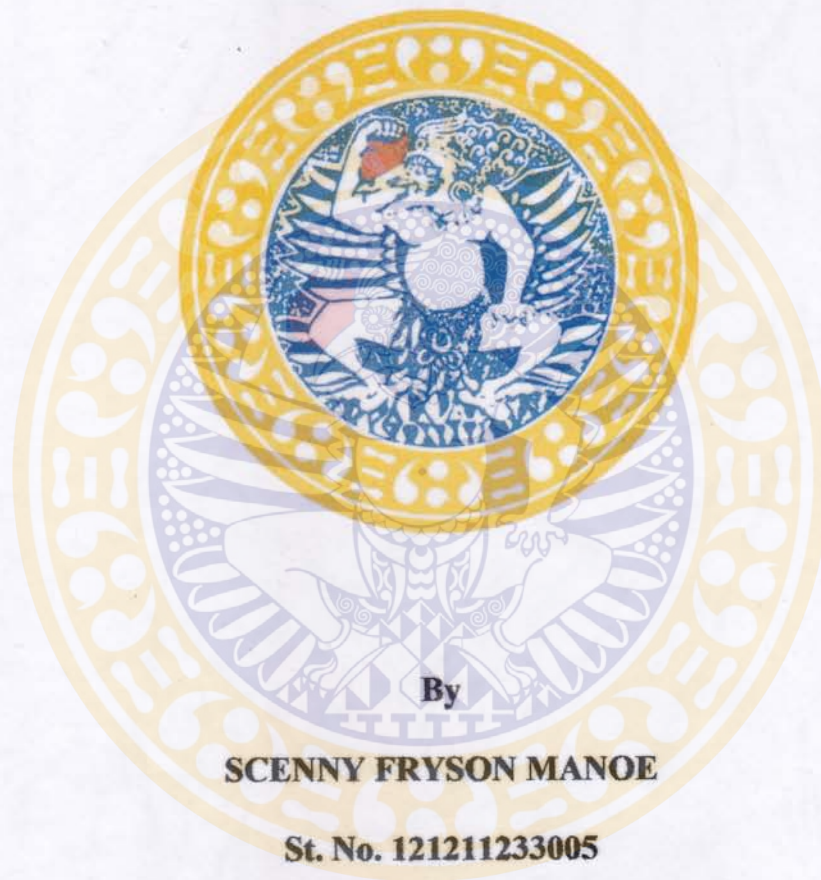


**A STUDY OF SUGGESTION STRATEGIES USED BY THE SECOND
SEMESTER STUDENTS AT INSTITUTIONAL TALK CLASS**

A THESIS



ENGLISH DEPARTMENT FACULTY OF HUMANITIES

UNIVERSITAS AIRLANGGA

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By

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THESIS

Submitted as partial fulfillment of the requirements for the
Sarjana degree of
English Department Faculty of Humanities Universitas Airlangga

By

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2016

DECLARATION

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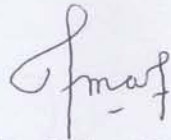
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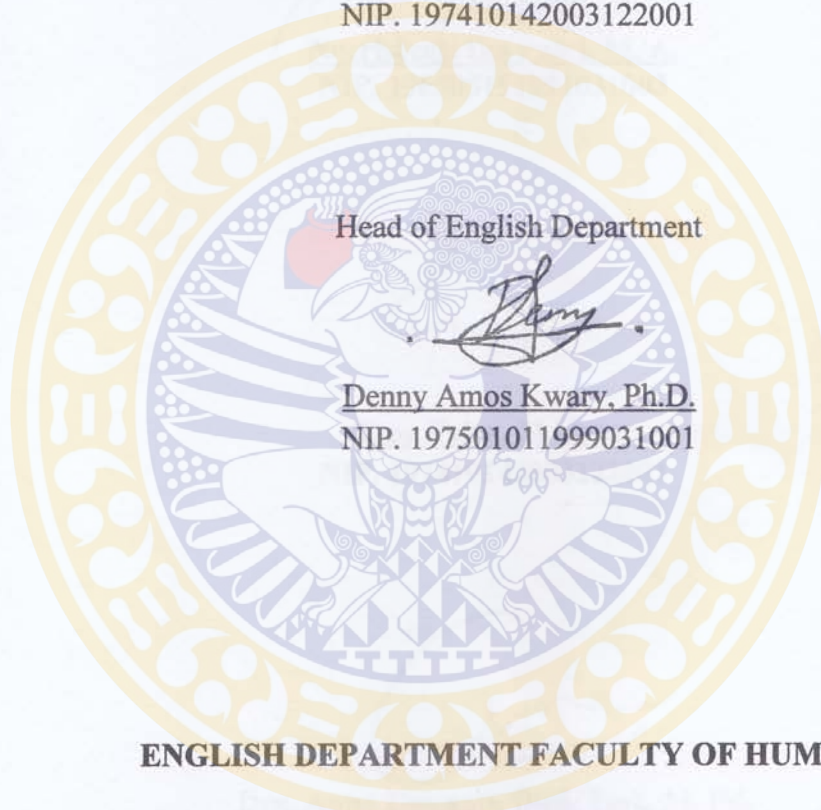
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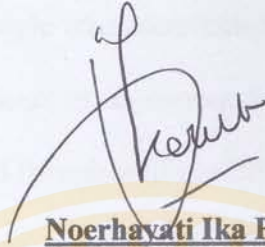
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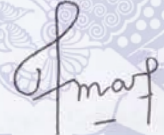
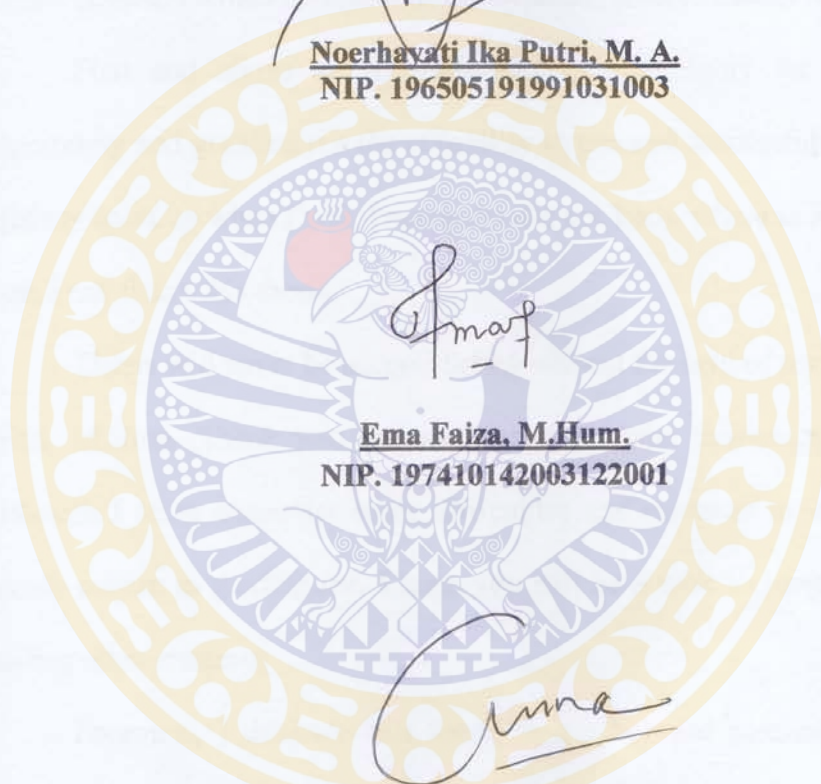
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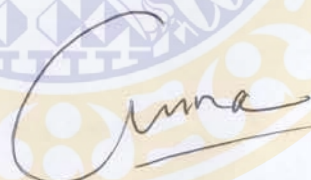
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June 13, 2016

