THE REQUESTING LANGUAGE PERFORMED BY MALE AND FEMALE STUDENTS OF SMP NEGERI 2 BATANG KUIS

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ABSTRACT

This study deals with the requesting language performed by male and female students. The objective of this study were 1) to investigate the kinds of request performed by male and female students in doing interaction at informal context, 2) to investigate the request linguistically performed by male and female students in doing interaction at informal context, and 3) to investigate the request performed by male and female students in doing interaction at informal context as the way they are. It was applied by using descriptive qualitative research. It was conducted at Smp Negeri 2 Batang Kuis involving 3 male and 3 female students. The data were collecting through observing, recording and interviewing them. The data of this study were 44 male students utterances and 42 female students utterances which were taken in three area of school: canteen, area in front of the class, and parking lot. The findings showed that 1) syntactical realization and lexical realization were found in the students utterances. The fourth kinds of syntactical realization namely imperative, interrogative, declarative, and modal auxiliary also found in their utterances. 2) the way of request linguistically performed by male and female students was direct way. Similarly, the way of request linguistically performed by male and female students perform request in the way they are namely intercutators and age.

Keyword: Male and Female students, Gender, Request.
INTRODUCTION

Language is a means of communication. One of the languages which are used widely in the world is English. Many people say that English is one of the international languages. In facing modern area and free trade, we are demanded to be able to speak and to communicate in English. It means that English plays an important role in international communication.

Communication is any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes, taken from https://en.wikipedia.org/wiki/Communication. With communication we can interchange in different ways, feeling, persuading, advising, warning, teaching and so on. In communication there is an action to get someone else to do something. One of the ways to do an action to someone to do something is by using request.

From childhood males and females are different in many ways, both physiologically and psychologically. They are not only different in their physical appearance, but also in the way they use their language. Each person has different style communicating with other people. To say one intention, someone can say it in different ways. Holmes (1992:4) states that language provides a variety of ways of saying the same thing. It depends on a lot things: where people come from, educational background, age, and it also depends on gender.

THEORETICAL FRAMEWORK

Eckert and Ginet (2003:17) state that gender is a collaborative affair that one must learn to perform as a male or a female, and that performances require support from one’s surroundings. Indeed people do not know how to interact with another human being, or how to judge them and talk about them, unless people can attribute a gender to them. Most people interactions are colored by performance of people own gender, and by attribution of gender to others. The
different of performance and communication leads the gender differences.

There are two main bodies of research on gender differences in communication styles; academic research and popular literature. Academic research points out major differences in conversation characteristic and traits across gender, while popular research focuses on major stylistic differences in conversation style between men and women. Popular research also points out common pitfalls and areas of conflict due to gender differences in communication style of men and women (Mercant, 2012).

Academic research on psychological gender differences has shown that while women use communication as a tool to enhance social connections and create relationships, men use language to exert dominance and achieve tangible outcomes (Leaper, 1991). Women are, overall, more expressive, tentative, and polite in conversation, while men are assertive and power-hungry (Basow & Runbenfield, 2003).

The characteristic of women in communication are women give more priority to connection or a good relationship and intimacy, avoid superiority, more emotional, and reduce different opinions. In non-verbal communication, women are proved more to use eye contact (67.5%), body language (75.5%), and smile (83.7%) while men communicate, they communicate to report facts and in short phases with little or almost negligible (Griffin, 1999). To say about getting food they serve different ways. Question are more common in women’s contributions (e.g., “Does anyone want to get some food?”) whereas directives that tell the audience to do something (e.g., “Let’s go get some food”) are more likely to be found in men’s conversational contributions.

Tannen (1990) distinguishes men and women communication pattern. According to her, the men communication pattern is considered “report talk”, while women communication pattern is considered by “rapport talk”. Rapport talk and report talk them break down the differences between men and women communication so language users are able to understand those differences in our everyday lives and apply our communication adaptations. These terms differentiate the language characteristics between men and women. The characteristic include questions, apologies, compliments, longer talk,
taking blame, giving advice, thanking and performing request.

In daily communication, people always ask others to do things. Speaker ask a person to give him something, or ask the person to do some actions. These are all request. Request refers inclusively to an utterance that is intended to indicate the speaker’s desire to regulate the behavior of the listener that is, to get the listener to do something (Becker, 1982) as cited in Achiba (2003).

