



A Cross-Cultural Study of Pragmatic Awareness in Using Request Strategies among Merchant Marine Cadets

Andarini Handayani , Hendi Pratama

Pascasarjana, Universitas Negeri Semarang, Indonesia


Article Info

Article History :
Received: February 2021
Accepted: May 2021
Published: December 2021

Keywords: pragmatic awareness, request strategies, cadets

Abstract

As an English learner, a cadet will become a seafarer that supports a global labor market for the increasing worldwide merchant shipping. This study is intended to analyze the pragmatic awareness of the cadets by examining the degree to which they recognize the request strategies they use. This study is a case study that allows the researcher to describe and examine the pragmatic awareness of request strategies between two groups of cadets: pre- and post-sea project cadets. The subject of the study was purposefully selected to get the data required. Three instruments would be used to obtain the data: a discourse completion task (DCT), a questionnaire, and, an interview guideline. The result shows that pre-sea project cadets used more direct requests compared to post-sea project cadets. Most cadets from the two groups used Category IV Strategy 8, which includes imperative and elliptical phrases. It happened because they must work in a hierarchical manner. This study is expected to involve additional variables for further study.

 Correspondence :
Pascasarjana, Universitas Negeri Semarang,
Jalan Kelud Utara III, Semarang, Jawa Tengah, Indonesia
E-mail: andarini@students.unnes.ac.id

p-ISSN 2085-4943
e-ISSN 2502-4469

INTRODUCTION

Global employment opportunities for seafarers have emerged as a result of increasing worldwide merchant shipping. In this industry, the crews are frequently from different countries and multilingual. With a more diverse group, communication problems are likely to arise. When there is an absence of mutual trust, doubts, and false assumptions, then, at that point, human errors prompting threats to the ship are apparently increased. Eighty percent of all sea accidents are caused by human factors (Berg et al., 2013). There is an agreement to address human factors as the primary cause of maritime accidents (Uğurlu, Yıldırım, & Başar, 2015; Uğurlu, Yıldırım, Köse, et al., 2015). Intercultural participation, communication weariness, and language skills are the most paramount issues promoting maritime safety (Berg et al., 2013).

A mixed crew's cultural diversity can also result in varying interpretations of the exact words and forms of communication. This situation can cause grating and mishaps in the ship. Improving English skills by having more training and understanding other cultures are demanded to hinder this situation. It is also crucial to focus more on the competency of seafarers in terms of their knowledge and communication skills. Their knowledge and skills have become essential and require consistent updates. Because of this, simultaneous learning is necessary for their professional development. Being competent and having capabilities will make them stay and thrive in this industry. Moreover, in the future, the maritime industry will not only require technical skills but also demand the capacity to develop, provide value and resolve industrial issues.

Exposure to international settings is apparently inevitable in the maritime industry, especially for seafarers on ocean-going voyages since they must work with various people across the globe. To prepare for that situation, they will acquire language skills during education and training. To acquire L2 proficiency, sea project abroad is now being considered by cadets, professors, and educational policymakers. The unique benefit of sea project abroad is that, in contrast to regular English language classes, cadets have the chance to use their second language (L2) outside of the classroom in a

variety of settings, for example, speaking with a working mate during watchkeeping, getting products and information in the galley, and chatting with the superintendent in the port. Those daily communications for seafarers are inevitable. Thus, it needs an excellent ability to do communication properly. The ability to do communication is described and explained as communicative competence. According to Ellis (1994, p. 13), communicative competence includes pragmatic knowledge, in which the language users know how to achieve communicative goals through effective language behavior. It is seemingly clear that pragmatic competence is one of the fundamental properties of effective communication.

Pragmatic has many aspects, one of which is speech acts, which will be examined in this study. Blum-Kulka and Olshtain (1984), Arbi (2012), and Akutsu (2012) focused on the request's speech act used by Japanese English students. The misunderstanding caused by very limited meta-pragmatics mostly happened. Learners do not have pragmatic knowledge, albeit they have some exposure to the information through formal English education. To date, not many speech acts have been investigated longitudinally. The commonly examined speech act is requests (Economidou-Kogetsidis & Woodfield, 2012; Schauer, 2009), refusals (Félix-Brasdefer, 2013; Ren, 2012, 2013), and compliments (Jin, 2012, 2015; Lee, 2017). Regardless of the differences, common findings are noticed. The pragmatic competence progress of L2 students is linguistic modification devices and speech act strategies. Another approach to studying pragmatics is a cross-sectional study. The cross-sectional design allows the comparison of the data from distinct groups of learners according to their proficiency level or the study duration in the L2 setting (Bardovi-Harlig, 2010; Kasper & Rose, 2002). Some studies comparing two groups of learners are studies on apologizing of Iraqi Arabic learners (Ahmed, 2017; Al Masaeed et al., 2018), Italian and English (Demir & Takkaç, 2016), Middle Eastern EFL learners (Alzebaree & Yavuz, 2017). The results assert that the native-like realization strategies are accessible to L2 learners.

