

**INTERLANGUAGE PRAGMATICS OF INVITATION  
BY INDONESIAN EFL LEARNERS**



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MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2014**

**APPROVAL**  
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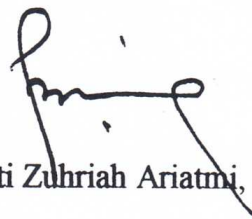
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**INTERLANGUAGE PRAGMATICS OF INVITATION  
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**Abstract**

Speech act of inviting is one of material taught at school. The present study explores inviting strategies used by Indonesian students as nonnative speakers of English. This study also investigates the influence of gender, rank, power, and imposition toward inviting strategies as well as politeness strategies used by the students. The data of the research were elicited through written Discourse Completion Tasks (DCT) which consisted of nine situations in Bahasa Indonesia regarding social status and social distance. Their responses were analyzed, coded, and grouped based on semantic formulae. Politeness strategies were analyzed based on Brown-Levinson politeness system. The findings show that there are five inviting strategies (P, AW, I, W and H) incorporated by the students, adding three more strategies to which previously investigated by Suzuki (2009). The finding indicates the longer situations the longer the invitation the students make as they translate all the sentences into English. Different gender was found to utilize different strategies as well as different social status and familiarity. Lack of English proficiency made more pragmatic errors than those with high proficiency.

Keywords: *interlanguage pragmatics, inviting strategies, gender influence, politeness.*

**I. Introduction**

Learning English as a foreign language or a second language has been a main concern toward linguists all around the world. It has already moved out from learning a language as a structure to the use of language for communicating based on the social context. Nevertheless, in Indonesian teaching learning context, it is often that the grammatical features or rules are being emphasized rather than the pragmatic ones. Students are instructed to memorize grammars of the language being learned in terms of sentence patterns and word orders. However, understanding grammar does not guarantee speaking or making utterances appropriately (Cohen, 1996; Thomas, 1983). As pragmatics differs from one culture to other second or foreign language, learners should acquire the sociopragmatics and pragmalinguistic rules of the foreign or second language to enable them to make communication effectively with native speakers. Miscommunication often occurs due to incident that people make use of the rules of their native pragmatics to express intention in other culture without realizing the difference between these two cultures (Thomas, 1983).

As invitation is one of the materials taught at school, the focus on this study is unraveling how young Indonesian EFL learners make invitation. It is stated in the curriculum that students are required to understand how an invitation is carried out and how they should respond to such invitations. In line with these learning goals, the writer investigates the way the students make speech act of invitation from the perspective of semantic formulae in terms of making invitation and politeness strategies. It often happens to the students that they only translate the utterances in their mother tongue into the target language without considering the differences in sentence pattern and word order between those two languages.

Findings of Suzuki's study (2009) described different strategies on making invitation by native American undergraduate students. It can be understood that there are many ways of inviting in terms of formal or polite and informal by using varied phrases. Therefore, from the culture discrepancies, the writer would like to uncover polite strategies, the invitation strategies used by Indonesian EFL learners as well as the influence of gender, social status, and social distance. Many studies conducted in invitation were documented among different proficiency levels of learners (e.g., Khatib, 2006; Salmani and Noudoushan, 2006; Suzuki, 2008 and 2009; Rakowicz, 2009; Bela, 2009; Dastpak, M and Mollaei, F. 2011; Zhu, 2012). Those mainly addressed whether culture, social distance in relation to sex and age affect speech act in producing the type of strategies used for inviting through oral and written. Most studies were conducted for advanced learners, those are of undergraduate students in the countries where English is used as second language. The study analyzes students of Senior High School nonnative speakers in Semarang Regency make invitation based on social distance (D) between the invitee and inviter, relative power (P) and the rank of imposition (R).

