

**POLITENESS STRATEGIES OF REFUSALS USED BY THE CHILDREN  
CHARACTERS IN JAMES W. ELLISON'S *AKEELAH AND THE BEE***

**THESIS**

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of  
English Department Faculty of Humanities UIN Sunan Ampel Surabaya



PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA	
No. KLAS K A. 2015 074 BSI	No. REG ASAI TANGGAL A. 2015/BSI/074

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## DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana Degree of English Department, Faculty of Humanities, UIN Sunan Ampel, Surabaya. Then, to be the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

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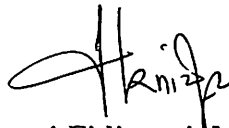
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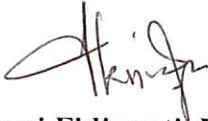
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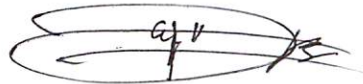
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## ABSTRACT

**Eka Rohmana, Ma'rifah. A03211023. 2015. Politeness Strategies of Refusals Used by The Children Characters in James W. Ellison's *Akeelah And The Bee* Thesis: English Department, Faculty of Letters and Humanities, State Islamic University Sunan Ampel, Surabaya.**

**Thesis Advisor: Murni Fidiyanti, M.A.**

The research investigated politeness strategy of refusals used by the children characters in James W. Ellison's *Akeelah And The Bee*. The data were classified using Brown and Levinson theory of Politeness Strategies that were divided into 5 super-strategies: Positive Politeness, Negative Politeness, Bald On Record, Off Record and Mixture Strategies. The results of the research were described in line with the problem statements as follows: First, the children characters of James W. *Akeelah And The bee* novel applied all kinds of Politeness Strategies in their refusals, and across five refusals functions (Command, Invitations, Offers, Request and Suggestion). Off Record strategy was the prominent strategy in their refusals especially in refusing Command. Second, the factors influencing the chosen strategy of children characters' refusals were Payoff and Relevant Circumstances that including Relative Power (P), Social Distance (D) and Size of Imposition (P). Thus, the tendency that children could not speak politely did not always happen that way. The result of the study showed that children could refuse others' request using politeness strategies, even they used indirect refusal that was Off Record strategy more frequent than others.

**Keywords: Politeness Strategy, Children, Refusal**

## ABSTRAK

**Eka Rohmana, Ma'rifah. A03211023. 2015. Politeness Strategies of Refusals Used by The Children Characters in James W. Ellison's *Akeelah And The Bee* Thesis: English Department, Faculty of Letters and Humanities, State Islamic University Sunan Ampel, Surabaya.**

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Penelitian ini meneliti strategi kesopanan dalam penolakan digunakan oleh karakter anak dalam novel James W. Ellison, *Akeelah And The Bee*. Data diklasifikasikan menggunakan teori Strategi Kesopanan dari Brown dan Levinson yang dibagi menjadi 5 super-strategi: Positive Politeness, Negative Politeness, Bald On Record, Off Record dan Mixture Strategi. Hasil penelitian ini dijelaskan sejalan dengan pernyataan masalah sebagai berikut: Pertama, karakter anak dalam novel James W. Ellison, *Akeelah And Bee* menggunakan semua Strategi Kesopanan dalam penolakan mereka, dan untuk menolak lima fungsi penolakan (Perintah, Undangan, Penawaran, Permintaan dan Saran). Strategy Off Record adalah strategi yang paling banyak digunakan dalam penolakan mereka terutama dalam menolak perintah. Kedua, faktor yang mempengaruhi pemilihan strategi dari penolakan mereka adalah Payoff dan Relevant Circumstance yang termasuk didalamnya: Relative Power (P), Social Distance (D) dan Size of Imposition (P). Dengan demikian, kecenderungan bahwa anak-anak tidak bisa berbicara sopan tidak selalu terjadi seperti itu. Hasil penelitian menunjukkan bahwa anak-anak bisa menolak permintaan orang lain menggunakan strategi kesopanan, bahkan mereka menggunakan penolakan tidak langsung yaitu Off Record lebih sering daripada yang lain.

**Kata kunci: Strategi Kesopanan, Anak-anak, Penolakan**

## CHAPTER I

### INTRODUCTION

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#### 1.1. Background of Study

Communication is one of the ways people be able to know each other, but on the other side it is also a poison which could bring distance between two people who have known each other. The success of communication depends on how the speech participants communicate well without harming the others. In real daily activity conversation, people tend to say something indirectly. Sometimes, the indirectness of the speech is expressed in long and complicated ways. Therefore, people need certain strategies to have a polite conversation. It is important for the speech participants to know and to understand well about the phase of politeness in conversation. As a result, mutual misunderstanding and miscommunication break down can be avoided.

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Politeness is an important aspect in human behavior. It concerns the entire attitude that influences people in their life. It is also a strategy to build a harmony in term of communication. Lakoff in Eelen (2001: 2) defines politeness as “a system of interpersonal relations designed to facilitate interaction by minimizing the potential of conflict and confrontation inherent in all human interchange.” In other words, politeness helps us to avoid conflict which possibly happens in our daily life. People sometimes disregard it, while it is the key to make a good communication with others. They are disposed to act directly, but it makes an assessment that they

do not know about moral value which is described in their behavior. Therefore, it is very important to understand the norm of politeness and apply it well when we are conversing with others.

Brown and Levinson's (1987: 61) politeness theory contains three basic notions: face, FTAs (face threatening acts), and politeness strategies. Face refers to a speaker's sense of linguistics and social identity, which is defined as "The public self-image that every member (of the society) wants to claim for himself" (Yule, 1996: 60). If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a FTA. Brown and Levinson proposed five strategies for politeness: bald on-record, positive politeness, negative politeness, off-record, and don't do the FTAs.

People use politeness in various verbal exchange such as in requesting, offering, refusing, criticizing, complaining, etc. Refusal is a verbal language that need to be noticed. Refusal is considered as a FTA. In a refusal, the speaker to a greater or lesser extent threatens the hearer's face. Refusal is sensitive to social factors such as gender, age, level of education, power and social distance. Therefore, there is a need to put politeness strategies into action in order to mitigate the threats, in other words, to soften what the hearer might regard as a threat on him/her. According to Longman Contemporary English (2008: 1379), refusal is an expressing something when we say firmly that we will not do, give, or accept something. It is important to investigate how people say "no" for declining or refusing something,

whether it is directly or indirectly, and how they express such words without hurting others feeling.

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The politeness in refusals should be considered well, because it influences an uncomfortable feeling to someone, even it used by children. When children make a conversation with others, they tended not to recognize the hearer's face, whether it would threat the hearer's self-image or no. Children mostly refuse or decline others' request directly, because they merely want everything they wants, for example:

Mr. Welch : "Now I want you to do that spelling bee today. I can't order you to, but I really want you to. Will you do that for the school?"

Akeelah : "Why should I? So everybody can call me 'freak' and 'brainiac' and attack me in the hall or on the way home?"  
"No, Mr. Welch. I ain't down for no spelling bee." (Ellison, 2007: 19)

Mr. Welch as the head master of Crenshaw Junior High School, asked Akeelah to do Spelling Bee. Then Akeelah refused his request directly with questioning before she said "no". She made her refusal by asking a question "Should I?" and stated the effect that would be have in her joining that Spelling Bee. Then she applied mixture strategies of politeness, Off Record and Bald On Record that the two strategies were extremely different. The first strategy was dealing with indirectness then on the contrary the second one was directly. After being indirectly that it minimized the FTA, children stressed her refusal to direct way. Then, it threaten the hearer's face and obviously do the FTA. Children refused the request without recognizing the hearer's face and they tend to say whatever they want. Thus, the way children

refuse something need to be analyzed that however, they can do refusal in polite or impoliteness way. Also the factors influence them to choose the way of refusing were something need to be investigated.

William A. Corsaro (2006: 191) stated from 10 to 13 years of age, children start to move from "childhood" to a view of a more adult world that they will clearly want, or be forced to join, in the near future. Hence, it is necessary to analyze how children language in social communication, particularly in their refusal strategies. This research provides how children saying 'no' in declining invitation or rejecting request, since child in this stage will start her puberty period and certainly there will be many new things influencing her language.

The significances of politeness strategies in children refusal do not only occur in the real society. Those can also be found in the forms of literary works such as novels and dramas. They are as an imitation and potrayal of social life. different from dramas, novels provide more descriptions of the story in form of narration. Therefore, readers can understand the situation happened in the story easily. These contexts of situations are important to determine the politeness strategies used in children refusals. Thus, it is possible to know how the way people say such words to others in the terms of refusals by analizing such literary works based on the consideration of the context.

The appropriate novel to be analyzed by theory of politeness strategies was James W. Ellison's *Akeelah and The Bee*. It is a novel written by James W.

Allison in 2007 based on the screenplay of a 2006 American drama *Akeelah and The Bee* by Doug Atchison. It tells the story of Akeelah Anderson (Keke Palmer), an 11-year-old girl from South Los Angeles who tries to make it to the Scripps National Spelling Bee. A little girl who shows herself and make her dream happen with hard effort and struggle to be a winner in the prestigious competition. The researcher chosen this novel because the children characters were prominent and also this literary work was very educated.

In James W. Ellison's *Akeelah and The Bee*, there are many refusals that come from the sensitive social factors as mentioned before. Thus, the way 11-13 years old children say 'no' to their addressee and the reason why they used those strategies in refusing or declining something from others need to be considered and learned, since those phenomena are considered crucial in daily conversation

This research emphasized the politeness strategies used by four children characters on refusal in *Akeelah and The Bee*. It focused on how the children characters said no to decline five function of refusal, there are Suggestion, Request, Offer, Invitation and Command. The study deals with every utterances and everything related to refusal. There was two fields elaborated in this research. First, the analysis focused on the kinds of politeness strategies on refusals proposed by Brown and Levinson used by the children characters and also the explanation of chosen strategies. Second, the research

focused on the possible factors influenced the choice of politeness strategies in the children character's refusal that also proposed by Brown and Levinson.

