

2. REVIEW OF RELATED LITERATURE

This chapter discusses the review of related theories and previous related theories and previous related studies. The writer uses some theories to support her study and the main theory is Dardjowidjojo and Ervin-Tripp's request types to analyze the data.

2.1. Review of Related Theories

2.1.1. Request and Role Relationship

Labor and Fanshel (cited in Politzer, 1980, p.116) reformulate the rule of valid request:

“There must be a need for an action that would not occur in the absence of request. The person to whom the request is addressed must have the ability to perform the action and has the obligation to perform it. The person making request has a right to tell the person to whom the request is addressed to perform the requested actions”

According to Longman dictionary of applied linguistics, role relationship is the relationship which people have to each other in an act of communication and which influences the way they speak to each other (p.246). Moreover, According to Holmes (1992, p.2), people choose words carefully according to who they are talking to. Language choices convey information about the social relationships between people as well as about the topic of discussion. Moreover, Holmes concludes that imperatives are used between people who know each other well or to subordinates. Interrogatives and declaratives, including hints, tend to be used between those who are less familiar with each other, or where there is some reason to feel the task being requested is not routine.

In addition, Holmes gives clear examples. For instance, the rights and obligations in a **role relationship** such as teacher-pupil are so clear-cut that teachers can also minimally use explicit forms and be confident they will be

interpreted accurately as directives. Teachers can use very direct expression of their meaning because of their high status relative to their pupils. For examples:

(A) *Blackboard!* (“Clean the blackboard”)

(B) *I hear talking.* (“Stop talking”)

The social distance between participants, their relative status, and the formality of the context are usually relevant. People who are close friends or intimates use more imperatives. For example: *Roll over*

Set the table, Robbie

Status differences are clearly marked and accepted, superior tend to use imperatives to subordinates. Teachers often use imperatives to pupils, for instance:

(A) *Open your books at page 32*

(B) *Shut the door*

According to Holmes (1992, p. 290), directives are concerned with getting people to do things. Polite attempts to get people to do something tend to use interrogatives or declaratives, as the following examples illustrate:

<i>Sit down</i>	Imperative
<i>You sit down</i>	You imperative
<i>Could you sit down?</i>	Interrogative with modal verb
<i>Sit down, will you?</i>	Interrogative with tag
<i>Won't you sit down?</i>	Interrogative with negative modal
<i>I want you to sit down</i>	Declarative
<i>I'd like you to sit down</i>	Declarative
<i>You'd be more comfortable sitting down</i>	Declarative

Moreover, Holmes explains that imperative forms are divided into six structural variants:

- Base form of verb: e.g. “*Speak up*”
- You + imperative: e.g. “*You look here*”
- Present participle form of verb: e.g. “*Listen ...*”
- Verb ellipsis: e.g. “*Hands up*”
- Imperative + modifier: e.g. “*Children look this way, please*”

- Let + first person pronoun: e.g. “*Let us finish here*”

According to Quirk, et. al (1985, p.832), requests are often expressed by questions and statements, e.g. *Will you shut the door, please?, would you mind shutting the door?, Could you shut the door for me?, I wonder whether you would mind shutting the door.* Questions that convey indirect requests need not have a question mark. In addition, *please* and *kindly* may be added to imperative sentences with the illocutionary force of a request to convey greater overt politeness: For example: *Please eat up your dinner; Kindly move to the next seat.*

According to Poedjosoedarmo (1993), the actions that are implied in the presence of the requests can mean two things. The first thing is asking people to do things and the second one is asking for permission.

There are several types of making request based on the linguistic structures that constitute the request forms. Poedjosoedarmo (1993) classifies two kinds of requests based on their level of formality that is constructed by the linguistic structure possessed by each request category:

- a. Asking people to do things

1. Casual request

It uses imperative as its form, for example:

- In English: “Turn off the light!”

(V+O)

- In Indonesian: “Matikan lampunya”

‘Kill’ ‘the lamp’

(V+O)

‘Turn off the light’

2. Less formal request (with or without reason)

It uses “Could you...”, “Would you...”, that are the same as “Tolong” in Indonesian language as its form. These words are used to mark the level of formality, for instance:

- In English: “Would you turn off the light?”

