REQUESTING STRATEGIES USED BY THE MAIN CHARACTERS IN *LITTLE WOMEN* MOVIE

THESIS

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ABSTRACT

Nurdina, V. D. (2023). *Requesting Strategies Used by The Main Characters in Little Women Movie*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M.App.Ling.

This thesis aims to examine the requesting strategies used by the main characters in the *Little Women* movie. This study uses the theory of requesting strategies from Blum-Kulka and Olshtain (1984) and social factors using sociological variables from Brown and Levinson (1987). This study aims to find out what types of requesting strategies used by the main characters and how the social factors influence the types of request strategies chosen. Therefore, there are two problems in this study: (1) What are the types of requesting strategies used by the main characters in *Little Women* movie? (2) How do social factors influence the use of requesting strategies used by the main characters in *Little Women* movie?

This study used a descriptive qualitative approach. The subjects of this study were four sisters (Meg, Jo, Beth and Amy) as the main characters in *Little Women* movie. The researcher collected data by downloaded the movie transcript of Little Women to analyze the types of requesting strategies and how social factors influence the main characters' choice of request strategies.

This study revealed that there are eight types of requesting strategies uttered by the main characters. The researcher found 52 utterances that contain requesting strategies. Eight types of request strategies, including; mood derivable, explicit performatives, locution derivable, scope statements, language specific suggestive formulas, references to preparatory conditions, strong hints and mild hints. Furthermore, the researcher found that social factors have a significant influence on the use of request strategies. There are three types of sociological variables that determined the influence of social factors, namely relative power, social distance and rank of imposition. Speakers who have higher power relations than listeners use the most direct request strategy, namely mood derivable. Meanwhile, speakers whose power relations are lower than listeners apply types of request strategies with the lowest level of threatening actions, such as mild hint strategy.

Keywords: request, request strategies, social factors.

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ABSTRAK

Nurdina, V. D. (2023). *Strategi Permintaan yang Digunakan oleh Pemeran Utama dalam Film Little Women*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: Raudlotul Jannah, M.App.Ling.

Skripsi ini bertujuan untuk mengkaji strategi permintaan yang digunakan oleh peran utama dalam film *Little Women*. Penelitian ini menggunakan teori strategi permintaan dari Blum-Kulka dan Olshtain (1984) dan faktor-faktor sosial menggunakan variabel sosiologis dari Brown dan Levinson (1978). Penelitian ini bertujuan untuk mengetahui apa saja jenis strategi permintaan yang digunakan oleh para peran utama dan bagaimana pengaruh faktor sosial mempengaruhi jenis strategi permintaan yang dipilih. Oleh karena itu, ada dua masalah dalam penelitian ini: (1) Apa jenis strategi permintaan yang digunakan oleh peran utama dalam film *Little Women*? (2) Bagaimana faktor sosial mempengaruhi penggunaan strategi permintaan yang digunakan oleh peran utama dalam film *Little Women*?

Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Subyek penelitian ini adalah pemeran utama (Meg, Jo, Beth and Amy) dalam film *Little Women*. Peneliti mengumpulkan data dengan mengunduh transkrip film *Little Women* untuk menganalisis jenis strategi permintaan dan bagaimana faktor sosial memengaruhi pilihan strategi permintaan karakter utama.

Penelitian ini mengungkapkan adanya delapan jenis strategi permintaan yang diucapkan oleh pemeran utama. peneliti menemukan 52 ucapan yang mengandung strategi permintaan. Delapan jenis strategi permintaan tersebut, diantaranya, ujaran turunan suasana hati, performatif eksplisit, turunan lokusi, pernyataan ruang lingkup, rumus sugestif khusus bahasa, rujukan ke kondisi persiapan, petunjuk kuat dan petunjuk ringan. Selanjutnya, peneliti menemukan bahwa faktor sosial memiliki pengaruh yang signifikan terhadap penggunaan strategi permintaan. Ada tiga jenis variabel sosiologis yang menentukan pengaruh faktor sosial, yaitu kekuasaan relatif, jarak sosial dan peringkat pembebanan. Pembicara yang memiliki relasi kekuasaan yang lebih tinggi daripada pendengar menggunakan strategi permintaan yang paling langsung, yaitu turunan suasana hati. Sementara itu, penutur yang relasi kuasanya lebih rendah dari pendengar menerapkan jenis strategi permintaan dengan tingkat tindakan mengancam yang paling rendah, seperti strategi isyarat ringan.

Keywords: permintaan, strategi permintaan, faktor sosial.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, significance of the study, scope and limitations of the study, and definitions of key terms.

1.1 Background of the Study

As social beings, humans need interaction between each other through communication. By communicating, people can convey messages, expressions and feelings. One of the tools that people often use to convey various things in communication is language. Rabiah (2018, p. 5) says language is a form of symbols used as a tool to express themselves. Furthermore, language also rich in expression, speed, productivity and ease (Enfield, 2009, p. 1). However, the existence of language itself is for the smooth communication of one person with another. Rabiah (2018, p. 4) argues basically in the sociolinguistic view, language activities are from whom to whom, what is discussed, what language is used and what the purpose is. It is very important for the speaker and listener to understand each other about the topic being discussed. The speaker can use language to convey their thoughts and feelings to the other person so they can understand what they mean. Therefore, the interlocutor can provide feedback in accordance with what the speaker expects. This can be recognized by the term speech act.

According to Birner (2013, p. 175), basically, speech act is the involvement of the speaker's intention in conveying the utterance and the meaning of the context which will result in the conclusion of the meaning obtained by the

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listener. The form of speech acts involves the effort of the case, the listener must understand well what the speaker is talking about. Yule (1996) classifies speech acts into five types, namely declarations, representatives, expressives, directives, commissives. One type of speech acts that show the attitude of the speaker in influencing the actions of the hearer is directive speech acts. Request is one type of action in directives speech acts.

Bach and Harnish (1982, p. 49) define a request as an expression of the speaker's intention to get the hearer to do something. Request is also known as face-threatening act. According to Brown and Levinson (1987, p. 61) Face is an emotional investment that must be considered in the interaction to influence the interlocutor. The face function here can support the speaker's utterance to influence the listener. If the speaker fails to convey the request, this can cause miscommunication if the listener cannot understand what the speaker's saying. However, people have different ways of conveying something, including requests. Diversity in conveying request is done in order to minimize the perception of compulsion to the hearer to do something. With such diversity, Blum Kulka and Olshtain (1984) make a request for realization and a form of request strategy to minimize these assumptions. Therefore, in implementing the use of request strategies is not far from maintaining an image as a symbol of politeness in interacting.

Speech act of request is often used as a starting point for someone in starting a conversation. To protect against feelings of awkwardness, Thomas (2013, p. 158) argues a speaker can use politeness as a strategy for establishing or maintaining positive relationships. In the politeness strategy there are two

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assumptions, namely positive face and negative face. Positive face indicates the speaker's desire for his words to be accepted by others. While the negative face is the speaker's expression without any coercion from the other.

The assumptions that emerge are certainly influenced by several factors, especially social factors. According to Brown and Levinson (1987, p. 74) there are several factors that influence the form of politeness when communicating, such as social distance, relative power, and absolute ranking of impositions. Social distance is a factor of the proximity of social relations between speakers and listeners. Relative power is the influence of differences in social levels. Then the rank of imposition shows the level of imposition given by the speaker to the listener.

Many studies on request strategies have been conducted by researchers. Balman, Lee and Inoue (2020). This study focuses on the use of request strategies that are used by a student to a professor. The results of the use of request strategies are also influenced by the impositions made. There are two types of imposition, namely low and high imposition. Therefore, the results of the study showed differences in the pattern of request strategies.

Prayogo and Tedjaatmadja (2013) analyze the types of request strategies on a leaders street dance groups. This study focuses on the differences in the use of request strategies used by leaders to male and female members in a meeting. The results show that the leaders use the same type of request strategies (direct strategy) for male or female members. But on the other hand, leaders use more indirect strategies for female members than male members where these strategies are more polite.

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Sari, Raja and Sudirman analyzes request strategies in English foreign language students on 2015. This study aimed to find types of request strategies and politeness strategies. The researchers conducted the study used Trosborg's theory about request strategies and Brown and Levinson's theory about politeness strategies. The result of this study show that most request strategies are in the form of imperative sentences. While politeness strategies tend to use negative politeness.