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Finally this research was done to get better understanding about politeness in Islam that we must treat others well. It can be seen in 15<sup>th</sup> Hadith of Hadith Arbain :

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ بِاللَّهِ وَالْأَخْرِفَ لِيُقْلَ خَيْرًا أَوْ لِيَصُمْتَ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ بِاللَّهِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ بِاللَّهِ فَلْيُكْرِمْ ضَيْفَهُ.

(رواه بخاري و مسلم)

*Abihurairah narrated that Rasullah SAW said "whoever among you believe in Allah and the day of hereafter say good things or keep quiet, whoever among you believe in Allah and the day of hereafter be generous to their neighbor, whoever among you believe in Allah and the day of hereafter be generous to their guest." (Narrated by Bukhori and Muslim)*

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(<http://haditsarbain.wordpress.com/hadist-15-berkata-yang-baik-atau-diam/>)

## 1.2. Research Problems

1. What kinds of politeness strategies of refusals used by children characters in James W. Ellison's *Akeelah and The Bee*?
2. What factors influence the choice of politeness strategies in children characters' refusals?



### **1.3. Research Purposes**

This research proposal is intended to meet the following purposes:

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1. To describe what kinds of politeness strategies of refusals used by children characters in James W. Ellison's *Akeelah and The Bee*.
  2. To find out the factors influence the choice of politeness strategies in children characters' refusals.

### **1.4. Significance of The Study**

The result of this research is expected to be able to give the following benefits:

1. Theoretically, the research is expected to give such a contribution in linguistics fields, particularly in politeness strategies of refusal, as a reference or comparative study.
  2. Practically, it is expected to help the learners of English Department to understand more about the idea of politeness strategies from the various sample in this research and to apply each strategy in appropriate context or situation. Since our knowledge about politeness can influence our linguistic behaviors, it enables us to have effective communication and to manage our relationships with people.
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## **1.5. Definition of Key Terms**

In order to avoid misinterpretation of the use of terms, it is important to the researcher to give the suitable meaning of the key terms. Some terms are defined as follows:

### **1.5.1. Politeness Strategies**

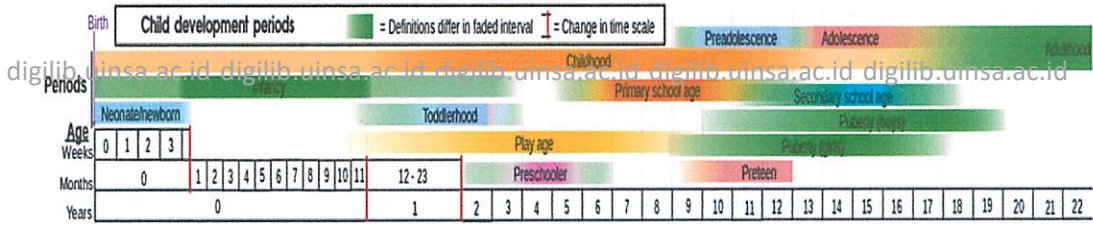
Politeness is dealing with “social polite behavior” or etiquette in communication to reach a harmony of verbal interaction (Yule, 1996: 60). Then Politeness strategies are the strategies of communication proposed by Brown and Levinson that emphasizes on the polite words in action.

### **1.5.2. Children Refusal**

According to Merriam-Webster Online Dictionary, “refusal” means expressing oneself as unwilling to accept, to do or comply with, or deny. It is lack of agreement to perform a particular course of action. It can be indicated by word “no”. Then children refusal is the expression of unwilling to accept or deny with particular course of action expressed by children.

Children in this research are 11-13 years old, who are in period of pre-teen that children in this stage show their existence and reach their own personality, hence, their refusal utterances in social communication is interested to be analyzed. The following is the table of children development periods:

**Picture 1. Children development periods**



**1.5.3. James W. Ellison’s *Akeelah and The Bee***

It is a novel written by James W. Allison in 2007 based on the screenplay of a 2006 American drama *Akeelah and The Bee* by Doug Atchison. It tells the story of Akeelah Anderson (Keke Palmer), an 11-year-old girl who participates in the Scripps National Spelling Bee. Since this research focused on the children’s refusals, then all children’s utterance of refusals identified in this research.

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## **CHAPTER II**

### **LITERATURE REVIEW**

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#### **2.1. Theoretical Framework**

##### **2.1.1. Pragmatics**

This research focused on the politeness strategies that was also considered as pragmatics study. Yule (1996: 3) stated that pragmatics is the study of contextual meaning. According to him, pragmatics is concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or a reader) so that it involves the interpretation what people mean in the particular context and how the context influences what is said.

Pragmatics according to Levinson (1985: 21) is the study of the relation between language and context that are basic to an account of language understanding. He also states that pragmatics digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id is the study of relation between language and context that are grammatical, or encoded in the structure of a language (1985: 9). In studying language, one cannot ignore the situation which is the speech is uttered. There is close relation between an utterance and situations. Thus, pragmatics includes the relevant context or situation, instead of the language usage. Similarly Leech (1983: 228) gives a definition that pragmatics can be usefully defined as the study of how utterances have meanings in situations. From his definition, it can be

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seen that pragmatics is a study, which understands the meanings of utterances by looking at the situation when the utterances happen.

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Based on the definition above, it can be said that pragmatics is the study of meaning contained the utterance in context. Therefore in pragmatic view, to appreciate and to interpret the meaning of a statement or an utterance, one must consider the relation between language and context in which the situation is uttered.

Thus, pragmatics approach was used to help in understanding the intended message of conversation. There are four areas that pragmatics concern with: the study of speaker meaning, the study of contextual meaning, the study of how more gets communicated than is said, and the study of the expression of relative distance.

### **2.1.2. Context**

Levinson has pointed out the importance of context. He states that

the language user must pair the sentences with the context in which, they would be appropriate (1983: 27). For this, it is necessary for the researcher to recognize the context of the sentence using the word sentence because the context determines meaning.

According to Malinowski in Halliday (1989: 6), context is defined as 'context of situation' which means the environment of the text. As a result, by the context one of the possible meanings can be selected properly. As well as by the context, the meaning of the word sentence

can also be identified by 'the presence of other words'. Malinowski in Halliday and Hasan (1985: 13) suggests two kinds of contexts first, context of situation and second, context of culture. Context of situation is the context in which the speech is uttered. This includes participants involved in the speech, time, place and social environment. Context of culture is the culture background or history behind participants.

In the case of speech act of refusal, the context of situation and the context of culture influence the speakers in expressing refusals and in interpreting the refusals. They express the refusal differently in different situations. The context of the culture also affects to the interpretation of a refusal. In Indonesian culture, silence is not always interpreted as a refusal but sometimes is considered as the expression of an agreement, for instance, a silence is expressed when a girl is proposed by a man to be his wife.

Therefore, context was used in this research to determine the appropriate linguistic form. By understanding the context in which a refusal was uttered, the situations influencing the use of each politeness strategy could be identified.

### **2.1.3. Politeness**

Politeness is the first and foremost, a matter of what is said and not a matter of what is thought or believed (Cruse, 2006: 362). Politeness

is another level to conversational interaction besides the rules of the cooperative principles. The theory of politeness has been suggested by some experts such as R. Lakoff (1973); Brown and Levinson (1978); P. H. Grice (1975); and Leech (1983). This research will use the theory of politeness strategies proposed by Brown and Levinson.

Brown and Levinson's (1987: 61) politeness theory contains three basic notions: face, FTAs (face threatening acts), and politeness strategies. According to the writer, "face" refers to the public self-image of a person. If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a FTA. Brown and Levinson (1987: 62) argued that everyone in the society has two kinds of face wants: negative face and positive face. Negative face shows the need to be independent, to have freedom of action, and not to be imposed on by others. Positive face shows the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others. As Yule (1996: 62) put it in simple terms, negative face is the need to be independent and positive face is the need to be connected. Brown and Levinson (1987: 91) introduced five super strategies for politeness in relation to FTAs: bald on-record, positive politeness, negative politeness, off-record, and don't do the FTAs.

#### 2.1.4. Refusals as an FTA

This research also focused on the use of politeness strategies in children refusal, which refusal is considered as FTA. According to Al-Eryani (2007: 9), refusal is a respond negatively to an offer, request, invitation, etc. Refusals are categorized as commissive speech acts since it consists of speakers' commitment to perform action (Searle, 1977 as cited in Félix-Brasdefer, 2008: 38). According to Aziz (2000: 12), refusal is a negative response towards directives speech acts including request, offer, command, invitation, and suggestions. These are the classification of different types of refusal functions:

##### a. Request

Requests for favors entail doing activities that require some time or effort on the part of the addressee. Request strategy depends on specific content and the appropriate form for mitigating the threatening nature of refusals.

##### b. Invitation

There are two types of invitation which are ritual invitation and real invitation. The inviter shows his willingness of maintaining relationship with the listener in the future which is called as ritual invitation, while the invitation that expresses the addresser's sincere intention to treat the addressee is called as real invitation. Ritual invitations often occur between acquaintances as a way to show the willingness to



maintain relationships with each other. Compared with real invitations, the inviter will not give many details about the invitation.

### **c. Offer**

According to what is offered, there are four types of offers: gift offer, favor offer, food or drink offer and opportunity offer.

### **d. Suggestion**

A suggestion occurs when one person uses utterances to propose some actions or at least changes on the part of the addressee. There are two types of suggestions: solicited suggestions and unsolicited suggestions. Solicited suggestions refer to suggestions needed by the listener. The speaker gives suggestions in response to the listener's needs. For example, a student asks for advisors' suggestions about his/her paper. Unsolicited suggestions are suggestions that are voluntarily given by the speaker without the request of the listener. Because unsolicited suggestions often occur between acquaintances, correct choice of the form of address is very important in mitigating the uncomfortable feelings caused by a refusal.