The writer



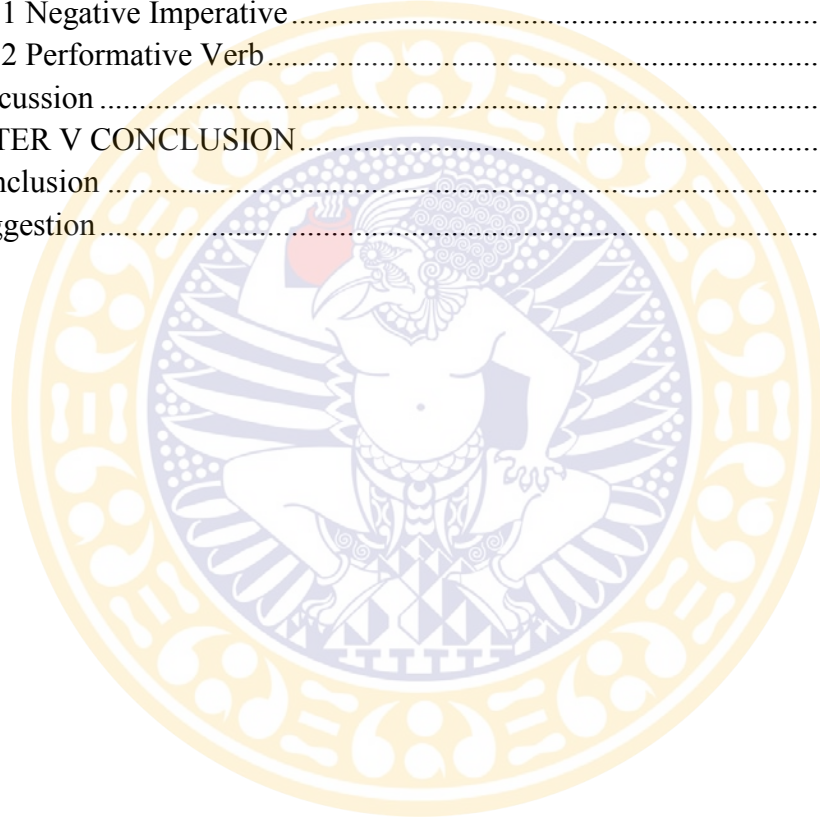
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Abstract

The present study aims to analyze the suggestion strategies which are mostly used by the second semester students at *Institutional Talk* class in Universitas Airlangga. In classifying the data, the writer used the taxonomy of suggestion strategies by Martinez-Flor (2005). The data were collected through Written Discourse Completion Task (WDCT) as an explicit instruction which distributed to the students. The findings show that the students most frequently used conventionalized form in order to give a suggestion to the hearers. They also mitigated their suggestion by giving a reason and share their opinion in order to redress the face-threatening act. Moreover, the concept of politeness strategy has a significant role in giving suggestion. It is hoped that the findings of the study could add to the body of knowledge in pragmatics and speech act studies in general and to our understanding of students' production of speech act strategies.

Keywords: *Pragmatic, Pragmatic Competence, Speech Act, Suggestion act*

CHAPTER I

INTRODUCTION

1.1 Background of the Studies

Learning English language is obviously much beyond learning grammar, vocabulary, or its distinctive sounds (Guera & Martinez-Flor, 2006). While learning those features, L2 learners must be able to use an appropriate language in order to prevent misunderstanding while speaking with a native speaker. Alcon (2001) stated that in using appropriate language, it certainly deals with pragmatic aspect. It means that L2 learners must have pragmatic competence in order to be able to communicate and understand the meanings appropriately in using English language. Cohen (2005) and Taguchi (2011) stated, providing learners pragmatic competence should be an integral component of EFL education. Moreover, EFL learners should be exposed to relevant input and have sufficient opportunities to practice English in communicative activities. It means that L2 learners must have communicative competence in order to perform their English language.

Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. The concept of communicative competence, originated by Hymes (1972), has been reexamined and elaborated on by various scholars (Bachman, 1990 Canale, 1983; Canale & Swain, 1980;). Bachman (1990) divides communicative competence into two aspects. The first is organizational

competence, which includes both grammatical and discourse competence, and the second is pragmatic competence, including both sociolinguistic and “illocutionary” competence.

Pragmatic competence is a component of communicative competence. As Canale and Swain (in Kasper, 1996) explained that pragmatic competence as one important component in communicative competence. It means that pragmatic competence defines as the communication activities in the language people use and requires the knowledge and the social function of language itself. Ishihara (2011) claimed that as pragmatic competence has become established as an essential factor of communicative competence, knowledge of pragmatics has been viewed as a requisite component of language teachers’ knowledge base. This may be argued that teaching pragmatics in language classroom might be necessary. In fact, the teachers probably do not have awareness in developing students’ pragmatic competence and it makes the students unable to communicate effectively, especially in speaking class.

The writer would like to choose *institutional talk* class which belongs to speaking skill on the second semester students at the English Department of Universitas Airlangga. In this class the students are taught to communicate properly in professional manner. Every material provide situations in which they have to be aware of how they language forms in a particular context. Suprijadi (2013) has stated that awareness raising activities are activities designed to develop recognition of how language forms are used appropriately in context. Through awareness raising activities, students acquire information about pragmatic aspects of language. It comes

from the responsibility of the lecturers in order to give appropriate pragmatic instruction in speaking class.

However, pragmatic is rarely taught in speaking class due to there is no pragmatics principle introduced. Krisnawati (2011) stated in her journal that fluency and accuracy may serve as the purpose of language teaching by permitting the students to concern on the elements of phonetics and phonology, grammar, and discourse. Therefore, speaking English fluently may not be enough for L2 learners. Amaya (2008) argued that many students are surprised when they realize that they have difficulties when establishing a conversation with native speakers. Thus she claimed that pragmatics constitutes a fundamental element of language ability for learners. Pragmatics instruction should seek to furnish students with linguistic tools that allow them to realize and comprehend linguistic action in a contextually appropriate way (Rueda, 2006: 171). According to Kasper and Schmidt (1996) in Rueda (2006), the role of pragmatics instruction becomes important because opportunities for the full range of human interactions are limited, and consequently learners have more difficulties in acquiring appropriate language use patterns. It argues that learners can successfully learn grammar and literacy in second or foreign language learning contexts, but the same results have not been observed in these environments for the development of pragmatic competence. In other words, proficiency in a target language does not only involve grammatical competence, but it also requires pragmatic competence.

With regard to the development of learner's competence, there are some useful activities in order to raise their pragmatic awareness. Kasper in Rasekh (2005) explained that there are two activities which can raise the pragmatic awareness of students namely teacher presentation and discussion of research findings on different aspects of pragmatics, and a student-discovery procedure in which students acquire information through observation, questionnaire and interviews. The approaches used in these activities can either be implicit or explicit instruction. Implicit instruction is designed to establish cooperation between teachers and learners to develop learners' pragmatic competence.

Learners can practice their communication skill by using appropriate speech acts in particular context. Liu and Ding (2007) stated that *role play* is one of the methods of implicitly instructing in classroom for speech acts development. This instruction is already applied by the lecturer in this class. In every meeting, a lecturer always gives the students certain topics where they have discuss with their group and they have to perform in front of the class. Another instruction is explicit instruction. It involves learners with detailed pragmatic competence explanations about the structure of target language, its function, and the cultural preferential of a certain forms (Aufa, 2014). This comprehensive display of topics would ensure learners have the essential knowledge and skills to construct utterances in accordance with norms of surface structural and of communication. In pragmatics, explicit instruction would involve instruction in the many diverse aspects inclusive in pragmatic competence theoretical and applied language studies (Kaburise, 2014). It could be argued that

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Pragmatic Competence

Pragmatic competence is a sub discipline of pragmatic which defines as the ability of using an appropriate language in a particular context (Leech, 1990). There are many experts who expand the definition of pragmatic competence such as Canale and Swain (1980), Bachman (1990), and Rose (1999). More recently, Rose (1999) proposed a working definition of pragmatic competence, which has been extensively accepted by researchers in the field of interlanguage pragmatics (ILP). He defines the concept as the ability to use available linguistic resources (pragmalinguistics) in a contextually appropriate fashion (sociopragmatics), that is, how to do things appropriately with words (Thomas, 1983; and Leech, 1983). In Kasper's (1997) words, pragmalinguistics "includes strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts." (p.1) Sociopragmatics, on the other hand, refers to the social perception of communicative action. It means that pragmalinguistics refers to linguistic resources for conducting communicative acts and relational or interpersonal meanings. Sociopragmatics refers to social interpretation and communicative performance in a certain social context.

