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Seminar Tahunan Linguistik 2018

MODIFICATIONS TO REQUEST OF ENGLISH TEACHERS' UTTERANCES

Agis Andriani

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ABSTRACT

Teachers' requesting is important in the teaching process. It is to realize instructions that encourage students' motivation in learning English. The aim of this study is to investigate the use of request modifications by English language teacher. To these points, the observation is done to 10 English teachers in the peer teaching process. The transcription of the recording taken from observation, gives the data of how they utter to interact and manage the classroom. Finally, this reveals that they modify the requests into strategies, external modifications, and internal modifications. The strategies categorize into direct, conventionally indirects, and nonconventionally indirects. In external modifications, supportive moves play an important role to downgrade or upgrade the request, and the internal modifications function to aggravate and mitigate the request (Blum-Kulka, et.al, 1989). These designs are the realization of their pragmatic competence and effort to fulfill the goal of teaching and their role in the classroom. Pragmatic competence is one of the aspects of language that provides many challenges for EFL learners who need to develop their pragmatic competence in order to use language appropriately according to the socio-cultural norms of the L2 community. And, this may be achieved through treatment they receive from their teachers (Rajabia, et.al., 2015). These modifications are used while they interact with the students to give description of material

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