

Table 4.1

*The Kinds of Internal Modification in Line Chat Requests*

Syntactic	Definition	Occurrences	Examples
Interrogative	The use of interrogative sentences to ask a direct question. It asks us something or requests.	9	Angel : <i>Boleh pinjem buku Structure ndak ?</i> Angel : <i>Besok aku ada kelas, Nah aku belum fotocopy bukunya</i>
Lexical			
Consultative device	The speaker seeks to involve the hearer and bids for his/her cooperation.	3	San : <i>Bedane note 8 sama note 9 apa?</i> San : <i>Menurutmu bagus mana?</i> San : <i>Besok tolong temeni aku tanya” hape ne ini ya</i>
Hedges	The speaker avoids specification regarding the request.	3	Adel : <i>koe glem ngewangi aku gawe sesuatu gak neng kosku? Sok tak kandani pas nek kos ku</i>
Downtoner	The way people speak in showing respect to others.	5	Lala : <i>Halo ini ci Yesi mau minta tolong bisa? Aku mau minta ppt kamu tentang motivation waktu kamu presentasi itu loh</i>
Understaters	The speaker minimizes the required action or object.	11	Dodo : <i>Namo, mau minta tolong. Kalo kamu ke kudus bawain timbanganku yang dikontrakan Minah ya. Uda ditaruh disana. Makasih.</i>

Total 31

**Table 4.2**

*The Kinds of External Modification in Line Chat Requests*

External Modification	Definition	Occurrences	Examples
Checking Availability	The speaker checks if the precondition necessary for compliance hold.	17	Daud : <i>Kamu selo nda nanti malem?</i> Daud : <i>Nda pulang pati?</i> Daud : <i>Aku minta tolong mboan</i>
Sweetener	By expressing exaggerated appreciation of the requestee's ability to comply with the request.	2	Ana : <i>Koe kan baik hati dan tidak sombong dan ayu sak dunia akhirat jagat raya, koe keberatan ora nek ss ke aku chat</i>
Cost Minimizer	The speaker indicates consideration of the imposition to the request involved in compliance with the request).	3	1.Almira : <i>Maaf merepotkan anda sekali, bisakah anda menjemput diriku jam 4 besok, soale gada kendaraan deket sini, kudu jalan jauh banget padahal kan ini hari pertama aku magang. Nek koe besok ga sibuk tolong aku.</i>
<b>Total</b>		<b>22</b>	

The writer found 31 occurrences of downgrader strategies, 27 occurrences of upgraders, and 22 belonging to the external modification. The table below shows the number of uses for downgrader and upgrader strategies. The use of upgraders is slightly less than downgraders. There are 31 downgraders but 27 upgraders.

#### 4. 1. 1. 1 Downgraders Strategy

This study's first research questions are to investigate the kinds of syntactic and lexical downgraders in requests. From nine occurrences of downgraders strategy, the writer found six strategies out of three types of strategy (Blum-Kulka & Olshtain, 1984). This table will show the number of the strategies that participants used.

**Tabel 4.3**

#### *Downgrader Strategy*

Syntactic	Definition	Occurrences	Examples
Interrogative	The use of interrogative sentences to ask a direct question. It asks us something or requests.	9	Angel : <i>Boleh pinjem buku Structure ndak ?</i> Angel : <i>Besok aku ada kelas, Nah aku belum fotocopy bukunya</i>
Lexical			
Consultative device	The speaker seeks to involve the hearer and bids for his/her cooperation.	3	San : <i>Bedane note 8 sama note 9 apa?</i> San : <i>Menurutmu bagus mana?</i> San : <i>Besok tolong temeni aku tanya” hape ne ini ya</i>

Understaters	The speaker minimizes the required action or object.	11	Dodo : <i>Namo, mau minta tolong. Kalo kamu ke kudas bawain timbanganku yang dikontrakan Minah ya. Uda ditaruh disana. Makasih</i>
Hedges	The speaker avoids specification regarding the request.	3	Adel : <i>koe glem ngewangi aku gawe sesuatu gak neng kosku? Sok tak kandani pas nek kos ku</i>
Downtoner	The way people speak in showing respect to others.	5	Lala : <i>Halo ini ci Yesi mau minta tolong bisa? Aku mau minta ppt kamu tentang motivation waktu kamu presentasi itu loh</i>
<b>Total</b>		<b>31</b>	

The table above shows that the most frequently used upgraders are understaters, with 10 occurrences out of 80. It shows that the participants mostly used understaters to make requests. The second most used understaters were interrogative nine occurrences out of 80 occurrences. The third position is Downtoner, with five occurrences out of 80 data. The least used is consultative devices and hedges (only three occurrences). There is no negation, embedded clause, downtoner, and past tense that is found in the situation.

