I. INTRODUCTION

In order to know why this research should be conducted, this chapter deals with several points, namely introduction that deals with the background of the research, problems, objectives of the research, uses of the research, scope and definition of terms classified as the following.

1.1 Background

Every human being uses language as a means of communication and interaction in the society. Language belongs to one of the primary needs that make people possible to share their mind and feeling either in spoken or written form. One of the languages that used most by people around the world is English. So, there are so many countries that have English as one of the study program in their University, included In Indonesia, where people learn English as a foreign language that learned in School, University or English Course.

One of the aims of learning English as a foreign language is to make the learners be able to communicate. Learners should have communicative competence that comprises not only linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence (Celce-Murcia, 2007). Socio-cultural,
interactional, and strategic competences refer to the speaker’s pragmatic knowledge.

Nowadays pragmatics has become a real issue for some teachers, researchers, and learners. Pragmatic is the study of language use and its relation to language structure and social context. Thomas (1995) defines pragmatics as meaning in interaction, which reflects that meaning is not independent; "it is not something which is inherent in the word alone, nor is it produced by the speaker alone, nor by the hearer alone." Therefore, interpreting meaning of one utterance is a dynamic process. It includes the negotiation of meaning between the speaker and the hearer. It also involves the social, physical and linguistic contexts of the utterance. One of the subjects of pragmatics is inter-language pragmatics (ILP).

In second or foreign language learning, inter-language pragmatics is a relatively new field that is “the study of the development and use of strategies for linguistic action by nonnative speakers” (Kasper and Schmidt, 1996). In other words, inter-language pragmatics is about the acquisition and performance of speech acts in the target language by learners. Kasper and Dahl (1991: 216) view inter-language pragmatics as “non native speakers’ comprehension and production of speech acts and how that the target language related knowledge is acquired”.

Speech act is a theory that study the language based on the relation of an utterance with the act performed by the speaker (Searle, 2001). This stands for the idea that that language is a means of communications and an utterance will only have
meaning if it is performed in a real act, for example making statement, question, command and request. The most commonly act that is performed is request.

Requests are very frequent in language use (far more frequent, for example, than apologizing or promising). Requests are very important to the foreign language learner; they have been studied in more detailed than any other type of speech act; they permit a wide variety of strategies for their performance; and finally they carry with them a good range of subtle implications involving politeness, deference, and mitigation (Fraser, 1978:6).

Keeping politeness in a conversation is important in any language. For foreign language learners however to express politeness in a speech act which is intrinsically face-threatening could be very challenging as what is considered polite in their mother tongue could be rude in the target language context. Beside that the process of transferring from L1 to L2 while keeping its politeness in an act of request might be produced differently in both source language and the target language.

People are likely to be direct in their utterance when their social relationship is closer (Leech, 1976), but when they have to speak to someone with a distance social relationship they tend to be more polite. It is in line with Tarigan (1990) who states that an indirect illocutions tend to show more politeness.
It has been proposed that pragmatic knowledge from the first language exerts can influence on the use and acquisition of pragmatic knowledge in the second language (Beebe et al., 1990; Kasper, 1992; Odlin, 1989; Wolfson, 1989). This phenomenon, referred to as pragmatic transfer, affects language use at both the socio-pragmatic and pragma-linguistic level. In other words, a learner’s pragmatic knowledge of the L1 affects the choice whether or not to perform a speech act, and what linguistic means are selected to carry it out.

There has been increasing interest in analyzing the application of politeness by non-native speakers. A number of L2 studies have investigated L2 learner’s production of requests or their perception of politeness level of various request forms. For example the studies conducted by Tanaka and Kawade (1982), Tanaka and Kawade (1982), investigating whether Japanese ESL learners could use politeness strategies in requests in a way similar to the native speakers of English, conducted a study with 53 native speakers of English and 32 Japanese ESL learners. They found that native speakers used more polite strategies in situations where the requester-requestee relationship is distant and less polite strategies in situations in which the requester-requestee relationship is close. Learners did not differ significantly from the native speakers in the use of politeness strategies.

Suh (1999), following Tanaka and Kawade’s (1982) study, conducted another study investigating whether there is any difference between native speakers of English and Korean ESL learners in the use of politeness in request strategies and to what extent do Korean ESL learners at different proficiency levels differ in the
use of politeness strategies in requests. Sue found that advanced and intermediate Korean ESL learners did not differ in their use of politeness strategies.

In Indonesian culture, Wijayanto (2013) had investigated about Indonesian learners’ politeness in speech act of complaints. He found that different status levels and social distances induced different frequencies of politeness strategies rather than different types of politeness.

Based on those phenomena the researcher interested to do investigation about politeness strategies in speech act of request in Indonesian society, especially in English Learner in English Education Study Program, Lampung University.

1.2 Problem
Based on the description in the background, the writer formulated the problem as follows:

1. What kinds of request strategy are done by EFL students in act of request in English as a Foreign Language Interaction?

2. What kinds of politeness strategy are done by EFL students in act of request in English as a Foreign Language Interaction?

1.3 Objectives
By relating to the formulation of the problems, the objectives of the research are as follows:

1. To find out what kinds of politeness strategies use by EFL students in act of request in English as Foreign Language interaction.
2. To find out what kinds of request strategies in act of request in English as Foreign Language interaction.

1.4 Uses

In accordance with the objectives, this research has the following uses:

a. Theoretically, the result of this research may be useful to enrich the linguists study especially English Pragmatics and Sociolinguistics in term of politeness strategies.

b. Practically, the results of this research are expected to contribute to better understanding the other’s polite ways of talking that makes it possible to understand and to achieve effective communication.

1.5 Scope

This research is conducted at 5th semester students in English Education Study Program of Teacher and Education Faculty, University of Lampung. The sample of this research is some English learners in this program. This research deals with inter-language pragmatic analysis of conversation. In this research, researcher investigated EFL learners’ politeness in speech acts of request in English as foreign language interaction.

1.6 Definition of Terms

a. Inter-language Pragmatics

Inter-language pragmatics is “the branch of second language research which studies how nonnative speakers understand and carry out linguistic action in
a target language, and how they acquire second language (L2) pragmatic knowledge” (Kasper, 1992: 203).

b. **Speech Act**

Searle (2001) states that speech acts is a theory that study the language based on the relation of an utterance with the act performed by the speaker. This stands for the idea that that language is a means of communications and an utterance will only has meaning if it is performed in a real act, for example making statement, question, command and request. Speech act is a part of pragmatic, a subfield of linguistic that studies the way in which context contributes to meaning.

c. **Act of request**

Trosborg (1995:187) states that a *request* is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker and, sometimes, for the hearer.

d. **Politeness**

Politeness is the term we use to describe the extent to which actions, including the way things are said, match addressees’ perceptions of how they should be performed (Grundy, 2000). Beside that Holmes (1995) goes into more detail: politeness will be used to refer to behavior which actively
expresses positive concern for others, as well as non-imposing distancing behavior.

In this chapter, the writer has discussed about the background of the research, problems, objective of the research, uses of the research, scope and definition of terms. The further explanation will be discussed in next chapter.