

BUILDING STUDENTS' REFUSAL STRATEGY AWARENESS USING MOVIES

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ABSTRACT

This research is motivated by the urgency of building English department students' awareness on their pragmatic abilities to use language based on the context and situation, especially on refusal in English. It aims at building students' awareness on the refusal strategies by using movie as learning media. Movie is chosen as it contains a lot of refusal expressions and expected to give the students' reference in using refusal strategies based on the appropriate situation and context. Furthermore, movie is considered as the direct life portrait of certain language community to make the students understand the refusal strategies as the cultural context of the community. The design of this research is case study since it tries to capture the learning process of using movie to build students' awareness on refusal strategies. The research subject is the students of English department year two. Observation, questionnaire and DCT were used to collect the data. The observation results showed that movie was beneficial in building the students' awareness on using refusal strategies. The expressions in the movie could help students locate the interlocutors of the utterance so that they could finally understand several strategies to do refusal. The DCT results revealed that the students did indirect refusals. The results also showed that they could differentiate the strategies to do refusals based on the status of interlocutors. Finally, based on the questionnaire, it could be found that most of the students gave positive responses toward the use of movie as learning media and suggested that movie was potential in building their awareness on refusal strategies.

Keywords: *refusal strategies, movies*

INTRODUCTION

Research in refusal is carried out in many ways and gives various findings culturally. As done by Yang (2008) that "Chinese speakers sometimes say "yes" when they really mean "no," or mean "no" without saying the word "no". This indirect way of saying refusal is also done by Korean speakers, they frequently pause and apologize before refusing (Kwon, 2004) but Malay students precede the refusal by saying regret or 'sorry' and also give reasons or explanation to show refusal (Sattar, Lah, and Suleiman, 2011). Japanese also showed an indirect way for refusal (Geyang, 2007). Those research on refusal carried out in Asian culture in which the situation plausibly different from American, as reported by Lyuh (1992) that American refusals tend to be more direct (Yoon, 2010).

In Indonesian Language, refusal is shown mostly indirectly as Indonesian culture taught the people to be polite and being indirect is one of being polite, in fact the refusals should be based on context. Thus the teaching English in Indonesia does not present the actual use of the expression. Since the English taught in Indonesian Language way, the learners use the English expression in Indonesian culture. It will give impact to the language the learners use. They use English but in Indonesian Language way of thinking. By studying pragmatics, the students will get clear understanding about 'the use of language in human communication as determined by the condition' (Mey, 2001:6). The condition or the context when the utterances produced will give different meanings. Understanding meaning from utterances is a rather difficult. In some utterances, the meaning is not conveyed clearly in the structure of the sentences but it is hidden. The context will help the listener understand the hidden meaning of an utterance.

Movies give expression through utterances and gestures and there are many hidden meanings conveyed through gestures and sentences used by the speakers. Movies present language in a way that is often more natural than that found in course-books, the fantastic visual context aids understanding and boosts listening, and students just simply love them (Louw, 2006). By watching movies, students will know how the utterances produced and in what context the utterances occur. Thus the students will ease to comprehend the materials they are learning. This study tried to capture the activities of building the refusal strategy awareness is in the classroom, while teacher provided movie the students learn some expressions used directly. To figure out the activity, writers described the process of teaching and learning as an essential part for presenting data. Further, to propose students' awareness, teacher gave some activities to lead the students comprehend the expressions used in the movie.

Thus, this study is aimed at answering the following research questions:

1. How is the implementation of movie in building students' refusal strategies awareness?
2. How are the students responses towards the use of movie to build their refusal strategies awareness?

LITERATURE REVIEW

Speech Acts

When a speaker produces an utterance, the utterance will contain aims. The aims can be literary stated or hidden, those aims are aimed to give actions or invite actions. Yule (1996) stated that speech acts is actions performed via utterances. There are three kinds of acts, as classified by Austin (1962) in Sadock in Horn and Ward (2006), locution, illocutionary, and interlocutor. Locutionary acts are acts of speaking, acts involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. Illocutionary acts are acts done in speaking, including and especially that sort of act that is the apparent purpose for using a performative sentence. Perlocutionary acts are a consequence or by-product of speaking, whether intended or not. As the name is designed to suggest, perlocutions are acts performed by speaking.

