

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories, which are going to be used in the study. The researcher includes the important theories which are relevant for her study. In this part, the researcher explains the review of related theories. She reviews the theories which fully support her study about refusal expressions. The researcher discusses in brief about speech act, refusal expressions, and the concept of context of situation. These theories can help the researcher to solve her problem.

2.1.1 Speech Acts

a. Definition of Speech Act

People do not only produce utterances which contain grammatical structure and words when they speak. But also perform an action through those utterances. Utterances that perform an action are generally called as speech act (Yule, 1996: 47). Similarly Aitchison (2003: 106) defines speech act as a number of utterance behave somewhat like actions. Based on that opinion above, it can be concluded that speech act is the act performed by a speaker in uttering a sentence. The functions of the speech act itself is to state the speaker's intention to the hearer.

The discussion of speech act cannot be separated from the other aspects of speaking activities, such as speech situation and speech event. Speech situation

- In the other word, locutionary act is the simple act of saying words and the meaning of those words which are spoken by the speaker. Illocutionary act is what is done by the speaker in saying something, and perlocutionary act is the effect that arises when the speaker is saying something.

Searle (in Cutting, 2002: 19) said that a speaker using a direct speech act wants to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function. Thus, a declarative form (not to be confused with declaration speech acts) such as ‘I was going to get another one’ has the function of a statement or assertion; an interrogative form such as ‘Do you like the tuna and sweet

On the other hand, Searle (in Cutting, 2002: 19) explained that someone using an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and the function are not directly related. There is an underlying pragmatic meaning, and one speech act is performed through another speech act. Thus a declarative form such as 'I was going to get another one', or 'You get me a tuna and sweet corn one' might have the function of a request or order, meaning 'Get me one', similarly an interrogative form such as 'Could you get me a tuna and sweet corn one please?' has the function of a request or order.

Indirect speech acts are part of everyday life. The classification of utterances in categories of indirect and direct speech acts is not an easy task, because much of what we say operates on both levels, and utterances often have more than one macro-functions (representative, commissive, directive, expressive, and so on).

1) Direct Speech Act

Finch (2000: 183) direct speech act is a speech act that has direct connection with the structure used. In a direct speech act, the sentence meaning and speaker's meaning match with the speaker's meaning, i.e. The form of the utterance is in accordance with what the speaker is intending to convey. Searle (in Cutting, 2002: 19) states that the speakers use direct speech act to communicate the literal meaning that the words conventionally express;

there is a direct relationship between the form and the function (declarative, imperative and interrogative).

Clark and Clark (1977: 28) note that telling is usually done with declaratives, questioning, with interrogatives are used to question about some states of affair and imperatives are used to request or order something are all direct speech acts. For example, (a) Andrea picks up the phone; (b) Did Andrea pick up the phone? (c) Pick up the phone, Andrea! In (a) the speaker asserts that Andrea picks up the phone, in (b) the speaker asks whether or not Andrea picks up the phone, while (c) the speaker requests/commands Andrea to pick up the phone.

2) Indirect Speech Act

Finch (2000: 183) states that indirect speech act occurs when there is an indirect relationship between a surface structure and function and in indirect speech act, the speaker means what the sentence means but something else as well. Searle (in Cutting, 2002: 19) also explains that someone who uses an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and function are not directly related (statements, question, command/request).

Yule (1996: 55) gives some examples where the speaker wants the hearer not to stand in front of the TV. The basic function of all utterances is a command or requests but only the imperative structure in (a) represents a direct speech act. The interrogative structure in (b) is not being used only as a question but also as an indirect request. The declarative structure in (c) is also

Searle (in Levinson, 1983: 240) proposes that in speaking, one can perform five basic kinds of illocutionary acts, namely:

- [illegible]

passing, sentence, excommunicating. For example: “ I bet you ten dollar”.

2.1.2 Speech Act of Refusal

Refusals are considered to be face-threatening act because they contradict the listener's expectation (Chen, 1995). Refusal is an expression which is expressed by saying 'no' but it is not easy. Blum-Kulka (1982: 30-31) mentions that it is not common in English to express refusal by saying 'no' or to say 'no' in response to a request for information (for example in shops, hotels, restaurants).

Felix-Brasdever in his book which entitles *Politeness in Mexico and United States: a Contrastive Study of The Realization and Perception of Refusals* (2008: 42) states that the speech act of refusals represents one type dispreferred response. Refusal expression has to be used in an appropriate form and the function depends on the context.

This expression includes of speech act especially commissives speech act which the word commits to future action. According to Searle (1977) refusals belong to the category of commissives because they commit the refuter to performing an action. Beebe, Takahashi, and Uliss-Weltz (1990) explain that refusal expression can be expressed directly, indirectly and adjunct. These are the classifications of refusal expression:

naming utterances. The performative verb usually refers to the act in which the speaker is involved at the moment of speech.

2. Non performative

- “no”, saying “no” for refusing is common and it shows that the speaker refusing directly.
- Negative willingness/ability

The use of negative willingness is showed by speaker by saying “I can’t...”, “I won’t...”, “I don’t think so...”

B. Indirect Refusals

1. Statement of regret

In the statement of regret, the speaker feels sorry or regret and it can be showed by saying “I’m sorry...”, “I feel terrible...”

2. Wish

The speaker uses the statement of wish for refusing by saying “I wish I could help you...”

3. Excuse, reason, explanation

Commonly, people use this category for refusing which they give reason or explanation. “my children at home...”, “I’m headache...” are the examples.

