CONVENTIONAL INDIRECTNESS STRATEGIES ON REQUEST USED IN SPOKEN BRITISH NATIONAL CORPUS

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Abstract

This study aims at analyzing conventional indirectness strategies on request used by British English speakers as shown in spoken British National Corpus (BNC). A conventional indirect strategy is often rated as the most polite expression of politeness. In this case, males and females obviously have different strategies for making the request, which may be influenced by some factors. A qualitative approach was employed to conduct this study since the data are the utterances produced by male and female speakers in spoken BNC. The study revealed that there were 187 utterances that contain Conventional Indirectness Strategies on request used by male and female speakers in spoken BNC. Ability conditions were the strategy of conventional indirect request that mostly used by the male and female speakers. Then, the three factors (i.e. gender, age, and social class) have an effect and significant role on the speaker's choice of strategies employed by British English speakers. As this study is focused on the indirect request strategies, thus it is suggested to the next researchers who are interested in the same study could be expected to conduct the indirect request strategies by adding more factors.

Keywords: British National Corpus; conventional indirectness strategies; request strategies; Sociolinguistics

INTRODUCTION

To communicate with strangers, elders, teachers or lecturers surely it must be used politeness strategies to make that communication more polite. In daily life, politeness itself is a very significant rule. Having politeness can also show respect or good behavior to the addressee. Urbanová and Oakland (2002, p.42) define politeness as "the ability of the speaker to show respect, discretion, and goodwill". Additionally, Clark (2010, p. 2) notes that the use of politeness strategies is "an important indicator of who is in a more or less superior position in conversation". Some theorists have described the term "linguistic politeness" from sociolinguistics perspectives such as Watts (2003). According to him, linguistic politeness may be defined as "the language a person uses to avoid being too

direct, or language which displays respect towards or consideration for others" (2003, p.1). In this case, males and females have different politeness strategies which may be influenced by gender. Holmes (2013, p. 281) states that girls and women tend to be more polite and less direct forms of directives than males.

Politeness strategies are also applied in making a request. In this case, Blum-Kulka (1992) elaborates that request is "significant in that they are intended to affect the hearer's behavior in such a way that they get the hearer to do something". Meanwhile, the purpose of the request according to Trosborg (1995) is the hearer performs a future action which is an order from the speaker that has advantages for the speaker and sometimes for the hearer. In making the request, different people, of course, have different strategies which may be caused by different gender, status or social class, age, or circumstance.

Male and female obviously have different strategies for making a request. Lakoff (1975, p. 56) argues "women tend to speak more politely than men do and use hedges and euphemisms more, pointing out that for a woman to refuse to abide by conventions means "social death," as women are supposed to uphold social conventions". Furthermore, Cameron (1997) states that males and females apply slightly different strategies based on certain settings or contexts.

The male and female speakers sometimes use direct or indirect strategies in making the request. Trosborg (1995, p. 202) define direct requests is "a speaker makes his or her request in an explicit way". The different author also emphasizes that "direct request appear impolite and face-threatening because they intrude in the addressee's territory" Brown and Levinson (1987). On the other hand, indirect request according to Searle (1975) is "what speakers try to communicate is their intention to do something". Blum-Kulka (1987, p.131) assesses that conventional indirectness "is often rated as the most polite expression of politeness because only then the balance and solidarity in conversation are achieved. On the other hand, non-conventional indirectness tends to be "open-ended". With regard to this, the writer is interested in analyzing the conventional indirectness strategies in making the request, because this strategy has the highest degree of politeness than another strategy.

Politeness and indirectness are often interrelated in the cases of conventional indirectness, but not always in the cases of nonconventional indirectness, which basically relies on context (Šeškauskaitė, 2014). Watts (2003) and Tsuda (1993) examine how the link between politeness and indirectness is perceived in different cultural backgrounds. Watts (2003, p. 70) also claims that the majority of speech communities consider conventionally indirect utterances to be the most polite form of request. Tsuda (1993, p.69) observed in the societies (e.g. Japan) where people are ranked according to their position in society, indirectness is often employed by people of higher status to control people of lower status; and it is face-threatening for people of lower status to say something which may threaten people of higher status. The link between politeness and indirectness is further supported by Searle's observation that "politeness is the most prominent motivation for indirectness

in requests, and certain forms tend to become the conventionally polite ways of making indirect requests" (1975, p. 76).

The formula of the conventional indirectness strategies in this study is based on Trosborg (1995) theory, specifically in her book entitled *"Interlanguage Pragmatics: Requests, Complaints, and Apologies"*. She divided it into two types of conventional indirectness strategies on request. Those are Hearer-Oriented Conditions (*ability*, *willingness*, *permission*, and *suggestory formulae*) and Speaker-Based Conditions (*wishes or desires strategy* and *needs or demands strategy*). Trosborg (1995, p. 197) states "requests which are hearer-oriented illustrate that the hearer is in a position of control to decide whether or not to comply with the request". On the other hand, "speaker-based conditions make a speaker focus on the speaker rather than intending the hearer" Trosborg (1995, p.201). Based on the explanation, the request of hearer-oriented are generally more polite than requests formulated on speaker-based. As a result, to conduct this study the writer only focuses on the Hearer-Oriented Conditions rather than Speaker-Based Conditions.

To explore conventional indirect request strategies, data from a corpus namely British National Corpus was used and for the object of the study are male and female speakers in the English community. According to Hunston (2002), a corpus is "an electronically stored collection of samples of naturally occurring language". Hereafter, Gray and Biber (2011, p. 139) state that corpus linguistics is "a methodology for linguistic analysis that focuses on describing linguistic variation in large collections of authentic texts (the corpus), using automatic and interactive computer programs to aid in analysis".

The British National Corpus is a very large corpus of British English which contains 100 million words of text and it contains both written and spoken texts. The writer uses the Lancaster version which created by Hoffmann & Evert (2008) to conduct this study since the website not only provides spoken and written text but also there is the information of the speakers on the age and status or social class, then where the situation takes a place, etc. Next, to figure out how a certain community that is British English Speakers produce indirect request strategies in their daily communication, the Spoken British National Corpus is chosen. There are two categories of spoken text in British National Corpus, first is "spoken demographic" which is an informal conversation which has been demographically sampled across the population of the UK and the second is "spoken context governed" which is speech recorded at specific locations for specific events, such as business meetings, public talks and so on.

Furthermore, the background of the speakers such as gender, age, and social class also the situational factor of where the conversation takes place is portrayed as well in this study. Those three aspects (i.e. gender, age, and social class) and the setting are available in the British National Corpus that can help the writer to categorize the strategies used by the male and female speakers based on the factors triggering how the strategies are used. The reason why the writer uses the background of the speakers is to show the relationship between three aspects and language usage.