Refusals

There are kinds of refusals. The refusal expression used by the speaker depends on the cultural setting of the language used. Asian people refuse in an indirect way (Kwon, 2004, Geyang, 2007 and Lyuh, 1992 in Yoon, 2010) but American refusals tend to be more direct (Yoon, 2010). There are kinds of refusals (a) Direct Refusal: direct denial using denying vocabulary or statements showing unwillingness or inability, (b) Indirect Refusal, and (c) Adjuncts: expressions that accompany a refusal but cannot be used to fulfill a refusal alone.

Refusal expression is produced as it is initiated by four types of acts: request, offer, invitation, and suggestion. The categorization of initiating acts in refusal:

1. Invitation involves a) Ritual invitation: ritual invitation often occurs at the end of the interactions. It functions as a leave-taking act between interlocutors. Through unspecific expressions of invitation, the inviter shows the willingness of maintaining relationship with the listener in the future and b) Real invitation: it shows speakers' sincere intention to treat the listener and functions as an invitation
2. Offer for a) Gift offer, b) Favour offer (e.g. giving a ride), c) Food/drink offer, d) Opportunity offer (e.g. job, promotion)
3. Suggestion for a) Solicited suggestion and b) Unsolicited suggestion
4. Request for a) Request for favor (e.g. borrowing or help), b) Request for permission/acceptance /agreement (e.g. job application), c) Request for information/advice (e.g. product information), d) Request for action (e.g. payment).

Teaching Media

There are kinds of media can be used in teaching learning English; pictures, posters, flash cards, multi-media (Computer, Audio CD-s, films and cassettes), games, songs, smart board, puppet, realia. They have their own characteristics in giving advantages to the teaching learning process, students and teachers in the classroom. Movie is believed gives more advantages than other media. It can give good effect on the students' language acquisition as stated by Gardner (1984) and Lazear (1992) cited in Lynch (2006) that an audio – visual approach is highly effective in both lowering learner affective filters (Krashen-Terrell, 1984) and in language acquisition and learning. Harmer (2006) stated that “one of the main advantages of video is that students do not just hear language, they see it too”. This can be used in teaching pragmatics because movie aids comprehension, since general meaning and moods are often conveyed through expression, gesture, and other visual clues. Students can directly listen to the utterances and relate them with the expression, the situation why the utterances produced or the context and how the utterances conveyed. The context will give more understanding about the utterances produced, thus the students can learn how to use the utterances in the factual use. Appropriate techniques are also needed to deliver materials using movies. Techniques will make the teaching learning more fun and enjoyable. Harmer (2001: 286-287) stated there are some specific techniques worth using the movie to be mentioned: silent viewing, freeze frame, sound only, jigsaw viewing.

Appropriate tasks and activities will also be fruitful to give more benefits to students as King (2002) stated that when students are provided with well-structured tasks and activities designed to promote active viewing and stimulate involvement for making the most of learning opportunities of movies, there is no doubt that feature films are the most stimulating and enjoyable learning materials for the E-generation.

How to Build Refusal awareness Using Movie

To use movie to build the refusal strategy awareness, appropriate lesson plan is needed. Lesson plan is the heart in teaching learning process. It is the scenario of how the teaching learning process is going to be organized. The following are activities in a classroom adapted from Tatsuki (1997):

- a. Preparation: Select some short film segments and their corresponding reading passages.
- b. Give explanation about the materials. Show the students a selected film segment once and then provide the corresponding reading passage. Ask them to note (or underline) the visible (setting, characters, actions and events) and verbal/aural expressions (dialog). This may be done individually or in small groups. Show the film segment again upon request until they are satisfied that they have found all needed materials. To give them a goal, tell them how many refusal expressions the teachers find.
- c. Projects: Divide the entire film into larger segments (several scenes in each) and assign one segment to each group. Students take notes about the expression they find from the movies and collect refusal expressions. To conclude the project, the group will provide possible explanations for the expressions occur related with the context settings.

Activities in classroom adapted from Tatsuki (1998)

- a. Preparation:
 - Select a video segment.
 - Study the dialogue (use the screenplay or transcribe it).
 - Make a list of all refusal expressions occur.
 - Add other refusal expressions to the list and add to the handout.
- b. Procedure:
 - Students form groups and look at the list of refusal expressions on the handout. They need to sort the refusal expressions. (there will be some differences in opinion, even among teachers)
 - Students try to analyze why the refusal expressions occur.
 - Students make a list of refusal expressions and in what respond.
 - Watch the video and check off the refusal expressions that occur in the segment. Play the segment two or three times.

