

Building Students' Refusal Awareness Using Movie

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Abstract

The strategy of refusal has been carried out in many ways. Since it deals with the strategy done through language, the result portrays culture which the language used. As English in Indonesia is still as foreign language, the teaching learning process does not present the actual use of the expression. Since the English taught in Indonesian Language way, the learners use the English expression in Indonesian culture. It will give impact to the language the learners use. They use English but in Indonesian language way of thinking. The condition or the context when the utterances produced will give different meanings. Understanding meaning from utterances is a rather difficult. In some utterances, the meaning is not conveyed clearly in the structure of the sentences but it is hidden. The context will help the listener understand the hidden meaning of an utterance. To understand the context, movie is chosen as the media. Movie is believed gives more advantages than other media. It can give good effect on the students' language acquisition as stated by Gardner (1984) and Lazar (1992) cited in Lynch (2006) that an audio – visual approach is highly effective in both lowering learner affective filters (Krashen-Terrell, 1984) and in language acquisition and learning.

Keywords: refusal, movie, lesson plan

1. Introduction

Every language has various characteristic in expressing refusal. The strategy used and to whom the speaker express the refusal will be based on the cultural setting of the speaker. Language is the reflection of a culture, as stated by Hamers and Blanc that "our cultural representations are shaped by language" (Hamers and Blanc, 2000). Spoken languages will also speak the cultures. The cultures are what the languages display. In this case, cultural differences play a part in selecting among the potential strategies for realizing a given speech act in refusal.

Research in refusal is carried out in many ways and gives various findings culturally. As done by Yang (2008) that "Chinese speakers sometimes say "yes" when they really mean "no," or mean "no" without saying the word "no". Korean speakers frequently pause and apologize before refusing (Kwon, 2004). Japanese

also showed an indirect way for refusal (Geyang, 2007). Malay students always say regret or 'sorry' and also give reasons or explanation to show refusal (Sattar, Lah, and Suleiman, 2011). Those research on refusal carried out in Asian culture in which the situation plausibly different from American, as reported by Lyuh (1992) that American refusals tend to be more direct (Yoon, 2010).

As English in Indonesia is still as foreign language, the teaching learning process does not present the actual use of the expression. Since the English taught in Indonesian Language way, the learners use the English expression in Indonesian culture. It will give impact to the language the learners use. They use English but in Indonesian Language way of thinking. By studying pragmatics, the students will get clear understanding about 'the use of language in human communication as determined by the condition' (Mey, 2001:6). The condition or the context when the utterances produced will give different meanings. Understanding meaning from utterances is a rather difficult. In some utterances, the meaning is not conveyed clearly in the structure of the sentences but it is hidden. The context will help the listener understand the hidden meaning of an utterance.

Movies give expression through utterances and gestures and there are many hidden meanings conveyed through gestures and sentences used by the speakers. Movies present language in a way that is often more natural than that found in course-books, the fantastic visual context aids understanding and boosts listening, and students just simply love them (Louw, 2006). By watching movies, students will know how the utterances produced and in what context the utterances occur. Thus the students will ease to comprehend the materials they are learning. This writing is aimed to propose how to build students' 'refusal' awareness using movie.

2. Speech acts

When a speaker produces an utterance, the utterance will contain aims. The aims can be literary stated or hidden, those aims are aimed to give actions or invite actions. Yule (1996) stated that speech acts is actions performed via utterances. There are three kinds of acts, as classified by Austin (1962) in Sadock in Horn and

Ward(2006), locution, illocutionary, and interlocutor. Locutionary acts are acts of speaking, acts involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. Illocutionary acts are acts done in speaking, including and especially that sort of act that is the apparent purpose for using a performative sentence. Perlocutionary acts are a consequence or by-product of speaking, whether intended or not. As the name is designed to suggest, perlocutions are acts performed by speaking.

3. Refusals

There are kinds of refusals. The refusal expression used by the speaker depends on the cultural setting of the language used. Asian people refuse in an indirect way (Kwon, 2004, Geyang, 2007 and Lyuh, 1992 in Yoon, 2010) but American refusals tend to be more direct (Yoon, 2010). Below are kinds of refusals.

