

CHAPTER ONE

INTRODUCTION

A. Background of the study

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. It is not only a matter of acquiring the grammar of the language in terms of competence but also the actual use of the language in terms of performance. Chomsky (1957) claimed that the theory of competence means a theory of grammar, which concerns with the linguistic rules. Having mastered the grammar of the language the learners can produce and distinguish between the grammatical and ungrammatical sentences. There is a contrast between competence and performance, Sauvignon (in Bagari and Djigunović, 2007: 96) “referred to competence as an underlying ability and to performance as an open manifestation of competence.” She proposed that competence can be examined, built up, upheld and assessed through performance. In fact, performance could not directly depict competence.

Learning English at school cannot be separated from the teaching process. The goal of teaching a language began to shift from emphasizing the grammatical competence to communicative competence since Hymes (1972) offered the idea of communicative competence which includes the interlocutor’s knowledge both linguistic rules and socio cultural rules. The latter addresses the utterances generated and understood appropriately in

different sociolinguistic contexts, which depends on contextual factors (Canale and Swain, 1980). Nevertheless, in Indonesian 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). Error in grammar could be tolerable but inappropriateness will affect the communication outcomes. The conversation may lead to an awkward situation which is not realized by the learners of the language.

Teaching EFL at school in Indonesia for the time being adopts what we call Genre Based Curriculum which focuses on understanding and generating selected genres of texts in the scopes of four skills namely, listening, speaking, reading and writing. The idea of promoting genre approach is the use of the language to speak or to write which engaged in particular social situations, not only in what to say but also how to say things. It relates closely to social factors such as class, gender, ethnicity and geographic location. Thus the

issues of power and power-difference between individual and groups are involved (Macken, 1990).

The teaching of these four skills is integrated through two cycles and four stages, namely: spoken cycle, which includes listening and speaking skills and written cycle which comprises reading and writing skills (Celce-Murcia, 1995). For spoken cycle, the students are trained to be able to identify and create some discourse or utterances to do transactional (to get something done) and interpersonal speech (to establish and maintain social relations) within participants related to situational, social, and cultural factors which constitute speech acts. As for written cycle, the focus is on models and features of text written for a particular purpose. Students learn text types or genre which relates the knowledge of the language with a social purpose. Narrative, descriptive, report, recount, news item, exposition, argumentation, are some of genres taught at school.

Invitation is a part of speech acts, which reflects the actualization of an illocutionary intention of a speaker through utterances, either spoken or written. The speech act of invitation emerges when someone asks somebody else to attend to a kind of occasion, usually the one that is hosted by the inviter. It is quite challenging to do the research on speech act of invitation as it is rarely used in daily activity in Indonesian culture so inviting others for a meal, for instance, is unusual for common people. The very understandable forms of invitation are *an sich* wedding invitation and social meeting. Indonesian people rarely invite others for having dinner, having parties, watching movies or going

out for recreation. Moreover, English is not used for daily communication, as it is only learned and practiced at school even they hardly have time to utter the language they study with whomsoever unless they are forced to do so. This elicits the researcher to conduct the study on speech act of invitation.

The teaching speech acts such as “inviting”, “requesting,” “complimenting” and others, and their strategies used by the learners has turned out to be one big topic in the English Learning and Teaching. Students here are commonly asked to understand and memorize the expressions used in the conversation under the title of the language function being discussed. The influencing factor of the successful teaching learning process includes learning of vocabulary and grammar as well as discourse strategies and their combinations i.e. semantic formulae and their related linguistic politeness strategies. Hence, EFL learner should start to learn such pragmatic strategies in order to express themselves in appropriate ways in certain contexts after or while they have deep understanding of the use of vocabulary and sentence patterns.

However, the learning tends to exclude socio pragmatic knowledge. This can be observed when Indonesian students address their teacher by using deference terms such as Mom, Madam or Sir. This often happens as the students, lack of pragmatics knowledge in which they translate Mom from “Bu”, and Sir from “Pak”. In fact, addressing people formally in Western culture is usually directly by calling their names or using Miss or Mister followed by family names. In addition, the Indonesian students in Semarang

Regency are not accustomed to the use of English politeness expression. Hence, they sometimes misuse some pragmalinguistic forms of greeting for example; they say “hi” to their teacher. It might happen since they only take the expression of the textbooks without considering to whom they speak. They even are not aware whether the target language they learn has the norms of politeness in their daily basis communication or not. It happens as textbooks usually cannot give examples of appropriate utterances in speech acts, and often differs from real life speech.

As invitation is one of the materials taught at school, the focus on this study is unearthing 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. Hence, the way the teacher organizes the learning goals to make the material comprehended is by breaking down the learning phases according to the hierarchy the students should attain during teaching learning process. Most teachers develop the ways they teach by developing the learning goals as follows: the students are able to identify an invitation, the students are able to accept or refuse an invitation, and the students are able to make a dialog about an invitation. In line with these learning goals, the writer investigates the way the students make speech act of invitation from the perspective of pragmalinguistics and politeness strategies.

It always happens to the students that they only translate the utterances in their mother tongue into the target language without pondering the differences

in sentence pattern and word order between those two languages. This elicits the writer to conduct a research on this issue to examine whether the students make up their own strategies in making invitation based on their native language or based on the knowledge they got from teacher's explanation. In general, the way the teachers teach invitation to the students is only by explaining linguistics unit of making invitation in terms of giving examples of sentence patterns without stressing on politeness strategies. Accordingly, whenever the teacher asks them to make a dialog, students just take sentences from the examples given by the teachers. Take examples of making informal and polite invitation from <http://bbclearningenglish.com>. accessed on January 10, 2012.