Those two aspects of pragmatic competence are the background knowledge of the present study which is suggestion used by the second semester students in English Department of Universitas Airlangga. The study explores such pragmalinguistic and sociopragmatic aspects by linguistically demonstrating how these two aspects of pragmatic competence are intertwined in the realization of this speech act. As the writer mentioned in the introduction above, the students are supposed to have pragmatic competence in English in order to communicate with the lecturers, staffs, and friends in the campus area. It might be challenging for them because it usually requires awareness of pragmatic competence in both linguistic resources and social context. In other words, they have to display pragmalinguistic and sociopragmatic as the concept of pragmatic competence through their speech act of suggestion.

2.1.2 The Speech Act of Suggestion

Austin (1962) stated that there are three levels in speech acts: locutionary act means what the speaker said. In other words, it is the literal meaning of speech. Illocutionary act or what the speaker means by what he said. Finally, the perlocutionary act, or the effect of what is said on the hearer. Searle (1976) elaborated the taxonomy of actions that can be performed by speaking through developing five categories of speech acts: representatives (asserting, advising, claiming, concluding, predicting, describing, hypothesizing, and insisting, and so on), declaratives (employment, declaring war, christening, bringing about a change, pointing, and so

on), expressive (apologizing, praising, congratulating, deploring, thanking, regretting, and so on), directives (commanding, inviting, forbidding, requesting, suggesting, and so on), commissives (committing oneself to do something in the future, e.g. promising, threatening, offering, swearing).

The speech act of suggestion is regarded as a directive act in which the speaker gets the hearers to commit themselves to take some future actions (Searle, 1976). It means that suggestion is an idea about what people should do or should behave. Yet, as opposed to other directive speech acts, such as requests, for example, they are non-impositive speech acts (Haverkate, 1984), which means that the speaker is not demanding or imposing anything. However, the speech act of suggesting, being an exhortative speech act, involves some threat to the listener, since s/he might not be sure of the speaker's true intentions when performing the suggestion. In this sense, suggesting is a face-threatening act to the listener (Brown and Levinson, 1987), because the speaker is in some way intruding the hearer's world by performing an act about what the latter should do. Given this situation, the speaker shall try to minimize to the greatest extent the possibility that the listener might be offended by softening the speech act through the use of certain mitigation devices and through indirect strategies. In other words, making an accurate and appropriate suggestion requires a high level of pragmatic competence.

According to Brown and Levinson (1987), all members of a society tend to keep a certain image of themselves which is called "face". Brown and Levinson (1987) identified two kinds of face, namely negative and positive face. Negative face

is the “basic claim to territories, personal preserves, rights to non-distraction” (Brown and Levinson, 1987, p.61) while positive face, on the other hand, is the positive self-image that everybody wants for himself (Brown and Levinson, 1987), a desire to be “ratified, understood, approved of, liked or admired” (p.62). Both positive and negative politeness include a variety of strategies depending on the degree of face-threat involved and social variables such as social distance, gender, relative power of interlocutors and the level of imposition.

The fundamental principle of the face-saving view is face-threatening acts. Face-threatening acts are the acts which intrinsically threaten face and are utterances which challenge either a person’s positive face (with disapproval or contempt) or negative face (through a request for action which impinges upon a person’s freedom from imposition) (Brown & Levinson, 2009). They also proposed three variables to assess the degree of politeness in having interaction. It determines the face-threatening act in the communicative process. They include social distance which refers to the degree of familiarity and solidarity between the speaker and the hearer, relative power which refers to the degree of imposition that indicates the power differential between the speaker and the hearer, and absolute ranking. This includes “the expenditure of goods and/or services by the hearer, the right of the speaker to perform the act, and the degree to which the hearer welcomes the imposition” (Brown & Levinson 1978: 74ff). With these variables in mind, the speaker must choose specific linguistic forms that reflect particular politeness strategies relative to the variables that are involved in a specific context.

Though suggestion is given for the benefit of the hearer, Brown and Levinson (1987) regarded this speech act as a negative face-threatening act since the speaker makes an imposition on the hearer by getting him to perform an act. It means that suggestion act belongs to negative face-threatening act in terms of politeness strategy. However, the writer here would not like to focus only on the concept of politeness strategy, but the writer would like to combine it with the suggestion strategies used by the students by using the taxonomy of the suggestion strategies by Martinez-Flor (2005). As Farniah, Sohrabie, and Sattar (2014) stated in their journal that in making suggestion, people have to concern about appropriate politeness strategies to prevent the situation which can be threatening. Therefore, the students have to be able to perform their suggestion strategies to the hearers to make them comfortable with their suggestion.

2.1.3 Taxonomy of Suggestion Linguistic Realization Strategies

The present study used Martinez-Flor (2005) taxonomy of speech act of suggestion. There are three types of speech act of suggestion strategies which are direct forms, conventionalized forms, and indirect forms (see table 1).

Type	Strategy	Example
DIRECT	Performative verb	I suggest you..
		I advise you..
		I recommend you..
	Noun of Suggestion	My suggestion would be...
	Imperative	Try using...

	Negative Imperative	Don't try to...
CONVENTIONALISED FORMS	Specific formulae (interrogative forms)	Why don't you...?
	Possibility/probability	What about?
		Have you thought about
		You can....
		You could..
	You may..	
Should	You should..	
Need	You need...	
INDIRECT	Impersonal	One thing (that you can do) would be,.,
		Here's one possibility:...
		It would be nice if... There are a number of options that you...
		It might be better to... A good idea would be...
	Hints	I've heard that...

Table 1. Taxonomy of Suggestion Linguistic Realization Strategies (Martinez-Flor, 2005)

Direct strategies refer to the acts in which the speakers clearly state what he/she means. They are stated by performative verbs (e.g. I suggest that you move to a new place), noun of suggestion (e.g. My suggestion for you is to go bed early), imperative (e.g. Clean the stains from the cloths first), and negative imperative (e.g. Don't remove the flash from USB in that way). The second is *conventionalized forms* strategies are not as direct as the directive strategies but the hearer could yet understand the speaker's intention behind the suggestion. This second type includes a

variety of linguistic realization such as interrogative forms (e.g. why don't you call him?), possibility/probability (e.g. You may remove your flash from the USB first.), should (e.g. You should see a doctor), need (e.g. You need to talk to the professor first) and conditional forms (e.g. If I were you, I would never talk to him again). The third type is the *indirect strategies* which are expressions which the speaker does not clearly state his/her suggestion. In other words, since there is no suggestive force in the utterance, the hearer has to understand the speaker's intention. This category type includes impersonal strategies and hints as the most indirect form of strategy.

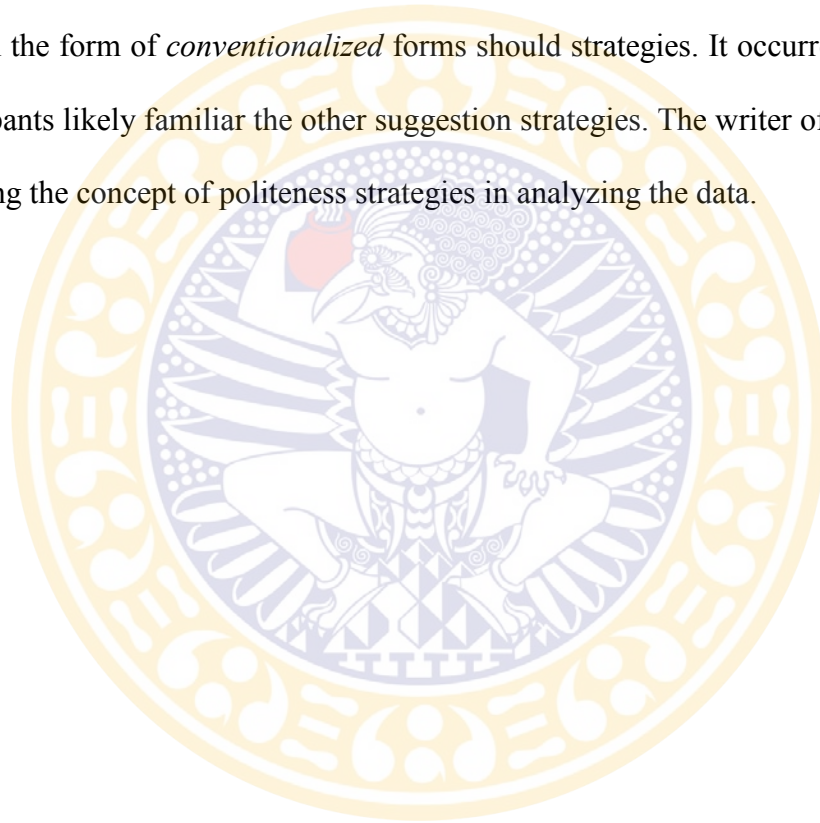
2.2 Related Studies

There are several studies related to the present study. The first study, entitled *The Use of Discourse Completion Task (DCT) as Explicit Instruction on Indonesian EFL Learners' production of Suggestion Acts*, was conducted by Aufa in 2014. This study aims to investigate the effectiveness of using DCT as explicit instruction in developing pragmatic competence through suggestion acts produced by Indonesian EFL learners in Australia. The findings showed that there are some variations of linguistic forms that contribute to the development of learner's pragmatic competence. The study used the taxonomy of suggestion strategies by Martinez-Flor (2005) and combined it with modification strategies by Trosborg (1995). The present study is quite similar to the previous study. However, the object of the study is difference. The writer limits the object by choosing the second semester students in English department of Universitas Airlangga in speaking class.