### **e. Command**

Command is the speech act that give such a force to the hearer to do what speaker order to do. It is difficult for someone to refuse politely in command, but indirect refusal can be done to minimize the FTA.

Refusals, as all the other speech acts, occur in all languages. However, not all languages/ cultures refuse in the same way nor do they feel comfortable refusing the same invitation or suggestion. In many societies, how people says “no” may be more important than the answer itself, therefore, sending and receiving a message of “no” is a task that needs special skills. The speaker must know when to use the appropriate form and its function.

Refusal is considered to be a face-threatening act (FTA) among the speech acts. “Face” means the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. Yule (1996: 61) stated if a speaker says something that represents a threat to another individual’s expectation regarding self-image, it is described as Face Threatening Action. Thus, refusals threaten the hearer’s face because they contradict his\her expectations and restrict the hearer’s freedom to act according to his\her will. On the other hand, refusals may threaten the addressee’s public image to maintain approval from others.

Because a failure to refuse appropriately can threaten the interpersonal relations of the speakers, refusals usually include various strategies to avoid offending one's utterances. However, it requires a high level of pragmatic competence and the choice of these strategies may vary across languages and cultures. Then Brown and Levinson developed politeness strategies as an action to redress Face Threatening Actions (FTAs), particularly in refusing. Thus, this research applies the theory of politeness strategies in refusal agrees with Brown and Levinson in terms of the theory of politeness and face saving strategies.

### **2.1.5. Politeness Strategies of Refusals**

These are refusal strategies adopted from 5 super strategies of politeness proposed by Brown and Levinson.

#### **2.1.5.1. Positive Politeness Strategies**

As Brown and Levinson (1978: 15) put it, positive politeness is characterized by the expression of approval and appreciation of the addressee's personality by making him/her feel part of an in-group. Yule (1996: 64) also argued that positive politeness emphasizes that both speakers want the same thing, and that they have a common goal. Therefore, such characteristics can be found in the following strategies.

### **1. Strategy 1: Claim common ground, solidarity**

By adopting this strategy, the speaker smartly seeks agreement from the hearer. Yule (1996: 64) pointed out that the tendency to use positive politeness forms, emphasizing closeness between speaker and hearer, can be seen as a solidarity strategy. Frequently, a solidarity strategy will be marked via inclusive terms such as “we” and “let’s” or terms of address such as “honey”, “man”, and “mom”. Examples:

A: How about going to the pub tonight?

B: We going to work tomorrow! Have a good sleep at home.

A (wife): Dear, you look tired these days. Have you considered quitting that part-time job?

B (husband): Oh sorry to make you worry, but I can’t honey.

### **2. Strategy 2: Offer of repair**

When the actual face threatening action has occurred by refusal, an offer of repair/new solution is appropriate to mitigate the impact. The strategy employed in examples below can be seen as an offer of compensation.

A: Could you drive me to work tomorrow, ’cause something has gone wrong with my car?

B: Um, I am afraid I can’t give a hand as I need to meet someone at the airport. Let me think, I can ask my sister and see if she is free tomorrow.

A: Are you free to search some sample resumes online for me?

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 B: Sorry, I am busy with assignments, but I can offer you several websites, where you can find them on your own.

### **3. Strategy 3: Give Reason**

The reason removes the implication that one wants to refuse by providing an alternative explanation for one's potentially face-threatening behavior. By using this strategy, which in some way implies that one is unwilling to do or accept something, as in Example below:

A: (In a shopping center) Excuse me sir, would you like to have a look at our new products?

B: Oh, sorry, I am hurrying for a meeting.

### **4. Strategy 4: Promise**

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 One may also choose (a strategy) to stress his or her cooperation with the hearer by promise to avoid the potential threat of some FTAs. Promise is such a way to demonstrate the speaker's good intention in satisfying the hearer's requests or face wants. As a strategy, the promise made may be real or false. Even if it is false, it still functions the same as the real one does. Example:

A: So you won't join us for a dinner this weekend, will you?

B: No, sorry about that, but I promise I will go next time.

### **5. Strategy 5: Show sympathy and consideration first**

Showing sympathy and consideration at first can be seen as a mitigating device in a refusal, which serves to soften the refusal as can be seen in example below:

A: Might I ask you if you happen to have some extra money to lend me?

B: Um, I understand your current financial situation, but I am very sorry I just bought a car the other day.

### **6. Strategy 6: Avoid Disagreement, Hedging opinion**

Using some hedges devices such as “think”, “guess”, “maybe”, and “hope” to avoid the disagreement that will be done in refusals.

The hedges devices uses to soften the face threat that speaker tries

to sound like he or she was pretty hard to refuse. Example:

A: That’s a good idea to hold a party this weekend!

B: Uhm, I think it’s better next month that we still have much works to do.

#### **2.1.5.2. Negative Politeness Strategies**

According to Brown and Levinson (1978: 129), negative politeness concentrates on the aspects of the addressee’s face

wants, which are concerned with the desire not be imposed upon and is characterized by self-effacement and formality.

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### **1. Strategy 1: Be direct, conventionally indirect.**

Speaker can do his refusals directly by saying “no” or “I won’t”, but the desire to give hearer an ‘out’ by being indirect can be employed by this strategy. Example:

A: The wine is quietly good in this restaurant, would you?

B: No, Thank you. It’s too good for me.

### **2. Strategy 2: Be pessimistic, uncertain**

Speaker can be pessimistic or feeling uncertain when refusing something from others. The uncertainty whether they accept or refuse other’s request by expressing doubt that the conditions for the appropriateness of speaker’s refusals obtain. Example:

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A: Can you help me clean the room?

B: I don’t know, maybe I’ll help you later.

#### **2.1.5.3. Bald On Record**

Bald on record refers to that one directly address the other as a means of expressing one’s needs usually by using imperative forms. Brown and Levinson (1978: 95) also pointed out that bald on-record delivery and redress of an FTA. There is no effort to minimize threats to the hearer’s face in this strategy. Then anything

about refusal which directly with “no” or “I won’t” are considered as bald on record strategy.

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### **1. Strategy 1: The cases of non-minimization of the face threat**

This strategy is used where maximum efficiency is very important, and this is mutually known to both speaker and hearer, no face redress is necessary. It is usually used in cases of great urgency or desperation. Example:

A: Come join my English Club, it’ll be fun.

B: Sorry, I can’t do this.

### **2. Strategy 2: The cases of FTA-oriented bald on record usage**

The strategy is actually oriented to face that the refusal is employed because of some reasons. The speaker directly refuse

other’s request that is oriented to the beneficence of the hearer.

Example:

A: You can leave me, dear!

B: No I can’t, I’ll help you no matter what happen.

#### **2.1.5.4. Off-record Strategies**

The “off-record” strategy, also called hints or non-conventional indirectness addressed to others. However, off-record may or may not get response from the addressee, or we can say it may or may



not achieve an expected result as the hearer can act as if the statements have not even been heard.

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### **1. Strategy 1: Give hints**

After hearing your hint, your friend may continue talking.

Example:

(At late night, a friend keeps talking with you over the telephone), you may say: "I am too sleepy to open my eyes". (means "Shall we stop now?")

A: Oh, it's 4:30, professor, I am sorry for taking much of your time this afternoon. Shall we continue?

B: No worries. I have another appointment at five. (means "You need to take off before five.")

### **2. Strategy 2: Be ambiguous or vague**

According to Brown and Levinson (1978: 230), by using what is technically indirectness (ambiguity), the speaker will have given a

bow to the hearer's face and therefore minimized the threats of the FTA. Every off-record strategy essentially exploits ambiguity in a sense between the literal meaning of an utterance and any of its possible implicates. Example:

A: Can you help me revise these documents before you leave today?

B: Um, you can leave them on my desk. (means "Too much work, I can't make it today.")

A: How do you plan to solve this problem?

B: It's really a tough one. I need to think about it. (means "I don't think I can fix it.").

### **3. Strategy 3: Be evasive, change to another topic**

The speaker may go off-record with an FTA by being evasive about the hearer's utterance or request. The simple way is stopping the hearer's current topic and transferring to another topic. By doing this, the speaker seemingly prevents a FTA to the hearer rather than an explicit refusal, as can be seen in Example:

A: Can we discuss the details of the contract?

B: I suggest we'd better not talk about this today. Let's talk about the new project.

### **4. Strategy 4: Use rhetorical question**

This strategy is employed by asking a question with no intention of obtaining an answer that is to break a sincerity condition on questions. Example:

A: Don't do it Myra, let's go away from here!

B: Would you have me disobey my husband?

### **5. Strategy 5: Overstate**

Speaker can say more than is necessary by exaggerating or choosing a point of scale which is higher than the actual state of affairs. Example:

A: Don't go to that party, man!

B: But there are a million people having fun there.

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### **6. Strategy 6: Understate**

In delivering refusals, the speaker can also say something less than required. Then, the FTA can be minimized. Example:

A: Try to get the high score for Math exam!

B: I'm not so that smart to get 7.

In conclusion, the politeness strategies have relation to refusal expression. The use of bald on record strategy exists when the speakers use physical departure or say "no" directly. The use of positive politeness strategy appears when the refuters state a promise, a reason, or gratitude. Commonly, negative politeness strategy is used for stating regret, apology or being indirectness.

Off record strategy also appears when the speakers refuse with the indirect statement.

#### **2.1.6. Factors Influencing the Use of Positive Politeness Strategy**

The employment of politeness strategy of refusal is influenced by several factors. According to Brown and Levinson (1987:71) there are two factors that influence the speaker to employ positive politeness strategy. The factors are payoff and circumstances.

### 2.1.6.1. Payoff (A Priori Consideration)

The speaker employs the positive politeness strategy because they can get any advantages. The speaker can minimize the FTA by assuring the hearer that he likes the hearer and wants to save the hearer face. Thus, the hearer face is not threatened by the speaker because it can be seen for their mutual shares. For example:

A: Dude, Let's ride that motorcycle!