The study then may enrich new information and knowledge especially in the linguistics field about conventional indirectness strategies on request in the British community and corpus linguistics as an approach. As for practical use, this study might be able to help the English learners in the usage of conventional indirect request especially when they are communicating or making the request with native speakers from British. Thus, based on the background of the study, two specific questions of the study are formulated as follows 1) What are the strategies for conventional indirect request used by the male and female speakers in spoken British National Corpus? and 2) How do factors such as gender, age, status or social class trigger the way the male and female speakers make the request?

THEORETICAL FRAMEWORK
Politeness

The term politeness is used in the pragmatic and sociolinguistic study of socio-communicative verbal interaction. In this case, Trask (2004, p.241) points out that politeness refers to the linguistic expression of courtesy and social position, which means that a communicative act can indicate a person's position in society. Besides, Holmes (2013, p.274) elaborates that norms for polite behavior differ from one speech community to another. Linguistic politeness is culturally based, different speech communities emphasize different functions and express particular functions differently. Politeness strategies in the request are addressed to soften or modify the politeness level of the request appropriately based on the factors given such as gender, age, social class, and circumstance.

Indirect Request

Indirectness in requests is one of the most frequent politeness strategies in English. Some of the theorists had been describing this strategy, such as Blum-Kulka (1987) and Leech (1983). Leech (1983) defines indirect requests as speech acts where the illocutionary goal competes with the social goal. He also observed that given the same propositional content, it is possible to increase the degree of politeness by using indirect utterances which are treated as more polite ones as they increase the degree of optionality, and because the more indirect statement is the more tentative its force tends to be. On the other hand, Blum-Kulka (1987) distinguished two types of indirectness that are *conventional* and *non-conventional*. Blum-Kulka (1987, p.131) assesses that conventional indirectness is often rated as the most polite expression of politeness and non-conventional indirectness tends to be "open-ended, both in terms of propositional content and linguistic form as well as a pragmatic force". The different author emphasizes "the indirect requests usually have interrogative or declarative structures, which do not correspond with the function of the request, and so more is communicated than is actually said" Reiter (2000, p.42). There are two ways of performing an indirect request, One may use a conventionally indirect

request (e.g. *Would you mind giving me a hand?*) or a non-conventionally indirect request (e.g. *This is so heavy!*).

Request Strategies

Trosborg (1995, p.205) divided a request into four major categories, there is an indirect request, conventionally indirect (hearer-oriented), conventionally indirect (speaker-based), and direct requests. The first type of request strategies presented by Trosborg (1995) is Indirect Request, it is divided into two categories there are hints *(mild)* and hints *(strong)*, the following is the example of the strategies:

a. Mild*: I have to be at the airport in half an hour.*
b. Strong*: My car has broken down. Will you be using your car tonight.*

The second type of request strategy is conventionally indirect, it is divided into two categories: hearer–oriented conditions which consist of *ability, willingness, permission,* and *suggestory formulae* and speaker–oriented conditions which consists of *wishes or desires statements* and *needs or demands statements*. According to Trosborg (1995, p.197) requests which are hearer-oriented illustrate that the hearer is in a position of control to decide whether or not to comply with the request. Because of this reason, requests of hearer-oriented are generally more polite than requests formulated on speaker-based conditions. On the other hand, speaker-based conditions have the focal point of the interaction is making his or her own desires, and a requester can choose to focus on speaker based conditions, rather than querying hearer-oriented conditions. It places the speaker's interest above the hearer's then the request becomes more direct in its demand.

The following is an example of the strategies based on Trosborg examples (1995, p.198-203).
Hearer-oriented conditions
a. Ability*: Could you lend me your money?*
b. Willingness*: Would you lend me your money?*
c. Permission*: May I borrow your money?*
d. Suggestory Formulae: *How about if you lend me your money?*

Speaker-based conditions
a. Wishes or Desires*: I would like to invite you to this discussion.*
b. Needs or Demands*: I need to invite you to this discussion.*

The last type of request strategies is direct requests, the example is as follows:
a. Obligation*: You must /have to lend me your car.*
b. Performatives (hedged)*: I would like to ask you to lend me your car.*
c. Performatives (unhedged): *I ask/require you to lend me your car.*
d. Imperatives*: Lend me your car.*
e. Elliptical Phrases: Your *car (please).*

Language and Gender

There are some factors that influence the use of language in communicating, one of the factors is the gender of the speakers. Every human being has a variant and purpose of different language variations. The language used for men sometimes is very different from women. These language differences are able to occur because of gender inequality. Eckert and McConnel-Ginet (2003, p.35) elaborate gender is "an ideological concept, set of beliefs that people use for explaining and justifying their participation in gender order and gender inequalities". Meyerhoff (2006, p.201) states that the field of language and gender is one of the most dynamic in sociolinguistics.

Keith and Shuttleworth (2000, p.222) suggest that women talk more than men, talk too much, more polite, indecisive/hesitant, complain and nag, ask more questions, support each other, and are more co-operative. Whereas, men swear more, do not talk about emotions, talk about sports more, talk about women and machines, in the same way, insult each other frequently, are competitive in conversation, dominate the conversation, speak with more commands, and interrupt more. From the explanation above, in general, women tend to be more aware of the status than men do and also they tend to be more sensitive to the significance of social linguistics variable which is related to the social class. Sunarso (1997) emphasizes that the differences in language used of males and females are a reflection of the reality that social behavior which is more correctly is expected from women. There are some theorist had been investigated about language and gender field (e.g. Zimmerman and West 1975; Fishman 1978, 1980; Tannen 1984, 1990) on language and gender over the past three decades, according to which women are more likely than men to express positive politeness and to use mitigating strategies to avoid or minimize threatening their interlocutors' face.

Language and Age

Besides gender, there is another factor that influences the use of language in communication that is the age of the speakers. The communication which is made by a human being actually does not recognize the degree of age restriction. Nevertheless, as the younger language user must constantly regard the norm of politeness especially when talking with elders. Wardhaugh (2006, p.10) elaborates about age-grading phenomena that is "young children speak differently from older children, and, in turn, children speak differently from mature adults" and the social organization of age groups influences the language used in these groups. Besides, Jay (1992) emphasizes that "as a youngest, they have to speak politely to the oldest". It is appropriate for the youngest to use polite language to the oldest. In making communication become polite, it is not only about the tone, but also the vocabulary, speech, and grammar. The characteristic patterns of certain language may differ from one society to another, but there is a general agreement that in the middle of their age most likely to the speakers recognize the language norms of their society. The age can classify society into several groups, among them are young, teenagers, and adults.

