SAYING "NO": THE WAY OF ASIAN EFL LEARNERS REFUSE THEIR LECTURER'S INSTRUCTIONS

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Abstrak

Penolakan adalah bagian dari tindakan mengancam wajah yang mana termasuk kedalam salah satu bagian dari kesopanan. Penolakan menjadi fenomena dalam pendidikan bahasa terutama di ruang kelas. Pelajar sering menolak instruksi dosen ketika mereka mengikuti pelajaran di kelas. Salah satu strategi penolakan adalah ketidaksepakatan yang merupakan bagian dari teori kesopanan tradisional. Dalam pengajaran bahasa, tidak hanya peserta didik tetapi juga dosen juga sering tidak setuju dengan peserta didik dan perbedaan pendapat juga diperlukan untuk peserta didik. Dalam penelitian ini, setrategipenolakanberfokuspadasiswadalam menyatakan ketidaksetujuan padakontek mengurangi ancaman wajah. Dalam konteks Asia, ada berbagai perbedaan pendapat yang diungkapkan oleh orang Asia. Dalam penelitian ini, ucapanpenolakan yang terjadi ketika berada di dalam kelas merupakan focus dari penelitian ini, terutama pada saat dosen memberikan instruksi. Setrategi penolakan ini dapat menja disalah satu cara berkomunikasi kepada lawan bicara mengenai ketidak sepakatan baik kepada dosen dan sesame siswa. Studi ini mengamati perbedaan setrategipenolakaninstruksi dosen dalam konteks kelas bahasa di Asia dengan pelajar yang heterogen (pelajar Indonesia, Malaysia, dan Thailand). Hasil dari penelitian ini adalah hamper seluruhsiswa Asia menggunakansetrategipenolakan" regret" sebagai cerminan bahwa orang Asia memiliki kesopanan yang tinggi. Selain itu, Indonesia dan Malaysia mempunyai kesamaan dalam strategi penolakan yakni menggunakan "negative willingness" yang mana menunjukkan ketidaksanggupan sebagi penolakan mereka. Di lain sisi, Thailand menggunakan "future acceptance" sebagai bentuk penolakan mereka dengan cara menunda penerimaan ketika menolak sesuatu.

Kata Kunci: setrategi penolakan,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 they 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's 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 lecturers' 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 lecturers' 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 quanlitative 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.
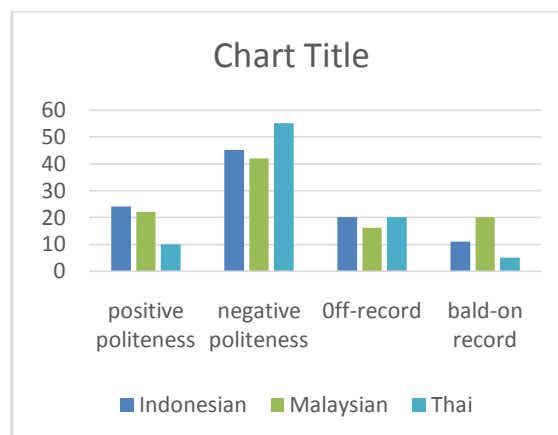
3. RESULT

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 lecturers' 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 used 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 lecturers' 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 startegies 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

Types of redusal strategies
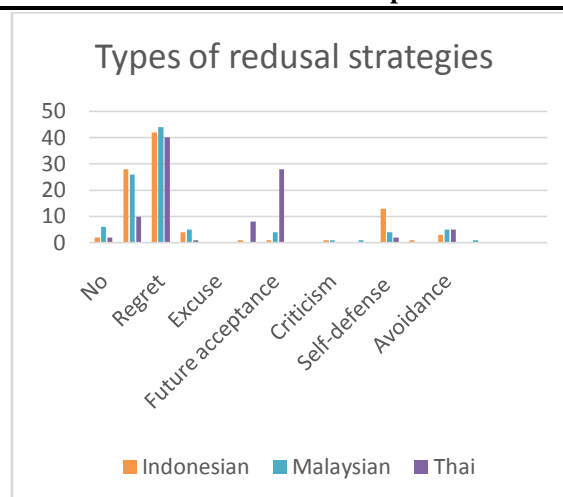
4. DISCUSSION

The researcher found that Asian EFL learners when performed refusal strategies in negotiating or disagreeing of lecturers' 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.

Chart Title

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 lecturers' 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.

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