

## CHAPTER 1 INTRODUCTION

### A. Research Background

Language as means of communication has an important role in daily life. People can interact one to another in society using language. Having communication, they can get more information and knowledge; moreover, they can express their ideas, thoughts, and feelings. Therefore, language will never be separated from society as language has close relation to society. The relationship between language and society is discussed in Sociolinguistics. Chaika (1994: 3) defines Sociolinguistics as follows: "Sociolinguistics is the study of the ways people use language in social interaction of all kinds". This indicates that language and society are intertwined.

The relationship between language and society will make a person understand the importance of having the knowledge about the society in which the conversation between the speakers happens. One of the ways to know the society is the understanding of the social structure of the society; for example, how to address superiors, equals, and respected persons, and how this relates to our own status (Rubin in Wolfson and Judd, 1983: 15). Thus, a speaker should be aware of the social structure when the speaker wants to communicate with the society.

Besides, a speaker should understand ethnography of communication by having communicative competence. The communicative competence can be learned through the learning of the basics concepts of communication. They include ways of speaking, speech community, speech situation, speech event, speech act within conversation, and component of speech; for example, people will use different expressions in different situations. This phenomenon will also occur when a speaker has to perform a refusal.

A refusal is a speech act performed directly or indirectly when a speaker does not intend to accept an action. The action that the speaker refuses may be an offer, an invitation, a request, or a suggestion.

In response to requests, invitations, offers, and suggestions, acceptance or agreement is usually preferred and refusing or rejecting is not. Refusals and rejections can mean disapproval of the interlocutor's idea and therefore, a threat to the interlocutor's face or it can be said that a refusal is a face-threatening act to the listener or requester or inviter because it contradicts his own expectation and is often realized through indirect strategies (Chen, 1996).

While acceptance or agreement tends to be used in direct language without much delay, mitigation, or explanation, refusals tend to be indirect, include mitigation, and / or delay within the turn or across turns. The delay probably shows that the refuser has a good reason for refusing and may imply that the refuser would accept or agree instead if it were possible or practical.

Since refusal can risk interpersonal relation of the speaker, or carry a high risk of insulting the interlocutor, it includes some strategies to avoid offending the interlocutor. Refusal strategies function to reassure the recipient

of the refusal that she or he is still approved of but that there are necessary reasons for the refusal, and that the refuser regrets the necessity for the refusal.

*Anna and the King* is a film directed by Andy Tennant, starring Jodie Foster as Anna, the main character of the film, and Chow Yun-Fat as King Mongkut. *Anna and the King* is a historical and cultural film, which tells a story about a woman named Anna and a king of Siam named King Mongkut, with different cultural backgrounds. Anna is an English woman who is invited to be a teacher to the eldest son of the king of Siam. The different cultures and values between them make the story interesting. Differences are also found in the using of the expression of refusal based contexts and social status. Both of the contexts much influence the use of the refusals by the characters of the film. That is why; it is interesting to analyze the speech act of refusing in the film.

Some following examples of refusals that were taken from the film *Anna and the King* are based on semantic formula of refusal by Beebe, Takashi, and Uliss-Weltz (1990) and will be described as follows:

The conversation takes place in front of all members of the Royal family and the Royal officers. The participants are Anna and King Monkut. The king introduces Anna and his son to all members of the Royal family. As the king's guest, Anna is flattered with the king's welcome. At first, the conversation runs well. King understands Anna's hope, living in Siam with her own tradition. However, they are then arguing about the home that has been promised by the king.

Anna : "Good. Then His Majesty will appreciate why having a home outside the palace walls is of such great importance for us, a home which had been promised, but so far has not been provided."

King : "**It is my pleasure that you live in the palace.**"

Anna : (*In rather high tone*) "**But it is not mine, Your Majesty.**"

King : (*turning back to Anna*) (*In high tone*) "You do not set conditions of your employment and you shall obey!" (*All the Royal Family touch their forehead to floor*)

Anna : (*coming closer to the king, also in high tone*) "**May I respectfully remind His Majesty that I am not his servant, but his guest!**" (*When uttering this, the king looks at glance at Anna*)

King : (*glancing at the royal family then at Anna*) "A guest who's paid. (*To all members of the Royal family*) Education begins tomorrow

In the dialogues above, Anna reminds king Mongkut about the home that has been promised by the king. On other words, Anna wants the king to keep the promise by providing her with a home outside the palace wall, however the king refuses Anna's want, and this is indicated by the expression "**It is my pleasure that you live the palace**".

According *Beebe et al (1990)* the refusal strategy performed by the king can be categorized as *statement of hope/wish*. The king refuses Anna's want indirectly without using "No". If he refuses Anna's want directly, this will indicate that he is not good king, who breaks his own promise, moreover,

the situation of the conversation also supports the indirect refusal expression, and the conversation takes place in front of all members of the royal family and the royal family. If he refuses Anna's want directly, this will show that he is a king who likes to break his own promise. This can make the king lose his face in front of the Royal family and the Royal officer, therefore, he uses the expression *Hope / Wish* to lessen the impression that indicates that he is a king who breaks his own promise, that is, by hoping Anna to live in the palace, moreover, as a good king, he might feel that he should respect Anna, as his guest, even though his status was more higher than Anna. The phrase "**It is my pleasure**" also mitigates the refusal and impact of the refusal itself. The king with the pleasure wishes that Anna lives in the palace. This can arouse a better impression in front of Anna, all members of the Royal family and the Royal officers.

The next refusal is performed by Anna. The king hopes Anna to live in the palace. However, indirectly, Anna refuses the king's hope. This refusal is indicated by the expression **but it is not mine, Your Majesty**. This refusal strategy can be categorized as *excuse/explanation/reason*. This expression indicates that Anna contradicts to the king's hope. She doesn't want to live in the palace. The expression can be elaborated in the clause as **but it is not my pleasure that I live in the palace, Your Majesty**. Therefore, **But it is not mine, Your Majesty** reveals that Anna does not feel pleased to live in the palace. She refuses to live in the palace because this will not make her free to live with her own tradition. She will feel freer when she lives at her own home, not in the palace. By the refusal, Anna can be impolite to the king; moreover, it is their first meeting and they are not intimate.

Because of the expression, the king becomes dreadful, therefore, also in high tone the king insists that Anna live in the palace. This is an order of a king, who has highest status. However, Anna insists that she does not want to live in the palace. In other words, she refuses the king's order twice. This refusal is indicated by the expression "**May I respectfully remind His Majesty that I am not his servant, but his guest!**" This refusal can be categorized as *excuse/reason/explanation* even though it is expressed in an interrogative sentence. Anna refuses the king's order indirectly by reminding the king that she is only a guest in the palace, and she is not the king's servant so she has not obliged to obey the king's order. Anna's manner may be impolite to the king because Anna does not touch her forehead to floor like the members of the royal family when the king insists that Anna lives the palace, even, Anna in high tone expresses her refusal by the *excuse/reason/explanation*. However, to mitigate the refusal, Anna uses the refusal expressed in interrogative sentence by changing the addressing **Your** into **His**. This expression is more polite than performative form "**I remind Your Majesty that I am not your servant**".

