



Politeness Strategies in Requesting Speech Acts Among Indonesian University Students

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Abstract. A This study delves into how Indonesian university students employ politeness strategies when making requests in academic contexts. Anchored in Brown and Levinson's (1987) theory of politeness, the research investigates how learners manage face-threatening acts (FTAs), particularly during interactions between students and lecturers in an environment marked by hierarchical and cultural sensitivities. The study employs a qualitative approach using a Discourse Completion Task (DCT) and open-ended questionnaires to collect data from 150 students at the University of Pahlawan Tuanku Tambusai, resulting in 2,250 responses. Through thematic analysis, the research uncovers that students predominantly utilize both negative and positive politeness strategies. These strategies are shaped by various sociocultural factors, including respect for authority, perceived social distance, and institutional norms. Notably, the study reveals that students consciously adjust their language to avoid imposition while maintaining clarity and respect in communication. The findings underscore the critical role of pragmatic competence in English as a Foreign Language (EFL) settings, especially in countries with strong cultural hierarchies. Moreover, the study offers valuable implications for language educators in designing pragmatic instruction that equips learners with the skills to navigate polite, context-sensitive communication in academic and professional environments.

Keywords: Discourse Completion Task; Indonesian Students; Politeness Strategies; Pragmatic Competence; Requesting.

1. INTRODUCTION

In recent years, the study of pragmatics has gained significant attention in applied linguistics, particularly in the field of English as a Foreign Language (EFL). As global academic communication expands, the ability to use language appropriately not just accurately has become increasingly essential. One of the most frequently performed and pragmatically complex speech acts in educational contexts is requesting. Requests inherently carry an impositive force; they place a burden on the hearer and can potentially threaten their autonomy. In linguistic pragmatics, such utterances are categorized as face-threatening acts (FTAs), as they may infringe on the listener's negative or positive face, depending on how they are structured and delivered (Brown & Levinson, 1987).

In the context of Indonesian higher education, this complexity is heightened by socio-cultural norms that value respect, indirectness, and group harmony. These values are deeply embedded in the nation's collectivist orientation, where maintaining social balance and hierarchical order is a cornerstone of interpersonal interaction (Ambarwati & Tanto, 2021). Thus, university students, particularly when addressing lecturers or superiors, must navigate a culturally embedded expectation to request politely and indirectly a task that demands not only linguistic knowledge but also pragmatic and sociocultural awareness.

While grammatical and lexical competence are core elements in language instruction, they are insufficient for managing real-world interactions, especially in academic settings where communication is both frequent and socially sensitive. Pragmatic competence, which refers to the ability to use language appropriately in social contexts, becomes an essential component of successful communication (Yuliana & Rizky, 2024). Learners must be equipped to assess factors such as social distance, power dynamics, and the rank of imposition before selecting a politeness strategy when making a request. Unfortunately, pragmatic competence is often overlooked in classroom instruction, resulting in students who may speak grammatically correct English but struggle to interact naturally and respectfully in real-life situations (Nurhayati & Suryani, 2023).

Brown and Levinson's (1987) Politeness Theory provides a useful theoretical framework for understanding how speakers manage FTAs through strategic language use. The theory categorizes politeness strategies into four main types: bald-on-record, positive politeness, negative politeness, and off-record. The choice among these strategies is governed by three sociocultural variables power (P), social distance (D), and the rank of imposition (R). In cultures such as Indonesia's, where deference to authority and social harmony are highly valued, speakers often avoid bald-on-record strategies and prefer indirect, deferential forms of politeness.

Furthermore, the Speech Act Theory proposed by Searle (1969) complements this approach by categorizing requests as directive speech acts that seek to influence the behavior of others. While the intent behind the act is simple asking someone to do something the execution varies greatly depending on the context. In academic interactions, especially those involving hierarchical relationships (e.g., student-lecturer), students must ensure that their requests do not appear rude, abrupt, or overly demanding. This challenge is magnified in a second-language context, where learners may lack the sociopragmatic knowledge to select culturally appropriate expressions.

Several recent studies have emphasized the significance of investigating how students from different cultural and linguistic backgrounds manage politeness in requestive speech acts. For instance, Chen and Zhang (2022) explored request strategies among Chinese EFL learners and found that their choices were strongly influenced by perceived power and relationship closeness. Similarly, Supriyadi (2021) found that Indonesian students preferred indirect and deferential strategies when making classroom requests, reflecting cultural tendencies toward hierarchical politeness.

