

CHAPTER IV

RESULT AND DISCUSSION

4.1 Results

This chapter describes the result of the study. In this chapter, the result showed types of Politeness language Patterns in Request and the most frequent Politeness language Patterns in Request used in the English textbook “English in Focus” of second grade of Junior High School.

4.1.1 Types of Politeness Language Patterns in Request used in English Textbook

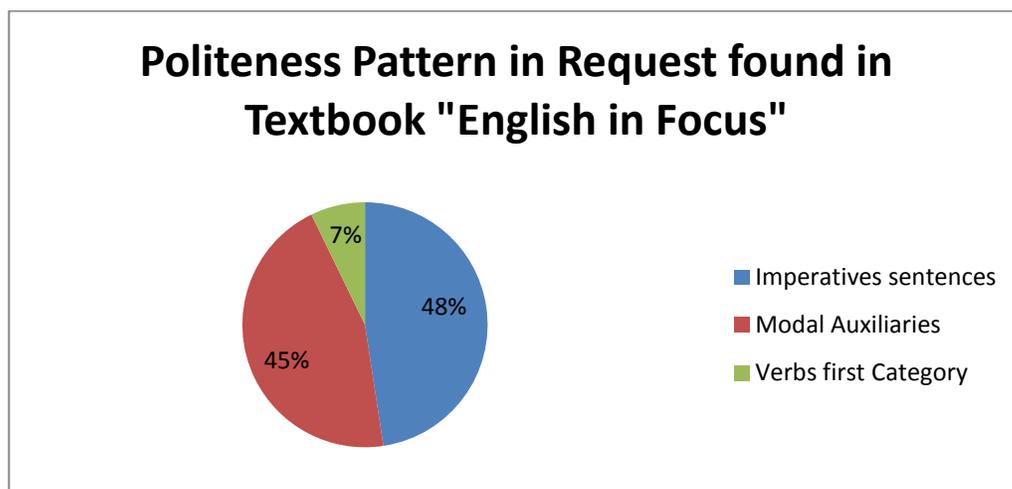
This section describes the first statement of the problem about politeness language patterns in request used in English textbook “English in Focus” grade VIII of Junior High School. From the data which were taken by documenting the utterances from the textbook, there were two types of Politeness Pattern in Request found in the textbook. They were Syntactic and Lexical Realization. There were totally 42 utterances of Politeness pattern in Request. The details of types of Politeness pattern in Request used in the textbook English in Focus were in the following table:

Table 2. Types of Politeness pattern in Request used in the textbook

“English in Focus”

Syntactic Realization		Lexical Realization	Total
Imperative	Modal Auxiliaries	Verbs First Category	
20	19	3	42

The result can be seen in chart 2 below:



4.1.1.1 Syntactic Realization

a. The Imperative Sentence

Based on theory which was purposed by Levinson (1983), imperative sentence is very rarely used to show request in English. According to Sadock, 1974 cited in Aubed (2012), the main rule of a request is to bring the request to the awareness that some actions are desired of him, by using various ways in which this action can be achieved.

Table 3 Types of Imperative Sentences in Request in the Textbook “English in Focus”

No	Types	Frequency	Percentage	S +L Relationship	
1.	Verb E x	9	42%	Friend-Friend(4)	Equal
				Doctor-passien(2)	Asymmetric
				Mother-son(1)	Asymmetric
2.	Please +Verb	6	32%	Friend-friend(5)	Equal
				Doctor-passien(1)	Asymmetric
3.	Negative +Aux	3	16%	Father-son(3)	Asymmetric
4.	Let’s	2	10%	Friend-friend(2)	Equal
	Total	20	100%		

Table 3 showed that there were 4 types of Imperative sentences in Request. First of all, Imperative sentence began with verbs. There were 9 (42 %) utterances found in this textbook. The Second form was adding please at the beginning that were 6 (32%) utterances in the dialogs. The Third form was Imperative sentence that began by putting negative auxiliaries “don’t”. There were 3 (16%) utterances. The last one was Imperative sentence by having let’s. In the textbook, there were only found 2 utterances in this form. It meant that only 10% occurred in the dialogs.

In Table 3, imperative request usually or commonly occurred in equal condition or position for instance between a student and a student. In some

conditions, it was used in asymmetric, for example, between the doctor and patient, but in general it used imperative in equal.