## 1. Understaters

Understaters strategy is the most frequently used strategy. In this strategy, the speaker minimized the required action or object. For example, the speaker tried to minimize rejection by telling why the request is so urgent for the speaker. For example:

Tegar: *Tolong bantu ya Rul, Targetku tanggal 10 bar ben tgl 11 langsung bimbingan.*

Tegar: Help, please Rul, my deadline is on the 10, so I can do a consultation on the 11th.

Nurul: *Okelah santai*

Nurul: Okay, relax

From the text above Tegar tried to inform Nurul that he had an urgent deadline to meet. He minimized rejection, and Nurul felt under pressure by Tegar's request. Nurul thought that she was responsible for Tegar's effort to meet the deadline. So Nurul is trying to calm him down.

## 2. Interrogative

Interrogative strategy is the second most frequently used strategy. This strategy uses direct questions to make requests. Usually, this strategy uses modal verbs such as "Can you, would you? ". For example:

Angel : *Boleh pinjem buku Structure ndak?*

Angel: Can you borrow the Structure book or not?

Angel : *Besok aku ada kelas, Nah aku belum fotocopy bukunya*

Angel: Tomorrow I have class, So I haven't photocopied the book

Boni : *Boleh boleh, Mau di ambil jam besok jam berapa?*

Boni: You may, what time do you want to take it tomorrow?

The example above shows that Angel would like to borrow a book from Bonie. Angel made a request using a modal verb: Can you borrow the Structure book or not? Through that conversation, it shows that Boni gave an excellent answer, and he did not feel burdened by Angel's request. However, by doing this strategy, both the hearer and the speaker feel uncomfortable.

### 3. Downtoner

Anton: *Kamu bisa tolong jelasin kenapa kata-kata yang berwarna ungu itu bisa dianggap adjective + to. Misalkan committed to, committed itu adjective dari mananya?*

Anton : Can you please explain why those purple words can be considered adjective + to. For example, committed to, committed is an adjective. Why is that?

Jimi : *Kalo aku nda salah inget ya nton, ni itu karena emang genus katanya*

Jimi : If I remember it correctly, that is because it is an adjective.

The example above shows that Anton respected Jimi for helping him explain a grammar rule. Anton used the words "Please" to lessen the burden.

### 4. Consultative Device

In this study, there are three occurrences of consultative devices. In this strategy, the speaker sought to involve the hearer and bid for his/her cooperation. The speaker invited the hearer to discuss, and in the end, the speaker asked for help from the hearer.



In other words, the speaker tries to put the hearer in the same position. Listeners are considered capable of providing solutions to these problems. For example:

Vika : *Mo minta saran, Tapi jangan bilang dia*

Vika : I wanted to ask for advice, but do not tell him.

Vika : *Besok kan aku mau dateng ke rumah. Mo ngasih surprise kan nah masalahnya itu JCO donat itu buka jam 10 nah enak nya aku pilih donat nya Virgin yang bisa pagi, Atau nunggu donat JCO.*

Vika: Tomorrow I want to come to your house. I will make a surprise. The problem is that JCO doughnuts open at 10, so I prefer to buy Virgin doughnuts. However, they open in the morning. Or do you think we wait for JCO doughnuts at 10 a.m?

Marcel : *Iya*

Marcel: Yes

Vika : *Enaknya pilih mana?*

Vika : Which one should we choose?

Marcel : *Kalo menurutku sih apa aja ga apa mending Virgin aja kalo aku soh coba tanya kak Rendi juga*

Marcel: In my opinion, it's okay to buy Virgin doughnuts. I'll try to ask Rendi, too.

From the text above, Vika asked Marcel to suggest which store they should buy the doughnut. In this situation, Marcel helped Vika by giving her solutions to solve Vika's problem.

## 5. Hedges

Hedges also comes in fourth place with the consultative device. In this strategy, the speaker avoids the request's specification, making the hearer curious and guessing what the speaker means. This strategy implies ambiguity. The speaker does not mention what they want but just gives an ambiguous answer. For example:

Tiwi :*Kamu udah punya jadwal baru belum?*

Tiwi: Do you have a new schedule yet?