Speech act of refusal is part of pragmatic study. However, the speech act of refusal also relates to the social interaction, this cannot be separated from sociolinguistics. From the phenomena above, researcher intends to analyze refusal strategies by the characters of the film Anna and the King, by using a

socio-pragmatic approach and using the refusal theory by Beebe *et al* (1990). The title of the research is as follows: **Refusals Strategies Performed by the Characters of the Film Entitled *Anna and the King* (A Socio-Pragmatic Approach)**.

## **B. Problem Statements**

Based on the research background, the problems that can be addressed as follows:

1. What refusal strategies were performed by the characters of the film entitled *Anna and the King*?
2. Why did the characters of the film entitled *Anna and the King* employ the refusal strategies?

## **C. Research Objectives**

The research was conducted to:

1. To describe the refusal strategies performed by characters of the film entitled *Anna and the King*.
2. To describe the reason why the characters of the film entitled *Anna and the King* employed the refusal strategies.

## **D. Research limitation**

Basically, there are two kinds of refusal forms, direct and indirect refusals. However, According to Beebe, Takahashi, and Uliss-Weltz (1990), there are expressions that accompany a refusal but cannot be used to fulfill a refusal alone. These expressions may precede the refusal. This is known as an **adjunct of refusal**. The research analyzes refusal strategies by the characters of the film *Anna and the King*, using the classifications of refusal by Beebe, Takahashi, and Uliss-Weltz (1990). Furthermore, the research only analyses the refusal expressions performed in English, the refusals in Siamese in the film *Anna and the King* are not analyzed.

## **E. Research Benefits**

The research is expected to be beneficial for:

1. Linguistics students: To provide them with the knowledge of the speech act of refusal, especially, the knowledge of the strategies of refusal.
2. Linguistics lecturers: to provide them with the reference about the theory of refusal as the material for the lectures.
3. Other researchers: to provide them with them an additional reference towards linguistics research for conducting other research on Linguistics, related to the speech of refusal.

## **F. Research Methodology**

The research employs descriptive method. The method solves problems by collecting, classifying, and interpreting the data of the research (Surachmad., 1968: 139). Because the research is descriptive, its data contain words, phrases, clauses, or sentences, concerning the research, the data are the English dialogues contain expressions of refusals. The main data source is the film entitled *Anna and the King*. Purposive sampling is taken and aimed at

producing certain purpose, that is, to support the research itself. The most important criterion is that the sample is the dialogues containing refusal expressed in English and involving the main character of the film, Anna

## **G. Thesis Organization**

The research is presented in the form of a thesis with the following chapters:

**CHAPTER 1: INTRODUCTION** consists of Research Background, Problem Statement, Research Objective, Research Benefit, Problem Limitation, Research Methodology, and Thesis Organization

**CHAPTER II: LITERARY REVIEW** contains Sociolinguistics, Scope of Sociolinguistics, Ethnography of Communication, Pragmatics, Context, Speech Acts, Social Dimension Scale, Domain of Language Use, Socio-pragmatics, Speech Acts of Refusal, Politeness, the Related Study, and the Synopsis of the Film Anna and the King.

**CHAPTER III: RESEARCH METHODOLOGY** consist of the Type of Research, Data and Data Source, Sample and Sampling Technique, Data Validity, Equipments of Research, Technique of Collecting Data, and Technique of Coding Data, Research Procedures, and Technique of Data Analysis

**CHAPTER IV: DATA ANALYSIS** contains Introduction to Analysis, and Data Analysis

**CHAPTER V: CONCLUSION AND SUGGESTION** consists of the conclusion of the research and some suggestions based on the results of the research

## **CHAPTER II LITERATURE REVIEW**

### **A. Sociolinguistics**

#### **1. Definition of Sociolinguistics**

Sociolinguistics is a branch of linguistics that discusses something particularly significant lying between social community and language. Many experts give the definition of Sociolinguistics as follows:

According to Chaika (1994: 3), Sociolinguistics is the study of the way people use language in social interaction of all kinds. Similarly, Wardaugh (1998: 12) states that Sociolinguistics concerns investigating the relationship between language and society with the goal of being a better understanding of the structures of language and of how language functions in communication. It means that Sociolinguistics concerns how people use language when they interact one another so that it can be seen the language patterns and how they are applied in any situation of communication. This statement is also

supported by Janet Holmes (1992, 16) in *an Introduction to Sociolinguistics* that states:

The sociolinguist's aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language.

Furthermore, Florian Coulmas (1997), in *Handbook of Sociolinguistics "Introduction"* (1-11) also states:

The primary concern of sociolinguistic scholarship is to study correlations between language use and social structure... It attempts to establish causal links between language and society, [asking] what language contributes to making community possible & how communities shape their languages by using them... [It seeks] a better understanding of language as a necessary condition and product of social life... Linguistic theory is... a theory about language without human beings.

Furthermore, Fishman (1972) states that Sociolinguistics is the study of the characteristics of language varieties and the characteristics of the speaker.

Based on the definitions above, it can be stated that Sociolinguistics discusses all about language varieties, their social functions, their users, in a community in any social situation of interaction.

## **2. The Scope of Sociolinguistics**

The scope of Sociolinguistics is divided into micro linguistics and macro linguistics. Macro-linguistics refers to sociolinguistics involving the study of a relatively large group of speakers (Trudgill, 1992: 21). The example is genealogy of language, emphasizing on history of language.

Micro-sociolinguistics, on the other hand, studies language in specific community, with the scopes of discussion such as the behavior toward language, style of speech, domain of language, register, and speech act. Trudgill adds that micro-sociolinguistics emphasizes on the study of face-to-face interaction.

Since this research deals only with face-to-face interaction, or speech act, it can be classified under the head of micro-linguistics. Thus, any analysis in this research is based on the study of micro-linguistics.

## **B. Ethnography of Communication**

### **1. Definition of Ethnography of Communication.**

The approach to Sociolinguistics of language in which the use of language in general is related to social and cultural values is called the ethnography of speaking or more generally, the ethnography of communication (Fasold, 1990: 390).

It can be pointed out that the ethnography of communication is the study of organization of speaking as an activity in human society based on social and cultural values and contexts.

The knowledge of understanding social and cultural contexts in which an interaction happens is very important in order to make a good conversation; the conversation will run well, the speakers will reach the goals of the conversation and the social relationship will be maintained. The understanding of these contexts can be achieved by understanding the ethnography of communication.

According to Hymes in Fasold (1990: 39), ethnography of communication is concerned with the situations and uses, the patterns and functions, of speaking as an activity in its own right.

## 2. Essential Components of Ethnography of Communication

There are some basic concepts on understanding ethnography of communication. They are (1) ways of speaking, (2) speech community, (3) speech situation, speech event, and speech act.