However, while these studies provide valuable insights, there is still a lack of focused research on how Indonesian university students, specifically in English departments, navigate politeness when making requests in academic contexts. Moreover, there is a need to understand how students perceive their own communication strategies and how gender or context may influence these choices.

To address this gap, this study aims to examine the types of politeness strategies used by Indonesian university students in academic requests, particularly in interactions involving varying degrees of imposition and social power. It also explores how students' gender and perceptions shape their pragmatic behavior. Data were collected using a Discourse Completion Task (DCT) and open-ended reflections, allowing for both pattern identification and deeper insight into student intentions. By understanding how Indonesian students construct their requests in English, this study seeks to contribute to the broader field of interlanguage pragmatics and provide pedagogical implications for EFL instruction in culturally diverse environments.

2. LITERATURE REVIEW

Politeness is a social attribute rather than a language act, based on Octa, 2018 is communicative and non-communicative behaviors. Whereas Politeness is a fundamental aspect of human communication that significantly influences social interactions and relationships. In linguistic terms, politeness refers to the strategies and forms of language use that help maintain social harmony, show respect, and reduce friction between speakers. Brown and Levinson's (1987) Politeness Theory are one of the most influential frameworks in this field, proposing that individuals use politeness strategies to manage their "face," or public self-image, in social interactions. According to Brown and Levinson, "face" is divided into two aspects: positive face, which reflects a person's desire to be appreciated and approved by others, and negative face, which represents a person's need for autonomy and freedom from imposition. These dual concerns underlie the choice of politeness strategies in various social contexts.

In interactions, speakers may employ positive politeness strategies to minimize social distance, create a sense of solidarity, and show friendliness. Examples include complimenting the listener, showing interest in their well-being, and using inclusive language. Positive politeness strategies are often employed in informal settings or among individuals with close social ties. In contrast, negative politeness strategies are used to respect the listener's personal space and autonomy, especially in hierarchical or formal situations. These strategies might

include using indirect language, hedging, and employing deferential language to reduce the imposition of requests or demands.

The choice between positive and negative politeness strategies can depend on several factors, including the nature of the relationship between the speaker and the listener, the degree of social distance, and the context of the interaction. For example, in a classroom setting, a teacher may employ positive politeness to build rapport with students, creating a warm, collaborative learning environment. However, in more formal or hierarchical interactions, such as when giving instructions or addressing discipline issues, negative politeness strategies may be used to convey authority while still respecting students' autonomy.

Leech (2014) further developed the study of politeness with his "Politeness Principle," which complements Grice's Cooperative Principle in communication. According to Leech, politeness plays a crucial role in smoothing social interactions, particularly in avoiding conflict and making requests more acceptable. Leech identified several maxims related to politeness, such as the tact maxim (minimizing imposition), the generosity maxim (maximizing benefit to others), and the approbation maxim (avoiding critical remarks). These maxims align with Brown and Levinson's politeness strategies, providing a framework for understanding how individuals can use language to maintain social harmony.

In educational settings, the role of politeness becomes even more critical, as English students' interactions can significantly impact students' engagement and academic success. Holmes (2020) argues that politeness in classroom communication fosters respect and attentiveness, as students who feel respected by their English students s are more likely to participate actively in class. This aligns with Tsui's (1994) finding that students are more responsive to English students s who communicate requests in a respectful, polite manner. In other words, politeness in language is not merely about etiquette; it directly influences the classroom environment and the quality of learning.

According to Holmes (2020), politeness also serves to balance the inherent power asymmetry between English students s and students. English students s , as authority figures, have control over classroom dynamics, and their language choices can either reinforce or soften this power differential. By using politeness strategies, English students s can create a sense of respect and mutual understanding, which is crucial for establishing a positive classroom atmosphere. For example, instead of issuing commands, a teacher might frame a request more politely, saying, "Could everyone please take out their books?" rather than "Take out your books." This subtle adjustment respects students' autonomy and can make them feel more comfortable and cooperative.

In Indonesian classrooms, politeness is deeply rooted in cultural expectations of respect, especially toward authority figures. Cultural norms in Indonesia emphasize indirect communication, humility, and respect for hierarchy, all of which shape the politeness strategies used by both English students and students. Ambarwati and Tanto (2021) observed that Indonesian English students often use negative politeness strategies, such as indirect language and honorifics, to reduce imposition when making requests. This aligns with the broader Asian cultural preference for indirectness and avoidance of confrontation, which promotes a harmonious learning environment (Huang, 2022).