Studying pragmatics is thought to be crucial for developing effective communication. The first expert to define pragmatics as a study of 'the relation of signs to interpreters' was Morris (1938),

referenced in Trosborg (2011). Several experts have defined and suggested pragmatics. According to Levinson (1983), pragmatics is essentially defined as 'the study of language', which refers to examining language from a functional standpoint. Pragmatics is typically referred to as 'meaning in use' or 'meaning in context' J. A. Thomas (2014). Thomas also argued that pragmatic competence is 'the ability to analyze language consciously.'

In second language acquisition, language awareness is seen as the catalyst for noticing the target language aspects, such as linguistic structure and pragmatic features. By observing the pragmatic aspects of the target language, language users who are pragmatically aware can accurately discern the intended meaning from what is being stated by the interlocutor (Schauer, 2009, p. 18). Numerous studies have demonstrated the crucial role that language awareness plays in language learning, driving many researchers to focus on developing learner awareness Siddiqui (2014). Glasgow suggests that teachers with pragmatic awareness can realize speech acts appropriately by their pragmatic linguistic forms, as cited in Ekin & Damar (2013, p.177). The focus of the pragmatics awareness topic is on how learners understand its characteristics and use them appropriately in each environment. Concerning can be claimed that pragmatic awareness of speech acts affects how they are realized.

Blum-Kulka et al., (1989, p. 201) categorize request strategies in the form of a directness scale. The three levels of directness are: (1) 'the most direct, explicit level', realized using such an imperative; (2) 'the conventionally indirect level', realized using necessary preconditions such as the use of "would you", and (3) 'non-conventional indirect level', realized by stating something describing the need for action like, "It is too dark here, Is the light off?" (Blum-Kulka et al., 1989, p.201). Referring to the studies of Austin (1962), Searle (1979, 1969) as reformulated by Brown et al., (1987, 1992) and Blum-Kulka et al., (1989), Trosborg (2011, p.192) also describes the request strategies in the following: indirect request, conventionally indirect request (hearer-oriented conditions), conventionally indirect request (speaker-based conditions) and direct request. Brown et al., (1992) postulate three social factors, including social distance, power and ranking of

imposition, which determine the level of politeness between the speaker and the hearer when considering the politeness demonstrated in the request strategies.

Given the fact that pragmatic awareness is seemingly marginalized rather than the grammatical aspect and factors influencing pragmatic awareness, this study is to explore the pragmatic awareness used by the cadets who have not experienced (pre-sea project cadets) and they have experienced sea projects abroad (post-sea project cadets) to determine the degree to which the disparities in pragmatic awareness used. This article is intended to analyze the most used request strategies used by pre- and post-sea project cadets at Merchant Marine Polytechnic of Semarang and to explain the differences in request strategies that bring significance to teaching-learning activities.

METHOD

This study is a case study. The data of this study is in the form of words and does not involve advanced calculation. As stated by (Bogdan & Biklen (1982) in (Sugiyono (2011), the data collected in qualitative research is in the form of words or pictures rather than numbers. (Sugiyono, 2011) stated that qualitative research focuses on the process rather than the products and tends to analyze the data inductively. According to (Mujiyanto, 2011), the goal of the qualitative approach was to fully and adequately reveal a phenomenon by using the researcher as a crucial instrument.

The subject of the study was purposefully selected to get the data required. Maxwell (2008, p.235) asserted that the use of purposeful sampling in qualitative research became the strategy to 'deliberately' select 'settings, persons, or events' to gather crucial information that could not be attained through other means. This study, therefore, will select 20 first-semester cadets and 20 seventh-semester cadets of the Merchant Marine Polytechnic of Semarang. Their participation represented cadets who have not experienced the sea project and those who have.

The unit of analysis for both DCT, questionnaire, and interview is the utterance or sequence of utterances supplied by the participants. Three instruments would be used to obtain the data:

discourse completion task (DCT), questionnaire, and interview guideline. A discourse completion task (DCT) was one of the measures of cross-cultural pragmatics offered by Ahn (2005 as cited in Birjandi & Rezaei (2010, p.46). DCT was considered a recommended measure of pragmatic awareness for its ease of administration. It would take a short time to conduct and collect the data. Because the data are collected through three different methods, there would be three sections to conduct: filling in the DCT and questionnaire. To fill in the DCT and questionnaire, the participants were given the DCT and questionnaire forms to which they had answers. The DCTs and questionnaire were given in the face-to-face meeting or through a Google form sent to their email, depending on the most possible condition. The interview would be conducted after scheduling the cadets' available time.

