**SAYING “NO”: THE WAY OF ASIAN EFL LEARNERS REFUSE THEIR LECTURER’S INSTRUCTIONS**

By:

Niyan Wahyu Novalina¹, Slamet Setiawan², Ali Mustofa³,

¹Universitas Negeri Surabaya,
²Universitas Negeri Surabaya,
³Universitas Negeri Surabaya.

1) niyan.17070835048@mhs.unesa.ac.id¹
2) slamet.setiawan@unesa.ac.id²,
3) ali.mustofa08007@gmail.com

**Abstract**


**Kata Kunci**: setrategipenolakan, siswa Asia, instruksi dosen, kesopanan.

**1. INTRODUCTION**

The way of human communicate with each other and share ideas has different performance in different level of speaker. People are required to communicate and interact with other people and when they communicate each other, there is a hidden meaning and motive. According to Yule, (1996), language which has a hidden meaning or the meaning behind the words in linguistic field is called pragmatic. It means every language has its own role to express what language they speak to in different hearer. Every human also has own way to express politeness based on their culture and the way of they use speech acts. Based on Searle, (1976) explains speech acts as the basic units of linguistic communication that take part as the media which contains acts including refusal.

Refusal is a part of acts which commonly happens in daily communication. Refusal is a rejection of someone opinion which express a disagreement. It might a result of offense in a part of addressee because his/her choice is not positively responded. Refusal is a face threatening act and it is important that refusal strategies be used to soften to save the hearer’s face. Refusal refers to a disapproval of the idea of hearers and the threat to hearer’ face (Bebee et.al, 1990 as cited Septiany, 2013). Refusal is used by people to express a rejection and disagreement of certain case. Refusal is also used for negotiation which has a function to keep other people face. In diverse community such as Southern Asia where English is as foreign language and Asian need to be aware of different refusal strategies politely. Furthermore, Asian learners of English as foreign language need to be acquainted with the best refusal strategies which may need to use in different situations. In the same line, lecturers also need to have an awareness of the refusal strategies which are adopted among learners in order to know the meaning of refusal strategies used by them.

These refusal strategies issue still be a focus in 3 recent years and it showed from Yasser (2016) defined that the Jordanian used more gratitude than Malay when refusing someone invitations by the same status and low status. Similarly, Sa’ad (2017) noted that refusal strategies have positive influence of pragmatic competence with low proficiency levels between Iranian and American learners. The new research, Shareef (2018) showed that different
gender has a great effect of refusal strategies in some ways between Syriac and Kurdish.

This study investigates refusal strategies among Asian EFL learners who reject the lecturers’ instruction in the classroom. Their refusal determines the way of Asian EFL learners negotiate or disagree about lectures’ instructions based on their own culture. The result of the study can be used to know and understand about the way of Asian EFL learners perform refusal and use refusal strategies when they disagree with lectures’ instructions. Also, the results are used as the reference to investigate the refusal strategies phenomena in other parts in Asia.

2. METHODOLOGY OF RESEARCH

This study uses qualitative methods. This objective of study is identifying what types of refusal strategies used by Asian EFL learners in refusing lectures’ instruction. Then, the data collection used video recorded from 2 lecturers in the same disciplines as english department lecturers in islamic university. The analysis data was qualitative framework which is followed by (Brown and Levinson, 1987) and (Bebee, et al., 1990). It is used to get rich data in refusal strategies which is used in the types of disagreement. For describing other element in communicative interaction of refusal use observation sheet to collect the data.

3. RESULT

Based on the result, among Asian EFL learners have different refusal strategies. The result of this study, all subject in this study used regret as the major expression of refusal strategies in rejecting lectures’ instructions. In second result the Indonesian and Malaysian EFL learners used negative willingness to reject some instructions. They performed negative willingness to show their disagreement and combine them with regret. In other case, Thai EFL learners used regret and future acceptance as the types of refusal strategies. They preferred to use future acceptance to keep hearer’s face when they refuse or disagree with them.

All subject of Asian EFL learners used refusal strategies to show their rejection and disagreement of lectures’ instruction to keep lecturers’ face. It means the use of refusal strategies was for showing their politeness to the lecturers when they were disagreeing or negotiating to the lecturers. Almost of them use negative politeness in their refusal strategies. The types of refusal strategies were found about 40 refusal strategies of regret, 28 refusal strategies of negative willingness and 34 refusal strategies of future acceptance which include in this observation. Table.1 is the types of refusal strategies which is used by Indonesian, Malaysian and Thai EFL learners.

4. DISCUSSION

The researcher found that Asian EFL learners when performed refusal strategies in negotiating or disagreeing of lectures’ instruction. The use of refusal to keep lecturer face when they might disagree to the lecturer. And the result of politeness in refusal strategies was shown on the table. 2.

Based on the diagram above, negative politeness was the major result to show refusal strategies. They used negative politeness to keep the lecturers’ face when they disagree or refuse what lecturers want. The Asian EFL learners were also use regret to show their refusal strategies and it happened because as Asian, they had soft heart and they tried to keep addressees’ face. Asian culture is identic with friendliness, intimacy, and high politeness. That is why from this result, it proved that Asian EFL learners still kept their culture as polite society even though in the refusal context, they still kept other face in their rejection, negotiation and disagreement. So, the way of Asian EFL learners showed their refusal strategies of lectures’ instruction is regret and negative willingness for Indonesian and Malaysian. Whereas Thai used regret and future acceptance to perform their politeness strategies and in politeness side, all of subjects used negative willingness to keep positive
face of the lecturers when they disagree and negotiate the lecturers’ instructions.

5. REFERENSI


