has the same nature and psychological quality as themselves, Miss D about the statement about the environment is crucial thing in teenager's life. And, the most important thing is that teenager can influence their life by themselves. And from Miss E stated about the impact of environment for teenagers' developmental then, they can filter some good things, so they don't do anything that can harmful themselves. It can be concluded that for each environment, they have important role for each other. For example, in family environment that is in family upbringing, family conditions, and moral education in family, then in educational environment that is environmental peers, and the last is the social environment that is society. What can we highlight from this discussion is we have to be smart to choose friend. So, thank you for all the attention in this panel discussion. Wassalammu'alaikum Wr. Wb.

How to Protect New Generation from Harmful Foods

Moderator: Assalammu'alaikum Wr. Wb.

Audiences: Wa'alaikumsalam Wr. Wb.

Moderator: OK. Today, we will have panel discussion, and I as the Moderator will bring you to the interesting topic. That is about how to protect new generation from harmful foods. Harmful food actually can harm new generation. And some harmful foods are often consumed by the children as the new generation, I provide you some speakers to discuss the topic. The first is Miss B, Miss E, and Mr. U. Ok. For the audiences, please pay attention to the speakers. Do not interrupt the speakers because in the end of the section, we will have question section. OK. Now, we are going to the explanation of Miss B. So,

Miss B, what is the actually the ways of protecting new generation from harmful food?

First Speaker: OK. I will explain about the ways of protecting new generation from harmful food. Much of the evidence about the dangers of snacks for children, especially around the school also makes us as parents to fret when the child starts school at the primary level and no longer possible to care for and watch continuously. To solve this problem, as parents can anticipate by a variety of ways, such as, make the provision of attractive and preferred by children. Parents can create an attractive stock to be brought to school, such as meals or cakes made with forms of animals, letters, numbers or faces and so on. Parents should involve children's participation on the provisions that they want to bring to school. Parents can also involve children in choosing foods when buying or let it help in the process of making food / drinks to these provisions. This will make children more excited and not feel embarrassed bringing lunch to school to see their friends. Instead, they will boast that the provision could be brought so that it would make his friends were also keen to bring lunch from home rather than eating snacks. To protect children from unhealthy snacks / dangerous not able to watch live continuously both at school and at home. Provide knowledge and raise awareness of children can be more effective to avoid their snack at random. The role of parents is very important to know how so that children do not snack at random can even make the kids feel proud to bring lunch to school. If this is successfully done at the elementary school level, then upon entering middle school children have had sufficient awareness to avoid eating snacks at random even though they are no longer bringing lunch to school. Ok, thank you.

Moderator: OK. And that is the way of protecting new generation from harmful food that is, by providing the healthy food with give the provision for the children. And the question for the next speaker, what is the other action of parents in protecting our next generation from the harmful foods?

Second Speaker: Ok, thank you for the chance. It has been widely reported how bad the good quality snacks in schools, around schools and even in the home environment. Snacks for children, especially in schools /near schools often are not guaranteed health partly because food consumed less good for health, as too much flavor and preservatives or packaging means less attention to health standards. The most dangerous is the use of chemicals that are not allowed to be foodstuffs such as textile dyes, borax, formalin and vegetable oils dissolve the plastic wrapping when making fried food. Children generally love with junk food or unhealthy food. This needs to be taken in order to eat junk food do not become habits of children and continues into adulthood. Parents

play an important role to avoid junk food eating habits of children. One way to introduce healthy food to children as early as possible if you want to grow a healthy baby. Limiting consumption of junk food is certainly not without reason. As in adults, junk food can also be bad for the health of children that is less nutritious food. As a result of the habit of eating junk food, there is no more room for more nutritious meal for children already felt satisfied. Lack of nutritious food can make a child's growth is not optimal, including brain development. This is one reason it is important to not let children eat too much junk food. Many consume junk food your child means a lack of nutrients needed for growth. As a result, the child's immune system had to be decreased. Children will get sick more easily.OK.

Moderator: OK. Now, we are going to the last speaker Mr. U. Time is yours.