1. Imperative in Request in the Dialog by using verb:

As indicated in Table 3, there were nine requests in the dialog of the textbook by using verb in imperative.

Example 1:

Bento	:	Oh, Mum. I feel ill.
Mum	:	<u>Go back to bed,</u> then.

Context :

The dialog was between Bento as son and his mother. He told his mother that he did not feel well. Then, his mother requested him to go back to bed.

On the example above, the speaker wanted the listener to go back to bed. The speaker said directly to the listener. If we analyzed this utterance like a command, it was mentioned as imperative. Imperative was used within family, among coequals, or downwards. The example above showed that a family relationship between the speaker and the listener; it was between a mother and her son.

2. Imperative in Request in the Dialog by using Please + verb

Table 3 showed that six requests in form please +verb. When “please” occurred before an imperative structure, it signaled that the speaker intended the utterance to be taken as a request, and only as a request (Fraser, 1990). It meant that the word “please” became marker when someone requested something and made her request more polite.

Example 2.

Nadine : Fitri, please go to the shop and buy a kilo of sugar. We have to bake a cake for Andre's party.

Fitri : Please, wait. Let me shut down my computer first.

Context.

This dialog was between two friends, Nadine and Fitri. They were preparing Andre's party.

Those two examples above showed that the speaker and the listener were in family setting. It meant that the imperative sentences in request were used when the speaker and the listener had a close relationship and know each other.

3. Imperative in Request in the Dialog by using negative + Aux

As indicated in Table 3, there were three requests in form negative +Aux. The writer made request in dialog in form negative form in family setting.

Example 3.

Father : Rian, the plants are died. I've told you to water them. Did you water them yesterday?

Rian : Ummm,,yes, I did

Father : but, why are the plants dead now? Don't lie to me.

Rian : I don't lie dad

Context

The dialog was between Rian as son and his father. Father asked Rian to water the plants, but he forgot.

Based on the example above, the writer made a request between a father and his son. Father as a speaker asked his son as a listener. The speaker directly

requested his son. The speaker requested his son not to lie to him by using negative form.

4. Imperative in Request in the Dialog by using Let's

As seen in Table 3, there were two requests in form by using let's. In this case, the writer made request in form by using Let's.

Example 4

Jenifer : I think, red is too bright for you.

Michel : emmm... I guess you're right

Jenifer : but there is no blue shirt here. Let's ask the shopkeeper

Context

At department store Bali, the dialog was between a married couple from Canada "Michel and Jenifer. They were going to buy some clothes.

In this case, the speaker requested the listener by using "let's." It meant that the speaker did not only ask the listener to do that, but also two of them (speaker and listener).

b. Modal Auxiliaries

Polite requests could be made using "may I", "could I", "can I", "might I", "would you", "will you", "could you", and "can you". Based on the analyzing data, there were several requests by using modal that shown in table 4 found by the researcher.

Table 4 Modal Auxiliaries used in Request in the Textbook “English in Focus”

No.	Modal Auxiliaries	Frequency	Percentage	Speaker +Listener Relationship	
1.	Can	10	53%	Friend-friend(8)	Equal
				Foreigner-young man(1)	Asymmetric
				Foreigner-local person(1)	Asymmetric
2.	Could	4	21%	Teacher-student(1)	Asymmetric
				Friend-friend(2)	Equal
				Foreigner-local person(1)	Asymmetric
3.	Will	1	6 %	Friend-friend(1)	Equal
4.	Would	2	10%	Father Son	Asymmetric
				Friend-friend(2)	Equal
5.	May	2	10%	Friend-friend(1)	Equal
	Total	19	100%		

As seen in Table 4, there were 5 types of modal auxiliaries found in Request. First of all, there were modal auxiliaries beginning with “can”. This type was the most frequent used in modal that were 10 (53%) utterances found in this textbook. Second form was modal auxiliaries by using “could” that were 4 (21%) utterances in the dialogs. The Third form was modal auxiliaries “would and may” that were 2 utterances in each type that occurred 10% in the dialogs. The last one was modal “will” request that was only found 1 utterance in this form. It meant that only 6% occurred in the dialogs. “Can” and “will” were

informal request and it less polite, but it was acceptable enough if “can” and “will” were used in the equal condition (student-student). So, in making request in asymmetry (student-teacher), it was acceptable of using “can” and “will”. While “could” and “would” were used in asymmetry (student-teacher). “Would” and “could” were more formal compared to “can” and “will”.