Keno : Jadwal kuliah? Sek tak mintake

Keno: Class schedule? Wait, I will ask.

Tiwi: *Iya*

Tiwi: Yes

From the conversation, Tiwi did not give detailed information to Keno. She just mentioned the schedule. Keno tried to guess what plan Tiwi means. In this strategy, Keno, as a hearer, asks for Tiwi clarification.

### 4. 1. 1. 2 Upgraders Strategy

The second research questions of this study are to investigate the kinds of upgraders in requests. From 26 occurrences of upgraders strategy, the writer found two upgrader strategies. This table will show the number of strategies that participants used.



**Table 4.4***The Example of Upgrader Strategy*

Upgraders	Definition	Occurrences	Examples
Intensifiers	The speaker over-represents the reality.	25	Tanto : <i>Stop</i> Tanto : <i>Buang segera</i> Tanto : <i>Lenyapkan</i> Tanto : <i>Segera</i> Tanti : <i>Bakar kalo perlu</i> Tanti : <i>Yawes buang</i> Tanti : <i>Buang wes to buang</i> Tanti : <i>Jorok banget</i>
Expletives	The speaker explicitly expresses negative emotional attitudes.	2	Tesi: <i>Aku wehi drakor sing dr stranger kui a le</i> Tesi: <i>Aku kawit wingi njaluk.</i> Tesi: <i>Rak diwehi tekan saiki.</i>
<b>Total</b>		<b>27</b>	

The table above shows that the most frequently used strategy to show upgraders is to use intensifiers with 24 occurrences out of 80 data. It shows that the participants mostly use intensifiers to make a request. The second strategy that people rarely used is expletives with the number two occurrences out of 80 data.

1. Intensifier strategy

Intensifier strategy happens among people, friends, or someone who has a closer relationship. They did not say "Please." Sometimes this strategy is used too when someone gets angry. There are 25 occurrences of this strategy. That strategy is not

recommended because it shows an impolite manner and makes people as a listener annoying and loses respect. The intensifiers strategy also tends to be rude. Even though people have a close relationship, sometimes people forget to understand a requester's role. For example, Tanto asked a request to Wati with the rude word, he did not say "please" when he made a request

Wati : *Gara-gara itu kaos jadi sarang tikus cui*

Wati : Because the shirt becomes a nest of rats

Wati : *Mungkin bau kali ya?*

Wati : Maybe it smells terrible?

Tanto : Stop

Tanto: Stop

Tanto : *Buang segera*

Tanto: Get rid of it immediately

Tanto : *Lenyapkan*

Tanto: Remove

Tanto : *Segera*

Tanto: Immediately

Tanti: *Bakar kalo perlu*

Tanti: Burn! if necessary

Tanti: *Yawes buang*

Tanti: Okay, throw it away

Tanti: *Buang wes to buang*



Tanti: Throw away, please throw away

Tanti: *Jorok banget*

Tanti: So dirty

Wati: *Yawes deh tak buang*

Wati: Okay, I throw away

Tanto felt very disgusted and angry because of the small shirt and a mouse's nest in the example above. Tanto used this strategy to request Wati to throw away the things that made Tanto disturbed. This strategy works on that conversation, but it made Wati lose respect for him. It shows from Wati's answer, and she gave an unfriendly answer. Tanto pressed Wati and chose the rude word in the hearer position, such as "so dirty," "burn if necessary." "immediately" without saying please.

## 2. Expletives

Expletives seem like intensifiers, but the difference is that this strategy is ruder than the intensifiers. This strategy shows the negative emotional attitudes of the hearer. Expletives gave the intense emotion. From 80 data that the writer gathers, only two participants used this strategy. For example:

Alesa wanted Reva to return her clothes.

Alesa : *Reva*

Alesa: Reva

Alesa : *Loh koe durung mbaleke kemeja ku! Baleke aku butuh*

Alesa: You have not returned my shirt yet! Return it! I need it

Reva : *Sesok tak jupuk yo*

Reva : I will take it tomorrow

Alesa : *Meh tak enggo sesok*

Alesa: I want to wear it tomorrow

Reva : *Yo sek aku ge sibuk*

Reva : Ok, wait for a moment. I'm busy.