Brown and Levinson (1987:60) identify four politeness strategies or general behavior patterns that speaker can apply, namely (1) Bald-on Record Strategy, (2) Positive politeness strategy, (3) Negative politeness strategy, (4) Off-record politeness strategy. An explanation of each of these politeness strategies will be presented in the following section.

Bald-on Record Strategy (no strategy) This strategy is in accordance with the principle of efficiency in communication as outlined in Grice's maxims (Grice 1975 in Brown and Levinson 1987:94). With this strategy the speaker does not make any effort to minimize the threat to the interlocutor's face or to reduce the consequences of face-threatening actions (FTA). This strategy will cause the interlocutor to feel surprised, embarrassed and uncomfortable. This strategy is widely used by speakers and interlocutors who know each other well, for example between friends or between family members. This strategy is realized in direct imperative sentences. Usually, this strategy is also used to express emergency.

Positive politeness strategy (positive politeness strategy / familiarity) This strategy is used to show familiarity to interlocutors who are not close to the speaker. To facilitate the interaction, the speaker tries to give the impression of being in harmony and as if he has the same desire as the interlocutor and is considered as a common desire that is really wanted together as well. This strategy is aimed directly at the positive face of the interlocutor so that the speaker's wishes are considered as a common desire between the speaker and the interlocutor. This strategy also functions as a facilitator of social relations with others. By using it, the speaker shows that he wants to be more familiar with the interlocutor. In other words, the relationship becomes more familiar and reflects cohesiveness in the group. This strategy tries to minimize the distance between the speaker and the interlocutor by expressing concern and friendship. Thus, the speaker minimizes the FTA. Positive politeness strategies are realized in fifteen ways or actions such as: (1) focusing attention on the interlocutor, (2) giving more attention, giving recognition or sympathy to the interlocutor, (3) intensifying attention to the interlocutor, (4) using group familiarity markers, (5) finding agreement, (6) avoiding conflict,

(7) equating assumptions into general opinions, (8) joking, (9) adding or agreeing with the interlocutor's opinion, (10) offering help or promises, (11) being optimistic, (12) involving speakers and interlocutors in activities, (13) giving or asking for certain reasons, (14) assuming or displaying similarity of actions, (15) giving gifts.

Negative politeness strategy (negative politeness strategy/formality) Negative politeness strategy is an action taken to make up for the negative face of the interlocutor and the speaker's desire to be free from the burden with the intention that his actions and intentions are not disturbed and not constrained. This action is nothing but the basis of respectful behavior, which is also found in the positive politeness strategy. The difference is that this strategy is more specific and more focused because speakers display supporting functions to minimize certain burdens as something that cannot be avoided by the interlocutor. The main focus of using this strategy is to assume that the speaker is likely to give a burden or disturbance to the interlocutor because they have entered the interlocutor's area. It is assumed that there is a certain social distance or a certain obstacle in the situation. This politeness strategy is realized in ten ways or actions such as: (1) stating indirectly, (2) asking questions or being evasive, (3) being pessimistic, (4) downplaying the burden of the request, (5) groveling, (6) apologizing, (7) personalizing the speaker and the interlocutor, (8) placing the act of threatening face as a generally accepted rule, (9) nominalizing, (10) stating clearly that the interlocutor's actions are very valuable to the speaker.

Off-record politeness strategy (indirect or disguised strategy) This strategy is realized in a disguised way and does not describe a clear communicative intention. With this strategy the speaker takes himself out of the action by letting the interlocutor interpret the action himself. This strategy is used if the speaker wants to perform a face-threatening action but does not want to take responsibility for the action. This strategy contradicts Grice's maxims, namely the maxim of relevance, the maxim of quantity, the maxim of quality, and the maxim of regularity.

Brown and Levinson (1987) added that the more serious an action is, the more strategies speakers choose. The number of strategies used indicates that the action is more polite than those that use few politeness strategies. But of course, it is not correct to state that one politeness strategy is better than other strategies. A strategy will be said to be polite if it is used appropriately according to the context of a particular interaction.

