

DEVELOPING STUDENTS' SKILLS TO MAKE POLITE REQUESTS AND RESPONSES BASED ON CIRCUMSTANCES

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ABSTRACT

This study deals with how to develop the students' skills to make polite request and based on circumstances, and what the students' difficulties are in making polite request and responses based on circumstances. The objectives of this research es to develop students' skill to make polite request and based on circumstances and to find out students difficulties in making polite request and response based on circumstances. This study applied Quantitative descriptive research to investigate the object of the study. This research took the population of 30 students grade eighth of SMP Al Farabi , Tanjung Selamat, Deli Serdang, 2020-2021 academic year as the sample. The students got some problemstostate the polite requests and responses because of less vocabulary, tenses and grammar. They could not understand polite request and impolite request, and they did not know when use the polite request and response. It conducted a test as the instrument of the research, and to collect the data was essay test was conducted to get the total sample. Collecting the data was used to describe and analyze the students' answers. After analyzing, it was found out that the student's skill to make polite request and response based on circumstances is thatthere were 15 students or 41% who were able to answer correctly. It means that they still need to improve their skill to make polite request and responses. From this research, the eighth years students of SMP Al Farabi, Tanjung Selamat, Deli Serdang were not all able in making polite request and response based on circumstances in learning speaking.

Keywords: developing skills, polite requests, responses, circumstances

1. INTRODUCTION

Learning English is very important. Since English is an influential n language, the students need to learn it. So they can compete in this digital era. Language skills are crucial factors to master a language. That is why English is taught to the students from the early years. The

purpose is that to make the students are able to achieve the optimal target of learning in English.

Since English is still a foreign language, learners sometimes have difficulties, especially in tenses and grammatical expressions. We know that there four major skills in

learning english, namely listening, speaking, reading and writing. Those skills are essential factors to master the language especially English.

Most problems faced by the students is when they try to express their ideas, to speak up in front of others. For example, the students got some difficulties in expressing the polite request and response because of less vocabulary, tenses, grammar. The students could not understand polite request and impolite request and the students did not know how to use the polite request and response. So that this study conducted a research about the students skills to express the polite requests and responses. The method used is descriptive method.

The problems of this research are as follows: How are the Students' skills to express polite requests and responses on based on circumstances? and What are the students' difficulties in Making polite request and responses based on circumstances?

The objectives of the research are as follows: To find out how the students' skills are to express polite requests and responses based on circumstances. To find out the students' difficulties in making polite requests and responses based on circumstances.

The findings of the study could be divided into two parts, namely theoretical and practical.

The theoretical: could be as a new method for the teachers to develop students' skills in making polite requests and responses based on circumstances, and to comprehend as well as to enlargement the students achievement in making those expressions. Practical: It also could

provide information for those who are interested in this study.

2. REVIEW OF LITERATURE

2.1 Theoretical Framework

This research is to investigate students' skills in producing expressions of polite requests and responses and how to develop their skills. Then the concept of this research dealt with the concept of the students' ability in making polite request and responses based on circumstances, and also the concept of the students difficulties by creating a circumstance where there was a need to practice how to use polite requests and responses based on those situations.

a. Speaking Skill

Speaking is the productive skill in the oral mode. It is like the other skill is more complicated than it seems at first and involves more than just pronouncing words. (Celce-Murcia and Mclotosh, 1979: 278). It means that there are three kinds of situations:

1. Interactive
2. Partially interactive, and
3. Non interactive

Face to face conversation and telephone calls are examples of interactive speaking, in which we have a chance to ask for clarification, repetition or we can have a slower speech with our friends. Some situations said partially interactive when the condition is that the audience does not interrupt the speaker, they only can see the audience and judge from the expression on their face, for example when giving a speech on the stage. Situation called a non-interactive is when we can not get interaction directly. The speaker just deliver

their ideas through a paper without sound, intonation, or facial mimic. The receiver can understand the aim of the speaker, though.

b. Situational Responses

An important aspect of situational responses is the ability to avoid conflict. Since all conflict is always costly, you need to see the mistakes that lead up to conflict and avoid them. You develop the reflex of looking for ways to make victory pay. Your success is much more certain when conflict is avoided. If you set up situations so that the elements are all in your favor, you discourage people from attacking you and make it much more likely that they will join you.