Putra (2019) also conducted a study on Sundanese males and females. This study aimed find the types of request strategies that are used when communicating with the same and cross-gender. The researcher analyzed the data using Blum-Kulka and Olshtain's theory, Brown and Levinson's theory and theory by Han. The result show more participants use direct strategy. In addition, participants paid more attention to age and distance with the interlocutors when using request strategies.

Precisely (2017) analyzes the use of request strategies in EFL learners. This study aimed to find the types of request and politeness strategies, and the factors contribute in choosing the politeness strategies. The researcher analyzed the data using Trosborg's theory, Brown and Levinson's theory and theory by Leech. The results showed that male and female learners tended to be not imposing the request. The level of closeness influences the selection of politeness, such as level of close, familiar and unfamiliar. Gender did not affect the type of politeness strategies they had chosen.

Puspita, Anam and Wahyuningsih (2015) conducted a study on English department students, Jember University. The results show the type of request

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strategy that is frequently used is the Preparatory Query, which is especially often used by male students. Male students are more polite than female students. However, the relative power and social distance does not have a significant effect on the use of request strategies.

There are several previous studies that used movies as a data source. One of them was conducted by Sari (2014). The researcher uses *The Proposal* movie as a data source and analyzed it using the theory by Blum-Kulka and Olshtain. The researcher identified the types of request strategies and external modifications used by the characters in the movie. The results show that mood derivable is the most frequently used type of request strategy and precussors are the most frequently used external modifications. The direct requests don't always imply rudeness, but rather closeness because the subjects of data are family members.

Marchella and Saputra (2015) also analyzed study using *The Blind Side* movie as data source. The researchers only use the female main character as a source of data in the movie. The researchers identified the types of request strategies using Trosborg's theory. The results showed that there were 10 types of request strategies used by the female main character in the movie. The researcher also explained the situations and conditions related to the main character when make a requests.

Another research that uses movie as data source is Conducted by Alkaff (2019). The researcher uses the main characters or those included in the family members in the movie as the data source. The researcher analyzed the types of request strategies using Trosborg's theory and Brown and Levinson's theory about the social variables that influence it. The results show that the characters use

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all types of request strategies, especially the conventionally indirect are used more often. In addition, power and social distance also affect the characters in make a requests.

Based on previous studies, there are similarities in research that focuses on request strategies. In addition, these studies have many differences. Some studies use students as data sources, some use the general public, email communication, TV series and movies. In addition, another difference lies in the research objectives, some studies want to look for types of request strategies, factors that influence the choice of request strategies, politeness and gender differences when choosing request strategies.

There are several studies that combine Brown and Levinson's theory. They use different limitations. In Brown and Levinson's theory there is an explanation of the social factors that influence politeness, namely relative power, social distance and rank of imposition. In Balman, Lee and Inoue's study, they only used the theory of imposition. They only consider the high and low imposition of request strategies.

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Precisely (2017), Puspita, Anam and Wahyuningsih (2015), on the other hand, use relative power and social distance in their research. In Precisely's study, the emphasis on the use of these two social factors pertains to the choosing of politeness strategies. In contrast, Puspita, Anam and Wahyuningsih's study focused on selecting the type of request strategies. Unfortunately, the relative power and social distance does not have a significant effect on the use of request strategies.

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In previous studies, they did not employ all components of Brown and Levinson's theory of social variables. Some studies only found power relations and social distance and others only use rank of imposition. Therefore, the researcher uses all components of social variables, such as power relations, social distance and rank of imposition.

The researcher also chooses movie as data source in this study. The researcher used a movie entitled *Little Women* as a data source. *Little Women* is a 2019 romantic/drama movie that tells the lives of four sisters from childhood to adulthood. Since this movie has the theme of family and community life, this is very suitable for analyzing differences in the use of the request strategies used by the main characters based on the influence of social factors. Those could indicate the difference in how they convey requests to people based on their age and social class.

1.2 Problems of the Study

In line with the background above, the problems of study are formulated as follows:

1. What are the types of request strategy used by the main characters in *Little Women* movie?
2. How do social factors influence the use of request strategies used by the main characters in *Little Women* movie?

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1.3 Significances of the Study

The researcher hopes that this study can explain the various request strategies used by the main characters in *Little Women* movie. The results of this study are expected to show how the influence of the social factors according to Brown and Levinson's theory on the use of request strategies used by main characters. In addition, the researcher hopes that the results of this study can also add insight into the types of request strategies. The way we talk will affect how people perceive us, especially when meeting new people. Thus the request strategies are expected to be applied in social life well when making requests. This research is also expected to be useful in developing research in the field of pragmatics, especially in the use of request strategies.

1.4 Scope and Delimitations

The researcher only uses the *Little Women* movie as research data sources. The research subjects limited to the main characters (Meg, Jo, Amy and Beth). The researcher used Blum Kulka and Olshtain's theory (1984) of request strategies to analyze what types of request strategies were used by all of the main characters when make a requests. Then the researcher also used Brown and Levinson's theory (1987) to found out the influence of social factors on the use of request strategies used by the main characters in the *Little Women* movie.

1.5 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

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Speech acts is the actions a person takes when making utterances to convey their intention.

Requests is a speaker's action of getting the hearer to do something.

Requesting Strategies are various ways that someone uses when making requests based on the level of politeness.

Little Women movie is a movie released on 7 December 2019 that tells the story of four sisters who have lived separately to achieve their respective dreams.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research to answer the problem formulation in this study. Those are speech act, request, request strategies, sociological variables related in social factor, and *Little Women* movie.

2.1 Speech Acts

Speech acts were first introduced by Austin in 1962. According to Austin (1962, p. 12), Speech acts is when we say something as well as we do something. Communication is not only the use of language, but also taking an action. The action can be shown by the utterances that are spoken. This is in line with Yule (1996, p. 47) that people take actions through utterances to express themselves. When speaking, there is a purpose to convey something to the listener. The speaker certainly expects the listener to understand their utterance. Therefore, Handayani, Susyla & Baluqiah (2016, p. 22) states speech acts themselves include real life interactions that require knowledge of the proper use of language. Speech acts is not only a matter of action in speaking, but also how the situation of each activity must be considered. Thus, in a particular society, the context of the situation greatly influences the utterances spoken (Mey, 2001, p. 94). So this depends on how it determines the right conditions to carry out a communication.

Austin divides speech acts into three concepts, namely locutionary acts, illocutionary acts and perlocutionary acts. Locutionary acts are the basic actions of speech where the speaker explains something clearly. This action is usually carried out by the speaker. The speaker certainly has an intention after explaining

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something to the other person. This intention is known as the concept of illocutionary acts. Illocutionary acts are the purpose of the speaker to make the listener understand the meaning of their words. When we make an utterance that leads to communicative purposes such as making a statement, request and so on, it is commonly known as illocutionary force. Thus, the speaker's utterances do not only perform as locutionary acts, but also perform as illocutionary acts. Then the third concept proposed by Austin is perlocutionary acts. This concept is arguably a reciprocal action of the hearer to the speaker. Hearer will take action according to the direction of the speaker's utterance.

2.1.1 Speech Acts of Classifications

A Illocutionary act is one of the most frequently discussed concepts of speech acts. Sometimes the same form of locutionary act can have different perspectives. For example, the sentence "*I'll see you later*" can have a different meaning. There are several possibilities that occur in the sentence, such as a promise or a warning. If one word has a different meaning, of course it is not an easy thing to analyze. Basically, illocutionary force arises from the use of utterances as commands, ridicule, promises and so on. Illocutionary force can be indicated by the use of performative verbs. However, because the number of performative verbs cannot be known with certainty in various languages, there are several general classifications for determining the types of speech acts.

Yule (1996, p. 48) classifies five types general classification in speech acts, that is declarations, representatives, expressives, commissives and directives. The first is a declarations, which is types of speech acts that can change or determine someone's destiny through an utterance. For examples, suppose a chief said

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'*You're fired!*' to one of his employees, or a school principal announced '*School will be closed tomorrow!'*. In this case someone who utters the utterance above must have an important role or position so that the speaker can deliver the declaration correctly. In addition, the context of the utterance must be clear and specific.

The second is representatives, where the speakers say something according to the facts. The point is about the truth of something conveyed by the speakers. Speakers can represent something he believes by using a statement, conclusion and assertion. For example, '*The earth is flat*' or '*today is very cold and raining heavily*'. According to the utterances, speakers make what they say in accordance with what they see or believe.