- a. Direct Refusal: direct denial using denying vocabulary or statements showing unwillingness or inability.
 1. Using denying vocabulary
 2. Statements showing unwillingness or inability
- b. Indirect Refusal
 1. Statement of regret
 2. Excuse, reason, explanation
 3. Statement of alternative
 4. Set condition for future or past acceptance
 5. Promise of future acceptance
 6. Statement of principle
 7. Statement of philosophy
 8. Attempt to dissuade interlocutor
 9. Acceptance that functions as a refusal
 10. Avoidance

- a. Nonverbal
 - Silence
 - Hesitation
 - Physical departure
- b. Verbal
 - Topic switch
 - Joke
 - Repetition of part of request
 - Postponement
 - Hedge
- c. Adjuncts: expressions that accompany a refusal but cannot be used to fulfill a refusal alone.
 1. Statement of positive opinion/feeling or agreement
 2. Statement of empathy or understanding
 3. Pause fillers
 4. Gratitude/appreciation
 5. Address form
 6. Ritual politeness statement

Refusal expression is produced as it is initiated by four types of acts: request, offer, invitation, and suggestion. The categorization of initiating acts in refusal:

1. Invitation

- a) Ritual invitation: ritual invitation often occurs at the end of the interactions. It functions as a leave-taking act between interlocutors. Through unspecific expressions of invitation, the inviter shows the willingness of maintaining relationship with the listener in the future.
- b) Real invitation: it shows speakers' sincere intention to treat the listener and functions as an invitation

2. Offer

- a) Gift offer
- b) Favor offer (e.g. giving a ride)
- c) Food / drink offer
- d) Opportunity offer (e.g. job, promotion)

3. Suggestion

- a) Solicited suggestion: the suggestions asked by the interlocutor
- b) Unsolicited suggestion: the suggestions voluntarily given by the interlocutor
 - i. Personal suggestion: the suggestions given by the speaker to establish or / and maintain the relationship between the listener.
 - Show concern: 'The weather is getting cold. You'd better wear more clothes.'
 - Develop conversation rapport: 'Time is running late. Go home earlier!'
 - Establish or show membership in a group: 'Because I consider you as my insider, suggested you not go.'
 - ii. Commercial suggestion: suggestions to guide others' commercial thoughts or behaviors, such as the suggestions to buy by salesmen or advertisements.

4. Request

- a) Request for favor (e.g. borrowing or help)
- b) Request for permission / acceptance / agreement (e.g. job application)
- c) Request for information/advice (e.g. product information)
- d) Request for action (e.g. payment)

4. Teaching Media

There are kinds of media can be used in teaching learning English:

1. Pictures, posters
2. Flash cards
3. Multi-media (Computer, Audio CD-s, films and cassettes)
4. Games
5. Songs
6. Smart board
7. Puppet
8. Realia

They have their own characteristics in giving advantages to the teaching learning process, students and teachers in the classroom.

Movie is believed gives more advantages than other media. It can give good effect on the students' language acquisition as stated by Gardner (1984) and Lazear (1992) cited in Lynch (2006) that an audio – visual approach is highly effective in both lowering learner affective filters (Krashen-Terrell, 1984) and in language acquisition and learning. Harmer (2006) stated that “one of the main advantages of video is that students do not just hear language, they see it too”. This can be used in teaching pragmatics because movie aids comprehension, since general meaning and moods are often conveyed through expression, gesture, and other visual clues.

Students can directly listen to the utterances and relate them with the expression, the situation why the utterances produced or the context and how the utterances conveyed. The context will give more understanding about the utterances produced, thus the students can learn how to use the utterances in the factual use.

Appropriate techniques are needed to deliver materials using movies. Techniques will make the teaching learning more fun and enjoyable. Harmer (2001: 286-287) stated there are some specific techniques worth using the movie to be mentioned:

- Silent viewing
- Freeze frame
- Sound only
- Jigsaw viewing

Appropriate tasks and activities will also fruitful to give more benefits to students as King (2002) stated that when students are provided with well-structured tasks and activities designed to promote active viewing and stimulate involvement for making the most of learning opportunities of movies, there is no doubt that feature films are the most stimulating and enjoyable learning materials for the E-generation.

5. Previous research

Jia Yang (2008) did research on Chinese refusals occurred on video clips on 5 television series contained refusal. It is found out that the video clips display refusals initiated by four types of acts: request, offer, invitation, and suggestion. From the research done by Yang, teacher can use video clips or movie to teach pragmatics to students. A four-year experiment to determine the effectiveness of movies is undertaken in the teaching of business. The result showed that the appropriate and effective use of motion pictures requires a range of elements: (1) movies that are at one and the same time educational, informative, and entertaining; (2) a workbook linked to such movies that enables students to get ready beforehand; (3) most importantly, a range of classroom activities to induce and elicit timely and optimal output from the students, so as to make talking and writing about communication easier and more effective. Activities such as dubbing, story retelling, acting, discussing, debating, and role playing are only a few of the effective techniques a teacher can employ to engage the student.

Liu (2005) did a research on applying movie to teach EFL students. The results showed that the students not only could improve English competence, self-confidence, and presentation skills, but also could develop an awareness and understanding of cultures in English-speaking countries.

6. How to Build Refusal Awareness Using Movie

There are many ways of using movie to build students' refusal awareness. Below are the steps of using movies to teach refusal.

a) Smart in choosing movies

As it is stated above that movies give benefits to students in the classroom, but teachers have to choose the movie will be given. The movies chosen have to be "at one and the same time educational, informative, and entertaining" (King, 2002). The teachers should consider the genre of the movies and suit them with the level of the students. Below are the genres of the movies as stated in Teaching with movies: a guide for parents and educators.