## **II. Background**

### **1. Notion of Pragmatics**

Pragmatics plays a very vital role in communication in terms of the production and understanding the language, that is why speakers is said to have enough pragmatic knowledge to generate the proper and intended speech acts based on the

situation. Therefore, having pragmatic competence is one of the successful factors in communication. Mey (1993: 6) describes “pragmatics studies the use of language in human communication as determined by the conditions of society.” It sees the perspective of pragmatics as a study of communicative action in its socio cultural context. Others define pragmatics as the study of meaning by the speaker or the writer (e.g., Yule, 1996; Huang, 2011; Demirezen, 1991; Kreidler, 1998). It is about meaning in context as it is more than being said or written. It is about analysis of what people mean by their utterance in linguistic forms. It is about the ability of a person to grasp the meaning through specific meaning from many kinds of speech situations (Kreidler, 1998:19). It is not only about a well-formed string of words put together according to grammatical rules of a language that has abstract meaning, rather it focuses on a particular speaker on a particular occasion (Huang, 2011:11).

## **2. Pragmalinguistics**

As a way to learn about the study of people how to attain their goal for the interpersonal relationship while using language, Thomas (1983) proposed the idea to divide pragmatics into two components, namely; pragmalinguistics and sociopragmatics. The former refers to the particular resources, which a given language provides for conveying particular illocutions. It covers the degree to which one is able to use appropriate linguistic forms to realize speech acts and their associated strategies and the latter refers to the sociological interface of pragmatics, which refers to understanding of contextual variables such as the social distance, power, and imposition of the action between participants in an interaction. However, Brown and Levinson (1978) stated that pragmalinguistics deals with face as a part of linguistics, which means of conveying illocutionary force and politeness value. Meanwhile, Demirezen (1991) defined pragmalinguistics as the use of language in a correct way. Sociopragmatics competence is “the appropriate usage and selection of language in accordance with context and the ability to understand the social conventions that govern communication” (Xiaole, 2009). It can be concluded that pragmalinguistics is the way a learner generates utterances to maintain

communication by using linguistic units in an appropriate way based on the social context and value of politeness related to the degree of power, rank, and imposition.

### **3. The notion of Pragmatic Competence**

The main goal of learning a language is to develop communicative competence, which was introduced for the first time by Hymes (1972). Widdowson (1978) stated that meaningful communicative behavior is what to attain by a language learner. Accordingly, linguistic communicative competence includes two aspects namely; grammatical competence and pragmatic competence. Shridar (1996: 48) stated that social use of language approach enables the learner to understand about the interaction of language and society, the contribution of social context to linguistic meaning, the social functions of language, and the use of language as a major social institution.

However, a framework of communicative competence, consisting of at least four components: Linguistics or grammatical competence, Sociolinguistic competence, Discourse competence, Strategic competence, basically intended for teaching and learning foreign or second language was first proposed by Canale and Swain (1980: 27). Nevertheless, Bachman (1996) proposed a pragmatic competence as one of the important components of communicative competence. In Bachman's model, language competence falls into two fields; language knowledge and strategic competence.

Celce-Murcia et.al (1995) proposed another model following Canale-Swain's. Here, another competence was added, i.e., actional competence to complete Canale-Swain's model, which is conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets.

As Crystal (in Kasper and Rose, 1999) pointed out, that pragmatics is the study of the communicative action in its socio cultural context, it can be stated that individuals, have different forms of pragmatic competence, which allows them to use language in real life situation contextually. Therefore, pragmatic competence is focally studied at the social level in the limits of speech acts and social acts for the interaction. The area of pragmatic competence is studied in terms of sociolinguistic

competence and discourse competence. Whereas, pragmatic competence in foreign language contexts is defined as the knowledge of communicative action or speech acts, how to perform it, and the ability to utilize the language in proper ways based on the context or contextual factors (Kasper, 1997).

Celce-Murcia, et al (1995: 19) stated that “pragmatic competence is a set of internalized rules to use language in socio context appropriately, with regard to the participants in a communication”. Pragmatic competence can be interpreted as the competence to employ language for appropriate communication, which can be simplified as the two major aspects of expression and comprehension (Ziran in Chen, 2011). That is to say, pragmatic competence is the competence of speakers to employ appropriate and accurate language to express their thought and apprehend the meaning and intention of what the other speaker says (Chen, 2011). Nevertheless, to acquire appropriateness of pragmatic performance, it very much “depends on sufficient linguistic and pragmatic knowledge, as well as on overall strategic capacities to implement the knowledge in communicative interaction” (Taguchi, 2006).