The third is expressives, in which the speaker says something by showing their feelings. Speakers can convey their feelings with statements of pleasure, pain, happiness, thankfulness and so on. For example, speakers can says '*Congratulations!*' or '*I'm so sorry!*'. This type of speech act is only about conveying the speaker's feelings, without having any impact on the events that are taking place.

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Next is commisives, namely a type of speech acts in which the speaker places himself to do something in the future. Speakers can express this type of speech act by making promises, refusals and more. For example the speaker might say *'I'm going to leave here*' or *'He won't do it*'. Based on the utterance, the speaker makes what he said will happen next.

The last is directives, where the speaker wants the hearer to do something through his words. In the directives speech acts, there are several ways the speaker

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asks the hearer to do something. The examples such as when the speaker gives commands, orders, requests, suggestions and so on. According to Sari (2020, p. 37) commands and requests have little in common but they are still different. An utterance can be called with commands if the speaker can control the hearer. Commands are more effective when the speaker has influence over the listener's action. Commands are often written in the imperative form. Imperative sentences often begin with a verb. Commands verbs often take the form of rule, require, disallow, and so on. For the example, '*Close the door!*'.

Meanwhile, requests is a type of communication in which the speaker expresses that they "want" the interlocutor to carry out the desire action. Requests can be used by all society. Request sentences usually begin with modal verbs; can, could, should, would and so on. Request sentences usually state begging, hoping and wanting. For the example, '*Would you come to my party*?'.

Another form of directive speech acts is orders. Orders usually use the form of a statement. So the speaker creates a declaration when asking the listener to do something. Because the order takes the form of a statement, the speaker's position must have power. For example, '*I order you to leave the room'*. The last type of directive speech acts is suggestions. Suggestions are words that express our opinion to hearers about what they should or should not do. Suggestion is an expression delivered by the speaker with the expectation that the hearer would be able to do it. Phrases often used to give advice; I think..., what if..., and so on. For example, '*This has to be done over. What about the renovation?*'.

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2.2 Requests

A request is a directive speech act with the aim of getting the hearer to do something in a more polite form. The request itself is included in the indirect speech acts. Brown and Levinson (1978, pp. 10-11) defines a request as a face threatening act or the act of a speaker that takes freedom from the listener. The term "face-threatening", it has something to do with self-image, which means feeling embarrassed or humiliated. When making a request, this is related to the speaker's self-image which is damaged because it gives imposition and takes away the freedom of the listener who gets the request. This can affect a speaker's image in the context of politeness they have. Therefore, in order to minimize the level of imposition and maintain image, the speaker tends to choose the indirect rather than the direct strategy.

The use of this type of speech act leads to a form of immodesty because it is spoken by the speaker directly. Blum Kulka and Olshtain (1984, p. 201) argues that to overcome the form of compulsion in doing requests can be minimized by using an indirect strategy, for example likes *'can I have your belongings?*'. From this sentence shows the form of a request which shows the takeover of ownership of the goods owned by the hearer. However, the use of indirectness will not always cover the form of coercion in conveying requests. Therefore, the speaker must apply several strategies in conveying requests.

Blum Kulka and Olshtain offers three levels in conveying candor when making requests. First, the most direct or explicit level where the speaker uses any form of verbal meaning when making requests or includes using imperatives. Second, the conventionally indirect level which the speaker will convey his request by

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referring to the use of sentences with contextual meanings such as the use of the words could and would. Then the last one is the Non-conventionally indirect level, where the speaker will realize the request by referring to objects or contextual clues.

2.2.1 Requesting Strategies

Here the nine strategies by Blum Kulka and Olshtain (1984) to make requests while minimizing any form of disrespect. There are mood derivable, explicit performatives, hedged performatives, locution derivable, scope stating, language specific suggestory formula, reference to preparatory conditions, strong hints and mild hints.

2.2.1.1 The most direct or explicit level

a. Mood Derivable

According to Blum Kulka and Olshtain (1984) mood derivable is used when the grammatical mood of the verb emphasizes illocutionary force in the utterance as a request. The grammatical mood refers to the purposeful use of the verb in the utterance. Usually this strategy uses command sentences.

For example: Amy, get the costumes.

b. Explicit performatives

Illocutionary force is mentioned explicitly by the speaker when making utterances. Verbs that show the illocutionary force are usually called performative verbs, as the words 'to promise' and 'to warn' when mentioned will greatly explain the form of the illocutionary force.

For example: I tell you to not bother me right now.

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c. Hedged performatives

The use of illocutionary force expressed by performative verbs directly but modified by hedging expressions. Hedging itself is used to soften what is said or written to make the conversation more polite. The hedging form involves tense and aspect, modal expressions, and some verbs.

For example: I would like you to submit your paper assignments next week.

d. Locution derivable

This term is the same as a statement of obligation, such an utterance that states the listener's obligation to do something. So the speaker conveys what the listener must do.

For example: I'm very sick and you must do what I say.

e. Scope stating

This term can also be called a statement of desire, which is an utterance that states the speaker's need for the hearer to take action. The speaker asks the listener to fulfill his want.

For example: Mr. President and gentlemen, I wish to propose the admission of a new member.

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2.2.1.2 The conventionally indirect level

a. Language specific suggestory formula

The speech delivered by the speaker contains a suggestion for the listener to do something. Usually in the speech mentioned contains a form of suggestion from the speaker.

For example: He expects you, so why don't you do it?

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b. Reference to preparatory conditions

Utterances contain references to preparatory conditions such as ability/willingness as is conventionalized in certain languages. Here the speaker asks the listener to do something according to the condition or ability of the hearer.

For example: Laurie, can you stop standing there and go get the horses ready?

2.2.1.3 Non-Conventionally indirect level

a. Strong hints

The utterances contain some references to objects or model elements for the implementation of actions. Speech contains references or pointers to objects or elements that will be used when performing pragmatic actions.

For example: Here's a letter from the old gentleman.

b. Mild hints

Utterances that do not refer to exact requests but can be interpreted as requests based on context. The speaker utters a sentence that does not immediately refer to the exact intent of the request but rather requires interpretation in the context of the request.

For example: The other girls are all trading pickled limes. I'm in debt. I owe ever so many limes.

2.3 Social Factors influencing the use of Request Strategies

Many social factors often influence differences in treating someone. This also happens when making a request. There are three types of social factors from the

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surrounding environment according to Brown and Levinson (1987). They are, social distance, relative power, and the absolute ranking of imposition.

2.3.1 Social Distance

Social distance here is the degree of close social relationship between the speaker and the listener. In other words, refers to the difference in distance or closeness of the relationship between the interlocutors. Social distance is said to be far (D+) if the proximity of the speaker to the listener is not too close. For example, when speakers communicate with foreigners, they tend to show more respect. However, it is said to be low social distance (D-) if the speaker and listener have a fairly intense closeness and know each other. Speakers and listeners do not need to show politeness or anything.

2.3.2 Relative Power

Relative power refers to the social level in society between the speaker and listener. This social level also includes social status, ethnicity, and age. For example, the Javanese have different levels of politeness in language; ngoko, madya and krama. Speakers can have higher (P+) or lower (P-) power than listeners depending on their social status. The speaker can have the same power (P) if his social status is the same as the listener. Those of higher or equal social status need not consider each other's courtesy. For example, in the Javanese they can use ngoko language when speaking. Meanwhile, people who have a lower social status need to show respect and politeness. For example, they need to use language that shows a high level of politeness such as middle language and krama.

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2.3.3 The Absolute Ranking of Impositions

The rank of impositions is determined based on the difficulty level of the request. The rank of imposition is high (R+) if the request from the speaker is difficult enough for the listener to carry out. Usually this will be experienced by listeners with higher levels of power. However, the rank of impositions is said to be low (R-) if the speaker's request is quite easy for the speech partner to carry out. Usually the listener has a lower level of power than the speaker.

2.4 *Little Women* movie

Little Women movie is a romance or coming-of-age drama genre movie from the United States which was premiered around December 7, 2019 in Museum of Modern Art in New York City. This movie is the seventh movie adaptation written and directed by Greta Gerwig. She wrote a script based on the 1868 novel by Louisa May Alcott with the same title in 2018. Ami Pascal and others joined as producers of the *Little Women* movie in 2015 along with Sony Pictures who initiated the development of the movie. The characters of this movie are played by Saoirse Ronan, Emma Watson, Florence Pugh, Eliza Scanlen, Laura Dern, Timothee Chalamet, Meryl Streep, Tracy Letts, Bob Odenkirk, James Norton, Louis Garrel and Chris Cooper (Wikipedia, 2022).

