DEIKTIS: *Jurnal Pendidikan Bahasa dan Sastra*, Vol. 1, No. 2, 2021
Copyright © the author(s)

The Form of Rejection Language by English Lecturer in Teaching Learning Process at Cokroaminoto Palopo University

Tsamratul'aeni
Cokroaminoto Palopo University, Indonesia
tsamratulaeni3@gmail.com

Abstract

This research aims at finding out the forms of rejection language used of English lecturer in teaching learning process. This research used descriptive qualitative method. The population in this research was English lecturer that consist of two lecturers and the researcher took the lecturers totally as the sample. The instrument of this research were observation and interview. The results of the data analysis explained that two major finding. First, in this research is she found that the forms of rejection language used of English lecturers. Second is the researcher revealed that the reason of English lecturer used rejection language. The researcher found that the most used English lecturers in learning process were rejection language in the form of declarative speech. It is shown from finding that all of the rejection language that used of English lecturers were 12 utterances where rejection language in the form of declarative speech were 5, the rejection language in the form of imperative speech were 5 and the rejection language in the form of interrogative speech. So, the researcher concludes that the English lecturers more like used rejection language in the form of declarative speech. It was caused that the rejection language has big influence to the activity of students in teaching learning process.

Keywords:Rejection language, English lecturer, Learning process

Introduction

Rejecting is the speech acts that are often used and not apart from interaction happens in everyday life. Rejecting is a way of showing disagreement or denial of something. Where there are two ways to express rejection, namely directly and indirectly. Not all languages and cultures reject the same. Usually in Indonesia, how to express rejection by saying "No"/*tidak.*

Rejecting is not something, which is easy to do because the reject essentially can threaten of the said partner. In order that, in the speech act of rejecting, the speakers try to save partners feeling. Rescue action is the act of politeness that is on the principle is intended to reduce an unpleasant result against advance partners say. To minimize threatening actions of partner said, speakers should refer to the principle politeness. With the acknowledgment of speech act of rejection, teacher and students are more familiar the speech act of rejection. Therefore, learning process in the classroom is not boring and more varied, so subject matter can be delivered clearly as well as learning objectives will be easy to achieve.

Speech acts of rejection are often used teachers and students in the learning process, such as when discussing or solving a problem that occurs during the process of learning in class. The use of language can be either discourse or conversation embodied using one or many speeches. Each speech conveyed by the speaker to the said partner has meaning or purpose with a particular purpose. The use of language according to the

context by teachers/lectures and students in a continuous class is done to create a good social interaction and communicative. The act of speech refuses to be realized by declarative, interrogative and imperative declarations.

Habit of expression in accordance with the association in the community, and the same knowledge will be considered by participants to produce proper speech, not only regulated by the literal meaning of the words used. Rejection of a negative reaction to the solicitation, offers, and orders a form of language that corresponds to various social factors that influence. In connection with various forms of reject that exists in families between teacher and student, so the researcher interested to do research on the Rejection Language used of English lecturer in teaching learning process.

Writers interested in researching the problem for several reasons: first, based on the use of language as a means of delivering information and use of language for specific purposes such as for rejection. Second, a lecturer in teaching learning process using various forms of rejection language, between one lecturer is different to another lecturer. In addition, this research needs to be done because it can be useful to broaden the existing research horizons and because this research is very rarely done.

Previous Studieswere conducted to examine the use of rejection language. They are Fitria Ulfa Hidayatul Rahmi (2015) in her study of *pragmatis analysis of refusal used in Gatsby movie.* The result of this analysis shows that there are 5 types of refusals apllied by the character. Maya Hartuti (2015) in her study of *refusal strategy used by English teachers in Madiun Regency in declining an invitation, an offer and a suggestion.* The result of this research showed as follows : (1) The English teachers at junior high school in Madison county implemented two semantic formula of direct and indirect strategies in three acts of rejection (invitations, offers and suggestions). (2) Indirect strategy in the rejection of the dominant is the supply and advice directly while the dominant strategy used in the rejection of the invitation.

Literature Review

1. Rejection Language

One form of the language is a language form of rejection. Language denial itself is an utterance spoken not just by what we reject it. The rejection itself can be expressed in various ways.

According to Sadler and Eroz (2001), rejection language is negative responses to requests, invitations, suggestions, offers and the like which are frequently used in our daily lives. It is one of speech acts in which communication problems commonly occur. It is harder to refuse invitations, offers, and suggestions in a foreign language because misunderstandings may arise if one does not use pragmatic knowledge appropriately.

Fraser (1990) and Smith (1998) also state that refusals are complicated because they are influenced by some social factors, namely: age, gender, level of education, social distance, and power. Refusals also require sequence of negotiation.