### a. Ways of Speaking

Different people in different societies have different ways of speaking and of expressing their ideas. The ways of speaking refer to the relationship among speech event, speech act, and style with the ability and role of speakers, context and institution, in one hand, and belief, value and attitude in the other (Sumarsono, 2002:312). In summary, the ways of speaking are much influenced by the context of the conversation.

### b. Speech Community

Speech community is all people who use a given language (or dialect) (John Lyon in Sumarsono, 2002: 316). Bloomfield in *language* defines speech community as a group of people who interact by means of speech (1961: 42).

### c. Speech Situation, Speech Event, and Speech Act

According to Hymes, speech situation deals with the initiation of speech which is signed by the norms of speech (1974: 52). It means that speech situation is much related to any circumstances in which a conversation takes place. Within a speech situation, there is a speech act. Speech events are the activities and or aspects of activities that are directly governed by rules and norms for the use of speech (Hymes, 1974: 52). Within speech acts, there is a speech act. A speech act is a unit of speaking and performs different functions in communication.

From the above discussion, it is concluded that speech situation, speech event and speech act are related one another. It means that a speech event resides within a speech situation and a speech act is within a speech event.

- Kralahome : Unfortunate your meeting so delayed, sir.  
King's obligation reach into every corner of Siam.
- Anna : Well, it has given me the time to think of many things,  
Your Excellency, including why you pretended not to  
speak English.
- Kralahome : I have learned it wise to be cautious
- Anna : Then I will assume that our speaking now is a great step  
forward.

- Kralahome : Best not to assume too much. Hmm, when presented to His Majesty, you and son will remember to touch forehead to floor.
- Anna : Your Excellency, although we have become better acquainted with your customs, we have certainly not forgotten our own

(Taken from film *Anna and the King*)

The conversation between Anna and Kralahome, the Prime Minister of Siam, occurred on the way to the palace. They were in the situation in which they would meet King Mongkut. This is the initiation of speech called speech situation. In the speech situation, speech events happened. The speech events are the activities done by Anna and Kralahome, that is, the preparation to meet the king, and the conversation between them, including how Anna should behave in front of the king. In one of the speech events, there are speech acts; one of them is the act of the refusal by Anna. Anna refused to obey the rule to meet the king, namely, to touch forehead to floor.

### 3. The Components of Speech

In order to have a good conversation, a speaker also needs to understand the components of speech. These components are abbreviated into **SPEAKING**. The elements are as follows

- Setting

Setting refers to setting and scene. Setting refers to the time and place of a speech act and, in general, to the physical circumstances. Scene refers to the psychological setting (Hymes, 1974: 55). From the above example, the setting of place showed that conversation took place on the way to the palace of Siam in Bangkok. The setting of time pointed out that the conversation happened in 1862. The conversation showed that Anna and Kralahome were in the state of rush.

- Participants

The persons who are involved in the conversation are called participants. The participants can be categorized into speaker-listener, addresser-addressee, and sender-receiver. The conversation between two participants with role change involves speaker-listener. Political message involves addresser-addressee. Telephone message involves sender-receiver (Wardough, 1998: 243).

- End

End is related to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions (Wardough, 1998: 243). In other words, end is connected to the purpose of the conversation that is divided into



outcome and goal. An example below was taken from *Anna and the king* might be helpful to understand more about *End*

The interpreter: How did he die?

Anna : Can you please convey to His Excellency that **my purpose here is as tutor to the king's eldest son**, that it is not necessary to ask any more personal questions. Please.

From the dialogue above, it was known that Anna's purpose to come to Siam was to teach the king's eldest son. This is *outcome* which is conventionally recognized. Perhaps she had main purpose or the goal, for instance to look for different lessons or experience.

- Act sequence

Act sequence refers to the actual form of and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand (Wardough, 1998: 243). Act sequence is linked to message form and message content. Message form is the form used to say something in conversation while message content is the content of the message said.

- Key

Key refers to the tone, manner, or spirit in which a particular message is conveyed, for instance, light-hearted, serious, precise, dull, mocking, sarcastic, arrogant, and so on (Wardough, 1998: 243). It also refers to the feeling of atmosphere, attitudes in which a conversation occurs. Manner, feeling, and attitude are used in reference to participant, whereas, tone, and atmosphere are used in reference to situation. Here are the elements of key in detail and an example taken from the film *Anna and the King*.

- Tone* refers to the general spirit of the scene
- Manner* refers to the participant's way of behavior toward others, such as polite, impolite, respectful, etc.
- Feeling* refers to the emotion indicating happiness, anxiety, sock, anger, etc.
- Atmosphere* refers to the feeling that affects the mind in place such as good, evil, somber, etc,
- Attitude* refers to the participant's way of thinking and behaving of a situation, such as optimist, sympathetic, etc.

Lord Bradley: What can I do for you, Mrs. Leonowens?

Anna : Are the British behind these attacks on Siam?

Mr. Kincaid : **Stick to teaching, Mrs. Leonowens. It's obvious you know nothing about politics**

Anna : Burma would not make a move without England's blessing, that I know.

Anna wanted to know whether or not the British were behind the attack on Siam, since in Siam, many people were killed by the armies of Burma, which was the British's colony. Thus, she asked Lord Bradley about it, however, interrupted by Mr. Kincaid that underestimated Anna by saying

mockingly to Anna that she knew nothing about politics. The ways Mr. Kincaid said the words to Anna is an example of *Key*.

- Instrumentality

Instrumentality refers to the choice of channel and the actual forms of speech employed. Oral, written, and telegraphic way of having the talk are examples of channels, while, the choice of language, dialect, code, and register are examples of forms of speech (Wardough, 1998: 234). The example that was taken from *Anna and the king* below may be helpful to clarify instrumentality.

Balat: "My most precious Tuptim, I know you will understand why I must write this to you. When you were torn from my heart, I was left with nothing but my faith. Which is why, if I am to live, I must devote my life to Buddha, for only he can give me peace. I will never forget you."

The speech above was said by Balat, the one who was loved by Tuptim, a concubine in the palace. The words were sent to Tuptim, via a letter, using by English, even though, Balat and Tuptim were Siamese. In other words, they communicated each other in written ways, while, the form of speech was English language.

- Norms of Interaction and Interpretation

This refers to the specific behavior and property that attach to speaking and to how these are viewed by someone who does not share them e.g. loudness, silence, gaze (Wardough, 1998: 234). The example from *Anna and the king* is as follows:

King: Along with my eldest son... you shall now teach all my children. Come. (King entered the royal school)

Anna: (*silent while looking at king that had entered the royal school*)

(Taken from *Anna and the King*)

Anna was invited to Siam to be a tutor for the eldest son of the king. But the king ordered Anna to teach all the king's children. Anna's response is a silence. This silence indicated that Anna actually would mind teaching all king's children. However Anna could not say anything to the king, furthermore, the king had entered the royal school. Anna's silence is the norms of interaction. The minding coming from the silence by Anna is the indication of the interpretation, but in this case the king failed to recognize the norm of the interaction.

