Refusal Strategies Used By Teachers And Students On Communication In SMK PGRI 1 Jombang: A Pragmatic Study

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui 1. Strategi penolakan seperti apa yang digunakan oleh komunikasi guru dan siswa di smk pgri 1 Jombang? 2. Bagaimana realisasi strategi penolakan pada komunikasi guru dan siswa di smk pgri 1 Jombang?. Penelitian ini menggunakan metode kualitatif dan analisis isi sebagai pendekatan. Subjek penelitian ini adalah guru dan siswa kelas XI dan XII di smk pgri 1 jombang. Hasil penelitian menunjukkan bahwa ada 21 data yang terdapat dalam video komunikasi antara guru dan siswa selama kegiatan belajar mengajar. Dari semua data, peneliti menemukan 60% (10 data) termasuk dalam Strategi Tidak Langsung yang digunakan guru dan siswa saat berkomunikasi, 21% (6 data) termasuk dalam Strategi Langsung dan 19% (5 data) termasuk dalam tambahan. Strategi tidak langsung lebih dominan digunakan oleh siswa ketika berkomunikasi dengan guru dikelas karena mereka cenderung lebih banyak diam dan guru yang lebih aktif untuk mereview materi kepada siswa, sehingga menjadi kebiasaan siswa untuk lebih banyak diam.

Kata kunci: Pragmatik, Strategi Penolakan, Komunikasi antara guru dan siswa

ABSTRACT

This study aims to find out 1. What kind of refusal strategies used by teachers and students communication in SMK PGRI 1 Jombang? 2.How the refusal stretegies are realized on teachers and students communication in SMK PGRI 1 Jombang?. This study uses qualitative methods and content analysis as an approach. The subjects of this study were teachers and students of grades XI and XII at smk pgri 1 jombang. The results showed that there were 21 data contained in the communication videos between teachers and students during teaching and learning activities. Of all the data, the researcher found 60% (10 data) included in the Indirect Strategies used by teachers and students when communicating, 21% (6 data) included in the Direct Strategies and 19% (5 data) included in adjunct. Indirect strategies are more dominantly used by students when communicating with teachers in class because they tend to be more silent and teachers are more active in reviewing material to students, so it becomes a habit for students to be more silent.

Keywords: Pragmatics, Refusal Strategies, Communication between teachers and students

A. INTRODUCTION

Pragmatics basically investigates how the meaning behind speech is related to the surrounding context outside the language, thus the basis of understanding pragmatics is the relationship between language and context. Pragmatic is a study of meaning. Yule (1998: 3) defines, "pragmatics as the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)". Pragmatics has a meaning that depends on the speaker's utterance, in other words someone who utters a speech affect the understanding or interpretation of the meaning (word) which depends on the intentions spoken or the speech conveyed during the communication process. Speech that requires an action is called a speech act. Speech acts refers to an act that one performed when making an utterance, for example, giving order and making promises (Austin, 1969). The quotation states that speech acts refer to someone saying to take an action, such as asking for help or making an offer.

In an effort to repair the shortcomings in Austin's schema, Searle (1976:1) regrouped the speech acts into the following divisions: representatives (or assertives), directives, commissives, expressives, and declarations. In the improvement of the grouping of these divisions is an improvement from the theory of Austin (1969) and Yule (1996) which was developed into five divisions, and in the grouping of these divisions discusses five basic types of actions that can be a reference for someone to take an action based on a speech. The focus of this research is "refusal" which is categorized as "commissive". In this case is an event where the speaker expresses reluctance or refuses to a request, invitation, suggestion or invitation.