The interpretation would be used to perform qualitative data analysis. The interpretation was conducted by adapting some stages, including transcribing, coding, code categorizing, identifying, and developing some general statements. The data were in the form of qualitative data, there would be several steps in analyzing the DCT data: coding,

classifying, and interpreting. Coding means giving code to the request expression. The next step was classifying the data based on the request strategies by Trosborg (2011). Lastly, in the interpreting stage, the researcher interpreted the data in the form of a description and explanation.

RESULTS AND DISCUSSION

A request is an illocutionary act in which the speaker tells the hearer that the speaker wants the hearer to do something for the speaker's benefit (Trosborg, 2011). In the context of sea projects for cadets, the phenomenon of request occurs. Accordingly, the primary goal of this research is to determine the categories of requests made by the cadets.

The Most Used Request Strategies by Pre-Sea Project Cadets at Merchant Marine Polytechnic of Semarang

From the Discourse Completion Task responses of the subjects, it is revealed that most of the cadets used direct request, with 59% of total responses.

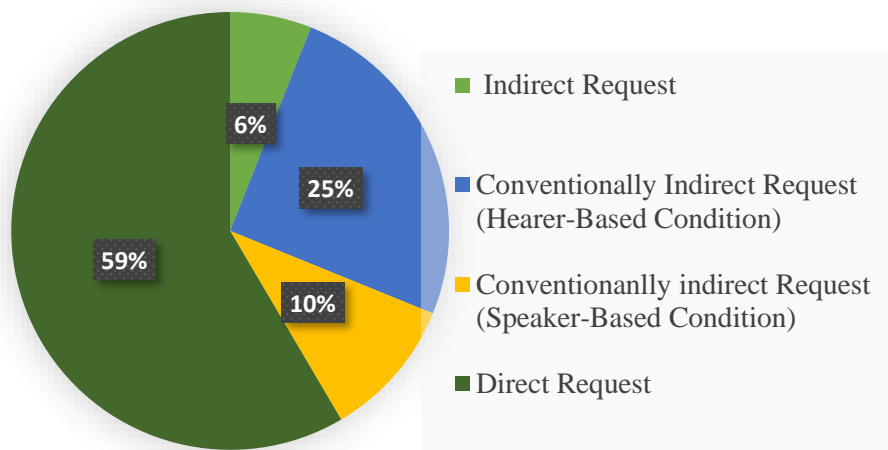


Figure 1. Percentage of the Request Strategies Used by Pre-Sea Project Cadets

According to the chart, more than half of the total utterances given by the cadets is direct request, with 59% in total. While the least request strategy used is indirect request (6%). The detail of strategies employed by the cadets is shown in the table below.

Strategy 8 imperatives represent the most frequent strategies used by the cadets. The table below shows the details and ratio for all strategies in each four categories.

Table 1. Total of the Request Strategies Used by the Pre-Sea Project Cadets

No	Request Strategies		Total	
			n	%
1	Indirect Request	Str. 1 Hint (mild and strong)	11	6.01
2	Conventionally Indirect Request (Hearer-Based Condition)	Str. 2 Ability, willingness, and permission	46	25.14
		Str. 3 Suggestory formulae	0	0
3	Conventionally Indirect Request (Hearer-Based Condition)	Str. 4 wishes and desires	3	1.64
		Str. 5 need and demands	16	8.74
4	Direct Request	Str. 6 obligation	5	2.73
		Str. 7 performatives	17	9.29
		Str. 8 Imperatives and elliptical phrases	85	46.45

Table 1 illustrates the proportion of the strategies used by the cadets. Overall, direct request, especially strategy 8 imperative and elliptical phrases became the greatest among all strategies with almost half of the total. It occurred with 85 utterances (46.45%). Meanwhile, strategy 3 suggestory formulae were not used by the cadets at all. Strategy 2 ability, willingness, and permission was recorded at a quarter, 25.14%. Other strategies had figured out less than 10%. The proportion of the overall response demonstrates that the pre-sea project cadets are generally unaware of three criteria that influence the use of request strategies in scenarios that vary in social distance, power, and ranking of imposition.