Blum-Kulka, House, and Kasper (1989) introduced a comprehensive framework for analyzing request strategies, which is widely used in pragmatic studies to understand how requests are structured and delivered in various contexts. This framework categorizes request

strategies into three main types based on their level of explicitness and the degree to which they mitigate potential face-threatening acts:

Direct Strategies: These strategies explicitly state the request without attempting to soften its impact on the listener. For example, a statement such as “Open the window” is a direct command that leaves little room for negotiation or interpretation. Direct strategies are often used in situations where the power dynamic favors the speaker (e.g., a teacher to a student) or when urgency requires clarity and efficiency over politeness.

Conventionally Indirect Strategies: These strategies use conventional linguistic forms, such as modal verbs or interrogative structures, to frame a request more politely. For instance, a sentence like “Could you open the window?” or “Would you mind opening the window?” employs polite linguistic devices to soften the request and make it appear less imposing. Conventionally indirect strategies are considered socially appropriate in many contexts because they balance clarity with politeness, thus reducing the likelihood of the listener feeling pressured or obligated.

Non-Conventionally Indirect Strategies (Hints): These strategies imply a request without directly stating it, relying on the listener’s ability to infer the speaker’s intention. For example, saying “It’s hot in here” indirectly suggests the need to open a window without explicitly asking for it. Non-conventionally indirect strategies require a higher level of contextual awareness and shared understanding between the speaker and listener. These strategies are often used in cultures or situations where indirectness is valued to maintain harmony and avoid confrontation.

This framework aligns closely with Brown and Levinson’s (1987) politeness theory, which focuses on mitigating face-threatening acts during communication. According to their theory, direct requests are often associated with bald-on-record strategies, where the speaker delivers their request in a straightforward manner without concern for politeness. These are typically used in situations where urgency, clarity, or power asymmetry is prominent, such as between a superior and a subordinate. On the other hand, conventionally indirect requests are aligned with negative politeness strategies, as they demonstrate respect for the listener’s autonomy by softening the imposition. Similarly, non-conventionally indirect strategies (hints) correspond to off-record politeness strategies, which minimize the face-threatening nature of the request by allowing the listener to interpret the speaker’s intention without direct pressure to comply.

The application of this framework has significant implications for cross-cultural and situational analyses of politeness in communication. For instance, studies have shown that

different cultures and social contexts favor different levels of directness in requests, reflecting varying preferences for clarity, politeness, and harmony. In Western contexts, conventionally indirect strategies, such as the use of modal verbs, are often the default in formal or professional settings, as they balance efficiency with politeness. In contrast, many Asian cultures, including Indonesia, frequently rely on non-conventionally indirect strategies to maintain social harmony and reduce the risk of conflict.

Furthermore, the choice of request strategy is influenced by factors such as the relationship between the speaker and listener, the situational context, and the urgency of the request. For example, in hierarchical settings like classrooms or workplaces, direct strategies may be more acceptable when used by someone in authority, such as a teacher or manager, especially when providing instructions or addressing time-sensitive matters. Conversely, in peer-to-peer interactions or situations where maintaining positive relationships is a priority, speakers are more likely to opt for conventionally or non-conventionally indirect strategies.

In addition, the framework highlights the importance of context in interpreting requests. While direct strategies may be perceived as impolite or overly assertive in some cultures, they may be considered normal or even efficient in others. Similarly, hints or non-conventionally indirect strategies, though polite, may risk being misinterpreted or overlooked if the listener fails to pick up on the implied request. Thus, understanding and appropriately applying these strategies requires a deep awareness of cultural norms, social hierarchies, and the specific dynamics of the interaction.

In summary, Blum-Kulka, House, and Kasper's framework provides a valuable lens through which to analyze how requests are made in different contexts and cultures. By categorizing requests into direct, conventionally indirect, and non-conventionally indirect strategies, the framework highlights the interplay between linguistic choices and politeness considerations, offering insights into how speakers navigate the potentially face-threatening nature of requests in diverse communication settings

Recent Studies on Politeness in EFL

Recent research has continued to affirm the centrality of politeness in EFL classrooms. For example, Nurhayati and Suryani (2023) found that Indonesian EFL students rely heavily on indirect and negative politeness when interacting with lecturers. Similarly, Chen and Zhang (2022) noted that Chinese EFL learners adjusted their politeness level based on the perceived power imbalance and familiarity with interlocutors, echoing the social distance and power model.