1. Modal Auxiliaries “can”

As seen in Table 4 it found that modal “can” was the most frequent. Modal “can” occurred 53% in the dialogs. When someone used modal “can I”, it meant that the speaker used informal way in the dialog. The speaker often used “can” in a question to ask somebody to do something. The sentence was not a real question where the speaker did not really want to know if the person was able to do something. The speaker wanted them to do it.

Example 1 :

Dani : Well, I must say that roller coaster is the most exciting game.

Budi : Yes, I agree. The roller coaster gave me an unforgettable experience. I think I want to ride it again.

Dani : Yes, me too. By the way, are you chewing gum? Can I have some?

Context

The dialog was between two classmates. They were Budi and Dani. They were going to Dufan.

Based on the example 1 above, the speaker gave a question, but indeed the speaker requested gum to the listener. The speaker used modal “can” in dialogs because it was informal dialog between friends.

Example 2 :

Mr. Kingsley : Excuse me, do you know where the first National Bank is, Madam?

Miss. Hana : Yes. Just go straight down this road and the bank is on your right, Sir!

Mr. Kingsley : Thank you very much, Madam. By the way, can you tell me how to get to the subway station from the bank?

Miss. Hana : Sure, you have to take the no. 12 bus and get off in Burbank street. The subway station is there.

Context

The dialog was between a foreigner and a local person. Mr. Kingsley was as a foreigner, and Miss. Hana was as a local person. Mr. Kingsley was on a summer vacation in a town. He was trying to get to the bank, but he did not know how. He was asking someone for information.

Example 2 showed that the speaker did not only ask question, but he also wanted the listener to tell the way. In addition, the use of modal “can” was to show polite request permission. Furthermore, the use of “can” as in example 2 was less formal than others, such as “could”, and “would.”

2. Modal Auxiliaries “Could”

Based on the Table 4, 4 requests used modal “could.” The use of modal “could” was for formal polite request found by the researcher.

Example 3

A : Excuse me. Could you tell me where the restroom is?

B :

Context

When sinta was shopping in mall, suddenly a foreigner approached sinta. She was asking about the ladies restroom.

The use of “could” in this way was fairly polite (formal). Besides that, native speakers of English used “could” instead of “can” was to make requests. They felt that “could” was softer, more polite, and more deferential than “can.” Based on the example, the speaker tried to make request sentences more polite by using “could.”

3. Modal Auxiliaries “will”

In table 4, it could be indicated as a request by using modal “will” in the dialogs. “Will” was used for making a polite request or invitation. It was less polite than “would.”

Example 6

Diana : I won the science Olympics last week.

Shinta : Congratulations, wow you’re very clever.

Diana : Not at all. You just have to study harder. Will you come to my party?

Shinta : I’m sorry, I can’t. My parents are going to go to hospital.

Context

Diana and Shinta were friends. They were talking about Diana’s party. Diana asked Shinta to come in her party.

In the example, the speaker used modal “will” to ask the listener to come to the party. In this case, the speaker tried to make the conversation more polite.

4. Modal Auxiliaries “Would”

According to Lewis (1986) in Veronika (2006), questions were mentioned as a request that considered in polite requests. It meant that modal “would” was used for requesting someone politely to do something .

Example 4 :

Diana : Shinta, I am going to have a party tonight. Would you come?

Shinta : I’d love to! By the way, what are you celebrating?

Diana : I won the Science Olympics last week.

Shinta : Congratulations. Wow, you’re very clever.

Diana : Not at all. You just have to study harder. Will you come to my party?

Context

Diana and Shinta were friends. They were walking home from school. They were talking about a party at Diana’s house tonight.

Modal of “would you” and “will you” basically had the same meaning. “Would you” was more common and often considered more polite. Modal of “will” was for informal polite requests. Meanwhile, modal of “would” was for formal polite requests.

5. Modal Auxiliaries “May”

Some grammarians assert that “may” was also used in requests for permission. It was more formal and less common than “can” (Quirk et al. 1985). “May” was typically only used in the first person. It meant that modal “may” was used for formal request permission. They were equally polite.

Example 5

Eric : Hello

Andre : Hello, May I speak to Eric?

