



**THE EFFECTS OF IMPLICIT VERSUS EXPLICIT
INSTRUCTIONS TO TEACH REFUSAL STRATEGIES
ON STUDENTS' SOCIOPRAGMATIC
AND PRAGMALINGUISTIC COMPETENCES**

**The Case at the Second Semester Students of the English Language
Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung**

THESIS

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for the Master'S Degree in English Language Education

by

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Finally, I expected that my thesis would be useful for future study. I hope this study will be useful for the readers.

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DECLARATION OF ORIGINALITY

I hereby declare that this thesis entitled “ The Effects of Implicit versus Explicit Instructions to Teach Refusal Strategies on Students’ Sociopragmatic and Pragmalinguistic Competences (The Case at the Second Semester Students of the English Department at State Islamic College of Jurai Siwo Metro, Lampung)” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources and all quotations are properly acknowledged in the text.

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MOTTO AND DEDICATION

Don't worry about failures, worry about about the chances
You miss when you don't even try.
– Jack Canfield –

As long as you have one good mind, one real mind, you can get through anything.
– Trifita Handayani –

This thesis is dedicated to:

1. English Language Education, Graduate Program
2. Semarang State University
3. My extended family

ABSTRACT

Trifita Handayani, 2015. *The Effects of Implicit versus Explicit Instructions to Teach Refusal Strategies on Students' Sociopragmatic and Pragmalinguistic Competence (The Case at the Second Semester Students of the English Department at State Islamic College of Jurai Siwo Metro.* Thesis. Graduate Program State University of Semarang State University. Advisor I: Prof. Retmono, M.A., Ph.D. Advisor II: Drs. Ahmad Sofwan, Ph.D.

Keywords: Implicit Instruction, Explicit Instruction, Speech Acts, Refusal Strategy, Sociopragmatic and Pragmalinguistic Competence

The purposes of this study were to explain the effects of implicit instructions to teach refusal strategies on student's sociopragmatic competences, to explain the effects of implicit instructions to teach refusal strategies on student's pragmalinguistic competences, to explain the effects of explicit instructions to teach refusal strategies on student's sociopragmatic competences, to explain the effects of explicit instructions to teach refusal strategies on student's pragmalinguistic competences, to explain the differences between implicit and explicit instructions to teach refusal strategies on student's sociopragmatic competences, to explain the differences between implicit and explicit instructions to teach refusal strategies on student's pragmalinguistic competences, and to explain the interaction among instructions, refusal strategies, with the students' sociopragmatic and pragmalinguistic competences.

This study is a quantitative research by using experimental factorial design 2x2. The samples of the study were the 80 students consisting of 40 students. There were two classes. The first experiment and second experiment class. The first experiment class used the treatment implicit and the second experiment class used the treatment explicit. Try out was conducted to measure validity and reliability. After the treatment, they were given DCT consisting of 12 items in 60 minutes. Two-ways ANOVA was conducted to test the hypothesis, two ways analysis of variance with F-test at the 5% (0.05) level of significance.

The findings of this study show that (1) the implicit that has effect in teaching refusal strategies on students sociopragmatic competences (2) the implicit that has effect in teaching refusal strategies on students pragmalinguistic competences (3) the explicit that has effect in teaching refusal strategies on students sociopragmatic competences (4) the explicit that has effect in teaching refusal strategies on students pragmalinguistic competences (5) the explicit that has better effect than implicit in teaching refusal strategies on students sociopragmatic competences (6) the explicit that has better effect than implicit in teaching refusal strategies on students pragmalinguistic competences (7) there is no interaction among instructions, refusal, and students' pragmatic competence.

To sum up, there are significant differences of the effect of implicit and explicit instruction for enhancing students' pragmatic competence. However, there is no interaction among instructions, refusal, and students' pragmatic competence.

The results of the study revealed that the mean score of post-test in implicit instruction on students' sociopragmatic was 80.00 while explicit 92.550. Meanwhile, the mean score of post-test in implicit instruction on students' pragmalinguistic was 83.000 while explicit 95.5000. it could be concluded that explicit has better effect to teach refusal strategies than implicit instruction on students' sociopragmatic and pragmalinguistic competence based on the difference

the explicit instruction was better than implicit instruction to teach refusal strategies on students' sociopragmatic and pragmalinguistic competence. It can be concluded that, there was the effect between explicit and implicit instruction on students' sociopragmatic ad pragmalinguistic competence.