This movie tells the story of 4 sisters, Jo, Meg, Amy and Beth who grew up together since childhood until finally separated to pursue their respective dreams. This story begins when Jo, who was a teacher in New York, met an editor named Mr. Dashwood to publish her writings. Meanwhile, her sister, Amy, was living in France with her aunt March to study painting. Amy accidentally meets her

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childhood friend and neighbor, Laurie, in France and asks him to meet Amy at a party. Unfortunately they got into a fight midway through the show because Laurie messed up the party with his drunken behaviour. On the other hand, Jo March who was in New York asked his friend, Friedrich Bhaer who was a professor at the time to read and rate his writing. However, instead of receiving criticism from Friedrich, Jo was hurt and angry because of Friedrich's critical feedback on his writing. It wasn't long before he decided to return to Massachusetts when he heard from his mother that Beth's illness was getting worse.

The story then goes back to seven years ago when Jo and Meg first met Laurie at a party. Then in the morning they were asked by Marmee (a call to her mother) to distribute breakfast to their poor neighbors. upon returning, they found their dining table full of sumptuous food which was a gift from Mr. Laurance. One day Jo and Amy had a big fight because Amy was not invited to watch the theater with John and Laurie. Amy burns Jo's writing. Jo, who still angry at the time, left Amy and went ice skating with Laurie. Out of control, Amy stepped on a thin piece of ice in the frozen lake and plunged. Jo feels guilty and they finally make up. Then in the morning Mr. Laurence offered the 4 sisters to come over to his house for those who wanted to play his daughter's piano. Beth agreed and went to Mr. Laurance’s house.

Returning to seven years later tells of Meg's condition after being married and having two children. She felt unhappy because of her poverty that she couldn't afford to buy good silk to make beautiful dresses. Laurie visits Amy to apologize and ask Amy to consider her wish to marry Fred. Long ago, after Beth played the

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piano at Mr. Laurance, he gave the piano as a gift for Beth. Not long after that, Beth became sick with dengue fever which required Amy to stay with her aunt March so she wouldn't catch the infection. Beth finally recovered at Christmas when her father came home. Not long after that Meg married John (Laurie's tutor). Laurie also confessed her feelings for Jo, which he had been hiding for a long time. But Jo refuses because she considers Laurie as her best friend and she has no thoughts of getting married.

At present, when Beth's illness recurred and got worse, she eventually died. Marmee asks Amy to come back to her ill aunt, March. Laurie accompanied them home. Just then Amy tells Laurie that she is turning down the engagement with Fred. She accepts Laurie and gets engaged. On the other hand, Jo feels lonely and thinks about accepting Laurie's confession of love seven years ago. Unfortunately when Laurie and Amy returned home, Jo only found out one thing that they were engaged and about to get married. After that, Jo returned to writing a novel based on her story with her three sisters. She sent the first chapter to the editor, Mr. Dashwood. In the morning, Jo was surprised by the presence of Friedrich who suddenly visited her house.

In New York, Mr. Dashwood agreed to publish Jo's novel and asked to change the ending to a romantic story for the protagonist. Jo ends her novel by preventing Friedrich from going to California. Jo also successfully negotiated the copyright and royalties she got with Mr. Dashwood. After the death of aunt March, the house left behind will be built a school. She and her two sisters, Meg and Amy and Friedrich will teach at the school. Meanwhile, Jo also saw the development of her novel printing.

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CHAPTER III

RESEARCH METHOD

This chapter presents several procedures to conduct the research. Those are research design, data collection, and data analysis. Besides that there are several sub-chapters on data collection and data analysis.

3.1 Research Design

The researcher used descriptive approach. The researcher employed descriptive qualitative research since it began with data collection, continued with analyses, and concluded with findings from the entire study. (Rasinger, 2013, p. 11) states that qualitative data refers more to how things happen by prioritizing quality which aims to evaluate the research area. The descriptive approach adopted for collected and analyzed the data of main characters utterances in the Little Women movie to found out the types of request strategies used by main characters and the social factors that influenced them.

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3.2 Data Collection

This sub-chapter contains data collection. There are research data, data sources and subject of the study, research instruments and data collection techniques.

3.2.1 Research Data

Research data were in the form of words, phrases, and sentences spoken by the main characters when identifying the movie in the conversation that the main characters have with the interlocutor. Moreover, the researcher also identified the

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types of requesting strategies used and social factors that influencing the used of requests strategies used by the main characters.

3.2.2 Data Source and Subject of the Study

A data source that the researcher used is a romantic or coming-of-age genre movie from the United States which was released around December 7, 2019. The movie used by the researcher was entitled "*Little Women*". This movie told the story of 4 sisters, Jo, Meg, Amy and Beth where they have grown up together as sisters since childhood and separated to pursue their respective dreams. Then they reunited after seven years because one of their siblings, Beth, became seriously ill and died. The researcher watched this movie used the Netflix application. The researcher also downloaded the transcript of the movie at https://variety.com/wp-content/uploads/2019/12/little-women-by-greta-gerwig.pdf because in Netflix application used Indonesian subtitles.

The research subjects used were Jo, Meg, Amy and Beth as four sisters who are the main characters in the *Little Women* movie. First, the female main character as the subject of this study is Jo. Jo is one of four sisters who has a dream of becoming a famous writer in the future. Since childhood she liked to write a drama script which she played on herself with her three sisters. She is the only one who has no desire to get married because she preferred to live with her sisters forever. The second is Meg, she is the eldest sister. Unequal with Jo, she prefers to come to a party in a beautiful dress and dance with one of the men at the party. In the end, Meg married John, their neighbor's tutor, Laurie.

Then one of the main characters in this movie is Amy. She is the youngest sister. She also has the same dream as Jo, in the field of art, which is to become a

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painter. Amy lives with her aunt, Aunt March, who lives in France for painting school. She has had a crush on her neighbor, Laurie, since childhood. Although his feelings were one-sided, in the end they ended up together. The last main character that used as subject of the study is Beth. She is one of the sisters who is quite shy. In the movie, she is good at playing the piano and gets a piano gift from his neighbor, Mr. Laurance. Unfortunately at the end of the story she had to die due to suffering from a fairly severe disease.

3.2.3 Instrument

The researcher was an essential instrument in this study since she is the one who performs the entire series of studies. The researcher collected data by analyzing the types of request strategies in the *Little Women* movie. To simplify the analysis process, the researcher also downloaded the movie script.

3.2.4 Data Collection Technique

- Watching the movie

The researcher watched the movie in the Netflix app. The researcher not only watched the video but also listened to the dialogue properly. The duration of *Little Women* movie is about two hours and fourteen minutes.

- Downloading the movie script

The researcher used movie script to facilitate analysis. In addition to watching movies directly, movie script makes it easier for the researcher to select data. The researcher also checked the suitability between the script and the dialogue in the movie. The researcher searched the movie script through a Google browser and found it from the link https://variety.com/wp-content/uploads/2019/12/little-

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women-by-greta-gerwig.pdf.

- Selecting the data

The researcher focused on the utterances of all the main characters in the *Little Women* Movie. The researcher was looking for sentences spoken by the main characters as data containing the type of request strategy. The researcher underlined the words, phrases and sentences that contains the request strategy.

3.3 Data Analysis Technique

a. Identifying and classifying the data

The researcher identified selected data showing the types request strategies used by the main characters. Then, the researcher analyzed each type of request strategies based on Blum-Kulka and Olshtain's theory. After analyzed each type of request strategy, the researcher continued to analyzed the social factors that influenced the used of request strategies uttered by the main characters.

The researcher categorizes the identified data, which are linguistically indexed using tables. The researcher created a table after identified the collected data.

