

**An analysis of requestives in the novel *the glass house* by lynn bushell and its  
implication to teaching English**

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**CHAPTER I**

**INTRODUCTION**

**A. Research Background**

People, as social creatures, need to communicate with their fellow human beings to maintain their relationships. In order to maintain their social interaction in the society, the use of language as a means of communication for social interaction is pivotal. By using language, people are able to share their ideas, feelings, knowledge, desires, etc. Moreover, with language people can perform tasks, such as apologizing, commanding, inviting, requesting, etc.

People communicate using language to others orally. Speaking a language is performing speech acts, acts such as making statement, giving command, asking question, making promise, and so on (Searle, <http://www.rdillman.com/HFCL/TUTOR/Relation/relate2.html>). In speech act, the speaker performs the act through his utterance. It not only shows the meaning of the utterance that speaker produces, but also performs some acts behind that utterance. For example, when a speaker utters, "Repair my car." He may intend that he requests the hearer to do the action (repair the car) or to complain about his car that the hearer has broken-down. Those are the acts of requesting and complaining.

Furthermore, Austin (in Levinson, 1983: 236) isolates three basic senses in performing an utterance that are simultaneously performed. The first is locutionary act, which is the utterance of sentence with determinates sense and reference. The second is illocutionary act, which is the real action that is performed by the utterances where saying is equal with doing something. The last is perlocutionary act, that is the effect on the hearer by means of uttering the sentences. The example below may make the definition clearer:

A waitress serves the consumer:

*“Would you like some coffee?”*

*“Yes, please.”*

If a waitress says to the consumer, “Would you like some coffee?” the locutionary act would concern with a question whether the consumer wants some coffee. Then, the illocutionary act can be seen when the waitress intends what she says to have force, that is, an offer. In this case, the illocutionary act of an offer is used to provide an action for the benefit of the addressee. Finally, the perlocutionary act of this utterance tends to have an effect on social relationship, that is, by saying, “Yes, please.” the consumer accepts the offer given to him.

Moreover, a speech act can be expressed by using different utterances. For example, when someone wants to offer a drink to a guest, he can express it using these utterances: *Would you like some coffee?* or *Coffee?* or *I’ve just made some coffee.*

The kinds of speech acts can be found not only in daily conversation, but also in a novel, a work of fiction. The conversation in the novel can be identified when a dialogue between the characters happens. Not only by knowing the dialogue between the characters can we catch and understand the meaning of the utterance, but also by

familiarizing with the context in which the communication between the speaker and interlocutor happens. Pragmatics is the study that concerns most with this matter. Thus, the study of speech act cannot be separated from pragmatics. And speech act itself is a field of the study of pragmatics.

Furthermore, pragmatics is also important in teaching English since communicative functions or speech acts are taught. By having knowledge on speech acts related to the context of utterances, learners may be able to perform appropriate speech acts in particular contexts and able to recognize the speech acts in oral or written forms. Moreover, speech acts are also commonly used in teaching-learning process in the classroom.

Requestive is one of Tsui's classifications of speech acts. It is an utterance which solicits non-verbal actions which give the addressee the option of carrying out the solicited action. Tsui also classifies requestives into five categories, namely request for permission, offer, request for action, invitation, and proposal.

The Glass House is a novel written by Lynn Bushell where the writer found various types of requestives employed by the characters. The following is an example of the act of requestives taken from the novel:

*Data*

Meg reached out for the cigarettes.  
'Look, do you mind if I smoke?  
'Help yourself.'

*Context of Situation*

The conversation happens in the house. The participants in this dialogue are Julian and Meg Dryden. They have just met and do not know each other before. While

they are speaking, Meg wants to smoke. Because she is a guest, she asks Julian as the host whether he allows her to smoke.

### *Identification of Requestives*

The underlined utterance above shows that the speaker needs a permission from the hearer to smoke. The hearer, Julian, permits the speaker to smoke by saying 'Help yourself.' According to who is to perform the non-verbal action, this utterance prospects potentially the speaker action. Here, Meg, as the speaker, will do the action of smoking. It also involves the speaker herself performing the future action which is for her own benefit. From this description, we can find the form of requestive that is a request for permission that is presented in an interrogative form.

From the description above, the requestives will be analyzed based on who performs the prospective action, that is the speaker's action, or the addressee's action, or the speaker's and the addressee's action. Furthermore, these will be classified on the basis of whether they are for the speaker's benefit, or the addressee's benefit, or the speaker's and the addressee's benefit. The sentence forms of requestives are also analyzed.

Based on the phenomenon above, this research is focused on the use of speech act of requestives found in the novel *The Glass House*. Therefore, the title of this research is "AN ANALYSIS OF REQUESTIVES IN THE NOVEL *THE GLASS HOUSE* BY LYNN BUSHHELL AND ITS IMPLICATION TO TEACHING ENGLISH".

## **B. Problem Limitation**

Since there are many speech acts used in the novel, it is important to limit the problem in the research. The research will only focus on the forms of requestives employed by the characters of the novel.

### **C. Problem Statements**

From the background above, the problem statements are formulated as follows:

- a. What types of requestives are found in the novel *The Glass House*?
- b. How do the speakers express requestives?
- c. How is the implication of research findings to teaching English?

### **D. Research Objectives**

The research is done with the following objectives:

- a. To identify the types of requestives found in the novel "The Glass House".
- b. To describe the speakers' ways in expressing the requestives.
- c. To describe the implication of research findings to teaching English.

### **E. Research Benefits**

This research will hopefully be beneficial to:

- a. Both lecturers and students of the English Department

The result of this research can stimulate them on studying more deeply about requestives and can use it as an additional reference.

- b. The teachers of English

The result of this research will be useful as additional references for teaching English dealing with speech acts.

c. Other researchers

The result of this research can give more information and additional references for further research dealing with requestives.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Pragmatics**

When people communicate to others, they produce utterances. They actually not only produce actual words, but also utterances having certain meanings. The study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader) is known as pragmatics. This study also involves the interpretation of what people mean in a particular context and how the context influences what is said. Studying language via pragmatics, one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, request) that they are performing when they speak (Yule, 1996: 3-4).

#### **B. Speech Act**

People not only produce utterances containing grammatical structures and words, but also perform actions through utterances. According to Yule (1996: 47) actions performed through utterances are generally called speech acts. Speech acts are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, request, etc.

In addition, Austin (in Levinson, 1997: 228) states that sentences are not used just to say things, but rather actively to do things. In every utterance, the speaker performs an act such as denying something, asking a question, giving advice, making an offer, greeting, thanking, condoling and so fort. From those, we can regard any utterance as a speech act (Allan, 1986: 164).

Then, Dijk (1977: 195) describes the notion of speech act. He describes that what is usually meant by saying that we do something when we make an utterance is that we accomplish some specific social act, e.g. making a promise, a request, giving advice, etc, usually called speech acts, or more specifically, illocutionary acts.

From the descriptions about speech acts above, it can be concluded that speech act is an action performed by a speaker in uttering a sentence, that covers social acts such as requesting, questioning, informing, greeting, and the like.

Austin (in Levinson, 1983: 236) isolates three kinds of acts that are performed simultaneously in which in saying something one is doing something:

- a. Locutionary act: the utterance of a sentence with determinate sense and reference.
- b. Illocutionary act: the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with the sentence.
- c. Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence such effects being special to the circumstances of utterance.

In short, locutionary act is producing a meaningful piece of language. While illocutionary act is the act performed in saying something, there is a force or the intention of the speaker behind the utterance. Finally, perlocutionary act is the effect of the speaker's utterance on the listener.

Tsui also defines the primary acts on the basis of where they occur in the exchange structure (1994: 52). She identifies three primary classes of acts, which are head acts of three moves of an exchange (they are initiating, responding and following up).

### 1. Initiating Acts

This act refers to an initiation. The subclasses of initiating acts are:

#### a. Elicitation

This act is an act of which function is to request a linguistic response.

##### 1) Elicit: inform

Example: A: What time will it be finished?

B: It's about half past ten.

(This kind of elicitation invites B to supply a piece of information)

##### 2) Elicit: confirm

Example: A: Is that you Henry?

B: Yes, that's right, yeah.

(This elicitation invites B to confirm A's assumption)

##### 3) Elicit: agree

Example: A: Lovely day, isn't it?

B: Yes, beautiful.

(This elicitation invites B to agree with A's assumption that the expressed proposition is self-evidently true)

##### 4) Elicit: commit

Example: A: Can I talk to you?

B: Sure, come in. Let's close the door. Have a seat.

(This elicitation invites response from B and invites A's commitment to give time for having a talk)

5) Elicit: clarify

Example: A: He asked me if he could borrow my car?

B: And what did you say?

(Here, B is not asking A for a repetition, but rather to report what he said)

b. Requestives

Requestives are utterances which solicit non-verbal actions and the addressee is given the option of carrying out the solicited action.

1) Request for permission

Example: Do you mind if I smoke?

2) Offer

Example: I have some great books, would you like to?

3) Request for action

Example: Would you give my regard to Andrew?

4) Invitation

Example: If you are free, I hope you can join us on Sunday.

5) Proposal

Example: Why don't we arrange to get together on Sunday?

c. Directives

Directives are acts that prospect action from the addressee without giving him the option of non-compliance. The subclasses of directives are as follows:

1) Advisives

They are directives that advocate actions to be performed by the addressee for his own benefit.

Example: Don't pick it up it's burning hot.

2) Mandatives

They are directives in which the speaker tries to get the addressee to do something for the benefits of the speaker himself.

Example: Salt and pepper. (*Chef to assistant*)

d. Informatives

Informatives cover utterances which provide information, report events or states of affairs, recount personal experience, and express beliefs, evaluative judgments, feelings, and thought.

1) Reports

Reports give an account of certain events, states of affairs, or personal experience in the past, present, or future.

Example: Arthur just bought a new fifteen-thousand-five-hundred-pound Jaguar.

2) Assessments

Assessments are utterances in which the speaker asserts his judgment or evaluation of certain people, objects, events and so on. There are five subclasses of assessment:

a) Assessing

It is an evaluation which is directed neither to speaker nor addressee.

Example: He is very nice person.

b) Compliment

It is a speaker's positive evaluation of the addressee.