Language and Social Class

Another factor that influences the use of language to communicate is the social class of the speakers. Guy (1988, p.37) argues that class divisions are essentially based on status and power in a society while status refers to whether people are respected and referred to by others in their society. Social class is related to social groups that have certain similarities in the field of society such as the economy, occupation, education, position, caste and many more. In this case, the language which is used by social groups be able to produce the language variation. Crystal (1980, p.509) assesses that "as in studies of social class which involving the intersection of several variables (e.g. sex, age, occupation) and also he stated that several classifications of language varieties have been proposed, involving such terms as dialect, register, medium, and field".

From the explanation, it can be concluded that social class is a group of people within a society who possess the same socioeconomic status. There are four categories of social class. First is AB which has higher & intermediate managerial, administrative, and professional occupations. The second social class is C1 which are supervisory, clerical & junior managerial, administrative, and professional occupations. The third social class is C2 which has skilled manual occupations, and the last social class is DE which are semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations.

METHOD

This study focuses on a qualitative method as the research design. Clissett (2010, p.100) states "qualitative research covers a wide range of approaches for the exploration of human experience, perceptions, motivations, and behaviors and is concerned with the collection and analysis of words whether in the form of speech or writing". Whereas, according to Ary et al. (2010, p.457) content or document analysis is "a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material". This study also used the corpus method for collecting and analyzing the data.

The source of the data is the utterances of male and female speakers in spoken British National Corpus. Specifically, the data are the utterances which contain conventionally indirect strategies based on Trosborg's (1995) theory. British National Corpus was selected because it provides the speaker's information of gender, age, and status or social class. In BNC, the range of the age starts from 0-14, 15-24, 25-34, 35-44, and 45-59. There are also four categories of social class; the first is AB which has higher and intermediate managerial, administrative, and professional occupations, the second social class is C1 which are supervisory, clerical & junior managerial, administrative, and professional occupations, the third-social class is C2 which has skilled-manual occupations, and the last social class is DE referring to semi-skilled & unskilled manual occupations, unemployed and lowest grade occupations.

Furthermore, the analysis firstly was done by using the expanded context. The expanded context includes information about the speakers (i.e. gender, age, social class)

and where the conversation takes place. Next, the keyword of the conventional indirect request was categorized based on Trosborg's (1995). The aspects of the use of conventional indirect strategies were also analyzed based on gender, age, and status or social class as seen in the following sample table 1.

Table 1.Sample table of factors triggering the use of request strategy.

No.	Utterance	Age						Social Class			
		0-14	15-24	25-34	35-44	45-59	60+	AB	C1	C2	DE

Index:

AB   : Higher & intermediate managerial, administrative, professional occupations.

C1   : Supervisory, clerical & junior managerial, administrative, professional occupations.

C2   : Skilled manual occupations.

DE   : Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations.

FINDINGS AND DISCUSSION

Based on the utterances delivered by male and female speakers, there were 187 utterances about conventional indirectness strategies on request. The writers found 82 utterances from male speakers and 105 utterances from female speakers. However, the writers only focused on the utterances which contain the indirect request strategies (Hearer-Oriented Conditions) such as *ability, willingness, permission* and *suggestory formulae* used by the male and female speakers.

Request Strategies

There are two types of conventional indirectness strategies on request based on Trosborg's (1995) theory. Those are hearer-oriented conditions and speaker-based conditions. In this case, requests which are hearer-oriented illustrate that the hearer is in a position of control to decide whether or not to comply with the request. Because of this reason, requests of hearer-oriented are generally more polite than requests formulated on speaker-based conditions. The hearer-oriented conditions strategy consists of *ability, willingness, permission,* and *suggestory formulae.* This indirect request strategy which refers to the hearer'scapacity carries out the desired act. Therefore, this strategy is included in hearer-oriented conditions. The following analysis is thus based on the categorisation of conventional indirect request strategies found in spoken BNC.

Ability Strategy

This strategy is the condition of ability that refers to the hearer's capacity to perform the desired act. On the basis of corpus examples, it can be noted that *Could you* is used by the speakers to ask something toward the hearer whether or not he/she is able to

do something. In male speakers, this strategy occurred in 39 utterances. However, in female speakers, this occurred in 57 utterances.

Ability strategy by male speakers:

Hugh	: **Could you** change that?
Barry	: What is it?
Hugh	: It's a giro.
Barry	: Well yeah, I can at some stage. (Datum 2)

The participants in the dialogue are Hugh (41) and Barry (35). The dialoguehappens in a nightclub. Barry's occupation is entertainments consultants andHugh is a bar staff and he as one of the employees of Barry. It can be seen,Hugh's utterance is ability strategy (hearer-oriented conditions). Ability isrealized by modal verb 'could'. In this context, the speaker asks the hearer'sability to change the giro. Because of the speaker is younger than the hearerwhich is about six years old, it can be seen in this conversation the speakerused polite request by uttering *"could youchange that?"* to the hearer. As thesenior at the workplace, the hearer only answers the speaker's request by"Well yeah, *I can* at some stage" without politely answer.

Steve	: Have you phoned up for the number?
Gavin	: Only talking pages, they couldn't find it.
Steve	: **could you** give me the, the number for the Old Wine Shop?
Gavin	: Sorry? Did you get it?
Steve	: It's not listed. Police have got the address wrong. (Datum 6)

The conversation is between Steve and Gavin which takes place in the office, both of them are co-workers. Steve in the office is a journalist and his age is 25 years old while Given's occupation is a photographer and his age also 25 years old. The speaker says *"**Could you** give me the, the number for the OldWine Shop?"* to the hearer. It can be noted, this type belongs to theconventionally indirect request based on the hearer-ability strategy. It is because the speaker asks the hearer's ability by using polite request to give the number of Old Wine Shop. It can be noticed, even the speaker and the hearer have the same age, in this conversation the speaker wants to respect to the interlocutor especially when asking something.

Jonathan	: **Could you** bring in a couple of ashtrays?
Corale	: For what?
Jonathan	: A video.
Corale	: Ooh erm. (Datum 9)

The dialogue happens at home when Jonathan (17) asks something to his sister, Corale (23). Jonathan's occupation is care assistant while his sister Corale is a take-away worker. As can be seen, the speaker says *"**Could you** bring in a couple of ashtrays?"* to the hearer. In this context, the speaker as abrother asks the hearer's ability to bring a couple

of ashtrays by using polite request in order to respect his sister who is older than him about six years.

> Raymond : I'll have to go now, honestly.
> Jean : Is Willy away to work?
> Raymond :Yes he's away to work, yeah.**Could you** give me my bus fare Jean, please? (Datum 16)

The conversation happens at home when Jean as the wife making breakfast for her family. The participants are couple of husband and wife. Both of them have the same social class, which Raymond is unemployed whilst Jean is a housewife. The age of Raymond is 53 years old and Jean is 45 years old. It can be seen, Raymond's utterance is ability strategy. The words *"could you….?"* is included in the hearer-oriented conditions where the hearer mustinfer that the question concerns with his or her ability to carry out the specified act. In this conversation, the speaker asks the hearer's ability to give his bus fare by using polite request. As a husband, the speaker tries to show his gentle in order to respect to his wife.