Refusals has been termed a "major cross-cultural sticking point for many non-native speakers" (Beebe et al., 1990: 56). A refusal is the speech act of saying "no" to the recipient's opposition and non-acceptance in an invitation, offer, request, or suggestion (Wierzbicka, 1987). Refusals are speech acts that occur as negative responses to other acts such as requests, invitations, offers, and suggestions (Gass& Houck, 1999). Beebe et al. (1990) stated a classification of refusals consists of three types, as follows: direct refusals, indirect refusals, and adjuncts to refusals. Beebe, Takahashi, and Uliss-Weltz (1990) said that two main kinds are direct refusals and indirect refusals which are divided into the semantic formula: utterances to perform refusals. While adjuncts to refusals: remarks which by themselves do not express refusals but they go with a semantic formula to provide particular effects to the given refusals. Direct refusals relate to the fact that the speakers express their incompetence to agree by using negative propositions. Later, indirect refusals indicate the fact that an offer, an invitation, or a suggestion is indirectly rejected.

The researcher conducted research on refusal strategies in communication between teachers and students at SMK PGRI 1 jombang class XI and XII. because students can make English lessons as preparation for the upcoming twelfth grade especially when communicating using English and for the twelfth grade they can use it as new knowledge to continue their education at the next level or to work. And the researcher used a new approach method, namely content analysis as a research method to make it easier to understand, which many of the previous studies used the DCT (Discourse Completion Task) method. And this research expect to be done to fill the gap in the pragmatic literature, besides that the results of this study are expect to provide benefits for many elements ranging from students to researcher.

B. RESEARCH METHOD

The researcher used Content Analysis as an approach in her research and the subjects in this study were teachers and students of class XI and XII. The data is a sentence or word that be analyzed in the video of teacher and students when they are communicating. The research Instruments in this research used the jey instrumen and researcher used documents as a supporting instrument, by video as the documents. In this study, the researcher was conducted research on class XI and XII students of SMK PGRI 1 Jombang. To collecting the data is also important in order to get an answer to the research of this research. In this research, the data that be collecting is in the form of a audio visual materials. And then the researcher recording communication process between teachers and students when teaching and learning activities take place. For the data analysis techniques the researcher was focused on organize and prepare the data, data coding and interpreting the finding. In this study, the researcher used investigator triangulation involve two investigators to check the degree of validity in the data in order to reduce deviations in the collection of research data.

C. RESULT

1. The type of refusal strategies used by teacher and students communication in smk pgri 1 Jombang

In this section, the researcher was described the various refusal strategies used by teachers and students when communicating in teaching and learning activities.The data from this study are sentences containing refusal strategies according to the classification of the theory of Bebee et al 1998. The researcher present the research results in the form of diagrams (see chart 1) and the researcher also present various refusal strategies used by students in tabular form that can make it easier for readers to see the results of data analysis.

Chart.1 The type of refusal strategies used by teacher and students communication in smk pgri 1 Jombang
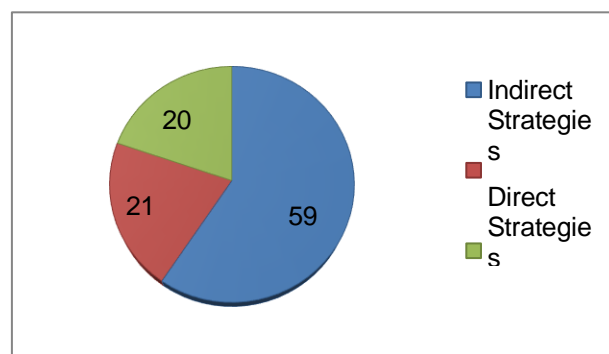
From the data that has been presented in the form of a pie chart above, it shows that the researcher found 21 data contained in the communication videos between teachers and students during teaching and learning activities. In the dark blue section, indirect strategies are the largest part of the data research results, namely 59% (10 data) of the total data, namely 21 data, which means indirect strategies are the most dominant type. For the next part of the diagram which is dark red, it includes direct strategies, which is 21% (6 data), in the last part of the diagram there is green, which is included in the adjunct type which gets 20% (5 data). (see chart 1). From these findings, Indirect Strategies is the most dominant strategy and is most often used by students when responding to questions or instructions from the teacher which can become a habit that is often done by students, and Direct Strategies is the strategy most often used by students when responding or answering questions and instructions from the teacher in the classroom during teaching and learning activities take place and students more often use the word "no" when responding to questions from the teacher in class. And adjunct is the strategy most often used by teachers in class when communicating with students.