B: Oh, that'd be fun, but I think we can try it another time.”

The example above shows that the speaker minimizes the FTA to the hearer by including the speaker himself equally as the participant and agreed that the request was good idea.

### 2.1.6.2. Relevant Circumstances (Sociological Variables)

The seriousness of an FTA is also influenced by the circumstances, sociological variables, and thus to a determination of the level of politeness. According to Brown and Levinson in Rahardi (2005: 68) there are three dimensions to determine the level of politeness. Among them are relative power (P), social distance (D) and size of imposition (R).

#### 1) Relative Power

Power (P) is the general point is that we tend to use a greater degree of politeness with people who have some power or

authority over us than to those who do not. It is based on the asymmetric relation between the speaker and the hearer. These types of power are most found in obviously hierarchical settings, such as courts, the military, workplace. For example, you would probably be more polite about conveying to your employer because she or he always arrives late, than in conveying to your brother. This is because your employer can influence your career in a positive way (reward power) or negative way (coercive way).

## **2) Social Distance**

Social distance (D) can be seen as the composite of psychologically real factors (status, age, sex, degree of intimacy, etc.) which together determine the overall degree of respectfulness within a given speech situation. It based on the symmetric relation between the speaker and the hearer. For example, you feel close to someone or you know him well because he is similar in terms of age or sex, then you will get closer to him and the distance rating will get smaller. As a result you will not employ polite utterance when you ask him to do something. On the contrary, you will employ polite utterance when you interact with person whom you have not known well, such as person who is older than you.

### 3) Size of Imposition

Size of imposition (R) can be seen from the relative status between one-speech acts to another in a context. For example, borrowing a car in the ordinary time will make us feel reluctant, but in urgent situations it will natural. Thus, in the first context we will employ polite utterance. Meanwhile, in the second context it is not necessary to employ polite utterance because the situation is urgent.

## 2.2.Related Studies

Politeness strategies is a crucial topic that have been analyzed by many English learners. During composing this study, the researcher found some research that studied about politeness strategies in case of refusals.

The first is Faridhotus Sholichah who graduated of State Institute Islamic Studies Salatiga in 2012. The research entitled "Politeness in Requesting And Refusing Teacher's Instruction in English Teaching Learning Of The Third Grade Students at SMPN 06 Salatiga 2011/2012". It described the request and refusal polite expression when teacher instruct students. Then it comes to the conclusion that teacher often to use Bald on Record by reasoning that it types of politeness strategy is clearer and more assertive than others to be done in learning process.

The second is Efendi who graduated of State Islamic University Sunan Kalijaga Yoyakarta in 2014. His research entitled "Politeness Strategies of

Refusals in The Main Characters of Movies Entitled *Scarlet Letter* and *Easy A*". The study aims to make a comparison between two movies about the using of politeness of refusals in the main character's utterances. The conclusion was that two main characters in the two movies applied politeness strategies in different way. The main character in *Scarlet Letter* tend to employed indirect strategies that made his utterance more polite than the character in *Easy A* who tend to make her refusal utterance explicit and clear.

The last is a study entitled "A Contrastive Analysis of Invitation's Refusal Strategies in American and Vietnamese". It written by Dhang Thi To Nhu who is the student of University of Pedagogy Vietnam (2010). The study aims to investigate the American and Vietnamese when taking strategies in refusing an invitation. It comes to the conclusion that two countries in different cultures have different way in refusing.

Then this research was different with the prior researches since this research analyzed politeness strategies on areas of refusals in children utterance. The researcher was curious to know how the way 11-13 years old children did their refusals. The data was analyzed thoroughly and deeply since the analysis focused on a specific act, which was refusal.

## CHAPTER III

### RESEARCH METHODS

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#### 3.1. Research Approach

This research used descriptive method since the data was described in the form of explanation with provided the description of phenomena naturally. The descriptive research attempts to describe, explain and interpret conditions of the present i.e. “what is”. The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident. Related to that, descriptive research is the way to find out the accurate facts by having the right interpretation. It meant that descriptive type of research used to describe data factually and accurately in solving the problem.

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Then descriptive method belongs to qualitative approach, that was defined by Bodgan and Taylor in Moleong (2001: 3) as a research that presents the descriptive data in the form of written or oral words of people and behavior which can be observed. Based on these, this research concerned politeness strategies in expressing refusals used by the Akeelah Anderson in James W. Ellison’s *Akeelah and The Bee*. The utterance of refusals was analyzed using Brown and Levinson theory of Politeness Strategies. The



analysis was in forms of explanation or description in words or in paragraphs, not in statistic data.

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## **3.2. Technique of Data Collection**

### **3.2.1.Data and Data Sources**

The source of data was the subject where the data could be obtained in detailed. The data of this research was the utterance of children characters in James W. Ellison's *Akeelah and The Bee* novel which contained some refusals to be analyzed. Then the source of data was the print out novel of James W. Ellison's *Akeelah and The Bee*.

### **3.2.2.Instruments**

An instrument plays an important role in conducting a research that is for gathering the data accurately. In a qualitative research, instrument of the research is the researcher herself with or without the help of other people (Moleong, 2001: 4). However, in conduction this research, the researcher herself needs some supporting instruments. The supporting instrument used by the researcher was James W. Ellison's *Akeelah and The Bee* novel.

### **3.2.3.Data Collection**

This research used documentation technique in collecting the data. Documentation technique is collecting data through the documents, the artifacts, the photographs and other data (Koentjaraningrat, 1982: 173). In

order to make up the data, the data collection would be done through some steps. Firstly, the researcher did close reading James W. Ellison's *Akeelah and The Bee* novel for several times to ensure the data will accurate and to have good comprehension and understanding about the whole context of the novel. Secondly, the researcher focus and started to code on the refusals utterance. Third, after reading closely, observing the novel, the researcher made some notes of the data collected. The researcher chosen the conversations in James W. Ellison's *and The Bee* novel which contain refusals used by the children characters, they were Akeelah Anderson, Georgia Cavanaugh, Javier Mendez and Dylan Chiu.

### 3.3. Technique of Data Analysis

After collecting the data, the next step was analyzing. The data analyzing technique of this research was descriptive analysis. In analyzing the data, it needed identifying, classifying, analyzing, and drawing a conclusion (Wray and Bloomer, 1998: 7-13). Related to this explanation, the researcher took several steps, they were:

1. Identifying the refusals utterance appeared in *Akeelah's* utterance.
2. Classifying and determining the data based on the appropriate kinds of politeness strategies of refusals and what refusal function the utterances refused to. The classification was presented in the table as follows.

<b>NO.</b>	<b>The speaker and to whom he or she refuses to (S to H)</b>	<b>Politeness Strategy</b>	<b>Refusal function</b>	<b>Cases of refusal</b>	<b>Page</b>

3. Analyzing how politeness strategies used by children characters in their refusals and finding the reason why the certain strategies were chosen based on the underlying theory. Then, the researcher summed up the analysis by putting the occurrence of politeness strategies in the table as follows.

<b>No.</b>	<b>Strategies</b>	<b>Data</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Positive Politeness			
2.	Negative Politeness			
3.	Bald On Record			
4.	Off Record			
5.	Mixture Strategies			
<b>Total</b>				

4. The researcher also put the occurrence of politeness strategies based on the refusal functions in the following table:

<b>No.</b>	<b>Refusal function</b>	<b>Command</b>	<b>Suggestion</b>	<b>Offer</b>	<b>Invitation</b>	<b>Request</b>
	<b>Strategies</b>					
1.	Positive Politeness					

2.	<b>Negative Politeness</b>					
3.	<b>Bald On Record</b>					
4.	<b>Off Record</b>					
5.	<b>Mixture Strategies</b>					
<b>Total (100%)</b>						

5. Lastly, the researcher make a conclusion based on the data analysis.

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## CHAPTER IV

### FINDINGS AND DISCUSSION

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This chapter presented the findings and the discussion. The researcher analyzes the data after the data were collected. The researcher tried to find out what politeness strategies in refusal are frequently used by Akeelah Anderson, Georgia Cavanaugh, Javier Mendez and Dylan Chiu in James W. Ellison's *Akeelah And The Bee*. Then, the objective of study could be achieved, that was to find out whether children refuse something from others directly or indirectly.

#### 4.1. Findings

The researcher found 30 refusal utterances from James W. Ellison's *Akeelah And The Bee* novel containing 5 super strategies of politeness used by four children characters. The classification of refusal utterances based on politeness strategies were shown in the table below, which also explained the function of those refusals.