(Would+S+V+O)

- In Indonesian: "Tolong lampunya dimatikan
‘Help’ ‘the light’ ‘be killed’
(Tolong+O+V)
‘Would you turn off the light?’

3. Formal request (with or without reason)

In this level, ‘please’ that is the same as ‘minta’/’mohon’/’harap’ in Indonesian to mark the level of formality and to soften the request forms.

For instance:

- In English: “Would you please turn off the light?”

(Would+S+ please+V+O)

- In Indonesian: “Saya minta agar anda mau mematikan lampunya”

‘I’ ‘ask to’ ‘you’ ‘want’ ‘to kill’ ‘the lamp’

(S1+ minta agar+S2+mau+V+O)

‘Would you please turn off the light?’

b. Asking for permission

1. Casual request

This style of request is featured by imperative form, for example:

- In English: “I borrow your book!”

(S+V+O)

- In Indonesian: “Pinjam bukumu!”

‘Borrow’ ‘your book’

(V+O)

‘I borrow your book’

2. Less formal request (with or without reason)

It uses “Can I ...” As its form, for example:

- In English: “Can I borrow your book?”

(Can+S+V+O)

- In Indonesian: “Saya pinjam bukumu”

'I' 'borrow' 'your book'

(S+V+O)

'Can I borrow your book?'

3. Formal request (with or without reason)

This sort of request uses "Could I..." or "May I...", which is the same as "Bolehkah saya..." in Indonesian language as its form. This feature is used to mark the formality of the request, for instance:

- In English: "Could I borrow your book?"

(Could+S+V+O)

- In Indonesian: "Bolehkah saya meminjam bukumu?"

'May' 'I' 'borrow' 'your book'

(Bolehkah+S+V+O)

'Could I borrow your book?'

The writer uses Ervin-Tripp and Dardjowidjojo's request types to analyze the data. She uses the Ervin-Tripp's request types to see the English culture and the linguistic background of English. Meanwhile, the writer also uses Darjowidjojo's request types because she suspects that there must be something different dealing with meaning and form compare to the English request types. Thus, the writer tries to understand the underlying meaning of the data in order to find out whether role relationship affects to the choice of request expressions. In addition, the writer prefer to use Dardjowidjojo' request types than other Indonesian request theories because it is the complete one.

2.1.2. Ervin-Tripp's Request Types

According to Ervin-Tripp (cited in Wolfson, 1989, p. 92-93) requests are a function of language, which from the utterance of the speaker, the speaker would be the beneficiary of action requested. According to Ervin-Tripp, if the form of request is inappropriate to the context, the directive may not be interpreted as directive. Considering this matter, Ervin-Tripp arranges requests into six

categories based on status of the speakers and addressees and the social aspects. The six categories are:

2.1.2.1. **Need Statement**

According to Ervin-Tripp, need statements occur most typically in two types of setting in the working place and at home. Need statements are used in workplace when the requests are very clear as statements of need or desire made by superior to subordinate. While need statements are used by older family and when the members of family have intimate relationship. For example: "*The meeting will be held on Monday*" and "*I need a match*"

2.1.2.2. **Bald Imperatives**

Bald imperatives are frequently used within a family by superiors to subordinates, or among equals. The use of the word *please* remark age or status differences. For example: "*Gimme a match*". It can be used in work setting and between peers. A bald imperative is the most direct request.

2.1.2.3. **Imbedded Imperatives**

Subordinates to superiors in status and age or to unfamiliar people mostly use imbedded imperatives. The example: "*Would you turn off the lamp?*"; "*Could you open the window?*". Imbedded imperatives are used when the task is especially difficult, and when the speaker is the beneficiary of the request.

2.1.2.4. **Permission Directives**

These forms are used by subordinate to superior in workplace as well as in family. Permission directives are most elaborated of all directives. For example: "*Can I have more sugar in my coffee?*". By saying this request, the speaker expects his/ her addressee to bring and put some sugar into his or her coffee.