As the most used request strategies, the direct request includes three strategies: strategy 6 obligation, strategy 7 performatives, and strategy 8 imperatives and elliptical phrases. According to the findings, there were 107 occurrences of direct requests mentioned by the cadets. It is more than half of the percentage. The cadets made the direct request because they want to use performative verbs and imperative phrases to clearly communicate the objectives of the request. Some examples of direct requests are elaborated as follows.

“Be careful when carrying out mooring operations” (C1, situation 2)

Situation 2 involves the second officer as the speaker and the able seaman as the hearer during the mooring operation. The second officer demonstrates his power or position is higher than the able seaman.

In the context of mooring operation, all the processes should be done quickly and in a careful manner. Strategy 8 imperative is considered the most effective one in this situation. Using the word “Be careful...” means that this utterance is an imperative request. Trosborg (2011) described that imperatives are request strategy that directly indicates that the utterances are ordered.

Some cadets also added “excuse me.” before the imperative expression to signal politeness. This happened in a situation that involves the senior crew who has higher power relations.

“Excuse me, Sir, Please stay away and keep safe” (C3, situation 2).

Another example of strategy 8 imperatives is mentioned by the cadet C8 in situation 6.

“Tar, please pick up the supervisor on board” (C8, situation 6)

In situation 6, the captain asks the cadet to pick the superintendent. Because the captain has higher power relation, there is no problem using strategy 8 imperatives in situation 6. The requests in imperative expressions are very straightforward and authoritative.

The pre-sea project cadets used strategy 8 imperatives frequently in several situations, even the situations combine less power relation and a small degree of rank of imposition. The result of the questionnaires shows that 13 of 20 pre-sea project cadets understand the power relation and rank of imposition.

“Yes, because we don’t know someone’s mood at that time and how they are” (C2)

“Yes, because in every place the nature of people is different” (C7)

They also mentioned that they do understand the context of the situation by saying “*Iya tentu karena kita harus melihat kondisi terlebih dahulu*” (common literal translation: “Yes sure because we must see the condition first”) (C5). Other cadet also said the same thing, “*Ya harus membedakan saat-saat darurat dan tidak darurat*” (common literal translation: “I should differentiate an urgent and not urgent condition”) (C3). Thus, the pre-sea project cadets can consider the urgent and less urgent situations

Category IV: Direct Request, especially strategy 8 imperative and elliptical phrases is the most used strategy in almost all situations. The situations demand imperative sentences to make a request. The imperative is a method of communication that entails making a basic request authoritatively and directly. This technique is frequently applied when the speaker wants to make their request seem urgent and important. Many onboard situations require a hasty response. It makes the crews should prioritize understanding over politeness. To make it safe, the cadets used strategy 8 imperative in many situations. If they want to sound more polite, they add “excuse me” to the conversation.

However, the findings of this study, which declares that strategy 8 direct request is used most, do not support the previous research conducted by Gomaa (2022) and Hashemian & Farhang-Ju (2017). There are differences between the attitudes expressed by the cadets in this study and those described by Iranian, Kuwaiti Arabic, and British English. Participants who spoke Kuwaiti Arabic and British English typically employed the conventional indirect level in the form of query preparatory in most situations. Power as a social variable influenced Kuwaiti Arabic and British English’s requests to talk into the bargain. A possible explanation for this discrepancy results of the study might be caused by the different characteristics of the participants. Cadets who are trained in semi-military campuses are acquainted with the strict rules and obligations daily. The cadets are having a facile answer to respond to the situations. Therefore, strategy 8 imperative and elliptical phrases become the most used strategy in pre-sea project cadets.

The Most Used Request Strategies by Post-Sea Project Cadets at Merchant Marine Polytechnic of Semarang

The responses obtained from Discourse Completion Task show that the cadets used direct requests most, with 41% of total responses.

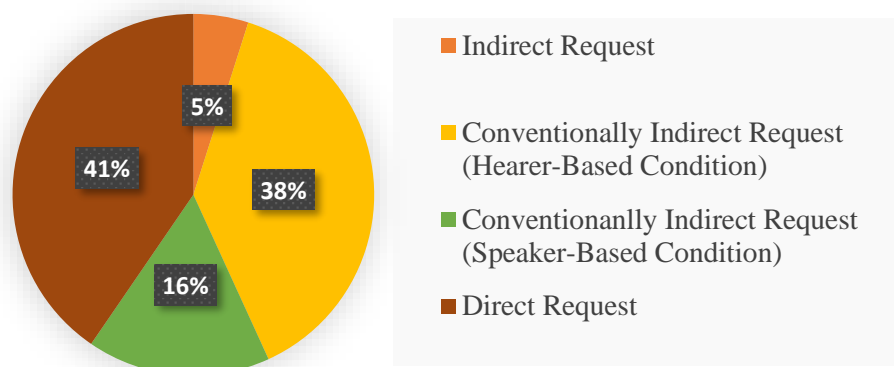


Figure 2.Percentage of the Request Strategies Used by Post-Sea Project Cadets

Figure 2 illustrates the proportion of request strategies used by post-sea project cadets. The direct request accounted for 41% and this figure was quite like the conventionally indirect request (hearer-based condition), at 38%. In contrast, an