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Table 3.1 Example of Classifying Types of Requesting Strategies

No	Types of Request Strategies	Utterances	Data (Times, page;lines)	Total
1	Mood Derivable	AMY: **Watch my nose!**	00:26:56-00:27:01, (28;4)	25
2	Explicit Performatives			
3	Hedged Performatives			
4	Locution Derivable			
5	Scope Stating			
6	Language Specific Suggestory Formula			
7	Reference to Preparatory Conditions			
8	Strong Hints			
9	Mild Hints			
Total				

Table 3.2 Example of Classifying data for Social Factors influencing the use of Requesting Strategies

No	Utterances	Code	Types of sociological Variables							Result
			Relative Power (P)			Social Distance (D)		Rank of Imposition (R)®		
			P=	P+	P-	D+	D-	R+	R-	
1	AMY: Watch my nose! …	MD			√		√		√	(P- ; D- ; R-)
2		EP								
3		HP								
4		LD								
5		SS								
6		SF								
7		PC								
8		SH								
9		MH								

MD: Mood Derivable

EP: Explicit Performatives

HP: Hedged Performatives

P: Relative Power

P= : Power relation between the speaker and the hearer are same

P+ : The speaker has a higher power

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	relation than the hearer
LD: Locution Derivable	P- : Power relation of the hearer is lower than the speaker
SS: Scope Stating	D: Social Distance
SF: Language Specific Suggestory Formula	D+ : The relationship between the speaker and the hearer is not close
PC: Reference to Preparatory Conditions	D- : The relationship between the speaker and the hearer is quite close
SH: Strong Hints	R: Rank of Imposition
MH: Mild Hints	R+ : The speaker finds it difficult to carry out the hearer's request
	R- : The speaker is easy to carry out the hearer's request

b. Discussing classified data

The researcher describes data that has been classified to find answers to research problems. First, the researcher showed each results table to answer the two research problems. Then, the researcher explained the results of the study by described using examples and concluding from the research results that were in accordance with the theory related.

c. Drawing conclusion

The researcher drew conclusions based on the research steps above which covered the types of requests strategies and the possible sociological variables used by all main characters in *Little Women* movie.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the study. The results consist of findings and discussion. In the first part, the findings regarding the types of request strategies used by the main characters in *Little Women* movie and some influential social factors are presented. In the second part, a discussion about findings is presented.

4.1 Findings

In this first part, the researcher aims to present the results of the study related to the research questions in this study. The first research question is about the types of request strategies used by the main characters in *Little Women* movie. Then the second research question is about the social factors that influence the use of request strategies.

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4.1.1 Types of Requesting Strategies

To answer questions from the first research question, the researcher categorize the data found into the types of requesting strategies based on Blum-Kulka and Olshtain's theory (1984). There are nine types of request strategies according to Blum-Kulka and Olshtain (1984) such as mood derivable, explicit performatives, hedged performatives, locution derivable, scope stating, language specific suggestory formula, reference to preparatory conditions, strong hints, and mild hints.

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After analyzing the data, the researcher finds eight of the nine types of request strategies. Those are mood derivable, explicit performatives, locution derivable, scope stating, language specific suggestory formulas, reference to preparatory conditions, strong hints, and mild hints. One type of strategy that cannot be found is hedged performatives.

Table 4.1 Data Findings of Requesting Strategies used by The Main Characters in *Little Women* movie

Types of Request Strategies	Data Findings
Mood Derivable	24
Explicit Performatives	2
Hedged Performatives	0
Locution Derivable	3
Scope Stating	9
Language Specific Suggestory Formula	2
Reference to Preparatory Conditions	5
Strong Hints	3
Mild Hints	4
Total	52

The table 4.1 above shows the total amount of data found in the types of request strategies is 52 utterances. One type of request strategy that is most often used by the main character in the little women movie is mood derivable, which consists of 24 utterances. Then, there are scope stating with 9 utterances, a reference to preparatory conditions with 5 utterances, and mild hints with 4 utterances. Furthermore, locution derivable and strong hints were found in 3 utterances for each type. Then the last is explicit performatives and language specific suggestory formula with 2 utterances found.

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a. Mood Derivable

Mood derivable is a type of request strategy that is mostly used by speakers when making a request. 25 utterances found in this type. According to Blum-kulka and Olshtain (1984) mood derivable is a type in which the sign of illocutionary force is found through the grammatical mood of the verb in utterances. Usually this type is widely used when making requests because it refers to the request act directly. This type is usually characterized by the use of command sentences. Below is an example of a mood derivable strategy. Some example as following below:

Data 1:

Amy : "**HURRY UP YOU TWO!** MEG IS GOING TO BE GONE FOR A WEEK!."
Laurie : "Coming!"

The data above is an example of a mood derivable strategy. From Amy's speech, it can be identified from the use of the grammatical mood of the verb *Hurry up*. The utterances *Hurry up you two!* also contain imperative sentences. The context of the speaker's utterance shows that the speaker asked the two people who were left behind (Jo and Laurie) to come quickly. This is because Meg will soon be gone for quite a long time. In addition, Amy is the youngest of the three of them. Orders would not be given by someone lower in rank. Therefore, the above statements include requests. Another example of mood derivable strategy:

Data 2:

Jo : "Oh, Beth! My /love!".
Beth : "You didn't need to come...".
Jo : "I never should've left. Do you need anything? **Here take some water**".

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Beth : “It’s so good to see your face”.

The utterance in bold above can be interpreted as a mood derivable strategy. Jo expresses request directly by using the verb *take*. The verb used also contain a grammatical mood because the expression uses an imperative sentence but with an offering tone. From the context of the conversation above, Jo helped Beth to get up and asked her to drink some water. Jo herself is Beth's sister who migrated to New York. However, the statements in bold above are still included in the request because Jo uses imperative sentences when expressing utterances but not in a coercive tone. Another example:

Data 3:

Laurie : “Are you glad to see me then?”
Jo : “Yes”.
Laurie : “I was worried,”
Jo : “**Here, come sit**”.

The context in the utterance above describes the meeting of Jo and Laurie after being separated for a long time. They have been friends for a long time. In boldfaced utterances containing the verb *come sit* which can be identified as a mood derivable strategy. *Come sit* itself is a grammatical mood of the verb expressed in the form of an imperative sentence. But the utterance is included in the request act because Jo does not have enough authority to give orders. Laurie still has a higher social status than Jo.

b. Explicit Performatives

The second type of request strategy is explicit performatives. These explicit performatives can be identified by the presence of illocutionary force which is directly mentioned by the speaker. Speakers usually include a tone demanding

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that the hearer do what is asked. In this study, only 2 utterances were found for explicit performatives. One example of utterances is below:

Data 4:

Laurie : "Jo ... would you like to dance? With me?"
Jo : "I can't, because..."
Laurie : "Because what?"
Jo : "**You won't tell?**"
Laurie : "Never!"

From the conversation above it is known that the speaker (Jo) uses the explicit performatives strategy. This can be seen from the use of the demanding mood in the utterance *you won't tell?*. The context in the conversation above is that Laurie wants to ask Jo to dance but she doesn't want to. Because in the previous conversation Jo was hesitant to tell Laurie her reasons, she finally gives illocutionary force to the utterance *you won't tell?*. The speaker also uses a question form to sound more polite and avoid rejection from Laurie.

c. Locution Derivable

The next type of request strategy is locution derivable. In this type there are 3 uterrances which show the use of locution derivable strategy. This type can be identified by the presence of semantic meanings related to obligations. This appointment of obligation becomes the illocutionary point used by the speaker to ask the hearer to do something. Some examples of locution derivable strategies are as follows:

Data 5:

Jo : "It's just, no one even cares to hear my stories anyway".
Beth : "Write something for me. You're a writer. Even before anyone knew or paid you. I'm very sick and **you must do what I say**".

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Based on the data above, the speaker applies locution derivable strategy in her utterance. In the utterance *you must do what i say* there is an indication of a statement of obligations. This indication can be found in the verb *must*. On the conversation above, Beth, asked Jo to write a story for her. But, Jo loses her confidence to write. However Beth is younger than Jo. She has less power to make a request of obligation. Therefore, before making a request of obligation, Beth emphasized by saying *I'm very sick* so her request can be fulfilled by Jo. Another example of locution derivable:

Data 6:

Beth : "You all haven't been to see the Hummel's. **We should go**".
Jo : "Oh Bethy we barely have enough to feed ourselves. Besides, I have to finish this story".
Beth : "Marmee said that we...".

The data above also uses a locution derivable strategy to make a request. The use of this strategy can be identified through the use of the verb *should,* because it contains a statement of obligation. The context of the conversation above tells of Beth's request to her sisters to visit the Hummel's family together. She conveyed her request directly to her sisters to go to Hummel's as her mother ordered. Even though it contains an obligation statement, Beth's sisters can still give a refusal. It can be seen from the utterance *oh Bethy we barely have enough to feed ourselves*. Therefore, the utterance *we should go* is a form of request.

d. Scope Stating

This strategy is also used by speakers to make a request. In this strategy the speaker can make requests based on his wishes. This can be known by using the

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words *want*, *need*, *wish* and so on. There are 9 utterances found in this strategy. Some examples of the use of the scope stating strategy are below:

Data 7:

Jo : "Mr. President and gentlemen, **I wish to propose the admission of a new member**. One who highly deserves the honor, would be deeply grateful, and would add immensely to the spirit of the club. I propose Mr. Theodore Laurence!"
Meg : "No!"
Amy : "Absolutely not!"
Jo : "Come now, let's have him".