Example: You are very good father.

c) Criticism

It is a speaker's negative evaluation of the addressee.

Example: You told them, oh...you idiot.

d) Self-denigration

It is a negative evaluation which is directed at the speaker himself.

Example: I'm so dumb, I don't even know it.

e) Self-commendation

It is a positive evaluation of the speaker himself.

Example: I work hard.

3) Expressives

Expressives are ritualistic acts in which speakers express civility and goodwill towards each other. There are three types of expressives:

a) Empathy

The speaker shows concern for and empathizes with the addressee.

Example: I hope you'll feel better.

b) Debt-incurred

The speaker expresses his feelings towards a debt which he has incurred.

Example: Sorry to trouble you.

c) Goodwill

It is an expression of goodwill and typically responded to by a return of goodwill like in greeting, leave-taking, and farewell.

Example: A: Okay then, we'll keep in touch then.

B: Okay then.

2. Responding Acts

Responding act is an utterance which fulfils the interactional expectation set up by the preceding initiating act.

a. Positive responding

It is an act which one responds positively.

Example: A: Why don't you come up and see me some times?

B: I would like to.

b. Negative responding

It is an act which one responds negatively.

Example: A: Come down the local then.

B: Ah it's a bit rough for me down there.

c. Temporization

It is neither positive nor negative responding act.

Example: A: Could I stay at your place for a bit, Rob?

B: Um I don't know.

### 3. Follow-up Acts

#### a. Endorsement

It endorses a positive response.

Example: A: How long will you be here till?

B: Until the next weekend

A: Oh great, great.

#### b. Concession

It is the follow-up of a negative responding act.

Example: A: So, do you want me to pick you up, are you in your office tomorrow?

B: No, I'm going to the Great Hall, I have to go to the head's office.

A: All right, maybe afterwards.

#### c. Acknowledgement

It is the follow-up of a temporization.

Example: A: Oh what's happened to Terry Brown?

B: Oh, he's going to come to my class today at two forty five, he's with May right now.

A: Oh, I see

### C. Direct and Indirect Speech Act

Yule has distinguished between two types of speech acts: direct and indirect speech acts. Direct and indirect speech acts deal with the way or strategy of a speaker in

using various linguistic forms with certain functions. Moreover, to be able to distinguish types of speech acts, one should consider the relationship between three structure forms (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, and command or request).

### 1. Direct Speech Act

A direct speech act occurs when there is a direct relationship between a form and communicative function of utterance. In other words, a declarative form of sentence is used to make a statement, an interrogative form is used to make a question and an imperative form is used to make a command.

- a. Sue washes the dishes. (declarative)
- b. Does Sue wash the dishes? (interrogative)
- c. Wash the dishes, Sue! (imperative)

The utterance in (a) states that Sue washes the dishes. The utterance in (b) shows that the speaker asks a question to the hearer whether Sue washes the dishes or not. While, the utterance in (c) the speaker commands Sue to wash the dishes.

### 2. Indirect Speech Act

Indirect speech act happens when there is indirect relationship between the structure and communicative function of an utterance. For example, a declarative is used to make a request (Yule, 1996: 55). In the indirect speech act, the speaker communicates to the hearer more than he actually says (Allan, 1986: 204). The followings are examples of indirect speech act.

- a. Do you have to stand up in front of the TV?
- b. You are standing in front of the TV. (Taken from Yule, 1996: 54)

The interrogative in (a) is not typically used only as question and a declarative structure in (b) is not only used as a statement; it not only expects an answer but also an action. The utterances in (a) and (b) have the same communicative function, that is a request.

The use of an indirect speech act is generally associated with greater politeness than a direct speech act (Yule, 1996: 56). In addition, he also states, "Perhaps the crucial distinction in the use of these two types of speech act is based on the fact that indirect commands or request are simply considered more gentle or more polite in the society than direct command" (1996: 133).

#### **D. Requestives**

Requestives is a term of one of Tsui's classifications about speech acts. In utterance, there are two subclasses according to the criterion of prospected response, that is utterance that elicits verbal response and utterance that elicits non-verbal response. Requestive belongs to the utterance that elicits non-verbal response. According to Tsui (1994: 90), requestives are utterances which solicit non-verbal actions and the addressee is given the option of carrying out the solicited action. A requestive is also commonly referred to a request. There are also other linguists who identify the requestive. One example is Allan. According to him, requestives are utterances that are attempted by the speaker to get the addressee to do something. They include asking, begging, imploring, insisting, inviting, petitioning, pleading, summoning, telling and arguing.

In this part, the writer will only describe requestives identified by Tsui. She identifies the requestives on the basis of who is to perform the future action and who benefits the action. She classifies requestives into five subclasses; they are request for

permission, offer, request for action, invitation and proposal. Requestive that is referred to as a request differs from an order. A request gives the addressee the option of complying and not complying, whereas an order does not. In other words, in a request the speaker acknowledges the addressee's right to withhold compliance. Although compliance and non-compliance are prospected, the former is more strongly prospected than the latter. A compliance is a preferred response, whereas a non-compliance is a dispreferred response. In an order, there is a preparatory condition that the speaker must be in a position of authority over the addressee. On the other hand, it is not common for requests to be performed when the speaker has authority over the addressee. From these, it can be seen that a request has greater politeness than an order. In addition, Lyons (in Tsui, 1994: 92) points out that a request can be impolite and the impolite request is not an order.

Requestives are acts in which indirection is most prevalent. A request realized by an interrogative (Can you close the window?) indicates that the speaker does not assume that the addressee is able to carry out the requested action, hence giving the latter the option of complying or not complying. Moreover, requestives are sometimes also presented in imperative forms which typically realize directives. The speaker is as though putting pressure on the addressee to comply with the requestives. This indicates his sincerity in having the addressee accept the prospected actions. When presenting requestives in this form, the speaker does not have authority towards the addressee. So, there is still the addressee's right to agree or refuse to comply.

From the descriptions above, it can be concluded that a requestive is an utterance that solicits a non-verbal action and the addressee is given the option to comply or not to

comply with the prospective action that will be performed by the addressee or the speaker himself.

### 1. Classification of Requestives

Tsui (1994: 96-102) classifies requestives into five subclasses. They can be summarized as follows:

#### a. Request for permission

Request for permission is a requestive that prospects potentially a speaker's action. It is for the benefit of the speaker.

#### b. Offer

Offer is a requestive that prospects potentially a speaker's action. It is for the benefit of the addressee.

#### c. Request for action

Request for action is a requestive that prospects an addressee's action. It is for the benefit of the speaker. The non-verbal action will be performed by the addressee if there is a compliance response.

#### d. Invitation

Invitation is a requestive that prospects the addressee's action. The addressee's action is for the benefit of the addressee himself. The non-verbal action will be performed by the addressee if there is a compliance response.

#### e. Proposal

Proposal is a requestive that prospects both a speaker's action and an addressee's action. It is for the benefit of both. The prospected action will be performed by the speaker and the addressee if there is a compliance response.

## 2. Requestives and Politeness Strategy

She also classifies requestives and politeness strategies into some subclasses. They can be summarized as follows:

### a. Request for action in the form of request for permission

Request for action is a requestive that the speaker asks the addressee's action. For example: A: Can I have a match please?

B: (NV).

This request for action is presented in surface forms which typically realize request for permission. This shifts the focus from 'you do X' (addressee action) to 'I do X' (speaker action). Hence, it sounds less imposing as if it requires less of the addressee and it is more polite.

### b. Request for action in the form of invitation

In a request for action, the addressee's future action is beneficial to the speaker, whereas in an invitation, it is beneficial to the addressee. Rejections of a request for action and an invitation are both face threatening. By presenting a request for action in the form of an invitation the speaker seems to be less imposing and hence more polite. For example:

A: It is my pleasure and privilege now to *invite* her Royal Highness to announce his name and to present the prizes.

### c. Request for action in the form of proposal

In a request for action, the speaker is soliciting an action from the addressee. The action is beneficial to the speaker in the sense that he or she wants the action to be carried out. However, it is presented in the typical forms of a proposal. By doing this, the speaker is behaving as though the action is to be performed by and is beneficial to both the speaker and the addressee.

For example:     A: Can I talk to you?  
                      B: Sure. Come in.  
                      A: (NV)  
                      B: *Let's* close the door.  
                      A: (Closes the door)

d. Invitation in the form of request for action

A request for action is more difficult to refuse than an invitation. In addition, by presenting an invitation as a request for action indicates that it takes the addressee's action as solely beneficial to the speaker, rather than beneficial to the addressee as well. For example:

A invites H to a thanksgiving dinner.

*A: Well Helen? I'd love to have you join us.*

e. Offer in the form of request for permission

A request for permission and an offer commit the speaker to a future action. While the action in an offer commits benefits the addressee, that in a request for permission benefits the speaker. By presenting an offer in a form that typically realizes a request for permission, the speaker behaves as though the future action is beneficial to him.

For example, *Can I help you?*

### 3. Responses and Challenges to Requestives

The illocutionary intent of a requestive is to get the addressee to comply and it presupposes that:

- a. the speaker sincerely wants the action to be carried out and believes that the action needs to be carried out;
- b. the addressee may be able and willing to carry out the action or to have the action carried out;
- c. it is not obvious that the addressee will carry out the action of his/ her own accord. (Tsui, 1995: 173).

Because a requestive does not presuppose that the addressee is going to carry out the action or to have it carried out. A requestive can be responded to by a positive responding act. The followings are examples of positive responses:

(request for permission)

A: Could I get some handouts?

B: Yeah, help yourself.

(proposal)

A: Why don't we arrange to get together maybe Sunday?

B: Okay, that'll be splendid, that'll be great.

(Taken from Tsui, 1995: 173- 174).

In the above exchanges, the addressee produces responses which fulfill the illocutionary intents of the requestives. The responses share a common characteristic: a commitment of some sort to a future action is involved after the addressee has produced the response. In request for permission, the addressee has committed herself to allowing the speaker to carry out the action. In proposal, the outcome of the exchange is such that the addressees have committed themselves to carrying out a future action.

All positive responding acts to requestives involve compliance to the requested action. The following are the examples of the negative response of requestive:

(offer)

A: I've got some paper if you want.