Language of rejection is not including anything that is considered rude or impolite, depending on how and attitude that we use in rejecting something, there is no denying subtly but some are resisting violently and speech different. Therefore, in rejecting we must use the correct strategy. The strategy can be made directly or indirectly in front of people that we reject. Everyone must have experienced rejection. Much can be accepted willingly, but others accept with irritation.Surely, we as a people who have adult would receive for the decline with a positive mind because it was a lesson learned for myself to be better. Many factors cause us to experience a rejection.

Can be from inside or from outside, because rejection is a correction on the road to success (Suyono : 1993).

This research is one of the basic review of research with pragmatic, since it is related to speech acts. One form of speech acts that will be addressed in this study focuses only on the form and rejection language used English teacher in learning process at SMAN 2 Palopo.

2. The Forms of Rejection Language

Beebe, Takahashi, and Uliss-Weltz (1990) highlight that refusal, as a complex speech act requires a high level of pragmatic competence to be performed successfully. They classify refusals into two main categories and subcategories of refusal strategies. Two main categories are direct refusals and indirect refusals which refusal responses are segmented into *semantic formulae*: utterances to perform refusals and *adjuncts* to refusals: remarks which by themselves do not express refusals but they go with semantic formulae to provide particular effects to the given refusals. Direct refusals relate to the fact that the speaker expresses his/her inability to conform using negative propositions.

According to Richards and Schmidt (1989) rejection language of itself represent said do not only by what we justly refuse. Form rejection of itself can be laid open to pass assorted is way off. Act of speech refuse embodied with a decoded speech declarative, interrogative, and imperative.

a. Declarative Speech

Declarative speech is a conventionally used speech to convey information.

Example :

Guru : Hari ini ada kabar untuk kalian kalau besok kita libur karena akan diadakanrapat guru dan orang tua siswa, tapi lusa kita masuk lagi.
(Today there is news for you if tomorrow we are leaving because will be held meeting between teachers and parents, but the day after tomorrow we enter again).

Siswa :Besok kan hari jumat, bisakah kalau masuk sekolahnya sekalian hari seninbu ?
(Tomorrow it's Friday, can we go to school on Monday ma'am ?)

Guru : Anak-anak, tinggal dirumah berlama-lama itu tidak baik.
(Children, staying at home for a long time is not good).

In the conversation above, there is a rejection decoded a news sentence. Students who ask to add the leaving time, but the teacher reject with decode news sentence that is " Children, staying at home for a long time is not good ". it means that, indirectly the teacher reject to give addition leave to the students.

b. An Interrogative Speech

An interrogative speech is conventionally used speech to ask.

Example:

Guru : Sekarang kita akan menjawab pertanyaan selanjutnya. Menurut kalian apajawabannya?
(Now we will answer the next question. What do you think the answer is?)

Siswa : Jawabannya A bu.
(The answer is A ma'am).

Guru : Coba dibaca baik-baik pertanyaannya, apakah kalian yakin dengan jawaban kalian

(Try reading carefully the question. Are you sure of your answer?)

Siswa : Iya bu
(Yes ma'am)

Guru : Bukankah jawaban bagian B lebih tepat?.
(Is not part B is the correct answer?)

The utterance aboveis utterance that intends to reject with question sentence. The utterance of the teacher was indeed in the form of interrogative, but indirectly implied rejection of the students' answer.

c. The Imperative Speech

The imperative speech is a speech that generally used to govern.

Example:

Guru :Sebelum ibu akhiri pertemuan kita hari ini, sejauh ini ada yang mau ditanyakan?
(Before I ended our meeting today, any question so far ?)

Siswa : Maaf bu, saya tadi terlambat. Bisakah ibu menjelaskan dari awal ?
(Sorry ma'am, I was late. Can you explain from the beginning?)

Guru : Kamu pinjam saja catatan teman kamu.
(You just borrow your friend's note?)

The second utterance that said the teacher is one of the forms of rejection language that decoded commandand indirectly reject student requests by saying, "You just borrow your friend's note", is the forms of rejection language and command to the student.

When rejecting either the teacher to his or her students or otherwise, it should be able to turn on effective communication in learning. Effective communication in question is a polite refutation without causing a negative response, such as: feeling of annoyance, emotion, and offense. Therefore, in rejection must be considered form and strategy that is done in rejection.

The use of language according to the context by teachers and students in a continuous class is done to create interactive social interaction and communicative.

The use of language as a social interaction class is manifestly manifested by the reciprocal use of speech between teachers and students. In the context of classroom learning, both teachers and students build communicative social communications. Teachers and students design communication using speech acts that have certain functions. According to Searle (in Leech 1993: 327) classify the functions of speech acts into five kinds, namely: assertive speech acts, speech acts, commisive speech acts, expressive speech acts, and declarative speech acts.

Rejection is often used by teachers and students in the learning process, such as when discussing or solving problems that occur during the teaching and learning process in class. Rejection is part of the act of assertive speech. Searle (1979) says that the act of speech of rejection is to convey something about the truth of the proposition or expressed statement.

