GENDER DIFFERENCES IN PERFORMING REFUSAL STRATEGIES TO AN INVITATION BY STUDENTS AT SMAN 4 PADANG

A THESIS

Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of Education (B.Ed.) in English Language Education

WRITTEN BY:

NADIA AGUSTINA

18018073

ADVISOR:

Dr. HAMZAH, M.A, M.M.

NIP. 196112211990031001

ENGLISH LANGUAGE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF PADANG

2023

HALAMAN PERSETUJUAN SKRIPSI

Judul	**: Gender Differences in Performing Refusal Strategies to an Invitation by Students at SMAN 4 Padang**
Nama	**: Nadia Agustina**
NIM	**: 18018073**
Program Studi	**: Pendidikan Bahasa Inggris**
Departmen	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Padang, Juni 2023

Disetujui oleh,

Pembimbing

Dr. HAMZAH, M.A, M.M.

NIP. 196112211990031001

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D

NIP. 19710525.199802.2.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan SastraInggris
Fakultas Bahasa dan Seni Universitas Negeri Padangdengan judul

Gender Differences in Performing Refusal Strategies to an Invitation by Students at SMAN 4 Padang

Nama	:	Nadia Agustina
NIM	:	18018073
Program Studi	:	Pendidikan Bahasa Inggris
Departemen	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, Juni 2023

Tim Penguji			**Tanda Tangan**
1. Ketua	:	Nur Rosita S.Pd, M.A	:
2. Sekretaris	:	Dr. Yuli Tiarina, S.Pd, M.Pd	:
3. Anggota	:	Dr. Hamzah, M.A, M.M	:

UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telepone. (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama	: Nadia Agustina
NIM / TM	: 18018073 / 2018
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

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Diketahui oleh,

Kepala Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP. 19710525.1999802.2.002

Saya yang menyatakan,

Nadia Agustina

NIM. 18018073

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ABSTRACT

Agustina, Nadia. (2023). Gender differences in performing refusal strategy to an invitation by student at SMAN 4 Padang.

This study investigated the gender differences in performing refusal strategies to an invitation by students at SMAN 4 Padang. This study was a descriptive quantitative research. The data were collected by using DCT (discourse completion test) that was distributed to 10 males and 10 females students. The data were analysed by using the refusal classification from Takashi and Beebe (1990). The result showed that both gender is mostly using indirect strategy to refuse an invitation. However, male tend to give shorter refusal than females students and did not pay attention to the context, such as power and social distance. Beside, female students used more indirect and longer answer and strategy to refuse an invitation and make it clear by combined some refusal strategy, such as statement of regret, wish and statement of alternative. The longer the refusal the more polite the answer that students give. It found that female students is more polite than male students.

Key Words: Speaking, Refusal Strategies, Politeness, Gender, Invitation

ABSTRACT

Agustina, Nadia. (2023). Gender differences in performing refusal strategy to an invitation by student at SMAN 4 Padang.

Penelitian ini menyelidiki perbedaan gender dalam melakukan strategi penolakan oleh siswa di SMAN 4 Padang. Penelitian ini merupakan penelitian deskriptif kuantitatif. Pengumpulan data dilakukan dengan menggunakan DCT (tes penyelesaian wacana) yang dibagikan kepada 10 siswa laki-laki dan 10 siswa perempuan. Data dianalisis dengan menggunakan klasifikasi penolakan dari Takashi dan Beebe (1990). Hasil penelitian menunjukkan bahwa kedua jenis kelamin sebagian besar menggunakan strategi tidak langsung untuk menolak ajakan. Namun, siswa laki-laki cenderung memberikan penolakan yang lebih singkat daripada siswa perempuan dan tidak memperhatikan konteks, seperti kekuasaan dan jarak sosial. Selain itu, siswa perempuan menggunakan jawaban dan strategi yang lebih tidak langsung dan lebih panjang untuk menolak ajakan dan menjelaskannya dengan menggabungkan beberapa strategi penolakan, seperti pernyataan penyesalan, keinginan dan pernyataan alternatif. Semakin lama penolakan semakin santun pula jawaban yang diberikan siswa. Ditemukan bahwa siswa perempuan lebih sopan daripada siswa laki-laki.

Kata Kunci : Berbicara, Strategi Penolakan, Kesopanan, Jenis Kelamin, Undangan

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Padang, November 2022

Writer

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

In daily life people cannot be separated from communication. Communication is a tool that help human to communication to each other. One of the tools that people use to communicate is language. There are some aspects that included into languages. One of them is gender. Gender is a behaviour that constructed by the environment. Gender has an important role in languages. According to the Wodak (2019) Gender is not a pool possessed by a person, but something a person does. Gender shows that there are some differences between male and females in doing languages such as how the tone that both gender use, how the gesture, and how they use language in communicating.