Request is a speech act expressing the speaker’s desire for the hearer to do something with the added proviso that the hearer takes this expressed desire as the reason to act, Bach and Harnish (1984: 48). Based on Bach and Harnish’s definition, Kuang et al. (2006) redefined requests as verbal instructions performed by the speaker expressing a desire for the addressee to do a particular thing and usually aim for the addressee to intend to do it and actually to do it.

Requesting the utterances is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he or she will perform the action in the normal course of events. Thus, by realizing a request, the speaker considers that the hearer is able to perform an action.

In social interaction, people sometimes perform request to do things they want. It happens not only in community surrounding but also at school. At school, people especially students perform request in some places; in the classroom, canteen, library or in laboratory. Performing request isn’t part of inseparable of communications. Men and women are different in performing the request. Tannen (1990) states men tend to use direct request when speaking to others. For example: “Close the door!”, “Switch on the light”. Men speak most directly to the point while women tend to use indirect request. For example: “Won’t you close the door?”.

METHOD OF RESEARCH

This research was conducted by using descriptive qualitative design. Descriptive means the data collected in the form of words or pictures rather than numbers. Therefore descriptive qualitative means to find out how a theory works in different phenomenon where the data collected are in the form of words rather than number (Bogdan and Biklen, 1992). The subject of the research is a person who participates in human subject
research by being the target of observation by a researcher. The subject of the research are 3 male and 3 female students of SMP Negeri 2. The students are eight grade students and their interlocutors could be found at canteen, area in front of the class and parking lot. They are chosen because they are seen frequently in the three area of school. It means that they went to these areas almost every day.

The objects are students request utterances from daily activities at school and student’s interviewed utterances. Further information is explained in techniques of data collection.

Bogdan and Biklen (1992: 29) assert qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. As the key instrument, the researcher also needs supporting instruments to get the valid data. The supporting instrument is recorder. A recorder is used to record subject’s activities and to record utterances of them while the interview is done.

Technique of validating qualitative research is termed as trustworthiness since it is important to make sure that the data will be collected are worthy to be analyzed. According to Lincoln and Gaba (1985:200), the aim of trustworthiness is to support the argument that the findings are worth paying attention to. In qualitative research, there are four criteria used to make sure that the data are valid. They are credibility, transferability, dependability and confirmability.

DATA ANALYSIS, RESEARCH FINDINGS, AND DISCUSSION

This section aims to discuss the research findings explained in the previous section. It deals with the three research problem namely: kinds of request performed by male and female students, how requests linguistically performed by male and female students and the reasons why they perform request in doing interaction at informal context the way they are. The detailed discussions about those problems are elaborated as follows by consulting some relevant theories.

This study revealed the all kinds of request were found in students utterances. Imperative sentence took the first position with the total amount of 24 utterances performed by male students and 25 utterances performed by female
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students. It means that both male and female students performed direct request dominantly. The setting of informal context may cause the choice of imperative to make the request is clear and appropriate. It also makes their intentions are delivered directly. Declarative request got the second position of 10 request utterances by male students and 8 requests by female students. Then, it is followed by interrogative with 7 requests of male students and 5 requests by female students while modal auxiliary with 2 requests performed by male students and 3 requests performed by female students. Lexical realization is as the last position with 1 request by male students and 1 request by female students.

Table 1. The Distribution Of Requests By Male Students

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Syntactical</th>
<th>Lexical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Imperative</td>
<td>Interrogative</td>
</tr>
<tr>
<td>1</td>
<td>Male 1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Male 2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(total)</td>
<td>24</td>
</tr>
</tbody>
</table>

It is seen from the table that male 1 performed 7 imperative requests, 3 interrogative requests, 5 declarative request, and 1 modal auxiliary request. Male 2 performed 8 imperative request, 1 interrogative, 3 declarative, 1 modal auxiliary and 1 lexical realization. Male 3 performed significant ways that are 9 imperative requests, 3 interrogative, 2 declarative requests. So, the three male students used imperative request dominantly. After displaying the distribution of requests, the researcher analyzed the amount of direct and indirect requests. Table 1 provides the distribution
of direct and indirect request performed by the three male students.