3. The Reason of Rejection

In daily life, we always do communication each other and sometimes in our communication in discussing something happen differences of opinion each other so it can make us do rejection.

According to Searle and Vandervken (1985), rejection will occur if two-way communication occurs actively. This active communication situation when linked in the context of learning will occur when conducting discussion. There are some reasons of rejection because: dislike of something, disagree of something or an opinion, and others. Everyone has different ways to show a rejection, but the thing that must be considered is politeness so that can create good communication each other.

Metodology

Research Design

In this research, the researcher applied descriptive qualitative method. The researcher used this method to describe statements or description.

On the other hand, Moleong (2000:2) states that a qualitative research is a research, which does not include any calculation or numeration because the data is produced in the form of word. It is associated with generating and developing an understanding. The researcher did this research by collecting the data, classifying the data and analyzing the data.

Participants

This research was English lecturer at UNCP which consisting of two English lecturers. The researcher used total sampling technique. It caused that total sampling technique is the suitable technique that can help the researcher to get the data needed. The sample of this research were two English lecturers at UNCP.

Instrument of the Research

In this research, the researcher used two instruments such as:

a. Observation

The researcher used non-participant observation. The researcher did an observation to get data that are more accurate. Besides that, the researcher also used video recording to anticipate something missing in transferring the data.

b. Interview

In the interview, some questions asked to the lecturers. The researcher used this instrument to get the complete information from the sample about the reason of English lecturer used the forms of rejection language in learning process.

Technique of Analyzing Data

In this research, the researcher used three techniques of analyzing data. According Miles and Huberman (2007) there are three phase in analyzing qualitative data, such as:

Data reduction

After collecting the data, the researcher followed some procedures in order to analyze the data. The researcher observed and recorded the conversation of the teacher and the students and transcript the data. The researcher reduced data means that communicative, choose things that forms of rejection language, focus on identifyingthe

forms of rejection language used English teacher in learning process English course. In this research, the process of the data reduction was star by separating necessary data from the observation and video recording.

Display of data

After reducing the data, the next step is the data displayed. The researcher analyzed the data through qualitative method to find out the forms of rejection language used of English teacher in learning process and the reason of English teacher used the forms of rejection language. Then, will be classified into specific forms based on the focus research.

Finding and Discussion

1. Findings

In this research, the researcher used video recording to find out the forms of rejection language used of English lecturer in teaching learning process.

The data from video recording firstly transcribed into the written transcript (see appendix I and II). Then the transcript identified to determine the forms of rejection language used of English lecturer in teaching learning process.

This research conducted at English lecturer of UNCP. The data collected from 2 lecturers. The findings based on the problem statement and the objective of the research. The finding divided into two parts. The first part present the answer of the first problem statement about the forms of rejection language used of English teacher in learning process. The second part present the answer of the second problem statement about the reason of English lecturer used the forms of rejection language.

1. The Forms of Rejection Language

a. Declarative Speech

Declarative speech is a conventionally used speech to convey information. From the transcription of observation, sample 1 and 2 used some rejection language in learning process.A speech refuse embodied with a decoded speech declarative, they were:

Sample 1

1) Conversation 1

Lecturer :Yah, ini yang dimaksud sebelumnya. Jadi, semua to be dalam kalimat nominal dalam bahasa Inggris itu punya to be “were” semua. Oke, berarti Muhammad Fahrul, if the weather were nice, we would go to the beach. Jadi, apa artinya itu?

Student : Eee, the weather does not.

Lecturer : <u>The weather is not nice. Jadi, bukan lagi the weather does not nice karena dia kalimat nominal.</u>

Student : Yes, Sir.

2) Conversation 2

Lecturer : Yes, if she saved. Save ada huruf d- dibelakang karena huruf s-nya diganti dengan d-. Seandainya dia menyimpan uangnya maka dia akan sanggup atau bisa pergi liburan atau vacation. Apa arti sebenarnya ini?

Student : She don’t.

Lecturer : <u>She doesn’t. Tidak ada itu she don’t. She doesn’t.</u>

Student :Oke, sir.

3) Conversation 3
Lecturer : Saya kasih pilihan : are not, is not, am not.
Student : Is not.
Lecturer : Itu I selalu pasangannya "am not".
Student : Melenceng lidahku pak.
4) Conversation 4
Lecturer : Nah, itu dia. Jadi yang diubah "study" menjadi "studied". Saya ulangi kata Ramli, "If she studied hard, she would pass driver test". Kalau seandainya dia belajar keras, maka dia akan lulus dalam tes menyetir. Jadi, Ramli apa arti sebenarnya kalimat ini?
She?
Student :Dia tidak.
Lecturer : Arti sebenarnya yah. Itu arti terjemahannya, tapi yang saya minta arti sebenarnya. She don't. Tidak ada itu she don't. She doesn't.
Student : She does not.