exceedingly small number of indirect requests with only 5% was recorded in DCT. Conventionally indirect request (speaker-based condition) which involves strategies 4 and 5 only shows 16% of the total responses.

Table 2. Total of the Request Strategies Used by the Post-Sea Project Cadets

No	Request Strategies	Total		
		n	%	
1	Indirect Request	Str. 1 Hints (mild and strong)	9	4.92
2	Conventionally Indirect Request (Hearer-Based Condition)	Str. 2 Ability, willingness, and permission	68	37.16
		Str. 3 Suggestory formulae	2	1.09
3	Conventionally Indirect Request (Speaker-Based Condition)	Str. 4 wishes and desires	3	1.64
		Str. 5 need and demands	27	14.75
4	Direct Request	Str. 6 obligation	0	0
		Str. 7 performatives	2	0.01
		Str. 8 Imperatives and elliptical phrases	72	29.34

Table 2 shows the calculation of the categorization of the request strategies used by the cadets who had experienced the sea project. Looking from an overall perspective, it is apparent that Strategy 8 and Strategy 2 are noticeable which accounted for 29.34% and 37.16%, respectively. There is an absence of Strategy 6 obligation in the responses. A small number of utterances that are less than a fifth is seen in strategies 1, 3, 4, 5, and 7.

The request is made in the form of a performative and imperative statement. Category IV Direct Request consists of three strategies: strategy 6 obligation, strategy 7 performative, and Strategy 8 imperative and elliptical phrases. There were 72 utterances of strategy 8 and only 2 utterances of strategy 7. While strategy 6 is absent.

In situation 2, cadet C25 used the imperative by stating “Slack the stern line” (C25, situation 2) during the mooring operation. The request made by the cadet is appropriate because the speaker (the second officer) has a higher position (P-), the demand is important (R+) and the crews involved are close in social distance (D-). Strategy 8 imperative is also recommended during the processes which need safety. Another situation that requires a clear and compulsory command is situation 6, in which the captain asks the cadet to see the superintendent.

“Cadet, come here please, for about 5 minutes. The superintendent from our college will

arrive in our vessel, please prepare for the pilot reader.” (C23, situation 6)

Situation 6 is between a new captain and a cadet on a vessel. After a crew change, a new captain needs time to be familiar with other crews, including the cadets. Although the captain has not been acquainted yet with the cadet, the captain still becomes the top person on the vessel. This condition makes the new captain not need to use indirect requests. To get the cadet’s attention, the captain states his request directly using imperative verbs, such as “come here please, please prepare for” to show an explicit request.

With 41% (74 of 183 utterances), Category IV Direct Request demonstrates the highest number of request strategies mentioned by the post-sea project cadets. The request strategies mentioned by the post-sea project cadets are different from those of the study of request strategies conducted (Onchaiya, 2021). (Onchaiya, 2021) examined Thai and Filipino teachers’ request strategies. The findings show that although Filipino teachers primarily employed indirect requests, Thai teachers used both direct and indirect requests equally. In the linguistic fields of pragmatics, individuals from various cultures displayed their behavior differently, particularly in terms of request strategies. It depends on several variables, including pragmatic proficiency, pragmatic awareness, and interlanguage competence.

The Differences of the Request Strategies Used by Pre- and Post-Sea Project Cadets at Merchant Marine Polytechnic of Semarang

Learners of the English language might run into issues with the level of requests, such as indirect requests. Although indirect request strategies have been learned and are part of a person’s pragmatic

competence in their mother tongue, they are not necessarily transferable to another language. In terms of an emergency, like in the vessel, the indirect request is the least category of request strategy used by the cadets. The details of each category are shown in the following figure.