The second study was conducted by Farnia, Sohrabie, and Sattar in 2014 entitled *A Pragmatic Analysis of Speech Act of Suggestion among Iranian Native Speakers of Farsi*. The purpose of the study is to examine Iranian Farsi speakers' production and perception of speech act of suggestion. The study also used Martinez-Flor (2005) as coding scheme of suggestion strategies. Moreover, to support the suggestion strategies the writer used mitigating devices to redress the face-threatening acts. The data were collected by using oral DCT and structured interview from seventeen students at Payame Noor University. The findings show variation in the use of suggestion strategies. The respondents also tend to use several mitigating devices to soften the face-threatening act of expressing suggestion. Findings also indicated that there are three factors that respondents would consider when making a suggestion, i.e. age, gender, and the level of intimacy with a given interlocutor. The present study is quite similar from the previous study. However, the writer only analyzed their suggestion strategies by using Taxonomy of suggestion strategies by Martinez-Flor (2005).

The next study was conducted by Jayantri (2014) entitled *Pragmatic Analysis on the Suggestion Utterances Conveyed by the Students of Fourth Semester of English Department of UMS in the Speaking Class*. The aim of this study is to describe the pragmalinguistic forms used in the suggestion and to describe the differences of strategies suggestions both by fourth semester female and male students of English Department Muhammadiyah University in the speaking class 2011. The data of both pragmalinguistic forms were analyzed by using Taxonomy of

suggestion strategies by Martinez-Flor (2005) and the differences of strategies suggestions were analyzed by using the theory of Martinez-Flor (2005). The technique of data collection are observation in the speaking class, recording the data of using DCT, interview of the data, classifying suggestion the DCT of English Department of UMS. The research finding showed that the majority of suggestions were in the form of *conventionalized* forms should strategies. It occurred because the participants likely familiar the other suggestion strategies. The writer of this study did not bring the concept of politeness strategies in analyzing the data.



CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

In analyzing the data the writer used qualitative method. According to Miles and Huberman (1994), qualitative method collects the data mainly on naturally occurring, ordinary events in natural setting. Furthermore, Bodgan (1998, as cited in Riyani, 2010) states that qualitative method is designed from the process of finding social phenomena, analyzing, discussing, that occurs naturally. It might be argued that this method also deals with numbers or statistic as the tools to get the specific data.

The present study analyzed the speech act of suggesting in a scope of pragmatic competence. Therefore, in order to collect the data, the writer used DCT. Zuskin (1993) argued that DCT is a part of explicit instruction which designed to draw out respondents to a certain problematic in a particular situation (cited by Parvaresh & Tavakoli, 2009). (Lyuh, cited in Brown, 2005) also said that DCT is usually used in interlanguage pragmatics research methodology, such as natural observational data and role play. According to Lyuh (1992), there are at least three advantages of using DCT in relation with the development of pragmatic competence. (1) it is capable of revealing stereotype of using speech act in a certain situation; (2) it provides information regarding the kinds of speech act strategies that learners use to perform speech act; (3) it identifies social variable that are sensitive to given speech

act situations. Indeed, by knowing the advantages of using DCT, the writer wants to implement it to the construction of suggestion strategy produced by the second semester students in *Institutional Talk* class in developing their pragmatic competence.

3.2 Population and Sample

The population of the present study was selected from the second semester students in *Institutional Talk* class of English Department on Universitas Airlangga Surabaya. However, the writer did not retrieve the data from all students. The writer used purposive sampling as a sampling method in the study. (Djarwanto, 1998) argued that purposive sampling is the selected method by taking a sample of specific people according to a certain characteristic. By using purposive sampling, the writer expected that the criteria of the samples can be obtained completely in accordance with the research.

Institutional Talk class is divided into six classes (A,B,C,D,E,F). There are five lecturers who teach those six classes. By using purposive sampling, the writer decided to choose only two classes which are A and F as the samples of the study because this two classes are conducted by one lecturer. The second reason is each of the classes consists of 21-24 students. It means that the total number of the students in class A and F is more than 30. Based on the central limit theorem, a sample size of 30 is a large enough when the population distribution is roughly bell-shaped. It proves that the total number of the students in two classes is large enough to be analyzed.

3.3 Techniques of Data Collection

The writer used Written Discourse Completion Task (WDCT) in order to collect the data. Before distributing WDCT, the writer had already observed the class. The writer found that the lecturer and the students had already cooperated with each other. The lecturer usually asked the students to make a small group discussion based on the situation which prepared by the lecturer. This class had already applied the implicit instruction which also can raise pragmatic competence. In the present study, the writer would like to use explicit instruction with the form of WDCT. The writer used. In the WDCT, there were several questions which illustrate the condition in the campus setting that the students have to say a suggestion to their lecturers, staffs, and their friends. The writer came to the class A and F, distributed the WDCT to the students and asked them to give their suggestion in those situations. After distributing the WDCT, the writer interviewed some of the students regarding on how they constructed their suggestion in the situations.

3.4 Techniques of Data Analysis

After collecting the data, the writer analyzed and interpreted them. There were several steps in analyzing the data. First, the writer classified the result of Written Discourse Completion Task by using the theory of Taxonomy of Suggestion Linguistic Realization Strategies which was proposed by Martinez-Flor (2005). Second, the results of

the data were interpreted by finding and comparing to other studies. Finally, the present study was ended with a conclusion.



CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The purpose of the present study is to analyze one feature of subject's pragmatic competence namely the production of suggestion act used by L2 learner in speaking class. The data were collected through seven situations which happen in the campus among students, lecturer, and staffs in the form of the Written Discourse Completion Task as one of the explicit instructions. These are the following situations:

1	Your lecturer is always late to come to the class. At the moment, you have an opportunity to talk with him/her. Say something to him/her to come earlier.. Your suggestion...
2	You find a staff who is smoking around the hall area. The rule states that it is forbidden for anyone to smoke in this area. Say something to him/her to stop smoking.. Your suggestion...
3	Today is the schedule of presentation in <i>institutional talk</i> class. You notice that your classmate has different outline from the one the lecturer requires. You think that it is better to follow the lecturer's format. Say something to him/her to follow the lecturer's format. Your suggestion...
4	You meet your friend in campus. You know that he/she rarely attends the class because he/she is very lazy. You think that he/she should change his/her habit. Say something to him/her to change his/her habit Your suggestion...
5	Your lecturer does not give a format paper assignment for next submission. As a coordinator of the class, you have a chance to contact him/her in order to ask him/her to give the format to you that you can distribute it to the students immediately. Say something to your lecturer to give the format to you. Your suggestion...
6	You are in a live class discussion with your classmates. Your friend is not really contribute in the discussion. He/she is very smart but quiet and a little shy, so he/she is probably worried of speaking out wrong opinions. You always felt that he/she should be more active and show his/her ability. Say something to him/her to be more active student. Your suggestion...
7	You are using a computer at the computer centre on campus. One of the academic staffs sits next to you. He would like to use the printer but fails to get it to operate because he does not

know that the printer requires clicking a certain button before the process. Say something to him to click a certain button before printing Your suggestion..
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Table 2. seven situations in the form of Written Discourse Completion Task

In analyzing the data, the writer used the taxonomy of suggestion strategies proposed by Martinez-Flor (2005) divided into three forms: Direct Forms (DF), Conventionalized Forms (CF), and Indirect Forms (IF).