1. Action (Disaster): Stories whose central struggle plays out mainly through a clash of physical forces.
2. Adventure: Stories whose central struggle plays out mainly through encounters with new “worlds.”
3. Comedy: Stories whose central struggle causes hilarious results.
4. Coming-of-Age Drama: Stories whose central struggle is about the hero finding his or her place in the world.
5. Crime: Stories whose central struggle is about catching a criminal.
6. Detective Story/Courtroom Drama: Stories whose central struggle is to find out what really happened to expose the truth.
7. Epic/Myth: Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.
8. Fantasy: Stories that are animated, or whose central struggle plays out in two worlds — the “real” world and an imaginary world.
9. Gangster: Stories whose central struggle is between a criminal and society.
10. Horror: Stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
11. Love (Romance): Stories whose central struggle is between two people who each want to win or keep the love of the other.
12. Science Fiction: Stories whose central struggle is generated from the technology and tools of a scientifically imaginable world.
13. Social Drama: Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.
14. Thriller: Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.

Teachers have to decide what movies fit with the materials will be given. The questions as a guide are below:

- Which of my lesson plans could use some added spark via a movie?
- What academic skills could a majority of my youth improve upon?
- What themes from the literature we are reading or will read can be enhanced by the visual representation of a movie?

(www.createyourscreenplay.com/genrechart.htm.)

b) Create activities

Lesson plan is the heart in teaching learning process. It is the scenario of how the teaching learning process is going to be organized.

Activities in a classroom adapted from Tatsuki (1997).

a. Preparation: Select some short film segments and their corresponding reading passages.

b. Give explanation about the materials. Show the students a selected film segment once and then provide the corresponding reading passage. Ask them to note (or underline) the visible (setting, characters, actions and events) and verbal/aural expressions (dialog). This may be done individually or in small groups. Show the film segment again upon request until they are satisfied that they have found all needed materials. To give them a goal, tell them how many refusal expressions the teachers find.

c. Projects: Divide the entire film into larger segments (several scenes in each) and assign one segment to each group. Students take notes about the expression they find from the movies and collect refusal expressions. To conclude the project, the group will provide possible explanations for the expressions occur related with the context settings.

Activities in classroom adapted from Tatsuki (1998)

a. Preparation:

- Select a video segment.
- Study the dialogue (use the screenplay or transcribe it).
- Make a list of all refusal expressions occur.
- Add other refusal expressions to the list and add to the handout.

b. Procedure:

- Students form groups and look at the list of refusal expressions on the handout. They need to sort the refusal expressions. (there will be some differences in opinion, even among teachers)
- Students try to analyze why the refusal expressions occur.
- Students make a list of refusal expressions and in what respond.

- Watch the video and check off the refusal expressions that occur in the segment. Play the segment two or three times.

Tips suggested by F.I.L.M Project:

- Start with an objective that you wish to address.
- Be careful to devise activities that are age appropriate. Younger youth will enjoy filling in charts or creating artwork that pertains to a given theme, while older youth will be more responsive to discussions and debates.
- Some ideas for activities:
 - Character webs or charts (for example, youth can fill in the goal-setting process of movie characters and then fill in their own personal goals)
 - Role-play using pieces of the movie script

Based on the activities suggested by Tatsuki (1997, 1998) and tips suggested by F.I.L.M Project, here is the development of activities can be done in the classroom.

Objectives:

- Students are able to recognize refusal expressions
- Students are able to mention refusal expressions
- Students are able to respond invitations, offers, suggestions and requests using appropriate refusal expressions.

Learning Materials : Refusal expressions

Learning Media : Movie (We bought a zoo)

Teaching Method : Exploration, elaboration, confirmation

Teaching procedures :

Pre-teaching:

Teacher:

- greets the students
- checks the attendance list
- asks about invitations, offers, suggestions, and requests and how to respond
- explains the objective of the teaching learning.

Whilst-teaching

Exploration:

- Brainstorming about refusal expressions used in daily life
- Students watch a selected movie contains refusal expressions

(We bought the zoo, minute: 4.36-8.06)

Elaboration:

- In group, students discuss the refusal expressions found in the movie
- In group, students mention the refusal expressions found in the movie
- Students report the result of discussion
- In pairs, students make dialogue based on the situation given (enclosed)
- In pairs, students perform the dialogue in front of the classroom
- Teacher and students add refusal expressions found from handout

Confirmation:

- Teacher and students review the material about refusal expressions

Post-teaching

- Teacher and students summarize the materials about refusal expressions
- Teacher give assignment about finding refusal expressions in novels, short stories or TV program.

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