

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Acquiring a foreign language sometimes becomes a problem for learners. Although it has been studied for many years, learner still finds difficulties in mastering foreign language. But, they still have to do that, based on the mandate of regulation no. 24 of 2009. The essence of the mandate is to prioritize the Indonesian language, preserve local languages, and master foreign languages. In Indonesia, people especially students should learn some foreign language and one of them is English.

In the process of learning and acquiring foreign languages, there are four skills; reading, listening, speaking, and writing. Those skills have their difficulties, especially for foreign language learners. The learner needs those skills to interact in a society to transfer their ideas thoughts, feelings, and many more. People will think through the target language (TL) and spontaneously use it. The speaker has to know the structure of TL and use the proper language to get the hearer to understand their utterances. The purpose of this paper is to investigate how Indonesian ESL, learners encode linguistic effects in the speech act of compliment and identify areas that should be taught caution in the ESL. In using English sometimes they are still influenced by their first language.

In Indonesia, there are so many languages because Indonesia is a multicultural country. So, the ESL learners may get influenced by their local language or maybe Bahasa Indonesia. In this paper, the local language that can be discussed is

Minangkabau. This is interesting to be discussed as has been discussed in a related study (Alam Takambang Jadi Guru- AA Navis). Minangkabau people have their way of complimenting. Errington (1984) stated that the most salient characteristic of Minangkabau and the most frequently stressed to the foreign visitor, is they are not straightforward. Therefore, the Minangkabau people may use utterances that contain implicit meanings in complimenting. They have "kieh jo kato" which means they use figurative language to praise or satirize. Navis (1984:230- 231) describes "kato malereang", one of the style words in the Minangkabau languages, as "kieh jo kato" or figurative languages. They are using figurative language to show high politeness so that the hearer is not insinuated. Minangkabau people should understand figurative language. For example, in Minangkabau restaurant they have a slogan "You are satisfied tell others, if you are dissatisfied let us know." They tell people to do indirect/ implicit compliments but somehow people will interpret this as 'in Minangkabau culture, they do not have compliments.' But in fact, Minangkabau culture also has compliments in their culture but it is implicitly. It may cause some trouble for EFL learners to transfer their idea in complimenting to L2. If they used their way of complimenting the hearer also will misunderstanding because they use figurative. This stage is called interlanguage simply defines as the language used by non-native speakers of that language (Huang, 2007: 125) for this case, it is more specifically called Interlanguage Pragmatics.

Interlanguage pragmatics (ILP), a branch of second language acquisition (SLA), is the acquisition, comprehension, and production of contextually appropriate language by L2 learners (Schauer,). ILP is influenced by:

Interlanguage theories, pragmatic theories, and Hymes'(1971, 1972) communicative competence. Kasper and Dahl (1991: 216) stated that 'interlanguage pragmatics will be defined in a narrow sense, referring to nonnative speakers' (NNSs') comprehension and production of speech acts, and how their L2-related speech act knowledge is acquired. In other words, ILP is the study of how second language learners understand and perform the linguistic system of the target language, and how they acquire L2 pragmatics knowledge or speech act.

Under the studies of speech acts, compliments become one of the acts in interlanguage pragmatics. A compliment is defined as "a speech act which explicitly or implicitly attributes credit to somebody other than the speaker, usually, the person addressed, for some good (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer" (Holmes, 1988). Compliments are seemed simple and are often used by people, but can cause great trouble in cross-cultural interaction. For example in Bahasa Indonesia, there are a lot of compliments but when it turns to the target language it has a different linguistic structure. Also, in Minangkabau culture, they have different forms of compliment as has been discussed above. The second language learners will make errors in giving compliments in using the target language. They might still be influenced by their mother tongue.

This study aims at studying the two types of cultural value systems that contribute to research on the cross-culture influence of the learners of English as a Foreign Language (EFL)'s native language (L1) in performing speech acts and trying to get their messages across or sound like native speakers of English. This

study employs a descriptive qualitative design. The data obtained from respondents consisting of 20 EFL learners taken from English Department students of Andalas University year 2019 and native speakers of Minangkabau to be respondents. The questionnaire will be utilized as an instrument to collect the data. The questionnaire is in the form of a written discourse completion test (WDCT) which consists of twelve situations where the informants are asked to give compliments in certain situations. Before conducting the research, the researcher makes an observation.