Table 1 shows that the male students used direct request dominantly. So that, requests linguistically performed by male students in doing interaction at informal context were the direct way. The result of the study is conformable with Tannen theory which said that men used direct request in communication.

The study revealed that the two of three male students were consistent to use direct request. Although one of them performed indirect request dominantly, it doesn’t decrease the amount of direct request. The total amount of direct request was 24 utterances.

In doing interaction at informal context, they talked more to friends than the other people. From the observation, male students tend to use direct request when talking to the same gender. Even when male 3 wanted to copy the homework from his friend, he wasn’t doubt to express the intention in direct request. The phenomenon happened because the solidarity occurs to them.

Besides that, there were the other requests performed by them namely; interrogative, declarative, modal auxiliary and lexical realization which are lower than imperative sentence. Those kinds of request are known as indirect request. Researcher observed male students sometimes used indirect request when talking to female students or different gender. The total indirect request performed by them when talking to the different gender are 8 requests. One of the utterances:

Male 3: “Aku haus kali la...”

The utterance occurred when a male student requested mineral water which was drunk by his friend. Instead of asking mineral water imperatively, he used declarative sentence because his interlocutor was a girl. A speaker used indirect request to decrease the high intonation. Modal auxiliary was used to make a male student’s utterance is more tactful and more polite. Lexical realization was used to decrease the force of the message communicated.

Based on Tannen theory, women use indirect request in communication. Women tend to use indirect request mainly in connection with politeness since they thus diminish the unpleasant message contained in requests and orders for instance. They thus not only show respect to the speaker, but he also expresses politeness or sometimes even
unwillingness to quarrel. They also use it to make the utterance sounds more interesting.

Table 2. The Distribution Of Direct And Indirect Request By Male Students

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Direct request</th>
<th>Indirect request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male 1</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Male 2</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Male 3</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 2 shows that Male 1 performed direct request with the total of 7 utterances and indirect request with the total of 9 utterances. It means that Male 1 use indirect way dominantly. On the other hand, Male 2 and Male 3 were consistent to perform request in the direct way. Male 2 performed direct request 8 times and indirect request 6 times. Male 3 used direct request the most frequently of the other male students with the total of 9 request utterances. The detail data will be presented below.

a. Direct Way
   Data 1
   Male 1: “...pakek uangmu dulu ya!...”

   The word “pakek” is imperative request since the verb begins the sentence.

b. Indirect Way
   Data 2
   Male 2: “Mana pulpen lebih mu Yan?”

   This is interrogative setence type with wh-question form. Male student asked his friend where is friend put the other pens. He asked in that way wasn’t because he wanted to know where the other pens but he wanted to borrow that pens. It was proofed by the condition at that moment they were writing the result of observation in front of the class. Immediately, the male student asked where the other pens.
His hearer understood the intention so he took an action that was taking the pen from the class. His intention was delivered successfully since the hearer took his pen.

Data 3

Male 3: “Aku haus kali la…”

The request is called declarative sentence type. The utterance occurred when a male student requested mineral water which was drunk by his friend. Instead of asking mineral water imperatively, he used declarative sentence because his interlocutor was a girl. Due to the condition that they finished physical exercise subject which made they were thirsty, the girl directly gave her mineral water to him.

Data 4

Male 1: “… mau kau bawakkan ini?”

The word “mau” or “would” is a modal auxiliary type. The speaker attempted to ask his friend to bring some books. He added “mau” “would” to make the utterance is more tactful and more polite.

### Table 3. Distribution Of Request By Female Students

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Syntactical</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Imperative</td>
<td>Interrogative</td>
<td>Declarative</td>
<td>Modal aux</td>
</tr>
<tr>
<td>1</td>
<td>Female 1</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Female 2</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Female 3</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Female 1 used 8 imperative requests, 1 interrogative requests, 2 declarative, and 2 modal auxiliaries. In addition, female 2 performed 8 imperative requests, 1 interrogative, 2 declarative, and 1 lexical realization request. Female 3 performed 9 imperative requests, 3 interrogatives, 2 declarative and 1 modal auxiliary request. Therefore, three female students used imperative request dominantly with the total amount of 25 request utterances. The total amount of imperative request is far different from the other kinds which is only 8 requests as the second position. They were consistent to use imperative request in doing interaction at informal context.
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The detail data will be presented below.

a. Direct Way

Data 1

Female 1 : “... *eh bayarkan* dulu ya, uangku ketinggalan dikelas...”