2.1.2.5. Non-explicit Question Directives

The meaning implied in this type of request includes being uncertain because it declares a condition that would cause rejection of the action requested. Non- explicit question requests usually use negative tag questions and evoke negative responds. They are used to superiors in higher position and or/ age when the social distance is greater. *“You borrow my pen, didn’t you?”*

2.1.2.6. Hints

These forms are used when the speaker and the addressee have the same share of knowledge, when the familiarity/ solidarity between them is greater. Hints may also be used for humorous effect between people who are close *“Shhtttt...”* or *“The matches are all gone”* are examples of hints. According to Ervin- Tripp, requests, which are hints forms, are less direct especially when the solidarity, familiarity and compatibility between the speakers and addressees existed. Hint forms of request can be seen from the utterance of speakers when the utterance can make the addressees to do something for speakers.

2.1.3. Dardjowidjojo’s Request Types

According to Dardjowidjojo, *et.al* (2003, p.353), imperatives have some formal characteristics, they are:

- a. Low pitch intonation at the end of utterance
- b. Using the particle of confirmation, politeness and function word of invitation, hope, request and prohibition
- c. Inversion structure so its order not always be revealed predicate and subject if necessary, and
- d. The doer of action not always be revealed

Imperatives can be formed as follows:

1. Sentences which consists of base verbal predicate or adjectival, or prepositional phrase which has non-transitive characteristics
2. Complete sentences which has non-transitive or transitive verbal predicate
3. Sentences which consists of function words of modality sentences

According to Dardjowidjojo, *et.al* (2003, p. 353-357), imperatives consist of:

a. Non-transitive imperatives

Non- transitive imperatives are formed by declarative sentences which have base verbal predicate, adjectival phrase, and verbal phrase with prefix {ber-} or {meng-} or preposition phrase. For example:

1. a. *Engkau masuk.* 'get in'
b. *Masuk!* 'get in'
2. a. *Engkau tenang!* 'shut up'
b. *Tenang.* 'shut up'

Imperatives sentence (1) and (2) can be completed with term of address

1. *Masuk, Narto!* 'get in, Narto'
2. *Tenang, anak-anak!* 'shut up, kids'

Non-transitive imperatives can be elaborated from declarative sentence with verbal predicate which has prefix {ber-} and {meng-}. For example:

1. a. *Kamu berlibur ke tempat nenekmu!*
'Take a vacation to your grandmother's place'
b. *Berliburlah ke tempat nenekmu!*
'Take a vacation to your grandmother's place'
2. a. *Engkau menyeberang dengan hati-hati*
'Cross the street carefully'
b. *menyeberanglah dengan hati-hati*
'Cross the street carefully'

b. Transitive imperatives

Imperatives sentences which has verbal predicate are similar with construction of passive declarative sentences. For instance:

1. a. *Engkau mencari pekerjaan apa saja*
'Look for any jobs'
b. *Carilah pekerjaan apa saja*
'Look for any jobs'

2. a. *Anda memperbaiki sepeda mini itu*
‘Fix that little bicycle’
- b. *Perbaikilah sepeda mini itu*
‘Fix that little bicycle’

The use of passive form in imperative sentences is very common in Bahasa Indonesia. This is probably because the speaker asks the addressee to do something for him but not directly.

c. Soft imperatives

Indonesian also has several words which can be used to soften imperative sentences. The words are *tolong*, *coba*, *silahkan*, *sudilah*, dan *kiranya*. The examples are:

1. a. *Tolong kirimkan kontrak ini*
‘Could you send this contract’
- b. *Tolonglah mobil saya dibawa ke bengkel*
‘Could you take my car to the repair shop’
2. a. *Coba panggil Kepala Bagian Umum*
‘Call the head of public division’
- b. *Cobalah panggil Kepala Bagian Umum*
‘Call the head of public division’
3. a. *Silahkan masuk, Bu*
‘Please come in, Mam’
- b. *Silahkan menunggu sebentar*
‘Please wait for a minute’
4. a. *Sudilah Bapak mengunjungi pameran kami*
‘Would you kindly come to our exhibition, Sir’
- b. *Sudi apalah kiranya menerima usul saya*
‘Please be willing to accept my suggestion’
5. a. *Kiranya Anda tidak berkeberatan*
‘Perhaps you do not mind’
- b. *Pembatalan itu kiranya dapat ditinjau kembali*
‘This cancellation perhaps can be reconsidered’

d. Demand imperatives

This kind of imperatives can be signed by the words “minta” or “mohon”.