B: No, I've got tons of paper.

(proposal)

A: Or alternatively we could get together at five-fifteen when I'm finished.

B: No, I have to babysit.

(Taken from Tsui, 1995)

The above responses share common characteristics: they do not fulfill the illocutionary intent of requestives, and the outcome of the interaction is such that the addressee or the speaker, or both, are under no obligation to carry out the certain action.

Non-compliance to a requestive is to be distinguished from a challenge. While the former does not challenge the presuppositions of a requestive, the latter does. The following is an example of a challenge to requestive:

A: If you would like to give me the name and address.

B: Oh, that's it, I just gave you my address.

A: Oh, that-

(Taken from Tsui, 1995: 176)

B's utterances challenge the presupposition that there is a need for the action. It is a challenge to request for action

Moreover, requestives can also be responded to by temporizations in which the addressee neither complies nor refuses to comply. For example:

(request for action)

A: Could you possibly give me some feedback on this draft by Thursday?

B: I'll try my best but I can't promise. (Taken from Tsui, 1995: 177)

A temporization to a requestive is often a face-saving device.

### **E. The Context of Situation**

In understanding the meaning of an utterance, one has to know the context forming the utterance. According to Leech (1983: 13), context is the relevant aspects of the physical or social setting of an utterance. It is a background knowledge which is shared by a speaker and a hearer. It contributes to a hearer's interpretation of what a

speaker means by a given utterance. Malinowski (in Halliday and Hasan, 1986: 7) states that there are two notions of context, context of situation and context of culture, that play important part in the interpretation of meaning. Context of situation is the situation in which the text is uttered. It is the environment of the utterances. While, context of culture is the cultural background or history behind the participant. In studying a language, one should know and understand the cultural background of the language. It includes participants, time, place, social environment, political conditions, etc.

Furthermore, Firth (in Halliday and Hasan, 1986: 8) states that context of situation consist of: the participants in the situation, the action of the participants which refers to what they are doing including both their verbal and non-verbal action, the relevant features of the situation which refer to the surrounding object and events, the effects of the verbal action which refer to what changes were brought about by what the participants in the situation had to say.

Similar to Firth, Hymes (in Jaworski, 1999: 27) proposes a set of concepts for describing the context of situation which is arranged based on the word SPEAKING. Those can be summarized as follows:

1. Situation. It is a physical or psychological setting defining the speech event. The physical refers to setting involving time and place. Psychological setting refers to the kind of speech event taking place that is an occasion whether it is informal or formal, serious or festive.
2. Participants. These involve a speaker, a hearer, and an audience.
3. Ends. These refer to goals. It is about what participants intend.

4. Act sequence. It involves a form and content of the message. The content is the topic that participants talk about. The message form is how something is said – love letter, conversation, chat, debate.
5. Key. It refers to the manner or spirit of speaking like mock, serious, perfunctory, and painstaking.
6. Instrumentalities. It includes channels and forms of speech. Channel is how contact between the participants in the event is maintained whether spoken or written. The form of speech deals with what language is being used such as dialects, codes, and varieties.
7. Norms of interaction. It involves organization of turn-taking and norm of interpretation, that is the ways of drawing inferences.
8. Genres. It is the types of discourse such as casual speech, commercial messages, poems and proverbs.

From the descriptions above, in spoken language, the function of context is important, that is to help the speaker and the hearer in delivering and interpreting the meanings of utterances. Moreover, it can be concluded that context is any background knowledge shared by the speaker (when he produces the message) and the hearer (when he interprets the message).

#### **F. Types of Sentences**

Crystal in *The Cambridge Encyclopedia of the English Language* (1995: 214–216) explains the types of sentences. A sentence is probably the most familiar of all grammatical terms. The old definition of a sentence is a complete expression of a single thought. In fact, there are many sentences which seem to express a single thought, but

which are not complete, by traditional standards. For example, *Tennis?* Moreover there are also many sentences which are complete, but express more than one thought. For example, *For his birthday, Ben wants a bike, a computer game, and a visit to the theme park.* Furthermore, sentence can be grouped into two main types, on the basis of whether they are formed in a regular or irregular way. Regular sentences are referred to as major sentences, irregular ones as minor sentences. Major sentences follow all the rules of grammar, while the others do not. The minor sentences are frequently used in everyday conversation and when conversations are represented in fiction.

In addition, Quirk *et al.* (2000: 803) divides sentences into four types. They are declaratives, interrogatives, imperatives, and exclamatives. The following is the summary of those:

#### 1. Declaratives

Declaratives are sentences in which the subject is present and generally precedes the verb. The sentence ends with a full stop in writing and a falling intonation in speech.

For example: *I think you'd better leave at once.*

#### 2. Interrogatives

Generally, in this kind of sentence, the subject and the auxiliary are often reversed. In interrogative form, the sentence ends with a question mark in writing. There are some kinds of interrogatives, that is, yes-no questions, tag questions, declarative questions, *wh*-questions, and alternative questions.

For example: *How about another kiss?*

*Where have U been?*

#### 3. Imperatives

Imperative forms generally have no subject and have either a main verb in the base form. The imperative sentences commonly end with full stop in writing.

For example:     *Give me a digital watch for my birthday.*

#### 4. Exclamatives

Exclamatives are sentences which the general forms have an initial phrase introduced by *what* or *how*. In writing, the exclamative sentence ends with an exclamation mark.

For example:     *What a wonderful land I've ever seen!*

*How I wish you'd go home!*

### **G. Politeness**

A universal characteristic across culture is that people should respect each other. Then politeness is important when one conducts an interaction with others with different characteristics in different situation. There are several ways to think of politeness. These might involve ideas like being tactful, modest, and nice to other people. In the study of linguistic politeness, the most relevant concept is face. In pragmatics, face is public self-image. This is the emotional and social sense of self that every person has and expects everyone else to recognize. According to Yule (1996: 60), politeness, in interaction, can be defined as the means employed to show awareness of another person's face.

One looks at the importance of politeness in determining how he structures and interprets utterance. The need to be polite can often account for why one chooses to use indirect speech acts rather than direct speech acts. Leech also relates the illocution acts to the kinds of politeness. Indirect illocutions tend to be more polite when the degree of optionality increases. Moreover, if there is more optionality, there is less imposition. In other words, the more polite the illocutionary acts, the more indirect the illocutionary acts

are. In addition, the higher the degree of politeness, the weaker the illocutionary force of utterances. Furthermore, it has also to be noticed that the smaller the cost of the action for the hearer, the more polite the speaker sounds.

Politeness described here is forms of talks. People clearly attach great importance to speaking politely. Related to this, Yule defines face threatening act and face saving act. If one says something that represents a threat to another person's self image, it is called a face threatening act. For example, if a speaker uses a direct speech act to order the hearer to do something (*Give me that paper.*), he is acting as if he has more social power, here he performs a face-threatening act. An indirect speech act, in the form of question (*Could you pass me that paper, please?*), removes the assumption of social power. He appears to be asking about ability. This makes his request less threatening to the hearer. Whenever one says something that lessens the possible threat to another's face, it is called a face-saving act.

#### **H. The Synopsis of *The Glass House***

Elizabeth was Max Von Berthold's widow. She lived with Julian, her ill-mannered son and Millicent, a friend of Max's first wife, Gwen. She was Max's Mistress. They lived at the same house in the farmhouse in Green End.

Tom Manders was a newcomer who leased the barn, a year after Max's death. He rented it to recover from the death of his wife, Lizzie. Tom was invited by Elizabeth to have a drink and was introduced to Julian. When she bought something in Caxley, she met Anthony. She also invited him to come for a drink. When Tom and Anthony met in Max's house, they had known each other. They had ever met in Oxford.

In short, Tom and Elizabeth had a special relationship. They loved each other, but Elizabeth worried about Julian knowing about their relationship. Finally, Julian knew about it. Though Julian did not like Tom, he felt that it was better if she was with Tom rather than with Anthony. Although Tom and Elizabeth loved each other, Max's figure still had a strong influence on her. That made Tom jealous.

It seems that Tom's coming was not accepted by someone. The problem popped up. First, when Tom got back to his room, his manuscript was scattered all over the room. Then Mud, Tom's dog, died. Tom's grief of losing Mud made him curious about that case. He guessed that it might be Julian, because he felt that Julian had psychopathic tendencies. Next, he was suspicious of Millicent. She might not like the idea of Elizabeth and him dallying together over Max's grave. The last person he guessed was Meg, his mistress.

One day, Tom was passing an Eastey Wood, then he stayed for a while in a hut; a place where he met Elizabeth. He was suddenly attacked by someone. Elizabeth knew when he went back home. She guessed that the person who did it might be Anthony, because she knew Anthony well. She told Tom about her prediction but he did not believe it. Elizabeth also told Tom that Max ever had a love affair with a girl. He wanted to divorce Elizabeth but she convinced him not to leave his family.

One day, Meg Dryden came and looked for Tom. When she was waiting, she talked with Julian. It was the first time Julian met her but he told everything about his family to her. Then Tom came and introduced her to Elizabeth. They knew that Meg was Tom's mistress. Then Tom and Meg went to his barn. Tom told Meg that he disliked her coming.

One day in the middle of the night, Julian was not found. It was not his habit to disappear and to go without permission. It made Elizabeth and Millicent worried. In the morning, there was a mail from Julian explaining that he went with Meg. Tom knew where they went, so he comforted them that both would be fine. But Elizabeth was still worried about it because Anthony is his father. She was worried if Anthony would be angry. Knowing that Anthony is Julian's father made Tom shocked. Then Elizabeth told Tom that the photo on Max's desk was Meg. It made Tom remember that after Lizzie's death, Meg suggested Tom to visit a farmhouse that was run by two old dears. The owner of it died. And they let part of it to be rented. From those, they knew that there had been love between Meg and Max. And it made Elizabeth more worried because Julian went with Meg. Knowing all the facts, Elizabeth was sad. Tom just thought how complicated her life was.

