

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statement of the research problems, objectives of the study, significance of the study and scope and limitation of the study. Those subchapters are important to be explained since they all help the readers to understand deeper about this chapter.

1.1 Background of the Study

Communication is important for people to connect with others. Without communication, people cannot show their feeling. When people communicate each other, they use speech acts to the interlocutor. People use speech acts in delivering thought, an idea, messages to others. In order to succeed in communication, there are two universal rules that must be obeyed, it must be clear, and it must be polite (Lakoff, as cited in Felix-Brasdefer, 2008). If someone communicates each other, the message must be conveyed in a clear manner, so that there is no mistaking one's intention (Lakoff, as cited in Felix-Brasdefer, 2008). According to Searle (1979), offering apologies, asking question and refusing offers are involved in linguistic communication. The common thing that may happen in communication is refusal. Refusal is a negative response to an offer, requests, invitations and suggestions (Beebe et al, 1990). In refusals, sometimes, the interlocutor not only needs linguistic knowledge but also needs pragmatic knowledge. It means that the interlocutor must

interpret the speakers' meaning or the intended meaning of the speakers because the speakers sometimes does not say exactly what they want and wish.

Refusal is one part of pragmatic subject which is the common topics in social interaction. When a person does refusal in certain communication, it is influenced by politeness. Politeness and refusal have a relation each other where people ask to refuse something. According to Yamagashira (2001), the interlocutor usually uses indirect refusal strategies in order not to offend the requester when s/he refuses something.

On the other hand, the way people communicate from one to another is different. Participants, settings, topics, and functions can contribute to make the way people communicate differently. According to Holmes (1992), participants here include speaker and interlocutor. In real life, people refuse the offer, requests, invitations, suggestions with different styles of refusal. It must be in a good way to reject the request. It will be important because the speakers sometimes cannot give positive responses to the hearers. The interlocutor often offends the speakers. However, sometimes, it is also hard to reject the requests.

Refusals in communication not only can be learned from the real society but also can be learned from language products such as movie, talk show and other programs. The writer takes *Sesame Street* as sources of data. *Sesame Street* is American educational children's television series that combines live action, sketch comedy, animation and puppetry. It is also children's television program which combines education and entertainment (edutainment). It becomes one of the longest running television series in television story. Its mission is to help kids everywhere

grow smarter, stronger, and kinder. *Sesame Street* also works in more than 150 countries, using the power of media and its beloved Muppets to meet children's development needs with critical early education, social impact programs, and a large dose of fun. (www.sesamestreet.org). This program has a big positive effect to the children before the children enter the school. The writer takes this *sesame street* series in order to know how the characters do refusal to other characters in *Sesame Street* series as educational program for the children. Many refusal strategies found in *Sesame Street* series. The following is one of the examples:

Elmo	: Kiss Elmo and turn Elmo to frog.
Abby	: But...huh...I have never done that.

This conversation is identified as a refusal. When Elmo requests something, Abby refuses by saying “*but...huh.....I have never done that*”. This utterance is identified as Reason/explanation strategy. This issue is interesting to be analyzed since it will advance the understanding of refusal strategy. The writer is interested to analyze refusal strategy in this study. In this case, the writer would like to analyze the types and sequences of refusal strategies in *Sesame Street* series.

The writer also has another reason why he conducts this study. According to IMDb (Online Database for Movies, Television, and Video Games), *Sesame Street* won many awards such as Emmy awards and ALMA awards. Emmy award is an American award that recognizes excellence in the television industry. ALMA award is an award highlighting the best [American Latino](#) contributions to music, television, and film. In 1972, *Sesame Street* won Primetime Emmy award as the winner of outstanding Achievement children's Programming – Programs (IMDb). In 1973, *Sesame Street* won Primetime Emmy Award as the winner of outstanding

Achievement in Children's Programming - Entertainment/Fictional (IMDb). In 1998, *Sesame Street* won ALMA award as the winner of Outstanding Program for Children or Youth. In 2018, *Sesame Street* won Emmy awards as the winner of Outstanding Pre-School Children's Series, Outstanding Sound Editing - Live Action, Outstanding Multiple Camera Editing, Outstanding Technical Team, Outstanding Art Direction/Set Decoration/Scenic Design, Outstanding Writing in a Children's, Pre-School Children's or Family Viewing Program, Outstanding Special Class - Short Format Daytime Program, Outstanding Original Song, Outstanding Directing in a Children's, Pre-School Children's or Family Viewing Program (IMDb).

There are a number of related previous studies about refusal strategies. The writer uses two previous studies namely Krisma Pawestri (2014) Nikmatin Hasanah (2015). The two previous studies mostly discussed about the types of refusal strategies. None of them talk about the sequences of refusal strategies. Hence, the writer of this study is interested to analyze the types and sequences of refusal strategies in *Sesame Street* series.

1.2 Statement of Research Problems

Two main research problems are addressed in this study, the questions are:

1. What are the types of refusal strategies found in *Sesame Street* series?
2. What kinds of the sequences refusal strategies found in *Sesame Street* series?

1.3 Objective of the Study

Based on statement of problems above, the objective studies are:

1. To explain the types of refusal strategies used by the characters in *Sesame Street* series.
2. To explain the kinds of the sequences refusal strategies in *Sesame Street* series.

1.4 Significance of the Study

Theoretically, it can strengthen and enrich theory of refusal strategies. This study explains the types and sequences of refusal strategies of utterances produced by the characters in *Sesame Street*. Meanwhile, practically this study expects to improve the viewer to understand the refusal strategies and becomes references for the next studies.

1.5 Scope and Limitation of the Study

The scope of the study is refusal strategies in pragmatics. This study is concerned with refusal strategies proposed by Felix-Brasdefer and Hassani, R., Mardani, M., & Dastjerdi, H. V theories. Refusal is divided into direct strategies, indirect strategies, Adjuncts to refusal and Sequences of Refusal Strategies. This study identifies the refusal which is used in *Sesame Street* series. This study only limits on the utterances which are words, phrases, sentences which contain refusal strategies in *Sesame Street* series.