The data above can be interpreted as a scope stating strategy. When the speaker says *I wish to propose the admission of a new member*, it shows a want statement. The wish statement in the utterance above can be marked from the word *I wish*. The context of the conversation shows that Jo asked her sisters to accept Mr. Theodore Laurence to play with them. *Come now, let's have him* can support the use of the word *I wish* to indicate the speaker's deep desire. Another example that show the use of scope stating below:

Data 8:

Mr. Dashwood : "Six point six percent".
Jo : "Done".
Mr. Dashwood : "And you don't need to decide about the copyright now".
Jo : "I've decided. **I want to own my own book"**.

The context in the conversation above is after negotiating with the book publisher (Mr. Dashwood), Jo expressed her desire to have a copyright over her work novel. With speaker say *I want to own my book*, showing the use of scope stating on the utterance. Emphasis on the word *I want*, shows a statement of wishes from the speaker when making a request. Also in the example of the use of other scope stating strategies:

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Data 9:

Jo : "We're going to the sea to get you strong and /well".
Beth : "The sea!".
Jo : "**I want you dancing by the time Amy gets back**".

The want statement of the speaker when making a request is also marked from the word *I want* in the conversation above. The context that occurred was Jo invited Beth to go to the beach to cheer her up because she was sick. Jo expressed her desire to see Beth dancing with Amy as a form of support for her recovery. Therefore, the speaker says *I want you dancing by the time amy gets back* to the hearer, showing the use of scope stating strategy.

e. Language Specific Suggestory Formula

The next type used by speakers in making demand is Language Specific Suggestory Formula Strategy. Speaker can make a request by giving advice to the listener to do something. In this strategy found about 2 utterances in this movie. An example of language specific suggestory formula strategies:

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Data 10:

Laurie : "Short answers save trouble".
Amy : "He expects you, **so why don't you do it?**".
Laurie : "Natural depravity, I suppose".

The bold sentence above can be identified as a request that uses language specific suggestory formula strategy. It can be known from the sentence *so why don't you do it?*. The speaker makes a request to the hearer by giving advice so that the hearer could fulfill the request without compulsion. In addition, the speaker also says *he expects you* as an emphasis on hearer to carry out the request.

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f. Reference to Preparatory Conditions

Speaker also applies a reference to preparatory condition strategy in making request. There are 5 utterances expressed by speakers when using this strategy. This strategy refers to the condition of the hearer's preparation when asked for speakers to do something. Because it is related to the ability of hearer, this strategy can be marked from the use of the words *can, will, could, would* and others. Some example of reference to preparatory conditions strategy below:

Data 11:

Jo : "Miss Michelangelo, **can you please rehearse the fainting scene?** You're as stiff as a poker in that".
Amy : "I can't help it! I never saw anyone faint…".

Based on the data above, the speaker uses a reference to preparatory condition strategy to make a request. The word *can* become a clue to find out the willingness of the hearer. The conversation above showed that Jo asked Amy to do a fainting scene because she still looked stiff. They were practicing acting at that time. The Speaker also uses the word please to avoid the hearer's compulsion when asked to do something. Another example:

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Data 12:

Jo : "He's moving to California!"
Amy : "That's a fiction. He was practically *begging* for a reason to stay".
Jo : "But it's raining outside".
Amy : "It doesn't matter! **Can you come with me?** I need to fix you".

In the sentence *can you come with me?* shows the use of a reference to preparatory condition strategy. The context of the conversation above is Amy asking Jo to follow her to get dressed. But Jo gives many reasons to avoid her.

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Therefore the speaker uses the word can to ask the listener's willingness to fulfill her request.

g. Strong Hints

Strong hints strategy found about 3 utterances expressed by speakers. This strategy is revealed implicitly by the speaker when revealing requests using instructions that refer to the object needed. There are some examples of the use of strong hints strategy:

Data 13:

Beth : "**Joanna and I are very hungry**".
Amy : "Dolls don't get hungry, Beth".

The speaker applies the strong hints strategy in her utterance. She makes a wish by conveying her hunger to her nanny (Hannah). In the movie, her nanny is preparing food just before Beth expresses her hunger. In the sentence *Joanna and I are very hungry*, it indicates that she wants to eat something. Instead of asking for food directly, she uses that sentence to avoid the hearer's compulsion. Another example of strong hints strategy:

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Data 14:

Meg : "Jo! Jo, where are you? **I can't find my other glove!**"
Jo : "TAKE MINE!"

The speech above also uses a strong hint strategy because the speaker conveys his request by giving a hint. In a sentence I can't find my other gloves! are cues the speaker uses to get the listener to do something. The conversation above shows that Meg is looking for Jo because she has trouble finding her other gloves. Meg expresses her request by mentioning her difficulty finding her gloves to get Jo to help find them.

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h. Mild Hints

The mild hints strategy was also conveyed by the speaker implicitly. Unlike the previous strategy, this strategy requires in -depth interpretation to find out the demand made by speakers. This is because the speaker does not provide any reference that can show a request. In this strategy found 3 utterances using mild hints. Some example as following below:

Data 15:

Amy : "**Aren't you ashamed of a hand like that?**"
Laurie : "No, I'm not".
Amy : "It looks like it's never done a day of work in its life. And that ring is ridiculous".

The context in the conversation above is when Amy was about to leave Laurie, she held Amy's hand so she wouldn't leave. Amy forced Laurie's hand away because he was so annoyed with her. Amy expressed her request by saying *aren't you ashamed of a hand like that?* as a form of mild hints strategy. This is because the speaker's utterance doesn't refer to the form of the request. Based on the context, Amy's utterance is concluded as a request when she forced Laurie's hand away because he doesn't want to let go of her hand. Another example of mild hints strategy:

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Data 16:

Amy : "**The other girls are all trading pickled limes. I'm in debt. I owe ever so many limes**".
Meg : "Will that do?"

The context of the conversation above is when Amy was going to school. She remembers that on that day there is an exchange of limes at her school. She said that she owe a lot of limes because she doesn't have any. Meg, realizing Amy's sadness, she gives Amy money so she could buy limes. In the conversation above,

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the utterance *I owe ever so many limes* is identified as a form of request. Even though it does not refer to the form of the request directly, the use of this strategy uses the context in the conversation to determine it. In the words *will that do?* indicates a response from the hearer to the speaker. Meg as the oldest sister is sensitive to Amy's situation and gives her money.

4.1.2 Social Factors influencing the use of Requesting Strategies

The second research question deals with social factors that influence the use of request strategies. The researcher categorizes the finding data into sociological variables based on the Brown and Levinson's theory (1987). According to Brown and Levinson, there are three types of sociological variables, such as relative power, social distance and rank of imposition.

After categorizing the finding data into sociological variables, the researcher found eleven types of combinations of sociological variables. Table of findings as below:

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Table 4.2 Data Findings of Social factors influencing the use of Requesting Strategies

Types of Combination	Types of Request Strategies									Total
	MD	EP	HP	LD	SS	SF	PC	SH	MH	
A (P= ; D+ ; R+)						1				1
B (P= ; D+ ; R-)					1					1
C (P= ; D- ; R-)							1			1
D (P+ ; D+ ; R-)	6									6
E (P+ ; D- ; R-)	4				1			1		6
F (P+ ; D- ; R+)	2			1	2		1	2		7
G (P- ; D+ ; R+)					2					2
H (P- ; D+ ; R-)	1	1			1				1	4
I (P- ; D- ; R+)	5			2	3	1	1		2	14
J (P- ; D- ; R-)	10	1					1		1	13
K (P+ ; D-)				1			1			2
Total										57