> Christopher : Mum **could you** move the microphone out of the way?
> Dorothy : Just make it twist round at the side and then it won't touch it. (Datum 33)

The dialogue happens at home when afternoon activities. The participants are Christopher as a son and Dorothy as a mother. The age of Christopher is 5 years old while his mother Dorothy 34 years old. The speaker's utterance is ability strategy by uttering *"Mum **could you** move the microphone out of theway?"*. In this conversation, the speaker asks something to the hearer who ishis mother to move the microphone out of the way. It can be noticed, the speaker used polite request in order to respect his hearer (his mother), even though he still kids.

Ability strategy by female speakers:

> Alison : Bobby, **could you** put your glasses through behind the bar, please?
> Bobby : Yeah. (Datum 1)

The conversation happens at home when Alison with her husband and children. The participants in this conversation are husband and wife. Alison as a wife, her age is 43 years old and her occupation is a housewife while her husband Bobby is 53 years old and his occupation is deputy prison governor. The speaker's request shows a strategy of ability. By uttering *"Bobby, **could you** put your glasses through behind the bar, please?"*, In this conversation,the speaker directly use two politeness markers *could you* and *please* to the hearer. As a wife, the speaker asks the hearer's ability to put the glasses through behind the bar. It can be seen, that the speaker very respect her husband by using polite request strategy especially when asking something. In addition, as a wife, she shows her politeness to her husband in this conversation.

Vicki	: Are you ready for a cup of tea?
Joan	: That'd be very nice.
Vicki	: Mmm
Joan	: **Could you** manage a cup of tea Fred?
Frederick	: I'll manage a cup of tea and then I'll pop off thank you. (Datum 16)

The conversation takes place in Frederick's home and after lunch, they arechatting about tea time. There is a group of friend when Vicki invites herfriends for tea time. The participants are Vicki, Joan, and Frederick. Theyhave different social class and different age. Vicki is a teacher and her age 40years old, Joan is a housewife and her age 68 years old, while Frederick is aretired and his age 66 years old. It can be seen Joan's utterance is abilitystructure, the speaker chooses *"could you…"* as ability verb. Indirectly, thespeaker wants her friend to manage a cup of tea by using polite requeststrategy even though her interlocutor is younger than her. In this context, itcan be concluded that even the speaker is older than the hearer, she wants torespect to her friend by using polite request when asking something. Inaddition, the statement about a woman who always tends to be more polite, itis proven in this conversation.

	Matthew	: You need to take the lid off.
	Anne	: **Could you** bring me another knife? Thank you
The	Matthew	: Alright. (Datum 25)

participants are Anne as a mother and Matthew as a son. This dialogue takes place at home. Anne's occupation is a clerk and her age 48 years old whilst her son is a manager and his age 23 years old. The speaker's request shows a strategy of ability by uttering *"**Could you** bring me another knife?"*. In this conversation, the speaker as a mother asks for her son's ability to bring another knife by using polite request. In addition, it can be noted that even the speaker as a mother, she tried to use polite request toward her son. Hence, in this context, she wanted to show a moral value between mother and son in making polite request strategy.

Gail	: **Could you** pick your stuff up, Natalie my love?
Natalie	: Yes. (Datum 26)

The conversation happens at home when Gail (30) asks something to her daughter Natalie (7) by using polite request. The occupation of Gail is a housewife and her daughter is a student. The speaker's utterance shows a polite request strategy of ability toward the hearer. It can be seen, after the speaker asks something to the hearer, the hearer only answer with a colloquial word which is *"Yes"*. Indirectly, in this conversation as a mother, the speaker wants to teach the hearer to mind her manner by using polite request if ask something to someone. Moreover, as can be noticed, the speaker tries to give a moral value to the hearer.

Mary	: Is it too hot?
Susan	: Yeah.
Kathleen	: **Could you** bring me a drink please, Susan?

Susan   : Yeah. (Datum 43)

The dialogue happens in the car. There is a group of sisterhood who is the member's name are Mary, Susan, and Kathleen. They have the same occupation which is as the student. Mary's age is 13 years old, while Susan is 11 years old and Kathleen is 15 years old. In this conversation, the speaker asks for the speaker's ability to bring her a drink by using polite request. It can be seen, that the speaker's utterance is very polite toward her interlocutor who is younger than her and the difference of their age are two years. As can be noticed, that the speaker's ability strategy in this conversation to give a moral value toward her sister.

Willingness Strategy

Would you is one of politeness markers which has a higher degree of politeness while making an indirect request. It can be noted, this indirect request strategy used by the speakers which refer to the hearer's willingness to carry out the desired act. From the corpus examples, in male speakers, this strategy occurred of 14 utterances. However, in female speakers, this strategy occurred of 24 utterances.

Willingness strategy by male speakers:

Anthony   : Sarah, **would you** make another cup of tea, please?
Sarah   : Some in the pot.
Anthony   : Oh would you pour it for me?
Sarah   : Does anyone else want another one?
Ann   : No, thank you. (Datum 2)

The dialogue takes place in Sarah's home when the parents are visiting her. The conversation is between younger-sister in law Sarah (23) and son-in-law Anthony (25). Anthony's occupation is car salesman while Sarah is sales representative. As can be seen, the speaker's request shows a strategy of willingness by uttering "*Sarah, **would you** make another cup of tea please?*". As a son-in-law, the speaker asks the hearer's willing to make another cup of tea by using polite request in order to respect his younger-sister-in-law. In this conversation, as a man, the speaker tries to show his gentle toward his younger-sister in law by having politeness.

Stephen   : **Would you** let me do them?
Kylie   : Aye go ahead.
Stephen   : With a wee skirt on.
Kylie   : Aye.
Stephen   : No skirt at all. (Datum 6)

This dialogue takes place when the participants at home. The participants in this conversation are Stephen (11) and Kylie (3), the relation of them are cousin. Stephen's occupation is a student, while his nephew Kylie still in the pre-school. In this conversation,

the speaker uses polite request by uttering *"**Would you** let me do them?"* to the hearer. As can be seen, even the hearer isolder than the hearer about eight years. However, the hearer seems quite polite to his interlocutor in order to respect her. In addition, the speaker as a young boy tries to show his gentle when asks something, especially toward girls or women.

Arthur	: **would you** give your Rolo to me?
John	: It looks, it looks good that! (Datum 10)

There are two participants, first is Arthur (44) as the son-in-law and his father-in-law John (72). Arthur's occupation is a teacher while his father-in-law is retired from an engineer. In this conversation, the speaker's utterance is willingness structure. Indirectly, in this conversation the speaker wants his father-in-law to give his Rolo to him. In addition, the speaker also shows hisrespect to the interlocutor who is his father-in-law by using polite requestwhen asking something.