For examples:

1. a. *Minta perhatian, saudara-saudara!*
‘Ladys and gentlemen, I need your attention’
- b. *Minta ampun!*
‘For mercy’s sake’
- c. *Minta maaf, pak!*
‘I am sorry, Sir!’
2. a. *Mohon memperhatikan aturan ini*
‘Please give an attention to this rule’
- b. *Mohon surat ini ditandatangani*
‘Please sign this letter’
- c. *Mohon diterima dengan baik*
‘Please accept it well’

e. Invitation and hope imperatives

It is a sentence which is followed by words such as *ayo(lah)*, *mari(lah)*, *harap* and *hendaknya*. For example:

1. a. *Ayolah, masuk!*
‘Come on in’
- b. *Ayo, cepat!*
‘Come on, hurry up’
2. a. *Mari kita makan*
‘Let’s eat’
- b. *Marilah kita bersatu*
‘Let’s unite’
3. a. *Harap duduk dengan tenang*
‘Please sit quietly’
- b. *Harap membaca dulu*
‘Please read first’

4. a. *Hendaknya anda pulang saja*
 ‘ You should go home’

b. *Hendaknya nasihat ini Anda turuti*
 ‘ You should listen this advice’

f. Prohibition imperatives

This kind of imperative is indicated with the words of *jangan(lah)* as following examples:

1. a. *Jangan (kamu) naik*
 ‘Don’t go up’

b. *Janganlah (kamu) kesana dulu*
 ‘ Don’t go there’

c. *Jangan berangkat hari ini*
 ‘ Don’t leave today’

d. *Janganlah membaca di tempat gelap*
 ‘ Don’t read at the dark place’

g. Allowance imperatives

It uses the word such as *biar(lah)* or *biarkan(lah)*. Actually, it can be thought as sentences to allow something happens. In the development, then it can be thought as asking a permission to let something not be prevented.

1. a. *Biarlah saya pergi dulu, kau tinggal disini*
 ‘ Let me go first, you stay here’

b. *Biarlah kita bekerja di kebun sekarang*
 ‘ Let me work at the garden now’

c. *Biarkan saya yang menggoreng ikan*
 ‘ Let me fry the chicken’

d. *Biarkanlah saya menanyai orang itu*
 ‘ Let me ask that person’

2.2. Review of Related Previous Studies

2.2.1. Putu Febriana Anggreni (2000)

She investigated request sentences based on gender and status by the characters in Sidney Sheldon's *Nothing Last Forever*. The study is the use of Ervin-Tripp's request forms and styles in order to show the variation of request. In conducting her research, she used the combination of qualitative and descriptive methods to study the request. In her research, she identified that in general, male and female superiors, equals and subordinates tend to use "need statement" and "imperatives". However, female are more concerned with status and more polite than male speakers especially when the status of the female speakers are subordinates. Moreover, male and female equals show that they often use "imbedded imperatives and "non-explicit forms. The awareness of the speakers are greater among equal status than among other social status.

2.2.2. Yuny Riana (1998)

She observed and found the distribution of the request variation by using gender differences since male and female use a distinctive linguistic form. In order to show the variation of the request, she used Ervin-Tripp and Poedjosoedarmo's request forms and styles. She found out that female students tend to prefer the more formal styles of request when they are supposed to interact with strangers. The more informal styles of request are used, only in their interaction with their friends. On the other hand, male students use more casual styles of request either when they are supposed to involve in a communicative interaction with their friends or strangers. The male students use formal styles of request when their addressees are females.

2.2.3. Herwinda Maria (2004)

She investigated the type of request used by Chinese Indonesian female employers to their younger and older servants. She also wanted to know the

factors that influence the use of the type of request, whether it could be the power distance or the age of the addressee. She used Ervin-Tripp's theory of request to classify the type of request. The result of her research showed that most of Chinese Indonesian female employers used bald imperatives as their type of request, both to their younger and older servants. In other words, the power distance has influenced more to the type of request than the age of the addressee.

The three studies give a lot of advantages to the writer where the object of the investigation is the same as the writer's research that is request expression. The three previous study help the writer to identify the request data in her study because they use Ervin-Tripp request categories in conducting their research the same with what the writer does. These previous studies enrich the writer's knowledge about request expressions. In addition, these studies become helpful inputs to the writer to make this research.