*A, B, C, D, E, F, G, H, I, J, and K: Types of combinations

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A (P= ; D+ ; R+)	:	Requesting strategies emerging from equal power, unfamiliar relationships and difficult impositions
B (P= ; D+ ; R-)	:	Requesting strategies emerging from equal power, unfamiliar relationships and easy impositions
C (P= ; D- ; R-)	:	Requesting strategies emerging from equal power, familiar relationships and easy impositions
D (P+ ; D+ ; R-)	:	Requesting strategies emerging from high power, unfamiliar relationships and easy impositions
E (P+ ; D- ; R-)	:	Requesting strategies emerging from high power, familiar relationships and easy impositions
F (P+ ; D- ; R+)	:	Requesting strategies emerging from high power, familiar relationships and difficult impositions
G (P- ; D+ ; R+)	:	Requesting strategies emerging from low power, unfamiliar relationships and difficult impositions
H (P- ; D+ ; R-)	:	Requesting strategies emerging from low power, unfamiliar relationships and easy impositions
I (P- ; D- ; R+)	:	Requesting strategies emerging from low power, familiar relationships and difficult impositions
J (P- ; D- ; R-)	:	Requesting strategies emerging from low power, familiar relationships and easy impositions
K (P+ ; D-)	:	Requesting strategies emerging from high power and familiar relationships

The Table 4.2 above shows that the sum of the data found on the eleven types of combinations of sociological variables is 57 utterances. One type of combination that most influences the use of request strategies is type I with 14 data. Then there is type J with 13 data, type F with 7 data, type D and type E with 6 data, type H with 4 data. Then there are G and K with 2 data, and finally there are types A, B, C, and L with 1 data for each type.

a. Requesting strategies emerging from equal power, unfamiliar relationships and difficult impositions

The type of combination in type A is a combination of P= (equal power) D+ (unfamiliar) and R+ (hard to do). This type indicates that there is the same power relation between the speaker and the hearer but they are not close each other.

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There is only 1 utterance in combination type A. This type is found in utterances that use a language specific suggestory formula strategy. Following statement below:

Data 17:

Jo : "If you know so much about it, **why don't you do it yourself?**"
Friedrich : "I'm not a writer. I don't have the gifts you have".

In the data above, the power relation between speakers and hearers is the same, that is, they both work as teachers. Thus their relationship is not too close just colleagues. Because the hearer is an unfamiliar person, the speaker (Jo) applies a specific language suggestive formula strategy. Even though their power relations are equal, Jo uses this strategy so that the hearer doesn't feel forced to comply the request. Moreover, speaker requests are also difficult for hearer to do because the request is not in accordance with his fields of expertise. Moreover, the rank of imposition is high (R+) because the speaker's request is difficult for the hearer to do because the request is not in accordance with their field.

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b. Requesting strategies emerging from equal power, unfamiliar relationships and easy impositions

This type also shows the same social status and relationships that are not too close. Type B is a combination of P= (equal power) D+ (unfamiliar) and R- (easy to do). The difference in the previous type is the rank of imposition (R-). In the combination of type A there is only 1 type of utterance as well. This type is found in utterances that use a scope stating strategy. Below is an example:

Data 18:

Jo : "I don't want you to leave. **I want you to stay**".
Friedrich : "You do?"

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Jo : “Yes”.

Unequal the previous data, in this data the rank of imposition is low (R-). Utterances that become data of this type show the same power relation and social distance. The speaker applies scope stating strategy to her utterance. The utterance describes that the speaker (Jo) expressing her wish through a request to the hearer (Friedrich) not to leave. The speaker's request is not too difficult for the hearer to do. Therefore, the rank of imposition is low (R-).

c. Requesting strategies emerging from equal power, familiar relationships and easy impositions

In the combination of type C, only 1 type of utterance was also found. Unlike the previous type, in type C, the speaker and the hearer have a fairly close social relationship. This type combines P = (equal power) D- (familiar) and R- (easy to do). This type is found in utterance that uses a reference to preparatory conditions strategy. An example is following:

Data 19:

Amy : “**Laurie, can you stop standing there and go get the horses ready?** Thank you”.

In the data above, the speaker and the hearer have a close relationship (D-), as a husband and wife. They are also having the same power relation. The hearer uses the reference to prepare conditions strategy when making requests as in the utterance above. Therefore, the hearer has no difficulty in fulfilling the wishes of the speaker.

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d. Requesting strategies emerging from high power, unfamiliar relationships and easy impositions

The next type is a combination of P+ (higher) D+ (unfamiliar) and R- (easy to do). Combination type D has quite a lot of data found, there are 6 utterances found. All utterances found using the mood derivable strategy. In type D, the relationship between speakers and hearers is not very familiar. However, speakers have a higher power relation than hearers.

Data 20:

Amy : "**STOP THE CARRIAGE!** LAURIE! LAURIE!"

Data on this type shows that the speaker has a higher power relation. The relationship between the speaker and the hearer is also not related to each other. In the utterance above, the speaker asks someone to stop the carriage. According to the context, the hearer here is the carriage driver. Since his job was a coachman, it wasn't too difficult for him to fulfill the speaker's request (R-).

e. Requesting strategies emerging from high power, familiar relationships and easy impositions

There are 3 types of request strategies related to this type of combination, namely mood derivable, scope stating and strong hints. 6 data found in this type. The combination of this type is P+ (higher) D- (familiar) and R- (easy to do). In type E, the speaker has a fairly close relationship with the hearer, even though the power relation is higher.

Data 21:

Jo : "Daisy and Demi! You've gotten so big!"
Meg : "**I wish you were here to teach them...**"
Jo : "I'm here now…"

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The conversation shows that Meg asking Jo to stay close to her. Their sibling relationship shows that they are close enough (D-). Even though Meg as an older sister has a higher power relation than Jo (P+), it doesn't make her force her requests to be fulfilled by Jo. She makes requests using the scope stating strategy in its utterances to avoid being forced. However, because the request from the speaker is not too difficult for the hearer, the rank of imposition is low (R-).

f. Requesting strategies emerging from high power, familiar relationships and difficult impositions

The combination of type F indicates that the speaker has a higher power relation than the hearer. Even so, the relationship between speakers and hearers is quite close. It's just that the rank of imposition is high. This type is the second combination that has the most findings, namely 7 data. In addition, the utterances are contained in five types of request strategies, namely mood derivable, locution derivable, scope stating, reference to preparatory conditions and strong hints.

Data 22:

Jo : "**Here's a letter from the old gentleman**".
Meg : "Look!"
Amy : "Open the note!"
BETH : "Jo... read it, I cannot".

The data above shows that the speaker has a higher power relation than the hearer. Even so their relationship is quite close. The context of the speaker and the hearer conversation is Jo asking Beth to receive a letter from the old gentlemen. The speaker applies a strong hints strategy to her utterances. Even though the hearer's power relation is lower it doesn't make her able to fulfill the speaker's request because she can't read the letter (R+).

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g. Requesting strategies emerging from low power, unfamiliar relationships and difficult impositions

In type G, the rank of imposition is high and the relationship between speaker and hearer is not close enough. But the speaker power relation is lower than the hearer. In this type, only 2 utterances are found. The two utterances both apply scope stating strategies.

Data 23:

Mr. Dashwood : "I'll only pay for the copyright".
JO : "You keep your $500, and I'll keep the copyright, thank you. Also, **I want ten percent of royalties**".
Mr. Dashwood : "Five point five percent and that is very generous.

The context of the conversation above shows that the speaker's power relation is lower than the hearer. This is because the hearer is a publisher. Based on what the speaker said, she is negotiating about the royalty she wants to get. Therefore the speaker makes the request using a scope stating strategy. However, because the hearer's power relation is higher than the speaker, he still refuses the speaker's request because it is difficult to do (R+).

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h. Requesting strategies emerging from low power, unfamiliar relationships and easy impositions

The type of combination in type H is a combination of P- (lower) D+ (unfamiliar) and R- (easy to do). This type indicates that the speaker has a lower social status than the hearer. Their relations are also not very close. There are 4 data in type H. This type is found in utterances that use four types of request strategies, namely mood derivable, explicit performatives, scope stating, and mild hints.

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Data 24:

Laurie : "Hello there! Are you hurt?"
Amy : "I'm Amy".
Laurie : "Hello Amy, I'm Laurie!"
Amy : "**I can never go home again**, I'm in such trouble. Mr. Davis hit me.

Data on this type shows an unfamiliar relationship between speakers and hearers. It can be known from the word *hello there!*, which shows that the hearer does not know the speaker. In addition, the social status of the speaker is also lower than the hearer (P-). Amy makes a request using a mild hints strategy so that the hearer would not be burdened in carrying out her request. When the hearer can fulfill the speaker's request, the rank of imposition is low (R-).

i. Requesting strategies emerging from low power, familiar relationships and difficult impositions

Combination type I has the most data findings with 14 data. Data is found in almost all types of request strategies except explicit performatives, hedged performatives and strong hints. This type is a combination of low power relations from speakers and close social relations. But the rank imposition is high.