***Sample* 2**

1) Conversation 1:

Lecturer : Kalau bahasa Inggrisnya lebih tinggi?
Student : More tall.
Lecturer : Paling tinggi..
Student : Most tall.
Lecturer : Kalau dia hanya 1 suku kata ditambah er- dan est-.
Student : Taller, tallest.
2) Conversation 2
Lecturer: The newshop is more capacious. Apa itu capacious?
Student : Jenis-jenis.
Lecturer : Species itu. Species itu tidak ada hubungannya dengan toko itu. Nah, apa more capacious. Coba siapa?
Yang kira-kira ada hubungannya. Coba sekarang kamu pakai logika.
Student : Luas, spesifik, luas.
3) Conversation 3
Lecturer : Newshop. Apa newshop?
Student : Toko penjualan.
Lecturer : Newshop. Beda shopping, beda shop.
Student :Tokobaru.

4) Conversation 4
Lecturer : Equipted?
Student : Memakai.
Lecturer : Awalan di-.
Student :Digunakan, dipakai.

a. An Interrogative Speech

Sample 2

An interrogative speech is conventionally used speech to ask. From the transcription of observation, sample 1 and 2 used some rejection language in learning process. They were:

1) Conversation 1
Lecturer : Ririn, kenapa yang diatas pakai more dan yang dibawah pakai er- saja?
Student : Diatas toh mom dua kata, beautiful 3 kata.
Lecturer : Dua kata kah?
Student : Tiga.
Lecturer : <u>Tiga kata kah?</u>
Student :Satusuku kata, bukan kata.

2) Conversation 2
Lecturer : Relocated dulu. What is relocated?
Student : Dipergunakan.
Lecturer : <u>Relocated?</u>
Student :Relokasi.

b. The Imperative Speech

Sample 1

The imperative speech is a speech that generally used to govern. From the transcription of observation, sample 2 used some rejection language in learning process. They were:

1) Conversation 1
Lecturer :Jadi, sayaitumengetahuicaraberenang, tapi Frances tidak. Pake "but". Kemudian yang berikut, yang kedua, "She can speak Franch, but her husband?"
Student :Eeh, anu Pak.
Lecturer : Mana jawaban yang tepat?
Student : E Pak.
Lecturer: <u>Yakin?</u>
<u>Coba dibaca baik-baik pertanyaannya!</u>
Student :Can not.

2) Conversation 2
Lecturer: Iya, begitu yah. Jadi, supaya bagus kedengarannya, mari kita semua mendengarkan Nindi no.3!
Student : If I had the money, I would have eee…I would have had a new car.
Lecturer: <u>Kenapa macet? Bagus ji tadi pertamanya. Ulangi Nindi yah!</u>
Student : If I had the money, I would have bought a new car.

Sample 2

1) Conversation 1
Lecturer : Equipted, apa?
Student : Menggunakan.
Lecturer : <u>Sedikit lagi!</u>

b. The Reason of Use Rejection Language

Everyone has different ways to show a rejection, but the thing that must be considered is politeness so that can create good communication each other. In this part will be explained about the reason of English lecturer used the rejection language.

a. Declarative Speech

Declarative speech is a conventionally used speech to convey information. From the transcription of interview, sample 1 and 2 used this rejection language in learning process caused a reason. A speech refuse embodied with a decoded speech declarative, they were:

Sample 1

"Iya, karena kalau kita langsung bilang salah pada mahasiswa nanti lain kali kalau ditanya lagi, dia tidak berani menjawab lagi karena nanti salah lagi. Iya kan jadi salah lagi. Eeh itu itu pertama satu. Yang kedua ehh semangat ber ehh menjawab mahasiswa itu bisa rame-rame karena kalau kita kasih kesempatan sama mereka eh menjawab walaupun salah, jadi mahasiswa bisa aktif sebenarnya itu didalam kelas. Kalau kita, kita biarkan saja mereka menjawab salah atau tidak itu urutan yang kedua, tapi bahwa yang pertama itu anak itu ada eh keaktifan didalam kelas untuk eh apa yah, dalam proses pembelajaran. Jangan sampai hanya pasif. Jadi, mugkin kita juga harus hargai pendapat orang lain, jadi pendapat apapun itu harus tetap dihargai. Kemudian kita benarkan eh diterangkan kemudian kalau memang masih salah. Jadi itu eh kemudian juga kalau kan anak itu berhak mengungkapkan apa yang ada dipikirannya. Jadi kita dosen hanya perlu meluruskan kalau memang perlu diluruskan dan menjempol dan mengapresiasi kalau memang perlu diapresiasi".