You must adapt your responses to the specific events shaping of your situation. All situations consist of a number of specific conditions that are well-defined within classical strategy. Situational strategy teaches you how to see every event as a brush stroke painting the outline of the situation. As its various characteristics become clearer, you can instantly know the specific responses necessary demanded by each specific condition

c. Requests and Permission

Requests in English are usually made in the form of general questions with the help of the modal verbs MAY, CAN, COULD, WILL, WOULD. Requests are pronounced with rising intonation. Adding "please" to a request makes it more polite and polite requests are not asked in the form of negative questions. For example:

a. May I use your phone, please?

b. Could I speak to Judy, please?

c. Could you lend me our car, please?

d. Can I borrow your pen, please?

e. Can you tell me where the laundromat is, please?

f. Will you please be quiet?

g. Would you please ask her to call me?

If you want to respond to a request positively, use the following typical responses to requests.

1. Formal style: I'd be glad to. / I'd be happy to.

2. Less formal: Yes, of course. / Of course. / Certainly.

3. Informal: Sure. / No problem. / Uh-huh.

Asking for permission to do something is also a request. Permission is asked in the form of affirmative questions with the help of MAY, COULD, CAN. MAY asks for formal permission, COULD is less formal, and CAN asks informal permission. MAY and COULD are more polite than CAN.

As to make the sentence good enough and make sense, it is called good sentences. When we speak or write we use words, we generally use these words in groups. A group of words like this, which makes complete sense, is called a sentence (Wren and Martin, 1995: 1). Sentence is a first part of language that has a complete sense. It can conclude that sentence is word of a group of words that has a full predication of meaning, systemtically expressed a complete thought, and should understandable clearly (Haryanto, 2003: 11).

d. Sentence Principles

Sentences are divided into two types, namely: sentences using auxiliary verbs and sentences using original verb. Sentences using auxiliary verbs take an auxiliary or helping verbs to form a sentence. Thomson and Martinet (1988: 58) classified the kinds of auxiliary in twelve modes, namely *Be, Have, Do, Can, May, Must, Need, Will, Shall, Ought to, Dare, Used*.

The auxiliaries help to make tenses, indicate possibility, permission, ability, and obligation. Sentences using original verbs forms the questions and negative by adding 'do, does or did'. Verb is a word that tell or asserts something about a person or thing as the most important word in a sentence (Wren and Martin, 1995: 84). It can tell us what a person or thing *does*, as in *Mary smiles*, what is done to a person or thing; as in *The lift stucked*, what a person or thing is ; as in *The cat died*.

e. Conceptual Framework

English has been taught in Indonesia as a foreign language for a long time in every region. But it is still difficult for the students to learn English and understand using English correctly for example, when using polite request and response based on situation and circumstances. Language has many functions, one of them is to use them in speaking.

Thus this study investigates the use polite request on situations in teaching English speaking, the conceptual framework applied deal with the concept of the students' ability in making polite request and response based on situations, moreover, teachers also need to

support the students' ability in memorizing speaking, and find the students' difficulties in making polite request by creating condition where needed the use of polite request and response based on situations.

Based on the statements above, since polite request on situations may help the teacher and student to have interaction likewise, this research is intended to investigate the students' ability in making polite request and situations for the eighth year students of Junior high School in the school year of 2020-2021.

3. METHOD OF THE RESEARCH

3.1 Research Design

This research was done by using descriptive quantitative method. Descriptive research will describe what something is recording, analyzing, and interpretation that exists Best (1983: 25). Through documentary technique, the data were collected by reading and studying some books related to the research. In this term, the researcher described the students' ability in making polite request and response based on circumstances.

3.2 Population

Population is the group of people or thing interesting to the researcher, the group s/he would like the result of the study be generalized. (Gay, 1990). According to this definition, the population for this research was the eighth grade students of SMP Al Farabi, Tanjung Selamat, Deli Serdang, the academic year of 2020-2021. There were 30 students in one class.

3.3 Sample

According Arikunto (2002: 12),if the subject of population is less than 100 people, so it is better to take all the population and if the population is more than 100 people, so better to take 10-15 % or 20-25 % or more. Based on the suggestion, the researcher used all of the students of VIII grade as the sample in the researcher . The total number of sample is 30 students had took as the sample.