Eric : This is Eric, who is speaking?

Andre : This is Andre. I just want to tell you that I can’t go to the bookstore with you today.

Context

Eric and Andre were friends. Eric called Andre to tell something.

Firstly, Eric did not know if he was speaking with Andre

Example 5 showed that the speaker tried to make conversation more polite by using modal “may” to ask for permission.

4.1.1.2 Lexical Realization

Table 5 Verbs (First Category) used in Request in the Textbook “English in Focus”

No.	Verbs	Frequency	Speaker +Listener Relationship	
1.	Favor	2	Friend-Friend (2)	Equal
2.	Like	1	Friend-Friend	Equal
	Total	3		

a. The First Category

In this textbook, there were found the words “like and favor” in requesting something. It was the same as using the verb “want”. However, using like and favor were more polite.

Example 1

Diana : Shinta, I am going to have a party tonight. Would you like to come?

Shinta : I'd love to! By the way, what are you celebrating?

Diana : I won the science Olympics last week.

Shinta : Congratulation. Wow, you're very clever.

Context

The dialog was between two friend, Shinta and Diana. They were talking about a party tonight.

Example 2

Nina : Niko, Can you do me a favor, please?

Niko : Of course, what can I do for you?

Nina : Would you be so kind as to take care of my cat? I'm going to Bogor tomorrow to visit my uncle. He is sick. I'll be there for about two days.

Context

The dialog was between two friends. They were Nina and Niko.

In example 1, the speaker tried to make request more polite by using word “like”. When the speaker used modal in requesting something, he tried to be polite. In addition, when the speaker used modal and “like”, he tries to be more polite.

In example 2, the speaker used word “favor”. It meant that the speaker showed the request explicitly. The reason why the speaker used those two words was the speaker made the request indirectly.

4.1.2. The Most Frequent Politeness Pattern in Request

In this part, the frequency in each type to get the result of the most frequent politeness Pattern in Request was found by the researcher. Based on the result 1, there were 42 utterances in the frequency of Politeness Pattern in Request used in textbook “English in Focus”. First, imperatives were 20 utterances (48%). Second, modal auxiliaries were 19 utterances (45%). Then, the sixth verbs of the first category were 3 utterances (7%). The last, verbs of second category were 0 utterance (0%). Politeness Pattern in Request which was the most frequently used in the Textbook “English in Focus” was Imperative (48%).

4.2. Discussion

Finding of this research presented and discussed the answer of the research problems. The first was about the Politeness Pattern in Request that used in English textbook of second grade of Junior High School “English in Focus”. The last one was what the most frequent Politeness Pattern in Request.

4.2.1 Politeness Patterns in Request Used in textbook “English in Focus”

The first statement of the problem was what Politeness Pattern in Request that used in English textbook of second grade of Junior High School “English in Focus”. Politeness Pattern in Request in this study was divided into two types of Syntactic and Lexical Realization. In “English in Focus” textbook, the syntactic realization in types Imperative and modal Auxiliaries was found by the researcher.

Firstly, in imperative sentences, the researcher found 22 utterances in the textbook. Imperative was applied appropriately. Based on analyzing of the utterances that used in the textbook, the writer used imperative in the dialog of family, friends, and someone younger. According to Tripp cited in Puspasari (2012), imperatives was used for someone younger and usually in younger. Furthermore, the researcher found that imperative which began with the most frequent used verbs in request that was most of the sentences began with verbs were in equal relationship. Besides that, several imperatives using the word “please” made the requests more polite. All imperative sentences put the word “please” at the beginning of the request.

Second, Modal Auxiliaries. The researcher found 19 utterances by using modal in the dialogs. Such as can (10), could (4), would (2), will (1), and may (2). Modal “can” was used frequently most in the dialogs. Although “can” was less polite,

the writer used “can” appropriately. It meant that the researcher found the writer used “can” for most of the equal participants. However, the researcher found 1 dialog which was not in equal participants. The writer used “please” to make the request more polite.

The last was lexical Realization. In this part, the researcher found verbs in the first category. The verbs were like and favor. In English, both of them were used by native speakers for asymmetry such learners’ request to the teacher or professor. However, the researcher also found that the writer used those verbs for casual situation.