The differences of how gender uses languages have been investigated by some researchers. One of them is the politeness and impoliteness the gender use in communication and do languages. The research showed that many studies in the field of gender and linguistic politeness find that male and female in fact are linguistically politely different. Holmes (2003) also described female expression is more courteous than male expressions. Then Brown (1980) found that that females' talk is considered respectfully and appropriately when they were in the situation of

secondary status in comparison to males' talk and because that condition of being inferior is also considered as higher standards of politeness. In other words, when a woman speaks, she takes account of her interlocutor 's feelings and will try not to lose her face.

In delivery messages gender use so many language, such as English. One of the most fundamental English skill is speaking. According to Renandya (2002) speaking is the most important language skill. Beside the material of English lesson in school, the students also have to master the pragmatic context of the language to make them understand more the language used. In delivery messages, the learners have to master speaking skills.

There are some speaking materials related to the pragmatic context called speech act. Speech acts are suggestions, invitations, complaints, offers, and refusals. To practice all of those subjects correctly, the students do not only have to understand the grammatical aspect but also the pragmatic aspect espescially for second language learners . Laughlin et al. (2015) stated that, pragmatic has close relation to the sociocultural values and beliefs of a society where the language is spoken. The speaker has to understand whom are they talking to, where the places are they taking, and what context is they discussing. So, that is why all understanding in pragmatic context is needed.

The other important aspects are the politeness and impolitenes. Politeness is the way how people communicate and talk to each other. This politeness is aimed to keep a good relationship between friends, family, school, neighborhood, etc. Yule (2010) stated that politeness as showing awareness and consideration of another person's face. In other words, politeness help to avoid conflict which may possibly happens in daily life. People tend to convey their opinion well in order to keep the self esteem eventhough in the bad situation. According to Goffman (2017) face as the good social values a person give for themself. Thus, the speaker needs to to know the interlocutor face.

Besides, the impoliteness tends to cause conflict and disharmony between friends, teachers and students, family, etc. Culpeper (2011) stated that impoliteness is a negative attitude towards specific behaviors occurring in specific contexts. It is continue by some expectations, desires, belief or some organization. Language impoliteness which is used by male and female students is different one to another based on the cultural and social attributes. Students who used impoliteness to their teacher happened in classroom interaction. Because of this classroom interaction plays an important role in teaching and learning process. Dagarin (2004) noted that it functions to build a pleasant atmosphere in the classroom and encourages students to become effective communicators.

The variation of speech acts are carried out to get communicative goals, while the most challenging is refusals for the second language students. According to Tamimi and Qadermazi (2014), refusal is the most difficult task for the second foreign language learners due to limitations in linguistic and pragmatic knowledge. Because of the failure and inappropriate refusal, the interlocutor often misunderstood and felt the speaker was rude. Furthermore, refusals also deal with some social aspects, such as gender, social power, status, and cultures.

For the refusal strategies in context of the pragmalinguistic is divided into three based on the Beebe et. Al (1990). There are direct strategies, which are divided into two, performative nonperformative. Second is indirect strategies, which are divided into eleven strategies. There are statement of regret, wish, excuse/explain/reason, statement of alternative, set condition for future, Promise of future acceptance, statement of principle, Statement of philosophy, attempt to dissuade, acceptance that function as refusal and avoidance. The last refusal is adjunct, which is divided into four. There are gratitude, statement of positive opinion, statement of empathy and pause/filter. Furthermore, this theory was the indicator that used in this research.

Several studies have been conducted regarding to this topic. Firstly, Solihah and Imperiani (2020) investigated the contribution of power relation to the realization of refusal strategies done by

Sundanese male and female students while the other Karuniawati (2018) investigated gender differences in performing refusal strategies at the sixth semester students of English Education department at University of Sultan Agung Tirtayasa. These two studies found that the result of this study there was no substantial difference in the strategies used by different gender. It was also found that the relationship affects the mastery of knowledge. Furthermore, female uses greater variations for the refusal strategies than male. From the research that have been mentioned above it can conclude that there is no study that focus on the refusal strategies that used by the difference gender of students to an invitation.