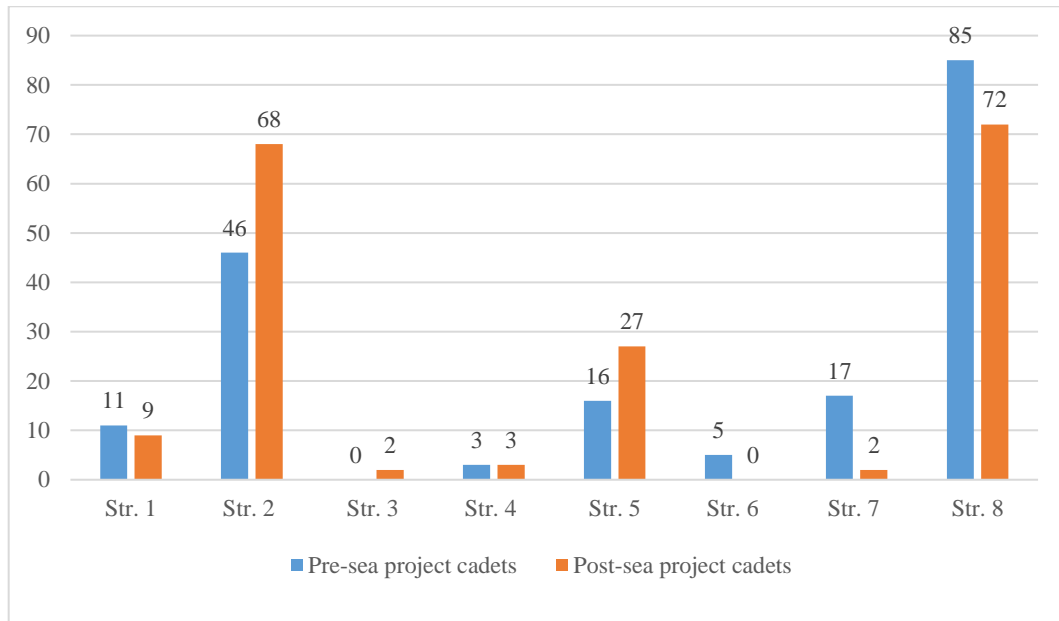


Figure 3. Overall Distribution of Request Strategies by Type and by Group for All Cadets

It can be seen that most of the cadets from the two groups used strategy 8 imperatives and elliptical ellipsis, with the pre-sea project cadets higher (85 utterances) than the post-sea project cadets (72 utterances). The second rank is strategy 2 ability, willingness, and permission. However, the post-sea project cadets show a greater frequency of utterances, with the significance being 22 utterances.

There were 4 strategies in which the utterances mentioned by the pre-sea project cadets surpassed the post-sea project cadets in numbers: strategy 1 hints, strategy 6 obligation, strategy 7 performatives, and strategy 8 imperatives and elliptical phrases. There was no significant difference in the strategy 1 hints. The freshmen mentioned 11 utterances, while the seniors mentioned 9 utterances. Regarding strategy 6 obligation, the post-sea project cadets did not use strategy 6 obligations at all. The considerable distinction noticed between the two groups was strategy 7 performatives, with pre-sea project cadets using it many (17 utterances) and the post-sea project cadets only 2 utterances.

There were 3 strategies in which the utterance mentioned by the pre-sea project cadets was lesser than the post-sea project cadets in numbers: strategy 2 ability, willingness, and permission, strategy 3 suggestory formulae, and strategy 5 needs and demands. The pre-sea project cadets mentioned 46 utterances, while the post-sea project cadets mentioned 68 utterances in strategy 2 ability, willingness, and permission. Strategy 3 suggestory formulae, as the least strategy mentioned, only occurred 2 times in the post-sea project cadets. There was 1 strategy that had the same frequency mentioned by both groups, that is, strategy 4 wishes and desires. This strategy was mentioned three times in each group.

The result of the study suggests that there is only a slight difference in the request strategies between the pre-and post-sea project cadets. The pre-sea project cadets are freshmen who are not familiar with the situation on the ship. They used more direct requests compared to the post-sea project cadets. This result indicates that they are not having various types of request strategies to employ. Although the

questionnaire, mentioned the comprehension of power relations and social distance issues, in some cases, they failed to implement the request strategies in the situation. Another reason is that the pre-sea project cadets have not been familiar with the situations on board. They are still questioning some terminologies and definitions for the operation of the vessel. Whereas the post-sea-project cadets have enough information regarding the job description and relations among the crews. The result of the request strategies in cadets contrasts with the result of the study conducted by Pratama et al., (2016). Discussing English conversational implicature, Pratama et al., (2016) postulated that there is a statistical significance in a two-year gap university student. This conclusion is supported by the observation that lower intermediate learners made a concerted attempt to use their limited linguistic resources to temper their requests by using direct strategies (Bella, 2013). These notions show that well-documented pre-sea project cadets' concern for clarity can be more safely linked to a certain interlanguage phenomenon like the lower competence level of cadets' preference for directness.