The present study to prove the effects of teaching pragmatic competence. It is expected that addressing pragmatic issues in language teaching would raise learners' of pragmatic competence and contribute to EFL pragmatic learning.

Abstract

The method applied in this research was experimental study that was conducted at the(place). The population of the research is(students). The sample taken through a cluster random sampling were two classes. Each class was classify into two groups. The techniques to collect the data were a questionnaire to obtain the data of the students' with socio and pragma and DCT to obtain the data of students' pragmatic competence. The two instruments were tried out to obtain the valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2 X 2. Before conducting the ANOVA test, normality and homogeneity were conducted.

The results of the analysis show that: (1) there is no.....

Abstract 2

The subjects of the study were theof(students). The population of this study consist of.....students which were selected as the sample of the research. the experiment was set up according to a pre-test and post-test for both experimental and control group. The writer used an experimental research design with factorial design 2 X 2 as the research design by technique of multifactor

analysis of variance (ANOVA). It enables us to identify causal relationships since it allows us to observe, under controlled conditions, the effect of systematic and hanging one or more variables.

The finding of this study indicate that ...A... is more effective than the sentence combining strategy. It can be seen from the results of both scores in the experimental class that the scores of the post-test have significantly different comparing to the post-test scores in the control group. The result also shows that by implementing the ...a... instudents could solve the problem in.....

In addition, they regarded it very helpful for them in term of developng their.... skill. They find the strategy is very helpful in terms of efficiency and effectiveness in....accurately. once the students enjoy applying certain strategy, a good impact to their achievement will bw attained. Hence, it issuggested to usea.... as an alternative strategy in....

Abstract 3

The samples of the study were the(students) consisting of(how many)..... students. There were two classes. The experiment and control class. The experiment classused the treatment.....and the control class used the treatment..... try out was conducted to measure validity and reliability. After the treatment, they were given DCT consisting of items in 60 minutes. Two-ways ANOVA was conducted to test the hypothesis, two ways analysis of variance with F-test at the 5% (0.05) level of significance.

The result of the study revealed thatwas more effective to teachthanwith the significant difference of $0.0000 < 0.05$ and the.....mean score was.... whilewas for high achievers. The difference between the means for high and low students was; while for low achievers, the technique of.... was more effective to be implemented. It was showed from rising point 2.23 points. It increased students reading comprehension for them who were in low grade.

Referring to the result of the study, it is recommended that teachers should use.....andas the reading istruction to improve students' competence.