#### **4. Notion of Interlanguage Pragmatics**

The term interlanguage was first introduced by Selinker (1972), who defined it as “a separate linguistic system based on the observable output which results from a learner’s attempted production of a target language norm”. He underlined that interlanguage is natural language which reflects the learner’s attempt to construct a system of linguistics that gradually approaches the target language system.

This orientation derived in turn from the Error Analysis Approach (Corder in Fauziati, 2009), which emphasized that errors are an important aspect on the learning processes to gain the strategies and their careful analysis to be more productive, from a pedagogic and scientific point of view, than only counting, scoring and giving sanction of ‘wrong’ forms.

Interlanguage pragmatics is as the study of learning other language either foreign or second language and investigates how nonnative speakers understand and produce

utterances in a target language (Kasper and Schmidt, 1996 ; Kasper and Blum-Kulka, 1993).

### **5. Speech Act of Invitation**

Cohen (1996: 396) defined speech acts as units in communication that have functions. Yule (1996) elaborated speech acts as speech functions that are realized by way of words. Schmidt (1980) offered another definition, speech acts “are all the acts we perform through speaking, all the things we do when we speak.” While Searle (1976) notes that “speech acts are in essence acts, not sentences.”

According to Dastpak and Mollaei, F. (2011: 34) invitations are usually seen as organizing and planning of a social commitment. Searle (1969:14) categorized inviting, as an illocutionary act, like ordering, is a commissive act, which point is to commit the speaker to some future course of action. However, Suzuki (2009) gave different opinion, according to him, invitation is an illocutionary speech act, which is supposed to be basically an FEA (face-enhancing act) for hearer (Kerbat-Orecchioni, 1997: 14) because the speaker undertakes in this speech act to offer the hearer an opportunity to enjoy or acquire something for the benefit of the hearer. The speech act of “inviting” emerges when the speaker is showing her or his intention to request the hearer’s participation in or attendance at a certain occasion, mainly the one hosted by the speaker. However, invitation is classified as directive as it assumes the hearer to do an action given by the speaker albeit the action done by the hearer is saving his or her face. Here, the hearer is assumed to be honored by the speaker to take part in the occasion. For the speaker, in this sense, “invitation” is assumed to belong chiefly to Searle’s expressive as the speaker elicits his or her intention to the hearer in the sake for not losing the hearer’s face and Leech’s Convivial speech act categories because of its FEA nature. Suzuki (2009) further, confirmed that invitation is sometimes achieved as one type of “requesting” when the speaker needs to ask the hearer to participate in or attend at a certain event. Invitation actually falls upon request category by which Trosborg (1995: 187) defines as “an illocutionary act whereby a speaker conveys to a hearer that the speaker wants the hearer to perform an



act, which is for the benefit of the speaker.” What makes difference is that invitation asks the hearer to conduct an act for the benefit of the hearer.

## **6. Politeness**

To indicate somebody is polite would mean when this person shows good manners and consideration for others. To be polite means associating with how to say things with which one does not really feel or believe in. However, it is an important part of social conventions since in all cultures, however different they are, politeness in addressing others is a kind of observed code of behavior that one has to hold on. Brown and Levinson (1978: 61) distinguish two facets of face, the public self-image that every member wants to claim for himself, as follows:

1) Negative face: The basic claim to territories, personal preserves, rights to non-distraction—i.e. to freedom of action and freedom from imposition.

2) Positive face: The positive consistent self-image or ‘personality’ (crucially including the desire that this self-image be appreciated and approved of) claimed by others.