3.4 The Instrument for Collecting Data

To collect the data of this research, the students were asked to write the answer of essay test. It consisted 20 items of essay in which they should make polite requests and responses based on the circumstances. The time should be about 40 minutes.

3.5 Data Analysis

The data was collected and analyzed by performing descriptive quantitative technique. The researcher applied the following procedures:

1. Counting the percentage of the students' score in the data from the test by using Sudijono's formula (1999: 321):

$$Q = \frac{x}{y} \times 100 \%$$

Where:

Q = The Percentage of the students' ability and inability.

X = The number of the students' ability and inability.

Y = The number of whole sample.

2. To determine the predicate, the students who got the average more than 60, would have predicate able and the students who got the average less than 60, would have

predicate unable (Heaton, 1989: 317); then to identify the criteria of ability and inability of the students the following format is used, as follows :

Table 3.1
Table of Ability Criteria

Quantitative	Quantitative Ability	Ability
80-100	Very Good	Able
60-79	Good	Able
41-59	Poor	Unable
0-40	Very Poor	Unable

III. Data and Data Analysis

3.1 Data Collection

The data were collected and selected from the students' answer. The scores were summarized as in following table:

Table 4.1
The Raw Score of each Students

No	Students' Initial	Score
1	CM	17
2	MFH	13
3	ARH	15
4	AF	17
5	RSG	5
6	AHL	7
7	MZ	14
8	AWH	15
9	NAF	17
10	NA	16
11	PA	16
12	MF	14
13	S	15
14	MH	16
15	BAA	15
16	SR	14
17	RHS	15
18	DAS	15
19	AY	18
20	W	17
21	HA	18
22	JFA	16
23	SJ	18
24	AD	18
25	FHA	19
26	MR	14
27	AGS	13
28	MSNS	16
29	AWL	18
30	MND	13
TOTAL		454

The total score was 454 and the following Mean formula was used to calculate the average score:

$$\begin{aligned} \text{Mean} &= \frac{\text{Total Score}}{\text{Total Sample}} \\ M &= \frac{454}{30} \\ &= 15,13 \end{aligned}$$

3.2 Data Analysis

After the test was conducted, then the data were analyzed by using percentage of each student's score. It can be seen as follows :

Table 4.2
The Percentage of the Student's Score

No	Student's Initial	K	N	% (Q)
1	CM	20	17	85
2	MFH	20	13	65
3	ARH	20	15	75
4	AF	20	17	85
5	RSG	20	5	25
6	AHL	20	7	35
7	MZ	20	14	70
8	AWH	20	15	75
9	NAF	20	17	85
10	NA	20	16	80
11	PA	20	16	80
12	MF	20	14	70
13	S	20	15	75
14	MH	20	16	80
15	BAA	20	15	75
16	SR	20	14	70
17	RHS	20	15	75
18	DAS	20	15	75
19	AY	20	18	90
20	W	20	17	85
21	HA	20	18	90
22	JFA	20	16	80
23	SJ	20	18	90
24	AD	20	18	90
25	FHA	20	19	95
26	MR	20	14	70
27	AGS	20	13	65
28	MSNS	20	16	80
29	AWL	20	18	90
30	MND	20	13	65
TOTAL				2360

The following mean formula was used to calculate the average percentage:

$$X = \frac{\text{Total Score Percentage}}{\text{Total Sample}}$$

Total Sample

$$\begin{aligned} X &= \frac{2360}{30} \\ &= 78,66 \end{aligned}$$

Table 4.3
The Distribution of Frequency of the Score

Number	Q	Tally	Frequency
1	95	I	1
2	90	IIII	5
3	85	IIII	4
4	80	IIII	5
5	75	IIII I	6
6	70	IIII	4
7	65	III	3
8	35	I	1
9	25	I	1
TOTAL			30