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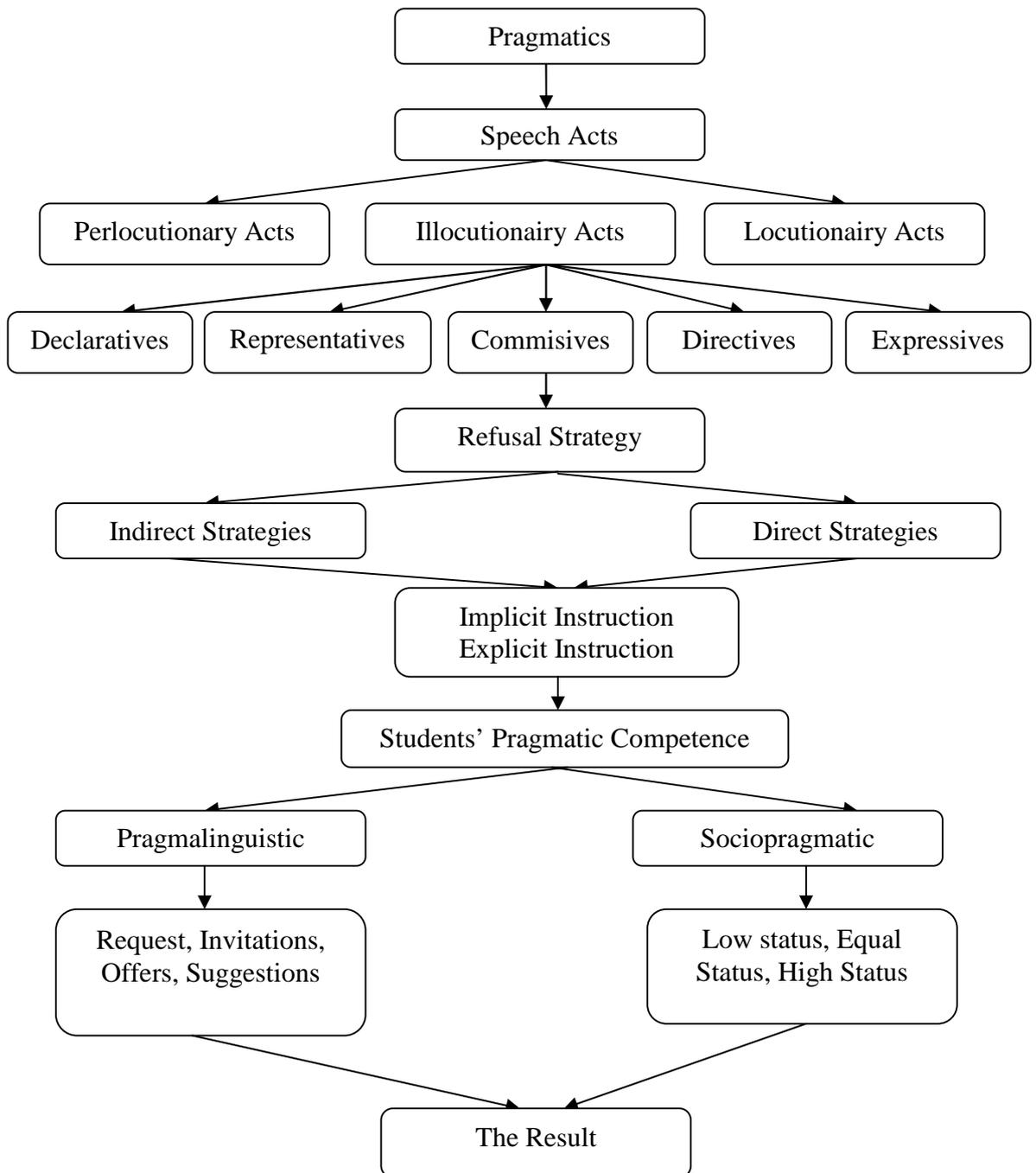
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CHAPTER I

INTRODUCTION

This chapter provides an introduction and the background of the entire study. It covers various aspects related to the realization of the study. It contains the reasons why the topic and the problem statements of the research are chosen. It also reveals the objectives, significances, hypothesis of the study, scope of the study, and definition of key terms used in the present study, and the outline of the study is briefly described.

1.1 Background of the Study

We all know that, semantics studies the meanings of words and sentences. Pragmatics studies how people comprehend and produce a speech act in social situations, usually in conversation. Meanwhile, Levinson (21:1983) stated that pragmatics is the study of the relations between language and context that are basic to an account of language understanding. It means that pragmatics is the way we convey the meanings of the words to understand the utterances in communication. The meaning includes verbal and non-verbal elements and it varies according to the context, to the relationship between speakers, also to many other social factors. Its dynamic growth makes English as an international language that connects people all over the world. As a consequence, English can be regarded as the common focus of all English speakers who do not share a language or a culture. As a matter of fact, English is spoken in different settings and levels of intercommunication. As a result, speakers must know many pragmatic elements in order to avoid inaccuracies and misunderstandings during

communication. The communication have an important role to interacting with other people. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Language is one of the means used by people to communicate. And for the importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us what we feel, what we desire, and question/understand the world around us. Through language we can connect with other people and make sense of our experiences. The use of language includes the specific actions, behavior, or techniques that speaker used to convey the intended meaning or expressing the language itself. When we talk about something with friends, in academic circles at school or on the job, or with parents at home we use absolutely different styles. The context in communication determines whether our words, our utterances are spoken or written, formal or informal, full of slang or technical jargon, off-color, colorful, or colorless. The social context in communication also affects our language or avoids the norms or rules of correctness that our speech deems appropriate to the occasion.