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- (1) *That's a very nice bag*
 - (2) *Your new haircut looks good on you*
 - (3) *What a lovely car, Dad*
 - (4) *I like your handwriting!*
 - (5) *I really must express my admiration for your new motorcycle.*

The compliments above are examples of giving compliments by English Department students of Andalas University. After analyzing the examples above, the compliments is an explicit or direct compliment. The questions are about a new haircut, hairstyles, a new bag, backyard decoration, and food. The participants prefer giving compliments through the use of explicit strategies. Regarding the nine patterns of compliments by Wolfson and Manes (1981, p.122), 97% always used interactions, there are four patterns used in these examples. Examples (1) used PRO are (really) a (ADJ) NP pattern, (2) used NP is/looks (really) ADJ pattern, (3) used What (a) (ADJ) NP! and (4) and (5) I (really) like/love NP.

1.2 The Identification of the Problem

Based on the background, there are many problems related to interlanguage pragmatics. It is impossible to analyze them all and necessary to limit the discussion because of limited time, cost, and energy. In this case, the discussion is restricted to two scopes of discussion. Therefore, the research questions are:

1. How do the Minangkabau learners of English perform the speech acts of compliments in English?
2. How are the L1 interfere the students' compliments?

1.3 Scope of the Study

The focus of this research is to find out how the native speakers of Minangkabau as Indonesian learners of English as a foreign language, perform the speech act of compliments (Cs) in English conversation to see the influences of their cultural background. The data will be taken from English Department students of Andalas University. The compliments will be analyzed into head acts [H] and supportive moves (S) and the data are discussed in terms of explicit and implicit strategies.

1.4 The Objective of the Research

The research is aimed to describe how the Minangkabau learners of English perform the speech acts of compliments in English and the L1 interfere the students' compliments.

1.5 Method of the Study

In conducting this research, the writer will use some steps; they are collecting the data, analyzing the data, and presenting the result of the analysis.

1.5.1. Participant

This research will apply a descriptive qualitative approach to explore compliment strategies used by Indonesian learners. The English Department Students of Andalas University are the participants in this research. The participant in this research will consist of 20 respondents in the year 2019 and they are the Minangkabau EFL learners that use the Minangkabau language as their first language.

1.5.2. Instrument and procedures

The data for this study are elicited from the English learners utilizing the Written Discourse Completion Test (WDCT). WDCT is a form of test depicting some natural situations to which the respondents make responses compatible with the situation of compliments. There are twelve written situations, each situation consists of three categories (equal-equal, equal-higher, and equal-lower). These situations are designed to meet the purpose of this study to gain data on compliment strategies. Subject responded by writing what their oral compliment and its response would be to each situation poses. They were designed to be in pairs of male and female participants. They were encouraged to give compliments quickly and they were going to be asked to write their compliment and their

response to match as closely as what they might say. This research was made in the middle of Coronavirus time; the data would be via Google draft or directly. WDCT was returned to the researcher personally. Most participants responded immediately, taking about 10 to 15 minutes to complete the WDCT provided by the researcher.

1.5.3. Data Analysis

The research employed descriptive analysis. By doing this method, the researcher collected, arranged, and presented the data. The data obtained from the WDCT were analyzed into head acts [H] and supportive moves (S) (e.g., Blum-Kulka & Olshtain, 1984). The WDCT is made in two languages, Minangkabau language and English. Then, the data will be classified into different groups and discussed in terms of explicit and implicit strategies. Each token in the explicit and implicit strategies was also the focus. After these above steps, the researcher will analyze the differences between those two languages used by respondents in complimenting (form and function) by applying Herbert's taxonomy.

