4. Findings and Analysis

After the writer finished collecting the data, the writer analyzed the findings and made an interpretation. The writer classified and analyzed the request expression based on the Ervin-Tripp theory. Some interpretation was done afterward.

4.1 Analysis of the request made by male children to their servant

The first one is to analyze the male children's requests. The writer performed the request categorization based on Ervin-Tripp female. After that, the writer analyzed the request and make interpretations on each type. According to the Ervin-Tripp theory, there are six different types of request. They are bald imperatives, need statement, question directives, embedded imperatives, permission directives, and hints. The writer found out that out of six types only three types were found in male children's request. They are Need statements, Bald Imperatives, and Hints.

4.1.1 Need statement

In my research observation, male children use need statement as their request expression when they need something but the request is not too urgent. The request can be delayed or postponed. These request data belong to need statement request by Ervin-Tripp:

1. *Mbak, aku mau susu pake es batu!*

    [Mbak, I want milk with ice cubes]

2. *Mbak, aku pingin pisang goreng!*

    [Mbak, I want fried banana]

Next, is the result of the analysis and its interpretation;

This was the situation when I commence my observation:

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Situation 1:

Child : *Mbak, aku mau susu pake es batu!*

[mbak, I want milk with ice cube]

Servant : *Lho, kamu barusan khan udah tak buatin jus jeruk!*

[Huh? I just made an orange juice for you]

Child : *Sudah habis, mbak!*

[I have finished drinking it, mbak!]

Servant : *Jangan makan terus to dik. Nanti mama marah lho!*

[Do not always eat all the time. Mother will get mad at you!]

Child : *Ya wes ya wes ndak usah mbak.*

[Ok ok. Never mind!]

After situation I happened, the boy went back to his room and I tried to ask him why he did not insist on getting his milk? "Where is your milk? Why did you not bring your milk? "I said. Then he replied. "Well actually, I am still full right now but I'm planning to drink one later. "Then why did you not say that to your servant?" I said. "I'm afraid that she (the servant) will report to my mom that I have eaten too much," he replied.

From the situation above, the writer found out that the child's request was refused indirectly by the servant by saying that his mom will be mad if the child eats all the time. The child, maybe realizing that he has already eaten too much, aborted his request. The writer concluded that when the child performed the request by using 'need statement', the child was in the stage of what the writer calls '**attempting**'. The child himself, according to my interpretation, was not sure whether his request will be performed or not by the servant. The child probably understood and was aware that are servant would not perform his request. In spite of that, he still tried to make the request. The writer guessed that the child probably thought, "Who knows I might be able to drink a glass of milk".

Another situation is given in order to make the reader clearer to understand the problem;

Situation 2:

Child   : *Mbak, aku mau pisang goreng!*

              [mbak, I want a fried banana]

Servant   : *Pisang? Mau beli berapa?*

              [Banana? How many fried bananas do you want to buy?]

Child   : *Em, dua ae wes mbak!*

              [Um, I want two!]

Servant   : *Tanya ko andre mau ndak? Tak belikan sekalian.*

              [ask koko andre whether he want one or not? I will buy for him too]

Child   : *Katanya koko ndak usah!*

              [He said no!]

Servant   : *Ya dah, tapi mbak tak ngepel dulu.*

              [Ok, but let me finish sweeping the floor first.]

Child   : *Tapi cepetan ya mbak!*

              [Ok, but hurry up!]

From the situation above, the child requested a fried banana. However, because the servant's job was not finished yet, the servant told the child to wait until the job was finished. I thought that the child would insist that the servant buy him the fried banana but it turned out that the male child agreed to wait until her job was finished. I made another conclusion, which is when the child used 'Need statement'; the request was not urgent and could be performed later on. This non-urgency can be clearly seen from the sentences:

Servant   : *Ya dah, tapi mbak tak ngepel dulu.*

              [Ok, but let me finish sweeping the floor first.]

Child   : Tapi cepetan ya mbak!

[Ok, but hurry up!]