- Genre

Genre means category such as poem, myth, tale, proverb, riddle, curse, prayer, oration, lecture, commercial form letter, editorial, etc. it implies the possibility of identifying formal characteristics traditionally recognized

### C. Social Dimension Scales

To analyze a conversation, a researcher requires the understanding of social factors such as the participants, who are speaking, and to whom they are speaking, the setting or social context of the interaction, where they are

speaking, the topic, what they talking about, the function, and why they are speaking (Holmes, 1992: 12).

To analyze the social factors, it is required to analyze social dimension having close relationship with social factors. The social dimensions are:

### 1. The social distance scale concerned with participant relationship

The solidarity scale

Social distance

Intimate

distance

High solidarity \_\_\_\_\_ low solidarity  
(Holmes, 1992: 12-13)

Social distance is one of the factors that determines politeness behaviors (Leech 1983; Brown and Levinson 1987). The notion of social distance refers to the consideration of “the roles people are taking in relation to one another in a particular situation as well as how well they know each other”, which means the degree of intimacy between interlocutors. Brown and Levinson (1987) claim that politeness increases with social distance. On the other hand, Wolfson (1988) mentions that there is very little solidarity-establishing speech behavior among strangers and intimates because of the relative pre-existing familiarity of their relationship, whereas the negotiation of relationships is more likely to happen among friends.

### 2. The status scale concerned with participant relationship

The status scale

Superior

high status

Subordinate

low status

(Holmes, 1992: 13)

The scale points out the relevance of relative status in some linguistic choices (Holmes, 1992: 13). The role of social status in communication involves the ability to recognize each other's social position (Leech 1983; Brown and Levinson 1987; Holmes 1995). Holmes claims that people with high social status more tend to receive deferential behavior, including linguistic deference and negative politeness. Thus those with lower social status are inclined to avoid offending those with higher status and show more respect to them. It means that different status between participants also influences the conversation. If a participant is superior to other participants, the conversation will be different from the conversation between the participants with the same status. The difference is caught in the linguistic choices between the participants. The example is as elucidated below:

King : It is my pleasure that you live in the palace.  
 Anna : **But it is not mine**, Your Majesty.  
 King : You do not set conditions of your employment and you shall obey!  
 Anna : **May I respectfully remind His Majesty that I am not his servant, but his guest!**

(Taken from the film *Anna and the King*)

Because of her lower status, Anna refused King to live in the palace indirectly by giving some reasons or explanations. This would be different, when Anna should refuse someone else with the same status.

### 3. The Formality Scale Relating To the Setting or Type of Interaction

The formality scale



(Holmes, 1992: 13)

According to Holmes, this scale is useful in evaluating the influence of the social setting or type of interaction on language choice (Holmes, 1992: 13). It means that formal and informal condition will influence the choice of the language used by the speakers. The following example is taken from *Anna and the king*:

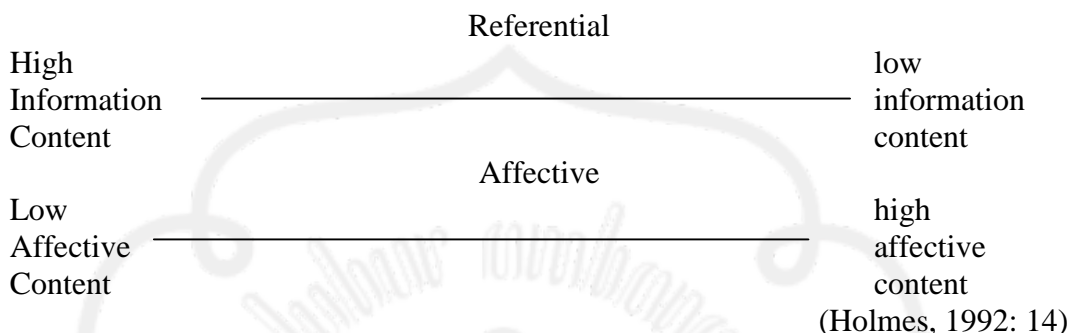
King Mongkut : The royal family.23 wives...42 concubines...58 offspring, and 10 more on the way each one unique, each one my hope for the future. Understand your surprise, not as many as emperor of China, but he did not spend half of life in monastery. King making up for lost time.  
 Louis : Mother, what's a concubine?  
 Anna : **shh!**

(Taken from The film *Anna and the King*)

The King would introduce his Royal Family to Anna and her son, Louis. During the talk, Louis wanted to know what was meant by a concubine, thus he asked his mother about it. Anna refused to answer the question expression **shh!**, indicating an order or a command. Anna asked Louis to be silent. They were in the formal situation. It was impossible for Anna to answer the question.

#### 4. Two Functional Scales Relating To the Purpose or Topic of the Interaction

The referential and effective function scales



This scale functions to show the basic and pervasive functions of language: language can convey objective information of referential kind and it can also express how someone is feeling (Holmes, 1992: 14). It means that affection that the speakers have will influence the functions of language use. Here is an example taken from *Anna and the King*.

King Mongkut	: Fa-ying loves the river, hmm?
Anna	: Yes, she told me all about her journey to Ayudyha. How it is the center of the universe.
King	: It is home to ancient ones and their many legends.

(Taken from *Anna and the King*)

Anna and King talked about legend. What they talked did not serve as affective function because the exchanged information was objective.

In the research, solidarity-social distance, status scale, and formality scale are social dimensions scales are going to used as elements to know why certain refusals come out.

#### D. Pragmatics

Mey (1993:5) states that pragmatics starts out from the conception of language as being used. This statement certainly leads to an understanding that pragmatics is essentially the science of language seen in accordance with to its uses and users. For this, pragmatics is not the science of language in its own right, or the science of language as seen and studied by the linguists, or the science of language as the expression of our desire to play schoolmarm. It is, however, the science of language as used by real, live people, for their own purposes and within their limitations and affordances (Gibson, 1979 in Mey, 1993:5).

On the basis of the concept of pragmatics as introduced by Mey above, many definitions of pragmatics are offered here.

Yule (1996:3) defines pragmatics as the followings: 1) the study of speaker meaning; 2) the study of contextual meaning; 3) the study of how more gets communicated than is said; and 4) the study of the expression of relative distance.

In the words of Levinson (1983:9-27) the definitions of pragmatics are described as mentioned below: 1) the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language; 2) the study of all those aspects of meaning not captured in a semantic theory; 3) the study of the relations between language and context that are basic to an account of language understanding; 4) the study of the ability of language users to pair sentences with the context in which they would be appropriate; and 5) the study of deixis (at least in part), implicature, presuppositions, speech acts, and aspects of discourse structure. In addition, Leech states pragmatics can be usually defined as the study of how utterances have meaning in situation.

Based on several definitions above, it can be stated that pragmatics is substantially the study of language in use both linguistically and socially (Yule, 1996 and Levinson, 1983). The study involves the interpretation of what people mean in a particular context and the context influences what is said.

