

**REFUSAL UTTERANCES IN *BUKU SEKOLAH ELEKTRONIK*
OF ENGLISH FOR GRADE XI**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

**By:
SELLINA ANGGIETA
A 320 150 076**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2019**

APPROVAL

**REFUSAL UTTERANCES
IN *BUKU SEKOLAH ELEKTRONIK* OF ENGLISH FOR GRADE XI**

PUBLICATION ARTICLE

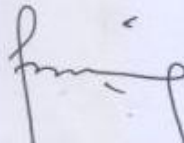
by:

Sellina Anggieta
A 320150076

Approved to be examined by Consultant
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta

Approved by

Consultant,



Dra. Siti Zuhriah Ariatm, M.Hum.
NIDN. 0608076001

ACCEPTANCE

REFUSAL UTTERANCES
IN BUKU SEKOLAH ELEKTRONIK OF ENGLISH FOR GRADE XI

PUBLICATION ARTICLE

Written by:
Sellina Anggieta
A320150076

Accepted by
The Board of Examiners of School of Teacher Training and Education of
Muhammadiyah University of Surakarta
in July 2019

The Board Examiners:

1. Dra. Siti Zuhriah Ariatmi, M. Hum
(Chair Person)
2. Drs. Agus Wijavanto, M.A., Ph.D
(Member 1)
3. Mauli Halwat Hikmat, Ph.D
(Member 2)

(.....)
(.....)
(.....)

Surakarta, 22nd July 2019
Muhammadiyah University of Surakarta
School of Teacher Training and Education
Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum.
NIP. 19650428 1993031 001


TESTIMONY

Herewith, I testify that there is no plagiarism in this article publication. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written references which are referred in this paper and mentioned in the bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, July 2019

The researcher



Sellina Anggieta
NIM. A320150076

REFUSAL UTTERANCES IN *BUKU SEKOLAH ELEKTRONIK* OF ENGLISH FOR GRADE XI

Abstract

This study aims (1) to analyze the types of refusal utterances in the English Students' Book of BSE for grade XI, and (2) to describe the refusal strategies used in the English Students' Book of BSE for grade XI. The types of this research is descriptive qualitative. The object of the study is refusal expression in the English Students' Book of BSE for grade XI. The data are all utterances containing refusal intents written in the English Students' Book of BSE for grade XI chapters one until chapter three. The data source are English Students' Book of BSE for grade XI and English Teachers' Book of BSE for grade XI. The data were analyzed by Yang (2008) types of refusal utterances, Beebe *et.al* (1990) and Gass & Houck (1999) refusal strategies theory. The result of this study shows that (1) there are three types of refusal utterances consists of offer, invitation and suggestion. The percentage of types of refusal utterances acts are 52% of offer, 12% of invitation and 36% of suggestion, (2) there are three types of refusal strategies consists of direct refusal, indirect refusal and adjunct refusal. The percentage of direct refusal has highest frequency (56%), followed by indirect refusal (44%) and adjunct refusal (0%).

Keyword: types of refusal utterances, refusal strategies

Abstrak

Penelitian ini bertujuan (1) untuk menganalisis jenis-jenis ucapan penolakan dalam Buku Siswa BSE Bahasa Inggris untuk kelas XI, dan (2) untuk menggambarkan strategi penolakan yang digunakan dalam Buku Siswa BSE Bahasa Inggris untuk kelas XI. Jenis penelitian ini adalah deskriptif kualitatif. Objek penelitian ini adalah ekspresi penolakan yang digunakan dalam Buku Siswa BSE Bahasa Inggris untuk kelas XI. Data penelitian ini adalah semua ucapan yang mengandung niat penolakan yang ditulis dalam Buku Siswa BSE Bahasa Inggris untuk kelas XI dari bab satu hingga bab tiga. Sumber data penelitian ini adalah Buku BSE Bahasa Inggris untuk Siswa untuk kelas XI dan Buku BSE Bahasa Inggris untuk Guru kelas XI. Data ini dianalisis oleh Yang (2008) jenis-jenis ucapan penolakan, Beebe *et.al* (1990) dan Gass & Houck (1999) teori strategi penolakan. Hasil penelitian ini menunjukkan (1) peneliti menemukan bahwa ada tiga jenis ucapan penolakan yang terdiri dari penawaran, undangan dan saran. Persentase jenis tindakan penolakan ucapan adalah 52% dari penawaran, 12% dari undangan dan 36% dari saran, (2) peneliti menemukan bahwa tiga jenis strategi penolakan terdiri dari penolakan langsung, penolakan tidak langsung and penolakan tambahan. Persentase penolakan langsung memiliki nilai tertinggi (56%), diikuti oleh penolakan tidak langsung (44%) dan penolakan tambahan (0%).