Finally, Tom and Elizabeth decided to marry. And they informed it firstly to Anthony. Anthony did not believe it, but he congratulated them finally. He also admitted that he attacked him in the Eastey Wood because of his jealousy to him. When Tom asked about Mud's death, Anthony denied that he had killed Mud, he knew Mud's dead from PC Billing. Then, Anthony said goodbye to work as barrister's assistant in South Africa that Gantry recommended. From then on, Tom and Elizabeth just waited for Julian's news.

### CHAPTER III

## RESEARCH METHODOLOGY

### A. The Type of the Research

This research uses qualitative research that employs a descriptive method. Therefore, the type of this research is descriptive qualitative. Qualitative research is a research that presents the descriptive data in the form of written and oral words of people and behaviour which can be observed (Bodgan and Taylor in Moelong, 2001: 3). Whereas a descriptive method is a kind of research method using technique of collecting the data, arranging or classifying the data, analyzing and interpreting them (Surakhmad, 1994: 147). Moreover, Hadi (1983: 3) states that in the descriptive research, the researcher needs only to collect and analyze the data and finally draw the conclusion.

### B. Data and the Source of Data

Data are materials or information which have to be searched or collected and chosen by the researcher that they may appear in the forms of numerical, words or sentences, discourse, pictures, diary, etc. (Subroto, 1992). While the source of data refers to the subject from which the data are obtained (Arikunto, 2002: 107). The researcher uses a novel entitled *The Glass House* written by Lynn Bushell as the source of data. Then, the data of this research are all requestives spoken by the characters of this novel.

### C. Population, Sample, and Sampling

Population is the whole objects of the research. The population of this research is all requestives spoken by the characters found in the novel *The Glass House*. Arikunto

(2002: 109) defines that sample is part or representation of the population that will be investigated. Sampling is a technique of choosing samples (Hadi, 1983: 75).

Since the writer takes all the data, that is, all requestives spoken by the characters in the novel *The Glass House*, as samples; total sampling is used in this research. Total sampling is a technique of sampling where the population is used as samples (Riduwan, 2005: 64).

#### **D. Technique of Data Collecting**

In this research, the source of data is a novel. The data collected in this research are in the forms of words or sentences. The data will be collected with the following steps:

1. Reading the novel several times in order to understand the story.
2. Searching for the words or sentences which belong to requestives.
3. Taking all the words or sentences which belong to requestives and giving a code to each datum.

Example: Datum 01/1/S: Elizabeth A: Tom Manders.

It means that the datum is number one, the conversation is found on page one, and the speaker is Elizabeth and the addressee is Tom Manders.

#### **E. Technique of Data Analyzing**

After doing some steps of data collecting, the writer analyzes the data with the following steps:

1. Determining the data based on Tsui's classification of requestives.
2. Describing the context of situation in which the requestives occur.

3. Analyzing the types of requestives based on the prospected action of each requestive and to whom the requestive benefits. In describing the types of requestives, the types of sentences of the requestives are also analyzed.
4. Grouping data having the same types of sentences.
5. Discussing the data obtained.



## CHAPTER IV

### DATA ANALYSIS

#### A. Description

In this chapter, the writer analyzes the data of the types of requestives employed by the characters of the novel entitled *The Glass House* by using Tsui's theory of

classifications of requestives. Besides that, to identify the speakers' way in expressing requestives, the writer uses Quirk *et al.*'s theory of the types of sentences. There are 63 data which belong to the requestives. The writer found five types of requestives in the novel. They are requests for action, requests for permission, offers, invitations, and proposal. The following table, Table 1, shows the grouping of data into each type of requestives.

Table 1. The Types of Requestives Found in the Novel *The Glass House*.

<i>The Types of Requestives</i>	<i>Data</i>	<i>Number</i>
Requests for action	07, 13, 16, 18, 25, 26, 29, 42, 54, 55, 56, 62	12
Requests for permission	14, 23, 27, 35, 39, 43, 49, 50, 61, 63	10
Offers	02, 05, 06, 09, 11, 12, 15, 19, 20, 21, 22, 24, 30, 31, 34, 36, 37, 40, 41, 45, 47, 48, 51, 52, 57, 58, 60	27
Invitations	01, 03, 08, 10, 17, 28, 32, 33, 34, 53	10
Proposals	38, 44, 46, 59,	4
Total	-	63

Moreover, the writer finds four sentences employed by the characters in the novel *The Glass House*. They are imperatives, declaratives, interrogatives, and mixed forms. The following table, Table 2, shows the grouping of data into each type of sentences.

Table 2. The Types of Sentences Found in the Novel *The Glass House*.

<i>The Forms of Sentences in Requestives</i>	<i>Data</i>	<i>Number</i>
Imperative	04, 05, 06, 07, 16, 31, 32, 33, 40, 44, 60	11
Declarative	13, 14, 15, 17, 25, 35, 37, 38, 46, 48, 49, 54, 59	13

Interrogative	01, 02, 03, 08, 09, 10, 11, 12, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 32, 34 36, 39, 41, 42, 43, 45, 47, 50, 51, 53, 57, 58, 60, 61	34
Mixed	18, 24, 52, 55, 56	5
Total	-	63

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### Analysis of the Data Obtained Based on the Types of Requestives

#### 1. Request for action

Request for action is a requestive that prospects an addressee's action. It is for the benefit of the speaker. The non-verbal action will be performed by the addressee if there is a compliance response.

**Datum 13/ 32/ S: Julian      A: Tom**

'You'll have to show me what you've done across there.' Julian was hovering behind him.

'I'd be glad to.'

#### *The context of situation*

The conversation takes place in Elizabeth's house. The participants are Julian and Tom. Julian is interested in Tom's work and wants to know more about what he has done in the barn with a book. When they make a conversation, Julian wants Tom to show him the book entitled Botticelli.

#### *Analysis of requestive*

Julian's utterance is a request for action. He delivers it in a declarative sentence. His utterance means that he solicits action from Tom to show the book. In a request for action, the speaker prospects the addressee's action. The future action of the addressee is beneficial to the speaker. Here, Julian potentially prospects Tom's action to show the

book. Then, Tom politely gives a positive response. By giving compliance, he commits himself to a future action that benefits Julian, that is, he will show the book.

**Datum 18/ 46/ S: Julian    A: Elizabeth**

Elizabeth regarded him in silence. Julian had closed his eyes: 'I don't suppose there's anything to eat? I'm starving.'

'Yes, of course.' Elizabeth got up and went into the kitchen.

*The context of situation*

The situation is in the sitting-room. The participants are Julian, Elizabeth and Millicent. While Elizabeth and Millicent are talking about someone who ransacked Tom's barn, Julian comes from the cemetery. Then Julian lies back on the settee and asks Elizabeth to give him food.

*Analysis of requestive*

Julian's utterance is a request for action. He delivers it in a mixed sentence, interrogative and declarative sentence. His saying means that he is hungry and wants to eat. Julian's utterance shows that he solicits Elizabeth's action to take the food then to give it to him. He presents the requestive in the mixed form, first he delivers it with an interrogative, and then he emphasizes his request with a declarative sentence. He uses it to make an intention for his request. Elizabeth complies with the requested action. Therefore, she performs the action, that is, getting up to the kitchen for taking him food. Her action is beneficial to Julian.

There are two other data of request for action having the same type of mixed sentence. They are datum 55 and 56.

**Datum 25/ 77/ S: Julian    A: Tom**

Julian got up and steadily walking up and down the room again.  
'Are you sure I can't offer you a biscuit?'  
'No, I'd like a gin, though.'  
'Ah, the gin.' Tom eased himself back down into the arm chair.

*The context of situation*

The conversation takes place in the barn. The participants are Tom and Julian. Julian visits Tom. They are talking about the relationship between Tom and Elizabeth. Julian has been offered a biscuit repeatedly and Julian refuses it. Finally he asks for a gin politely. Tom goes to the wardrobe, a place he saves the gin, and then he takes it and pours out the gin to him.

*Analysis of requestive*

Julian's utterance is a request for action. He delivers it in a declarative sentence form. By making a statement 'I'd like a gin.', Julian, as the guest, delivers his requestive politely, that it suppresses Tom's cost ( to give him a gin) and it emphasizes the benefit to Julian as the speaker. In a request for action, the speaker asks the addressee to do something for his own benefit. Here, Julian's utterance shows that he solicits Tom to give him a gin. Tom responds positively. His compliance commits himself to a future action that benefits Julian. Here, Tom takes the gin and pours it in Julian's cup.

**Datum 26/ 71/ S: Tom      A: Julian**

'Did you come when Max was still alive?'  
'Yes, in the holiday. I liked him.'  
Tom paused: 'Have you got a photograph?' The other nodded. 'May I see it?'  
Julian reached into his top pocket.

*The context of situation*

The situation is in Tom's barn. The participants are Julian and Tom. They talk about Max. Tom is curious to know about Max's life. Then, he asks Julian whether he has Max's picture because he wants to see it.

*Analysis of requestive*

Tom's utterance is a request for action in the form of a request for permission. Tom's request is presented in an interrogative form 'May I ...?' This kind of request is a request for action in which Tom asks Julian to give him the picture of Max. This shifts the focus from 'You do X' (Julian's action) to 'I do X' (Tom's action). It sounds less imposing, as if it requires less addressee's action. Therefore, it is more polite. Tom's request 'May I see it?' is more polite than 'Can you show it?' because it minimizes cost to the addressee, Julian. It is clear that he prospects Julian's action. Julian gives a positive response that benefits Tom.

**Datum 29/ 75/ S: Anthony      A: Gantry**

'You'll tell him what my file is, will you?'

'Naturally, I'll have to tell him something. Can't mislead the man. It would destroy my credibility. I'd simply say you had an accident which put you back a year or two, but that in my opinion you're about right for a new start. I shall tell him what I think, in other words.'

*The context of situation*

The conversation takes place in the Rector's house. The participants are Anthony and Dr. Gantry. Anthony invites Dr. Gantry to stay. Gantry tells him that a friend, who works as barrister, is looking out for an assistant. Anthony is interested to be the assistant since he has a major in law. He asks Gantry to recommend him.

*Analysis of requestive*

Anthony's utterance is a request for action. He delivers it in an interrogative sentence presented in a tag-question. Anthony's utterance shows that he prospects Gantry's action to tell about his file or to recommend him. Gantry gives a positive response. It is clear that Gantry's action benefits Anthony. A positive response commits the addressee to a future action that benefits the speaker. Here, he will tell his friend.