**Table 1. Findings**

NO.	The speaker and to whom he or she refuses to (S to H)	Politeness Strategy	Refusal function	Cases of refusal	Page
1	Akeelah to Mr. Welch	Positive Politeness – Avoid disagreement	Suggestion	<b>Mr. Welch:</b> “Akeelah, do you know who that was? Dr. Jhosua Larabee he used to chair the English department	22

		(hedging opinion), offer of repair		at UCLA he and I went to college together. And get this, when he was a kid he went all the way to the national spelling bee. And now he's considering personally training you for the district bee." <b>Akeelah:</b> "Well, he better find someone else 'cause I ain't doin' no more spelling bees. I'm sick of people lookin' at me like I'm some kind of bug. I just wanna be left alone."	
2	Georgia to Akeelah	Positive Politeness – Avoid Disagreement (Hedging Opinion)	Invitation	<b>Akeelah:</b> "You coming Georgia?" <b>Georgia:</b> "I guess I'll go to the mall with kiana instead."	44
3	Akeelah to Georgia	Positive Politeness – Avoid disagreement (hedging opinion) and Offer, promise	Invitation	<b>Georgia:</b> "Hey, my mama said she wants to take us out to celebrate tonight. You can pick the restaurant." <b>Akeelah:</b> "Well, Javier's parents are taking me out, but maybe we can meet up later."	73

4	Akeelah to Tanya	Positive Politeness – Claim common ground (Use in-group identity markers)	Command	<b>Tanya:</b> “Sounds like a war party to me. You got a big day tomorrow, so say goodnight.” <b>Akeelah:</b> “Half an hour more. Please, mama.”	90
5	Akeelah to Tanya	Positive Politeness – Give reason	Command	<b>Tanya:</b> “I just got a letter that says you gotta take summer school to make up for all the classes you skipped.” <b>Akeelah:</b> “Summer school? But, Ma, I hate Crenshaw. It’s boring, it’s full of idiot, and nobody cares. I mean the student and the teacher.”	40
6	Akeelah to Mr. Welch	Negative Politeness – Be pessimistic, uncertain	Request	<b>Mr. Welch:</b> “I’m just trying to stress the realities. I – we – we all have great believe in you.” <b>Akeelah:</b> “I don’t know. Maybe I should just give up now.”	25
7	Javier to Roman (His friend)	Negative politeness – Be direct, conventionally indirect	Invitation	<b>Roman:</b> “Hey, Javier, we need another player!” <b>Javier:</b> “No that’s okay. Count me out. Old war injury.”	45
8	Akeelah to	Negative	Offer	<b>Ms. Cross:</b> “Would you like	11

	Ms. Cross	Politeness – Be pessimistic, uncertain		it if I gave you advanced assignments?” <b>Akeelah:</b> “I don’t know”	
9	Akeelah to Dr. Larabee	Negative Politeness – Be pessimistic, uncertain	Suggestion	<b>Dr. Larabee:</b> “And there are tons more to learn. Greek ones and Latin ones and French ones. If you learn them all, you can spell any word, no matter how seemingly big.” <b>Akeelah:</b> “Uh, maybe we should go back to the essay reading”	50
10	Akeelah to Mr. Welch	Bald On Record – The cases of non- minimization of the face threat	Request	<b>Mr. Welch:</b> “Listen, there’s a reporter outside who wants to talk to you. She’s from channel 2, that big time akeelah.” <b>Akeelah:</b> “I don’t wanna talk to no reporter.”	73
11	Dylan to Akeelah	Bald On Record – The cases of FTA-oriented bald on record usage	Suggestion	<b>Akeelah:</b> “And now you can have a first. I can do it next year” <b>Dylan:</b> “No way. I don’t need any help from you.”	99
12	Akeelah to Ms. Cross	Bald On Record – The cases of non-	Suggestion	<b>Ms. Cross:</b> “Well, I think you should sign up for it” <b>Akeelah:</b> “I’m not interested”	11



		minimization of the face threat			
13	Akeelah to Devon (Her old brother)	Bald On Record – The cases of non- minimization of the face threat	Suggestion	<b>Devon:</b> “He also said you got an opportunity to go to a bigger contest next week.” <b>Akeelah:</b> “I don’t wanna do it.”	23
14	Akeelah to Mr. Welch	Bald On Record – The cases of non- minimization of the face threat	Suggestion	<b>Mr. Welch:</b> “Akeelah, I’m just saying you’re going to need to train hard, with Dr. Larabee.” <b>Akeelah:</b> “Uh-uh I don’t need no help from him, I can do this by myself.”	25
15	Akeelah to Javier	Bald On Record – The cases of FPA-oriented bald on record usage	Offer	<b>Javier:</b> “Big time, hey, there’s my mom. You need a ride?” <b>Akeelah:</b> “No, my mom’s gonna pick me up, she should be here soon.”	39
16	Akeelah to Tanya	Bald On Record – The cases of non- minimization of the face threat	Command	<b>Tanya:</b> “So if this spelling thing means sneakin’ off to the suburbs by yourself then you can just forget about it. We’re calling it off.” <b>Akeelah:</b> “We can’t call it off! I’m going to the regional bee.”	40

17	Akeelah to Dr. Larabee	Bald On Record – The cases of non-minimization of the face threat	Request	<p><b>Dr. Larabee:</b> “You’ve got it all, Akeelah. Word construction. Etymology. Memorization techniques. There’s nothing left to go over. You just need to focus on the words now. I’m putting it in your capable hands.”</p> <p><b>Akeelah:</b> “But I can’t learn five thousand new words by myself. No way!”</p>	75
18	Akeelah to Georgia	Off Record – use rhetorical questions and overstate	Suggestion	<p><b>Georgia:</b> “You’d probably do really good, Kee. You ace those tests.”</p> <p><b>Akeelah:</b> “Can you see me getting’ up in front of everybody? I’d pee my pants for sure.”</p>	13
19	Akeelah to Kiana (Her old sister)	Off record - give hints	Command	<p><b>Kiana:</b> “Mama’s not in a good mood. You better get your skinny butt to the table”</p> <p><b>Akeelah:</b> “I just got my highest score ever”</p>	14
20	Akeelah to Dr. Larabee	Off record - Understate	Command	<p><b>Dr. Larabee:</b> “Keep going.”</p> <p><b>Akeelah:</b> “I’m a little out of shape.”</p>	65
21	Akeelah to Tanya (Her mother)	Off Record – Be ambiguous or	Offer	<p><b>Tanya:</b> “Baby, you know I work at the hospital Saturdays, maybe kiana can</p>	29

		vague		go with you.” <b>Akeelah:</b> “I guess that’s okay, if she doesn’t bring that whiny baby with her.”	
22	Akeelah to Myrna (Her classmate)	Off record – Understate	Request	<b>Myrna:</b> “Me and Elaine, we want for you to take care of our English homework. Everybody call you abrainiac” <b>Akeelah:</b> “Well everybody is wrong. I ain’t no brainiac.”	18
23	Akeelah to Mr. Welch (The headmaster)	Off Record – Use rhetorical questions	Request	<b>Mr. Welch:</b> “Well? What do you have to say? Have I made a convincing case?” <b>Akeelah:</b> “Why would everyone wanna represent the school that can’t even put doors on the toilet stalls?”	19
24	Akeelah to Ms. Cross	Off Record – Use rhetorical questions	Suggestion	<b>Ms. Cross:</b> “Which is why you should be in the spelling bee” <b>Akeelah:</b> “Can I go now?”	12
25	Akeelah to Tanya	Off Record - Give hints	Command	<b>Tanya:</b> “Don’t get smart with me, Akeelah. You’re eleven and I’m still your mother.” <b>Akeelah:</b> “I’m going, Ma. I have to.”	40
26	Akeelah to Dr. Larabee (Her coach)	Off Record – Give hints	Command	<b>Dr. Larabee:</b> “Keep reading” <b>Akeelah:</b> “But I already know most of the words in	49

				this speech”	
27	Georgia to Akeelah	Off Record – Use rhetorical question	Invitation	<b>Akeelah:</b> “You wanna go skating this weekend? I haven’t used my blades in months.” <b>Georgia:</b> “Why don’t you go with your friends from woodland hills?”	76
28	Akeelah to Ms. Cross (Teacher)	Off Record – Use rhetorical questions	Command	<b>Ms. Cross:</b> “See me after class” <b>Akeelah:</b> “Why? I ain’t done nothin’ wrong.”	11
29	Akeelah to Mr. Welch	Mixture strategy: Off Record – Use rhetorical question and Bald On Record – The cases of non-minimization of the face threat	Request	<b>Mr. Welch:</b> “Now I want you to do that spelling that bee today. I can’t order you to, but really want you to. Will you do that for the school?” <b>Akeelah:</b> “Why should I? So everybody can call me ‘freak’ and ‘brinias’ and attack me in the hall or on the way home? Naw, Mr. Welch, I ain’t down for no spelling bee.”	19
30	Javier to Akeelah	Mixture Strategies: Bald On Record – The cases of	Suggestion	<b>Akeelah:</b> “Maybe we should invite him over.” <b>Javier:</b> “That jerk? Forget it. Beside, we’ve got curfew in fifteen minutes.”	91

		FTA-oriented bald on record usage and Positive Politeness – Give reason			
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## 4.2. Discussion

### 4.2.1. Positive Politeness

The four children characters in this novel employed Positive Politeness in their refusals when conversing with others. They wanted to appreciate the hearer's personality by making him or her feel part of an in-group and also save the positive face. Even though the characters were still 11-13 years old or it can be called as pre-teenager, they tried to refuse something from others in polite way. They refused something from others by talking about something related to them, calling the intimate name, giving reason and other efforts to make him feel comfortable. It can be seen in the data below the positive politeness super-strategy used by the four children characters.

#### Data 1

Mr. Welch : “Akeelah, do you know who that was? Dr. Jhosua Larabee he used to chair the English department at UCLA he and I went to college together. And get this, when he was a kid he went all the way to the national spelling bee. And now he's considering personally training you for the district bee.”

Akeelah : “Well, he better find someone else ‘cause I ain’t doin’ no more spelling bees. I’m sick of people lookin’ at me like I’m some kind of bug. I just wanna be left alone.”

The conversation took place in the one of corridor of Crenshaw School. Mr. Welch as the headmaster of the school ran after Akeelah Anderson who escaped from Spelling Bee held by the school. Akeelah who have just win the competition was challenging by Dr. Larabee that he gave some big and difficult words to her. As an 11-years old child, Akeelah was really great that she could ace those words. Unfortunately, she missed one word and her friends Myrna and Elaine, who always bullying her, spoke up and laughed at her. Then Akeelah ran away out of that place, chased by Mr. Welch and got some wise words from Dr. Larabee that he believe in Akeelah’s capability on spelling.

The excerpt containing refusal uttered by Akeelah to her teacher who was also the headmaster. Akeelah’s refusal had a function to refuse suggestion from Mr. Welch. It can be seen that Akeelah was difficult to say “no” by the occurrence of hedge form “well”. Akeelah used strategy Avoid Disagreement by using Hedging Opinion. But then, she continued her refusal by offering solution to look for someone else. It demonstrated her good intention in satisfying hearer’s positive-face. Then Akeelah also used Strategy 3 Offer of Repair. Thus, even though Mr. Welch was disappointed of Akeelah’s refusal

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on his suggestion, but he still felt comfortable and it did not threaten his face.