In the classroom context, to enrich the knowledge and increase the awareness of request strategies, maritime lecturers need to consider the possible ways of implementing the new phrases into the existing syllabi. Referring to IMO 3.17, the development of new exercises in various situations to accompany the existing phrases could be examined in Maritime English courses at higher-education institutions. The lecturers, instructors, and teachers must explicitly explain the issue of social factors in the context of the request. As a fact, the context of the situation and the request speech act are closely intertwined. It is not just a mix of words and phrases, but also it includes the meaning that is employed in conversation directly between the speaker and the listener regarding the language use. A meaning of a word may change depending on the context of a conversation.

CONCLUSION

According to this survey, Category IV: Direct Request is the request strategy that **pre-sea** project cadets at the Merchant Marine Polytechnic of Semarang employ the most. Due to the nature of the

maritime school, the cadets undergo semi-military training, which necessitates that they regularly get used to strict rules and obligations. As a result, the cadets frequently responded to requests directly. The situations in the ships are also not vivid and realistic in the cadets' minds. Some of them are having trouble understanding the terminology used in the situation. Similar outcomes were obtained by the **post-sea** project cadets. They also used Category IV: Direct Request most. Nevertheless, the percentage is not greater than 50%, as shown by the cadets' pre-sea project results. By taking social elements into account, the cadets can decide which approach to take in a certain situation. As a result, being a post-sea project cadet is considered to have a better understanding of the situations on board and better awareness of the request strategies.

Both groups show the same tendency in using certain strategies. Strategy 8 imperatives become the most used strategy. It happens because most situation in the ship requires clear communication. The pre-sea project cadets are found to be less aware of the characteristics of request strategies and the social aspects. Their knowledge of request speech act and operation in the vessel is lower compared to the post-sea project cadets.

For researchers who might conduct similar research, many ongoing studies in this field now concentrate on English language and cross-sectional studies. There is little question that future research should focus on other languages and pragmatic development and instructional approaches to address the significance of English influence. To do this, it will be helpful in the future to expand the scope of cross-linguistic analysis to relatively other unstudied languages and longitudinal studies.

REFERENCES

- Ahmed, A. H. (2017). *The pragmatics of apology speech act behavior in Iraqi Arabic and English* [De Montfort University]. <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.720980>
- Ahn, R. C. (2005). *Five measures of interlanguage pragmatics in KFL (Korean as a foreign language) learners*. University of Hawai'i at Manoa.
- Akutsu, Y. (2012). Exploring meta-pragmatic awareness of Japanese learners of English: Focusing on the speech act of request by