Third Panelist: OK. I would like to tell the program of how to protect new generation from harmful food. As we know that fast food or junk food is a term for the food ready for consumption are processed in a relatively quick time and it is known as a harmful food. Although it is very tempting, but the fast food such as burgers, fries, fried chicken, pizza or could negatively impact our health because they contain a lot of saturated fat, calories and cholesterol are high. Worse, too often eat fast food may speed up the aging process. For that, as much as possible we have to control myself so as not to be tempted by fast food in order to maintain the health of our bodies. Here are some tips to refrain from eating fast food, Make it a habit to have breakfast first at home before we go to school or work in order to not feel hungry when you are outside. Remember in your mind, that fast food is bad for health impact. By doing so, you may be in no mood to eat. Prepare snacks always beside you. Thus, if there is an offer friend for a meal at a fast food restaurant, you have a reason to reject it. Besides, we can fast to withstand hunger, especially stifle curiosity eating unhealthy food or harmful food. In addition, fasting is not just the minds but also form a perfect personality: forming a high social sensitivity ". Fasting is not just hungry, but refraining from a variety of circumstances that would make him fall into a bad reality. Fasting really can shape the mentality to be more perfect.

Moderator: OK. Thank you. That is the way of protecting new generation of harmful food from Mr. U. Now it's the time for the audiences to ask the speakers or to give opinion, please!

The Audience: (raising hand) yes, *can I ask for the last speaker?(2.1)*

Moderator: Yes, Please.

The Audience: OK, thank you. I'm going to ask to the last speaker that is about the miracle that you've explained. As you stated before, how do the two terms fasting and bright future are correlated each other because we know if we think logically, if we do such kind of

fasting and we think about bright future. Is there any correlation then? If then, what is and how to correlate it? Thank you.

Moderator: OK, who will answer the first question? *Can we start to answer? (2.2)*

Third Speaker: OK. I try to answer. As I stated before that fasting is not just the minds but also form a perfect personality. Fasting is not just hungry, but refraining from a variety of circumstances that would make him fall into a bad reality. Fasting really can shape the mentality to be more perfect. So, bright future can also occur from doing fasting. So, it has correlation, I think. Maybe, there are audiences who want share their opinion about this correlation. Maybe some of you know about this case.

Moderator: Is it clear, Mr. D?

The Audience: *May I add? (2.3)*

Moderator: OK. Please!

The Audience: As we know that in doing fasting, we have a time for fast breaking. So, I think the children also have time for eating harmful food. Then, what theory you used is wrong because it has no relation between fasting and bright future. Why? The reason is you said that by fasting the children can be a bright future, whereas in fasting we have fast breaking. Isn't it?

First speaker: *Can I give my opinion? (2.4)*

The Audience: yes, please.

First speaker: OK, Thank you. What you said is right, but maybe what Mr. U means is about the decrease of eating harmful food. So, by fasting the children can decrease their habit of eating harmful food. The way children decrease eating harmful food can create a bright future. Is it acceptable?

The Audience: O I see. Thank you for giving your opinion.

Moderator: Yes.

Moderator: OK. The last question?

Moderator: OK. Thank You. Because there is no question from audiences and the time is over. So, we must end this panel discussion. From this discussion, I can conclude that from the first speaker talks about much of the evidence about the dangers of snacks for children, especially around the school. To solve this problem, as parents can anticipate by a variety of ways, such as, provide lunch box for their children. Then from the second speaker talks about the danger of snack which can damage the children. And from the last speaker is about protecting the new generation by teaching to do fasting. OK. Thank you. This is the end of panel discussion. Wassalammu'alaikum Wr. Wb.

Misuse of Technology

Moderator: Assalammu'alaikum Wr. Wb.

Audiences: Wa'alaikumsalam Wr. Wb.

Moderator: Good morning everybody. Welcome to this panel discussion. And welcome to the great Speakers front of you all. In this panel discussion, we will discuss about misuse of technology. As we know that technology is the whole the mediums to provide the goods necessary for the survival and comfort of human life. For example, the rise of communication technology, which lowers the barrier to interaction of human beings, and as a result, has helped give birth to a new sub-culture For more clear explanation, let's we hear Mr. MI, *give applause, please!(3.1)*

Audiences: (giving applause)

First Speaker: Assalammu'alaikum Wr. Wb.

Audiences: Wa'alaikumsalam Wr. Wb.