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In delivering her refusal, Akeelah employed positive politeness strategy and it influenced by some factors. The first was Payoff, that Akeelah got the advantage by applying this strategy. Akeelah could minimize the FTA aspects of her refusal to Mr. Welch by assuring him that absolutely Akeelah wanted to do the suggestion of him, but she did not think she can do it. The second factors was Size of Imposition that was included of Relevance Circumstances. In the situation when Akeelah refused Mr. Welch suggestion was that she imposed by Mr. Welch wants about joining Spelling Bee. Actually, she interested in spelling and all about words, but she lack of confidence and got a pressure when Mr. Welch wanted her to join in the competition. Thus, she tried to refuse Mr. Welch suggestion politely and did not make any distance between them.

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## **Data 2**

Akeelah : “You coming Georgia?”

Georgia : “I guess I’ll go to the mall with Kiana instead.”

Akeelah was invited to Javier’s birthday party, then she came with her friend Georgia and her sister Kiana. When they arrived in Javier’s house, Georgia looked around to the house that full of white-children. Georgia who was interested in that birthday party change her mind to join in, and decided to go to the mall with Kiana.

In her refusal utterance, Georgia used hedge word “guess” that shown the uncertainty of her decision. She did not want to disappoint Akeelah with her matter that made her refuse Akeelah’s invitation, then she used Hedging Opinion to minimize the face threat of Akeelah. By using this strategy, Georgia did not made Akeelah feel uncomfortable and Akeelah saved Georgia’s positive-face.

By employing this strategy, Georgia got the advantage that she saved the relationship between her and Akeelah and Georgia’s face was not threatened. Thus, Payoff was the factor why Georgia applying this strategy. Another factor influenced the chosen strategy was Social Distance that was included of Relevance Circumstance. Georgia and Akeelah were close friend and they had the similar in terms of age and sex. Georgia used hedging opinion in her refusal to keep their good relationship.

Then the following data gave other explanation of the refusal that the speaker used hedging opinion followed by promise.

### **Data 3**

- Georgia : “Hey, my mama said she wants to take us out to celebrate tonight. You can pick the restaurant.”
- Akeelah : “Well, Javier’s parents are taking me out, but maybe we can meet up later.”

After made the cut in Southern California Regional Spelling Bee, Akeelah became very famous in her school, even her community. When Akeelah done with her words as the contestant of National



Spelling Bee, Georgia came to her and invited her to celebrate her achievement. But Akeelah had accepted Javier's invitation to dine with his parents, then she refused Georgia's invitation.

In Akeelah's utterance "Well, Javier's parents are taking me out, but maybe we can meet up later." It can be seen that she felt regret that could not accept her best-friend's invitation. The hedge word "well" indicated the difficulty for Akeelah refused Georgia's invitation. Hence, she used strategy Avoid disagreement by using Hedging Opinion. After hedging, Akeelah continue her refusal by promising for meet up in another chance. Then she employed strategy Offer, Promise.

When delivering her refusal, Akeelah was influenced by some factors. The first was Payoff that Akeelah got the advantage by applying this strategy, to minimize the threatening of Georgia's face. She promised Georgia to meet up later on was the way to make Georgia felt comfortable even though she was a little bit disappointed. Another factor was Social Distance that was included of Relevance Circumstances. As explained before that Akeelah and Georgia were a close-friend, and they have similar terms of age and sex. That was why Akeelah employed this strategy to save their friendship.

Then the data 28 below explained that speaker refused the hearer's command using Claim common ground, Use in-group identity markers.

#### **Data 4**

Tanya : "Sounds like a war party to me. You got a big day tomorrow, so say goodnight."

Akeelah : "Half an hour more. Please, mama."

Tanya : "Well, okey. Fifteen minutes."

The conversation took place in the room of hotel in Washington DC, it was the night before National Spelling Bee. Akeelah, Georgia and Javier was having fun and laughed away together. They were all in their pajamas. Javier popped open an Orange Crush and the soda fizzed across the carpet. The girls ducked for cover, Georgia laughing hysterically. The noisy made Tanya, Akeelah's mother, got in to the room and ordered them to go to bed soon, but Akeelah refused it.

The excerpt above was the refusal which has the function to refuse command. Akeelah called her "mama" in the refusal which indicated that Akeelah wanted to convey her mother such in-group membership. The address form "mama" that used by Akeelah was the character of Use in-group identity markers strategy. By employing this strategy, Akeelah could minimize her mother's face and lastly got the dispensation of time 15 minutes as the respond of Akeelah's refusal that wanted to stay 30 minutes more.

There were some factors influenced the chosen strategy in Akeelah's refusal. They were Payoff and Size of Imposition. Payoff was one of factors influenced Akeelah chosen this strategy, because Akeelah got the advantage from it. She refused her mother's command by using address forms and also a request to get dispensation. Akeelah wanted to stay longer with her friends that night, therefore she conveyed her mother to get closer relationship with her and then her mother could give them more times. Another factor was Size of Imposition that was included of Relevance Circumstances. The situation when Akeelah refused her mother's command was that she also wanted to get more times to have fun with her friends. Thus, Akeelah used this strategy to achieve what she wanted.

#### **4.2.2. Negative Politeness**

There were certain times that the children characters feels not to be connected with the hearers because of some factors. Thus, they applied Negative Politeness which are concerned with the desire not be imposed upon and is characterized by self-effacement and formality. By employing this strategy they made the hearers feel uncomfortable and have a distance. So, the children characters tended to show difference, emphasize the importance of the other's concerns, or even include an apology for the imposition in their refusal. The Data below was the example of refusals using Negative Politeness Strategy.

**Data 6**

Mr. Welch : “I’m just trying to stress the realities. I – we – we all have great believe in you.”

Akeelah : “I don’t know. Maybe I should just give up now.”

The conversation took place in the headmaster’s office. Akeeah finally decided to be the representative of the school in Spelling Bee competition. Mr. Welch was very excited with Akeelah’s decision and tried to motivate her to train harder dealing with the Bee. He explained about how hard to get all the way to National Spelling Bee in DC. Then Akeelah felt she could not make it and wanted to give up.

In her sentence, “I don’t know. Maybe I should just give up now.” Akeelah used Be Pessimistic, Uncertain strategy. The word “I don’t know” indicated the hesitation and uncertainty of herself to do something. She did not believe in herself to make the Bee, and it clarified with the next sentence “Maybe I should just give up now.”

Akeelah seemed pessimistic in her refusal, but it save Mr. Welch of face threaten because she did not refuse his request directly. Akeelah gave redress to Mr. Welch’s negative face by explicitly expressing doubt that the conditions for the appropriateness of her refusal obtain.

There were some factors influenced the employing of this strategy, there were Payoff and Relevance Circumstance included Relative Power, Social Distance, and Size of Imposition. For going on this strategy, Akeelah could benefit in some ways: she could pay respect to Mr. Welch even though he was disappointed of her refusal, and she could thereby avoid incurring him and also maintain their social

distance. Another factor was Relevance Circumstance that Akeelah and Mr. Welch's Social distance was not really close, and Mr. Welch was older than her. In case of Relative Power, Mr. Welch was the headmaster of Akeelah's school, then she must respected him as well. Then the Size of Imposition explained as the condition of hesitation and doubt made Akeelah refused Mr. Welch's request that way, using this strategy.

It was different with data 20 below that the speaker refused the hearer's invitation using Negative Politeness Strategy: Be direct, conventionally indirect.

#### **Data 7**

Roman : "Hey, Javier, we need another player!"  
 Javier : "No that's okay. Count me out. Old war injury."

In Javier's birthday party that held in his house, he invited Akeelah to look around his house. When they enjoying the house-touring, one of Javier's friend, Roman, asked Javier to join Playing football. But Javier refused him that he could not play football because of his injury in his hand. It made Akeelah questioning and laughing at that very moment.

Javier's refusal above had a function to refuse his friend's invitation. His sentence, "No that's okay." indicated that he employ Be Direct, Conventionally Indirect strategy. Javier's refusal shown that he was independent to refuse her friend's invitation without recognizing the connection or the distance between them. By applying this strategy,

Javier was faced with opposing tensions: the desire to refuse Roman's invitation by being indirect, and the desire to directly refuse as in Bald On Record. Javier also could satisfy his friend's negative-face, but still maintaining claims of territory and his self-determination.

Javier realized that his Social Distance was same as Roman, they had the same term of age and sex. Then, this was the factor why Javier employ this strategy. They also was not in close relationship that Roman was only Javier's classmate, then Javier could independently refused his friend's invitation. He directly refused the invitation but conventionally indirect with the mitigating device after the word "No". Another factor influencing the chosen strategy was Payoff, that Javier got the advantage by employing this strategy: he satisfied Roman's negative-face that the refusal was direct but also indirect, and Javier still maintain his self-determination.

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#### **4.2.3. Bald On Record**

Bald On Record is politeness strategy that provides no effort to reduce the impact of the FTA. The four children characters used this strategy in refusing something when they want to do the FTA with maximum efficiency more than to satisfy the hearer's face. Children in this novel could directly say "No", "I won't", "I can't" or another words that indicates the directness in refusal. Brown and Levinson (1987: 95) stated that there are different kinds or strategies of Bald On

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Record usage in different circumstances. Hence, the children also have different motives to do the FTA, whether non-minimizing the face threat or the case of FTA-oriented Bald On Record usage. The examples below showed the usage of Bald On Record super strategy by four children characters. The Data below was the example of refusals using Bald On Record Strategy.

#### **Data 10**

Mr. Welch : “Listen, there’s a reporter outside who wants to talk to you. She’s from channel 2, that big time akeelah.”  
 Akeelah : “I don’t wanna talk to no reporter.”