To interpret the meaning of an utterance one should consider the relation between the language and its context. It also requires a consideration of: whom they are talking to, where, when, and under what circumstances the conversation carries out. Furthermore, studying Pragmatics, one can talk about intended meaning, the assumptions, the purposes, and kinds of actions

## **E. Context**

Levinson has pointed out the importance of context. He states that the language user must pair the sentences with the context in which, they would be appropriate (1983: 27). For this, it is necessary for speakers to recognize the context of the sentence using the word sentence because the context determines meaning (Frawley, 1992:36)

According to Malinowski in Halliday, context is defined as 'context of situation' which means the environment of the text (Halliday, 1989:6). As a result, by the context one of the possible meanings can be selected properly. As well as by the context, the meaning of the word sentence can also be identified by 'the presence of other words' (Robins, 1980:55)

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

In the case of speech act of refusal, the context of situation and the context of culture influence the speakers in expressing refusals and in

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

### E. Speech Acts

Refusing is a speech act. In order to accomplish their purposes in communication, people are said to perform intended actions while talking. Austin (1962) claims that there is a close link between speech acts and language functions. Accomplishing communicative actions in everyday life requires employing necessary words under appropriate circumstances. In other words, when we say something, we are simultaneously accomplishing a communicative action, that is, we are using words to perform actions in real world contexts. For example, when we say, "Could you please pass the dictionary to me?" we wish to achieve the goal of having the intended audience help us gain access to the dictionary.

Austin's main contribution to speech act theory is the axiom that by saying something, we actually do something. A speech act is a unit of speaking and performs different functions in communication. Austin (1962) believes that a single speech act actually contains three separate but related speech acts: **locutionary acts**, **illocutionary acts**, and **perlocutionary acts**. Whenever a speaker produces an utterance, he performs a **locutionary act**. This is simply the act of producing a linguistically well-formed, and thus meaningful, expression. Moreover, we usually do not make utterances without having any purposes. Take the previous example ("Could you please pass the dictionary to me?"). We not only utter that sentence but also intend the listener to pass us a dictionary. This kind of act via utterances which we produce with communicative purpose in mind is generally known as **an illocutionary act**. **The illocutionary act** is the function of the utterance that the speaker has in mind, i.e., the communicative purpose that is intended or achieved by the utterance. Another example is the statement "It's hot in here". This sentence can have the illocutionary force of a statement, an offer, an explanation, or a request. It might be uttered by someone who is experiencing heat in a crowded room to just comment on the weather. It can also be uttered by a person who intends to open the window so that everyone in the room can enjoy fresh air from outside.

**Perlocutionary acts** occur when we want a speech act to have an effect when we utter that statement. When saying "Could you please pass me the dictionary?" the speaker wishes the act of passing the dictionary to be performed: This is its precautionary force.

**The perlocutionary act** refers to the hearer's recognition of and response to the illocutionary act that is, the hearer may feel amused, annoyed, as a consequence of the speaker's utterance. Among the three acts, the

illocutionary act is regarded as the most important, as it is actually what the speaker wants to achieve through the action of uttering the sentence.

Yule (1996: 49) claims that, of these types of speech acts, the most distinctive one is illocutionary force: "Indeed, the term speech act is generally interpreted quite narrowly to mean only the illocutionary force of an utterance".

Searle (1975) proposes a five-way classification of illocutionary acts, which include:

1. Representatives: these speech acts constitute assertions carrying true or false values (E.g. statements);
2. Directives: in these speech acts, there is an effort on the part of the speaker to have the hearer do something (e.g. request, advice, command, questioning);
3. Commissives: speech acts of this kind create an obligation on the part of the speaker; that is, they commit the speaker to doing something (e.g. promises);
4. Expressives: these speech acts express an attitude or an inner state of the speaker which says nothing about the world (e.g. apologies, congratulations, compliments);
5. Declarations: speech acts in which declarative statements are successfully performed and no psychological state is expressed.

### G. Domain of Language Use

According to Joshua Fishman in Holmes, there are many typical interactions significant in describing patterns of code choices in many speech communities. Fishman in Fasold suggest that there are certain institutional contexts, called *Domain*, in which one language variety is more likely to be appropriate than the other. In other words, domains are taken to be a group of factors such as location, topic, and participant (Fasold, 1984: 183).

The following table which is taken from Joshua Fishman in Holmes shows five domains, which can be recognized in many communities (Holmes, 1992: 24).

Domain	Addressee	Setting	Topic	Variety/ Code
Family	Parent	Home	Planning A Family	.....
Friendship	Friend	Beach	How To Play Tennis	.....
Religion	Priest	Church	Choosing The Sunday Liturgy	.....
Education	Teacher	School	Solving A Math Problem	.....
Employment	Employer	Workplace	Applying For	.....



			Promotion	
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(Table 1 Five Domains by Fishman)

The following example might help to deepen the understanding of **domain:**

- Anna : My mind has taken me down many roads of late, all of which lead absolutely nowhere. What would Buddha say of that?
- King : That roads are for journeys, Mem... not destinations.
- Anna : **Don't your wives ever get jealous?**
- King : I do not understand significance of question.

(Taken from the film *Anna and the King*)

The conversation occurred in the field outside the palace. The participants were Anna and King Mongkut. They were playing golf for a picnic together the Royal Family. Anna told to the king how she was happy to have been invited to Siam, and her experience of going from place to place. Suddenly, Anna changed the topic of the conversation by questioning the King whether his wives ever got jealous one another. Although Anna was inferior, while King was superior, they were close each other and friends. Anna had the courage to ask the question because she was in the situation, in which she should speak as friend.

From the example above, it can be seen that domain is important in determining the kind of the conversation that will occur between participants, and in determining the code choice used by the participants.

## H. Socio-pragmatics

Socio-pragmatics is concerned with the analysis of significant patterns of interactions in particular social situations and / or in particular social systems, for example, speech acts may be realized differently in different social contexts and situations as well as in different social groups within a speech community.

Sociopragmatics is "the sociological interface of pragmatics" (Leech, 1983, p. 10) involving speakers' and hearers' beliefs built on relevant social and cultural values. Thus, sociopragmatics is part of Pragmatics.

A speaker needs to have sociopragmatic competence, the ability to adjust speech strategies appropriately according to different social variables such as the degree of imposition, social dominance and distance between participants of conversation, and participants' rights and obligations in communication (Harlow, 1990). Socio-pragmatics research emphasizes on the interaction aspects and knowledge of the social context in which a speech act occurs (Trosborg, 1994: 38). From the definitions above it can be stated that sociopragmatics is the study of pragmatics in its sociocultural context. Using sociopragmatic approach, the researcher analyzes refusal strategies by the characters of the film *Anna and the King* in which it is found many kinds of

refusal strategies according to different social variables such as social status and social distance.

### **I. Speech Act of Refusal**

“Refusal” means the speech act of saying “no” (Wierzbicka 1987: 94), expressing the addressee’s non-acceptance, declining of or disagreeing with a request, an invitation, a suggestion or an offer. More clearly, refusing means, essentially, saying ‘no, I will not do it’ in response to someone else’s utterance, in which he has conveyed to us that he wants us to do something and that he expects us to do it.” (*ibid.*). This Face Threatening Act (FTA) leads to a tendency on the part of the speakers to make use of certain strategies such as indirectness and polite expressions in order to avoid conflict (Brown and Levinson 1987).