After the servant said [Ok, but let me finish sweeping the floor first], the boy did not say any word that insisted his will, such as "I want it now" or "Do it now", instead he said [Ok but hurry up!]. This means that the child still gave the servant the opportunity or chance to finish her job first.

4.1.2 Bald imperatives

If the need statement are used for making a request which is not too urgent, then male children use bald imperatives as an expression of request that have greater urgency than the Need Statement and the request it self most likely cannot be postponed or delayed. Bald imperative is one of the request types that is also used by children to ask their servant to do something for them. The request form is Verb + the object. These data belongs to Bald Imperatives:

1. *Mbak, bikinin aku susu dulu!*

    [Mbak, make me the milk first!]
2. *Mbak, sepedaku keluarno!*

    [Mbak, take my bicycle out!]
3. *Mbak, kamu disuruh papa beli mie!*

    [Mbak, father asked you to buy noodle!]
4. *Bi, bukano pintu.*

    [Bi, open the door]
5. *Bi, ambilno aku makanan!.*

    [Bi, bring me something to eat!]

Male children often use this type because they want their servant to immediately perform the task. In this research, bald imperatives become an urgent request. I found situations when a particular child asked his servant to bring the food for him but it took a long time because the servant was very busy cleaning

the house. The writer gives the explanation from the data above. These are the situations;

Situation 1:

Child   :   *"Mbak mana makananku? Kok suwe se! Aku wes laper ini lho*!

[Mbak, where is my food? I am starving!]

Servant :   *Sek talah nyo mbak sek beres beres kurang dikit ini!*

[Wait a moment nyo! I'm almost finished with my job!]

Child   :   *Wes nanti ae lah mbak!*

[Just finish it later, mbak!]

Servant :   Iya iya.

[Ok, ok.]

From the situation above, the servant tried to postpone the child's request by saying that she still had a job to be finished, but it turned out that the child did not care. He insisted the servant to do what he said immediately. It is very likely that the servant did not have any power to refuse the child's request, because at the end, she had to quit doing her job and did what the child wanted her to do. From my observation, the male child was using his power over his servant. Whether the child was aware of his position as the master's son or not, he was definitely using his power to make the servant do exactly what he said. I can only assume that the child knew that his father paid the servant to help the family as a whole, and not only the child's father or mother. This child probably observed how his father or mother made a request onto the servant. The child probably saw that the parents' requests have never been refused by the servant. Therefore, the child probably imitated his parents in making request. The child may also know that know that the servant would not have power to refuse him. Next is the situation that explained other interpretation on bald imperatives types:

Situation 2:

The child asked his servant to bring out his bicycle, but his servant's hands were still dirty because the servant was still washing dishes. The servant asked the child to take the bicycle out by himself. Here is the situation:

Child : *"Mbak, sepedaku kok belum kamu keluarno she?*
[Mbak, Why have you not brought out my bicycle yet?]

Servant : *Keluarno sendiri poo nyo, mbak tangannya masih kotor ini!*
[Bring the bicycle out by yourself ok! My hands are still dirty!]

Child : *Aduh, angel keluarnoe. Ayo ta lah mbak!*
[Aw, come on, mbak. It is difficult to bring it out!]

Servant : *Alah ki! Ki! Ki! Ya ya*! (Ki, is abbreviation of kiki the child's name)
[Ok, ok.]

From the situation number two, the writer found out that the servant tried to refuse the child's request due to her activity at that time. The servant thought that the child's request could wait until she has finished her job, but it turned out that the servant could not refuse the request because the child forced her to do it immediately. There are several reasons why the servant was unable to refuse Kiki's request:

✓ First, the servant was afraid that the child would report her to his parents because she disobeyed the child's request.

✓ Second, the child would get angry and cry!

The writer believes that the first reason is the most likely reason why the servant did not dare to refuse the child's request. The servant was afraid that she will be fired. Hence, she decided to leave her task and do what the child wanted her to do. Some data above might be confusing. Here is the data.

Mbak, bukano pintu!

[Mbak, open the door!]