In a more recent study, Yuliana and Rizky (2024) emphasized that students' pragmatic competence including their ability to choose appropriate politeness forms is a predictor of classroom communication success.

3. RESEARCH METHODS

This study employed a qualitative descriptive research design to explore the politeness strategies used by English Department students when making requests in English. Data were collected from 150 students of the English Department at the University of Pahlawan Tuanku Tambusai, who were selected through purposive sampling to represent diversity in gender, semester level, and cultural background. The research instruments consisted of a Discourse Completion Task (DCT) containing ten scenarios that simulated authentic academic request situations with varying degrees of power and imposition, as well as open-ended reflection questions that elicited participants' reasons for selecting particular request strategies and their perceptions of politeness. The collected data were analyzed qualitatively by identifying and classifying participants' responses according to Brown and Levinson's (1987) politeness strategies and Trosborg's (1995) taxonomy of request forms, which includes direct, conventionally indirect, and non-conventionally indirect requests. To enhance the systematic coding process and facilitate thematic analysis, NVivo software was employed to organize and analyze the qualitative data.

4. RESULT AND DISCUSSIONS

Overview of Strategy Usage

The analysis of 2,250 request responses collected through the Discourse Completion Task (DCT) showed that Indonesian university students predominantly employed face-saving strategies when making requests. Among the four politeness strategies proposed by Brown and Levinson (1987), negative politeness and positive politeness were the most frequently used, whereas bald-on-record and off-record strategies appeared considerably less often.

Table 1. Overview of Strategy Usage.

Politeness Strategy	Frequency	Percentage
Negative Politeness	953	42.3%
Positive Politeness	940	41.8%
Bald-on-Record	245	10.8%
Off-Record	112	5.1%
Total	2,250	100%

Negative Politeness

Negative politeness was the most frequently employed strategy, accounting for 42.3% of all responses. It commonly appeared in situations involving lecturers or requests with a high level of imposition.

Example:

“I apologize, Sir. I had an emergency yesterday. If it’s not too much trouble, may I submit the assignment tomorrow?”

Similarly, when requesting to borrow a laptop from a peer, participants frequently mitigated their requests through indirect expressions.

Example: “I know it’s a bit much to ask, but may I borrow your laptop for a while? I forgot mine at home.”

Positive Politeness

Positive politeness accounted for 41.8% of the responses. It was mainly found in peer interactions involving collaborative academic activities.

Examples: “Let’s work on the slides together, okay? It’ll be faster if we split the tasks.” “Hey, I know you’re good with PowerPoint. Can you help me out a bit with the design?”

Bald-on-Record

Bald-on-record strategies represented 10.8% of the responses and generally occurred in familiar situations between close friends.

Examples: “Give me your pen. I forgot mine.” “Send me the group link now.”

Off-Record

Off-record strategies were the least frequent (5.1%) and appeared mainly in sensitive situations.

Examples:

“Hmm... it’s quite hot in this room.”

“I wish I had someone to help me study this.”

Gender Differences

Analysis based on gender showed differences in strategy preferences. Female students more frequently employed positive politeness (44.4%), whereas male students showed a higher tendency to use negative politeness (45.6%).

Examples from female participants include:

“Let’s finish this before lunch, yeah? I’ll help you with your part too.”

“You always explain things so clearly. Mind helping me again?”

Situational Variation

The findings indicated that participants adjusted their request strategies according to power relations and the degree of imposition. (a) Low power and low imposition situations were dominated by bald-on-record and positive politeness. (b) High power and high imposition situations were dominated by negative politeness. (c) Sensitive situations occasionally elicited off-record strategies.

Open-Ended Responses

The qualitative responses supported the DCT findings. Many students reported consciously attempting to make their requests polite, particularly when addressing lecturers.

Examples include:

“I always say sorry or explain myself first before asking anything from my lecturer.”

“If I speak directly, I feel like it’s rude. I usually try to soften it.”

The findings indicate that Indonesian EFL university students predominantly employed negative politeness when making requests. This suggests that participants were highly aware of the potential imposition created by requests and attempted to minimize threats to the hearer's negative face through indirectness, apologies, and hedging. These findings are consistent with Brown and Levinson's (1987) politeness theory, which argues that speakers tend to employ negative politeness when interacting with individuals of higher status or in situations involving greater social distance.