From the example above, Alesa asked Reva to return her clothes. She was very emotional and showed negative emotion, which was an impolite manner of asking a request. Reva, the hearer, showed that she felt uncomfortable with Alesa's statement. Therefore, she decided to give an impolite answer and refused. This strategy can make the hearer be offended by the requester's word because it is too rude and impolite. In this context, Alesa was supposed to change her statement such as "Can you return my clothes? I need my clothes, please return my clothes, thank you". So that way can reduce the person offended.

#### **4. 2. 1. 3 External Modification**

From five occurrences of External modification, the writer found three strategies out of five strategies (Blum-Kulka & Olshtain, 1984). This chart will show the percentage of the strategy that the participant used.

**Table 4.5***The Example of The Table of External Modification Strategy Table*

<b>External Modification</b>	<b>Definition</b>	<b>Occurrences</b>	<b>Examples</b>
Checking Availability	The speaker checks if the precondition necessary for compliance holds.	17	Daud : <i>Kamu selo nda nanti malem?</i> Daud : <i>Nda pulang pati?</i> Daud : <i>Aku minta tolong mboan</i>
Sweetener	By expressing exaggerated appreciation of the requestee's ability to comply with the request.	2	Ana : <i>Koe kan baik hati dan tidak sombong dan ayu sak dunia akhirat jagat raya, koe keberatan ora nek ss ke aku chat</i>
Cost Minimizer	The speaker indicates consideration of the imposition to the request involved in compliance with the request.	3	1.Almira : <i>Maaf merepotkan anda sekali, bisakah anda menjemput diriku jam 4 besok, soale gada kendaraan deket sini, kudu jalan jauh banget padahal kan ini hari pertama aku magang. Nek koe besok ga sibuk tolong aku.</i>
<b>Total</b>		<b>22</b>	

The table above shows that there are 22 occurrences of external modification strategies. From these occurrences, the writer found 17 checking availability, 3three cost minimixer, and two sweeteners. The writer did not find any of disarmer nor getting precommitment.

## 1. Checking availability

Checking availability is the most frequently used strategy for external modification. There are 17 situations in this strategy. First, they are checking availability if the speaker checks if the precondition necessary for compliance holds. Second, the speaker tried to understand and deal with the hearer by asking for confirmation first. For example:

Linda : *Kamu besok ke Semarang nda? Aku boleh ikut ga biar sekalian aku ya mau ke Semarang.*

Linda: Are you going to Semarang tomorrow? Can I join, or no? I want to go to Semarang.

Rini : *Ohya kak bisa*

Rini: Oh yes you can

Linda : *Okey makasih*

Linda: OK, thanks

From the text above Linda collected information about Rini before she asked for help from her. Linda started to make sure Rini position and check if the precondition needed for compliance holds, so the request is on the right target and goals. For example, it will be wrong if Linda asked another friend who did not have the same direction.

## 2. Sweetener

The speaker indicates consideration of the imposition to the request involved in compliance with the request. There are only two situations in this strategy. First, in this



strategy, the speaker expressed exaggerated appreciation of the hearer's ability to comply with the request (Blum-Kulka & Olshtain, 1984).

Ana : *Koe kan baik hati dan tidak sombong dan ayu sak dunia akhirat jagat raya, koe keberatan ora nek ss ke aku chat*

Ana: You are kind and not arrogant and the most beautiful in the world. Do you mind sending me a screenshot?

Dina: *Alay, pikirke dewe sek gek tak garap*

Dina: You're too much. Just think about it yourself, and then I will help you.

From the text above, the speaker tried to get the hearer's heart by praising the hearer, and after that, the speaker got what they wanted. This strategy can be used to sweeten the request and lessen the burden.

### 3. Cost Minimizer

Cost minimizer is the strategy that the speaker considers the imposition to the request involved in compliance with the request. There are 3 situations in this strategy. First, the speaker tried to show the strong reason why their request is essential. For example:

Almira : *Maaf merepotkan anda sekali, bisakah anda menjemput diriku jam 4 besok, soale gada kendaraan deket sini, kudu jalan jauh banget padahal kan ini hari pertama aku magang. Nek koe besok ga sibuk tolong aku.*

Almira: Sorry to bother you , can you pick me up at 4 o'clock tomorrow, because there are no vehicles near here, I have to go far, even though this is my first day of internship. Tomorrow If you not busy, please help me.