A. Head act and supportive move of compliments

the Head acts [H] was defined as the nucleus of a particular speech act or the part that functions to realize the act independently (Blum-Kulka & Olshtain, 1984). Supportive moves (S) were defined as modifications that preceded or followed the [H] and affected the context in which the [H] was embedded (Blum-Kulka & Olshtain, 1984). In this study, [H] was the core of a C and the [H] could also be realized through positive clauses. The (S) included non-straightforward C, external modifications, and opt-out or non-verbal response. Table 1 below

(S) Only	(How can you make this)	(Da ajaan ciek da buek dekor mode iko da.) /Bro, teach me to decorate the backyard like this./
Non-Cs	-	-

B. Compliment strategies

In this study, explicit and implicit strategies were the predominant C strategies. There were two subcategories of explicit techniques: straightforward and conventional strategies. The straightforward strategy made use of at least one supportive lexical marker. The conventional strategy used at least one positive clause. Three subcategories of implicit strategies were included: non-straightforward, external modification, and opt-out or non-verbal response. The context-based technique, which required the hearer to infer the corresponding implicature for his or her interpretation, was the Non-straightforward strategy. Therefore, statements that lacked a clear strategy were regarded as disguised praises. Interjections, terms of address, and different speech acts supporting compliments were examples of external modifications. Opt-out was used to describe nonverbal reactions.

Table 2 below will show the following compliment strategies.

Table 2 Analysis Framework of Compliment Strategies

Main compliment strategies	Sub compliment strategies	Example from English corpus	Example from Minangkabau corpus
Explicit	Straightforward	[Good bag]	/Rancak tas baru mah/ [Your new bag is good]
	Conventional	[I really appreciate your special dish]	/Kreatif lo si Pim ko mandekorasi laman lakang rumah e/ (Pim is also creative in decorating his backyard) [How creative Pim decorating his backyard]
Implicit	Non-straightforward	(Where did you learn to make this?)	/Ondeh Pim, ka sia baupahan dekorasi laman ko ko?/ (Pim, who did you hire to decorate your backyard) [H]
	External Modification	(I don't know you can make this)	Mode di sarugo [It is like in heaven]

	Opt-Out	(smile.)	-
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C. Compliment Patterns

Regarding the patterns of compliments, Wolfson and Manes (1981, p.122) established the following nine patterns in 97% of the interactions:

Table 3 Analysis Framework Pattern of Compliments

The pattern of compliments	Example from English corpus
1. NP is/looks (really) ADJ	"You look good."
2. I (really) like/ love NP	"I really like your shirt."
3. PRO is (really) a (ADJ) NP	"That's a good system."
4. You V a (really) ADJ NP	"You did a (really) good job."
5. You V (NP) (really) ADV	"You really handled that situation well."
6. You have (a) (really) ADJ NP	"You have such beautiful hair!"
7. What (a) (ADJ) NP!	"What a lovely baby you have!"
8. ADJ (NP)! :	"Nice game!"
9. Isn't NP ADJ!	"Isn't your ring beautiful?"

NP = noun phrase

ADJ = adjective

PRO = pronoun

V = verb

ADV = adverb

The most commonly used adjectives in compliments according to Manes and Wolfson (1981) were: nice, good, pretty, great, and beautiful. Herbert's

(1998, p.56) view, compliments can be put into three types in terms of personal focus:

1. 1st person focuses: I love your rings!
2. 2nd person focus: Your rings are beautiful!
3. 3rd person focus: Nice rings!

The 1st and 2nd person focuses are the personalized forms, while the 3rd person focus is the impersonal form. Deixis is used to identify the referent of the compliment clearly (Manes and Wolfson, 1981).

D. Grammatical Error

The Minangkabau EFL learners in acquiring English still find some difficult and making mistakes in learning is unavoidable. The mistakes will analyzed with grammatical error theory. The errors that will shown occur in the level of misspelling and some part in morphological and syntactical errors.

The table below will show the errors that appears in learners learning English. The classification of linguistics category taxonomy below based on Politzer and Ramirez (as cited in Dulay et al, 1982, pp.148-150).

Table 4 and 5 is the sample in Linguistics Category Taxonomy. Dulay et al (1982, pp. 148-150).