The second study is compared different cultures refuse an invitation from Tamimi and Qadermazi (2014) and Farhana, Jabar and Bukhardt (2020) examined pragmatic through behavioral speech acts spoken by native Malay and German refusing an invitation from diferent level of speech and Tamimi compare the strategy to refuse an invitation used by Iranian University English as a Foreign Language and Non-English Students in the Native Language. These researches found that the Malay students use more stretegies to refuse an invitation for different situations. Furthermore, EFL students use more additons to refuse invitations.

Gender in certain cultures important to be investigated because it is part of language.. Gender issues have become related to language problems. For example the stereotype that spreads among

people said that females tend to more polite than men Gender according to Farnia, Maryam and Xiaojan, Wu (2012) is a socially constructed identity. The behavior of the person in their environment will construct their gender. Since gender has such an important role in language, it will be interesting to assess how it contributes to the refusal strategy. Therefore, successful intercultural communication requires the narration of certain speech acts in certain cultural settings.

From the explanation above, the previous studies only focus on the general topic of speech act. Nonetheless, the specific context in one topic for the example invitations in its specific variable has not been paid much attention. The students have learned the material of invitation from junior high school to senior high school. According to AL-Ali (2019) invitation is a social communicative act that works to ask someone for help in a good place, collect something or do something. The materials of invitation divided into three in school. There are making an invitation, accepting an invitation and declining an invitation.

Furthermore, the previous research only focus on investigated the university students and there is no study that examine the senior high school. From the result of previous research that found female students at university use a greater and more varied strategy, the researcher want to know how the students in senior high school refuse someone's invitation. One of the speech

act and expression that has not been studied is invitation.

The researcher chose SMAN 4 for conducting the study. This is because some reasons. In the early observation the researcher met the English teacher and found that the students study the refusal or an invitation without focus on the context and situation, the theory used for all of the power and social distance of the people. Therefore, the researcher interested to conduct the research entitled **"Gender Differences in the Performing of Refusal Strategies to an Invitation by Students at SMAN 4 Padang".**

1.2 Identification of the problem

Based on the problem above, there are some topics that can be studied regarding to the refusal in invitation. First, students' refusal strategies in the specific speech act, for instance invitation and how gender's role in it. Second, the refusal strategies uses by senior high school students. The researcher can analyze what kind of refusal strategies can be performed by the EFL senior high school students. Then, the comparison of refusal strategies used between the gender in senior high school for an invitation from different level people in school. The reseacher can examine how social aspect or level of people can affect the refusal of the students.

1.3 Limitation of the problem

In this study, the reseacher limited the research on gender differences in performing of refusal strategies to an invitation by EFL high school students. The researcher focus on examining the differences and the similarities of refusal strategies to an invitation by female and male students. The subjects of this study are the students of the third grade at SMAN 4 Padang in the academic year of 2022.

1.4 Formulation of the problem

Related to the problem above, the problem is formulated as "what are the differences in the performing of refusal strategies to an invitation by different gender of the students?"

1.5 Research Questions

In this research, there three two questions that would be answered as follows:

1. What are the refusal strategies to an invitation from different level of people used by male?
2. What are the refusal strategies to an invitation from different level of people used by female?
3. What are the similarities and the differences between male and female students' strategies to an invitation from different level of people ?

1.6 Purpose of the research

The purposes of the study are:

1. To find out the refusal strategies to an invitation used by male students for different level of people.
2. To find out the refusal strategies to an invitation used by female students for different level of people for different level of people.
3. To find out the similarities and the differences between male and female students' strategies to an invitation for different level of people.

1.7 Significance Of The Research

The study of gender differences in refusal strategies to an invitation among EFL high school students is expected to be useful for making several contributions to teaching and learning theoretically and practically, i.e.:

1. Theoretically

   The result of this study are expected to contribute useful information regarding gender differences in refusal strategies to an invitation and can improve students' understanding in the strategies of refusal to an invitation an how to know the pragmatic context.

2. Practically

   a. For teachers

      The results of this study can be used as information for English teachers to develop their teaching materials that maximize students learning outcome.

b. For researchers

This research is expected to help researcher in obtaining information about gender differences in refusal strategies to an invitation.

c. For curriculum developers

The researcher hopes that the results of this study can be presented as material for the study of curriculum theory which is part of the school system that focus on the learning material.

1.8 Definition of Key Terms

1. **Politeness and Impoliteness**

   Politenes is an action how someone communicate to other people and it aims to keep the harmony of the relationship. Impolitenes is a n action that against the social values and belief of the certain people or culture.

2. **Refusal**

   Refusal is an action someone rejects others intention or purpose.

3. **Gender**

   Gender refers to the socially roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.

4. **Invitation**

Invitation is an action to make someone to do or come to certain place. it can be written or spoken.