First Speaker: Alhamdulillah. First of all, thanks to Allah, the Lord, who has given us a piece so that we can gather in this place to discuss about misuse of technology, second, sholawat and salam are always given to our prophet, Muhammad SAW who has led us from the darkness to the lightness. Information technology is a field of science that studies how the information can be easily processed and delivered quickly and effectively. Along the times developing information technology that allows us to exchange information with each other without long time. On the other hand, the technology also has negative impacts that cannot take for granted because it can cause social problems sustained due to misuse of technological developments. Some of the social problems in Indonesia which are in result of the misuse of technological developments that are cruelty and sadism also displayed on the computer a lot. Because the world in terms of content on the Internet is not limited to, the owners of the site using a variety of ways in order to sell their sites. One of them by showing something that shows the cruelty and sadism. It occurs mainly in children. They will have a lack of sensitivity toward others, triggered the emergence of aggressive behaviors and sadistic child, and could lead to encouragement to children to commit criminal acts as it sees (mimic scenes of violence). The presumption about the Internet is related to pornography, is not wrong. With the ability to deliver information that is owned by the Internet, pornography was widespread. So many pornography sites on the Internet, troubling many parties, especially among parents who worry their children will consume things that are pornographic. On the internet there are images of pornography that could result in a boost to a person's criminal act. Ironically, there are sites that did make the children as the target audience. They are trying to create a site that is likely to have relevance to children and often they explore. That is the point

about misuse of technology maybe, hopefully in the future the technology is used as it should be and useful to mankind rather than destroy generation - the next generation, if you have any questions, you can ask later. Thank you.

Audience: Hi S!

Audience: what? (looking down the road to his friend.)

Audience: *Help me make questions for an exam in Ma'had. (3.2)*

Audience: Hee. I can't do that. You are better in English than me. I believe you are able in doing this.

Audience: *Keep silent, please! (3.3)*

Audiences: (In Silence)

Moderator: Thank you for your explanation, Mr. MI, and we are ready for the next speaker. So, we will discuss about the impact of using technology that will be delivered by Miss V. Time is yours, please.

Second Speaker: Assalammu'alaikum Wr. Wb.

Audiences: Wa'alaikumsalam Wr. Wb.

Second Speaker: Thank you for the chance for me to give information about technology can cause effect the intelligence. Technology turned out to be the cause of our brain slows down in performance. Actually, there a lot of information that we can still remember the memory through the brain. But, we always abusing google to get all the information we want quickly. The technology is extremely beneficial that a lot but audience, we have to remember that if we do not need to depend on the technology later on. Not something strange that today's teens are more clever at using technology than their parents, because the technology is developing so rapidly the last few years, and of course the parents who already do not have enough time to learn to keep up with their children in terms of cleverness use of technology, and, of sure parents are very difficult to supervise their children in the use of technology, and the worse the teens- was not offset ingenuity her in using technology with intelligence, so that the technology actually has a million benefit will be a boomerang attacked them with a variety of negative impacts, one of them is pornography. Internet provides all sorts of information both positive and negative, of which one is the impact of the internet spread pornography and with the ease of access to information that makes pornographic Internet users abusing the Internet caused many immoral acts. Cruelty and sadism displayed only for profit without considering the impact on the dissemination of such information. Internet was not spared from fraud because of the advantages of the Internet makes everyone think to look for a quick profit is to deceive. This can be addressed by contacting or confirmed to the information provider. Crimes committed by detecting the transaction as direct and open nature of the Internet makes

criminals exploit to hack credit cards to record their card code. Internet can cause dependence to forget the time to carry out its obligations. Examples are addicted to social media or online games are very time consuming. From the abundance of information on the Internet makes learning students are taking the information from the internet and no longer cultivate reading a book, there is the internet where the information is not necessarily true. This makes the students instilled in him to work instantly without the process that is not read books as a source of information that is correct and no doubt about the truth of the book because it has several stages in the book's publication. That's all. Thank you.

Moderator: OK. That's very nice explanation, Miss V. Now, let's see benefit of using Internet which is known as the part of technology. Ok. Let's hear together the explanation from Miss Z.

Third Speaker: Assalammu'alaikum Wr. Wb.

Audiences: Wa'alaikumsalam Wr. Wb.