Thus, by utilizing this notion of ‘face’, ‘politeness’ is regarded as having a dual nature: ‘positive politeness’ and ‘negative politeness’. ‘Positive politeness’ is expressed by satisfying ‘positive face’ in two ways: 1) by indicating similarities amongst interactants; or 2) by expressing an appreciation of the interlocutor’s self-image. ‘Negative politeness’ can also be expressed in two ways: 1) by saving the interlocutor’s ‘face’ (either ‘negative’ or ‘positive’) by mitigating face threatening acts (hereafter FTAs), such as advice-giving and disapproval; or 2) by satisfying ‘negative face’ by indicating respect for the addressee’s right not to be imposed on. In short, ‘politeness’ is expressed not only to minimize FTAs, but also to satisfy the interactants’ face regardless of whether an FTA occurs or not (Kitamura: 2000).

## **III. Method**

### **1. Learner’s subject**

The subjects in this study were 66 students of year eleven senior high students of Semarang Regency, half males and half females.

## 2. Method of data collection

The data were collected by means of written Discourse Completion Task (DCT) with nine situations. The situational descriptions for each one of the items as well as the directions for responses was specified in Bahasa Indonesia to facilitate the respondents' understanding and not to provide them with any linguistic hints which may influence their answers to the DCT questions.

## IV. Result

### 1. Inviting strategies

On the basis of the empirical project of Inviting Strategies by Indonesian young EFL learners in terms of students of Senior High School, this research found that there are five types of inviting others as follows:

Inviting Strategies	Tokens
<p><b>a. Hoping Strategy (H)</b> The interlocutor uses expression of hope to invite others.</p>	<ol style="list-style-type: none"> <li>1) I hope you can come to photography festival in my school (DCT 7)</li> <li>2) Din, I hope you want to go with me to university. I'm wait you in home (DCT 4)</li> <li>3) Hi, brother. Saturday at 19.00, my school will hold a closing ceremony for MOPDB, with art performing. So, I will invite you to come for this celebration. I hope you can attend that. (DCT 2)</li> <li>4) Good morning, sorry I disturb your time. In here I purpose to invite you to come on farewell ceremony in my school. I hope you can to coming. (DCT 9)</li> </ol>
<p><b>b. Imperative Strategy (I)</b> The interlocutors uses imperative sentences</p>	<ol style="list-style-type: none"> <li>1) Please join the art performance in my school (DCT 2).</li> <li>2) Please come to my birthday party (DCT1).</li> <li>3) I will held party in this school yesterday at 07.00 p.m. I will invite you to come in the party. You will become special person in the party. Please join to the party. (DCT 2)</li> <li>4) Good morning. Alhamdulillah. I am winning contest, here I intend you to come on my home. My parents will hold syukuran. Please join us (DCT 6)</li> </ol>
<p><b>c. Performative Strategy (P)</b> The interlocutor uses performative sentences</p>	<ol style="list-style-type: none"> <li>1) Our class will celebrate the New Year and will hold a holiday to Prambanan temple and Parangtritis Beach and we invite Mister to join with us. (DCT 3)</li> <li>2) Morning, Mom. I'm very thank for you because without your support I can't do it so that I can win be first in the match and my</li> </ol>

	family will invite you come to my little party tonight at 07.00 p.m. ( DCT 6)
<b>d. Want questions/statement Strategy (W)</b> The interlocutors mostly uses sentences indicating want	<ol style="list-style-type: none"> <li>1) Do you want to come on photography exhibition on my school this Saturday? (DCT 7)</li> <li>2) Do you want to participate on a swimming match this Saturday? (DCT 8).</li> <li>3) Sis, I want you to come to my birthday party in my home, Saturday at 06.30 p.m. The theme of the party is James Bond. Don't forget to come with James Bond costume, okay? I'm waiting. (DCT 1)</li> <li>4) Mrs. Indah, my class wants to celebrate the New Year and fill the holiday to Prambanan temple and Parngtritis Beach. I want to invite you to join us. Do you have time for us? (DCT 3)</li> </ol>
<b>e. Asking for willingness (AW)</b> The interlocutor uses the expression of asking willingness using 'would', 'can', 'will', 'may', 'could'	<ol style="list-style-type: none"> <li>1) Would you like to join us in study tour to Prambanan Temple and Parangtritis Beach? (DCT 3)</li> <li>2) Would you like to come to my syukuran party in my house? (DCT 6)</li> <li>3) Hey, can you join the swimming competition in Sunday at 09.00 a.m. I think you can won it. Don't miss it okay? (DCT 8)</li> <li>4) Will you accompany me to go to the chemistry technical university? (DCT 4)</li> </ol>

This research found that gender influences the participants in making inviting strategies. Female participants tended to employ P and H strategies, while AW strategies were more opted by male participants. However, it can be said that the participants were verbose and tended to exaggerate in mixing sentences into their inviting strategies. It happened when the participants used informal greeting and then mixed with a deference, then followed with asking for willingness polite and asking for willingness neutral in one situation.