4.1.1 The Classification of Suggestion Strategies Used by the Second Semester Students in Speaking Class

As demonstrated in table 1, a total of 111 suggestion strategies involving in three types of taxonomy of suggestion linguistic realization strategies.

Type	Strategy	Frequency	Percentage	
DIRECT	Performative verb	6	4.51%	13.52%
	Noun of Suggestion	0	0%	
	Imperative	0	0%	
	Negative Imperative	10	7.51%	
CONVENTIONALIZED FORMS	Specific formulae (interrogative forms)	9	9.77%	29.35%
	Possibility/probability	4	3.85%	
	Should	43	32.33%	
	Need	7	5.26%	
	Conditional	0	0%	
INDIRECT	Impersonal	29	21.8%	27.81%
	Hint	3	6.01%	
Total		111		100%

Table 3: Suggestion strategies based on Martinez-Flor's (2005) Taxonomy

The findings show that the second semester students in speaking class frequently used conventionalized forms (29.35%) rather than direct forms (13.52%) and indirect forms (27.81%). Among the conventionalized forms, the students tended to use *should* (6.77%) instead of the others. The findings show that the respondents used *negative imperative* forms (7.51%) more frequently than other direct forms

types. The findings show that *impersonal* forms (21.8%) are more frequently used by the students than *hints* in indirect forms types (6.01%). The writer would like to explain those findings clearly by using the theory of suggestion strategies by Martinez- Flor (2005) starting from the most frequently used until the smallest used by the students based on the situations which created in Written Discourse Completion Task.

4.1.1.1 Conventionalized Forms

4.1.1.1.1 Should

The results as described on the table suggest that the students are frequently used conventionalized forms followed by direct and indirect forms. The form *should* was frequently used by the students in making suggestions. The writer found that there are three students who used *should* strategy in four situations, namely: student 5, 6, and 15. Moreover, they used this strategy mostly in the situation 4, 6, and 7. Here are the answers:

Situation 4

Answers:

- S5 : “you **should** come to the class. Your parents will waste their money, if you are like this. They spent a lot of money to make you study here.”
- S6 : “ you **should** change your habit because the higher semester do not need lazy people. I believe you cann and I will help you if you want to.”
- S15 : “ I think you **should** come to the class next week and get over your laziness because if you still skipping class you will get bad grade and I believe you don’t want it. Do you?”

Situation 6

Answers:

- S5 : “ I think you **should** say something, if you know the material better than others.”
- S6 : “ Please do not waste your ability, you are smart and genius, you **should** be more active in class because it can help you soon in your work someday.”
- S15 : “ Hey, what do you think about your discussion? Do you agree or not? Or could you give us your opinion? You **should** be active in this discussion.”

Situation 7

Answers:

- S5 : “ I think you **should** click that button first if you want to print that one, Sir
- S6 : “I’m sorry, but you **should** click a certain button before printing, so it can work.’
- S15 : “ uhm, you **should** click this button before printing if you want it to work.”

Those examples were taken from some situations in the form of WDCT. The findings showed that the students frequently used *should* form in three situations where they have to give a suggestion to their friend and a staff. It might be related to the three variables in the concept of politeness strategies by Brown & Levinson (1987) which are power, social distance, and ranking of imposition. Probably, the students felt that they have the same power to the hearers and also the distance between friends and staffs might not be a problem in order to give a suggestion to them. So, the students used ‘*should*’ form as the suggestion strategies.

4.1.1.1.2 Specific Formula (Interrogative Form)

The specific formula (interrogative form) was also used by the students in giving suggestion. This strategy was used in the situation where the students have to give a suggestion to his/her friend. Here are the answers:

Situation 4

S20 : “ hey, **why you rarely attend the class? you should attend the class every day. I suggest you should your bad habit**”

Situation 6:

S11 : “Hey bro,sist. You have a good ability in speaking. **Why don’t you speak up to show your ability? You have to show the world that you are great!**”

Those are the example of interrogative form which used by the students. The students used this strategy in order to give a suggestion by asking the hearers first to express an advice. It can be seen from w-h question that is used in the sentence written by the students.

Mostly, the students used *why* question instead of *how*. Grammatically, *how* and *why* are both used for interrogation. They might have answers which are related closely to each other, but *how* one answers, by what way or method, and *why* one answers and the reasons need to be examined. For example, a student said: “**Why don’t you speak up to show your ability? You have to show the world that you are great!**.” This sentence is taken from the situation between the students and their friends who are in a live class discussion. One of his/her friend is very smart but quite and little shy, so he/she is probably worried about speaking out in the front of the class. He/she try to suggest

him/her to show his/her ability to speak up in front of the class. The writer thinks that a student used *why* in order to show her purpose in giving suggestion. She also provides the reason why her friend has to show his/her ability.

4.1.1.1.3 Need

The next is *need* strategy as conventionalized form that used by the students in giving suggestions. The writer found that only one student used this strategy frequently in giving suggestion in some situations. The student used it in the situation 3, 4, 6, and 7. Here are the answers:

Situation 3

S13 : “ *You **need to** follow the lecturer’s format because if not, you will get bad mark of your presentation.* ”

Situation 4

S13 : “ *You **need to** change your bad habit of lazy to attend the class because your education is important for your future ahead.* ”

Situation 6

S13 : “ *you **need to** more active and don’t worry to speak out your opinions because you seemed to be un active and not interested.* ”

Situation 7

S13 : “ *Excuse me sir, **you need** to click a certain button before you printing the file, sorry for disturbing you because you have a difficult to use the printer.* ”

Based on the Oxford Advanced Learner’s dictionary, the definition of need modal verb is to state that something is/was not necessary or that only very little it

is/was necessary. As a means of giving suggestion, the need modal verb aims to tell someone to do something which is important to them.

This strategy appeared in some situations in the form of WDCT. In addition, the students used this strategy in the situation which the students have to give a suggestion to his or her friend in order to follow the lecturer's format in making presentation. Another situation is about a friend who has a bad habit; the students have to suggest them to change his/her habit. The reason why the students used this strategy is because it is a must of them in order to do something for their future. Moreover, the writer also interviewed her after filling the WDCT. She said that it is familiar to her and she knew that need modal verb is one of the strategies in giving an advice to someone even with her friend. It is similar with the use of should modal verb as the most frequently used in suggestion strategies that these modals verb are familiar to the students.

4.1.1.1.4 Possibility

The writer found that *possibility* happened in WDCT as a strategy in giving suggestions used by the students. Here are the examples:

Situation 1

S3 : *“Excuse me, Sir/Mam. If you come late to the class, **you can** call one of us in class or short message to waiting you or your class.”*

S20 : *“ ... **you could** send message to the coordinator before.”*

Situation 3

S17 : *“ I hope you **can** follow the lecturer's format, because I do not think that our lecturer's want to accept different outline.”*

Situation 4

S21 : “Hey dude, **you can** still change your habit. I think attending class is very useful for you.”

Based on the answers above, this strategy frequently used in the situation where the students have to give a suggestion to a lecturer and friend. The sentences above are possibility/probability of conventionalized suggestion because there is a possibility that suggestion is true or that suggestion will happen, it might be true or it might happen and those sentences are marked by modal verbs *could, can, may, and might*.

4.1.1.1.5 Conditional

This suggestion strategy was not used by the students in giving suggestion. The example of conditional sentence based on Martinez-Flor (2005) is “*if I were you, I would...*” Indeed, this strategy was never used by the students, but the students used *if* in the combination of *impersonal* strategy. In this strategy, the conditional *if* is also appeared for example: “*It would be nice, if you...*” Gu (2014) argued that conditionals are considered as indirect strategies which has more polite way in making suggestion. It means that the students used the conditional *if* in the form of indirect which belongs to impersonal strategy.