Table 4.4
The Standard Deviation of The Test

No	Students' Initial	Q	$X - \bar{x}$	$(X - \bar{x})^2$
1	CM	85	9	81
2	MFH	65	-11	121
3	ARH	75	-1	1
4	AF	85	9	81
5	RSG	25	-51	2601
6	AHL	35	-41	1681
7	MZ	70	-6	36
8	AWH	75	-1	1
9	NAF	85	9	81
10	NA	80	4	16
11	PA	80	4	16
12	MF	70	-6	36
13	S	75	-1	1
14	MH	80	4	16
15	BAA	75	-1	1
16	SR	70	-6	36
17	RHS	75	-1	1
18	DAS	75	-1	1
19	AY	90	14	196
20	W	85	9	81
21	HA	90	14	196
22	JFA	80	4	16
23	SJ	90	14	196
24	AD	90	14	196
25	FHA	95	19	361
26	MR	70	-6	36
27	AGS	65	-11	121
28	MSNS	80	4	16
29	AWL	90	14	196
30	MND	65	-11	121
TOTAL				6390

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum(x-x)^2}{(n-1)}} \\
 &= \frac{\sqrt{6390}}{30} \\
 &= \sqrt{213} \\
 &= 14.59
 \end{aligned}$$

So that the following table was used to determine the students' ability.

Table 4.5
Table of Criteria Ability

Percentage	Ability
90%-100%	A
80%-89%	B
65%-79%	C
55%-64%	D
.....- 54%	E

To analyze this data, all the students' scores and their percentages were in percent form and by this way, it could be seen how many students got good mark. Those who got A, B, and C were regarded as ABLE and got D and E were regarded as UNABLE.

Table 4.6
The Students' Ability

No	Students' Initial	% (Q)	Ability
1	CM	85	ABLE
2	MFH	65	ABLE
3	ARH	75	ABLE
4	AF	85	ABLE
5	RSG	25	UNABLE
6	AHL	35	UNABLE
7	MZ	70	ABLE
8	AWH	75	ABLE
9	NAF	85	ABLE
10	NA	80	ABLE
11	PA	80	ABLE
12	MF	70	ABLE
13	S	75	ABLE
14	MH	80	ABLE
15	BAA	75	ABLE
16	SR	70	ABLE
17	RHS	75	ABLE
18	DAS	75	ABLE
19	AY	90	ABLE

20	W	85	ABLE
21	HA	90	ABLE
22	JFA	80	ABLE
23	SJ	90	ABLE
24	AD	90	ABLE
25	FHA	95	ABLE
26	MR	70	ABLE
27	AGS	65	ABLE
28	MSNS	80	ABLE
29	AWL	90	ABLE
30	MND	65	ABLE

The table shows that there were 28 students or 93% samples were regarded as able, 2 students or 0.7% samples were regarded as unable.

3.3 Analysis of Reliability of the Test

The consistency of the item test is as the reliability, and there were three ways to do regarding to the computation the test reliability, whether the coefficient is very high, sufficient, or very low. In this research, the computation of the test reliability of the score was carried out as shown in the following table:

Table 4.7
The Square of Deviation of each Score

No	Students' Initial	X	X-M	(X-M) ²
1	CM	17	1.98	3.9204
2	MFH	13	-2.02	4.0804
3	ARH	15	-0.02	0.0004
4	AF	17	1.98	3.9204
5	RSG	5	-10.02	100.4004
6	AHL	7	-8.02	64.3204
7	MZ	14	-1.02	1.0404
8	AWH	15	-0.02	0.0004
9	NAF	17	1.98	3.9204
10	NA	16	0.98	0.9604
11	PA	16	0.98	0.9604
12	MF	14	-1.02	1.0404
13	S	15	-0.02	0.0004
14	MH	16	0.98	0.9604
15	BAA	15	-0.02	0.0004
16	SR	14	-1.02	1.0404
17	RHS	15	-0.02	0.0004
18	DAS	15	-0.02	0.0004

19	AY	18	2.98	8.8804
20	W	17	1.98	3.9204
21	HA	18	2.98	8.8804
22	JFA	16	0.98	0.9604
23	SJ	18	2.98	8.8804
24	AD	18	2.98	8.8804
25	FHA	19	3.98	15.8404
26	MR	14	-1.02	1.0404
27	AGS	13	-2.02	4.0804
28	MSNS	16	0.98	0.9604
29	AWL	18	2.98	8.8804
30	MND	13	-2.02	4.0804
TOTAL				261.852

$$\begin{aligned}
 S^2 X &= \frac{\sum(x - M)^2}{N} \\
 &= \frac{\text{Total of Square of Deviation}}{\text{Number of Population}} \\
 &= \frac{261.852}{30} \\
 &= 8.72
 \end{aligned}$$

The next step was to measure the degree of P.Q namely the degree of the students' answer to each item and the table below showed the measurement. From the result of the test, it could be found the proportion of the students' passed (P) and (Q) each of the test showed in the following table.