When Akeelah made the Spelling Bee to National Bee in DC, she became very popular in her school, even in her community. The excerpt above was a conversation between Akeelah and Georgia in the crowd of enthusiasm of students in that school. Georgia invited Akeelah to dine with family to celebrate her achievement, but Akeelah could not accept it because he had an appointment with Javier’s family. Akeelah’s refusal was disappointing Georgia. Then suddenly Mr. Welch came and asked Akeelah to talk to the reporter for the school benefit. But Akeelah refused it because she felt reluctant to not accept Georgia invitation.

In Akeelah’s utterance, “I don’t wanna talk to no reporter.” It indicated the usage of Bald On Record in her refusal. The word “I don’t” was the character of Bald On Record that it was about refusing something directly. The directness of Akeelah’s refusal threaten Mr. Welch’s face that the refusal was in The case of non-minimization of

the face threat. She used this strategy because she realized the situation was not good that Georgia in disappointed feeling towards her.

Akeelah applied this unredress politeness strategies when the imposition of the FTA is small. She employed it because the situation was forcing her to refuse the request that way. The case of urgency and the desire to change the situation become normal caused her to apply this direct strategy of politeness. Thus, it indicated that Size of Imposition was the factor influenced the chosen strategy in Akeelah's refusal. Another factor was Payoff. The benefit that Akeelah derived from the using of this strategy was that she could support herself that the directness of her refusal would make Georgia feel better.

While, the data 30 below was different that speaker refused other's suggestion with the cases of FTA-oriented Bald On Record usage.

#### **Data 11**

Akeelah : "And now you can have a first. I can do it next year"  
 Dylan : "No way. I don't need any help from you."

The conversation took place in the stage of National Spelling Bee in Washington DC when the competition was going on. Looking at Dylan's father that pushed and forced Dylan to win the Bee, Akeelah thought hard that she can help him to make it. She believed that all the efforts she had done was not in vain, she could make the Bee next year. Then intentionally, she threw away the word "xanthosis" by spelling "zanthosis". Dylan who knew that Akeelah had already knew



the word, because he ever told her before, was surprised at that very moment. Then he also decided to throw the word away to save Akeelah. When Dylan Asked for Akeelah's reason, she said that Dylan could have a first this year to make his father happy, but Dylan refused Akeelah's suggestion.

The utterance above was Dylan refusal that had a function to refuse Akeelah's suggestion. The refusal was oriented to face, that Dylan refuse the suggestion from Akeelah for the goodness of both two, then he used The case of FTA-oriented Bald On Record Usage strategy. Dylan did not want to win the competition because of such help from Akeelah, he also did not want Akeelah just threw away the opportunity to win. Even though this kind of refusal was indicated as doing FTAs, but the orientation to the hearer's face and benefit would make another notion of it.

There were some factors influenced the chosen strategy, they were Payoff and Size of Imposition. Dylan got some benefits from his directly refusal: the direct refusal indicated that he trusted Akeelah and wanted her to trust him too and he could ensure Akeelah about his opinion and made her do it. When Dylan refused Akeelah's suggestion, the imposition of the FTA was small, because of the urgency to make the situation running well compelled him to refuse the suggestion that way.

#### 4.2.4. Off Record

Off Record strategy also called Indirect Strategy that the employment of this strategy was uttering the refusal with indirect words. The indirectness of refusal will mitigate the FTA and remove the speaker from any imposition. Children in this novel could applied this strategy and tried to be more polite than merely refuse others' request directly. By employing Off Record strategy, children could avoid the direct FTA towards the hearer. The characteristic of this strategy is "hints" and "ambiguous or vague". Brown and Levinson (1987: 211) said that a communicative act is done Off Record if it is done such a way that it is not possible to attribute only one clear communicative intention to the act. Thus, if the children doing an FTA and want to avoid the responsibility of doing it, they doing off record and leave it up the hearer to decide how interpreting it. The following data was the example of refusal utterances using Off Record strategy.

##### **Data 18**

- Georgia : "You'd probably do really good, Kee. You ace those tests."  
 Akeelah : "Can you see me getting' up in front of everybody? I'd pee my pants for sure."

Akeelah and Georgia was walking along a pavement, they on the way home. Georgia asked her about why Mrs. Cross ordered Akeelah to come to her office. Akeelah told Georgia that Mrs. Cross wanted her to join in Spelling Bee competition in the school, but Akeelah refused her request. Then Georgia suggest her to join in, and again Akeelah

refused to join such competition that obliged her to show up in front of people.

The sentence, “Can you see me getting’ up in front of everybody? I’d pee my pants for sure.” Indicated that Akeelah applied Off Record in her refusal. She refused Georgia’s suggestion indirectly, by using 2 strategies: Rhetorical Question and Overstate. Akeelah gave Georgia a question as the respond of her suggestion, , “Can you see me getting’ up in front of everybody?” meant she could not getting up in front of people. Then, she could not do what Georgia suggested to her, that was joining Spelling Bee competition. If she do that, she would “pee my pants for sure.” It was an overstate sentence, that what Akeelah meant was not ‘really’ pee her pants but she would give a stress to her refusal statement before. Akeelah did not refuse Georgia’s suggestion directly, but giving rhetorical question and overstating something was helping her to refuse it, and she was removing herself any imposition in doing FTA.

The factors influenced Akeelah in choosing the strategy were Payoff and Size of Imposition. By employing this strategy Akeelah could profit in the following ways: Akeelah could get credit for being tactful, non-coercive and she could avoid the imposition for the potentially threatening interpretation. Hence, Akeelah applied this strategy because she was in the situation of hesitation and lack of confidence. And being indirectly would help her to not damage her

friend's face, although she could do the FTA because Georgia was her close friend and they were in casual conversation.

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Then, the data 6 showed that the speaker used Off Record with strategy Give hints in her refusal.

### **Data 19**

Kiana : "Mama's not in a good mood. You better get your skinny butt to the table"

Akeelah : "I just got my highest score ever"

Akeelah was playing scrabble in her computer, she got high score as she was very great in that game. In the middle of her fun, Kiana called her and ordered her to get down and eat. But Akeelah refused it, she wanted to continue her game.

Akeelah's utterance was a refusal that had a function to refuse her sister's command. She did her refusal indirectly by saying "I just got my highest score ever", it indicated she gave hint to Kiana that she wanted to continue her game. The sentence could be meant "Let me continue my game, I'll get down 10 minutes later." Since the strategy

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that chosen by Akeelah was Give Hints from Off Record Strategy, many interpretation could be made, because the speaker leave the hearer to interpret it. But, the purpose of the utterance could be identified that was refusal of the command.

Akeelah chosen the strategy because of some factors, they were Payoff and Relevance Circumstances included Social Distance and Size of Imposition. Akeelah got the advantage from her refusal strategy, she could mitigate the FTA that the refusal she did could be

threaten Kiana's face. Then, the social distance of Akeelah and her sister also influenced her to choose this strategy. Although Kiana was older than her and even Kiana had a little baby, but they were close enough. It made Akeelah did her refusal indirectly, to be more polite to her sister but still in the close distance. While, The size of imposition when Akeelah refused her sister's command was weak.

It was different from data 23 that refusal used Off Record Strategy 4 that was Understate.

#### **Data 20**

Dr. Larabee: "Keep going."

Akeelah : "I'm a little out of shape."

Akeelah was trained by Dr. Larabee dealing with Spelling Bee competition. As a coach, Dr. Larabee had mastered the technique to spell, word construction, Etymology, and memorization techniques. While, he found the trick of memorize that Akeelah always do, keeping time, even though Akeelah did not realize it. Thus, Dr. Larabee gave the way to keep time that was jumping rope. Akeelah was jumping the rope and Dr. Larabee gave a word to spell. While she was stopped, Dr. Larabee order her to keep going but she refused her command.

From the excerpt above, could be seen that Akeelah did her refusal to Dr. Larabee's command indirectly. The word "I'm a little out of shape." was not made a sense if we looked at Dr. Larabee command. Dr. Larabee ordered her to keep jumping the rope, but Akeelah refused

it by saying that she was a little out of shape. The refusal sentence could be meant “I’ve big enough to do this, don’t ask me to jump this rope”, or another interpretation. Akeelah refused the command by understating of herself that was not appropriate to do jumping rope, whereas she was just 11 years old. Understatements were one way of generating implicatures by saying less than required. This strategy could minimize the FTA that Akeelah did, so it did not threaten Dr. Larabee’s face.

Akeelah and Dr. Larabee were not same in the terms of age and sex, Akeelah was lower than him. Thus, she did her refusal indirectly and it indicated that Social Distance was influencing the chosen strategy. Akeelah also got some benefits by applying this strategy in her refusal: by saying less than was required, Akeelah invited Dr. Larabee to consider why she refused his command, and it did not threaten Dr. Larabee’s face although FTA was done by her. Then, Payoff also one of the factors influenced her to choose this strategy.

Data 14 below was the example of refusals in this novel used Strategy 5 that was Be ambiguous or vague.

#### **Data 21**

Tanya : “Baby, you know I work at the hospital Saturdays, maybe kiana can go with you.”  
 Akeelah : “I guess that’s okay, if she doesn’t bring that whiny baby with her.”

The conversation took place in Akeelah’s room. She read and spelled many words because she was going to do the District Spelling

Bee. Then Tanya, her mother, came to the room and asking what was she doing. Akeelah also asked her mother to accompany her at the Spelling Bee next day. But Tanya could not do it, and she suggested her to go with Kiana.

The sentence “I guess that’s okay, if she doesn’t bring that whiny baby with her.” was indicating the usage of Off Record Strategy. Akeelah tried to be more polite by refusing her mother’s suggestion indirectly, she employed strategy Be ambiguous or Vague. The sentence “I guess that’s okay” was like Hedging opinion, but if we looked at the next sentence “if she doesn’t bring that whiny baby with her.” it was the ambiguity that could be interpreted as “I don’t want go with Kiana, because she must bring her whiny baby.” The ambiguity of her refusal did not made Tanya’s face threatening, because it mitigated the FTA of the refusal.