John	: Let's have a count up. Fifteen.
Joy	: All my cards are gone. I shall die with these in my hand.
John	: Ah look at that! <laugh>
Joy	: I think they're both gone but I'm not too sure.
John	: **Would you** credit it?
Joy	: Well. Pay up John and look pleasant. (Datum 13)

The dialogue happens at home when the participants are doing play cards. Thesituation looks like quite fun. John's (72) occupation is retired and he as theuncle of Joy. On the other hand, Joy's (46) occupation is a housewife. In thisconversation, the speaker as the uncle uses polite request strategy by uttering*"**Would you** credit it?"* to his interlocutor when asking something. As can beseen, after the speaker asks something to the hearer, the hearer only answerswith a colloquial word which is *"Well"*. As an old man, the speaker tries toshow his gentle in order to respect to his interlocutor.

Willingness strategy by female speakers:

June	: Now these have gotta go in the freezer, Geoff.
	Would you just do it then I'll make you a cup of coffee?
Geoffrey	: I'll do it. (Datum 17)

This conversation takes place at home when the participants are having lunch. The participants are a couple of husband and wife. June's (40) occupation is a housewife while her husband Geoffrey (40) is a chargehand. It can be seen, in the dialogue the speaker asks something toward the hearer by uttering *"**Would you** just do it then I'll make you a cup of coffee?"*. In this context, as a wife,the speaker tries to show her respect

toward the hearer who is her husband by having politeness especially when asking something to someone.

Charlotte	: Have you finished making it yet have you?
Larna	: Right, **would you** two like a drink?
Anthony	: Me on coke.
Larna	: You sure you'd like coke or do you want some orange?
Anthony	: We have coke. (Datum 19)

There are three participants in this conversation. Those are Charlotte (4) as a daughter, Larna (25) as a mother, and Anthony (3) as a son. The conversation takes place at home when the mother looking after her children and ready for eating together. Larna's occupation is a housewife, while her children are a student who still in the pre-school. The speaker's utterance shows a polite request strategy by uttering *"**would you** two like a drink?"* to the hearers. In this conversation, the speaker wants to show a moral value toward the hearers who is her children by making polite request strategy when asking something. As can be seen, the hearers only use a colloquial sentence when ask and answer to their mother. In addition, in this conversation as a mother, the speaker wants to teach her children to mind their manner by using polite request if ask something to someone else.

Margaret	: erm I would only want half of these potatoes, **would you** manage those?
Terence	: Whether I can manage the other half afterwards or not, cos it looks enormous.
Margaret	: Well, they're all big now, aren't they?
Terence	: They are, that's right. (Datum 20)

The dialogue happens at home when the participants are having an evening meal. The participants are husband and wife, Margaret as a wife while Terence as a husband. Margaret's (70) occupation is retired and her husband Terence (70) is retired from a head teacher. As can be seen, the speaker's utterance shows a polite request by uttering *"**would you** manage those?"* toward the hearer. In this conversation, the speaker asks the hearer's willing to manage the potatoes. As can be noticed, the speaker is very respectful for her husband and show her politeness as a woman who always tends to be more polite.

Permission Strategy

May I is employed by male and female speakers to ask permission in a polite indirect way. From the corpus examples, on male speakers, this strategy occurred of 20 utterances. However, on female speakers, this strategy occurred of 13 utterances.

Permission strategy by male speakers:

Chris	: **May I** look at that please?
Lynda	: They don't look harsh.
Chris	: To me they are too wide.(Datum 6)

The conversation happens at the zoo when the participants are looking around a group of elephant from a distance. Chris (51) is an export merchant while his colleague Lynda (44) is an export assistant. From the conversation, Chris tries to borrow a binoculars in order to see a group of elephant. It can be seen, the speaker' utterance shows a permission strategy by uttering *"**May I** look at that please?"* toward the hearer. No matter the hearer is younger than the speaker, he shows his gentle and respect to the hearer by having politeness. As can be noticed, both the speaker and the hearer have a higher degree of social class it means that the way they talk is no doubt about it.

> Martin : sorry **<pause> may I have a** cigarette to put, place behind my left ear hole? Thank you.
> Rich : No. I feel a lot better though about my exams since I've started revising, do ya?
> Martin : I feel better after I've done the exam. (Datum 8)

There is a group of friend are watching television and chatting about something. The participants in this conversation are Martin (17) and Rich (17), both of them are students. The speaker's utterance shows a strategy permission by uttering *"sorry**<pause> may I have a** cigarette to put, place behind my left ear hole?"* whereas they have the same age and both of the mare friends, yet as a guest the speaker tries to show his respect toward the hearer as the host by having a politeness. As can be seen, in this conversation the hearer prohibits the speaker to put a cigarette in the behind of his ear hole. Hence, as can be noticed, although the participants are a close friend and both of them have the same age, they do not ignore to keep a good manner.

> Christopher : Mum, where is the marmalade?
> Andrew : If you said "please **may I** have the marmalade" it might arrive. (Datum 14)

In the dining room, there is a family are doing having breakfast. The participants in this conversation are Christopher (5) as a son and Andrew (36) as a father. Christopher's occupation is a student while his father Andrew is apurchasing manager. It can be seen, the speaker's utterance is quite impolite when asking something to his parents. Directly, the hearer as father advice his son by giving an example of how to ask politely to someone who is older than him. As can be noticed, in this conversation the hearer as a good father wants to teach his son and mind his manner by using polite request if ask something.

> Chris : **May I** ask you a question, Brian?
> Brian : Yeah.
> Chris : Why do you write on such small pieces of paper? <laugh>
> Brian : Er, this is not. I mean, just wondered. Really. (Datum 19)

The participants in this conversation are Chris (29) and Brian (40), they are chatting about something. Chris' occupation is a carpenter while Brian's occupation is a stockbroker. It can be seen, the speaker' utterance shows permission strategy by uttering *"**May I** ask you a question, Brian?"*. The speaker asks something to his friend who is older than him about eleven years by using polite request. Whereas in this conversation, the speaker's permission is quite simple and he tries to respect and keep his manner toward the interlocutor.

Steven	: Please **may I** borrow a rubber sir?
Mr. Haredfern	: You haven't made a mistake yet?
	You'll be writing in pen though.
	Everyone knows what to do?
All students	: Yes sir. (Datum 20)

This dialogue takes place in the classroom when the activities in the classroom are lesson demonstration then followed by writing a lesson. Certainly, the participants in this dialogue are between the teacher and the students. One of the students who become a participant is Steven (9), while the teacher's name is Mr. Haredfern (34). It can be seen, in this conversation the speaker asks for permission to certain whether the hearer is lent a rubber or not. What he said as *"Please **may I** borrow a rubber sir?"* is the speaker strategy to get Mr. Haredferm permission to get a rubber. As a student, Steven has shown his politeness by uttering polite request strategy to keep his manner toward his teacher when asking something.

