

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the part of basic competences of English curriculum 2013, it is stated that students should master four main abilities. The first is able to understand and produce simple functional texts, texts which are usually used to help people to manage their daily life. The examples are memo, short message, announcement, notice, schedule, etc. The second is long functional text, a text which is usually used to give information of past events, describe natural or social phenomena, proposing arguments of such matter, etc. The examples of these texts are descriptive, recount, report, procedure, narrative exposition, and hortatory text. The third is transactional text, a kind of oral text which is used to make things done or happened, or to make somebody else to do something. For example, ordering, commanding, requesting, suggesting, and prohibiting. The last is interpersonal text. This text is usually used to maintain social relation in society (*e.g greeting, apologizing, praising*). The last two competences, interpersonal and transactional acts, involve pragmatic competences.

Pragmatic is the study of the relationships between linguistic forms and the user of those forms. The benefit of studying pragmatics is talking about people's intention, their assumptions, their purposes, and kind of action that they are performing when they speak or convey their ideas in communication (Yule, 1996:4). According to Scherzer (1975) said pragmatic competence is the abilities of two aspects, appropriateness of form (pragmalinguistic competence) and appropriateness of meaning in social context (sociopragmatic competence). The principle of pragmatics has deixis, presupposition and entailment, cooperation and implicature, speech act.

Based on the explanation above, it can be concluded that it is not enough for the students to be just fluent in English. They should know how to express such intentions of speech act properly. For example, to refuse such a request, the student can directly say 'No', or expressing an excuse, or proposing other opinion. It is stated in the basic competence for SMA that the students should achieve the ability to analyze and use the social function, lexico-grammatical features, and text structure of request, invitation, giving advice and offers and their response. The responses for these speech acts above can be agreeing or denying (or refusing).

Refusal is the act of denying an offer, request, invitation, advice, and suggestion. Refusal is part of commissive act that used by the speaker to commit themselves to do some future actions. There are some refusal strategies introduced by Felix (2008) and Beebe *et.al* (1990) proposes a classification of refusals comprised of three categories consists of direct refusal, indirect refusal, and adjunct to refusals. According to Yang (2008) shows the classification of refusal consists of refusal of request, offer, invitation and suggestion.

The research on refusal utterance in learning English has been done by some researchers before. The first research is Hartuti (2014), second research is Putri (2010). Even Celce Murcia suggested that in language learning, the students need linguistic competence, actional competence, strategic competence, pragmatic competence. The reason why the researcher choose the English textbook for grade XI as a data source because it is more easier to give contribution a new knowledge about the use of refusal strategies and types of refusal acts that has been adapted to the school curriculum itself at national or international levels. The teacher can use this research as an evaluation, reference, maintain, and enhance in the materials and methods when they are teaching in the classroom. This research is also useful to build a range of politeness in speaking by saying in refusal expression in people's

lives. This research has a difference with the previous researches because it clarify refusal utterances in the students' book.

From the explanation above, the researcher is observing English book students' of BSE for eleventh grade that finds an interesting issues. The issues is about the types of refusal and refusal strategies in the textbook. Based on the reason above, the researcher is interested in doing the research entitled *REFUSAL UTTERANCES IN BUKU SEKOLAH ELEKTRONIK OF ENGLISH FOR GRADE XI*.

### **B. Limitation of the Study**

The researcher limits the refusal utterances used in the English student's book of BSE for grade XI. The researcher are used to find the types of refusal and the refusal strategies.

### **C. Problem Statements**

Based on the phenomena mentioned on the background of this study, the writer formulates the following problem:

1. What type of refusal utterances are developed in the English Students' Book of BSE for grade XI?
2. What refusal strategies are used in the English Students' Book of BSE for grade XI?

### **D. Objectives of the Study**

Based on the problem above, the writer formulates the objectives of the study in the following.

1. To analyze the types of refusal utterances in the English Students' Book of BSE for grade XI.

2. To describe the refusal strategies used in the English Students' Book of BSE for grade XI.

## **E. Benefit of Study**

### **1. Theoretical Benefit**

This research can enrich the theory of speech act from education perspective especially in refusal. It can also give contribution for education world in quality of English education.

### **2. Practical Benefit**

#### **a. Other Researcher**

Additionally, this research can give the contribution to other researcher about understanding the meaning of refusing utterances with some expressions. Therefore, it can apply refusing expression to other people in society to appreciate their ability.

#### **b. The Readers**

The researcher hopes that it will be useful for readers who learn about refusing expression based on pragmatics approach in linguistics.

#### **c. Students**

The writer hopes that this research is considering to carry more information about the study of refusing expression for whoever is interested on it.

#### **d. Teacher**

This research can be used for additional information and suggestion. It can be applied by the teachers in handling the process of teaching-learning especially for giving refusing expression to students.

#### **d. Lecturer**

This research can give the explanation about what factors influence of refusing expression by using politeness strategies in the learning process of English.