The chosen strategy of politeness in Akeelah’s refusal was influenced by some factors, they were Payoff and Social Distance. Akeelah could profit in the following ways: She could avoid the responsibility for the potentially face-damaging interpretation, and although she did the FTA but the hearer’s face was not threatening. Then, the Social Distance between Akeelah and her mother also influenced the chosen strategy. Since Akeelah was younger than her mother, although their relationship was close but Akeelah still keep to be polite with her.

#### 4.2.5. Mixture Strategies

The four children characters in this novel also mixed their strategies to refuse something from others. In certain times, the mixture strategies was needed to stress the statement of refusal. The example below was explained as Mixture Strategies used by the children characters in James W. Ellison's *Akeelah And The Bee* novel.

It could be seen in the Data 9 below that speaker mixed her refusal strategy, she used Off Record – rhetorical question and Bald On Record The cases of non-minimization of face threat.

##### Data 29

Mr. Welch : “Now I want you to do that spelling that bee today. I can't order you to, but really want you to. Will you do that for the school?”

Akeelah : “Why should I? So everybody can call me ‘freak’ and ‘brainiac’ and attack me in the hall or on the way home? No, Mr. Welch, I ain't down for no spelling bee.”

The conversation was between Akeelah and Mr. Welch in his office. Mr. Welch asked Akeelah to come to his office, then he requested her to do the Bee for school benefit. Mr. Welch said that Akeelah was very good in spelling and always got A in the test. But Akeelah did not want to do that competition, so she refused Mr. Welch's request.

Akeelah's strategies in refusing Mr. Welch was varied, she mixed the strategies used. In delivering her refusal, Akeelah shifted from Off Record strategy to Bald On Record strategy. Akeelah firstly used



Rhetorical Question “Why should I? So everybody can call me ‘freak’ and ‘brainiac’ and attack me in the hall or on the way home?” The question indicated that she refused the request. She meant that she had no reason why she would do anything for the school that was not comfortable for her. After she refused the request indirectly, then the direct way was used to stress the refusal, as in the sentence “No, Mr. Welch, I ain’t down for no spelling bee.” The word “No” indicated the directly of her refusal, she used The case of non-minimization of the face threat strategy. The mixture strategy was rather extreme that Akeelah shifted from indirect to the direct one. When indirect refusal was employed, the face threat was still mitigated and was not in high frequency. Then, it was difference when direct refusal was uttered, the face of Mr. Welch was threatening.

The factor influenced Akeelah to choose this strategy was Payoff.

She got the advantage by mixing the strategies of her refusal that was she could stress her refusal by giving two strategies. It could be made Mr. Welch understand that she really did not want to do the Spelling Bee.

The result of the data analysis would be discussed here. This included the employment of politeness strategies in refusal and the factors influencing the characters to employ this strategy. Based on the findings above, there were 30 refusal expression containing 5 strategies of politeness, they were Positive Politeness, Negative

Politeness, Bald On Record, Off Record and Mixture Strategies. The data were expressed in the different type of politeness strategies of refusal. The children characters in James W. Ellison's *Akeelah and The Bee* novel tried to employ politeness strategies as well in their refusal. It could be seen that all strategies of politeness were applied by them. The summary of frequency of each strategies that employed by 4 children characters was presented in the table below.

**Table 2. Summary of frequency**

No.	Strategies	Data	Frequency
1.	Positive Politeness	10, 18, 19, 24, 28	5
2.	Negative Politeness	2, 12, 20, 22	4
3.	Bald On Record	3, 11, 13, 15, 16, 25, 26, 30	8
4.	Off Record	1, 4, 5, 6, 7, 8, 14, 17, 21, 23, 27	11
5.	Mixture Strategies	9, 29	2
<b>Total</b>		<b>30</b>	<b>30</b>

The table of summary above shows that the children characters employed all strategies in different frequency. It showed that the most used strategies of politeness was Off Record that proved the politeness of children character in this novel that they tried to mitigate the FTA when they refusing something from others. The children in this novel was just 11-13 years old, and they had tried to communicate as well

by refusing politely. Even though refusal was kind of FTA, but the children characters could mitigate it and also save the hearer's face. In the case of communication, save other's face was needed in order to make the communication run well and go smoothly. While refusal also have function to what purpose it was refused, the refusal functions are: Command, Suggestion, Offer, Invitation and Request. Children employed politeness strategies of refusal in different frequency based on the function of the refusal. The following table showed the frequency of politeness strategies of refusal based on its function.

**Table 3. Frequency of politeness strategies of refusal based on its function**

No.	Refusal function	Command	Suggestion	Offer	Invitation	Request
	Strategies					
1.	Positive Politeness	2	1	-	2	-
2.	Negative Politeness	-	1	1	1	1
3.	Bald On Record	4	1	1	-	2
4.	Off Record	5	2	1	1	2
5.	Mixture Strategies	-	1	-	-	1
<b>Total</b>		<b>8</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>6</b>

The table above showed that different function of refusal also had different frequencies. In order to refuse someone's Command, the children characters employed Off Record more frequent; to refuse someone's Suggestion, they used Bald On Record more frequent; while in refusing other's offer, they applied Negative Politeness, Bald

On Record and Off Record equally; then Positive Politeness was employed to refuse someone's Invitation; the last Bald On Record and Off Record were applied more frequent to refuse Request. The table also showed that children in this novel was employed Off Record strategy more frequent in refusing something, then Off Record was the prominent strategy especially in refusing other's Command.

From the result of the analysis above, it could be seen that there were two main factors, Payoff and the Relevant Circumstances which influenced the children characters employed politeness strategies of refusal. By employing politeness strategies of refusal the speaker could get any advantages as the influencing of payoff. Another possible payoff was that the speaker could avoid or minimize the implications of FTA especially in refusal. Then the Relevant Circumstance including Relative Power (P), Social Distance (D) and Size of Imposition (R) also influencing the chosen strategy by the children characters as explained in the data analysis above.

## CHAPTER V

### CONCLUSION AND SUGGESTION

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#### 5.1. Conclusion

This chapter presented the conclusion of the research based on the analysis and discussion explained in the previous chapter. This included the employment of Politeness Strategies in children refusal by four children characters in James W. Ellison's *Akeelah And The Bee* novel, and also factors influencing the chosen strategies of politeness in their refusals. The conclusion were formulated below:

There were 5 Super-Strategies of Politeness based on Brown and Levinson containing many sub-strategies that all the kinds of those strategies were employed by Akeelah, Georgia, Javier and Dylan in James W. Ellison's *Akeelah AndThe Bee* novel. There were 5 refusal utterances considered as Positive Politeness strategy, they were data 1 (*Well, he better find someone else 'cause I ain't doin' no more spelling bees.*), data 2 (*I guess I'll go to the mall with kiana instead.*), data 3 (*Well, Javier's parents are taking me out, but maybe we can meet up later.*), data 4 and 5. In Negative Politeness strategy there were 4 refusal utterances, they were data 6 (*I don't know. Maybe I should just give up now.*), data 7 (*No that's okay. Count me out. Old war injury.*), data 8 and 9. While in Bald On Record strategy there were 8 utterances, they were data 10 (*I don't wanna talk to no reporter.*), data 11 (*No way. I don't need any help from you.*), data 12 (*I'm not interested.*), data 13,

14, 15, 16 and 17. They were 11 refusal utterances considered as Off Record strategy, they were the data 18 (*Can you see me getting' up in front of everybody? I'd pee my pants for sure.*), data 19 (*I just got my highest score ever*), data 20, 21, 22, 23, 24, 25, 26, 27 and 28. Then, for Mixture Strategies they were 2 refusal utterances, they were the data 29 (*Why should I? So everybody can call me 'freak' and 'brainiac' and attack me in the hall or on the way home? Naw, Mr. Welch, I ain't down for no spelling bee.*) and data 30 (*That jerk? Forget it. Beside, we've got curfew in fifteen minutes.*). Then Off Record strategy was employed most frequently by the children characters.

Novel was reflected the real daily-life because the writer must be influenced by his circumstance and his life community when writing this novel. Then, by conducting this research we could conclude that children was not merely say whatever they want to say, they also recognized some factors that influenced them saying something more polite. In refusing something, children in this novel mostly used Off Record strategy that they still recognized the situation of conversation, the participant whom they conversed to, and the imposition when they did the FTA. Thus, the tendency that children could not speak politely did not always happen that way. Children could say politely when conversing with others, even for refusal that need such a hard way to make their refusal utterance could be accepted by the hearers well.

Based on the analysis of the factors influencing the use of the positive politeness in James W. Ellison's *Akeelah And The Bee* novel. It was

discovered that there were two factors, namely Payoff and Relevant Circumstances. The first is payoff. By employing politeness strategies in their refusal the speaker could get any advantages as the influencing of payoff, such as the speaker could minimize the FTA, the refusals could be accepted well and it saved the relationship of the participant. Another possible payoff was that the speaker could avoid or minimize the implications of FTA especially in refusal. Then the Relevant Circumstance including Relative Power (P), Social Distance (D) and Size of Imposition (R) also influencing the chosen strategy by the children characters when they did the refusal as explained in the data analysis above. It showed that the advantage of using certain strategy influenced children in employing their refusals. Also the social distance, the relative power and the size of imposition influenced them to refuse something from others with such a strategy of politeness. The using of some politeness strategies and Off Record as the prominent strategy, also the influence of some factors in their refusals proved that children could treat the hearers well and tried to make a good conversation.

## **5.2. Suggestion**

After conducting this research, the researcher offers some suggestions that may be useful for student of English Department other researcher who are interested to conduct an analysis of refusals and politeness strategies. This research limit to the using of Brown and Levinson theory of politeness strategies by children in their refusal. The researcher suggests to analyze other aspects. The culture aspect which influence the speaker in employing the

refusal may be able to be analyzed. Beside that, the next researcher can elaborate the strategies of Brown and Levinson with another theory of politeness to get the deeper analysis of employing refusal. In addition, the next researcher can also analyze the relationship between the refusal and the responses of the interlocutor to the certain types of certain condition.

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