Permission strategy by female speakers:

Bryony	: **May I** have some milk, please?
Ann	: Alright, let's find your cup
Bryony	: There it is (Datum 4)

The conversation happens at home when a daughter asks something to her mom. The participants are Bryony (2) as a daughter and Ann as a mother. As can be seen, how polite Bryony is when asking something toward her mother by uttering *"**May I** have some milk, please?"*. No matter she is still too young, the speaker has shown that if ask something to someone who is older than her it must be used polite request strategy.

Dorothy	: Please **may I** have some tea?
Andrew	: Certainly my dear.
Dorothy	: Thank you. So what's on the agenda for you today then dear?
Andrew	: Work work and more work. (Datum 6)

The conversation happens at home when the participants are having breakfast. Dorothy (34) as a wife, her occupation is a teacher while her husband Andrew (36) is a purchasing manager. It can be seen, the speaker's utterance is a permission strategy by uttering *"Please may I have some tea?"* toward the hearer who is her husband. As a wife, the speaker shows

her polite request strategy in order to respect her husband. Moreover, Andrew as a husband tries to show his gentle toward his wife by uttering *"Certainly my dear"*. It can be concluded, both of them have a higher degree of social class which means that they have good behaviour especially the way they talk.

Eileen	: **May I** ask you something John?
John	: What?
Eileen	: Will you make a cup of coffee?
John	: I'm trying to copy you.
Rosemary	: That's the sweet
John	: <laugh> (Datum 7)

There is a group of friend are chatting about something, and the situation of this conversation is quite fun. The participants are Eileen (44), John (68), and Rosemary (60). The three participants have the same occupation, specifically are retired. From the conversation, the speaker's utterance shows a permission strategy toward her interlocutor. Before Eileen asks something toward John, it can be seen that she was began with the polite request. As a woman, Eileen tries to show her respect toward the interlocutor who is older than her by having politeness, whereas John is her close friend. From the John's respond, he shows his gentle as a man who offers to treat his friend like a queen. As can be noticed, in this conversation both Eileen and John they show their goodwill each other.

Suggestory Formulae

Suggestory formulae is a request which contains a suggestion to do something according to Blum-Kulka, House & Kasper (1989, p.18). From the corpus examples, on male speakers, this strategy occurred of 9 utterances. However, on female speakers, this strategy occurred of 11 utterances.

Suggestory formulae strategy by male speakers:

Arthur	: **How about** asking George to come round for a meal?
Evelyn	: He won't come at short notice.
Arthur	: I'll perhaps ring him later.
Evelyn	: Well if, Friday Night! (Datum 2)

The dialogue happens at home when a couple of husband and wife are chatting about something. Arthur (82) is a retired from precision engineer and his wife Evelyn (75) is a retired too. As can be seen from the conversation, Arthur says *"**How about**asking George to come round for a meal?"* to his wife Evelyn. It is considered as suggestory formulae of request strategy. In the dialogue, the speaker asks to invite his son for a meal to the hearer. The expression from the speaker contains his suggestion to the hearer for asking their son George to come round for a meal. The speaker suggests the hearer ring George up,

nevertheless the hearer argued that their son will not come especially at short notice. Then, the speaker suggests that he will ring his sonlater and his wife suggests the best time for asking George to come if when Friday night.

> John : A regular octagon. **How about** if I leave you to do that one?
> Andrew : Oh yeah.
> John : Okay.We're going to draw a hexagon inside the circle. (Datum 9)

There are two participants in the dialogue, John (50) as mathematics' tutor while Andrew (16) as a private student. The dialogue happens at Andrew's house when math tutoring session. As can be seen, in this dialogue the speaker uses a suggestion by saying *"**How aboutif** I leave you to do thatone?"* to express his request toward Andrew. The request which is used by thespeaker is suggestory formulae strategy. As can be noted, in the dialogue the speaker suggested the hearer did the math exercise by himself.

Suggestory formulae strategy by female speakers:

> Sheila : **How about** looking after your dog?
> Adrian : Yes, I think, I think I'll have to go outside and get some stuff out. (Datum 8)

The dialogue above happens at home. The participants are Sheila (40) and Adrian (35), the relation between those two participants is a close friend. Sheila's occupation is a teacher while her friend Adrian is an environmentalhealth officer. From the dialogue, the speaker says *"**How about**looking afteryour dog?"* toward Adrian. It is considered as suggestory formulae strategy.The expression contains her suggestion to the hearer for looking after his dog. As can be seen, the speaker and the hearer have difference age about five years. Sheila as the speaker tries to give suggestion to Adrian to look after his dog by using polite request strategy.

> Jackie : Are we gonna have another go at Christine's bedroom this weekend?
> Tony : Could do, yep.
> Jackie : Do you want to see if we can finish it Christine?
> Christine : Yep.
> Jackie : **How about** if we went out and bought the desk?
> Christine : Yes, yes mummy. (Datum 11)

There is a family are talking about something. The conversation above happens at home. In the conversation, Jackie (35) as a mother and her occupation is a civil servant. Tony (37) as father and his occupation is a civil service, while Christine (11) as their daughter. In the dialogue, the request which is used by the speaker toward her daughter is suggestory formulae strategy by uttering *"**How about**if we went out and bought the desk?"*. It can be seen, the speaker suggests toward her daughter to go and buy the desk in order to fulfill the newest Christine's bedroom. In this context, the speaker as a mother has shown her polite request to her daughter in order to keep her manner toward her.

Ann	: I wouldn't drink tea again, 'cos I wouldn't be able to drink it, sort of without sugar.
Natasha	: Mm. What about sweeteners? **How about** trying those?
Jane	: Mm. It's funny, I thought about sweeteners the other day, I think it's just as bad as sugar, I think.
Natasha	: No, they're not, they got no calories in them, they've got something like a nought point, nought, nought calories in them. You just dilute it a bit in the tea. (Datum 10)

The dialogue happens at home when the participants are making something.There are three participants in the dialogue namely Ann, Natasha, and Jane.The three participants are friends, and they have the same age that is nineteenyears old. From the dialogue, the speaker says *"How about trying those?"* totheir friend Ann and Jane. It can be seen, the utterance by the speakerconsidered as suggestory formulae of request strategy. As the speaker said,she makes her request toward her friends to try the sugar and sweeteners inmaking the tea. However, one of her friend who is Jane as the hearer arguedthat the sweeteners as bad as sugar, while the speaker gave argued that sugarand sweeteners have no calories. Then, in the last conversation, the speakersuggests to their friend if they do not want any calories in their tea just dilute abit in the tea.