The research also found that based on social status, when the inveter was close to the invetee and equal, there was a tendency to employ AW and W strategies by the participants, however, when the invetee was higher than the inveter, P was employed. I strategy was employed by the participants who were higher than the invetee. When the inveter was familiar to the invetee, P was employed when the invetee was higher than the inveter. When the inveter and the invetee were familiar and equal AW, H, and W strategies were employed. Nonetheless, when the inveter were familiar and the invetee was lower than the invetee, I strategies were employed. When the inveter

was unfamiliar and equal to the invitee, P strategy was employed. When the inveter was unfamiliar and the invitee was higher than the inveter, AW strategy was employed, however, when the inveter was unfamiliar and the invitee was lower than the inveter, H, I, and W strategies were employed. However, the findings show that female participants employed more AW strategies using neutral politeness (using, can and will) to the higher invitees who were close to the inveter, while to the higher invitees who were familiar to the inviters, the female participants employed I strategies. I and AW strategies using can, may and will are considered impolite.

The research also found that based on familiarity when the inveter was equal, P strategies were employed when the invitee was unfamiliar, AW and W strategies were employed when the invitee was familiar. However, when the inveter was close and equal to the invitee, H and I strategies were employed. When the invitee was lower and unfamiliar, P and W strategies were employed. However, when the invitee was familiar, AW strategies were employed, nonetheless, when the invitee was close, H and I strategies were employed. When the invitee was higher and close, P and H strategies were employed, however when the invitee was familiar, AW and W strategies were employed, nonetheless, when the invitee was unfamiliar, I strategy was employed by the participants.

Data show politeness markers used by the participants reflected the situation in the DCT that female tended to use more polite markers than male participants, 157 compared to 141. Male tended to use polite markers in category higher (situation three, six and nine), while female used polite markers for all situations and all categories (equal, lower and higher).

In category equal (situation one, four and seven) female tended to use “please” as well as in category lower, “excuse me” was used 6 times in situation four where the invitee is familiar and 2 times in situation seven with unfamiliar counterpart. In category higher, politeness markers used by female participants varied, out of 84 markers, “excuse me” was used 48 times or 57%, “please” was used 32 times or 38% “I’m sorry” was used 5 times or 5%.

## **2. Politeness Strategies**

Politeness strategies were used to make communication possible between people relating to one another in different societies. It has also been emphasized that politeness strategies may be different in different cultures (Brown and Levinson, 1978) distinguishing between *positive politeness strategies* (those which show closeness and intimacy between speaker and hearer) and *negative politeness strategies* (those which stress non-imposition upon the hearer and express deference).

This research found that based on super strategies of Brown and Levinson's politeness, BR strategy was found in all invitation used by male to male, male to female, female to male and female to female regardless the social status, power and rank of imposition. However, whenever the invitees were not intimate and close to the inveter but equal and lower status, the inveter employed PP strategies as there was to show closeness. The higher status of the invitee led the inveter employed NP strategies which showed indirectness and deference. The research also found that "hi" and "hello" was used as greetings in equal and lower status either, close, familiar or unfamiliar. However, when the invitees were higher eventhough they were close, familiar and unfamiliar, the participants employed formal greetings such as 'good morning' or 'good afternoon'. The most frequent auxiliaries used are "will", "can", and "would". The participants managed to differentiate in choosing auxiliaries based on social status of the invitees. In category equal and lower, the participants tend to use "will" and "can" while for higher status the participants tend to use auxiliaries "would" and "could". Different situations discern the way the participants use deference markers. In category equal and lower, the participants tend to use solidarity markers, which cover "bro", "guys", "ladies", "sis", "sweety", "sob", "boy", "friend", "girl", and "beautiful girl". In category higher, the participants tend to use deference markers, which comprise Sir, Mister, Madam, Mom, Miss, Misses, and Teacher. The notable finding is male tend to use wide-ranging solidarity markers (*man, my girl, my best friends, girl, guys, ladies, bro, brother, sister, sist, my friend, the girl, boy, cute, my close friend, beautiful girl, buddy, gentleman, my girl friends, cute girl, my little friend, little boy, little, young lady, my brother, my sister, dek*) especially to those considered equal and lower levels. However, both male and