Many people always adjust the way to talk about something in their social situation. An individual, for instance will speak differently to a child than to their friends. The difference does not only depend on the occasion and relationship between whoever we want to speak to, but also on the participant's region, ethnicity, socioeconomic status, age, gender, culture, etc. The different way in communication is applied by students in their daily interaction. In daily interaction, the students use different strategies in communication. They will use

the different strategies when they speak with friends. It can be said that they are in equal relation.

When we utter the word or sentence, the speaker is characteristically performing several acts such as apologize when something goes wrong, promise for convince something important, swear when we want to prove something, request or refuse something. The speech act of request or refusal is usually used in daily interaction. The concept of the speech act was first introduced by Austin (1962), and it captures an important feature of language: saying something can also involve doing something. For example, by saying “I am sorry”, a speaker is not only uttering a phrase in English but is also performing an act, that of apologizing. Speech acts that have been frequently investigated in the literature include apologies, requests, compliments, compliment responses, complaints, expressions of gratitude, refusals, and disagreements.

Lingli and Wannaruk (2010) refer to Brown & Levinson (1987:94) who define refusal as “a face-threatening and affectively negative speech act and can be characterized as a response to another’s act (e.g., request, invitation, offer, suggestion), rather than as an act initiated by the speaker”. They are considered to be face threatening since the listener’s or speaker’s positive or negative face is at risk whenever a refusal is called for or carried out. Lingli and Wannaruk maintain that since refusals are typically used by the second pair in the interaction, preplanning for them is not possible and demanding. This makes them more sensitive and complicated to be incorporated in an instructional course.

In other words, Beebe, et al. (1990:68) stated that the speech act of refusal occur when a speaker directly or indirectly says 'no' to a request or an invitation. It can be said that the speech act of request is a direct or indirect order that the speaker asks the hearer to do something, while an act of refusal is a negative response to offer something, request, invitation and suggestion. It is very difficult to refuse a request. The difficulties to refuse is also faced by students. It can be assumed that refusing a request will give negative effect. Therefore the students need strategies to maintain the student's relationship with the interlocutors. Ghazanfari, et al. (2013:52) stated that refusals have been one of the most studied topics in pragmatics and are very important because of their communicative role in everyday social interaction. Generally speaking, how to say "no" is more important than the answer itself. The interlocutors are socially expected to know when to use the appropriate form of refusals in a certain context. In order for language learners to communicate in a foreign language, they need more than simple grammatical rules of the target language. That is, some linguistically correct sentences may become pragmatically inappropriate in certain contexts.

When we talk about linguistic form in an appropriate context, it can be related with pragmatic competence. Brown (2001, p. 248) said that pragmatic competence, defined as the ability to employ linguistic forms and sociocultural knowledge in an appropriate way for a given context, is what a speaker needs. Meanwhile, Kasper & Rose (2002) add that consider the ability to recognize the appropriateness of an utterance within a given context and to choose one possible form over another based on that understanding, one of the most important skills

associated with pragmatic competence. It means that pragmatic competence as another aspect of communicative competence which is concerned with factors affecting the meaning of utterances produced by interlocutors so that plays a main role in communication.

Based on the explanation above, Refusal is a speech act which is an important part of pragmatic competence that has aroused a great research interest in the field of interlanguage pragmatics (ILP). This interlanguage pragmatics (ILP) study focuses on the acquisition of polite refusals. More specifically, explore the effects of implicit vs explicit instructions to teach refusal strategies on student's pragmatic competences. This includes both pragmalinguistics and sociopragmatics as the two areas of pragmatics which should be acquired by second semester students for the purpose of achieving full communicative competence in a target language.

1.2 Reasons for Choosing the Topic

One of the reasons for the above problems is to explain the effects of implicit vs explicit instructions to teach refusal strategies on students' sociopragmatic and pragmalinguistic competences. In a review of the academic literature on pragmatic refusals, the following gaps have been found:

First, I want to explain the reason why I choose the explicit instructions. Teaching English to foreign students should involve not only familiarizing them with the sounds, vocabulary, and grammar of English, but also helping them to use the language effectively through making them acquainted with the pragmatic

rules that govern the appropriate combination of utterances and communicative functions. Here, I want to prove that explicit instructions to be teachable in teaching polite refusal. And explicit instruction helped the students to perform refusals which were clearer, more polite, to a limited extent, and more native like. In addition to, to convince teachers and learners that pragmatic ability can be taught .