Sample 2

"Itu motivasi juga untuk mereka, jangan langsung mengatakan salah dengan apa yang sudah mereka buat. Tapi, secara halus kita memberikan yang benar walaupun tidak ya , iye memotivasi. Itu saja jangan di jangan langsung dikatakan salah. Usahakan dihindari itu kata salah itu dapat berpengaruh terhadap motivasinya mereka."

b. An Interrogative Speech

An interrogative speech is conventionally used speech to ask.From the transcription of interview, sample 1 and 2 used this rejection language in learning process caused a reason, they were:

Sample 1

" *Iya, itu kita membantu mahasiswa tidak sekedar menjawab, asal bunyi begitu, tapi dia analisa. Kan itu dia langsung bilang "Dua kata", padahal beautiful justru 3 suku kata kan. Beau-ti-ful tiga suku kata kan bukan dua, tapi jangan langsung bilang "Eh salah", tidak boleh begitu. Kita usahakan, upayakan supaya tidak cepat-cepat mempersalahkan mereka tapi memberikan kesempatan untuk menggunakan daya nalarnya, pikirannya untuk kembali, oh iya yang saya bilang perlu diperbaiki, masih perlu masih salah itu yang saya ungkapkan, jadi dia perbaiki kembali kesalahannya itu dari dirinya. Jadi, jangan saya langsung jawab, biarkanlah mereka menemukan letak kesalahannya dan dia memperbaiki. Jadi, itu, itu salah satu teknik kita supaya eeh tidak memberikan ikan padanya tapi memberikan kail, memberikan pancingnya".*

c. Imperative Speech

The imperative speech is a speech that generally used to govern. From the transcription of interview, sample 1 and 2 used this rejection language in learning process caused a reason, they were:

Sample 1

"Ya. Sedikit lagi artinya biar itu juga untuk aktif toh. Jadi mahasiswa itu kalau misalnya satu masih salah, yang lainnya turut bisa membantu. Jadi yang lainnya bisa bilang "eh kalau dia bilang itu masih salah, eh ini barangkali". Jadi, akhirnya dia juga maju untuk menjawab, teman-teman lain juga maju untuk menjawab dan kesempatan untuk mereka. Jadi kalau satu masih salah, siapa tahu dosen jangan cepat-cepat menjawab. Barangkali ada didalam kelas yang tahu jawabannya. Jadi, kita kasih mereka

bikin penasaran, ya sedikit lagi akhirnya eeh mereka terpancing begitu dan yang lainnya ikut melengkapi temannya yang masih kurang begitu atau menyempurnakan jawaban temannya. Jadi, eeh sebenarnya yang saya mau harapkan disitu adalah ehmm keaktifan kelas dan bikin penasaran mereka apa sih sebenarnya? Dari situ mereka bisa menggunakan pikirannya sendiri, jadi tidak cepat-cepat dikasih jawabannya, begitu".

Sample 2

"Untuk menarik perhatian mereka, mudah-mudahan yang keliru tadi dia bisa memperbaiki kedua kalinya. Ya begitu. Pokoknya hindari kata salah lah. Begitu".

TABLE 1 : Classification the Forms of Rejection Language

No	Utterances	The Forms of Rejection Language		
		Declarative Speech	**Imperative Speech**	**Interrogative Speech**
1.	*The weather is not nice. Jadi, bukanlagi the weather does not nice karenadiakalimat nominal.*	√		
2.	*She doesn't, tidakadaitu she don't. She doesn't.*	√		
3.	*Tiga kata kah?*			√
4.	*Yakin? Cobadibacabaik-baikpertanyaannya!*		√	
5.	*Kenapamacet? Bagusjitadipertamanya. UlangiNindi yah!*		√	
6.	*Itu I selalupasangannya "I am not".*	√		
7.	*Artisebenarnya yah. Ituartiterjemahannya, yang sayamintaartisebenarnya.*	√		
8.	*Kalaudiahanya 1 suku kata ditambaher- atauest-.*	√		
9.	*Species itu. Species itutidakadahubungannyade ngantokoitu. Nah, apa more capacious. Cobasiapa? Yang kira-kiraadahubungannya.*	√		
10.	*Newshop. Beda shopping, beda shop.*	√		
11.	*Awalan di-.*	√		

12.	*Sedikitlagi!*		√	
13.	*Relocated?*			√

Based on the table above, shows that the dominant forms of rejection language used of English lecturer is declarative speech. Even though all of the forms of rejection language used by English lecturers in teaching learning process, but declarative speech is the most used of the lecturer.

Discussion

The discussion intended to explain the research questions as mentioned above.After analyzing the data and classifying on the forms of rejection language and the reason of English lecturers used the rejection language, the researcher intends to discuss the finding that has investigated in this section to answer the problem statements.

From the data above, the researcher states that all the forms of rejection language used of English lecturers in teaching learning process, such as:
declarative speech, imperative speech and interrogative speech. In this research, rejection language the most used of English lecturers in teaching learning process was declarative speech.