4.1.1.2 Indirect Forms

4.1.1.2.1 Impersonal

This strategy was frequently used by the students in indirect form. Based on the WDCT, most of the students used this strategy in seven situations. Moreover, this strategy is often used in the first situation where the students have to give a suggestion to a lecturer who is always late to come to the class. The writer found that there were five students who are used this strategy, namely: student 12, 1, 2, 10, and 10. In addition, student 2 used impersonal in four situations which are situation 1, 2, 3, and 6. Here are the answers:

Situation 1

- S12 : “ *Excuse me mam/sir, I’m sorry if I sound inappropriate but I am here to represent... as we can see in the class rule that there is no late tolerance for student, so **it would really appreciate if the rule applied for you too.*** ”
- S1 : “ *Mam, please if you always late to come to the class, **it is better to change the schedule of time or give us some assignments.*** ”
- S2 : “ *Excuse me, sir/mam. I’m sorry I found cruel. I think **it will be better for you to come to the class on time...** so I think we can corporate to each other...”* ”
- S3 : “ *Excuse me, **it is better if you not late to come to the class.** Because, I think time is money and it is cannot come back again.* ”
- S10 : “ *Excuse me sir, I think **it is better if you come earlier.*** ”

The sentences above are called indirect suggestion which is performed by *impersonal* because the speaker did not suggest the true intention therefore the hearer has to infer that the speaker is giving suggestion. There is no indicator of the suggestive force in the utterance. These indirect forms for suggestions do not show

any conventionalized form. It makes the hearer to be able to infer that the speaker is actually making suggestion.

(Hinkel 1994; Koike 1994) argued that this strategy has been regarded as a way of making indirect suggestions. Based on Oxford dictionary, the *impersonal* (of a verb) used only with a formal subject (in English usually *it*) and expressing an action not attributable to a definite subject (as in *it is snowing*). It means that in *impersonal* forms, the subject of the sentences is not clearly stated. This form does not use personal pronouns in the sentences.

These are other phrases that belong to the use of *impersonal*. For example (*it would really appreciate if the rule applied for you too*) and (*it is better to change the schedule of time or give us some assignments*). If the writer relates it with the concept of politeness strategy by Brown & Levinson (1978), the three variables which are power, social distance, and ranking of imposition is obviously involved in making suggestion to the hearers. The lecturers have a higher power than the students so the students used this strategy in order to minimize the chance of the hearers being offended so they can give their advice that can be accepted by the lecturer.

4.1.1.2.2 Hints

The second strategy in indirect form is *hints*. The use of *hints* can also be employed in making suggestion (Martinez-flor, 2005:175). The speaker can construct their suggestion by using hints which stated an additional meaning in their utterances that are not overtly stated (Brown & Levinson, 1987: 124). In the situations which are

written in the form of Written Discourse Completion Task, the writer found that only some students used this strategy in giving a suggestion. As described on the data, this strategy was frequently used in the fourth situation where the students have to give a suggestion to motivate her or his friend to change his or her habit. Here are the answers:

Situation 4

- S2 : “ *Hey, don’t you feel the weather is good today? Let’s attend the class. being lazy everytime is not a wise decision for your future...* ”
- S4 : “ *Hi friend, you know? Last night I discuss about a lazy habit with my aunt. She is a lecturer. She said that all of the lecturers do not like a lazy student.* ”
- S11 : “ *Hi friend, where have you been? I miss you so much, so does you assignment. Haha. I think you should be more diligent...* ”

By looking at those answers, the students gave this strategy in informal language to their friend. As student 11 said to her friend “ *hi friend, where have you been? I miss you so much, so does your assignment.* ” It means that this student wanted her friend to attend the class. Another student used this strategy by telling her friend about the last night discussion between her and her aunt. It infers that by telling his/her a discussion, the student expected that his/her friend would like to change his/her habit.

4.1.1.3 Direct Form

In this type of suggestion strategies, there are only two strategies which are used by the students in giving suggestion. They are *negative imperative* and

performative verb. *Negative imperative* is more frequently used by the students rather than *performative verb*.

4.1.1.3.1 Negative Imperative

Based on the situations in Written Discourse Completion Task, the students tended to use this strategy in the sixth situation where the students have to give a suggestion to his/her friend that she should be more active in class. There are seven students who used this strategy. Actually, they have the same pattern in uttering the sentence which is “*don’t be shy*”. However, there are some students who also involved the other strategies in giving suggestion. Here are the answers:

Situation 6

- S20 : “*hey, **don’t be** worried to speak out your opinion. You should be confident. Come on, give your opinion.*”
- S19 : “*you are smart student, you **don’t have to be shy**, you must be confident.*”
- S9 : “*hey, I know you are smart actually. So let’s speak up, **do not be afraid of** wrong opinions. We are here for study so it does not matter if you got right or wrong.*”

Martinez-Flor (2005) argued that this strategy has the same function with imperative strategy. They aim to advise the hearers to do something immediately. As we can see that the students used this strategy in the situation student and his or her friend. It means that the status power and social distance are involved in giving a suggestion (Brown & Levinson, 1987) it can be seen that they used *negative*

imperative as a form of indirect in order to motivate or advice his or her friend to be confident person.

Moreover, even though they did not only use this strategy in giving suggestion, they also involved another suggestion strategy in order to support the previous strategy which made in the sentence. As the student 20 did, she also used *should* strategy in supporting her suggestion. Ulfa and Widyastuti (2014) stated in their journal on page 4 that the modal verb *should* is used to give a certain thing to do for the hearers. Student 20 said “... *you should be confident...*” means that the student tried to give a better way, so her friend has more open minded in responding the suggestion that he or she should be a confident person.

4.1.1.3.2 Performative Verb

The students also used this strategy in giving a suggestion. There are some students who used this strategy; they are student 18 and 20. The writer found that they used this strategy in three situations which are 2, 3, and 4. Moreover, the student 20 used this strategy in the situation 3 and 4. Here are the answers:

Situation 2

S18 : “ *Excuse me sir, that all we know in this room, we may not to smoke... so **I suggest you** to not smoking in this area. If you want to smoke, you could go from this area.* ”

Situation 3

S20 : “ *hey, I noticed that your outline is different from our lecturer’s format. **I suggest you** should change your outline...* ”

Situation 4

S20 : “ *hey, why you rarely attend the class? you should attend the class every day. **I suggest you** should change your bad habit.* ”

Based on the answers above, the writer found that the students still involved another strategy in giving a suggestion. *should* is still dominated as an addition in giving suggestion. The results above have the similarity with *negative imperative* that the students used *should* as the strategy to give a certain thing to do for the hearers. Moreover, Xiang (2006) argued that *performative verb* is used by a person from the higher status to the lower status, means that the speaker with the higher status has the authority in giving a suggestion to the hearers from lower status. That is why the speaker will use direct form which is *performative verb* (*I suggest you...*) because they think that what they have suggested is always right. It can be seen that the students were rarely used this strategy when they have to give a suggestion to a lecturer because they definitely have the lower power than the lecturer.

4.2 Discussion

Based on the results, the frequently used type of suggestion strategies by the second semester students at *Institutional Talk* class was conventionalized form. Banerjee and Carrell (1988) argued that this strategy still allows the hearers to understand the speaker's intentions behind the suggestion, since the illocutionary force indicator appears in the utterance, although this second type of suggestion realizations is not as direct as the first type. Within this group, the writer found a

greater variety of linguistic realizations to be employed, such as the use of specific formulae, expressions of possibility or probability, suggestions performed by means of the verbs *should* and *need*, and the use of the conditional. However, the strategy of *should* was frequently used by the students in giving a suggestion. This strategy mostly appeared in the situation 4, 6, and 7.

In the situation 4, the students have to give a suggestion to their friend who rarely attends the class because of his laziness. They suggest their friend to change their habit. One of the students said “I think you **should** come to the class next week and get over your laziness because if you still skipping class you will get bad grade and I believe you don’t want it. Do you?”. The word *should* here shows that the student want her friend to come to the class and change his or her habit. Moreover, the student does not only give a suggestion but also give their reason about her suggestion. It can be seen on the sentence (*because if you still skipping class you will get bad grade*). Because the suggestion act belongs to the face-threatening act (Brown & Levinson, 1987), the speaker should be softened and mitigated to redress the threat to the hearer’s face. The word *because...* is an opener to give a reason to the hearers. Furthermore, the student also gave their opinion about the suggestion. (e.g. *I believe you don’t want it*). It means that the student reveals their opinion or her belief that her friend actually do not want to get bad grade.

