

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first is conclusion. In that part, the writer concluded the result in this study to answer the research questions: the most request strategy that Soegijapranata Catholic University students used based on their gender. The second is suggestion. The writer gives suggestions to the other researchers in the field of inquiry.

5.1. Conclusion

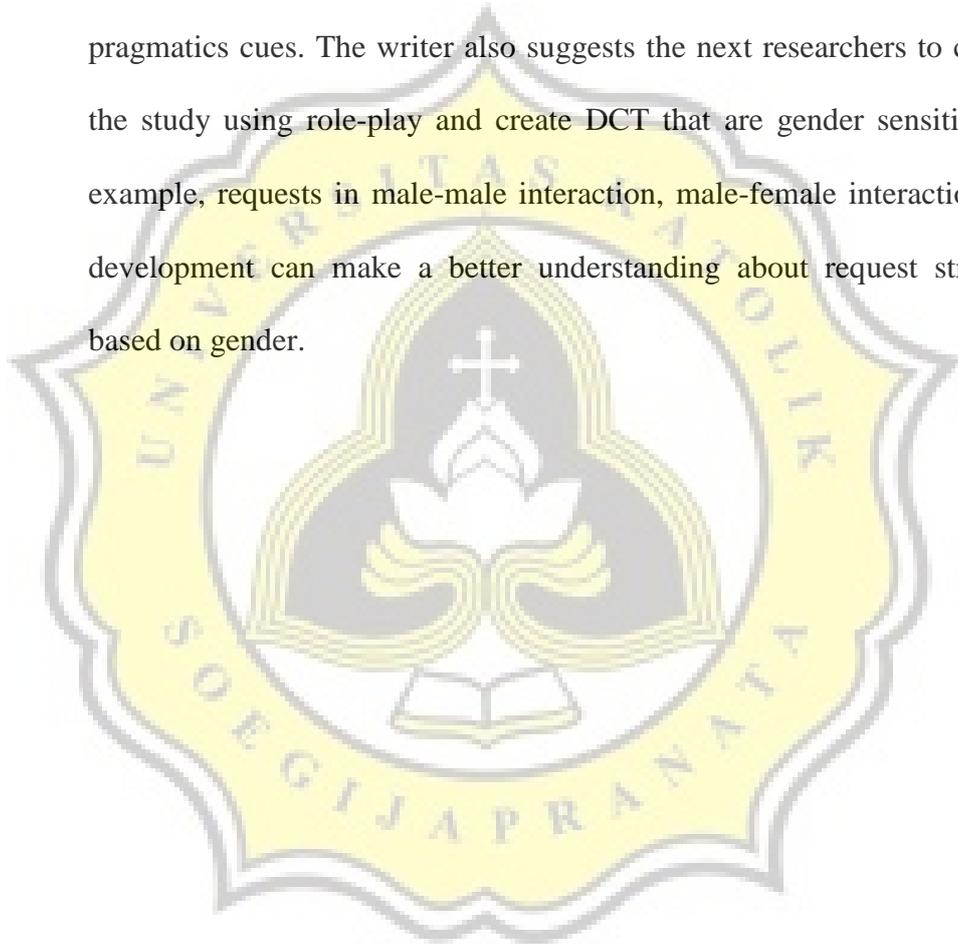
From chapter four, the finding presented that more female students used preparatory strategy as the most frequently used request strategy than male students. However, the difference of the percentage was not really substantial. Preparatory strategy is included as conventionally indirect strategy. The students also used imperative as the most second strategy that students used and little explicit performative, hedged performative, want statement, obligation strategy. They were considered as direct request strategy.

Generally, there were no significant meaningful differences between male and female students when they made requests. Nonetheless, female students used conventionally indirect strategy most. It can be implied that they wanted to make a polite request.

The writer also found that male students produced simple sentence with modal while female students preferred to use complex sentence without modal.

5.2. Suggestion

After explaining the conclusion, the writer would give suggestions. First, this study can motivate students to practice speaking more. Thus, they can increase their pragmatic awareness especially in request strategy. Second, lecturers may give more exercises that make students aware of pragmatics cues. The writer also suggests the next researchers to conduct the study using role-play and create DCT that are gender sensitive. For example, requests in male-male interaction, male-female interaction. The development can make a better understanding about request strategies based on gender.



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Discourse Completion Test

This Discourse Completion Test (DCT) is used to analyze choices of requests that students in Faculty of Language and Arts use based on their proficiency levels. There are 12 situations with different power and social distance levels. Through this DCT, the writer will know the request strategies that students use. Your responses are confidential and only the researcher has access to them. Thank you for participating in this survey.

Name:

Class Standing :

Instruction:

Please read the following descriptions of situations and write what you would say in each situation.

1. A friend of yours from out of the town is paying you a visit. Both of you would like to take a photo together to remember this happy moment. You decide to ask a nearby person, someone your age, who is a stranger to you to do this favor. What would you say?

2. You are trying to study in your room and hear loud music coming from another student's room down the hall. You don't know the student, but you decide to ask him/her to turn the music down. What would you say?

3. You are at a record store with your best friend. There's a CD you really want to buy, but you don't have any money. How do you ask your friend to lend you money?

4. You were absent last Friday structure class that you are enrolled in. So you decide to borrow your friend's notes to catch up with the rest of the class. What would you say to get this friend to lend you the notes?

5. You are a teacher. It's the beginning of the semester and you don't know the students yet. In class, the mobile phone of one of your students rings. You want to ask her/him to turn off the mobile phone. What would you say?

6. You are a librarian. Today a student is making a noise and disturbing other students. You don't know that student. However, you decide to ask the student to quiet down. What would you say?

7. You are studying at home. Your younger brother opens the window and the cold wind blows right into your face and bothers you. You want to ask him to close it. What would you say?

8. You are a professor teaching a course in structure class. You want one of the students who is very competent and always contributes class discussion to present a paper in a class a week earlier than scheduled. However, midterm exams are next week and she has a heavy course load. What would you say?

9. You really have to take this course in order to graduate, but you found that the course is already closed. So, you decide to ask the professor, whom you don't know, to allow you to take this course. What would you say to get this professor to allow you to participate in this course?

10. Your English midterm exam is approaching, and you find that the date of the test is the same as that of your brother's wedding. You decide to ask the professor whom you don't know personally to rearrange another day especially for you to take this test. What would you say?

11. You are doing an assignment on a computer. Suddenly, something is wrong with your computer. Your father is watching a TV. You want to ask him to fix your computer. What would you say?

12. Your cell phone is in low battery. However, you have to call your friend to tell that you cannot join him to go to theater because you have a lot of homework. You want to ask your brother to borrow his cell phone. What would you say?

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A STUDY OF GENDER DIFFERENCES OF REQUEST STRATEGIES
 AMONG COLLEGE STUDENTS
 A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the
 Bachelor Degree in the English Linguistics Study Program

By:
 Florencia Devina Sari
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ii

A STUDY OF CHOICES OF REQUEST STRATEGIES ACROSS
 GENDER

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