At UNCP, the researcher trying to analyze the forms of rejection language used of English lecturers in teaching learning process and the reason of English lecturers used the rejection language. According to Richards and Schmidt (1989) rejection Language of itself represent said do not only by what we justly refuse. Form rejection of itself can be laid open to pass assorted is way of. Act of speech refuse embodied with a decoded speech declarative, interrogative, and imperative speech.

1. The Forms of Rejection Language Used of English Lecturer at UNCP

The data, which has shown in the findings, show that the English lecturer used rejection language in teaching learning process. From 3 forms of rejection language, the researcher found 12 rejection language. There was 7 rejection language in form of declarative, 3 rejection language in form of imperative, and the last is 2 rejection language in the form of interrogative.

The first form of rejection language found was declarative speech. According to Richards and Schmidt (1989), declarative speech is a conventionally used speech to convey information.The examples of rejection language in the form of declarative speech based on the findings were:

Conversation 1

Lecturer : Yah, ini yang dimaksud sebelumnya. Jadi, semua to be dalam kalimat nominal dalam bahasa Inggris itu punya to be “were” semua. Oke, berarti Muhammad Fahrul, if the weather were nice, we would go to the beach. Jadi, apa artinya itu?

Student : Eee, the weather does not.

Lecturer : The weather is not nice. Jadi, bukan lagi the weather does not nice karena dia kalimat nominal.

Conversation 2

Lecturer: Yes, if she saved. Save ada huruf d- dibelakang karena huruf s-nya diganti dengan d-. Seandainya dia menyimpan uangnya maka dia akan sanggup atau bisa pergi liburan atau vacation. Apa arti sebenarnya ini?

Student : She don't.
Lecturer: She doesn't. Tidak ada itu she don't. She doesn't.

Conversation 3
Lecturer : Saya kasih pilihan : are not, is not, am not.
Student : Is not.
Lecturer : Itu I selalu pasangannya "am not".
Student : Melenceng lidahku pak.

From the data above explains the speech acts performed by the lecturer on the students' answers. The speakers (teachers) uses rejection language in the form of declarative speech that can be seen in utterances: ***(1) "The weather is not nice. Jadi, bukan lagi the weather does not nice karena dia kalimat nominal."***
(2) "She doesn't. tidak ada itu she don't. she doesn't." (3) "Itu I selalu pasangannya "am not", in the utterances the speaker (lecturer) indirectly do rejection to the students' answer and intends to give the correct answer or information about the correct use of auxiliary verbs in the sentence. There were 7 rejection language in the form of declarative speech in this research. This form was most used of English lecturer in teaching learning process.

The second forms were rejection language in the form of interrogative speech. Richards and Schmidt (1989), mention thatinterrogative speech is conventionally used speech to ask.The example of rejection language in the form of declarative speech based on the findings was:
Conversation 1
Lecturer : Ririn, kenapa yang diatas pakai more dan yang dibawah pakai er- saja?
Student : Diatas toh mom dua kata, beautiful 3 kata.
Lecturer: Dua kata kah?
Student : Tiga.
Lecturer : Tiga kata kah?

Conversation 2
Lecturer : Relocated dulu. What is relocated?
Student : Dipergunakan.
Lecturer: Relocated?

The data above including into rejection language in the form of interrogative speech. It can be seen in utterances:***(1)*** "***Tiga kata kah?"***
(2) "Relocated?" the utterances indirectly reject the answer of student by clarifying the question again or reject by using interrogative sentence. There were 2 the rejection language in the form of interrogative speech in this research. This form was the least used of English lecturer in teaching learning process.

The last forms were rejection language in the form of imperative speech. The imperative speech is a speech that generally used to govern.The examples of rejection language in the form of imperative speech based on the findings were:
Conversation 1
Lecturer: Mana jawaban yang tepat?
Student : E Pak.
Lecturer : Yakin?
Coba dibaca baik-baik pertanyaannya!

Conversation 2

lecturer : Iya, begitu yah. Jadi, supaya bagus kedengarannya, mari kita semua mendengarkan Nindi no.3!

Student : If I had the money, I would have eee…I would have had a new car.

lecturer : Kenapa macet, bagus ji tadi pertamanya. Ulangi Nindi yah!

Student : If I had the money, I would have bought a new car.

Conversation 3

Lecturer : Equipted, apa?

Student : Menggunakan.

Lecturer : Sedikit lagi!

From the data above explains the speech acts performed by the lecturer on the students' answers. The speakers (lecturer) use rejection language in the form of imperative speech, it can be seen in utterances:**(1) "*Yakin? Coba dibaca baik-baik pertanyaannya!", (2) "Kenapa macet, bagus ji tadi pertamanya. Ulangi Nindi yah!", (3) "Sedikit lagi!",*** the utterances explain that the speaker (lecturer) gives instructions to students to repeat the answer, read the question well before answering it and indirectly reject the student answer by using command sentence. There were 2 the rejection language in the form of interrogative speech in this research.