**Datum 42/ 114/ S: Elizabeth      A: Anthony**

Elizabeth was hovering. She wished she'd brought a handbag, something she could hold. She drew her coat around her: 'Do you think I could sit down?' 'I'm sorry.' He rushed forward to the sofa, patting it. 'Sit here.' He waited till she'd sat down and then quickly got himself a drink.

*The context of situation*

The situation is in Anthony's house. The participants are Anthony, Dr. Gantry, and Elizabeth. Elizabeth has just arrived. She comes to talk about the killing of Tom's dog. There is no place to sit. It is too long for her to stand and the host, Anthony, does not give her a seat yet. Then she asks him to give her a seat.

*Analysis of requestive*

Elizabeth's utterance is a request for action. She delivers it in an interrogative sentence presented in a yes-no question. Her utterance means that she prospects an action from the addressee. She indirectly solicits Anthony to give her a seat. Moreover, Anthony's action is beneficial to her in the sense that she wants the action to be carried out. Here, he gives a positive response by apologizing, and then she rushes the sofa for her and let her sit by saying 'Sit here'. His action is beneficial to her.

**Datum 54/ 144/ S: Tom      A: Julian**

Tom sighed: 'I think if you don't mind, I would like to have an hour on my own.' He rubbed his eyes.

'I don't mind waiting while you have a kip.'

-----  
Tom eased him toward the door and gently pushed him out.

*The context of situation*

The situation is in the barn. The participants are Tom and Julian. They are talking about Anthony. Tom feels that the conversation is boring and he is not interested in Julian's story about Anthony. Then, he wants Julian to leave him. Julian refuses Tom's request because he thinks that Tom will have a kip and let him stay in his barn, but Tom pushes him out finally.

*Analysis of requestive*

Tom's utterance is a request for action in the form of a request for permission. He delivers it in a declarative sentence using if-clause form. In this context, Tom's utterance implicitly says 'I want you to leave me', because it is not polite to solicit an action explicitly to the guest in the form of a request for action. The request for action is presented in surface forms which typically realize a request for permission. This shifts the focus from 'you do X' (addressee's action) and 'I do X' (speaker action). Hence, it sounds less imposing, as if it requires less of the addressee and it is therefore more polite. It also emphasizes the common feature between two acts which are for the speakers' benefit. Here, Tom's utterance shows that he potentially prospects Julian's action to leave his barn. Moreover, the illocutionary intent of his utterance is that he wants Julian out from his barn and he will not be disturbed with his lies.

**Datum 62/ 207/ S: Julian    A: Meg**

'Fill up the kettle will you, there's a love.'

'It's your turn.'

*The context of situation*

The conversation takes place in the flat in London. The participants are Julian and Meg. While they are lying on the bed, Julian asks her to fill up the kettle. But she refuses because it is Julian's turn to fill up the kettle. Finally, Julian gets up and goes to the kitchen to fill up the kettle.

*Analysis of requestive*

Julian's utterance is a request for action. He delivers it in an imperative sentence. In the imperative form, the speaker is putting pressure on the addressee to comply with the requestive. Julian's utterance means that he prospects Meg's action to fill up the kettle. And her action will be beneficial to him in the sense that he wants the action to be carried out. Although he makes a strong intention; in a requestive, it is up to the addressee to comply or not with the requested action. Here, she does not comply; her response challenges the requestive instead.

There are two other data of request for action having the same type of imperative sentence. They are datum 07 and 16.

2. Request for permission

Request for permission is a requestive that prospects potentially a speaker's action. It is for the benefit of the speaker.

**Datum 23/ 65/ S: Julian    A: Tom**

'Can I wander round?'

'By all means.' Tom looked briefly round the room.

*The context of situation*

The situation is in the barn. The participants are Tom and Julian. Julian just comes and glances round the room. While Tom is preparing the coffee, Julian wants to look around his room. Because he is a guest, he needs Tom's permission as the owner of the barn.

#### *Analysis of requestive*

Julian's utterance is a request for permission. He delivers it in an interrogative sentence. He uses the common form of request for permission that usually begins with 'Can I...?', 'Could I...?', or 'May I...?'. He asks politely because he is a guest and not sure whether Tom will allow him to wander his room. In a request for permission, the speaker asks the addressee for allowing him to do things. According to who is to perform the future action, Julian utterance shows that he prospects potentially an action of the speaker, Julian himself; Julian will do the action to wander the room if there is permission. Moreover, a positive response from the addressee will commit the speaker to do the action. In the dialogue, Tom responds positively and allows him to wander by saying 'By all means'. Therefore, Julian is going to perform the action that benefits himself, that is, wandering around the room

There are two other data of request for permission having the same type of interrogative sentence that begins with 'Can I...?'. They are datum 39 and 43.

**Datum 27/ 72/ S: Julian    A: Tom**

'May I come again?'

'My dear boy, yes, of course you can.' He held his hand out.

#### *The context of situation*

The conversation is in the barn. The participants are Tom and Julian. Julian feels that he likes him and Julian wants him to stay because Julian feels that Tom will be a good company. The situation is so warm after Tom makes a fuss about Julian's perspective and Elizabeth's relationship. Julian wants to visit again and he needs Tom's permission because it is Tom's barn.

#### *Analysis of requestive*

Julian's utterance is a request for permission. He uses a polite request in asking for permission to Tom delivered in the common form of request 'May I...?' an interrogative sentence. This indicates that he needs Tom's permission because he is not sure that Tom will give him permission to come in Tom's barn again. Julian wants to come again next time. Then, he asks Tom's permission first before the next visit. Tom gives a positive response that means he allows Julian to come. Therefore, he will do the action that is for the benefit of Julian himself.

**Datum 35/ 89/ S: Anthony      A: The Rector**

Anthony got up: 'Excuse me.'

'Where do you think you're away to, half way through the meal?'

'I don't feel hungry. If I may, I'll go up to my room.'

'You may not. Sit down. Mrs. Momporet's cooked a meal. The least that you can do, is eat it.' Anthony sat down.

#### *The context of situation*

The conversation takes place in the kitchen. The participants are Anthony, Tony Ridgwell who is Anthony's father, and Mrs. Momporet. They are having dinner in the kitchen. At that time, Anthony tells about Gantry's recommendation to him to be an assistant of the barrister. Ridgwell does not agree with Anthony's idea. For there is a fuss, Anthony cannot stand it and wants to leave the kitchen.

*Analysis of requestive*

Anthony's utterance is a request for permission. He delivers his requestive first by uttering 'Excuse me.' for getting the attention of the participants. His father asks him where he will go in the middle of dinner. Then, he delivers the request in the form of a declarative sentence using if-clause form. Anthony delivers his request to his father with a polite expression because he honours his father who has the higher position in his family. He needs his father's permission to allow him to leave the room. It is for the benefit of Anthony himself. In a requestive, it is up to the addressee to comply or not. Here, Ridgwell does not allow him to leave the room. As a result, Anthony does not commit the future action and has to stay and finish his dinner.

There are two other data of a request for permission having the same type of declarative sentence form using if-clause. They are datum 14 and 49.

**Datum 50/ 130/ S: Meg      A: Julian**

Meg reached out for the cigarettes.

'Look, do you mind if I smoke?'

'Help yourself,' said Julian

*Context of Situation*

The conversation happens in Julian's house. The participants in this dialogue are Julian and Meg Dryden. They have just met and do not know each other before. While they are speaking, Meg wants to smoke. Because she is a guest, she asks Julian, as the host, to allow her to smoke.

*Analysis of requestive*

Meg's utterance is a request for permission. She delivers it in an interrogative sentence that begins with 'Do you mind if I...?' Her utterance above shows that the

speaker needs a permission from the hearer to smoke. The hearer, Julian, permits the speaker to smoke by saying 'Help yourself.' According to who is to perform the non-verbal action, this utterance prospects potentially the speaker action. Here, Meg, as the speaker, will do the action of smoking. It is for her benefit.

**Datum 61/ 193/ S: Anthony      A: Tom**

'Do you think I could sit down?' Anthony looked round. He bent his body in an arc towards the sofa, as though if he didn't find a resting place, he'd fall.  
'Of course...'

*The context of situation*

The situation is in the barn. The participants are Anthony, Tom, and Elizabeth. Anthony visits Tom because he wants to talk about something. Anthony's coming is not usual and makes Tom startled. He sees that Tom looks shocked when he wants to sit. Then, Anthony wants Tom to permit him to sit.

*Analysis of requestive*

Anthony's utterance is a request for permission. He delivers it in an interrogative sentence that begins with 'Do you think I...?', a yes-no question. This indicates that he is not sure whether Tom will grant him permission to sit. A request for permission involves the speaker himself performing the future action which is for his own benefit. Therefore, it is difficult to refuse a request for permission because the action is for the speaker own benefit and it is least imposing since the speaker is going to perform the action. Here, Anthony is going to walk toward the sofa. His utterance prospects himself to do an action that benefits himself, that is, to sit in the sofa. In this dialogue, Tom gives a positive response by allowing him to sit.

**Datum 63/ 208/ S: Julian    A: Meg**

'You don't mind if I whistle? Actually, the morning's my best time. I'm at my sharpest. Want to ask me a question on the nature of the universe? I'd answer without thinking.'  
'You always do.'

*The context of situation*

The conversation takes place in a flat. Julian is making a cup of tea while Meg is lying on the bed. Julian likes to whistle, he needs Meg's permission so he can do it. She has known his habit, so she lets him whistle.

*Analysis of requestive*

Julian's utterance is a request for permission. He delivers it in an interrogative sentence presented in a declarative question. It indicates that Julian is not sure whether Meg will grant him permission to whistle. His utterance means that he wants to whistle because he likes to do it and he needs Meg's permission to allow him to whistle. Here, he prospects himself to do an action that benefits himself. By getting her permission he commits himself the future action that benefits himself. Meg gives a challenge response since Meg knows that it is his habit (always whistle) and he does not need to ask for her permission.

**3. Offer**

Offer is a requestive that prospects potentially a speaker's action. It is for the benefit of the addressee.