In everyday life, it is not easy to refuse. For a given flat refusal, it may be interpreted as more than just the refusal itself. In contrast, it can create a feeling of discomfort in both the requester and requestee.

In response to requests, invitations, offers, and suggestions, acceptance or agreement is usually preferred and refusing or rejecting is not. Refusals and rejections can mean disapproval of the interlocutor's idea and therefore, a threat to the interlocutor's face. While acceptance or agreement tends to be used in direct language without much delay, mitigation, or explanation, refusals tend to be indirect, include mitigation, and / or delay within the turn or across turns. The delay probably shows that the refuser has a good reason for refusing and may imply that the refuser would accept or agree instead if it were possible or practical.

Refusals often include explanations/reasons why such refusals are necessary. The refusal strategies function to comfort the recipient of the refusal that s/he is still approved of but that there are necessary reasons for the refusal, and that the refuser regrets the necessity for the refusal. Such various refusal strategies included in these lists below are based on Beebe, Takashi, and Uliss-Weltz (1990).

#### **I. Direct**

- A. Performative
- B. Non-performative statement
  - 1. “No”
  - 2. Negative willingness ability

#### **II. Indirect**

- A. Statement of regret / apology
- B. Wish / hope
- C. Excuse / reason / explanation

- D. Statement of alternative, for example,
  1. I can do X instead of Y
  2. Why don't you do X instead of Y
- E. Set condition for future or past acceptance
- F. Promise of future acceptance
- G. Statement of principle
- H. Statement of philosophy
- I. Attempt to dissuade interlocutor
  1. Threat/statement of negative consequences to the requester
  2. Guilt trip
  3. Criticize the request/requester, negative opinion etc.
  4. Request for help, empathy, and assistance by dropping or holding the request.
  5. Let interlocutor off the hook
  6. Self defense
- J. Acceptance that functions as a refusal
  1. Unspecific or indefinite reply
  2. Lack of enthusiasm
- K. Avoidance
  1. Nonverbal
    - a. silence
    - b. physical departure
  2. Verbal
    - a. Topic switch
    - b. Joke
    - c. Repetition of part of request, etc.
    - d. Postponement
    - e. Hedging
    - f. Ellipsis
    - g. Hint

### III. Adjuncts to Refusals

- A. Statement of positive opinion / feeling of agreement
- B. Statement of empathy
- C. Gratitude / appreciation

Some of the semantic formulae in Beebe and Takahashi (1990) were not found in the data of this research, therefore they were removed from the list of semantic formulae and the discussion. There were also some semantic formulae which had been added, as they appeared in the data many times, they were *Set Condition*, *Request for Clarification or Information*, *Question*, and *Command*. Here are the explanations of the refusal strategies.

#### A. Direct Refusal Strategy

##### 1. Performative

According to Leech (1983: 215), performatives are “self-naming utterances, in which the performative verb usually refers to the act in which the speaker is involved at the moment of speech”.

For example: *I refuse to cancel the class.*

## 2. Non-performative statement

### a. "No"

In this strategy, refusals are performed by a flat "no" with no internal modification. The word "No" is a direct way of refusal. Saying "No" to someone is an FTA. It is usually followed by language softeners, except in a few cases, when people are extremely direct. For example: *No!*

### b. Negative willingness ability

This category includes some expressions which contain negations. Negation can be expressed by the negative particle "Not", or by using any word that semantically negates a proposition. For example: *I can't lend you my car.*

## B. Indirect Refusal Strategy

Gudykunst and Ting-Toomey (1988) state that the indirect verbal style "refers to verbal messages that camouflage and conceal speakers' true intentions in terms of their wants, needs, and goals in the discourse situation" (p.100). The indirect continuum consists of the following strategies:

### 1. Statement of regret / apology

The words "sorry", "regret", "pardon" mean that someone has made a mistake, and feels bad about that so he or she asks for forgiveness (apology). Statements that contain these words are classified as regret/apology.

For example: *I'm sorry that I don't have enough money to lend you.*

### 2. Statement of wish / hope

In this category, the character indirectly refuses the request by indicating a wish. For example: *I wish I can do it for you.*

### 3. Excuse / reason / explanation

The character indirectly refuses the request by indicating some reasons, which may be general or specific. For example: *I have an important meeting tonight.*

### 4. Statement of alternative

While the character cannot adhere to the request, he or she suggests an alternative in which the request can be fulfilled. Chen, Ye, and Zhang (1995) observed that alternatives are used to "soften the threatening power of refusals" (133). For example: *What about you asking Belinda to do it for you?*

### 5. Promise of future acceptance

In some situations, the refusal may contain a promise that the requests will be accomplished at later time, when there are favorable conditions for its completion. For example: *I'll buy it for you on your next birthday.*

### 6. Statement of principle

In this category, the character indicates a statement which he or she has followed for a long time. Thus if he or she comply with the request at that time, he or she might violate the principle. For example: *I never lend money to strangers*

### 7. Statement of philosophy

Some people want to express what they think about a request by giving their viewpoint or belief in something. For example: it's OK. *Everybody makes mistakes*, you don't need replace the vase.

#### 8. Criticize the requester / Negative Opinion

The character attempts to dissuade the interlocutor by criticizing the requester or giving a negative feeling or opinion. For example: *Who do you think you are?* / *That's a terrible idea*

#### 9. Request for help, empathy, and assistance by dropping or holding the request.

For example: *hopefully you can excuse me from going this thing.* Because I have important plans I've had for months, you know, to attend a wedding.

#### 10. Request for clarification or information

Before deciding to refuse or accepting a request or an invitation, someone may ask for a clarification of the request or the invitation. For example: *but when will the party be held?*

#### 11. Silence

Sometimes someone avoids giving an answer to a question by saying no words. This silence at times indicates hesitation whether he refuses or accepts something or someone else.

#### 12. Physical departure

This strategy is usually performed when someone avoids giving an answer to a question by leaving the speaker. This non-verbal strategy sometimes follows other refusal strategies, such as giving a reason, an apology and so soon.

#### 13. Topic Switch

To direct the conversation away from request, requestee may change the topic of the conversation. By this topic switch, the request is hoped to be dropped.

For example:

Budi : There is a new film, Mom,

Mother: What is it?

Budi : "Kuntilanak beranak", Mom. May I see the film?

Mother: *Mom will visit Father in the hospital. The doctor said he get worse.*

#### 14. Repetition of part of request

A requester may refuse something or someone by repeating part of request. For example: *what? Borrow money?*

#### 15. Question

A simple question may be used to indicate someone refuses a request or opinion. For example: *Could you help me to do my homework, mom? Can't you see that I'm cooking now?*

#### 16. Command

Command can also be used to refuse something or someone; however, this can offend requestee since this can threaten the face. For example: Could I have a glass of water, madam? I'm very thirsty. *Go from my home, beggar!*

#### 17. Set Condition

Setting conditions mean that the speaker uses a hypothetical condition as a reason for refusing. For example: Alice: Liz, let's go now.