Table 4-9
The Proportion of the "P" and "Q" of each of the Test Item

No of items	Passed	Failed	P	Q	P.Q
1	24	6	0.8 3	0.0 3	0.0 3
2	27	3	0.9 1	0.0 9	0.0 9
3	17	13	0.6 3	0.3 7	0.2 4
4	24	6	0.8 3	0.0 3	0.0 3
5	14	16	0.5 5	0.4 5	0.2 5
6	26	4	0.8 8	0.1 2	0.1 1
7	19	11	0.6 9	0.3 1	0.2 2

8	26	4	0.8 8	0.1 2	0.1 1
9	26	4	0.8 8	0.1 2	0.1 1
10	17	13	0.6 3	0.3 7	0.2 4
11	25	5	0.8 6	0.1 4	0.1 3
12	24	6	0.8 3	0.1 7	0.1 5
13	24	6	0.8 3	0.1 7	0.1 5
14	21	9	0.7 5	0.2 5	0.1 9
15	6	24	0.3 3	0.6 7	0.2 3
16	25	5	0.8 6	0.1 4	0.1 3
17	2	28	0.0 5	0.9 5	0.0 5
18	13	17	0.5 2	0.4 8	0.2 5
19	28	2	0.9 4	0.0 6	0.0 6
20	30	0	1	0	0
TOTAL					2.7 7

Substituting all these members to each of the procedure elements by using the following computation, (Sudijono, 2003: 511)

$$r = \frac{n}{n-1} \times \frac{S^2 X - \sum P.Q}{S^2 X}$$

where is :

n = Number of test

S² X = Square of deviation

∑P.Q = Total of proportion of each test.

$$r = \frac{n}{n-1} \times \frac{S^2 X - \sum P.Q}{S^2 X}$$

$$= \frac{20}{20-1} \times \frac{8.82 - 2.77}{8.82}$$

$$= 1.052 \times 0.68$$

$$= 0.71$$

3.4 The Interpretation of the Test Reliability

From the calculation above it was found that the reliability of the test was 0.71. The categories of coefficient of a test as follows,

$0.80 \leq r \leq 1.00$ = The reliability is very high

$0.60 \leq r \leq 0.79$ = The reliability is high

$0.40 \leq r \leq 0.59$ = The reliability is sufficient

$0.20 \leq r \leq 0.39$ = The reliability is low

$..... \leq r \leq 0.19$ = The reliability is very low

It means that the reliability of the test was high.

3.5 The students' Difficulties in Making Polite Requests and Responses based on Circumstances

After analyzing the data, the researcher found that some of the students' difficulties. The difficulties were concluded as follows:

1. The students did not know how to make polite request and response based on situations.
2. The students were confused in comprehending and making polite request and response based on circumstances.
3. The students did not master the pattern of polite request and response based on situations.

3.6 Discussion

The test was regarded as reliable (0.71). and surely the test was good enough to measure the students' ability in making polite requests and responses based on

circumstances from the data it was showed that 28 students or 93 % were able to the answer the test correctly and 15 students or 0.7 % who were unable to test correctly. It can be concluded that the 2020/2021 eighth grade students of SMP Medan were able in making polite requests and response based on circumstances.

4. CONCLUSION AND SUGGESTIONS

a. Conclusion

After analyzing the data, the conclusions could be drawn as follows:

1. There were 28 students or 93% who were able to do the test correctly, whereas there were 2 students or 0.7% who were unable in making polite request and based on situations.
2. The type of errors made by the students:
 - a. Most of the students did not know that article was not used in polite request based on situations.
 - b. Most of the students did not know how to use the expression "would you mind" in polite requests and responses based on circumstances.

b. Suggestions

Related to the conclusions, researcher suggested that:

1. The teacher of English language should explain how to make polite requests and responses based on circumstances to enhance their comprehension in speaking.
2. The teacher should give the students a enough time to study about polite request and response based on circumstances.

3. The teacher should motivate the students to master the pattern of polite request and response based on circumstances.

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