Table 4 The Sample in Morphology of Linguistics Category Taxonomy

No	Morphology	Exampels of Learners' Errors

1	Indefinite article incorrect	an used for article an before vowels	A ant
		an for a	An little ant
2	possessive case incorrect	omission of 's	The man feet
3	third person singular incorrect	failure to attach -s	The bird help man.
		wrong attachment of -s	The apple fall downs.
4	simple past incorrect	omission of -ed	The bird he save him.
		adding -ed to past already formed	He calleded
	irregular past tense	regularization by adding -ed	He putted the cookie there.
		substitution of simple non-past	He fall in the water.
		substitution of past participle	I been near to him.
5	past participle incorrect	omission of - ed	He was call.
6	comparative adjective/adverb incorrect	use of more + er	He got up more higher.

Table 5 The Sample in Syntax of Linguistics Category Taxonomy.

No	Syntax			Explampels of Learners' Errors
1	Noun phrase	Determiners	Omission of an article	He no go in hole.
		Substitution of definite article for possessive pronoun	Substitution of definite article for possessive pronoun	He fall down on the head.
		Use of possessive with the article	Use of possessive with the article	He put it in the his room.
		Use of wrong possessive	Use of wrong possessive	The little boy hurt its leg.
		Nominalizati on	Simple verb used instead of <i>-ing</i>	By to cook it
		Preposition by omitted	Preposition by omitted	The dove helped him putting
		Number	Substitution of singular for Plurals	He got some leaf.
			Substitution of plural for	He stab him in the feet.

			Singular	
		Use of pronouns	Omission of the subject Pronoun	(he) pinch the man.
			Omission of the <i>dummy</i> pronoun <i>it</i>	(it) is nice to help people.
			Omission of object pronouns	I don't know (<i>it</i>) in English.
			Subject pronoun used as a redundant element	My brother <i>he</i> go to Mexico.
			Alternating use of pronoun by number as well as gender	So he can eat it (referring to apples).
			Use of <i>me</i> as a subject	Me forget it.
			Use of preposition	Omission of preposition
		Misuse of preposition		He fell down from (for <i>on</i> , <i>into</i> ?) the water.
2	Verb phrase	Omission of verb	Omission of main verb	He (<i>fell</i> ?) in the water.
			Omission of <i>to be</i>	He (<i>is</i>) in the water.

		Use of progressive tense	Omission of <i>be</i>	He (<i>is</i>) going.
			Replacement of <i>-ing</i> by the simple verb form	The bird was <i>shake</i> his head.
			Substitution of the progressive for the simple past	The man shooting (shot?) with a gun.
		Agreement of subject and verb	Disagreement of subject and verb person	You be friends.
			Disagreement of subject and Number	The apples was coming down.
			Disagreement of subject and tenses	I didn't know what it <i>is</i> .
3	Verb-and-verb construction		Embedding of a noun-and-verb construction in another noun-and-verb construction	I go <i>to</i> play. (I go and I play)
			Omission of <i>to</i> in identical subject	I <i>go</i> play.

			Construction		
			Omission of <i>to</i> in the verb-and-verb Construction	I see a bird got the leaf.	
			Attachment of the past marker to the dependent verb	He was going to <i>fell</i> .	
4	Word order		Repetition of the object	<i>The bird</i> (object) he was shoot it.	
			Adjectival modifiers placed after noun	He put it inside his <i>house a little round</i>	
5	Some transformation	Negative transformation	Formation of <i>no</i> or <i>not</i> without Auxiliary <i>do</i>	He <i>not</i> play anymore.	
			Multiple negation	They <i>won't</i> have <i>no</i> fun.	
		Question transformation	Omission of auxiliary	How (<i>is</i>) the story helps?	
		<i>There</i> transformation		Use of <i>is</i> instead of <i>are</i>	There <i>is</i> these hole.
				Omission of <i>there</i>	(<i>there</i>) is one bird.
				Use of <i>it was</i> instead of <i>there was</i>	It <i>was</i> round things
			Subordinate	Use <i>for</i> for so <i>that</i>	<i>For</i> the ant could get out.

		clause transformation	Use of indicative for conditional	So he don't kill the bird.
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