RESEARCH METHOD

a. Research Design

The present study will try to understand the certain phenomenon in pedagogy setting where the researcher will act as the teacher to implement a movie to build the students' refusal

strategies awareness, so a case study design is chosen as it “focuses on one particular instance of educational practice” (Stake (1985) in Emilia, 2012: 191).

b. Research Site and Participant

The research was conducted in English Department, Sultan Ageng Tirtayasa University, Banten province. The participants of this research were the students of English Department Year II by using purposive sampling.

c. Data Collecting Technique

1. Research instruments

There were three kinds of instrument that used in the study; DCT, non-participant observation and questionnaire:

1) Discourse Completion Task (DCT)

Discourse Completion Tasks are the most common method of doing pragmatics-based research. It is particularly useful if one wants to investigate speech acts such as apologies, invitations, refusals, and so forth (Mackey and Gass, 2005, p. 89).

2) Observation

As one of data collecting techniques, observation technique was chosen since it captured all activities happen in the classroom as Punch (2009) proposed, “... the behavior is observed in a more natural-ended way” (p. 154).

3) Questionnaire

Open ended questionnaire was used to find out the students’ responses towards the use of movie to build their refusal strategies awareness.

RESEARCH RESULT AND DISCUSSION

The presentation of the research result is based on the research questions mentioned in the first part of the article.

a. The implementation of movie in building students’ refusal strategies awareness

The observation results showed that movie could be used to build the students’ refusal strategies awareness. The students were aware of the refusal expression used by the actor in the movie. All of them were able to mention the refusal expressions found in the movie. After the movie was played, the students could perform the dialogues containing refusal expression and could correctly mention the refusals part. They could also answer why refusals were differently uttered to different interlocutors. The fact that movie could help them be aware of the refusal strategies were then proved when they were able to make dialogues containing refusal expressions while the other students identified the refusal expressions mentioned.

Following are the steps of implementing movie in building students’ refusal strategies awareness:

- Brainstorming about refusal expressions used in daily life
- Students watched a selected movie contains refusal expressions

(We bought a zoo, minute: 6.31-8.05)

- In group, students discussed the refusal expressions found in the movie
- In group, students mentioned the refusal expressions found in the movie
- Students reported the result of discussion
- In pairs, students made dialogue based on the situation given (enclosed)
- In pairs, students performed the dialogue in front of the classroom
- Teacher and students added refusal expressions found from handout

The awareness of students' refusal strategies was also reflected on the DCT results. The students chose indirect refusal. This result is line with the previous studies which suggested that Asian tended to do indirect refusals (Kwon, 2004; Geyang, 2007; Sattar, et.al, 2011). The students tended to mitigate their refusals by showing regret or saying sorry whether to the interlocutors with the higher status or the same status.

I'm so sorry. I can't join you because I have an urgent thing to pick up my friend at the airport immediately. (S2 to the interlocutor with higher status)

Oh sorry, I have a project that should be finished. May be later, ok?
(S4 to the interlocutor with the same status)

In addition, most of the students gave reasons and explanation when refusing as also found by Al-Eryani (2007) who studied how Yemeni performed refusal and Ghazanfari, et.al (2013) who studied how Persian performed refusal.

b. The students' responses toward the use of movie in building students' refusal strategies awareness.

Based on the observation and questionnaire, the students gave positive responses toward the use of movie in building students' refusal strategies awareness. When being observed, the students responded the teacher's questions enthusiastically. When they were asked to perform the dialogue based on the movie, they could perform it very well. The questionnaire result showed that most of the students agreed that movie could help them aware of the refusal strategies. Most of them said that the conversation in the movie showed how to refuse, while a few emphasized on the character (when the actors talked to others, such as the intonation, body language). The respondents also gave the utterances used in the conversation, like "I wish..", "I'm sorry I can't", 'no',

CONCLUSION

Movie, accompanied by certain activities, will help students build their refusal strategies awareness by exploring the expressions found in the movie. The students' awareness was shown by the choice of refusal strategies by considering the different status of interlocutors. They chose indirect refusals instead of the direct one to mitigate refusals.

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