**Datum 02/ 7/ S: Tom      A: Elizabeth**

'I don't suppose you'd like a cup of tea?' He moved a pile of papers and a pullover and drew the kettle out.

'Well, if it's not a lot of trouble...'

'No,' he smiled. 'As long as I can find another cup.'

*The context of situation*

The conversation takes place in the barn. The participants are Tom and Elizabeth. Elizabeth visits Tom. When they are talking about Tom's wife, he places a cup of tea before her.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it in an interrogative sentence presented in a declarative question. Tom's utterance means that he offers a cup of tea to Elizabeth as his guest. His offer benefits her as the addressee. A compliance response from the addressee commits the speaker to perform the future action. This is also for Elizabeth's benefit. Here, she gives a positive response. Therefore, he performs the action, that is, looking for a cup to make tea for her.

There is one datum of offer having the same type of interrogative sentence using a negative declarative question, that is datum 20.

**Datum 05/ 21/ S: Anthony      A: Elizabeth**

'Let me help you.'

'Thanks, it's all right.'

He began to pick them up.

*The context of situation*

The situation is in Caxley when Elizabeth buys some groceries. The participants are Anthony and Elizabeth. Elizabeth drops the French loaf and half-a-dozen olives that roll across the pavement. Anthony observes from the side of the stall, and then he comes toward her to help her. She lets him help.

*Analysis of requestive*

Anthony's utterance is an offer. He delivers it in an imperative sentence which begins with 'Let me...'. Anthony's utterance 'Let me help you.' means that he offers himself to help Elizabeth and that his action benefits her. Here, Elizabeth accepts his offer by thanking and by letting him pick up the olives.

There is another datum of offer having the same type of imperative sentence that begins with 'Let me...', that is datum 06.

**Datum 09 / 26/ S: Elizabeth      A: Anthony**

'Scotch?'

'Please.'

She poured some out into a tumbler and he took it over to the long French window.

*The context of situation*

The conversation takes place in Elizabeth's house. The participants are Elizabeth and Anthony. Anthony is invited to come to her house to have a drink and to be introduced to Tom. Anthony looks glum. Then, as a guest, Anthony is offered a drink while they are waiting for Tom and Julian.

*Analysis of requestive*

Elizabeth's utterance is an offer. She delivers it in an interrogative sentence, that is by saying, 'Scotch?'. Elizabeth's utterance means that she offers scotch to Anthony. It prospects Elizabeth herself to perform the action, that is, giving the scotch. The speaker's action, in an offer, benefits the addressee. By saying 'Please', Anthony responds gratefully to the offer and accepts it. In an offer, a positive response from the addressee commits the speaker to do the action. Here, Elizabeth pours some scotch into the tumbler and gives it to him.

There are other four data of offers having the same type of interrogative sentence using noun phrase. They are datum 11, 12, 34 and 58.

**Datum 15/ 37/ S: Elizabeth                      A: Tom**

'What I meant was that the cemetery is en route to the village. I can drop you there and pick you up a little later when you've done your shopping. I'll be going in about an hour, if that suits you.'

'Fine.'

#### *The context of situation*

The conversation takes place in front of Elizabeth's house. The participants are Elizabeth and Tom. That day is an anniversary of Max's death. Tom will go to Caxley but he does not know how to get there. He asks Elizabeth how to get there. Elizabeth says that she will take some flowers to the cemetery because the day is an anniversary of Max's death. He says sorry to her. She says further that the cemetery is en route to Caxley. It means that she actually wants to give him a ride.

#### *Analysis of requestive*

Elizabeth's utterance is an offer. She indirectly delivers it in a declarative sentence. Elizabeth's utterance shows that she offers to give a ride to Tom. Her action

benefits Tom. It is clear that the action will prospectively be done by Elizabeth for Tom's benefit.

**Datum 19/ 50/ S: Tom      A: Elizabeth**

'How about some cocoa?'

She smiled faintly: 'If it's not a lot of bother.'

He went over to the cupboard, rummaging behind the tins and packets: 'It's no bother, only I'm afraid there's no milk.'

*The context of situation*

The conversation takes place in the barn. The participants are Tom and Elizabeth. She visits stealthily at night to meet Tom. She looks cold and wretched. Then Tom offers her some drinks that may make her warm. She accepts his offer.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it in an interrogative sentence presented in an irregular wh-question, 'How about...?' or 'What about...?' that is generally followed by a noun-phrase. Tom's utterance shows that he offers some cocoa to Elizabeth. His action is for Elizabeth's benefit, as his guest. Here, Elizabeth politely gives a positive response. In an offer, the speaker commits himself to a future action if the addressee complies. Therefore, he goes to the cupboard and prepares to make a cocoa. Unfortunately, there is no cocoa.

**Datum 21/ 62/ S: Millicent      A: Elizabeth**

'You look peaky dear. Is everything all right?'

'I didn't sleep well.'

'Would you like a Mogadon to take to bed with you tonight?'

'No. Well, perhaps I will. I'll see.'

*The context of situation*

The conversation takes place in Elizabeth's house. The participants are Julian, Millicent, and Elizabeth. It is the morning after she met Tom in the barn. They assemble for breakfast and talk about the blood found in the barn this night. Elizabeth feels a little queasy and drowsy. It makes her face looks peaky. Millicent offers her a medicine that can make her sleep fast.

*Analysis of requestive*

Millicent's utterance is an offer. He delivers it in an interrogative sentence. By saying this, she is not sure whether Elizabeth will accept her offer. Moreover, her utterance shows that she offers a Mogadon. Here, she commits herself to take a Mogadon for Elizabeth if there is compliance from the addressee. Her action is for Elizabeth's benefit. But Elizabeth gives a temporization response to Millicent's offer even though the offer benefits herself.

There are two other data of offers having the same type of an interrogative sentence. They are datum 57 and 60

**Datum 22/ 65/ S: Tom      A: Julian**

'These days, it knocks me out.' He put out cups. You'll have some coffee?

'Yes, please.' Julian glanced round the room.

'Sit down, if you can find a space. There's always the divan. Well, no.'

*The context of situation*

The situation is in the barn. The participants are Tom and Julian. Julian visits him to talk about engravings that Max brought from Greece. They had made an appointment before but Julian forgets. Julian comes too early. Tom offers some coffee to him.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it in an interrogative sentence presented in a declarative question. By saying this, he is not sure whether Julian will accept his offer. According to who is prospected to do the action, this utterance prospects the speaker's action, that is, Tom. Tom offers Julian, his guest, some coffee. It also involves the speaker himself performing the future action for the addressee's benefit. A positive response from the addressee will commit the speaker to some non-verbal action. After Julian complies with the requestive, Tom makes some coffee. Tom's action benefits Julian.

**Datum 24/ 65/ S: Tom      A: Julian**

'Would you like a biscuit?'

'No thanks.'

'I've got some with chocolate on.'

'I don't eat sweet things.'

*The context of situation*

The conversation takes place in the barn. The participants are Tom and Julian. They are talking about Max. Tom has a tin of biscuit and he offers it to Julian but Julian refuses it because he does not like the sweet food.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it in a mixed sentence, interrogative and declarative. According to the prospected action, this utterance prospects Tom as the speaker to offer a biscuit. The action is for Julian's benefit. The benefit of the addressee can also be indicated by Julian's thank. He delivers it politely in the first sentence. Here, he is not sure that Julian wants his offer of a biscuit. Julian refuses it. Then, Tom utters

the second sentence to make an intention to his requestive. In a requestive, it is up to the addressee to comply or not. Again, Julian refuses Tom's offer although his offer benefits him.

There is one datum of offer having the same type of mixed sentence form, that is datum 52.

**Datum 31/ 79/S: Julian      A: Tom**

'Have a gin,' said Julian. He was regarding them blandly from the outside of the little circle.

'What a dear boy you are,' Tom muttered. He leaned back and rubbed his eyes. 'I knew I wanted something, but I couldn't make my mind up what it was.'

*The context of situation*

The situation is in the barn. The participants are Tom, Julian, and Elizabeth. Elizabeth comes and says that in the village there is a woman asking for him. Then, Tom remembers his past. There is a long silence in the room. He sits suddenly and his face looks odd and not well. Then Julian offers him some drinks that will make him better.

*Analysis of requestive*

Julian's utterance is an offer. He delivers it in an imperative sentence. In the imperative sentence, the speaker is putting pressure on the addressee to accept the offer. Julian's utterance prospects himself to a future action that benefits Tom as the addressee. Compliance from the addressee will commit the speaker to do the action. Tom gives a positive response by giving an appreciation. It also indicates that Julian's offer benefits Tom. Therefore, Julian picks the bottle and pours out a cupful for Tom.

**Datum 36/ 97/ S: Tom      A: Julian**

'Would you like to hear some music?'  
Julian smiled.

'Chopin? Or is that a bit tame?'

'Chopin's all right.'

Tom reached out and moved the arm onto the record.

*The context of situation*

The conversation takes place in the barn. The participants are Tom and Julian. Tom invites him to play chess. In the silence, to please him, Tom offers him to listen to some music. Here, he gives options to Julian to choose the kinds of music. Julian chooses to listen to Chopin. And, then, Tom plays it.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it politely in an interrogative sentence presented in an alternative question. Her utterance prospects himself to a future action benefiting the addressee if there is a compliance response. First, he asks Julian whether he likes to listen to some music. Julian's smile indicates a positive response, and then Tom offers him by giving options to choose Chopin or another music. Julian chooses Chopin. It is clear that the offer benefits Julian. Therefore, Tom reaches out and moves the arm onto the record.

**Datum 37/ 104/ S: Tom      A: Elizabeth**

'You shouldn't be here all alone.'

'I'm not alone, exactly.'

Tom looked around: 'I don't want to intrude. I'll go away, if you'd prefer it.'

'No, I don't mind if you stay.'

*The context of situation*

The situation is in the cemetery. It is at night. The participants are Tom and Elizabeth. Tom comes to see Elizabeth. She usually visits Max's grave at night if she

feels sad. Tom does not want that his presence in that place disturbs her. So, he offers her to leave the place if she does not like his coming.

#### *Analysis of requestive*

Tom's utterance is an offer. He delivers it in a declarative sentence using if-clause. His utterance prospects potentially himself to do the action for Elizabeth's benefit. If Tom goes, his action would be beneficial to her because she will not be disturbed. But she gives a non-compliance response. It means that Tom can stay with her in that cemetery.