The Factors Triggering How The Strategies Are Used

There were some factors which influence the use of language in communicate, those are gender, age and social class. In this study, the writer tried to discuss the way male and female speakers in British National Corpus in making the request used Conventional Indirect Request based on Trosbog's (1995) theory. The results show that both male and female speakers make the request triggered by some factors (i.e. gender, age and social class). As we understand, men tend to be more direct when asking or requesting. However, the result of this study, have shown that male speakers also used indirect strategy when asking or requesting to someone even though female speakers who are more frequently used indirect strategy when asking or requesting. The way male speakers in British National Corpus make the request triggered by some factors, like gender, age and social class. As well as the female speakers, the way they make the request triggered by some factors like male speakers did. The further information about the way male and female make the request also can be seen as follows:

Table 2 Indirect Request Strategy Used by Male and Female

Request Strategy	Politeness Marker	Male Speakers	Female Speakers
Ability	Could you	39	57
Willingness	Would you	14	24
Permission	May I	20	13

Suggestory Formulae	How about	9	11
Total		82	105

In total, the corpus results showed that conventional indirect request strategies are more frequently used by female speakers (105 utterances) than by male speakers (82 utterances). It can be seen from the data in Table 4.1 demonstrate that the majority of indirect request strategies are more frequently used by female speakers. The writer has found that the most of the speakers' utterances on the male and female speakers were *Ability* as the dominant strategy. *Ability* was a strategy that used to perform the desired act, both the speakers of British National Corpus mostly used this type of strategy for asking or requesting. The reason why *Ability* become the highest frequency it could be this request strategy was the easiest and the most familiar from the speakers to use in their daily activities. As Leech (2014, p.73) observation that *could you* is the most common conventionally indirect request in British English.

From the strategy that had been collected, the writer found 39 utterances of Ability, 14 utterances of Willingness, 20 utterances of Permission, and 9 utterances of Suggestory Formulae produced by male speakers. However, on female speakers, the writer found 57 utterances of Ability, 24 of Willingness, 13 of Permission, and 11utterances of Suggestory Formulae. It can be seen that Suggestory Formulae strategy (*How about)* was less frequent in British English. The reason might be the both speakers hardly advice someone else.

The first factor which triggered the way male and female speakers make the request is gender. In this study, gender has a significant role in the usage of indirect request and the results showed that the majority of indirect request strategies are more frequently used by female speakers. It is actually a little bit not surprising about the result, because some theorists and previous researchers also found the same result about female speakers tend to use indirect way when asking or requesting. As we understand, in general, female tend to be aware and more sensitive to the significance of social behavior. The communication is considered more familiar and natural when female speakers talking to someone else who have the same gender and become unfamiliar and use the polite way when asking or requesting to someone else who have different gender. As discussed before, the most theories about gender showed that women tend to be more polite than men did.

Table 3 Indirect Request Strategy Based on the Age's Factor

Request Strategy	Male Speaker						Female speaker					
	0-14	15-24	25-34	35-44	45-59	60+	0-14	15-24	25-34	35-44	45-59	60+
Ability	13	2	9	11	4	0	1	7	13	25	5	6
Willingness	3	1	2	4	3	1	1	0	9	3	3	8
Permission	12	1	3	1	3	0	2	2	3	5	1	0
Suggestory Formulae	1	0	0	1	3	4	0	3	2	2	3	1

Another factor which is triggered the way male and female speakers make the request was the age. The present section discusses the use of request based on the different age such as husband to wife, mother to son, brother to sister, father-in-law to son-in-law, senior to junior, close friend and so on. As can be seen from the table, the age has a significant role in the usage of indirect request. The male and female speakers in British English triggered to make the request due to the different age between the speaker and the interlocutor.

The results showed that on male speakers in British National Corpus, the range of age (0-14) years old tend to use indirect request strategy when asking or requesting than male speakers in the range of (15-60 and more) years old did. Meanwhile, on female speakers who are tend to use indirect request are from speakers in the range of age (25-44) years old. For example,in Permission strategy male speakers (0-14) years old more often use two politeness markers (*may I* and *please*) at once than men or adults. They are also speak more politely than men when asking or requesting. In everyday life, there is a general agreement about as a youngest, they have to speak politely to the oldest. Also, as the theory from Wardhaugh (2006, p.10) about age-grading phenomena that is "young children speak differently from older children, and, in turn, children speak differently from mature adults".

Based on the table, ability strategy occurred on male speakers were 39 utterances. Ability strategy on male speakers is more frequently used in the range age of 0-14 years old (13 utterances). In the range age of 15-24 years old only produced 2 utterances, 25-34 years old occurred were 9 utterances, 35-44 years old occurred were 11 utterances, 45-59 years old occurred were 4 utterances and 60 years old and more have not occurred. Meanwhile, on female speakers this strategy occurred were 57 utterances and is more frequently used in the age of 35-44 years old (25 utterances), 0-14 years old occurred was only 1 utterance, 15-24 years old occurred were 7 utterances, 25-34 years old occurred were 13 utterances, 45-59 years old occurred were 5 utterances, and 60 years old and more occurred were 6 utterances.

Based on the result shows that willingness strategy was used by the male speakers in 14 utterances and by female speakers in 24 utterances. in male speakers, this strategy is more frequently used in the range age of 35-44 years old (4 utterances), while 0-14 years old occurred were 3 utterances, 15-24 years old occurred was only 1 utterance, 25-34 years old occurredwere 2 utterances, 45-59 years old occurred were 3 utterances, and 60 years old and more occurred was only 1 utterance. Whereas, on female speakers this strategy is more frequently used in the range age of 25-34 years old (9 utterances), while 0-14 years old occurred was only 1 utterance, 15-24 years old have not occurred, 35-44 years old occurred were 3 utterances, 45-59 years old occurred were 3 utterances, and 60 years old and more occurred were 8 utterances.

The next is permission strategy, on male speakers, this strategy occurred were 20 utterances while on female speakers were 13 utterances. As can be seen, the data in the table demonstrate that the majority of permission strategy is more frequently used by male

speakers in the range age of 0-14 years old (12 utterances), while 15-24 years old occurred was only 1 utterance, 25-34 years old occurred were 3 utterances, 35-44 years old occurred was only 1 utterance, 45-59 years old occurred were 3 utterances and 60 years old and more have not occurred for this strategy. Whereas, on female speakers the majority of permission strategy is more frequently used in the range age of 35-44 years old (5 utterances), while in the range of 0-14 years old occurred were 2 utterances, 15-24 years old occurred were 2 utterances, 25-34 years old occurred were 3 utterances, 45-59 years old occurred was only 1 utterance 60 years old and more have not occurred for this strategy. For permission strategy, as can be seen, that male speakers were more produced this strategy rather than female speakers.