2. The Reason of English Lecturer Use the Rejection Language at UNCP

The reason of used the forms of rejection language describe on the research finding. Rejection will occur if two ways communication occurs actively. This active communication situation when linked in the context of learning will occur when conducting discussion. There are some reasons of rejection because: dislike of something, disagree of something or an opinion, and others.

The first reason of used the rejection language in the form of declarative speech. Declarative speech is a conventionally used speech to convey information. From the transcription of interview, respondent 1 and 2 used this rejection language in learning process caused a reason. A speech refuse embodied with a decoded speech declarative, they were:

Sample 1

"Iya, karena kalau kita langsung bilang salah pada mahasiswa nanti lain kali kalau ditanya lagi, dia tidak berani menjawab lagi karena nanti salah lagi. Iya kan jadi salah lagi. Eeh itu itu pertama satu. Yang kedua ehh semangat ber ehh menjawab mahasiswa itu bisa rame-rame karena kalau kita kasih kesempatan sama mereka eh menjawab walaupun salah, jadi anak-anak bisa aktif sebenarnya itu didalam kelas. Kalau kita, kita biarkan saja mereka menjawab salah atau tidak itu urutan yang kedua, tapi bahwa yang pertama itu anak itu ada eh keaktifan didalam kelas untuk eh apa yah, dalam proses pembelajaran. Jangan sampai hanya pasif. Jadi, mugkin kita juga harus hargai pendapat orang lain, jadi pendapat apapun itu harus tetap dihargai. Kemudian kita benarkan eh diterangkan kemudian kalau memang masih salah. Jadi itu eh kemudian juga kalau kan anak itu berhak mengungkapkan apa yang ada dipikirannya. Jadi kita dosen hanya perlu meluruskan kalau memang perlu diluruskan dan menjempol dan mengapresiasi kalau memang perlu diapresiasi".

Sample 2

"Itu motivasi juga untuk mereka, jangan langsung mengatakan salah dengan apa yang sudah mereka buat. Tapi, secara halus kita memberikan yang benar walaupun tidak ya , iye memotivasi. Itu saja jangan di jangan langsung dikatakan salah. Usahakan dihindari itu kata salah itu dapat berpengaruh terhadap motivasinya mereka."

Based on the data above, the reason of sample 1 and 2 used the rejection language in the form of declarative speech because by using this rejection language can increase the student's spirit and motivation by expressing their opinion in studying.

The second reason of used the rejection language in the form of interrogative speech. An interrogative speech is conventionally used speech to ask. From the transcription of interview, respondent 1 used this rejection language in learning process caused a reason, they were:

Sample 1

" *Iya, itu kita membantu mereka tidak sekedar menjawab, asal bunyi begitu, tapi dia analisa. Kan itu dia langsung bilang "Dua kata", padahal beautiful justru 3 suku kata kan. Beau-ti-ful tiga suku kata kan bukan dua, tapi jangan langsung bilang "Eh salah", tidak boleh begitu. Kita usahakan, upayakan supaya tidak cepat-cepat mempersalahkan mahasiswa tapi memberikan kesempatan untuk menggunakan daya nalarnya, pikirannya untuk kembali, oh iya yang saya bilang perlu diperbaiki, masih perlu masih salah itu yang saya ungkapkan, jadi dia perbaiki kembali kesalahannya itu dari dirinya. Jadi, jangan saya langsung jawab, biarkanlah dia menemukan letak kesalahannya dan dia memperbaiki. Jadi, itu, itu salah satu teknik kita supaya eeh tidak memberikan ikan pada mereka tapi memberikan kail, memberikan pancingnya".*

Based on the data above, the reason of sample 1 the rejection language in the form of interrogative speech because by using this rejection language can make the students find their mistake then correct it and also give a chance to the students to use their reasoning in learning process.

The last reason of used the rejection language in the form of imperative speech. The imperative speech is a speech that generally used to govern. From the transcription of interview, respondent 1 and 2 used this rejection language in learning process caused a reason, they were:

Sample 1

"Ya. Sedikit lagi artinya biar itu juga untuk aktif toh. Jadi mereka itu kalau misalnya satu masih salah, yang lainnya turut bisa membantu. Jadi yang lainnya bisa bilang "eh kalau dia bilang itu masih salah, eh ini barangkali". Jadi, akhirnya dia juga maju untuk menjawab, teman-teman lain juga maju untuk menjawab dan kesempatan untuknya. Jadi kalau satu dia masih salah, siapa tahu dosen jangan cepat-cepat menjawab. Barangkali ada didalam kelas yang tahu jawabannya. Jadi, kita kasih mereka bikin penasaran, ya sedikit lagi akhirnya eeh mereka terpancing begitu dan yang lainnya ikut melengkapi temannya yang masih kurang begitu atau menyempurnakan jawaban temannya. Jadi, eeh sebenarnya yang saya mau harapkan disitu adalah ehmm keaktifan kelas dan bikin penasaran mereka apa sih sebenarnya? Dari situ mereka bisa menggunakan pikirannya sendiri, jadi tidak cepat-cepat dikasih jawabannya, begitu".