The data above has two kinds of analysis: the first analysis was that it belongs to bald imperatives types. Because the form [mbak, bukano pintu!] [Mbak, open the door!] belongs to bald imperatives is: verb + object. The utterance above has the exact types as bald imperatives. The second analysis was that it belongs to hint directives types because the object is not clearly stated. The object could be living room door or maybe the gate. So, it also could be categorized as a hint.

4.1.3 Hint Directives

In making a request, male children often tend to find the easiest and simplest way to make the request. It can be seen from their simple sentences here is the data:

Mbak, Pop Ice!

Bi, Pintu

[Bi, The door!]

Here is the explanation:

Hint is mostly used for politeness strategy. It is very rare that a hint becomes a habit. In this research, the writer found hint as a habit and not as politeness. The difference between hint as hint and as politeness is that in hint as habit, the request is often performed repeatedly, and in the same situation. Hint as habit also needs time, time here meaning working hour. The working hour influences the understanding and comprehension of child's request. A servant who has been working for a certain period of time will most likely understand the master's request. The male children themselves might also be thinking that their servant will surely understand what they want because they often ask their servant to do the same activity. Therefore, as a result, they use hint as their request in order to tell their servant to do the job. To see it more clearly, this are the real situation,

Here is the situation:

Situation 1:

The child was thirsty and he asked his servant to make him a glass of cold drink called pop ice!

Children : *Mbak, Pop Ice ya*

[Mbak, Pop Ice ok!]

Servant : *Rasa apa?*

[What flavor?]

People, who do not have the understanding about the term of pop ice, must be confused when the child said *mbak, pop ice!* People might be asking, what was the child talking about? This was something that common for people who never stay together with the child. However, the utterance *mbak, pop ice!* Means something for the servant. From the perspective of the servant when the boy said *mbak, pop ice!,* it means the servant is asked to make the child a drink for him. The reason the boy did not use bald imperatives such as *mbak, buatkan aku minuman pop ice.* [mbak, make me a pop ice] because the child might be thinking that he has asked the servant to make the pop ice many times. So, the child did not bother to use bald imperatives anymore. Instead, the child just named what he wants. In this case, the child only said pop ice!

Here is another situation:

Situation 2:

The child has already finished studying with is private teacher. The teacher wanted to go home. Then he child asked his servant to open the door. At that time, the servant was cooking in the kitchen!

Child : *Bi. Pintu!*

[Bi, the door!]

Servant : ………………(The servant went outside then she took the key and opened the door for the teacher!

Since the servant have already done this many times, the servant has already known what she has to do when child said, *"Bi, Pintu!"* [Bi, the door]. It has become a habit for the servant to open the main gate or the front door for the teacher each time the child is finished studying with his teacher. That is why the child only said, *"Bi, Pintu!"* [Bi, the door].

4.1.4 Aside from the three types of request on the table above, the writer found another type of request that is similar to the types of requests by Ervin-Tripp, but it could not be categorized as one of the types because the request form is different: *lho mbak, bajue?* [lho mbak, where is the clothes?] The form: where + to be + object? Is not part of the Ervin-Tripp Theory. It is a question form. The writer decided to translate *lho mbak bajue?* Into [lho mbak, where is my clothe?] because in Indonesian language, people are accustomed to use the object to ask something, in this research the object is *bajue?* [The clothe?] the word *bajue* cannot be translated into the clothe only, because it is grammatically incorrect. The writer decided to categorize the utterance into a request form because *lho, mbak bajue?* [lho, mbak where is my clothes?] is an utterance performed by the child which is followed by immediate action. In common use, question sentences are responded solely by giving answer. However, in children and servant relationship, question utterance that is performed by the children, sometimes may, or may not be followed by immediate action. A question utterance becomes one of the request aspects if the subject (servant) does an immediate action. The utterances *Mbak mana makananku?* [Mbak, where is my food] is also another request type that occur in male request.

In brief, the writer found out that use of request types in this study is slightly different from common use. For example, the children use bald imperatives so that their servant can perform an immediate task for the children. Question directives can become a request type if the request is followed or replied by an action. Hint is used by the children because they think that the servant will understand what they want since the servant is often asked to do the same thing.