Situation: It is five o'clock on a Friday, Darmuid has had a hard week and it is time for a pint. What is a good way of asking other people if he would like a drink too? Well, in the first dialog, Diarmuid is going to invite Catherine out for a pint or having a glass of wine.

Dialog 1:

Darmuid: Catherine, I'm just going for a drink after work this evening. *Do you fancy a pint?*

Catherine: Ooh, I'd love one.

In the dialog 1, Darmuid invites Catherine by saying, "Do you fancy a pint?" The strategy Darmuid uses in his utterance is using an informal way. It might be understood that Darmuid and Catherine are familiar to each other. In British English, if someone 'fancy' something, it means that at the moment the

person wants to have it. For example, 'I fancy an ice cream', 'I fancy a hamburger'.

Dialog 2:

Diarmuid: Catherine, are you free on Friday?

Catherine: I think so. Why?

Diarmuid: Well, I'm going to have a barbeque on Friday night, in my back garden. *I wondered if you'd like to come along.*

Catherine: Yeah, I'd love to. That sounds really nice.

Diarmuid: OK, you're not vegetarian are you?

Catherine: No, no I'm not.

Diarmuid: Ah, you'll be fine with burgers.

In dialog 2, Diarmuid uses polite strategy in inviting Catherine to come for a barbeque by saying *I wondered if you'd like to come along*. 'To wonder', means 'to think' or 'to ask yourself' but the meaning of the word isn't that important here; Diarmuid is just using the phrase to be polite. Sometimes to be polite means to use long sentences.

Apart from the examples above, the findings of Suzuki's study described different strategies on making invitation by native American undergraduate students (see appendix). From the examples above, 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 pragmalinguistic forms of invitation

used by Indonesian EFL learners as well as the influence of gender, social status, and social distance on invitation strategies. Many studies conducted in invitation were documented among different proficiency levels of learners (e.g., Al-Khatib, 2006; Salmani and Noudoushan, 2006; Suzuki, 2008 and 2009; Rakowicz, 2009; Bela, 2009; Dastpak 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, whereas in this research students of senior high school act as the participant and English is as foreign language. They are considered intermediate level of English learners.

The study analyzes students of Senior High School nonnative speakers in Semarang Regency make invitation based on social distance (D) between the invitee and inveter, relative power (P) and the rank of imposition (R). Written Discourse Completion Task is used to get the data especially from Indonesian EFL compared with that of native speakers taken from the previous study conducted by Suzuki (2009) from which undergraduate of United States of America were investigated.

This study aims at understanding how Indonesian EFL learners invite others as a part of speech acts more widely, across a broader range of languages based on their mastering of English sentence structures. Besides, the study aims at finding out whether their native language sentence patterns

influence their English productions of sentences as well as the influence of gender, social status, and social distance. The study also aims at investigating the politeness strategies in inviting within global interaction.

B. Problems of the Study

The present study aims at exploring interlanguage pragmatic of invitation used by Indonesian learners of English. In addition, it examines the pragmatic realization of the nonnative utterances as compared to their native language usage. Specifically, this study investigates invitation strategies of nonnative speaker, the way nonnative speakers produce utterances in correct semantic formulae as well as the appropriateness in terms of politeness regarding power, rank and imposition. Three research questions addressed in this study are:

1. What are the invitation strategies used by Indonesian EFL learners?
2. Do gender, social status, and social distance influence invitation strategies?
3. What politeness strategies are used by Indonesian EFL learners in making invitation?

C. Objective of the Study

Based on the problem statements above, the objective of the study focus on:

1. To describe invitation strategies used by Indonesian EFL learners.
2. To describe whether gender, social status, and social distance influence the invitation strategies.

3. To describe the forms of polite strategies used by Indonesian EFL learners in making invitation.

D. Scope of the Study

Within the limit of a minor thesis, the research is carried out in the school setting. Participants selected in this study are grade twelve students from three Senior High Schools in Semarang regency. The reasons for choosing this setting are: (1) the places are reachable as they are close to the office where the writer works; (2) the students are varied in the range of intelligence quotient, which promise a meaningful research.

The study is conducted from the perspective of interlanguage pragmatics where Indonesian EFL interlocutors use their strategies in making invitation based on many situations as speech acts in particular contexts. Nevertheless, semantic and syntactic theories are utilized at times to make better analysis in different inviting strategies by using written Discourse Completion Task to get the data.

E. Benefit of the Study

The researcher expects this research gives:

1. Practical benefits
 - a. This research gives more understanding to the reader about strategies used by Indonesian EFL learners, the influence of gender, social status, and social distance as well as politeness strategies in making invitation.

- b. This research gives more information to readers about the influence of Indonesian native grammatical construction of sentences used in making invitation by Indonesian EFL Students.
 - c. This research gives information to researcher who wants to discuss related study.
2. Academic benefits
- a. This researcher gives the contribution to the development of pragmatics field mainly on making invitation in the realm of speech act theory and the grammar theory.
 - b. This research benefits as an additional reference for further research especially on inviting strategies.

F. Research Paper Organization

The organization of the research paper consists of six chapters:

Chapter I is introduction that consists of the background of the research, problems of the study, objectives of the research, limitation of the study, benefits of the study, and the organization of the study.

Chapter II is theoretical review, which covers the explanation of the notion of pragmatics, pragmlinguistics, the notion of pragmatic competence, interlanguage pragmatics, speech acts (notion of speech acts, classification of speech acts), speech act of invitation, politeness.

Chapter III is the research methodology, which consists of the types of the research, the object of the research, the type of the data and data resources, method of data collection, and technique of data analysis

Chapter IV is pilot study. In this chapter, the researcher presents the data analysis of instrument used for the research

Chapter V is main research findings and discussion. In this chapter, the researcher presents the data analysis, research findings, and discussion of the findings.

Chapter VI is conclusion, the implication, and suggestions for further research.