**Datum 45/ 125/ S: Elizabeth                      A: Tom**

She raised her skirt and carefully rolled down the stocking.  
Tom watched, temporarily distracted: 'Shall I hang them some where for you?'

-----  
'Across that hook will do.' She handed him the other one.

#### *The context of situation*

The situation is in the hut. The participants are Tom and Elizabeth. They are taking shelter from the storm. Elizabeth is soaking wet. Tom watches that she is rolling down the stockings and sees that Elizabeth looks cold. Then he offers himself to dry them. Elizabeth accepts his offer by letting him hang them on the hook.

#### *Analysis of requestive*

Tom's utterance is an offer. He politely delivers it in an interrogative sentence form. Question that begins with 'Shall I...' is used to offer service or to offer to do thing for people. It is a common form of an offer. Tom's utterance prospects himself to do the action. He offers himself to hang Elizabeth's stockings. His action is for Elizabeth's benefit. She gives a positive response by letting him hang them on the hook.

**Datum 47/ 129/ S: Millicent            A: Meg**

'Will you have a sandwich or a biscuit?'

'No, thanks.' Meg looked round her.'

*The context of situation*

The situation is in the kitchen. The participants are Millicent and Meg. Meg's visit is to meet Tom. Tom has not come back yet. While they are talking about Tom, Millicent offers her some food.

*Analysis of requestive*

Millicent's utterance is an offer. She delivers it in an interrogative sentence presented in an alternative question. Millicent's utterance prospects herself to a future action that is for the addressee's benefit. Here, Millicent offers some food by giving her alternative to choose a sandwich or a biscuit. But Meg does not comply with Millicent's offer even though it benefits her. Her benefit can also be indicated by her expression of thank.

**Datum 48/ 130/ S: Millicent            A: Meg**

'If you would rather not stay, I can take a message.'

'Thank you. If you don't mind, I'd prefer to wait.'

'Of course. You won't mind if I get on with the supper? Ah, she glanced up. Julian.'

*The context of situation*

The situation is in the kitchen. The participants are Meg and Millicent. Meg is waiting for Tom. Millicent feels that it will be a long wait because there is a storm outside, so she offers herself to convey her message, but Meg wants to wait if she gets Millicent's permission.

*Analysis of requestive*

Millicent's utterance is an offer. Millicent politely delivers her offer in a declarative sentence using if-clause. According to who is prospected to do the action, this utterance prospects the speaker's action, Millicent's action. Millicent offers herself to take a message to Tom if Meg does not want to stay. Millicent's action is for Meg's benefit as the addressee. Meg's thank also indicates that Millicent's action benefits her. But Meg gives a negative response.

There is one datum of offer having the same type of declarative sentence form using if-clause, that is datum 37.

**Datum 51/ 135/ S: Tom      A: Meg**

Tom took both her hands in his: 'It's nice to see you.'  
 'No, it isn't.' She looked glumly down into her lap.  
 'Don't argue. Do you want a cup of tea?'  
 'I've had one. No doubt it was laced with arsenic. I gather people die in odd ways in here.'

*The context of situation*

The conversation takes place in the barn. The participants are Meg and Tom. Meg comes from the town to meet him. Before she meets Tom, she is just from Elizabeth's house. Tom offers him a cup of tea. She refuses because she had it in Elizabeth's house.

*Analysis of requestive*

Tom's utterance is an offer. He delivers it in an interrogative sentence form that begins with 'Do you want...?'. According to the prospected action, this utterance prospects Tom himself to do the action, that is, making some tea. His action is for Meg's benefit. In a requestive, it is up to the addressee whether to comply or not. Here, Meg gives a negative response.

#### 4. Invitation

Invitation is a requestive that prospects the addressee's action. The addressee's action is for the benefit of the addressee himself. The non-verbal action will be performed by the addressee if there is a compliance response.

**Datum 01/ 5/ S: Tom      A: Elizabeth**

'Won't you sit down?' Tom gestured to a chair and quickly gathered up a pile of manuscripts and books from it. She sat down heavily.

##### *The context of situation*

The conversation happens in Tom's barn. The participants are Tom and Elizabeth. Elizabeth wants to check Tom's condition and wants to talk to him. They are standing while they are talking. Tom realizes that she stands too long. Then, he asks Elizabeth to sit down.

##### *Analysis of requestive*

Tom's utterance is an invitation. He delivers it in an interrogative sentence presented in a negative question. By saying this, the speaker is not sure whether she wants to sit or not. Tom's utterance means that he invites Elizabeth to come in and sit down. She gives a positive response, that is, complying with the solicited action by sitting down. Although this utterance looks like a request for action, in this context, the positive response that it intends to solicit is the guest's sitting down, and this action benefits the guest, Elizabeth. It is, therefore, an invitation to sit down. Moreover, in this context, their relationship is a host and a guest, so invitation is more proper than a request for action. Furthermore, her action benefits herself, in the sense that she actually wants to make a

conversation with Tom, the host that she wants to visit. It is beneficial to her that Tom invites her to sit down.

**Datum 03/ 11/ S: Elizabeth      A: Tom**

'I don't suppose you'd like to come and have a drink tomorrow? My son Julian may change his mind and pop down for a night from Oxford. I should like to introduce you.'

'Thank you.' Tom smiled.

'We'll expect you in the evening then, around six.'

*The context of situation*

The situation is in the barn. The participants are Tom and Elizabeth. It is raining when they make a conversation. After the rain has stopped, she gets up to go back home. She invites him to come to have a drink and also to meet her son.

*Analysis of requestive*

Elizabeth's utterance is an invitation. She delivers it in an interrogative sentence presented in a negative declarative question. By saying this, she potentially prospects the addressee action, Tom's action, to come to her house. He gives a positive response or compliance by saying 'Thank you'. Moreover, his thanking indicates that it benefits himself.

**Datum 08/ 25/ S: Elizabeth      A: Anthony**

'Look, I've invited a new tenant for a drink this evening. I was wondering if you'd like to come?'

He drew breath: 'Thank you. If you think that that would be all right.'

'I'm sure you'd find some common ground. He's working on a book about a painter-Botticelli. I'm afraid I hadn't heard of him.' She gave a shame-faced chuckle.

Anthony's face flickered: 'Botticelli?'

'Yes.' She waited. 'Will you come?'

'Yes, please.' He nodded quietly. 'I should like to very much.'

*The context of situation*

The situation is in Caxley. The participants are Elizabeth and Anthony. They meet by chance. They are talking about Julian coolly. She wants to come back home, but before she drives her car, she draws back the window down and tells him that she has invited a new tenant and she wants to invite him too. She thinks that he may have the same interest and will get on well with him. Anthony accepts her invitation.

#### *Analysis of requestive*

Elizabeth's utterance is an invitation that is delivered in an interrogative sentence presented in a declarative question using if-clause 'I was wondering if...?' that shows a polite expression and, then, in a yes-no question 'Will you come?'. It is clear that her utterance shows that she prospects Anthony to come to her house that may benefit him. He gives a positive response. Anthony thanks for the invitation since it benefits him. Here, the future action will be carried out by Anthony because he gives a compliance.

**Datum 10 / 29/ S: Julian      A: Tom**

Julian was smiling at him enigmatically: 'Will you be staying on for supper?' He asked, carefully excluding Anthony from the enquiry.  
'No, thanks. I came over for a drink, that's all.'

#### *The context of situation*

The situation is in Elizabeth's house. The participants are Elizabeth, Tom, Anthony, Julian. Julian feels acquainted with Tom, then he invites Tom to stay for supper. The situation is not warm. Julian directs his invitation to Tom not to Anthony. Tom refuses it because he comes only for a drink and there are some works to finish.

#### *Analysis of requestive*

Julian's utterance is an invitation. He delivers it in an interrogative sentence using a yes-no question with a modal auxiliary 'Will you...?'. By saying this, he potentially prospects Tom's action to stay for supper and not to go. His action will benefit himself if there is a compliance. Here, Tom does not comply.

**Datum 17/ 42/ S: Elizabeth      A: Tom**

She started to get out: 'You'll need some food. Perhaps you'd like to come to supper.'  
'No. You're very kind, but I think probably I won't, tonight. I've got enough food to be going on with and I ought to work.'

*The context of situation*

The conversation happens in the path of Elizabeth's house. The participants are Tom and Elizabeth. They just arrived from the cemetery. Since Tom got nothings from the village, Elizabeth asks him to come for supper. He refuses Elizabeth's invitation.

*Analysis of requestive*

Elizabeth's utterance is an invitation. She delivers it in a declarative sentence using '...would like to...'. It shows that it is a polite expression. Moreover, by saying 'You will need some food', the invitation will benefit him. The invitation is a requestive that asks the addressee's action which is for the benefit of the addressee himself. Her utterance is clear that she prospects Tom to come for his own benefit. His action will be carried out if he complies, but he gives a negative response. Although he does not comply with the Elizabeth's invitation, an appreciation is expressed by Tom. It shows that the invitation actually benefits him.

**Datum 28/ 74/ S: Anthony      A: Dr. Gantry**

'Stay and have a drink, eh?'  
'Thanks, I like to.'

*The context of situation*

The situation is in Anthony's house. The participants are Anthony and Dr. Gantry. Gantry will go after treating Anthony's wounded hand. Gantry stands in the door and wants to go out. Before Gantry leaves, Anthony calls and invites him to stay and have a drink. Gantry accepts it, then he locks the outside door and comes back.

*Analysis of requestive*

Anthony's utterance is an invitation. He delivers his invitation in an interrogative sentence presented in a tag-question. In the invitation, the speaker prospects the addressee's action which is for the addressee's benefit. Here, Anthony's utterance 'Stay and have a drink, eh?' prospects potentially Gantry's action to come in the house again. It indicates that he is not sure whether Gantry will accept his invitation. A positive response will commit the addressee to some non-verbal action. He complies with Anthony's invitation by thanking him. Here, Gantry's action is for Julian's benefit. Then, he comes in again.