In the situation 6, some of the students also used the strategy of *should* in order to give a suggestion to their friend who is not really participating in the discussion. Actually, their friend is a smart but little shy, so she/he probably worried

about speaking out wrong opinions. The students here have to give a suggestion to their friend should be more active in the class discussion. Here is one of the sentences “Please do not waste your ability, you are smart and genius, you **should** be more active in class because it can help you soon in your work someday.” Basically, the pattern is similar with the sentence in the situation 4. The student gave a suggestion to their friend to be more active in the class. Once again, the student here used a word *because...* in order to give a reason regarding on the suggestion.

The strategy of *should* also happened in the situation 7 where the students have to give a suggestion to the staff that has a problem in order to operate the printer. Here is one of the sentences “uhm, you **should** click this button before printing if you want it to work.” In this situation, the students rarely mitigated their utterances to soften their suggestion. The word *should* is an appropriate in giving a suggestion to the staff. Moreover, it is a must that a staff should click a certain button before printing can be proceed. Hence, the students only used the word *should* without giving mitigating it.

It is thought that the word *should* is probably a common word for them in making a suggestion especially in informal situation. *Should* belongs to the modal verb which has the function to give a suggestion to the people. That is why the students might think that it is an easier word in order to give a suggestion. Moreover, they used this strategy because it is familiar to them. It can be supported by the result of Jayantri (2014) that the fourth semester in peaking class of English Department in UMS. Jayantri argued that “*should*” is a familiar word than the other strategies.

However, there is one strategy in the conventionalized form that was never used by the students in giving suggestion. The strategy was *conditional*. The example of conditional sentence based on Martinez-Flor (2005) is “if I were you, I would...” Indeed, this strategy was never used by the students, but the students used *if* in the combination of impersonal strategy. In this strategy, the conditional *if* is also appeared (e.g. “*It would be nice, if you...*”) Gu (2014) argued that conditionals are considered as indirect strategies which has more polite way in making suggestion. It means that the students used the conditional *if* in the impersonal strategy which belongs to the indirect form.

Indirect form was the second frequently used by the students. There are two strategies in this type which are impersonal and hint. Impersonal strategy is the second frequently used by the students in order to give suggestions followed by hint. The students tended to use this strategy in the situation where they have to give a suggestion to a lecturer. It can be seen in the situation 1 where the students have to give a suggestion to a lecturer who is always late to come to the class. At the moment, they have an opportunity to talk with a lecturer. The example of impersonal strategy that they used is “Excuse me, sir/mam. I’m sorry I found cruel. I think **it will be better for you to come to the class on time...** so I think we can cooperate to each other...” In this sentence, the student did not truly state the suggestion, but the lecturer must figure it out what is the student meant through the suggestion. In other words, there is no indicator of the suggestive force in the utterance.

The use of *hint* as the suggestion strategies was rarely used by the students since it is difficult in making indirect suggestion (Trosborg, 1995). The speaker can construct their suggestion by using hints which stated an additional meaning in their utterances that are not overtly stated (Brown & Levinson, 1987: 124). In the situations which are written in the form of Written Discourse Completion Task, the writer found that only some students used this strategy in giving a suggestion. “Hey, don’t you feel the weather is good today? Let’s attend the class. Being lazy every time is not a wise decision for your future...” As described on the data, this strategy was frequently used in the fourth situation where the students have to give a suggestion to motivate her or his friend to change his or her habit.

The next strategy that was used by the students is direct form. It is similar with the strategy of conventionalized form that the students used it in the situation between students and their friend. It never used in the situation where they have to give a suggestion to a lecturer and a staff. There are four strategies within the direct form which are performative verb, imperative, negative imperative, and noun of suggestion. Negative imperative was the most frequently used by the students. “hey, I know you are smart actually. So let’s speak up, **do not be afraid of** wrong opinions. We are here for study so it does not matter if you got right or wrong.”

By knowing the form of a sentence, this strategy was used in informal situation in which between student – student. In this context, the student would like to motivate his friend to be a confident person by saying “**do not be afraid of** *wrong opinions*”. The sentence “*do not be afraid*” belongs to negative imperative.

According to Ulfa and Widyastuti (2012), the speakers use this strategy because they are very sure about what they are suggested to the hearers. If the writer relates to the sentence, the student believed that doing wrong is usually happen in the process of learning. It can be seen in the sentence (*e.g. we are here for study so it does not matter if you got right or wrong.*) It means that his friend was being advised to do something immediately. The results showed that even the students used direct strategies by using negative imperative and performative verb, they tried to redress the face-threatening act of suggestion by using other strategies such as justifying the reason of using direct strategies.

From the discussion above, it can be interpreted that the concept of politeness strategy has a significant role in order to give suggestions. Suggestion act is a part of directive speech act that has the function to get the hearers to commit themselves to take some future actions (Rintell, 1979). Farnia, Sohrabie, and Sattar (2014) stated in their article that if we are discussing about speech act, it is closely related with the concept of politeness strategy. There are three sociopragmatic variables that influence the choice of pragmalinguistic pattern as being appropriate which are power, social distance, and ranking of imposition (Brown & Levinson, 1987). However, the writer would like to concern on the influence of power and social distance because those variables are mostly influenced by the students in order to give suggestions.

The students tended to use conventionalized form by using *should* strategy and direct form by using *negative imperative* strategy in order to give a suggestion to their friend. They have the same power and the distance, so it does not matter if they

used these strategies in giving suggestions. Hence, the students thought that those kinds of strategy are appropriate in giving suggestion to the people who have the same power and social distance. Even though the students used this strategy to give suggestions to their friend, they also mitigated their utterances as long as suggestion act belongs to face-threatening act (Brown & Levinson, 1987). “Please do not waste your ability, you are smart and genius, you should be more active in class because it can help you soon in your work someday.” The word “*please*” here used by the students as an opener. Farnia, Sohrabie, and Sattar (2014) stated on their article that the use of opener as a strategy to avoid jumping into offering suggestion and as a result to threat the speaker’s face can also display the importance of face between the speaker and the hearer. It means that it aims to make corporation with the hearer, the student tended to be softened and mitigated in order to redress the threat to the hearer’s face so, the hearer can accept the suggestion without being offended.

It is different when the students have to give a suggestion to a lecturer and a staff. Obviously, they have more power than the students, so the students have to be careful in order to give a suggestion. The students tended to use indirect form by using *impersonal* strategy. They did not mention a clear statement, but they expected that a lecturer has to infer that the students are giving suggestion. In other words, the speaker did not suggest true intention, but the hearer has to infer that the speaker is giving suggestion. It means that there is no indicator of the suggestive force in the utterances used by the students. In those kinds of situation, the students mostly mitigated their suggestion by saying *please...*, *excuse me...* *I am sorry...* as an opener

before giving a suggestion to the hearers who have more power than the students. Once again, it can be related to the power and social distance in which the students mitigated their suggestion in order to give a suggestion to a lecturer and a staff who have more power and social distance than them.

However, the writer also found that when giving suggestion to a staff who is smoking in the forbidden area (situation 2), some of the students did not apply the suggestion strategies by Martinez-flor (2005). "I'm sorry, but this is the hall area and the rules stated it is forbidden to smoke here, please find smoking area..." After distributing WDCT, the writer also conducted informal interview to some students. The students mostly said that they were very confused in order to give a suggestion in this situation. They have to be very careful because they were afraid that a staff is being offended. That is why most of them gave a request instead of giving suggestion. According to Brown & Levinson (1987), request also belongs to FTAs in which the speakers have to mitigate it by employing modification strategies to soften their request.

Actually, modification strategies which proposed by Trosborg (1995) are used for making request. Based on the data through the Written Completion Task, some of the students did not apply the theory of suggestion strategies which was proposed by Martinez-Flor (2005), especially in the second situation. They tended to use request strategies instead of suggestion strategies. It proves that power and social distance are related to the speech act. It requires a consideration with who they are talking to, where, and when under a certain circumstances. Aufa (2014) in his article used this

modification by Trosborg (1995) to support the suggestion strategies. It is thought that power and social distance appeared in this situation in which the students realized that they have less power than a staff and also they have not known each other, so it makes the students tended to give a request instead of giving suggestion.