female participants use the same deference such as, “*Sir*”, “*Mom*”, “*Miss*”, “*Mister*”, “*Madam*” and “*Teacher*” to higher level of the invitees.

## **V. Discussion of the findings**

### **1. Inviting Strategy**

This study aims to find inviting strategies used by Indonesian EFL learners. The results of this study on English interlanguage pragmatic knowledge of Indonesian EFL learners have provided us with interesting findings on the research questions. This research found five strategies used by the participants; P, AW, I, H, and W. Two types of the taxonomy here: Want Strategy (W) and Asking for Willingness Strategy (AW) were also found in Suzuki’s study (2009) on how American University Students Invite Others. However, he classified W strategy as AFN, and AW strategy as ADN. In his study, he does not regard the social distance (D) between the speaker and the interlocutor, the relative power (P) between them, and the rank of imposition (R). The situation adopted in his study is only inviting someone to have meal, nonetheless, in this study, nine situations were employed, and two of them were inviting someone to have meal as Suzuki did in his study. Regardless of that the participants were only Senior High students of year XII, the participants employed more strategies in making invitation, to add strategies used by participants in Suzuki’s study; which can be classified as **H** strategy (Hoping strategy), **I** strategy (Imperative strategy) and **P** strategy (Performative strategy). From the findings it can be said that **P** strategy was mostly used by the participants in all situations or scenarios, perhaps by incorporating many explanations given in the situation of the DCT the invitation would be made clear to the invitees.

The use of scenarios with many explanations in the DCT led the participants to make a very long invitation. The longer the situation, the longer the utterance would be generated by the participants. This is in line with previous studies (Billmyer and Varghese, 2000). Accordingly, the participants translated all the sentences given in the situations. The participants gave explanation before the head act of inviting, nonetheless the explanation also functioned as the invitation. The possibility of doing this maybe because the participants lack of the knowledge about making invitation in

the target language. The linguistic deficiency sometimes forced the learners to resort to their mother tongue to native language transfer. In this case, lack of linguistic formulae to utilize in given situations, speakers made their effort to translate linguistic form in Bahasa Indonesia to what they assumed equivalent to English. These findings are also in line with previous research in the field of translation which is not a linguistic procedure but an undertaking of communicating across cultures. According to House (in Guzman and Alcon, 2009), translating always engages both languages and cultures because they are inextricably intertwined and can be defined as communication across cultures, which sequentially involve using linguistic resources for expressing communicative act and interpersonal meanings, as well as paying attention to the social perceptions underlying participants' interpretation and performance of communicative acts.

*Example of P strategy from DCT 1:*

*'Anda memiliki seorang teman akrab (laki-laki) di kelas anda. Anda bermaksud mengundang teman anda untuk menghadiri pesta ulang tahun anda yang ke 17 di rumah anda pada hari Sabtu jam 18.30. Tema pesta adalah James Bond maka anda meminta teman anda untuk datang dengan kostum James Bond'.*

'I invite you to join in my birthday party. It's my 17<sup>th</sup> birthday. My party will be held on Saturday at 06.30 p.m. Don't forget to wear costum and the theme is James Bond. I hope you come and join with us. Thank you before'.