Sample 2

"Untuk menarik perhatian mereka, mudah-mudahan yang keliru tadi dia bisa memperbaiki kedua kalinya. Ya begitu. Pokoknya hindari kata salah lah. Begitu".

From the data above, the reason of sample 1 and 2 used the rejection language in the form of imperative speech because by using this rejection language make the students spirit in expressing their opinion, thinking seriously or thinking hard to answer the question and influence the other students to complete the answer.

The data from sample 1 showed that there are four rejections language in the form of declarative speech, two rejections language in the form of interrogative and there are two rejections language in the form of imperative. It can be concluded that the form of rejection language which frequently used by English lecturers is declarative speech.

Meanwhile, the data from sample 2 showed that there are four rejections language in the form of declarative speech and one rejection language in the form of imperative speech. So, it can be concluded that the form of rejection language which frequently used by English lecturers is declarative speech.

Based on the findings and discussion above, the researcher can say that the dominant forms of rejection language used of English lecturer at UNCP in teaching learning process is rejection language in the form of declarative speech. Four rejections language in the form of declarative speech were used sample 1 and four rejections language in the form of declarative speech were used sample 2.

Conclusion

This research shows that there is rejection language in teaching-learning process at UNCP. Based on the research findings and discussions, the researcher concludes that the English lecturers frequently used rejection language in the form of declarative speech at UNCP. The data shows that seven utterances are used rejection language in the form of declarative speech, three utterances are used rejection language in the form of imperative speech and just two utterances are used rejection language in the form of interrogative speech.

Secondly, the reason of English lecturerS used the rejection language were:make the students find their mistake then correct it and also give a chance to the students to use their reasoning in learning process, increase the student's spirit spirit and motivation by expressing their opinion in studying and thinking seriously or thinking hard to answer the question and influence the other students to complete the answer.

References

Ayuningsih, Diah Mawarni. 2007.*Analyse the Form of Rejection Language* of *Elementary School Age Children in Communicate With Parents at Home.* English Department. Faculty of Languages and Arts. Semarang State University.

Ba'dulu, Abdul Muis. 2008. *English Pragmatic*. Makassar. the UNM Publisher.

Beebe, Takashi and UlissWeltz. 1990. *The Forms of Rejection Language*. New York. Longman Group.

Hartini, Supri Erna. 2011. "*Analyse the Form of Rejection Language Lila Wisma,* Sidomulya, Makamhaji, Sukoharjo". Skripsi S-1. Universitas Muhammadiyah Surakarta.

HR, Fitria Ulfa. 2015. *Refusal Used in the Great Gatsby Movie.*English Department Faculty of Adab and Cultural Sciences State Islamic University Sunan Kalijaga Yogyakarta.

Hartuti, Maya.2015. *A Study of Refusal Strategy Used by English Teachers in MadiunRegency in Declining an Invitation, Offer, and Suggestion.* Muhammadiyah University of Surakarta.

Huberman, Miles. 2007. *Technique of Analyzing Data*. http//:repisotory.usu.ac.id

Ida Bagus Putrayasa, I Pt. Gd. Sutrisna and I N. Suandi. 2015. *The Use Of Rejection Action by Teachers And Students in Learning Indonesian Language in Class X Sma Laboratorium Undiksha.*Universitas Pendidikan Ganesha Singaraja, Indonesia .

Levinson. 1983. *Study about Linguistic.* London. Prentice-hall.

Mey. 1993. *Pragmatics: An Introduction*. Oxford. Blackwell Publishers.

Moleong. 2002. *Research Method.*http//:repository.upi.edu.ac.id.

Morris. 1938. *Pragmatic*. London and New York. Continuum.

Nababan. 1993. *An Introduction to Sociolinguistic*. London. Routledge.

Nurjayanti, Nova. 2016. *The Implementation of Politeness Strategies in Refusal by the Second Semester Students of Muhammadiyah University in Speaking Class.* Faculty of Teaching Training and Education Muhammadiyah University of Surakarta.

Rochmawati,dyah. 2015.*Fundamental of Pragmatics*. http//:rahadi.blogspot.co.id

Rustono. 2000.Qualitative Research in Applied Speech Acts. A Practical Introductions. Yogyakarta.

Sadler, Eroz. 2001. *Study About Rejection Language*. USA. Oxford University Press.

Searle, Yule. 1996. *Expression and Meaning: Studies in The Theory of Speech Acts.* Cambridge. Cambridge University Press.

Septian. 2017. Introduction to General Linguistics. http//:intro2gl.pbworks.com.

Suwito. 1983. Speech Acts. Surakarta. CV Hidayah.