

CHAPTER VI

CONCLUSION AND SUGGESTIONS

A. Conclusion

This section presents the results and discussion of this study regarding the strategies and social functions used by sixth-semester students in the Department of English Education at Universitas PGRI Madiun. This study identified four request strategies proposed by Trosborg (1995): direct, indirect, conventionally indirect, and typically indirect. In this study, the conventionally indirect request strategy, with a total of 55 instances (30%) of the overall data, was the most frequently used strategy by students. These results indicate that students tend to choose forms of request that remain clear while maintaining politeness in communication.

This study also identified two social functions of the request speech act, according to Tsui (1994): request for action and request for permission. The request-for-action function was the most frequently encountered in participants' responses, with a total of 56 instances (55%) across the overall data. This indicates that students frequently use the request speech act to ask others to perform an action or help fulfill a specific need in various communications. This frequent use indicates that requests for action are the most common communication goal in everyday interactions.

The research results also show that social factors, such as the level of closeness between the speaker and listener, influence the choice of request

strategy. Students tend to use more direct strategies with close friends, while indirect and more polite strategies are often used when interacting with lecturers, people of higher status, or strangers. Thus, 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.

B. Suggestion

1. The Students

Through this study, it is hoped that students will improve their pragmatic competences, particularly their appropriate use of the request speech act in communicative contexts. Understanding various request strategies and social functions can help students communicate more effectively and politely in academic settings and everyday life.

2. The English Lecturers

Teachers are advised to provide students with more opportunities to practice using speech acts in various communication situations. Activities such as role-playing, discussions, and communication simulations can help students understand the importance of selecting language strategies appropriate to the social context.

3. The Future Researchers

Future researchers are advised to study request discourse with a larger sample size or to use different research methods in order to obtain more comprehensive results. Furthermore, given that this study collected

written data, future researchers are advised to use oral data collection methods, such as recording natural conversations or role-plays, in order to capture aspects of spontaneous speech, intonation, and politeness strategies that may not be apparent in written data. Furthermore, this study could be expanded to include other discourse acts, such as apologies, refusals, and compliments, to enrich pragmatic studies in the context of English language learning.