

CHAPTER I

INTRODUCTION

This chapter explains the comparative study of criticism strategies used by Indonesian and Thai learners of English. In this chapter divided into six part, namely: background of the study, limitation of the study, problem statement, objective of the study, significant of the study, and research paper organization.

A. Background of the Study

Criticism is a something that analysing and evaluating something with the purposes to increase the understanding, to give the appreciation or to help improving work. House and Kasper (1981) defined criticism as judgment, and reproach as a part of lamentation. Criticism is not always means “finding the mistakes” but criticism actually means the expression of an object, it can be positive or negative. Criticism is needed in educational activity because criticism can invite the students to be more active in teaching learning program. Using a criticism the students can find the new idea or the new think to be better. When the students create a criticism of something it means the students understand what the lesson that given by their teacher. The classroom is a place that usually create a critic of education. In the classroom the student and the teacher doing a teaching learning process, sometimes in teaching learning process the student being a critic of the lesson or the condition that happen in teaching learning process. So, in that moment we can easy to find the critic that make a criticism. The main reason that may explain the strategies is about this study investigates criticism by Indonesian learners based on speech act theories to criticize. It tries to find the sense of subtle language or explicit language of the criticism. In daily life language is important thing for communication and there are some reasons why people use language. Finegan, et al (1992:3) argue that language has been viewed a tool of thought, a system of expression which is transfer thought from someone to another. Speech acts are “actions that are carried out through language.” Finegan, et al. (1992:307). Various tasks are accomplished by means of language, and linguists have different ways of

explaining about speech acts. According Wajnryb (1993) stated that an effective criticism, in his teacher-participants view should be specific, kept simple, well grounded in the lesson, connected of strategies for improvement, and delivered as the try to share experience.

There has been some research on the use of criticism done by previous study. Such as, Ardiyani (2014) studied interlanguage of criticism by Indonesian learners of English. Then Toplak and Katz (2000) focused on the communicative effects of direct or indirect criticism (i.e. sarcastic comments). The previous study is focused of criticism. This present research compares criticism strategies between Indonesian and Thai learners of English. This research try to determine the type of criticism strategies used by Indonesian and Thai learners of English, also find the similarities and differences of criticism strategies used by Indonesian and Thai learners of English.

Furthermore, the findings of this research will make the importance of intercultural knowledge clearer for inter language learners so their awareness of cultural differences will improve. The results also can enrich the literature for further studies in the relevant areas. The purposes of this study are to investigate the cognitive study of criticism strategies used by Indonesian and Thai learners of English. The research focuses on the intercultural between Indonesian and Thai learners of English to use the request strategies of interlanguage in comparative study.

Based on the phenomenon above, this research is focused on the criticism strategies used by Indonesia and Thai learners of English. As the result, the title of this research is “***A COMPARATIVE STUDY OF CRITICISM STRATEGIES USED BY INDONESIAN AND THAI LEARNERS OF ENGLISH.***”

B. Problem Statement

Based on the background above, the researchers formulated the problem statements as follows:

1. What are the types of criticism strategies used by Indonesian learners of English?
2. What are the types of criticism strategies used by Thai learners of English?
3. What are the similarities and differences of criticism strategies between Indonesian and Thai learners of English?

C. Objective of the Study

Based on problem statement above, the writer has some objective of the study. The objectives of study are:

1. To determine the criticism strategies used by Indonesian learners of English.
2. To determine the criticism strategies used by Thai learners of English.
3. To describe the similarities and differences of criticism strategies between Indonesian and Thai learners of English.

D. Significance of the Study

In this research there are several theorize and practical significant that are expected to be implemented after study authors:

1. Theoretical Significance
 - a. This research is expected to be useful for the Indonesian and Thai learners to understand about criticism strategies.
 - b. The result of this research can contribute the pragmatics study, especially the differences and similarities of criticism strategies between Indonesian and Thai learners of English.
2. Practical Significance
 - a. For teachers, this research can be used as additional of teaching speech acts especially in criticism strategies between Indonesian and Thai learners of English.
 - b. For the learners, the student can learn about criticism strategies between Indonesian and Thai learners of English.
 - c. For other researchers, the research is also significant for stimulating to the other researcher in conducting such kind of research in the future.