4.2.2 The Most Frequent Politeness Pattern in Request Used in textbook “English in Focus”

The second statement of the problem was what the most frequent politeness pattern in request that used in English textbook of second grade of Junior High School “English in Focus”. Based on the finding, the data showed that the most frequent politeness pattern in request was imperative.

Generally, the writer made request by using imperative appropriately. It meant that the writer tried to make dialogs following up native speaker. Native speaker used imperative sentences in equal relationship between speaker –listener, like student-student. It was because imperative was acceptable enough for these two parts both of equal and asymmetry.

Besides that, native speakers used imperative sentences in asymmetric relationship, like father or Mother –son. Imperative was used for someone younger. It

was because to request to someone younger, it did not need very polite request.
Instead, older person had higher position both of mental and social.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of study, the use of politeness pattern in request used in textbook had not covered the entire types of request. It means that the textbook *English in Focus* is less variations. It can be seen through the result that there were only some politeness patterns in request. First of all, syntactic realization was included Imperative and Modal Auxiliaries. The Second was lexical included verb first category, the verbs were “like” and “favor”.

Moreover, the study found that the relationship between speaker and listener in using request were not clearly. Actually, this study found some dialogs applied appropriately. On the other hand, there were still found some dialogs which were not appropriate like dialogs by using special words like “kind and favor”. In the textbook, the writer used special lexical words in equal relationship. Meanwhile, the native speaker only uses for asymatric relationship. Lin cited in Shcherbakova (2010) mentioned that request patterns by using special words only for “high-status” situations in English, were used only by native English speakers like learners request her/his Professor.

Furthermore, the second statement of the problem was what the most frequent politeness pattern in request in textbook “English in Focus”. Due to the findings, the Imperative sentence came as the most frequent used in request in the textbooks

“English in Focus”. Although the imperative used by the writer in this book did not use “verb +please” that meant impolite, the imperative was the most frequent request in the textbook. Besides that, modal auxiliaries also came as the most frequent used in request in the textbooks “English in Focus”. Based on the the result above, it can be concluded that the textbook “English in Focus” just emphasizes using “imperative” form and begins with verbs and “modal auxiliary” form “can”.

5.2. Suggestion

Based on the result of the study, the textbook is not varied in giving Politeness Pattern in Request. Therefore, the teacher should add and exercise the understanding of politeness patterns for the students. The teacher should tell the students ‘polite’ or ‘impolite’ forms. They do not only interpret based on the meaning of the word, but they also determine based on the context and the situation. It is important that the student knows about different types and different degrees of directness request since it is one of the important aspects in communication. But these scales should not be left without a suitable explanation. However, the students may misinterpret in thinking for example, the more indirect the form is the more polite they are.

Furthermore, the teacher is expected to be able to give politeness patterns in request which is unavailable in the textbook. The reason is one textbook cannot give complete materials. Thus, the teacher has to be creative in teaching process so that the students can gain knowledge about the materials, especially in request.

For further research, it is necessary to conduct research about students' ability in using politeness patterns in request to know whether students in Junior High School follow politeness patterns that are served in the textbook or gotten from the other resources.

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Appendix 1

The Imperatives Sentences Types in Request Found in Textbook “English in Focus”

No.	Verb	Please + verb	Negative +Aux	Let's
1.	Tell me about them. (page 15)	Please, come Uni. (page 78)	Don't forget to water plants. (page 2)	Let's ask the shopkeepers. (page 28)
2.	Come and have drink at my house. (page 55)	Please, go to the shop. (page 86)	Don't lie to me. (page 2)	Let's go camping. (page 152)
3.	Take the pink and purple plates. (page 86)	Please, wait. (page 86)	Don't eat that. (page 108)	
4.	Tell me what's your problem. (page 104)	Please, sit down. (page 104)		
5.	Tell me what's wrong. (page 106)	Please, tell viktor. (page 112)		
6.	Go back to the bed. (page 108)	Please, tell him. (page 112)		
7.	Come in. (page 108)			
8.	Come here a minute. (page 76)			
9.	Promise me (page 2)			

Appendix 2

Modal Auxiliaries in Request Found in Textbook “English in Focus.”