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Data 25:

Amy : "**Jo, wait! I'm coming!** You said I could come last time".

Based on the conversation above, Amy makes a request using the mood derivable strategy. Amy follows Jo and asks to wait for her. Because they are arguing, Jo ignored her. Sociological variables on power relations show that Amy has lower power relations than Jo since she is a young sister. As siblings, their relationship is certainly close. However, because Jo ignores her, the rank of imposition is high (R+).

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j. Requesting strategies emerging from low power, familiar relationships and easy impositions

Same with the previous type, data findings in this type are also the second most with 13 data. In type J, speakers and listeners have a fairly close social relationship but the speaker's power relation is lower than hearer's. This type combines P- (lower) D- (familiar) and R- (easy to do). This type is found in utterances that use four types of request strategies, including mood derivable, explicit performatives, reference to preparatory conditions and mild hints.

Data 26:

Amy : "That will be Fred now. **Can you unbutton me please?**"

The context in the conversation above is when Amy asking Laurie to unbutton her apron. She applies the reference to preparatory conditions strategy to her utterances. Based on the context, the speaker has a lower social status than the hearer. But they have a fairly close relationship as friends. Since the request from the speaker is not too difficult to fulfill, he can do it. Thus the rank of imposition is low (R-).

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k. Requesting strategies emerging from high power and familiar relationships

There are 2 types of request strategies associated with this type of combination, namely locution derivable and reference to preparatory conditions. There is 1 finding in each type of request strategies. Different from the previous type, this type only involves power relations and social distance. In type K, the speaker has a higher social status than the hearer and can still form a fairly close relationship.

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Data 27;

Jo : "Beth, after your shopping, **I need you to work your way through the new sums and spelling** and I'll check it all when I get home".

Different from the previous combination types, this type only combines power relations and social distance. From the speaker's utterance, it shows that he asked Beth to study. Yet the context does not explain the response from the hearer. However the sociological variables on power relations and social distance can be identified in the statement above. The speaker has a higher power relation than hearer, namely as her old-sister Beth. Therefore their relationship is quite close as a sibling. The speaker makes a request using a locution derivable strategy to make the hearer do something without coercion.

4.2 Discussion

In this part, the researcher provides a discussion of the findings in this study. The researcher focuses this research on the use of the request strategy used by main characters in *Little Women* movie. This research focuses on the various types of request strategies used by the main character and the social factors that influence them. The researcher has found eight of the nine types of request strategies proposed by Blum-Kulka and Olshtain (1984). The eight types of strategies found are such as mood derivable, explicit performatives, locution derivable, scope stating, language specific suggestory formula, reference to preparatory conditions, strong hints, and mild hints. Mood derivable strategy is the most used strategy with a total of 24 utterances. Mood derivable is a type of strategy with the lowest level of politeness. Because the main characters in the

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Little Women movie are siblings, they use this strategy more often because they are familiar with each other.

In the second finding in this study, the researcher used a combination of sociological variables proposed by Brown and Levinson (1987) to determine social factors that influence the use of request strategies. Researchers have found eleven types of combinations of sociological variables in this study. The researcher classified the types of combinations into types A, B, C, D, E, F, G, H, I, J, and K. The type of combination that was found the most was type I with a total of 14 data. In addition, data for this type were found in 6 types of request strategies, such as mood derivable, locution derivable, scope statements, language specific suggestory formula, reference to preparatory conditions, and mild hints.

Type I is a combination of low power relation (P-), familiar relationship (D-) and high rank of imposition (R+). This type shows that the speaker's low power relation greatly affects the imposition of requests given to hearers even though their relationship is close. In addition, this type also causes speakers to use the six types of request strategies proposed by Blum-Kulka and Olshtain (1984). The combination type I also influences the speaker's strategy more in making requests by using the mild hints strategy, which is the request strategy with the lowest threatening act level. There are as many as 2 utterances that use the mild hints strategy.

Then type F is the type with the most findings, namely 7 data findings on the combination type for speakers with higher power relations. This type also shows that with a fairly close relationship between the hearer and the speaker with a higher power relation, it makes imposition of the speaker's request difficult for the

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hearer. In contrast to type F, type D found 6 data findings. This type is a combination of high power relation with a strange relationship between speaker and hearer. This certainly affects the imposition of the hearer in fulfilling the speaker's request. All data findings for this type are also found in the mood derivable strategy, which has the most direct level of request strategy.

Then the speakers who have the same power relation as the hearers have 1 data finding each for each type of combination. There are 3 types of combination types where the power relation between speaker and hearer is the same, namely type A, B and C. In type A, even though their power relation is the same, their relationship is not close, so the hearer will find it difficult to fulfill the speaker's request. Because of that the speaker uses the language specific suggestory formula strategy when making a request.

Type B also has the same level of power relations and social distance as type A. However, the hearers have no objection to fulfilling the speaker's request. Because of that speakers can apply a scope stating strategy in which speakers make requests based on their wishes. The last type, type C, is the same power relation and has a close relationship. Because they have a close relationship, imposing a request fulfillment on the hearer is not too difficult. Because of that this type can be found in the use of the reference to preparatory conditions strategy.

Based on the current findings, the mood derivable strategy is one of the request strategies most used by the main character in the Little Women movie. The application of this strategy is certainly inseparable from several factors. The speaker with a higher power relation than the hearer and the relationship that is

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not close has an influence on the imposition of the hearer on fulfilling the speaker's request. Meanwhile, the speaker who has a lower power relation than the hearer does not have an imposition effect on the hearer even though their relationship is quite close.

Continuation of previous studies that examine the types of research strategies and influencing factors can be considered. Balman, Lee & Inoue (2020) analyzes the use of request strategies in email communication. The findings of this study also contradict the current findings because the factors that influence this research are only based on the rank of imposition. This is because this research uses email communication as data so it cannot determine power relations and social distance. Meanwhile, the current findings are of course different from previous research because the researcher develops research by combining all sociological variables, namely power relations, social distance, and the rank of imposition.

Puspita, Anam & Wahyuningsih (2015) analyzes the types of request strategies used by english department students. In this study, the most used type of request strategy is different from current research, namely preparatory queries or preparatory conditions. Besides that, the sociological variables used in this study are power relations and social distance. Even so, the results of this study did not have a significant influence on the sociological variables used. The results of the study contradict the results of the current study as they may show a significant effect.

However, this research was able to find significant results by developing this research using the sociological variables proposed by Brown and Levinson's theory. Therefore this research has a contribution to related theory. Theoretically,

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this study found the types of request strategies according to Blum-kulka and Olshtain's theory. In addition, this study found significant results with a combination of sociological variables in Brown and Levinson's theory to determine social factors that influence the use of types of request strategies.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first chapter presents a summary of the overall results of the study. In the second part, presents suggestions that can help future researchers to develop this research.

5.1 Conclusions

This study investigates the types of request strategies by the main characters in *Little Women* movie and the factors that influence their use. As a result, the researcher found 52 utterances applying the eight types of request strategies used by the main characters in the movie. They are mood derivable, explicit performatives, locution derivable, scope stating, language specific suggestory formula, reference to preparatory conditions, strong hints, and mild hints.

The researcher also examines what are the social factors that influence the use of request strategies by the main characters by combining the sociological variables proposed by Brown and Levinson's theory. The researcher found that there are eleven types of combinations of sociological variables with classifications of type A, B, C which affect the use of request strategies.

In conclusion, speakers who have higher power relations than hearers influence the type of request strategy they use, namely mood derivable which is a type of research strategy which has the most direct level of request strategy. Supported by unfamiliar social distancing, it is easier for hearers to make requests. In addition, speakers with lower power relations than listeners, it will be difficult for hearers to carry out their requests even though their social distance is quite

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close. The speaker finally applied a type of request strategy with the lowest threatening act level, such as the mild hints strategy.

Therefore, the study of request strategies and the factors that influence them is important to study more deeply to broaden knowledge about speech acts, especially in request strategies. In addition, social factors that have a significant influence on the use of request strategies, making it easier for people to use what type of request strategies are suitable for use based on their surroundings.

5.2 Suggestions

This research has revealed the types of request strategies used by the main character in the *Little Women* movie. In addition, the researcher also revealed how social factors influence the choice of the type of request strategy that the speaker uses when making a request. Therefore, for future researchers who want to pay attention to request strategies, this study suggests that future researchers can explore and expand research results by using data sources from conversations in real life actions. Finally, the researcher hopes that this research can be a useful source and reference, especially for linguistics learners.

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