Kata Kunci: Jenis-jenis ucapan penolakan, strategi penolakan

1. INTRODUCTION

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 usually is 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 strategy 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 from Indonesian country is Putri (2010), Wijayanto (2011), Hartuti (2014), Nurjayanti (2016), Wijayanto (2016), Sukmawan (2017), Permataningtyas and Sembodo (2018), Vidiarni (2019). The second research from Turkey country is Sa'd and Zohre (2014), Han and Tazegül (2016), Satic and Ciftci (2018). The third research from Iran country is Izadi and Zilaie (2014). 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. This research is used to strengthen a research from the writer by the first research is Wijayanto (2016), the second research is Hartuti (2014) and the third research is Putri (2010).

Problem study on this study are (1) what type of refusal utterances are developed in the English Students' Book of BSE for grade XI?, and (2) what refusal strategies are used in the English Students' Book of BSE for grade XI?

The researcher proposed two objectives of the study are including (1) to analyze the types of refusal utterances in the English Students' Book of BSE for grade XI, and (2) to describe the refusal strategies used in the English Students' Book of BSE for grade XI. The researcher used the theory of Yang (2008) that are about the types of refusal utterances consists of refusal of request, refusal of offer, refusal of invitation and refusal of suggestion. The researcher also used the theory of Gass & Houck (1999) and Beebe *et.al* (1990) that are about the refusal strategies consist of direct refusal, indirect refusal and adjunct refusal.

2. METHOD

In doing the research, the writer uses descriptive qualitative research. The data are all utterances containing refusal intents written in the English Students' Book of BSE for grade XI chapters one until chapter three. The data source are English Students' Book of BSE for grade XI and English Teachers' Book of BSE for grade XI chapters one until chapter three because the curriculum about refusal expression was obtained by eleventh' grade students. To analyzing data, the researcher uses two steps of analyzing data, as follows: (1) to clarify the types of the refusal acts the writer uses the theory of Yang (2008), (2) to analyze refusal strategy, the writer uses the theory of Gass and Houck (1999) and Felix (2008).

3. FINDING AND DISCUSSION

3.1 Types of Refusal Utterances

3.1.1 The Finding of the data in refusal of offer

(024/C-3/p.40/Ln.7/ XI/OFF/GO)

In the textbook, it is written down the following dialogue

Yeni : Thank you! I'd love to. Would you like me to bring something?

Joko : **No, nothing, just come.**

Analysis:

The initiating act above is gift offer. Yeni offers that she wants to bring a gift to Joko for their dinner that night (**Would you like me to bring something?**). But Joko refuses Yeni's offer. Joko asks Yeni for just coming (**No, nothing, just come**). The speaker (Joko) emphasizes that he does not want Yeni to bring anything in that event. In this case, there is neither context of distance, power and imposition between the speaker (Yeni) and the listener (Joko) and nor other alternative of refusal expression.

3.1.1.1 Refusal of Offers

In the table above, there are four refusal types for offering utterances. Favor offer has highest frequency (20%), followed by opportunity offer (16%) and gift and food drink offer (2% each). The types of offer refusal in the BSE book of English for Grade XI cover all types of offering refusal.

3.1.1.2 Refusal of Invitation

Based on the table above, there are two refusal types for invitation utterances. Real invitation has highest frequency (8%), followed by ritual invitation (4%). The types of invitation refusal in the BSE book of English for Grade XI cover all types of invitation refusal.

3.1.1.3 Refusal of Suggestion

Based on the table above, there are two refusal types for invitation utterances. Real invitation has highest frequency (8%), followed by ritual invitation (4%). The types of invitation refusal in the BSE book of English for Grade XI cover all types of invitation refusal.