The length of this utterance was forty one words. It consisted of one head act (invitation), and five explanations. The inveter might have the intention to show the clarity of the invitation to be generated. The research also found that the participants tried to produce the utterances with the influences of their native language in terms of cultural differences and negative transfer which caused pragmatic failure (Thomas, 1983; Kasper, 1992). The participants in some cases failed to reveal the speaker's real intended meaning, were overly verbose because there were too much information given are affected by cultural values (Brown and Levinson, 1978). Example below demonstrates the problem.

‘Good morning, Mom. May I ask you something to you, our class will have a enjoyable trip or you can say a little picnic to Prambanan temple and Parangtritis beach. I know if you were busy now but if you really want to think about my invitation, we will guarantee that you will have a special moment with, you will feel the summer breeze and also see the beautiful or see historical ruin because I’m know that you were very interest at this subject. So, I please Maam you should be come.’  
(43/mtf/c-h)

The utterance was wordy. It consisted of more than fifty words. It consisted of greeting and explanations. The participant perhaps tried to convey more polite invitation to the invetee who was higher than the inveter, however the relationship between them was close. The possibility of doing this maybe because the participant wanted to save the invetee’s face.

Providing learners with knowledge of the linguistic forms which are appropriate to convey the intended meaning in different situations is important. This study suggests that it is not enough to build learners’ linguistic competence and it might be necessary to develop their socio-cultural competence, in order to develop their understanding of the frames of interaction and rules of politeness within the target language.

This research also found out that the learners with low proficiency made more pragmatic errors than those with high proficiency. This is in line with the previous study (Niezgods and Rover, in Xiaole, 2009). Example below demonstrates this problem.

*Excuse me, mom. May I ask some questions? Mom, are you like Prambanan? Are you like Parangtritis Beach? And are you have some free time in this weekend? If you say yes to all my questiond, please join with us in our recreation, because I as the leader of this event. My all friends ask me to invite you, because you are one of good teacher in this school. (34/mtf/c-h)*

Instead of saying, ‘ do you like Prambanan, the participant tried to use are you like which has different intended meaning, however, when this utterance was pronounced



among participants they would understand the meaning, nonetheless this was spoken to native speaker, probably this would cause an awkward response.

AW strategy used by the participants whose proficiency in English grammar was high. The studies show that higher proficiency of the learners are generally better at using speech act (Trosborg, 1995). The learner employed positive transfer as they have good prior knowledge in the target language. It means that those who are good in mastering English manage to use the intended meaning of inviting strategy to the invitee, as native speakers do. The the result of pragmatic differences is different from grammatical errors, which are often interpreted on a social or personal level rather than as a result of the language learning process (Bardovi-Harlig and Kathleen, 1999).

The participants used I strategy as a result of culture transfer as Indonesian tend to ask someone to come to an event by using imperative sentences like especially when the inveter and the invitee are close to each other. The participants used H perhaps they had great expectancy their invitation to be fulfilled. However, the use of H was mixed with other strategy. Want strategy was found in the research as a result of culture transfer as it was found out in their native language the way they invite others was just like offering something to somebody.

## **2. The influence of gender, social status and social distance**

The distributing of inviting strategies were seen from the perspective of different gender, status, and familiarity (distance). In the previous research, Gharaghani, et.al (2011) asserted that men are more concerned with power and women with solidarity, however in this study male participants tended to use more varied solidarity markers as *allerter* than female participants; *bro*, *sis*, *buddy*, etc 363 (46%) *allerter* was used by male participants and 289 (37%) was used by female participants in initial place before inviting strategies while for final place after inviting strategies, 83 (11%) was used by male participants and 53 (7%) was used by female participants. perhaps this was done to stay closeness with the invitees.

In previous study, women's speech is more polite than men's (Lakoff, 1973), however, in this research, female participants were found not always show politeness. Example of inviting strategy in situation 9:

Come and join in farewell party in Saturday 11 January 2012 in SMA Virgo Fidelis Bawen. Please welcome. (15/ftm/uf-h)

*Come and join* comprises imperative sentence. It is considered rude to be spoken to the higher status and unfamiliar. Although the sentence contained 'please' it does not show politeness (Brown and Levinson, 1978). So, this study supports the fact that gender affects the choice of politeness strategies in EFL learners of native language and the target language.