Liz : Should we wait for Alice?

Alice: *If she wanted to see the film, she would be here.*

### C. Adjuncts to Refusal

These strategies include adjuncts which function as extra modifications to protect the speaker's positive face. These expressions are usually used before or after the main of refusals. Here are some examples of adjuncts of refusal.

#### 1. Statement of positive opinion

For example: *I'd love to, but...* or *it's OK but...*

#### 2. Statement of empathy

For example: *I realize you are in a difficult situation.*

#### 3. Statement of Gratitude

For example: *I'm very grateful but*

### J. Politeness

#### 1. Notion of face

In delivering a refusal, the speaker should consider the ways to maintain the harmonious relationship between the speaker and the hearer. The speaker is suggested to have some refusal strategies to avoid offending the hearer. The speaker cannot perform a refusal directly at anytime and any situation. He needs consider when and where he should perform the refusal and to whom the speaker speaks.

Besides, the speaker should save the hearer's face. Face is defined as every individual's feeling of self-worth or self-image. Face is something that is emotionally invested, and that can be lost, maintained, or enhanced and must be constantly attended to in interaction (Brown and Levinson, 1987: 66).

In everyday discourse, the speakers often defer to interlocutors by avoiding subtle and personal topics, they reassure our partners, avoid open disagreement. If they realize that their messages are not clear to the listeners, they highlight important items and mark background information. When the speakers do not understand other persons, they give non-verbal or non-threatening feedback to that effect. By doing so, the speakers are taking the "face" of both the speakers and of the hearers into account.

According to Goffman (1967), there may be several reasons why people want to save their face. They may have become attached to the value on which this face has been built, they may be enjoying the results and the power that their face has created, or they may be nursing higher social aspirations for which they will need this face. Goffman also defines "face work", the way in which people maintain their face. This is done by presenting a consistent image to other people and one can gain or lose face by improving

or spoiling this image. The better that image, the more likely one will be appreciated. People also have to make sure that in the efforts to keep their own face, they do not in any way damage the others' face.

Yule (1996: 62) divides face into two types, namely:

- a. Positive face: the wish that one's wants to be desired by others, by either the speaker, or the addressee, or both. A person's positive face is the need to be accepted, even liked by others, treated as the member of some groups and to know that his wants are shared by others.
- b. Negative face: the desire not to be imposed upon by others, the need to be independent or to have freedom of action, not impeded or imposed on by others.

This dimension also provides the basis for a distinction between two different types of politeness. Politeness is employed to show awareness of others' face. George Yule proposes two kinds of politeness, namely positive politeness and negative politeness (Yule, 1996: 64).

A positive politeness strategy leads to achieve solidarity through offers of friendship, the use of compliments and informal language form such as slang. Meanwhile, negative politeness strategy leads to deference, apologizing, indirectness, and formality in language use and this strategy also manifests itself in the use of conventional politeness markers, deference markers, and minimizing imposition on the hearers. Relating to refusals, a positive politeness manifests itself, for instance, in the use of gratitude before refusing meanwhile, a negative politeness, in the use of statement of regret or apology.

## **2. Face-threatening acts**

In daily communication, people may give a threat to another individual's self-image, or create a "face-threatening act" (FTA). These acts impede the freedom of actions (negative face), and the wish that one's wants be desired by others (positive face) – by either the speaker, or the addressee, or both. Requests potentially threaten the addressee's negative face because they may restrict the addressee's freedom to act according to his/her will (Holtgraves 2002: 40). Refusals, on the other hand, may threaten the addressee's positive face because they may imply that what he or she says is not favored by the speaker. In an attempt to avoid FTAs, for instance, refusal, interlocutors use specific strategies to minimize the threat according to a rational consideration of the face risk to participants.

## **K. the Reviews of Related Studies**

In this subchapter, the researcher includes some reviews of studies related to this study. These studies are considered as parts of source of insights for this research. The first was conducted by SF Luthfie AP in 2005 entitled *How the Characters in Role Playing Game Entitled Metal Gear Solid Say No without Saying No*. The study was aimed at knowing what ways the characters in the RPG game Metal Gear Solid chose to perform indirect refusal, how the characters performed the ways to perform indirect refusal and why they used the ways to perform indirect refusal. This study analyzed refusals by using the theory of indirect refusal by Joan Rubin

The results of the research showed that there were seven ways to perform indirect refusals: *silence, hesitate, postponement, put blame on a third party or something that you have no control upon it, avoidance, divert and distract, and say what is offered is inappropriate*. The ways of performing the indirect refusals came along with falling tones and facial expressions which determined the meaning of the refusals. The reasons why the characters used the indirect refusals were the factor of personal reasons, social distance and social status, domain of friendship, family, and employment.

The research conducted by Luthfie AP had the relationship with this study. Both studies had the same topic of study and the same problems, namely the speech act of refusal and both also took socio-pragmatics approach. The differences between Luthfie's research and this study are that Luthfie took only indirect refusals to be analyzed. Meanwhile, the researcher of this study took both direct refusals and indirect refusal. Luthfie took the theory of refusal by Joan Rubin by analyzing the indirect form of refusal whereas the researcher employed the theory of refusal by Beebe *et al* (1990). The researcher analyzed not only indirect refusals but also direct refusals, and combinations of refusals including the combination of direct refusals, the combination between direct refusals and indirect refusals or vice versa, and the combination of indirect refusals. Besides, the researcher also analyzed combinations between *adjuncts to refusal* (a new term introduced by Beebe) and refusals, either direct or indirect refusals. The study conducted by Luthfie became one of references for the researcher in conducting this research.

Another research related to this study was the research conducted by Elvandari (2007) entitled *An Analysis on the Use of Second Person Address in the movie "Anna and the King"*. The results of the analysis of the research showed that there were six kinds of second person addresses used by the characters of the movie. The function of the second person address was mostly to show respect to the addressee.

The research was also related to this study. Both took the same source of data, namely the film entitled *Anna and the King*. The research gave the researcher inspiration to conduct research by using the same source of data. Furthermore, the result of the research also helped the researcher in analyzing the data of the research, especially the finding about the communicative function of the second person addresses in accordance with social status and social distance.

There were differences between Elvandari's research and this research. Elvandari's research took second person address terms meanwhile; this research took the speech act of refusal as the topic of the research. Moreover, the approach of the research was also different. The former took sociolinguistics approach; whereas, the latter used socio-pragmatics approach.

#### **L. Synopsis of the Film Anna and the King**

*Anna and the King* is a 1999 [motion picture](#) loosely based on [Anna and the King of Siam](#), the story of [Anna Leonowens](#), who was an English



schoolteacher in Siam, now [Thailand](#), in the 19th century. The film is a [remake](#) of [Anna and the King of Siam](#), but differs in many respects from that picture and also from the related musical, [The King and I](#).