The last is suggestory formulae strategy, on male speakers, this strategy occurred were 9 utterances while on female speakers occurred were 11 utterances.Based on the findings, that the majority of suggestory formulae strategy is more frequently used by male speakers in the range age of 60 years old and more (4 utterances), while 0-14 years old occurred was only 1 utterance, 15-24 and 25-34 years old have not occurred for this strategy, 35-44 years old occurred was only 1 utterance, and 45-59 years old occurred were 3 utterances. Whereas, on female speakers, this strategy is more frequently used in the range age of 15-24 and 45-59 years old (3 utterances), while 0-14 years old have not occurred for this strategy, 25-34 and 35-44 years old occurred were 2 utterances, and 60 years old and more occurred was only 1 utterance.

Table 4 Indirect Request Strategy Based on the Social Class' Factor

Male Speaker				Total	Female Speaker				Total
AB	C1	C2	DE		AB	C1	C2	DE	
27	31	18	6	82	41	28	27	9	105

The last factor which influences the way male and female speakers make the request is social class. This section, the writer has investigated the usage of the conventional indirect request in different social class of society in British community. As the data in Table 4.3, social class could be more significant factors that trigger the use of conventional indirect request in daily conversation. As the corpus data revealed, people who have the highest social class they tend to be used language variation to their junior and vice versa the junior will be use variation of politeness totheir senior. On the other side, the biographical or background understanding of the interlocutors may influence the speakers used the request strategies when asking or requesting.

There were four social classes (i.e. AB, C1, C2, and DE) that have been available in the information of British National Corpus. The first social class is AB which has higher and intermediate managerial, administrative, and professional occupations. The second social class is C1 which are supervisory, clerical & junior managerial, administrative, and professional occupations. The third social class is C2 which has skilled manual

occupations, and the last social class is DE which has semi-skilled & unskilled manual occupations, unemployed and lowest grade occupations.

DISCUSSION

It is found that the politeness markers such as *could you* and *would you* (Ability and Willingness strategies) are high rated and frequently used by the speakers from the middle-upper class like AB and C1. As the data in the table, between social class AB and C1 become the most occurrences in making the conventional indirect strategies used by the speakers. The writer also tried to conduct mini check about the usage of *can you* and *will you* in relation to social class in British National Corpus. The result showed, those two politeness markers are frequently used by the speakers from the group C2 and DE. As we understand, *canyou* and *will you* is observed in informal context also typically less polite than *could you* and *would you*. Hence, there is a clear correlation between the social class of thespeakers and the usage of those two politeness markers. The result of this present study has similarity with previous study ofTsuda (1993). Tsuda observed in Japan about the usage of indirectness in relation to social class, and the result showed that in Japan indirectness is often employed by people of higher status to control people of lower status.

The corpus data demonstrate that on male speakers there are 27 occurrences of AB, 31 occurrences of C1, 18 occurrences of C2, and 6 occurrences of DE. Whereas, on female speakers there are 41 occurrences of AB, 28 occurrences of C1, 27 occurrences of C2 and 9 occurrences of DE. The most frequent social class on male speakers is C1 (31 occurrences) while on female speakers is AB (41 occurrences). The results show that three factors (i.e. gender, age, and social class) have an effect on the speaker's choice of strategies employed by British English speakers.

It is known that there is a gap between the previous studies and the present study. From Šeškauskaitė's(2014) study about "Usage Variation of Politeness Markers: A Corpus-Based Study of Spoken Academic Discourse", in her study, she analysed all of the politeness markers (indirect request, apologies, respect markers, and hedges). On the other hand, the present study only focus on indirect request in order to be more deeply in analysing it. In her study, she also discussed several important aspects of politeness markers in spoken academic American English such as academic disciplines, academic role and gender of interlocutors, whilst the present study discussed in terms of gender, age, and social class factor. The results in Šeškauskaitė's study showed that the majority of politeness markers prevail in spoken discourse and fiction, and are more frequent in women's as compared to men's speech. The use of politeness markers in relation to academic disciplines varies. Most of the politeness markers typically occur in humanities and arts, and are the most frequent in teachers' speech. Indirect requests, apologies, and hedges are the most frequent in interactive dialogues as opposed to respect markers which are predominantly used in monologues. From the results were obtained, showed that there is a similarity between the previous study and the present study about the gender's factor that the majority of politeness markers are more frequently used by women in daily

conversation. It can be noticed that in American society, female tend to be more indirect based on the academic discourse. As well as in British society it is known for upholding the politeness.

Additionally, the finding of Ishikawa's study showed another discussion on how gender plays roles in request strategy. In her study about "Gender Differences in Request – A Statistical Analysis of American English in the NICT JLE Corpus", she analyzed the language used and politeness strategies used by men and women in making difficult request and the objects were native speakers (American) and Japanese learners by giving them the tasks vary widely from self-introduction to telling a story, role play, picture description, and so on. The data spoken by native speakers in four kinds of role-play task those are landlord, train, travel and shopping. The results of the study suggest that 1) individual differences rather than gender differences can be seen in vocabulary distribution, 2) vocabulary distribution varies according to the situation presented by the role-play scenario, 3) women tend to use direct requests more, which can be regarded as less polite in terms of politeness strategies, than men do. To sum up, the present study agree with the first previous study, whereas with the second previous study it could be adding the newest result that there is a possibility women use direct request especially when asking or making the request.

CONCLUSION

The present analysis has revealed that both male and female speakers mostly used the same strategy in order to ask or make the request which is Ability Conditions strategy. It is because the speakers want to express their request politely. The results of this study have demonstrated that conventional indirect request strategies perform because of several factors and triggered how the speakers are used those strategies. As can be seen, conventional indirect requests are used in spoken British National Corpus for expressing ability, asking for permission, willingness, and suggestory formulae.

This study also showed that on male speakers the most speak politely and used indirect request are from the young group whilst on female speakers are from adult group. As can be noticed, that boys were more frequently produced indirectrequest strategy than girls and women produced the highest frequency of indirect request than men did. British National Corpus data have shown that conventional indirect strategies are more frequently used by male and female speakers from AB and C1 group. As can be seen, conventional indirect strategies are high rated, and those two social classes are become the higher social class in British community, hence there is a clear correlation between the social class' factor and the usage of the strategies. In this case, the writer also found an unexpected thing like males speakers it can be polite and using indirect request when asking for someone especially who have a special relationship. It happened because of some factors such as the variation in gender, age, and also social class.

Since this study only focuses on indirect request strategy in spoken British National Corpus, the next research could be done with both direct and indirect request strategy. In

addition, this study also does not discuss the psychology's factor from the speakers and there is no academic setting and formal situation, only in an everyday situation. Therefore, the next researchers who are interested in request strategy could be expected to conduct the same study by adding more factors.

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