2. Refusal strategies are realized on teachers and students communication in smk pgri 1 Jombang.

In this section the researcher explained how refusal strategies are used when teachers and students communicate when teaching and learning activities are taking place. The researcher analyzed the data by understanding the context of the data.

a. Indirect strategies
1. Time 3.44
   T: Already done?
   S: Silent (not responding/do nothing)

The data above includes indirect strategies in the avoidance subsection (nonverbal) because students do not answer and do nothing when the teacher asks them about the task given.

2. Time 11.34

   T: If you get difficult please ask to me

   S: Silent (not responding)

   The data above shows that when the teacher asks students to ask questions if they have difficulty doing assignments, but students do not respond and do nothing and this is included in the indirect strategies subsection of avoidance (nonverbal).

3. Time 14.43

   T: The first paragraph already done?

   S: Silent (not responding)

   These data indicate that teachers who ask students in class whether they have finished working on the first paragraph, but students do not respond and do nothing and this is included in the indirect strategies subsection of avoidance (nonverbal).

4. Time 14.50

   T: The second paragraph please express want you write to your friends

   S: Silent (not responding/do nothing)

   The data above includes indirect strategies in the avoidance subsection (nonverbal) because when the teacher asks students to express what they want to write to their theme, the students in class are silent and do nothing.

5. Time 22.43

   T: If you want ask to me please raise your hand

   S: Silent (not responding/do nothing)

   The data above is included in indirect strategies of avoidance (nonverbal) because when the teacher gives instructions to students if they want to ask questions, they are asked to raise their hands, but students in class do not respond and do nothing.

6. Time 26.10

   T: Next who else wants to ask please

   S: Silent (not responding/do nothing)

   The data above is included in the indirect strategies subsection of avoidance (nonverbal) because students do not respond and do nothing when the teacher gives them instructions.

7. Time 30.52

   T: Already done? If you done please submite to Mrs. Eny

   S: Silent (not respondong/do nothing)

   The data above is included in the indirect strategies subsection of avoidance (non-verbal) because students are silent and do nothing when the teacher gives instructions to immediately collect their assignments.

8. Time 4.01

   T: The next KD is about letter, what is the letter?

   S: Silent (not responding)

   The data above is included in the indirect strategies subsection of avoidance (nonverbal) because students do not respond and do nothing when the teacher asks what is meant by "letter" from the material that has been delivered.

9. Time 9.21

   T: Do you get it? Can be anderstood?

   S: Silent (Not responding)

   The data is included in the indirect strategies subsection of avoidance (nonverbal) because students who do not respond or just remain silent when the teacher asks whether they understand the material presented.

10. Time 22.26

    T: Please see this, where did you get the information about the jod vacancies you are applying for?

    S: Silent (not responding/do nothing)

The data is included in the indirect strategies subsection of avoidance (nonverbal) because students are silent and do not respond to teacher instructions asking where they got information about the job vacancies.

b. Direct strategies

1. Time 16.06

    T: The first paragraph ready done, and the second paragraph already done?

    S: Not yet mom

    The data includes direct strategies because students who refuse directly instructions from the teacher in class use the word "not yet mom".

2. Time 20.58

    T: What would you say? What is the sentence like? Is it just congrats?

    S: I don't know ma'am

    These data are included in direct strategies because students refuse directly when the teacher asks what they want to convey in the letter, but students refuse by using the word "I don't know".

3. Time 27.19

    T: Are you done? It's done please raise your hand

    S: Not yet ma'am

    The data above is included in direct strategies because students who refuse directly instructions from the teacher in class to raise their hands when they have completed the given task.

4. Time 0.46

    T: Before we going to the next materials I ask you, the last meeting we review about aplication letter?

    S: No

    The data above are direct strategies because students refuse directly when the teacher asks students to answer questions from the teacher in class.

5. Time 1.32

    T: Last meeting we talk about If Clauses. Do you still remember? There are several konds of rules in If Clauses try to mention an example

    S: I don't know ma'am

    The data included indirect strategies because students refused directly the instructions from the teacher who asked them to mention examples of the material that had been delivered.