The writer also found out that children always uses address term in making a request. It can be seen in the male table above that they always put the term *"mbak"* either in the first part of the sentence or at the end of the sentence. They were taught to always use *mbak* (to younger servants) and *bibi* to older servants by their parents. Their parents taught the children that it was not polite calling the servant just by using 'eh!' or 'hey!' The writer was quite shocked because the writer thought that the aspect of politeness was only determined by saying please, would, or could in making requests.

The utterence *Lho mbak, bajue?* [lho mbak, where is the clothes?] and *Mbak mana makananku?* [Mbak, where is my food] could be also categorized as hint. And it is absolutely not wrong. They could be categorized as hint directives because the request is not directly stated and usually the relation between the speaker and the addressee is quite close. If the relation between speaker (children) and the addressee (servant) is close then the servant knows the habit of the speaker (children) in requesting something. But, the writer decided to classifies the utterances above not as a hint because of the form of the request itself.

4.2 Analysis of the request made by female children to their servant

The first time the writer attempted to make this research, the writer thought that there were quite significant differences between male and female. The writer thought that female children were more polite than male children were. However, it turns out that there are not many differences between male and female children in making request to their servant. In the research, the writer found one particular type of request that did not show up on male request. If in male request types, the writer found types out of six types by Ervin-Tripp, the writer found additional types of requests that are used by female children to their servant; the types are Need Statement, bald imperatives, Embedded Imperatives.

4.2.1 Need statement

Need statement is also by female children in making requests. These data belong to need statement types:

>Mbak, aku minta agar agar ya! Dua ambek koko!
>
>>[Mbak, I want jelly! Make it two ok!]
>
>Mau kue tart!
>
>>[I want tart cake!]
>
>Aku mau kue bulan1
>
>>[I want moon cake!]
>
>Mbak, kotak pensilku ada di lantai dua
>
>>[Mbak, my pencil case is on the second floor]

The uses of need statement in female requests were also almost the same with the male children. This is the situation.

Situation 1:

The writer, who acts as the teacher, was in the same room with the female child. The writer and the female child were studying together. Then, the servant entered the room. She brought a glass of water for me.

Here is the situation:

Child   : *Mbak, aku minta agar agar ya!*

          I want jelly.

Servant   : *Kamu mau ta?*

          Do you want one?

Child   : *Iya. Koko mau ta?*

          Yes. Do you want to have one?

Writer   : *Ya boleh.*

          Sure.

Child   : *Dua ya mbak. Ambek koko sekalian.*

          Make it two. The teacher also wants one.

When the child asked for the jelly, the writer observer the way in which she requested it. The writer believes that the child did not plan to ask for jelly

before, because the nature of the spontaneous request was shown from the hesitation in the request it self. The writer believes that this hesitation, which was expressed clearly in the request, was used by the fact that the child did not intend to make the request. However, when the possibility of a request came in the form of the servant's presence in the room, the child automatically made a connection in her mind to look for what she was wanting at that moment. Thus, from the point when the possibility presented it self, to the point when she decided that she craved for a jelly, and finally to the point when she asked for it, she never thought about the chance of the jelly being not available, because she did not plan to ask for a jelly. Therefore, need statement also functions as an expression of spontaneity.

4.2.2 Bald Imperatives

Just as in male requests, bald imperatives also occur in female requests. The use of bald imperatives in male and female is also the same. They are used for making requests that have great urgency and the request it self cannot be postponed or delayed.

Here are the data that belong to bald imperatives:

Mbak, ambilno buku binatang seng aku beli dari Australia di kamare koko!

[Mbak, bring me the book, which I bought from Australia, in brother's room!]

Mbak pri, ambilno kertasku seng ndek atas kabeh!

[Mbak pri, take all of my papers on the second floor!]

Mbak, nanti kalo ada tahu tek lewat, aku belikno ya!

[Mbak, if there's any *tahu tek* that passes by, buy one for me ok!]

Mbak, ada makanan apa? Ambilno mbak!

[Mbak, what do we have for today? Bring me something to eat, mbak!]

