

ABSTRACT

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Key terms: Request Speech Act, EFL Students, Distance-based.

This study aims to examine how Indonesian English as a Foreign Language (EFL) students formulate requests in English, with particular attention to the influence of interlocutor familiarity. The objectives are to identify the request speech act strategies used by EFL students and to examine the social functions underlying their use. This study employs a qualitative approach using descriptive analysis. Data were collected using a Discourse Completion Task (DCT), designed to account for social distance between interlocutors. The results show that students employed four request strategies, as classified by Trosborg (1995): Direct, Indirect, Conventionally Indirect, and Typically Indirect. In addition, two social functions were identified based on Tsui (1994): Action Requests and Permission Requests. The Conventionally Indirect strategy was the most frequently used, with 55 occurrences, while the request for permission emerged as the most dominant social function, occurring 56 times. In conclusion, the results of this study indicate that social factors, such as the level of closeness between the speaker and the listener, influence the choice of request strategies and social functions. This research confirms that the use of request strategies is determined not only by the purpose of communication but also by the social context in which the interaction takes place.