In conclusion, for the types of refusal develop in the BSE book of English for Grade XI, it seems that the author needs to include refusals of request. Because it is so important for introducing a request utterances to students, therefore, the students can know how to express a request

utterances in the context of textbook. It is not used in the refusal of request consists of request of favor, permission/acceptable/agreement, information/advice, and action.

3.2 The Refusal Strategies

3.2.1. Finding of the data in direct refusal

(005/C-1/p.6/Ln.3/ XI/DR/DN)

In the textbook, it is written down the following dialogue

St : How about going to Sam's place first and then to the supermarket?

R : **No, Let's just go to the supermarket.**

Analysis:

DN + Alter

This conversation shows that the speaker (stimulant) suggests to go to Sam's place first then they can go to the supermarket. But the listener (response) refuses the speakers' suggest by giving a direct "No", followed by an explanation in statement of alternative (**No, Let's just go to the supermarket**). The listener just wants to go to the supermarket. The listener also emphasizes that he/she (the listener) really doesn't want to go in Sam's place.

3.2.1.1 Direct Refusal

Based on the table above, there are two refusal strategies in direct refusal for responding an utterances in request, invitation, offer and suggestion. Direct "No" has highest frequency (40%), followed by negative willingness (16%). The strategies of refusal in the BSE book of English for Grade XI cover all types of refusal strategies.

3.2.1.2 Indirect Refusal

In the table above, there are twelve refusal strategies in indirect refusal for responding an utterances in request, offer, invitation, and suggestion. Acceptance a refusal (unspecific or indefinite

reply) has highest frequency (20%), followed by, Regret/apology (12%), dissuade interlocutor (8%) and excuse/reason/explanation (4%). The refusal strategies in the BSE book of English for Grade XI is not covered all types of indirect refusal. There are wish, statement of alternative, set condition for future or past acceptable, promise, statement of principle, statement of philosophy, lack of enthusiasm and avoidance.

3.2.1.3 Adjunct Refusal

Based on table above, there are four refusal strategies in adjunct refusal for responding an utterances request, invitation, offer, and suggestion. Statement of positive opinion, statement of agreement or pause filter, statement of empathy and gratitude/appreciation has frequency (0%). The refusal strategies in the BSE book of English for Grade XI is not covered all types of adjunct refusal, because adjunct refusal is just as adverb in direct refusal and indirect refusal utterances.

In conclusion, for the refusal strategies develop in the BSE book of English for Grade XI, it seems that the author needs to include indirect refusal consists of wish, statement of alternative, set condition for future or past acceptable, promise, lack of enthusiasm. Because it is very important to produce an utterances for students. For statement of principle, statement of philosophy and avoidance in indirect refusal do not have to provide for eleventh grade students in refusal something. For adjunct refusal in statement of positive opinion, statement of agreement or pause filter, gratitude/appreciation, and statement of empathy is just as adverb in direct refusal and indirect refusal utterances.

4. CONCLUSION

4.1 Types of Refusal Utterances

In this research, the researcher finds out that there are three types of refusal utterances consists of offer, invitation and suggestion. The percentage of types of refusal utterances acts are 52% of offer, 12% of invitation and 36% of suggestion. For the types of refusal develop in the BSE book of English for Grade XI, it seems that the author needs to include refusal of request. Because it is so important for introducing a request utterances to students for eleventh grade.

4.2 The Refusal Strategies

The researcher finds three types of refusal strategies consists of direct refusal, indirect refusal and adjunct refusal. The direct refusal is more dominated strategy which has value as 56%. The indirect refusal is second place which has value as 44%. The adjunct refusal is the last one place which has value as 0%. For the refusal strategies develop in the BSE book of English for Grade XI, it seems that the author needs to include indirect refusal consists of wish, statement of alternative, set condition for future or past acceptable, promise, lack of enthusiasm. Because it is very important to produce an utterances for responding something in refusal. For statement of principle, statement of philosophy and avoidance in indirect refusal do not have to provide for eleventh grade students in refusal. For adjunct refusal in statement of positive opinion, statement of agreement or pause filter, gratitude/appreciation, and statement of empathy is just as adverb in direct refusal and indirect refusal utterances.

