

CHAPTER I

INTRODUCTION

1.1. Background of study

English is a foreign language that has become very important in most all the parts of the world. Successful intercultural communication entails the knowledge of grammatical forms and the ability of using language functions appropriately in a real social context. Thus, English as foreign language (EFL) teaching aims to equip learners with the concept of communicative competence, consisting of grammatical knowledge and pragmatic competence (Celce-Murcia, Dörnyei, & Thurrell, 1995). In the recent years, scholars (Hu, 2014; Li, Suleiman, & Sazalie, 2015; Ortactepe, 2012) point out that EFL learners encounter difficulty and challenge in acquiring pragmatic competence and communicating appropriately in different social interactions because of their lacks of language function and cross-cultural knowledge. This issue becomes crucial since this limitation is potentially to cause communication breakdowns when interacting with native speakers because they tend to interpret the pragmatic failures as arrogance and rudeness (Li, Suleiman, & Sazali, 2015). Thus, for this reason, examining the development of pragmatic competence of EFL learners has become an interesting inquiry.

Talking about pragmatic competence it must be included with speech act. A speech act, initiated by Searle, (1969), in philosophy of language and linguistics means an utterance that not only expresses an piece of information, but also carries out an action (Aitchison, 2003) (Yule, 1996). In the context of global

communication where different cultures are interacting, the emergence of utterances containing speech acts, which serve different communicative functions to reach certain purposes, often take place (Sattar & Suleian, 2009). To communicate appropriately among different cultures, English language teaching should accommodate the learners' need of language functions and cross-cultural understanding (Jazeri & Nurhayati, 2019).

Request theory is one of the subjects studied in pragmatics. The act of requesting has long received scholars' attention since it belongs to the face-threatening acts.

The aim of the researcher in doing this investigation is to find out the strategies of request that are being used by the Indonesian teachers of English. A teacher who gives pragmatic instruction to EFL learners must be equipped with a good command of pragmatic knowledge (Dong, 2006; Vasquez & Sharpless, 2009), therefore in order to have a good pragmatic development to EFL learners, the teachers must be well trained and have a good pragmatic knowledge. This investigation is important because teaching strategies are undoubtedly primary channels of transforming knowledge to students and other people. The strategy of request is very important because it is used widely in writings and also in daily conversations. It is, in fact, an act of respecting others, an act of politeness. By knowing those strategies it may be useful for the researcher and the readers and to bring to their awareness the politeness in requesting.

1.2. Research Problem

Based on the background of the study, the writer identifies a problem which as follows:

1. What are the request strategies performed by the Indonesian English teachers in daily use?
2. What are the most common request strategies used by the Indonesian English teachers in daily use?

1.3. The Objectives of the Study

1. To find out the request strategies performed by the Indonesian English Teachers in daily use.
2. To find out the most common request strategies used by the Indonesian English teachers in daily use.

1.4. The Significance of the Study

The significance of the study presumed to give theoretical, pedagogical and practical significance. Theoretically, this study aims to find out the request strategies performed by Indonesian English teachers. The result of the study may come up with a deeper understanding on the speech of request strategies. It also may become an additional reference on pragmatic studies. Pedagogically and practically, this study aims to provide a proper use of request strategies in various roles to avoid misunderstandings new knowledge and understanding about request strategies for the readers or future researchers.