

## **CHAPTER V**

### **CONCLUSIONS AND RECOMENDATIONS**

This chapter outlines the final part of the research by firstly presenting the conclusion from the discussion in the fourth chapter. The conclusions are based on the objective of this research, research questions, and the findings of this research. The implications of the findings and some recommendations are also provided for future researchers who specialize in undertaking research on the similar topic as this research.

#### **5.1 Conclusions**

The conclusion is derived from the findings of this study on the choice of politeness strategies and request strategies used by EFL university students in their request messages addressed to the lecturer. The findings have answered the three proposed questions in this research. It means that by answering the research questions, it has achieved the objectives of the research to find students' choice of politeness and request strategies when they message their lecturers who have the authority over them (+P) but as the students they all are familiar with their lecturers (+D). The contexts were set into two degrees of burdensome, high imposition (+R) and low imposition (-R) request which commonly happened in academic setting.

In conclusion, this research found that EFL university students employed conventionally indirect strategy as the most prevalent strategy to convey request message addressed to their lecturers. The most prevalent conventionally indirect strategy chosen in all situations is query preparatory strategy. Another finding depicts that ranking of imposition (R) in request influence the students' choice of request strategies. The dominant strategy that used in high imposition request and low imposition request are different. The most dominant strategy that used in high imposition request is indirect strategy while the most dominant strategy used in low imposition request is direct strategy. This finding in line with the study from Saputri (2016) that also found that there was a dominance in the use of indirect

strategy in high imposition request. The study from Nugroho and Eka (2020) also reports the same findings that high imposition request will make the requester applies indirect strategy: conventionally indirect and non-conventionally indirect.

The other finding shows all of the participants who were EFL university students showed their politeness and respect to their lecturers who have higher social status over them. The participants employed politeness strategies in their request messages to perform politeness. None of the students showed bald on-record and positive politeness. Bald on-record strategy is considered as the most direct and explicit strategy to perform politeness. By using this strategy, the message is considered as having no politeness since it usually used in urgent situation in which immediate and decisive action are needed. Conversely, most of the students showed negative politeness as the politeness strategies when conveying request messages to the lecturers. Negative politeness is typically expresses via questions like in query preparatory strategy, even questions that seem to ask for permission to ask question (e.g. “*May I ask you if you have a deadline extension?*”). They composed the request messages for the lecturer in a formal and indirect way through long sentences in attempt to save the hearer’s negative face. Students are more likely to consider lecturers’ feelings, desires, and autonomy when making a request using negative politeness. This strategy seeks to avoid direct and strong demands which may be viewed as impolite or intrusive.

The findings confirmed Brown and Levinson’s (1987:178) theory that states that people typically use negative politeness to show politeness to other people who have higher status and higher power over themselves. Negative politeness includes strategies such as using indirect language, hedging and modals. This also confirmed Blum-Kulka, House, and Kasper (1989) who found that, if someone wants to minimize the imposition, they will prefer to use more indirect strategies than the direct ones. From the result of this study that dominated by indirect strategies and negative politeness, it can be considered that EFL the

messages from EFL university students that were sent to the lecturers were considered as polite because they tried their best to minimize the imposition.

## **5.2 Recommendations**

In this last section, the researcher would like to make some recommendations for further study and present practices on the topic.

### **5.2.1 For English Lecturer**

Pragmatics is how context contributed to the meaning so that the researcher suggests that English lecturers should give more understanding about how language is used in a context. English lecturer may encourage the students to think critically about the intended meaning of messages and how they are delivered so that students have a better grasp of language use in different contexts. This can be practiced by providing them with many exercises both spoken and written exercise. For written exercise, English lecturer can apply DCT as an assessment tool in teaching pragmatic for EFL university students to test students' understanding about certain strategy like politeness strategies, for instance, lecturers can design situations with some social variables to drive students in choosing the appropriate strategies like bald on-record, negative politeness, positive politeness as well as off-record. English lecturer can also encourage EFL university students to practice sending messages in English to promote confidence, academic success, and the development of valuable life skills.

### **5.2.2. For EFL University Students**

English learners must know how to communicate effectively with others. As a result, they must understand pragmatics theory, which deals with daily communication and the strategies to do so. Students can study more about speech act of requesting, complaining, offering, rejecting,

promising and their strategies. It will allow them to engage in conversations with others more comfortably and participate actively in various social and professional settings. Moreover, grasping the theory underlying communication will help them avoid misunderstandings that may arise they do not have a deeper understanding of communication and pragmatics. EFL university students can also try to message their lecturers in English so that it can build foundation for more extensive academic writing tasks. It helps students develop the skills needed for essays, reports, and other written assignments.

### **5.2.3. For Future Researchers**

The researcher hopes this research can serve a remark about the implication politeness and request strategies that is essential to be studied because politeness as one of the major concerns in pragmatics. Future researchers may find relevant references linked to politeness and the speech act of request in this research. They can conduct similar research about politeness strategies with other kind of speech acts as well as in different context not only in the context of academic setting between students and lecturer but also between students and students. The future researchers may conduct a deeper research with wider participants as the sample. The more participant who take part, the more data they will collect, allowing them to provide more accurate results on the topic at hand. With more participants, the study can be conducted utilizing, both qualitative and quantitative. It will be more challenging since this study only used a qualitative method. Other studies on showing the illocutionary acts and politeness strategies in spoken way are recommended. Moreover, the participants can be people who have same social status. It will have different results and findings from this study.