Third Speaker: I would like to explain of what are the benefits of technology.

Actually, technology does not only give the impact, but also give the benefits. One of technology kinds is Internet. It has some benefits for People, for the first is as a source of information on any subject would be very helpful people's lives. For those who work in education or others can find a variety of information from the internet. The next benefit is the existence of the Internet can facilitate or expedite a job. For example, there is a data from one office to be delivered to another office. This submission can use the media electronic mail (email) that would use the Internet. Besides, this is where the benefits of social networking on the Internet. We can use any social networking to promote, or even create a personal site containing our efforts. In addition, the benefits of the internet for people not just limited to the business, and also for the consumers. When we are lazy to leave the house for shopping certain items, we can look for the things we want via the Internet. Live messages, pay the agreed manner, and then wait at home. It's easy, is not it? Thus, some benefits of the Internet can be useful to all of us. That's all.

Moderator: that's the great explanation. Thank you for Miss Z. OK. We have already discussed about misuse of technology. Is there any addition among these speakers?

The Audience: (raising hand)

Moderator: well, please.

The Audience: OK. Because time is up, I would like to ask for the second speaker. You know that our big topic is about what have you explained before, and you talk about the negative impact of technology, right? And my question would be, what is the further publication for those people who are breaking in social emotion. And then, what is the

code implication towards the next generation itself. Is there any people who have weak emotion would be such kinds of criminal, rubber or something else. And then, then you haven't explained more about it. ***You can explain it more detail later. (3.4)***

Moderator: OK. Thank you for the question. You said that you talk about, what is that Misuse of technology. But you talk about the internet for social emotion. What is the correlation between the virtual work and technology. ***Maybe you can answer first. (3.5)***

The second speaker: OK thank you. For the audience, I try to answer the first question, actually I have explained before clearly, but you talk with others. Well, what can we do to develop social emotions are identify and provide the names of feelings, then try to express feelings, after that we can assess the intensity of feelings, besides, managing feelings can be done also, and delaying gratification, and the next is impulse control, for the next is crucial for us that is reducing stress and may be the last is understanding the difference between feelings and actions. Conscious or not, care that is based on roughness and violence lead to mental and psychological teens become depressed, always sad, insecure, useless, unable to control himself, vengeful, and rebellious. Teenagers like this would not be able to respect themselves and are not able to manage and control their emotions. This teenager vent his emotions outside the home in the form of delinquent behavior such as, stealing, drugs, free sex, fights / brawls and physical harm to others. So I think, it will plunge they who have a weak emotion. To avoid misleading of children to bad influence, then what I have explained before that is the way of developing social emotions can be done.

Moderator: OK, Miss V. Thank you for your answer and your explanation. I'm sorry time's up. I'm sorry. Thank you for the audiences. Thank you for the great speakers. Ladies and gents, for our discussion we can conclude that some impact that can influence people in using technology are critical problems, social emotions, and intelligence problems. In addition, the benefits also occur in using technology specifically in Internet. Don't let technology influence your daily life. ***Don't you want to give applause? (3.6)***

Audiences: (Laughing and giving applause)

Moderator: Thank you. I'm sorry if I have a mistake. Let's close by saying hamdalah.

All: Alhamdulillah.

Violence and Scary Movie Effects on Children

Moderator: Ok, Ladies and Gentlemen, thank you very much for coming to this time. My name is SD as the moderator in this discussion. Now, we will discuss about violence and scary movie effects on children. Movie is a series of images, which when displayed on the screen will create the illusion of moving images. Many of people in Indonesia are arguing about this kind of issue that happened as in Indonesia. So, as one of the citizens of Indonesia, we would like to give you a discussion and opinion in our time today. So, we invite the experts which I will introduce to you. First, is from KPAI, we have Miss D here. Next, we have the Observer of Utopia Society that is Miss Z. Next, we have a Representative of University of Indonesia, there is Miss B. OK. Thank you. To over the discussion, every single participant or speaker will have a chance to deliver their opinion for five minutes. To start this discussion, I would like to invite Miss D, as the representative of KPAI, please give your comment.