- lower-intermediate proficiency college students. *The Economic Journal of Takasaki City University of Economics*, 54(4 「加藤一郎教授退職記念号」), 121–134.
- Al Masaeed, K., Waugh, L. R., & Burns, K. E. (2018). The development of interlanguage pragmatics in L2 Arabic: The production of apology strategies. *The system*, 74, 98–108.
- Alzeebaree, Y., & Yavuz, M. A. (2017). Realization of the speech acts of request and apology by Middle Eastern EFL learners. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(11), 7313–7327.
- Aribi, I. (2012). A socio-pragmatic study of the use of requests in English by Tunisian EFL learners. *Journal of Second Language Teaching & Research*, 2(1), 87–120.
- Austin, J. L. (1962). *Speech acts*. Oxford.
- Bardovi-Harlig, K. (2010). Exploring the pragmatics of interlanguage pragmatics: Definition by design. *Pragmatics across Languages and Cultures*, 7, 219–259.
- Bella, S. (2013). *Pragmatic awareness in a second language setting: The case of L2 learners of Greek*. De Gruyter Mouton.
- Berg, N., Storgård, J., & Lappalainen, J. (2013). The impact of ship crews on maritime safety. *Publications of the Centre for Maritime Studies, University of Turku A*, 64, 1–48.
- Birjandi, P., & Rezaei, S. (2010). Developing a multiple-choice discourse completion test of interlanguage pragmatics for Iranian EFL learners. *ILLI Language Teaching Journal (Special Issue: Proceedings of the First Conference on ELT in the Islamic World)*, 6(1), 2.
- Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross-cultural pragmatics: requests and apologies*. Ablex Pub. Corp. <https://books.google.co.id/books?id=u5woAAAAYAAJ>
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213.
- Bogdan, B., & Biklen, S. K. B. (1982). Pengantar Studi Penelitian. *Bandung: Alfabeta*.
- Brown, P., Levinson, S. C., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (Vol. 4). Cambridge university press.
- Brown, P., Levinson, S. C., & Levinson, S. C. (1992). *Politeness: Some universals in language usage* (Vol. 4). Cambridge university press.
- Demir, C., & Takkaç, M. (2016). Contrastive pragmatics: Apologies & thanks in English and Italian. *International Journal of English Linguistics*, 6(1), 73.
- Economidou-Kogetsidis, M., & Woodfield, H. (2012). *Interlanguage request modification* (Vol. 217). John Benjamins Publishing.
- Ekin, M. Y., & Damar, E. A. (2013). Pragmatic awareness of EFL teacher trainees and their reflections on pragmatic practices. *ELT Research Journal*, 2(4), 176–190.
- Félix-Brasdefer, C. (2013). Refusing in L2 Spanish: The effects of the context of learning during a short-term study abroad program. In *Refusals in instructional contexts and beyond* (pp. 147–173). Brill.
- Gomaa, Y. B. A. Y. A. (2022). Request strategies in Kuwaiti Arabic and British English: a cross-cultural pragmatic study. *Randwick International of Education and Linguistics Science Journal*, Vol. 3 No. 1 (2022): *RIELS Journal*, March, 1–19. <http://www.randwickresearch.com/index.php/rielsj/article/view/401/400>
- Hashemian, M., & Farhang-Ju, M. (2017). Cross-cultural Study of EFL/ESL learners' request strategies. *Journal of Modern Research in English Language Studies*, 4(2), 35.
- Jin, L. (2012). When in China, do as the Chinese do? Learning compliment responding in a study abroad program. *Chinese as a Second Language Research*, 1(2), 211–240.
- Jin, L. (2015). Developing Chinese complimenting in a study abroad program. *Chinese Journal of Applied Linguistics*, 38(3), 277–300.
- Kasper, G., & Rose, K. R. (2002). Pragmatic development in a second language. *Language Learning: A Journal of Research in Language Studies*, 52, 1.
- Lee, S.-H. (2017). Developing awareness and use of compliments in the Chinese homestay: A longitudinal case study. *Applied Linguistics Review*, 8(4), 441–467.
- Levinson, S. C. (1983). *Pragmatics* Cambridge University Press. Cambridge UK.
- Maxwell, J. A. (2008). Designing a qualitative study. *The SAGE Handbook of Applied Social Research Methods*, 2, 214–253.

- Morris, C. W. (1938). Foundations of the Theory of Signs. In *International Encyclopedia of unified science* (pp. 1–59). Chicago University Press.
- Mujiyanto, Y. (2011). Petunjuk Penulisan Skripsi. *Semarang: UNNES*.
- Onchaiya, P. (2021). *The use of request strategies by Thai and Filipino teachers*. Burapha University.
- Pratama, H., Nurkamto, J., Marmanto, S., & Rustono, R. (2016). Length of study and students' comprehension of English conversational implicature. *Prosiding Prasasti*, 368–373.
- Ren, W. (2012). Pragmatic development in Chinese speakers' L2 English refusals. *Eurosla Yearbook*, 12(1), 63–87.
- Ren, W. (2013). The effect of study abroad on the pragmatic development of the internal modification of refusals. *Pragmatics*, 23(4), 715–741.
- Schauer, G. (2009). *Interlanguage pragmatic development: The study abroad context*. Bloomsbury Publishing.
- Searle, J. R. (1969). *Speech acts An essay in the philosophy of language* (Vol. 626). Cambridge university press.
- Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts*. Cambridge University Press.
- Siddiqui, A. (2014). Strategy to Investigate Pragmatic Awareness Among ESL Learners in New Delhi. *Indian Journal Research*, 3(1), 118–120.
- Sugiyono. (2011). *Sugiyono 2011 Metode Penelitian Kualitatif dan R & D*. Bandung: Alfabeta.
- Thomas, J. A. (2014). *Meaning in interaction: An introduction to pragmatics*. Routledge.
- Trosborg, A. (2011). *Interlanguage pragmatics: Requests, complaints, and apologies* (Vol. 7). Walter de Gruyter.
- Uğurlu, Ö., Yıldırım, U., & Başar, E. (2015). Analysis of grounding accidents caused by human error. *Journal of Marine Science and Technology*, 23(5), 19.
- Uğurlu, Ö., Yıldırım, U., Köse, E., & Yüksek yıldız, E. (2015). Marine accident analysis for collision and grounding in oil tanker using FTA method. *Maritime Policy & Management*, 42(2), 163–185. <https://doi.org/10.1080/03088839.2013.856524>