The research found out that based on social status, P was mostly employed by inveter to higher invitees, perhaps the participants would like to express their respect and honor to the higher invitees. AW and I were two strategies used by the inviters to equal and lower invitees, the participants might assume the invitees were equal and the same level. The research found out that based on familiarity, P was mostly employed by inveter to unfamiliar invitee although they were equal and close. Perhaps the participants did not want to threaten the face of the invitee. Therefore, difference status and familiarity affect the inviting strategies used by the participants.

### **3. Politeness strategies used by Indonesian EFL learners in making invitation**

The research found out BR was mostly applied in all invitation used by male to male, male to female, female to male and female to female regardless the social status, power and rank of imposition. Perhaps, the participants wanted to make invitation effectively and efficiently. However, whenever the invitees were not intimate and close to the inveter but equal and lower status, PP was mostly applied maybe it happened because they felt in the same group and solidarity. This is in line with the previous study (Ming-Chun, 2003). PP strategies were employed as the inviters want to show closeness and intimacy toward the invitee. The higher status of the invitee led the inveter employed NP strategies which showed indirectness and deference. NP was applied mostly by the inveter to higher and unfamiliar invitee,

perhaps the participants expressed their respect in terms of politeness to those considered higher level.

Having a good English grammar and vocabulary, participants yield failure in generating native-like responses to situations that required the choice of politeness strategies of their first language to the desired situation. Furthermore, there is evidence that grammatical competence does not imply pragmatic competence, or, in other words, grammatically advanced learners do not necessarily have concomitant pragmatic competence (Rose and Kasper, 2001).

## **VI. Conclusion**

The study on the linguistic behavior of making invitation in English by Indonesian young EFL learners is one of the ways to add a new dimension to the study of speech acts. The result of the data analysis have sketched out how the speech act of inviting was accomplished by Indonesian Senior High School Students as EFL learners and indicate that the answers to all the questions raised in introduction are positive. This study investigates the inviting strategies and the impact of social variables in terms of power, distance, and rank of imposition. The use of DCT influences the participants in making the inviting strategies.

Suzuki's findings in his research on making invitation by native American undergraduate students describe 2 different strategies, namely; Want (W) and asking for Willingness (AW), however based on the writer's findings in her research on interlanguage pragmatics of invitation by Indonesian EFL learners, there are three more strategies in making invitation, namely; Performative (P), Imperative (I), and Hoping (H).

Gender also influences in making inviting strategies based on social status and familiarity, including the use of deference or solidarity markers. Male participants use more various solidarity markers especially when the invitation is addressed to female invitees. It might happen as male participants try to touch the invitee emotionally and keep close to the invitees. Both male and female participants tend to verbose. The more descriptors in the scenarios the more explanations the participants use in inviting others. However, the most significant finding is that female participants is

said to adopt more performative (P) and hoping strategy (H) in all situations. Female participant is considered expectant to the invitation to be fulfilled by the invitees.

The contribution of distance, power, and rank of imposition to the way the participants elicit their politeness strategies was also found in this study. When there is a distance between the inveter and the invitee the participants make different ways in making inviting strategies. However, in the realm of pragmalinguistics, the participants cannot differentiate the use of neutral and polite strategies while addressing the invitation to higher level of the invitees. It is found out in the use of willingness neutral and imperative strategies by the participants to invitees who are of higher status. It might due to the lack of pragmatics knowledge of the participants toward the language.

## **VII. THE IMPLICATION**

Based on the findings that BR strategy in terms of I strategy was mostly used to all status even to higher level, it seems that the students do not acknowledge the terms politeness. Hence, during learning and teaching process, teacher should implement pragmatics knowledge as well as cross cultural understanding of the language learned to the students, so that the learners/students can use the language appropriately to the context of social situations. Besides, the material taught to the students should be based on the real context of situation where native speakers use the language. The use of textbooks by the teacher and the students should consider the politeness in terms of formal and informal situation adopted in the examples of conversation included the materials. By doing this students will understand and imitate the correct use of pragmatic situation, as well as be able to differentiate the level of politeness.

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