KPAI: Thank you. Sitting in front of you all, I will give you explanation about the violence and scary movie effects on children. The entertainment world is inseparable from human life, because the human being in their life need of comfort. After working with the logic of the human brain in a long time, then people need entertainment to stretch the brain and refresh the mind so that it can work back to the optimum. Therefore, the human being needs entertainment. Today, a wide range of entertainment is offered. One way that is most often committed by the Indonesian people are watching television. For almost every home has a television Indonesian citizen. Television broadcast the various events that can provide entertainment to the public. Such as soap operas, comedy, movies, quizzes, reality shows, and others. Of those views most broadcasted is a soap opera. The fans of soap operas, especially women feel comforted and satisfied with the soap operas almost showed every day. In fact, almost all private television stations broadcast a soap opera. However, there are still one or two private television stations that do not broadcast soap operas. Most soap opera that aired themed romance. Adolescents become an easy target audience of this dish. This is not surprising because adolescence is puberty. Therefore the soap opera story in Indonesia is dominated by romance among teenagers. Teen soap opera-themed romance contains love stories that occur in adolescence. But really unfortunate because the love story in the soap opera more contained affair, freedom of life, sex, drugs, bullying and youth violence. This issue will certainly have a negative impact on the development of adolescent life. So it is possible that the actions of the characters in soap operas can be replicated. Even for teens become big fans of a certain soap opera actress could imitate the lifestyle and behavior of the artist. If the artists have good behavior, then it will be no problem. But it would be a problem if the characters in the soap opera act negatively.

Moderator: OK, thank you very much for the opinion and the big point of KPAI.

Then, why we are not going to the next speaker. It is the important part

that we have to know because she is the observer of society, as the representative of the society in Utopia. She has concerned a big knowledge about the people in Indonesia which is in this occasion of harmful of the cartoon, *Miss Z, would you please tell me about your opinion. (4.1)*

Miss Z: OK, thank you for the chance.

Miss Z: As we know that cartoon is an image with a funny appearance that represents an event. No doubt for that understanding, that the cartoon effects on children, which greater influence here due to the frequent of its aired and no power to combat that. Until now, the media that broadcast the cartoon is very strong and very intense. Therefore, if you ask people who've watched cartoons in their childhood, they'll tell you the stories and events much as if they were in front of their eyes. Watching cartoons really brings the pleasure and benefits for the consumers. Besides entertaining, animated cartoon series also has a variety of life lessons we can learn. Nevertheless, the cartoon turned out to have a negative impact that is harmful to children's development. Cartoon has become an inevitable part of children's lives every day. Parents allow their children just sit in front of the TV for hours to watch his favorite cartoon. As a result, they will be preoccupied with their own world without regard to the surrounding environment. In addition, watching cartoons every day will make them addict. In turn, these bad habits will affect their physical and mental development. So what are the negative effects of other cartoons for children? Some adverse effects of the cartoon show physical and mental development of children that you should watch as parents are development of language ability, vision problems, reducing physical activity, problematic behavior, and violence. Most of the cartoons do not use the proper vocabulary and rarely applied in everyday life. Of course, it will be imitated by children. Instead of trying to talk, they would just say words like in their favorite cartoon characters. This is one of the negative impacts on children's cartoons. The next is exposure of bright light from a TV, computer or tablet continuously is not good for the eyes for the little guy. Spending too much time in front of this screen will affect the vision of your children, and in the end they will have vision problems such as nearsightedness later. Addictions to cartoons will make them spend most of their time indoors. They will never know how much fun playing in the fields with their friends. Playing outdoors will help them to know nature and will also make them active. Therefore, do not let your children miss the precious moments in life. Besides, spending too much time in front of TV screens to watch cartoons is one of the root causes of why children are ostracized by his peers. In addition, they will also be weak in the association. If it is so, children are addicted to cartoons will no longer care about the surrounding environment. This will affect their social behavior can even be carried into adulthood. At last, there are number of cartoon series of violent and loved by children. This is a serious problem because of the nature of children instinct is to

replicate the behaviors or actions that they saw and witnessed. What you teach and what you do will shape your child's habits. Well, those are some negative impact on the development of children's cartoons. As a good parent, choose a suitable display for your children and assist them while watching cartoons. Thank you.