Second, implicit instructions. I want to know the different results from comparisons of the two instructions were found in this study. Compared the effects of implicit and explicit on teaching English refusal strategies to the second semester students in State Islamic College (STAIN) Jurai Siwo Metro. Which one implicit or explicit more effective and more appropriate to teach them and to find that which is the instructional approach enhanced the pragmatic ability of students performing the speech act in focus.

Third, refusal strategies. A refusal is a response of rejection to a suggestion, a request, an invitation, an offer, or a command. Actually, refusal occurs in all languages and plays a significant role in everyday life communication, but it is difficult to reject appropriately specially in a foreign language because rejection does not only involve linguistic competence but also pragmatic one and realization of the culture peculiar to that language. When the intended meaning is not clear in the utterance, it causes misperception and miscommunication for the EFL learners of English. Refusal is a problematic issue because it is a face threatening act that may offend the relationship between the addresser and the addressee, since it contradicts the interlocutor's prediction about

the hearer. Besides that, people do not always say exactly what they mean. They rather hint at what they would like to mean. They try to get an idea of what the other person might think of what they might mean, and be ready to adjust or take back what they might have meant. That's the big reason why I choose the refusal strategy as material in this study.

Fourth, pragmatics competence (sociopragmatic and pragmalinguistic competences). Communicating effectively and efficiently in any language requires not only linguistic knowledge but also the ability to use this knowledge appropriately. Pragmatic competence is one of the major components of communicative competence and it is the ability to express appropriately a range of language functions. The recent trends in language teaching and in particular the communicative approaches to language teaching stress that in order to be effective language users, learners need to know more about the appropriate ways in which English can be used in social context than the need to know about the systems of the language. Hence there is a need to become aware of the pragmatic features of language which will not only make one's communicative ability become more purposeful and meaningful but also help in the effective instruction of foreign language. Hence, the need for developing in practicing teachers pragmatic competence a component or an aspect of communicative competence. English language teachers thus need to have instruction about pragmatics, so that they can develop awareness and a well informed professional knowledge base about pragmatics. So, that's the reason why I choose the pragmatic competence to

further explore whether relatively explicit instruction or implicit instruction might be useful for student's pragmatic development.

1.3 Statement of the Problems

This study is conducted to answer the questions related to the effects of implicit versus explicit instruction to teach refusal strategies in English on student's sociopragmatic and pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro as follows:

- 1) How is the effect of implicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?
- 2) How is the effect of implicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?
- 3) How is the effect of explicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?
- 4) How is the effect of explicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of

English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?

- 5) How are the differences between implicit and explicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?
- 6) How are the differences between implicit and explicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?
- 7) How is the interaction between instructions with the students' sociopragmatic and pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung?

1.4 Objectives of the Study

The main purpose of the present study is to explain the teaching effects of the explicit and implicit instruction. The teaching effects can be reflected by the comparison of the achievements before and after instruction, the comparison between explicit and implicit instruction. The above effects can be supported from the data in students' responses. Specifically, the purposes of this study are:

- 1) To explain the effects of implicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of

English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.

- 2) To explain the effects of implicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.
- 3) To explain the effects of explicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.
- 4) To explain the effects of explicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.
- 5) To explain the differences between implicit and explicit instructions to teach refusal strategies on student's sociopragmatic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.
- 6) To explain the differences between implicit and explicit instructions to teach refusal strategies on student's pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.

- 7) To explain the interaction between instructions with the students' sociopragmatic and pragmalinguistic competences at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro, Lampung.

1.5 Significance of the Study

Since several reasons can be established for the reasons for choosing the topic in this study. In teaching learning process, I hope that this study gives benefits for the students and useful theoretically, practically, and paedagogically for applied linguistics, researchers, readers, teacher and English learners. The significance of the study can be illustrated as follows:

a) Theoretical Significance

Theoretically, the findings of the study hopefully can be used by researchers as consideration for the further study on the use of the implicit and explicit instruction in teaching polite of refusal strategies in English can be used effectively in the instruction of sociopragmatic and pragmalinguistic competences.

b) Practical Significance

Practically, the result of this study is supposed to be provide contributions in teaching learning English language as follows:

1) For English Teachers

Here, I convinced that pragmatic competence is teachable. In terms of learning, the teachers have ability to apply this instruction on teaching the students about

pragmatics especially refusal strategies in the classroom. Hopefully, Teachers may be convinced by this study that instruction is better than exposure in an EFL context; thus, their confidence may be enhanced in teaching pragmatic ability. Therefore, progress in EFL pragmatic teaching can be made.