It also happened in the fifth situation where the students have to give a suggestion to a lecturer to give a format paper assignment for next submission. Most of the students tended to use request strategies instead of suggestion strategies. For example, “can you give me the format paper assignment, so I can distribute it to all friends.” This shows that the students still confused in comprehending the suggestion strategies. They should give a suggestion to a lecturer instead of giving a request. Once again, when we want to communicate with someone, we have to concern about the context. It means that in this context, the student think that giving a request is more appropriate than a suggestion. Regarding the concept of politeness strategies, the students realize that they have less power than a lecturer so they tended to use request instead of suggestion in which they asked politely or formally for something.

Regarding the awareness of developing pragmatic competence, the use of Written Discourse Completion Task as an explicit instruction can raise the students’ pragmatic competence. It can be supported by a study of (Aufa, 2014) that the subjects have increased their pragmatic competence after applying DCT. The present study indicates that most of the students increased their input of suggestion act through the situations which is given in the form of WDCT. It can be seen on the results that there are many variations of suggestion strategy used by the students and

they have already known the strategy which is appropriate to give based on the context.

Moreover, the results obtained in this empirical study illustrate that learners receiving explicit instruction on how to make suggestions generated more pragmatically appropriate, more varied, more structurally complex, and more correct strategies when suggesting. This may prove that teaching pragmatic aspects can be very effective and beneficial for students in order to develop their pragmatic competence in the target language. It also implies that there is a need to keep analyzing what works and what does not work in the FL classroom, to keep on designing more teaching activities that focus on raising learners' awareness of pragmatics, and more tasks which target the grammatical and pragmatic features that are important for learners' communicative competence.

Indeed, it is undeniable that there are still some students who do not give suggestions. This is proven by the existence of other strategies used by the students one of them is a request. It can be said that the context greatly affect the student in communicating with someone. Moreover, they have different status and relation with the hearers so they have to be aware of their pattern of language. As the concept of pragmatic that it involves the context influences what is said by the speaker and it requires a consideration with who they are talking to, where, and when under a certain circumstances.

Additionally, they do not only give a suggestion, but they also mitigated their suggestion in order to support their suggestion. They realized that suggestion act

belongs to FTAs which the speaker should be softened and mitigated in order to minimize the threat to the hearers' face (Brown & Levinson, 1987). Besides giving suggestions, the respondents used justification or reasons or explanations to support their suggestion or perhaps to redress the effect of threatening the hearer's face. This strategy was preceded before and mainly preceded after direct strategies (i.e. imperative, negative imperative) and conventionalized strategy (i.e. should, need, conditional) and indirect strategy (i.e. impersonal). In other words, they mitigated it to prevent the hearers being offended. It can be considered as a sign of students' awareness of their pragmalinguistic and sociopragmatic knowledge.

In the present study, the writer has proposed taxonomy of suggestion strategies by Martinez-Flor (2005) for the analysis that has been drawn up on the basis of speech act and politeness theories. Taking into account the fact that the foreign language classroom has been regarded as an impoverished environment for the acquisition of pragmatic competence. The writer thinks that employing this taxonomy in such a context would be of benefit to foster learners' ability to make suggestions.

For this reason, a particular teaching approach has been proposed, showing how such taxonomy could be presented to our learners and practiced through a series of awareness raising activities and opportunities for communicative practice. By means of such an approach, learners could be made aware of the fact that, in order to make an appropriate use of the different linguistic formula available for suggestions, several factors need to be considered, such as the situations where the suggestion is

elicited, the contextual features involved in those situations, and the relationship between different participants that may appear in them.



CHAPTER V

CONCLUSION

5.1 Conclusion

From the results and discussion above, it can be concluded that the results showed variation in the use of suggestion act used by the second semester students at *Institutional Talk* class. However, they were frequently used *should* as a strategy in giving suggestion that belongs to conventionalized form followed by indirect form as the second frequently used by the students in which *impersonal* strategy is dominated by the students in giving suggestion. The third frequently used is direct form in which *negative imperative* is frequently used by the students. *Should* strategy is the most frequently used by the students because this strategy is familiar to them and as a modal verb, *should* has the function to give and advice to the hearers. It means that it is easier to them to give a suggestion to interlocutor. The students also mitigated their suggestion in order to soften the face-threatening act in expressing suggestion.

Moreover, the present study indicates that the concept of politeness strategy has a significant role in giving suggestion. There are three sociopragmatic variables that influence the choice of pragmalinguistic pattern as being appropriate which are power, social distance, and ranking of imposition. However, the writer would like to concern on the influence of power and social distance because those variables are mostly influenced by the students in order to give suggestions.

Most of the students used indirect form in the strategy of *impersonal* in order to give suggestion to the interlocutor who has more power and different social

distance than them. However, they used conventionalized form and direct form to the interlocutor who has same social distance and power with them.

With regards to the development of pragmatic competence, the present study collected the data through Written Discourse Completion Task (WDCT) as an explicit instruction. By using this instruction, the students have to give a suggestion in the actual interaction between the speakers as would happen in a normal suggestion situation in the campus area. Based on the results, the students have already gained their pragmatic competence especially in giving suggestion in a certain context. They did not only give a suggestion, but they also mitigated their suggestion in order to redress face-threatening act (FTAs). It means that they input their pragmalinguistic and sociopragmatic knowledge in giving suggestion to the hearers.

It is also could be contributed to the lecturers in teaching pragmatic. The use of Written Discourse Completion Task (WDCT) as an explicit instruction can be applied in order to raise the students' pragmatic competence especially in speaking class. This kind of instruction can be used in classroom specifically in EFL context not only for improving their grammatical competence, but also increasing their pragmatic competence. However, the present study has few limitations. Firstly, the study focuses solely on the variety of linguistic formulations on Indonesian EFL learners' production of suggestion acts after the instruction given. In addition, more comprehensive study of the pedagogical use of DCT in the classroom is needed to get

better results. Lastly, this study should have involved more participants to get reliable data

Overall, it may be claimed that there is evidence that teaching learners how to use more appropriate forms to make suggestions and raising their awareness of the devices that can soften the impact of this speech act can be especially useful in their acquisition and production of pragmatic aspects.

5.2 Suggestion

The writer suggests that other researchers can expand the issue of the development of pragmatic competence through another aspect. Using other speech acts is also can be conducted at raising L2 learners' pragmatic competence

Various studies on different level of language proficiency could be conducted by another study. Learners who have low level of language proficiency might be different from learners who have high level of language proficiency at raising pragmatic competence.

In the present study, the writer focuses on the second semester students at *Institutional Talk* class without classifying them based on certain aspects (e.g. gender, age, level of proficiency). Further research could classify the subject based on those aspects because it probably influences their pragmatic competence when making a suggestion. Moreover, the future study also can make a comparison between by using those aspects which refers to gender, age, and level of proficiency.

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APPENDICES

Name :

Age:

Sex : M/F

Phone number:

Email:

Instruction: in the following situations, please write down any suggestions to your lecturer, academic staff, and friends. Thank you for your cooperation.

1. Your lecturer is always late to come to the class. At the moment, you have an opportunity to talk with him/her. Say something to him/her to come earlier..
Your suggestion...
2. You find a staff who is smoking around the hall area. The rule states that it is forbidden for anyone to smoke in this area. Say something to him/her to stop smoking..
Your suggestion...
3. Today is the schedule of presentation in *institutional talk* class. You notice that your classmate has different outline from the one the lecturer requires. You think that it is better to follow the lecturer's format. Say something to him/her to follow the lecturer's format.
Your suggestion...
:
4. You meet your friend in campus. You know that he/she rarely attends the class because he/she is very lazy. You think that he/she should change his/her habit. Say something to him/her to change his/her habit
Your suggestion...
5. Your lecturer does not give a format paper assignment for next submission. As a coordinator of the class, you have a chance to contact him/her in order to ask him/her to give the format to you so that you can distribute it to the students immediately. Say something to your lecturer to give the format to you.
Your suggestion...
6. You are in a live class discussion with your classmates. Your friend is not really contribute in the discussion. He/she is very smart but quiet and a little shy, so he/she is probably worried of speaking out wrong opinions. You always felt that he/she should be more active and show his/her ability. Say something to him/her to be more active student.
Your suggestion...

7. You are using a computer at the computer centre on campus. One of the academic staffs sits next to you. He would like to use the printer but fails to get it to operate because he does not know that the printer requires clicking a certain button before the process. Say something to him to click a certain button before printing
Your suggestion...