Moderator: So, there are some negative impacts on the development of children's cartoons. I think that is important of the second speaker said that as a good parent, we have to choose the suitable display and assist the children while watching cartoons. So, let's go to the last but not least, we go to the representative of University of Indonesia. Miss B *please let us to know about the genre movie that is appropriate for children and also teenagers. (4.2)*

Miss B: OK.

Miss B: In Indonesia, the rating system settings defined by the government in UU. No. 33 of 2009 in movie subsection 7 which says the movie that became an essential element of movie activity and movie business with the inclusion of the classification of age on the movie audience that includes movies, they are for audiences of all ages (SU). Then, for audiences age of thirteen (13) years or over the age (R). The next is for audiences age of 17 (seventeen) years or more (RBO), and last, for audiences age of 21 (twenty-one) years or more (D). Well, for all general audiences can be witnessed by anyone without exception it is in because the film with this rating does not contain mature content. Movies rated G is safe for viewing by children. Examples of cartoons included in this group are: Dora The Explorer, Upin-Ipin, Finding Nemo etc. Then, an R-rated movie contains some adult material. Thus parents should prohibit their children who are under 17 years old to watch movies with this rating without the guidance of parents directly. Parents are advised to find out how the film is categorized as a ratings-R to determine whether the movie is appropriate for their children or not. Generally inappropriate parents took their children to watch a movie that is rated-R. Example of the cartoons with this rating is The Simpsons. An RBO films rated movies that are rated "too adult" for children aged 17 years and under. There should be no children who watch it, considering the category RBO may contains adult material or other elements that may be considered by parents as too harsh. And the last one is for and adult, where the audiences are available for the age of twenty one year or more. Ok that's all. Thanks.

Moderator: OK. Thank you very much for your explanation, Miss B. Because I think the time is limited so I only open two questions to the audiences. So, if you have questions, don't hesitate to tell it because all the speakers who sit in front of you here are the expert. OK. Yes please.

The Audience: Bismillahirrahmaanirrahiim, Assalamu'alaikum warohmatullah wabarokatuh. I want to ask to what happen in Indonesia right now, what kind of crime that is currently done as the effect of the

spectacle on TV. Who is the victim and what has been done by them? Thank you.

Moderator: OK. From Miss M's question, she asks about what kind of crime that is currently done as the effect of the spectacle on TV. Who is the victim and what has been done by them? *Can you answer the questions? (4.3)*

First Speaker: let the others to ask then we'll answer them.

Moderator: *OK. Ask questions, please. (4.4)* I know you have many questions.

The Audiences: (laughing)

The Audience: (raising hand) I have questions, well TV program has SU, R, RBO and D as you stated before. But, what is your opinion about TV program which there is no specific sign SU, R, RBO or D. However, the audiences of those TV programs are the children. And what is the solution?

Moderator: Maybe, I can give addition about what Mr.D asks that there is no specific sign that have you explained before in a TV program, whereas the audiences are the children. Could you give solution for this problem? May be, the first speaker or who wants to answer?

Second Speaker: who wants to answer the first question?

Third Speaker: I want to answer the second question, first. *May I share my experience related to the topic? (4.5)*

Moderator: well, our speaker will try to answer. For Miss B, please.

Miss B: There are several solutions to overcome the negative impact of the television show. Is it what you meant, right?

Audience: (nodding)

Miss B: (smiling) First, keep the spectacle of the whole child and do not let children watch television freely. Second, accompany the children in watching television and if it is applied in everyday activities, the results are very positive. The role of parents on the side of children when watching television can give explanation directly if there are scenes of violence. When children watch television, make sure they really understand the opinion that you provide about the violence. Discuss ways to resolve a quarrel without the presence of violence, by giving examples of events that occur daily. So, from those solutions, you also can give time for watching TV in a period or whatever you set the time. Because your children actually need time for playing, not watching TV as their routines.

Audience: OK, thank you for your answer.

Moderator: is it clear, Mr. D?

Audience: (nodding) thank you

Moderator: Can you answer the first question, now? The time will be up.

KPAI: OK. Thank you for the question. I try to answer your question, Miss M.