The high frequency of positive politeness demonstrates that students also valued solidarity and interpersonal closeness, particularly in peer interactions. Expressions encouraging cooperation and shared responsibility reflected an effort to strengthen social relationships. This finding supports previous studies (Yuliana & Rizky, 2024; Nurhayati & Suryani, 2023), which found that Indonesian EFL learners frequently employ positive politeness to maintain harmonious relationships in collaborative academic settings.

Although bald-on-record strategies occurred less frequently, their use appeared appropriate in low-risk interactions between close friends. The absence of mitigating devices did not necessarily indicate impoliteness but rather reflected familiarity and mutual understanding, as suggested by Brown and Levinson (1987). Conversely, participants rarely employed off-record strategies because highly indirect requests may increase the possibility of misunderstanding. This finding supports Chen and Zhang (2022), who argue that learners often prioritize communicative clarity over excessive indirectness in academic contexts.

The analysis also revealed gender-based differences. Female participants tended to employ more positive politeness, whereas male participants showed a stronger preference for

negative politeness in formal situations. These findings are consistent with Holmes (1995), who reported that women generally use more relationship-oriented language, while men tend to emphasize respect for autonomy and social distance.

Another important finding concerns situational sensitivity. Participants consistently modified their request strategies according to the interlocutor's power, the level of imposition, and the communicative context. Requests addressed to lecturers were generally realized through negative politeness, while requests among peers relied more heavily on positive politeness and, occasionally, bald-on-record strategies. This indicates that Indonesian EFL learners possess a context-sensitive understanding of politeness and adapt their language use according to social expectations.

Finally, the qualitative reflections confirmed that participants consciously considered politeness when formulating requests. Their explanations demonstrate that the selection of request strategies was not accidental but reflected deliberate pragmatic decision-making. This finding highlights the importance of integrating pragmatic competence into EFL instruction, enabling learners to develop not only grammatical accuracy but also socially appropriate communicative behavior.

5. CONCLUSION AND SUGGESTION

Conclusions

The conclusions of this study indicate that Indonesian university students predominantly employ negative and positive politeness strategies when making academic requests in English. Their choice of politeness strategies is influenced by contextual factors, including the nature of the interaction, the perceived power relationship between interlocutors, and prevailing sociocultural norms. These findings suggest that the participants demonstrate a considerable level of pragmatic awareness, as they are able to adjust their language use according to the communicative situation despite using English as a foreign language.

The findings also have important pedagogical implications for English language teaching. They highlight the need to incorporate explicit instruction on pragmatic competence alongside grammatical knowledge by integrating activities such as Discourse Completion Tasks (DCTs), role plays, and classroom discussions that emphasize sociocultural norms and appropriate language use. Such instructional practices can help learners develop not only linguistic accuracy but also the ability to communicate appropriately, effectively, and respectfully in a wide range of academic and intercultural contexts.

Suggestions

Based on the findings, several suggestions can be offered for English language teaching and future research. First, English lecturers are encouraged to integrate pragmatic competence into EFL instruction alongside grammar, vocabulary, and other language skills. Classroom activities such as role-playing, Discourse Completion Tasks (DCTs), contextualized dialogues, and discussions of authentic communication examples can help students understand how to select appropriate request strategies in different social situations.

Second, students should be encouraged to develop greater awareness of the relationship between politeness, power, social distance, and the degree of imposition. They need opportunities to practice making requests in various academic situations, including interactions with lecturers, classmates, and other university personnel. Such activities can help students balance politeness and clarity while avoiding expressions that may be perceived as either overly direct or unnecessarily indirect.

Third, lecturers and curriculum developers should consider incorporating intercultural pragmatic awareness into English language learning materials. Since politeness conventions may vary across cultural and social contexts, students should be introduced to different ways of expressing requests and encouraged to consider the expectations of their interlocutors rather than relying on a single communication pattern.

Finally, future researchers are encouraged to investigate politeness strategies using a broader range of participants from different universities, academic disciplines, and cultural backgrounds. Further studies could also combine DCTs and open-ended questionnaires with naturally occurring conversations, interviews, or classroom observations to obtain a more comprehensive understanding of students' pragmatic behavior. In addition, future research could examine gender-related patterns and other sociocultural variables using appropriate comparative or quantitative methods. These directions may provide deeper insights into how Indonesian university students develop pragmatic competence and adapt their request strategies across different communicative contexts.

Statement

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