BIBLIOGRAPHY

Beebe, L.M., Takashi, T, and Uliss-Weltz, R. 1990. *Pragmatics Transfer in ESL Refusals*. In Scarcella, E. Andersen, S.D. Krashen (Eds.), *On the Development of Communicative Competence in a Second Language*. New York: Newbury House.

- Brown, P., Levinson, S. C. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Felix-Brasdefer, J. Cesar. 2008. *Politeness in Mexico and the United States*. Philadelphia: John Benjamins Publishing Company.
- Flor, Alicia, M., Palanques, V. B. 2014. *The Role of Politeness in Apology Sequences: How to Maintain Harmony between Speakers*. Research gates: Estudios de Linguistica Inglesa Aplicada (ELIA).
- Gass, Susan M and Houck, N. 1999. *Interlanguage Refusals: A Case Cultural Study of Japanese-English*. Berlin: Mouton de Gruyter.
- Grundy, Peter. 2000. *Doing pragmatics (2nd ed.)*. London: Arnold.
- Hartuti, Maya. 2014. *A Study of Politeness Strategy in Refusal Used By English Teachers in Madiun Regency*. Thesis. Universitas Muhammadiyah Surakarta.
- Izadi, Ahmad and Zilaie. 2014. *Refusal Strategies in Persian*. Iran: Islamic Azad University.
- Kreidler, W.C. 1998. *Introducing English Semantics*. New York: Routledge Prees.
- Leech, Geoffrey N. 1983. *Principles of Pragmatics*. London; New York: Longman.
- Levinson, S. C. 1983. *Pragmatics*. Cambridge: Cambridge Univeristy Press.
- Nurjayanti, Nova. 2016. *The Implementation Of Politeness Strategies In Refusal By The Second Semester Students of Muhammadiyah University In English Speaking Class*. Skripsi Thesis. Universitas Muhammadiyah Surakarta.
- Permataningtyas, Winny and Sembodo. 2018. *Refusal Strategies in Two Harry Potter Movies*. Journal Lexicon Vol.5. Yogyakarta: Gadjah Mada University.
- Putri, Yuliani Kusuma. 2010. *Refusal Strategies in English Speech: A Pragmatics Study*. Thesis. Padjadjaran University.
- Sa'd, Tamimi and Zohre. 2014. *Refusal Strategies of Iranian University English as a Foreign Language and Non-English Learners in Native Language: A Comparative Study*. CEPS Journal 4, S. 121-142. University of Ljubljana.
- Satic, Canan Onal and Ciftci. 2018. *Refusal Strategies and Perceptions of Social Factors for Refusing: Empirical Insights from Turkish Learners of English*. Journal of Language and Linguistics Studies Vol.14. Turkey: Bahcesehir Univesity.

- Searle, J. R. 1976. *A Classification of Illocutionary Acts*. Cambridge: Cambridge University Press.
- Sukmawan, Ramdan. 2017. *Refusal Politeness Strategy in Wayang Golek*. International Journal Linguistics Vol. 9. Sukabumi: University of Muhammadiyah Sukabumi.
- Trosborg, Anna. 1995. *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. Berlin/ New York: Walter de Gruyter.
- Turgay, Han and Tazegul. 2016. *Realization of Speech Acts of Refusals and Pragmatic Competence by Turkish EFL Learners*. An International Online Journal Vol.16. Kafkas University.
- Vidiarni, Noviana. 2019. *Politeness Strategies of Refusal Utterance By The Eleventh Grade Students of Mapk Man 1 Surakarta*. Skripsi thesis. Surakarta: Universitas Muhammadiyah Surakarta.
- Wijayanto, Agus. 2011. *The Emergence of the Javanese Sopan Santun (Politeness) on the Refusal Strategies Used by Javanese Learners of English*. The Internet Journal Language Culture and Society. Surakarta: Muhammadiyah University of Surakarta.
- Wijayanto, Agus. 2016. *Variability of Refusal in L2: Evidence of L1 Pragmalinguistic Transfer and Learner's Idiosyncratic Usage*. The International Journal of Applied Linguistics. Surakarta: Muhammadiyah University of Surakarta.
- Yang, Jia. 2008. *How to Say "No" in Chinese: A Pragmatic Study of Refusal Strategies in Five TV Series*. Ohio: The Ohio State University.
- Yule, G. 1996. *Pragmatics*, Oxford: Oxford University Press.