No.	Can	Could	Would	May	Will
1.	Can you help me get the flower pot over there, please? (page 3)	Could you be kindly helping me with this heavy bag? (page 87)	Would you be so kind as to take care of my cat? (page 11)	May I speak to Eric? (page 106)	Will you come to my party? (page 54)
2.	Can I have some?(page 35)	Could you buy some medicine for me?(page 109)	Would you come to join me and your mother to the concert? (page 56)	May I speak to Andre, please?(page 112)	
3.	Can you take thirty plates from the cupboard? (page 86)	Could you tell me about Dufan?(page 129)			
4.	Can I help you taking that books upstairs? (page 87)	Could you tell me? (page 131)			
5.	Can you show me the way to the travel agency? (page 87)				
6.	Can you help me, please?(page 109)				
7.	Can you tell me				

	about the sphinx, Edy?(page 129)				
8.	Can you tell me... ? (page 130)				
9.	Can you help me to get some food? (page 155)				
10.	Can I speak to Mr. ardi , please? (Page 159)				

Appendix 3

The Verbs: First Category in Request Found in textbook “English in Focus.”

No.	Favour	Like
1.	Can you do me a favour , please?(page 109)	Would you like to come? (page 54)
2.	Can you do me a favour, please? (page 11)	

Table 1. An Analysis of Politeness Patterns in Request

No.	Utterances	Syntactic <i>Realization</i>				Lexical <i>Realization</i>	
		A	B	C	D	A	B
1.	Don't forget to water plants. (page 2)	√					
2.	Don't lie to me. (page 2)	√					
3.	Can you help me get the flower pot over there, please? (page 3)				√		
4.	Tell me about them. (page 15)	√					
5.	Promise me (page 2)	√					
6.	Let's ask the shopkeepers. (page 28)	√					
7.	Can I have some?(page 35)				√		
8.	Would you be so kind as to take care of my cat? (page 11)				√		
9.	Will you come to my party? (page 54)				√		
10.	Come and have drink at my house. (page 55)	√					
11.	Come here a minute. (page 76)	√					
12.	Please, come Uni. (page 78)	√					
13.	Would you come to join me and your mother to the concert? (page 62)	62			√		

	56)						
14.	Take the pink and purple plates. (page 86)	√					
15.	Please, go to the shop. (page 86)	√					
16.	Please, wait. (page 86)	√					
17.	Could you be kindly helping me with this heavy bag? (page 87)				√		
18.	Can you take thirty plates from the cupboard? (page 86)				√		
19.	Can I help you taking that books upstairs? (page 87)				√		
20.	Can you show me the way to the travel agency? (page 87)				√		
21.	Tell me what's your problem. (page 104)	√					
22.	Please, sit down. (page 104)	√					
23.	Tell me what's wrong. (page 106)	√					
24.	May I speak to Eric? (page 106)				√		
25.	Don't eat that. (page 108)	√					
26.	Go back to the bed. (page 108)	√					
27.	Come in. (page 108)	√					
28.	Come in. (page 108)	√					
29.	Can you help me, please?(page				√		

	109)						
30.	Please, tell viktor. (page 112)	√					
31.	Please, tell him. (page 112)	√					
32.	May I speak to Andre, please?(page 112)				√		
33.	Can you tell me about the sphinx, Edy?(page 129)				√		
34.	Could you tell me about Dufan?(page 129)				√		
35.	Can you tell me... ? (page 130)				√		
36.	Could you tell me? (page 131)				√		
37.	Let's go camping. (page 152)	√					
38.	Can you help me to get some food? (page 155)				√		
39.	Can I speak to Mr. ardi , please? (Page 159)				√		
40.	Would you like me to water the flowers?					√	
41.	Can you do me a favor, please?					√	
42.	Would you like to come? (page 54)						
	Total of utterances (42)	20	0	0	19	3	0
		48%	0%	0%	45%	7%	0

Notes :

Syntactic Realization

A : The Imperative Sentence

B : Interrogative sentence

C : The Declarative Sentence-

D : Modal Auxiliaries

Lexical Realization

A : The First Category

B : The Second Category

F : Total Number each patterns



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SURAT PETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Dwi Permata Lestari

NPM : A1801030

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

An Analysis of Politeness Pattern in Request
Used in English textbook of Second grade
of Junior High School

adalah benar karya saya sendiri, bebas dari plagiat atau penjiplakan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi

Drs. Saiful M.A.
NIP 19720825 199702 2101

Bengkulu, 19 Mei 2014

MAUTERAN
TEKAPIL
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AH
(Dwi Permata)