The rise of television stations in the contest of the audience rating, so they forget the element content and the material of the aired which can be watched by all ages. The other side is very ironic that the government's role in filtering the television show had a very small role (censors Film),

for the conditions now, the role of parents should dare to say firmly "no watching TV" Why is the role of parents should be firm, because the first victim of the influence of television is children, if children under 2 years left to parents to watch television shows will absorb any adverse effects, particularly on brain development, emotional, social and cognitive abilities, watch early television can result in the connection process between the brain cells to be imperfect. OK I think that's what I can state to answer your question.

Moderator: is it acceptable, Miss B?

The Audience: OK.

Moderator: Because the time has finished, we need to close this discussion. Give applause for our three speakers.

Audiences: (Applause)

Moderator: OK thank you. I am as the moderator just wants to conclude something. There is a matter how to manage our time very well to study and to watch TV, especially for the children, but don't forget to the parents especially this parents' role is very crucial to give attention to their children, to avoid them from negative impact by consuming or watching TV too much. Ladies and gents, the several things also can be concluded from the speakers to avoid bad impacts' movie on children. First one is monitoring what your children watch, the next one is make sure what your children watch are appropriate. The next one is, be available to talk with children about their spectacles. The last one is, set the guideline is necessary of how long they can watch TV. Thank you very much. Wassalamu'alaikum warohmatullah wabarokatuh.

APPENDIX B

Observation Checklist

Students' Form

Semester:

Date:

Observer:

Lecturer:

Time:

Request

Request Strategies	Utterances	Number of requesting act types	Request Responses	Utterances	Number of responding requests
Mood Derivable			Expected		
Performatives			Non-expected		
Hedge Performatives					
Obligation statement					
Want statement					
Suggestory formulae					
Query Preparatory					
Strong hints					
Mild Hints					
Total			Total		



APPENDIX C
THE REQUEST STRATEGIES USED BY THE STUDENTS OF ENGLISH
LETTERS AND LANGUAGE DEPARTMENT

No.	Utterance	Types of Request Strategies										Response	Type of Request Responses	
		MD	P	HP	OS	WS	SF	QP	SH	MH	E		NE	
1	<i>Pass me the paper, please.</i>	√										(giving the paper)	√	
2	<i>Can you explain more about character shaped from different sight of divorced parents?</i>							√				Ok (answering)	√	
3	<i>Could you please help me to answer this one?</i>							√				Just go on, continue your answer.		√
4	<i>May be you can explain and make it clear?</i>							√				Yeah (answering and explaining)	√	
5	<i>Would you like to ask?</i>			√								Thank you for the time.	√	
6	<i>Can you pass the phone?</i>							√				(Passing the phone)	√	
7	<i>Can I ask for the last speaker?</i>							√				Yes, Please.	√	
8	<i>Can we start to answer?</i>							√				OK. I try to answer (answering the question).	√	
9	<i>May I add?</i>					√						OK. Please!	√	
10	<i>Can I give my opinion?</i>							√				Yes, please.	√	
11	<i>Give applause, please!</i>	√										(giving applause)	√	
12	<i>Help me make questions for an exam in Ma'had.</i>	√										Hee. I can't do that. You are better in English than me. I believe you are able in doing		√

										this.		
13	<i>Silent, please!</i>	√								(In Silence)	√	
14	<i>You can explain it more detail later.</i>						√			I have explained before clearly, but you talk with others (Then explaining).	√	
15	<i>Maybe you can answer first.</i>						√			OK, thank you.	√	
16	<i>Don't you want to give applause?</i>					√				(Laughing and giving applause)	√	
17	<i>Would you please tell me about your opinion?</i>			√						OK, thank you for the chance.	√	
18	<i>Please let us know about the genre movie that is appropriate for children and also teenagers.</i>	√								OK.	√	
19	<i>Can you answer the questions?</i>						√			Let the others to ask then we'll answer them.		√
20	<i>OK. Ask questions, please.</i>	√								(laughing)		√
21	<i>May I share my experience related to the topic?</i>					√				Well, our speaker will try to answer. For Miss B, please.	√	

Abbreviation:

- MD: Mood Derivable
- P: Performative
- HP: Hedge Performative
- OS: Obligation Statement
- WS: Want Statement
- SF: Suggestory Formulae

- QP: Query Preparatory
- SH: Strong Hints
- MH: Mild Hints
- E: Expected
- NE: Non-Expected