This utterance is called direct way since the word “*bayarkan*” is imperative request. The word “*bayarkan*” functions as verb which occured in the beginning of a sentence so that the sentence is called imperative. A female student who wanted to borrow some money from her friend performed her intention straight to the point so that the meaning was delivered without any implicit meaning.

b. Indirect Way

Data 2

Female 2 : “*cemana makek stipo ini?’”

The type of interrogative request is wh – question with the word “*cemana*” or “how”. Speaker tried to use the erase but she couldn’t do it. She looked distress so that a friend besides her offering for help. When she was asked if she uttered request she said yes. Consequently, it was true that she had intention that her friend was able to help her.

Data 3

Female 3 : “*buk, baliknya belum*”

Data 3 is known as declarative request since the speech function is statement. The statement uttered at canteen when the speaker asked to the seller for the return money. Because her interlocutor was older, she didn’t ask it. She preferred to speak declaratively in order to make her intention wasn’t impressed ordered.

Data 4

Female 1 : "*pak, bisa minta tolong bersihkan mejanya?”*

The word “*bisa*” or can is the part of modal auxiliary type. The requester used that word because she talked to seller man who was older than her. She was asked why she performed such request and the answer was because to make the utterance sound more polite.

Data 5

Female 1 : “*Za, kau suka Burger?’”

Because the word “*suka*” or like which is the certain verb of lexical
realization, the data is said as lexical realization request type. The female student didn’t ask her friend if she liked burger or not but she wanted her friend to buy her burger. Actually, the addressee didn’t understand her intention so that she confirmed whether the requester wanted to buy it. From the answer of the requester, it was known that her intention was request.

The detail data presented above were some request utterances performed by the three female students. To answer the second question, the researcher analyzed deeply to the table 3 the table shows that the female students performed request in the direct way with the total amount of 25 request utterances. Therefore, how request linguistically performed by female students in doing interaction at informal context are the direct way.

According to Tannen (1990), women tend to speak indirect request and have implicit intention or meaning. The result isn’t in line with Tannen theory which said that women tend to speak indirect way. Apparently, the phenomena don’t work on junior high school students. Students at informal context were more likely to talk with the equal interlocutor.

The reasons of students in performing such requests will be discussed in the next part.

CONCLUSIONS

The syntactical realization and lexical realization request occur in male and female students utterances while performing the request,. The fourth kinds of syntactical request namely imperative, interrogative, declarative, modal auxiliary also occur in their utterances.

Male students performed request in the direct way dominantly. Even though one of three male subjects mostly used indirect request, the total amount of requests use by them still shows that they tend to use direct request. In addition, female students also performed request in the direct way dominantly. The three female subject showed that they were consistent to use imperative sentence in asking their interlocutor to do some actions or services.

There were two factors causing male and female students performed requests in the way they are namely interlocutor and age. The first reason is interlocutor. Male and female students would use indirect request when they
talked to the different gender. The second reason is age. Male and female students performed request directly using imperative sentence while having interaction with the close friend or someone who has the same age with them. On the other hand, when they talked to people who were older than them, they would perform request in the indirect way.

The are two reasons why male and female students performed request in the way they are. The reasons are interlocutor and age. The data showed that when male and female students talked to the same gender, they dominantly use direct request. It also showed when they talked to the different gender, they would use indirect request. The study revealeed that when male and female students talked to the older people, they tend to use interrogative and declarative sentence meaning that they use indirect request. However, when they talked their close friend or had the same age, they used direct request. This makes the direct request so the intentions are clear and appropriate. But it doesn’t mean that they always use imperative sentence in performing requests. When talking to friend, they sometimes used interrogative and declarative according to the situation.

Ishikawa (2013) argues that there are some factors which determine the degree of performing requests. The factors are addressee or interlocutors, age and social status. The result of the study is conformable with Ishikawa statement. But social status factor can’t found in this study.

REFERENCES


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