Mbak, ambilno aku makan

[Mbak, bring me something to eat!]

Mbak, belikan aku nasi goreng!

[Mbak, buy me fried rice!]

Mbak, laper! Mbak

[Mbak, I'm hungry! Mbak!]

Bu, tissue

[Bu, tissue]

The situation below intends to explain the ambiguity of one of the data above. Situation 1:

Child : *Mbak, laper mbak!*

[Mbak, I'm hungry!]

Servant : *Makan apa?*

[What do you want to eat?]

Child : *Sembarang!*

[Anything will be fine!]

Servant : *Ya!*

[Ok!]

Child : *Cepetan ya, mbak!*

[Hurry up ok, mbak!]

The utterance *"Mbak, laper!"* [Mbak, I'm hungry!] is not a hint. Although the form of the utterance was the same as hint but it is not a hint because there is no other possibility beside the child asking for food. That is why use utterance above is not part of hint types. Instead, it belongs to need statement types. The utterance (Hurry up, mbak) indicated that this request must be preformed immediately. Just as the male request, the need statement in this female request also has the nature of urgency.

Situation 2:

Child : *Mbak, tissue!*

Servant : ………………..(the servant hand over the tissue)

The utterance of *"Mbak, tissue!"* [Mbak, tissue!] is also a type of request in the bald imperatives types of request. The meaning of [Mbak, tissue!] is that the

servant is asked to bring tissue for her. The female child only said 'tissue', rather than [Mbak, bring me some tissue] because the female child might be thinking that her servant must know what she wanted.

4.2.3 Embedded imperatives

An embedded imperative is used for two different situations. The first one is in the work setting, sally by a subordinate to his or her superior. While the second one occurs when two people do not know each other well and they do not want to express the request directly. In this research, an embedded imperative is used in different situations. The writer found one in the research data. The situation is as follows:

Iki tolong masukno yo mbak STNKne ke plastik, mbak!
[Please put the STNK in the plastic!, Mbak]

The situation below shows the use of embedded imperatives by the female child:

The child is trying to put the STNK its plastic case. However, it seems that she was having difficulty to put the STNK into the plastic case. Then, the servant came to the room where writer and the child were. The child decided to ask the servant's help.

Child   :   Iki tolong masukno yo mbak STNKne ke plastik, mbak!
                 [Please, put the STNK on the plastic!, Mbak]
Servant :   Ya!
                 [Ok!]

The writer has already mentioned before that the topic or the level of difficulty of making a request influences the type or requests itself. Based on the writer's observation, I concluded that the word *'tolong'* [Please] in the utterance *"Iki tolong masukno yo STNKne, Mbak!"* is not because the children want to be polite to her servant. The possible reason was that if the child thought it was difficult for her to do then it would also be difficult for her servant. That is why she asked for help because she was having difficulty to put the license (STNK) in

its place. The writer knew that the female child was having difficulty to put the STNK into its place because she told the writer.

In brief, female and male children use bald imperatives because they want their request to be performed immediately. The female children use embedded imperatives because the activity, which, the female child was performing, was difficult. The writer thinks that if the child thought the activity or job was difficult then it would be difficult for her servant too. The word *'tolong'* or 'please' is as the consideration that it will take time for her servant. As in male, female children also have one type that is similar to question directives but it cannot be classified as one of request property because the form itself is not the same with question directives. Question directive's form is be + subject + V?, while the form that occur in female is *"bu, kuncie mana bu?"* [Bu, where is the key?] Where + to be + verb? The writer has mentioned and explained the particular types in the previous section, see 4.2.3. The other types did not show up in my research study because their function is not a match or appropriate with the writer's research condition. Types of request that did not show up in the research are permission directives and question directives. Permission directives did not show up because of the child's status. The child has the right to tell or to do anything without asking the permission from the servant. The servant could not stop or reject the children's request. However, in some cases, just like on the 4.2.1 the servant did not reject directly instead she gave the result if the forced his request. Question directives occur when the power relationship is unspecified while in this research possible answer why those types did not occur in this research.