**Datum 32/ 79/S: Tom      A: Elizabeth**

'Oh, do please have one yourself,' said Tom, 'Elizabeth?'  
'No, thank you. Not at this time of the morning?'

*The context of situation*

The situation is in the barn. The participants are Tom, Julian, and Elizabeth. Tom does not feel well and he cannot take the bottle to Elizabeth. As the host, he invites her to pick up the bottle by herself, that it may make her feel better in perceiving the situation.

*Analysis of requestive*

Tom's utterance is a requestive in the form of invitation. Tom's invitation is delivered in an imperative sentence. Moreover, by adding *do* before the verb, his invitation is more persuasive but *please* makes his invitation softer. Tom's utterance means that he invites Elizabeth, as his guest, to have a drink. Here, according to who is to perform the future action, Tom's utterance prospects potentially Elizabeth's action to pour for herself a gin because he cannot wake up. It also involves Elizabeth performing a future action which is for her own benefit. By presenting requestive in this form, Tom is putting pressure on Elizabeth to comply with the requestive. This also indicates Tom's sincerity in having her accept the invitation. But in this case, she does not comply or refuses his invitation even though this invitation benefits her.

There are two data of requestive in the form of invitation having the same type of imperative sentence. They are datum 04 and 33.

**Datum 51/ 139/ S: Tom      A: Meg**

'Would you care to have some supper?'

She did not look up: 'No, I don't think so, thank you.'

*The context of situation*

The situation is in the barn. The participants are Tom and Meg. Meg visits Tom in the evening after she has got back from town. Meg stays for a moment. Before she goes back to her inn, she is invited by Tom to have supper. But she refuses it.

*Analysis of requestive*

Tom's utterance is an invitation. He delivers it in an interrogative sentence using a yes-no question with a modal auxiliary '*Would you care...?*'. He uses *would* rather than *will* to express his invitation in a polite way. By saying this, he prospects Meg's action to

stay and to have supper and not to go. Her action will benefit herself if there is a compliance response. But Meg gives a negative response.

## 5. Proposal

Proposal is a requestive that prospects both a speaker's action and an addressee's action. It is for the benefit of both. The prospected action will be performed by the speaker and the addressee if there is a compliance response.

**Datum 38/ 109/ S: Elizabeth      A: Tom**

'I think we should go back home,' Elizabeth repeated gently.  
'Home?' He looked blank. 'Yes, yes, I suppose so.'

### *The context of situation*

The situation is in the cemetery. The participants are Tom and Elizabeth. They are searching for Mud, Tom's dog, that is wandering around there. Tom wants to find him. Because it is getting dark and they cannot find him, Elizabeth proposes to come back home.

### *Analysis of requestive*

In the dialogue above, Elizabeth's utterance is a proposal. He delivers it in the form of a declarative sentence. A proposal prospects both the speaker's and the addressee's action. It is expressed in 'we do X'. A proposal is also a suggestion. In this dialogue, she suggests Tom to go back home. Her utterance actually prospects both, Elizabeth's and Tom's action. A proposal which is complied is not likely followed by a thanking from the addressee or the speaker herself since it is for the benefit of both. Tom gives a positive response 'Yes, yes, I suppose so'. It means that he accepts the requested

action. So, they are going to do the action (go back home). Her proposal benefits both in the sense that finally the action is carried out by them. Moreover, they will not be overtaken by night.

There are two other data of proposal having the same type of declarative sentence. They are datum 59 and 46.

**Datum 44/ 124/ S: Elizabeth      A: Tom**

'They won't hurt you,' she said.

'No, I know. I am sorry, I can't help it.' He took out a handkerchief and wiped his face.

'Let's move on. I'm quite happy to. The rain won't bother me.'

'No.' Tom replaced the handkerchief abruptly. 'it's ridiculous, to let oneself be driven out.'

*The context of situation*

The situation is in the hut. The participants are Tom and Elizabeth. They are taking a shelter from the rain. The rain seems not to stop. Then, she proposes to move on. But Tom refuses because it is not a good idea.

*Analysis of requestive*

Elizabeth's utterance is a proposal. She delivers it in an imperative sentence. 'Let us ...' is a common form of a proposal. A proposal prospects both the speaker and the addressee's action. Elizabeth proposes Tom to do the action together, that is, moving out from the hut. A proposal is beneficial to both in the sense that the action is carried by both. Tom refuses or does not comply with Elizabeth's proposal by saying 'No.' even though this proposal is for both. Since Tom gives a negative response, the action will not be done.

**C. Discussion**

This subchapter is the discussion of the data analysis. It presents some findings that are gained from the data analysis in the previous subchapter.

The first discussion is the types of requestives found in the novel *The Glass House*. There are five types of requestives found in the novel. They are requests for action, requests for permission, offers, invitations, and proposal. Based on the speaker's actions, the types of requestives are offers and requests for permission. Based on the addressee's actions, the types of requestives are requests for action and invitations. Based on the speaker's and addressee's actions, the type of requestive is proposal. Moreover, from the analysis, offer is more dominant than the others. There are 27 data. Then, there are 12 requests for action. In the requests for permission and invitations, there are 10 data for each. Next, there are 4 data of proposal.

The second discussion deals with the speakers' ways in expressing the requestives. The discussion comes to the type of sentences. Based on Quirk *et al.*'s theory, there are four kinds of sentence types, but, in the novel, the characters only use three kinds of them. The one which is not used is the exclamative form. Moreover, it is found the mixed forms (interrogative and declarative). So, there are four sentences employed by the characters in the novel *The Glass House*. They are imperatives, declaratives, interrogatives, and mixed forms. The interrogative sentence, 34 data, is more dominant than the others. The declarative sentence has 13 data; the imperative sentence has 11 data; and the form of mixed sentence has 5 data.

Moreover, based on the data analysis, each type of requestive employs different types of sentences. There are four types of sentences used in request for action. They are imperative sentences (in data number 62, 16, 07), declarative sentences (in data number

13, 25, 54), and interrogative sentences (in data number 26, 29, 42), mixed form (in data number 18, 55, 56). Meanwhile, in requests for permission, the types of sentence used are declarative sentences (in data number 35, 14, 49) and imperative sentences (in data number 23, 39, 43, 27, 50, 61, 63). Then, the types of sentences used in offer are imperative sentences (in data number 05, 06, 31, 40, 30), declarative sentences (in data number 15, 37, 48), interrogative sentences (in data number 02, 20, 09, 12, 34, 58, 11, 19, 21, 57, 60, 22, 41, 45, 47, 46, 51), and mixed sentences (in data number 24 and 52). Invitation uses imperative sentences (in data number 32, 33, 04), a declarative sentences (in datum 17), and interrogative sentences (in data number 01, 03, 08, 28, 10, 53). Finally, in the proposal, the types of sentences used are an imperative sentence (in datum 44) and declarative sentences (in data number 38, 59, 46).

In the declarative sentence, the speaker delivers his/ her requestive in a polite way. In the interrogative sentence, the speaker delivers the requestives in five different ways, namely declarative questions, a *wh*-question, tag-questions, yes-no questions, and alternative questions. The interrogative sentence is used as a polite way in delivering the requestive. In the interrogative sentence, the speaker is not sure whether the addressee will comply with the requestive. Hence, the speaker gives options to the addressee. Then, the imperative form of requestive indicates that the speaker is putting pressure on the addressee to comply with the requestive. Then, the mixed form of sentence is delivered by the speaker to make an intention to his requestive.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### A. Conclusion

This chapter presents the conclusion for answering the problem statement in Chapter I. According to the data analysis in Chapter IV, the writer draws the conclusion as follows:

1. Five types of requestives are found in the novel *The Glass House*. They are requests for action, requests for permission, offers, invitations, and proposals.
2. Dealing with the speakers' ways in expressing requestives, the speakers employ four different sentence forms. They are declarative, interrogative (presented in declarative questions, a *wh*-question, tag-questions, yes-no questions, and alternative questions), imperative, and mixed sentences. The speaker delivers his/her requestive in a polite way using a declarative sentence. The interrogative sentence is also used as a polite way in delivering the requestive. It also indicates that the speaker is not sure whether the addressee will comply with the requestive. Hence, the speaker gives an option to the addressee. Then, the imperative form of requestive indicates that the speaker is putting pressure on the addressee to

comply with the requestive. Then, the mixed form of sentence is delivered by the speaker to make an intention to his requestive.

## **B. Implication**

Based on the findings, it is known that the use of speech acts of requestives in the novel in a certain context has various functions and forms; that each function may be realized by various different sentence forms; and vice versa, a sentence form may realize different functions. This clearly demonstrates the divergence between function and form in English. Likewise, by understanding the various kinds of language functions, the forms, the intention of the speaker, and the context in delivering requestives, the communication may run well.

Related to teaching English, speech acts are also taught in schools. In teaching English, they are more well-known as language functions or speech functions or communicative functions. They are used in a teaching-learning process but they are specifically taught in speaking and listening classes. Here, the types of requestives are also taught to the students.

Moreover, the result of this study can be used as additional information for English teachers and additional reference for the English teaching material. Furthermore, by getting more information, the English teacher may find that an understanding of speech acts theory, with its various sentence types and practices, will improve their ability to prepare the learner to face more contextually appropriate speech in the target language.

The teachers can broaden the learners insight by explaining how to employ or to choose the language function and the forms in a certain situation. The teacher can create some tasks contextually, one example is by using a role play that is particularly suitable for practicing speech acts. By getting the enrichment from their teacher and practice in class, the students may be able to recognize and to use speech acts in the real conversation.

From the description above, the teacher should have knowledge of speech act theories and types of sentences since they play important roles in teaching English and can improve the students' communicative skill.

### **C. Suggestion**

Concerning with the result of the analysis of the research, the writer has some suggestion as follows:

1. For the teachers

They are suggested to study more deeply about speech act theory and types of sentences since these are important in teaching English.

2. For the students

They are suggested to learn or to know more deeply about various kinds of speech acts and types of sentences because each speech act in certain contexts may have different sentence forms. This may improve their knowledge and communicative skills.

3. For other researchers

They can conduct the research about requestives more deeply or conduct a study which explores other speech acts according Tsui's classification. Moreover, since the writer studies requestives in the novel, others can conduct the analysis in other sources, for example, movies and classrooms.

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