2)For the Students

Hopefully, learners will be encouraged to practice native-like English more. It is hoped that addressing the pragmatic issues in language teaching will raise learners' consciousness of pragmatic competence and thus, contribute to an improvement in EFL pragmatic learning. Besides that, learning about pragmatic especially speech act of refusal is thing like that enhance the quality of communication in English conversation.

c) Paedagogical Significance

Paedagogically, I hope that this study will give a significant contribution to the English teaching material and instructions also. Students who are learning English need to be guided to understand the patterns and conventions of the target language, so that they will able to communicate effectively, accurately, fluency with the English native speakers. Therefore, it is hoped that this study may support and used as one of the references for conduct the relevant study. Concerning its application, the results will be helpful to curriculum and syllabus designers, will be of great help in teaching materials, language teaching practice and principles and typical expressions or patterns of learning targets.

1.6 Scopes of the Study

In order to carry out research more accurately, I will formulate the boundary of the research scope in order to the discussion will not be too far explained. There are limitation of the study:

- 1) Analysis on the effects of implicit versus explicit instructions to teach refusal strategies on students' sociopragmatic and pragmalinguistic competence.
- 2) The effects of implicit and explicit instruction are realized at the second semester students of English Language Education at State Islamic College (STAIN) of Jurai siwo Metro.
- 3) The way how the implicit and explicit instructions to teach refusal strategies on student's sociopragmatic and pragmalinguistic competences by the second semester students of English Language Education at State Islamic College (STAIN) of Jurai siwo Metro affect their ability in communication.

1.7 Definition of Key Terms

The present study focuses on teaching second semester students in the English Language Education at State Islamic College (STAIN) of Jurai Siwo Metro how to use English refusals appropriately. The teaching methods are explicit and implicit ones in order to compare the effects of the two teaching methods. The effects of instruction are measured by testing learners' appropriate use of English refusals or their choice of English refusal strategies before and after instruction. The key term is instruction. Other related terms are effects, English refusals, pragmatic competence. They are defined as follows:

The Effects

The effects of instruction are demonstrated by showing that there are differences in the proficiency or in the proficiency or in the sequence of acquisition of the two sets of learners (Ellis, 1994:613). Effect refers to something produced by an action or a cause. In the present study, the effect of instruction is used with and is defined as the achievements of explicit and implicit instruction. The achievements can be represented by the scores of the tests including learning or teaching effects after a treatment and after instruction.

Implicit Instruction

This kind of instruction requires learners to infer how a form works without awareness. Students are asked to memorize English refusals data that illustrate the form. The data is presented to the students without any special attempt to draw their attention to the targeted form. The targeted form is highlighted in some way (e.g., using italics) to induce noticing. (Ellis, 2005, p.717)

Explicit Instruction

This kind of instruction requires students to pay deliberate attention to the forms of English refusals with a view to understanding them. Students are provided with English refusals data that illustrate the form of English refusals and are asked to work out how the form works for themselves. (Ellis, 2005, p.717)

Speech Act

Austin in Thomas (1995: 51) used the term ‘speech act’ to refer to an utterance and the total situation in which the utterance is issued. It means that how the way of speaker says something with the hearer at certain time in a certain place (situations). Leech (1983:13) suggests that there are five aspects of speech situation. They are (1) addresser or addressee, (2) the context of an utterance, (3) the goals of an utterance, (4) the utterance as a form act or activity (speech act), and (5) the utterance as a product of a verbal.

Speech Act Realization Strategies

This refers to the strategies, or *semantic formulas*, speakers use when performing a certain speech act. For example, the strategies used for performing the speech act of refusal may include: apologizing, thanking, giving an excuse, giving an explanation, expressing hesitation, setting conditions for acceptance, or expressing empathy. These strategies have been studied, classified, and compared across a number of languages and cultures in cross-cultural speech act research.