4. Statement of alternative

The speaker gives the alternative such as “I’d rather...”, “I’d prefer...” or “why don’t you ask someone else?...”

5. Set condition for future or past acceptance

6. Promise of future acceptance

7. Statement of principle

8. Statement of philosophy

9. Attempt to dissuade interlocutor

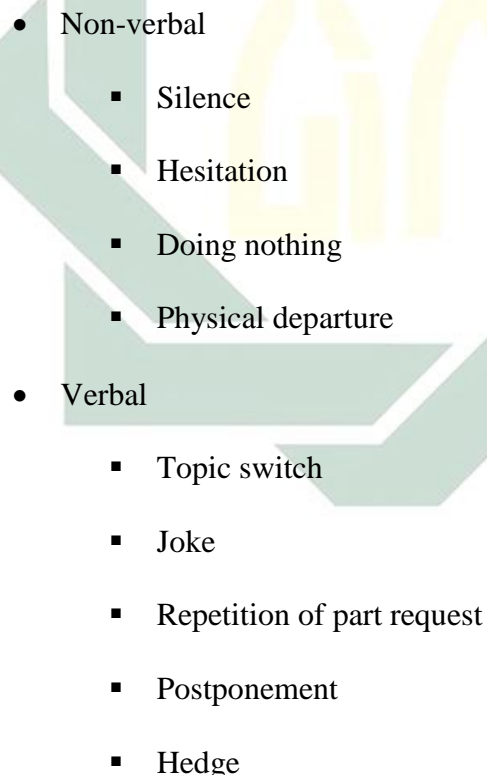
- Threat or statement of negative consequences to the requester. “I won’t be any fun tonight...” this is the example to refuse an invitation.
- Guilt trip, the example of this situation can be shown on waitress to customers who want to sit a while: “I can’t make a living off people who just order coffee...”
- Criticize the request/requester (statement of negative feeling or opinion; insult/attack. This is the example “who do you think you are?”, “that’s terrible idea!”

- Request for help, empathy, and assistance by dropping or holding the request.
- Let interlocutor off the hook
- Self-defense, it is the example: “I’m trying my best...”, “I’m doing all I can do...”

10. Acceptance that functions as a refusal

- Unspecific or indefinite reply
- Lack of enthusiasm

11. Avoidance

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- Non-verbal
 - Silence
 - Hesitation
 - Doing nothing
 - Physical departure
 - Verbal
 - Topic switch
 - Joke
 - Repetition of part request
 - Postponement
 - Hedge

C. Adjunct to Refusals

1. Statement of positive opinion/ feeling of agreement

This statement can be shown as “That’s good idea....”; “I’d love to....”

2. Statement of empathy

Example: “I realize you are in difficult situation”

3. Pause fillers

Example: “oh...”; “well...”; “uhm...”

4. Gratitude/appreciation

Example: “thanks, but...”

2.1.3 The Concept of Context of Situation

Context is one of the factors that give an effect to people how they use the language. According to Asher (1994: 731) context is one of those linguistic terms which are constantly used in all kinds of context but never explained. It has the relationship with meaning and they are important in pragmatics. Finnegan et al. (1997: 345) state that the essential element in the interpretation of an utterance is the context in which it is uttered. The context can influence the speaker on how to use the language. Yule (1996: 21) states that context simply means the physical environment in which a word is used. The importance of taking of context into account is also well expressed by Hymes (in Brown and Yule, 1983: 37) who views the role of the context in interpretation as, on the one hand, limiting the range of possible interpretation and, on the other hand, as supporting the intended interpretation:

“The use of linguistic form identifies a range of meanings. A context can support a range of the meanings. When a form is used in a context, it eliminates the meaning possible to that

Besides, Mey (1993: 39-40) states that context is more than a matter of reference and of understanding what things are about. It gives a deeper meaning to utterances. The utterance “It is a long time since we visited your mother”, when uttered in the living room by a married couple, has a totally different meaning from it is uttered by a husband and wife while they are standing in front of the hippopotamus enclosure at the zoo, in which it can be considered as a joke.

All of the language has a context. The 'textual' features are enabled to cohere the textual itself and with its context of situation. Halliday and Hasan (1985: 45-46) analyzed the context of situation into three components which are consistent with the three multifunction in discourse field. This allows us to display the redundancy between text and situation, how each component serves to predict the other component. The three components are:

- [illegible]

parent tries to raise his children with honor and respect to their individualism. With the Depression on times are hard, and there is no money to be found anywhere in town.

To amuse themselves Scout, Jem, and their best friend Dill begin a relentless campaign during their summertimes to get Boo Radley, their reclusive, legendary neighbor, to come out of his house. They concoct endless schemes and even go so far as to create a play that details Boo's life. Atticus forbids them to have anything to do with Mr. Radley, urging them to let the poor man be.

Atticus is a good man, and one day takes on a case that affects him personally. A black man, Tom Robinson, is accused of beating and raping a white woman, Mayella Ewell. Most of the county is convinced immediately that Tom is guilty of the crime, and begin to look at Atticus in a very negative way for actually defending him and trying to do right by him.

As the trial begins it becomes apparent to Scout and Jem that there is no way that Tom Robinson could have beaten and raped Mayella Ewell, as his left hand is crippled. Atticus proves that to the jury, and Scout and Jem are astonished when Tom is slapped with a guilty verdict anyway. They begin to realize that many people in town are very prejudiced against blacks, and their hearts are saddened by it. Time crawls past, and finally Bob Ewell is good to his word and attacks the children Halloween night with a knife. He breaks Jem's arm and almost kills Scout, but Boo Radley,

