

CHAPTER I

INTRODUCTION

1.1. Background

Refusals are situations which may cause unintended offence and or failure in communication. The actions of refusals can break the face of an interlocutor because they go against the expectation of the hearer. Some refusal expressions are difficult to comprehend. People would use different refusal strategies to express their feelings. People have their own styles to refuse a request. They can express it by saying directly or saying indirectly. Some people would avoid saying 'no' when they are being offered something. Usually, they will answer those questions using polite sentences to avoid misunderstanding or hurting the speaker's feeling. Indirect refusals are commonly used by people who barely know one another or between people who have higher status and lower status (Meyer, 2001).

One of the learning approaches that is supposed to be able to create a conducive learning situation active, creative, effective, and fun is a pragmatic approach. Pragmatic studies of speech acts have been widely practiced by experts from the perspective of politeness (Brown & Levinson, 1978; Holtgraves & Joong-nam, 1990) and investigating strategies of speech acts and contextual influences (Holtgraves & Joong-nam, 1990; Meyer, 2001). Through a pragmatic approach, students are invited to speak in context and real speaking situations by applying the comprehensive use of language principles. In a pragmatic approach, teachers try to provide opportunities for students to develop language skills in real contexts and

complex situations. Teachers also provide experience to students through integrated learning using interrelated processes in real situations and natural communication contexts. So it can be said that refusal strategies are important in order to maintain politeness.

Many studies on refusal strategies have been conducted. Some studies focused on cross-cultural pragmatics (Guo, 2012; Tanck, 2004) while others examined the realization of refusal strategies in different settings such as business (Betz, 2015), classroom (Hartuti, 2014; Tuncer, 2016), and family (Septiany, 2013). These previous studies on refusal strategies suggested that refusal strategies vary depending on the status of the interlocutors, age, and level of proficiency (Betz, 2015; Tuncer, 2016). The realization of refusal strategies among people of different ages and power relationship indicates that power relationship determines the use of indirect and direct strategies.

In this paper, the writer intends to examine refusal strategies among English language learners in a private university.

1.2. Field Of The Study

The field of this study is Linguistics. To be more specific, this study focuses on Pragmatics.

1.3. Scope Of The Study

The scope of this study is Pragmatics.

1.4. Problem Formulation

In this study, there is one research question formulated as follows.

- What kind of refusal strategies do students commonly use?

1.5. Objectives of the Study

In this study, the objective of the study is:

- To know the kinds of refusal strategies used by students in the Faculty of Language and Arts Soegijapranata Catholic University.

1.6. Significance of the Study

The writer hopes that this research can contribute to the teaching of Pragmatics in the Faculty of Language and Arts. The researcher also hopes that this study could give good information to those who are interested in Linguistics, especially in Pragmatics about the way people use refusal strategies in daily communication.

1.7. Definition of Terms

1) Refusal

Refusal is a negative response to an offer, request, invitation, and suggestion (Beebe, M., T., & Uliss-Weltz, 1990).

2) Refusal Strategies

Beebe et al. (1990) divided refusal strategies into three main categories: direct, indirect refusals, and adjuncts to refusal.

3) Direct Strategies

Direct strategies are the different coding categories to refer to the form, semantic content, or primary illocutionary force (Blum-Kulka, S., & Kasper, 1989; Kasper & Blum-Kulka, 1993). For the present study, the continuum of directness consists of four subgroup as a performative, non-performative statement, 'No' and, negative willingness/ability.

4) Indirect Strategies

On the degree of indirectness and its relationship to speech acts, (Leech, 1983) stated that "illocutions are ordered concerning the path (in terms of means-end analysis) connecting the illocutionary act to its illocutionary goal".

5) Speech acts

Speech acts of refusal are interesting for inter language pragmatics (ILP) because they present a major cross-cultural "sticking point" (Beebe et al., 1990), particularly for NNSs.

6) Politeness

Politeness is courtesy in an interaction which can be defined as a tool used to show awareness about face of others.