Refusal

Refusals are face-threatening acts (Brown and Levinson, 1987) and belong to the category of commissives because they commit the refuser to (not) performing an action (Searle, 1977). Refusals function as a response to an initiating act and are considered a speech act by which a speaker “to engage in an action proposed by the interlocutor” (Chen et al., 1995, p.121). From a sociolinguistic perspective, refusals are important because they are sensitive to social variables such as gender, age, level of education, power, and social distance (Brown and Levinson,

1987; Fraser, 1990; Smith,1998). Overall, refusals are complex speech acts that require not only long sequences of negotiation and cooperative achievements, but also “face saving maneuvers to accommodate the noncompliant nature of the act” (Gass & Houck, 1999, p.2; Felix-Brasdefer, 2006, p.2160)

Strategy

Douglas Brown (2000:122) stated that strategies are specific attacks that we make on a given problem. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Strategies vary intra individually; each of us has a number of possible ways to solve a particular problem, and we choose one – or several in sequence – for a given problem.

Refusal Strategies

Beebe, Takahashi, and Uliss-Weltz’s (1990) Clasify Scheme of Refusal Strategies This classification scheme is frequently mentioned in the present proposal, and it refers to the coding scheme of refusals that Beebe, Takahashi, and Uliss-Weltz (1990)proposed in their study of refusals in Japanese, English, and in the speech of Japanese learnzers of English. Their classification scheme consists of three broad categories: Direct Refusals, Indirect Refusals and Adjuncts to Refusals. Direct Refusals refers to phrases such as “No,” “I can’t” or “I refuse”. Indirect Refusals are indirect strategies speakers use to minimize the offense to the hearer and they can include, for example, statements of regret, excuses, alternatives, or conditional acceptance. Adjuncts to Refusals, on the other hand, refers to

preliminary remarks that cannot stand alone or function as refusals, and these include, for example, expressions of gratitude or positive opinion of the interlocutor. These strategies also minimize the offense to the hearer.

Pragmatics

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). (Yule, 1996:3)

Competence

A term used in linguistic theory, and especially in generative grammar, to refer to speakers' knowledge of their language, the system of rules which they have mastered so that they are able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities (Crystal,1997:74).

Pragmatic Competence

Pragmatic competence is a speaker's "ability to use language effectively in order to achieve a specific purpose and to understand language in context". He calls the two limbs of pragmatic competence, that is, the linguistic aspect, and the social or contextual aspect, 'pragmalinguistics' and 'sociopragmatics' (Thomas, 1983:92).

1.8 Outline of the Study

In order to ease the readers in comprehending the current study, this thesis would be systematically organized into five chapter as follows:

Chapter I is introduction. This part presents introduction of the study. It includes the background of the study which captured the basic issues and reason of the investigation of the effects of implicit and explicit instructions to teaching polite refusal strategies on students' sociopragmatic and pragmalinguistic competences. This chapter also consists of reasons for choosing the topic, statement of the problems, the objectives of the study, significances of the study, scope of the study, the definition of key terms, and outline of the thesis.

Chapter II is review of related literature. It presents review of related literature include previous studies that related to the current study, definition of terms and theoretical review which elaborates the relevant literature about the theory that shapes the study, particularly to do with the effects of implicit and explicit instructions to teaching polite refusal strategies on students' pragmatic competence and theoretical framework.

Chapter III is research methodology. This part presents the design and methods of the study. It includes research design, subject of the research, object of the research, the variables of the research, the hypothesis of the research, instruments of the research, method of collecting the data, and method of analyzing data.

Chapter IV is findings and discussions. It presents the analysis of the teaching and learning process with the explicit and implicit instructions to teaching polite refusal strategies on students' sociopragmatic and pragmalinguistic competences. This chapter also talks about the findings of the study, and the implication of findings towards teaching and learning English.

The last chapter, chapter V is conclusion and suggestion. It presents the conclusions of the effect explicit vs implicit instructions to teaching polite refusal strategies on students' sociopragmatic and pragmalinguistic competences. Besides, it has suggestions to students, teachers, and all people who concern in teaching and learning English.