6. Time 27.56

    T: So far any questions?

    S: No question

    These data are included in direct strategies because students refuse directly when the teacher asks them questions after the material has been delivered.

c. Adjunct

1. Time 18.58

    S: Ma'am if I write a greeting to my friend is it okay?

    T: yes that's great

    The data above is included in the adjunct because the teacher responds to students' questions with words of praise. So that students are more enthusiastic in completing their assignments.

2. Time 20.40

    T: What you write in your letter

    S: Happy birthday ma'am

    T: yes it can be very good

    From the data above, it includes adjuncts because the teacher's answers praise students so that they are more enthusiastic to complete the tasks that have been given.

3. Time 21.24

    T: When you want wish you friend a happy birthday, what you say? Is it just happy birthday?

    S: Prayer and hope

    T: Oke very good

    From the teacher's response / answer, it is included in the adjunct because the teacher appreciates all the ideas that students have to be more creative when writing personal letters.

4. Time 5.49

T: What is the first thing to write in aplication letter?
S: adress
T: Oke very good
From the teacher's response / answer above, it is an adjunct because the teacher appreciates when students can answer correctly the questions that have been submitted, so that students are more enthusiastic in learning.
5. Time 15.39
T: What we say at closing in application letter?
S: Thank you
T: Oke very good
From the data above, it includes adjuncts because the teacher's answer appreciates students when they are able to answer what they want to write in the letter, so the teacher gives this appreciation so that students are more enthusiastic when completing their assignments.

D. DISCUSSION
1. The type refusal strategies used by teacher and students when communication in smk pgri 1 Jombang

From the overall data, dominant Indirect Strategies is because students are more silent when invited to communicate with the teacher in class, such as asking assignments or reviews of the material that has been delivered by the teacher, many of the students in the class and almost all students respond to the teacher's questions quietly and not do anything. For Direct Strategies there are 6 data and most were used by students in class when communicating. And adjunct there are 5 data, these strategies are often used by teachers in class, because when there are students in class who ask the teacher about the tasks that have been given, the teacher always responds with appreciation.

2. Refusal strategies are realized on teachers and students communication in SMK PGRI 1 Jombang
a. Indirect strategies

The most frequently used by students are indirect strategies because students during teaching and learning activities are more silent and passive when the teacher is asking or reviewing material that has been delivered, many of the students are silent. From the many responses of students who are silent when communicating in teaching and learning activities, this is included in refusal strategies, namely in the non-verbal avoidance sub-section because they are silent and do nothing when the teacher asks and is giving instructions.

b. Direct strategies

Direct Strategies it is also most often used by students when communicating with teachers in class, a lot of communication made by teachers to students is when the teacher in class asks students whether the task that has been given has been completed, if it has been done the teacher asks students to collect it immediately. But the students in class answered "not yet ma'am" the response included Direct Strategies in the Non-Pervormative Statement subsection.

c. Adjunct

In the adjunct type, there is also a lot of data, including Gratitude or Appreciation. This strategies are most often used by teachers when responding to student questions in class. When a student asks about a personal letter assignment "can I write a birthday greeting for my friend, ma'am?" And the teacher replied "yes that's very good". This often happens when the teacher responds to student questions with the aim of the teacher providing positive answers so that

students are eager to write and express what is on their mind to be conveyed in the contents of the letter

E. **CONLUSION**

As a result of this study the researcher concluded that teachers and students chose different strategies to refuse something when communicating.

1. In these findings, it can be seen that there are 21 data included in Refusal Strategies found in videos between teachers and students when communicating in class, with the following details, namely there are 6 data included in Direct Strategies, there are 10 data included in Indirect Strategies and there are 5 data included in the Adjunct.
2. From the overall results of the research, most teachers more often use adjunct strategies when responding to students, teachers use this strategy to give appreciation to students, while many students use indirect strategies more often when communicating with teachers in class, which is more passive and silent so that the teacher becomes more active in teaching and learning activities. Direct strategies are used more by students when they do not agree or do not agree with the instructions from the teacher in the class, so many of the students refuse directly the instructions from the teacher.

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