Budi : *Magang? Dimana? Jam 4 pagi?*

Budi : Intern? Where? 4 am?

Almira considers the urgency and how important her request that Budi can consider.

### 4.3 Discussion

Requesting is an act to express the need or desire to ask somebody to do something formally. Almost every person makes requests to each other when they need help. Requesting is an act by a speaker to give the listener the freedom to decide their attitude and respond to the request (Blum-Kulka & Olshtain, 1984). In request strategies, there are two types of modifications. They are internal modifications and external modifications. The writer would like to analyze downgrader and upgrader strategies.

Previous studies about request strategies analyzed data from different contexts. In this study, the writer analyzed the use of downgrader and upgrader strategies in Line chat using Blum-Kulka & Olshtain theory (Blum-Kulka & Olshtain, 1984). They divided it into two modifications: the first is internal modifications, and the second is external modifications. He found that Hebrew University students mostly used the downtoner / strong hints to request and apologize. He also found strategies that he did not find in his qualification are suggestion formula and explicit performative. However, in this study, the writer wants to analyze requests in Line chats among university students in Indonesia. Therefore, the writer only focused on the lexical and syntactic downgraders and upgraders.

The writer found that the downgraders were more dominantly than upgraders. It can be seen from the findings that 31 occurrences are downgraders strategy, and 27 of them are upgraders strategy. Even though downgraders were more dominant than upgraders, the difference is not that significant. The main reason students used the downgrade strategy is to express respect and politeness. These values are handed down early on by parents. In Blum-Kulka & Ohlstein's study of cross-cultural pragmatics, the polite request was the most frequently used strategy. Their project found that most students in Hebrew university used strong hints/ polite ways to make requests. In this study, the writer found that understater strategies were mainly used (11 times). People like to use understaters because it is a simple way to ask a request by minimizing unimportant words. The speaker asked the hearer more straightforwardly. For example: “*Besok kalo kamu pergi kudus, tolong ya bawain timbangan di kos bawain ke pati. Makasih*” (Tomorrow if you go to Kudus, please bring the scales in the boarding house and bring them to Pati. Thanks). The interrogative study was the second mostly used (nine times). In interrogative strategy, the speaker used a question to make a request. People usually choose this strategy because it sounds more friendly. They start chitchating before they go to their real purpose. For example “*Laptopku rusak ik, aku bisa endak minta tolong kamu perbaiki?*” (My laptop is broken; Can I ask you to fix it?). In the third place, there is downtoner with five occurrences. Thus, we can say this strategy is not often used. Last but not least, there are consultative devices and hedges with three occurrences. Hedges ask the hearer to guess what the speaker wants. When people use the hedges strategy, they need to think because they have no detailed description from

the request, such as "*Kowe nduwe jadwal rak? Kirimi mboan*" (Do you have a new schedule yet? Send it to me). From that context, we can see the request's ambiguity because we did not know what schedule the speaker means. The consultative device is used when the speaker would like to ask for advice from the hearer. Meanwhile, in the upgrader's strategy, the most used strategies are intensifiers with 25 occurrences. Based on the writer's experience, students of batches 2018 and 2017 mainly used this strategy. Compared to Blum-Kulka & Ohlstein, there is a big difference with the writers' findings. According to the writer's findings, using intensifiers is normal and expected. For example, "*Ndang, buang jorok banget*", can hurt the hearer's feelings. Expletives are similar to intensifiers but it is ruder. In this strategy, the writer only found two occurrences. Expletives portray negative emotional attitudes to the hearer. The last strategy there is the external modification with 22 occurrences. The most used by people in the external modification is checking availability with 17 occurrences. In this strategy, the speaker makes sure he understands the hearer's condition and realizes their position. Second, there is a cost minimizer with three occurrences. In this strategy, the speaker is trying to minimize the imposition of the request by considering the hearer's condition. The last is a sweetener. There are only two occurrences. This strategy expresses an exaggeration with praise, sweet talk, and anything the hearer wants to hear. For example: "*Koe kan ayu banget sedunia iki, tolong bantu dong.*" (You are kind and not arrogant and the most beautiful in the world. Please help me.)

Therefore, from this analysis, the writer found that the university students used the downgraders strategy more often than the upgrading strategy. In this study, the chats analyzed were produced by college students. They have the same age and have the same social distance. Therefore, downgraders are more common.