The film was directed by [Andy Tennant](#) and stars [Jodie Foster](#) and [Chow Yun-Fat](#). It was mostly shot in [Malaysia](#), particularly in the [Penang](#) and [Ipoh](#) region. It was an Academy Award nominee in 2000 for [Best Art Direction](#) and [Best Costume Design](#).

The film begins by following the story of [Anna Leonowens](#) and King Mongkut as it is usually told; Anna is a widow who has come to Siam with her son Louis to teach English to the 58 royal children. She is a strong-willed, intelligent woman and this pleases the King, who wants to modernize his country to keep it safe from the threat of colonialism, while protecting many of the ancient traditions that give Siam its unique identity.

Anna is enchanted by the royal children, particularly Princess Fa-ying ([Melissa Campbell](#)). The little girl identifies with the spirit of the playful monkeys who live in the trees of the royal garden. When she suddenly takes ill of cholera, Anna is summoned to her chambers to say goodbye. She gets there just as Fa-ying dies in Mongkut's hands, and the two mourn together. Sometime later, when the King finds that one of the monkeys has "borrowed" his glasses, as his daughter used to do, he is comforted by his belief in [reincarnation](#) and the idea that Fa-ying may be reborn as one of her beloved animals.

In order to win the favors of Britain, the King orders a luxurious reception, and delegates Anna to organize it. During the reception, the King verbally argues graciously and wittily with Sir Kincaid, of [East India Company](#), who accuses Siam of being a superstitious nation. At the end of the reception, the King dances with Anna.

Lady Tuptim ([Bai Ling](#)), the King's new favorite concubine, was already engaged when brought to the court. The King is kind to her, but she's too unhappy and at last runs away, disguising herself as a young man and joining the monastery where her former fiancé, Khun Phra Balat, lives. She is tracked down and brought back to the palace, imprisoned, and initially caned along with her Balat. Although the King intended to mitigate the severity of the final charges, Anna, in front of the entire court, insists that the King be merciful, severely limiting the King's ability to sanction a lesser punishment out of political and cultural concern that it would appear as though he had been lenient because of Anna's insistence; Tuptim and Balat are beheaded in front of the entire court, despite the well held belief that the sentence is monstrously unfair.

The political aspects of the story are completely fictional: Siam is under siege from what appears to be a [British](#)-funded [coup d'état](#) against King Mongkut, using [Burmese](#) soldiers. Mongkut sends out his brother [Prince Chaofa](#) and his military advisor General Alak to investigate.

However, it turns out that Alak is the man behind the coup and he turns on and kills Chaofa. He then flees Siam into Burma where he summons and readies his troops to invade Siam and kill the King and his children.

With Anna's help, the king manages to hide his children and his wives in a safe place. Then he goes with the few soldiers he has to face Alak. Siamese soldiers place high explosives on a wooden bridge high above a canyon floor, as Alak and his army approaches. The King orders his "army" to stay back and rides to the bridge with only two soldiers. Alak, in front of his army, confronts the King on the bridge.

Anna and Louis then orchestrate a brilliant deception from their hiding spot in the forest: Louis uses his [horn](#) to replicate the sound of a bugle charge, as Anna "attacks" the area with harmless fireworks. The ploy works as the Burmese, believing the King has brought British soldiers, retreat in a panic. Alak attempts to recall them, but his efforts prove to be futile. Alak stands alone, but the King refuses to kill him, saying that Alak should have to live with his shame. As the King turns to ride back to Siam, Alak picks up a gun and aims at the King, but the explosives are detonated, blowing the bridge pieces, and Alak along with it.

At the end of the movie, the King has one last dance with Anna, and realizes that it is conceivable for one man to be pleased by only one woman. Anna returns to England with Louis. The King's son takes over, and abolishes slavery.

### CHAPTER III RESEARCH METHODOLOGY

#### A. Type of Research

This research is descriptive qualitative research. This is descriptive because the research tries to describe the phenomena from the data analysis by collecting, classifying, analyzing and interpreting the data as Surachmad (1968, 147) states that a descriptive method is a kind of research method using the technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion.

Furthermore, the research is qualitative because it focuses on describing the data collected in form of words and sentences. Moleong (1990: 3) states that qualitative method refers to the research procedure which brings about description of data in form of written or spoken words and behaviors available to be analyzed.

#### B. Data and Data Source

Data source is the subject from which the data are obtained (Arikunto, 1986: 162). The main data were taken from the film entitled *Anna and the king*. Since the research was qualitative, the data were in forms words and sentences. In this case, the data were in the forms of the English dialogues containing the refusal expressions. The data were collected by watching the film several times and transcribing dialogues containing the refusal expressions.

#### C. Sample and Sampling Technique

In qualitative research, samples are not taken from the population since the selection is the intended to take the generalization of the population but to

gain the depth of information of the field of study. According to Sutrisno Hady, sample is a part of representation of the data being observed (1983: 112), whereas, sampling technique is the way used by the researcher to select the samples of the data (Hady, 1983: 75). In the film *Anna and the King*, there were many dialogues containing the refusals. A purposive sampling technique with certain criteria was employed to get the sample of the data. The criteria were as follows:

1. The sample contains the English dialogues only. In the film *Anna and the King*, the characters speak two languages, English and Siamese, because the research focus English language study, the researcher only takes the English dialogues
2. The sample contains the dialogues involving Anna as the main character of the film
3. The sample contain the refusal expressions

#### **D. Data Validity**

Data validity is important in research. In order to ensure the validity of the data, the technique of Triangulation was taken.

Sutopo (2002:78-80) says that triangulation is the most common used to improve the data validity in a qualitative research. Patton in Sutopo (2002:78) says that there are four types of triangulation technique: data triangulation, investigator triangulation, methodological triangulation and theoretical triangulation. Therefore, the technique of data validity that was used in this study was triangulation.

In the research, Triangulation technique that was used by the researcher is data triangulation or source triangulation. The data taken from one source can be stated it is valid when the data are compared with the same kind of data taken from another source of data.

The data of this research were taken from the different sources, they were:

1. Video CDs of the film entitled *Anna and the king* as audio and visual source of data
2. Subtitle of the film *Anna and the king* taken from <http://www.subtitles-divx.net/5062/Anna+and+the+King.html> referring to the written source of the data.
3. Notes that was taken from the result of comparing the data from the subtitle and the film *Anna and the King*. By comparing the data taken from the subtitle with those from Video CDs, the valid data can be taken.

#### **E. Research Equipments**

In this research, the researcher is the instrument of the research. However, the researcher needs some supporting equipments the research. Here the researcher took some supporting equipments:

1. A VCD player: to play the CDs of the film and to repeat particular scenes showing the dialogues containing the speech of refusals.
2. A television set: to display the picture of the film from the VCD player
3. A Computer set with its media player: as the alternative instrument to play and display the film when the researcher was doing the analysis of the data.

## F. Technique of Collecting Data

In collecting the data, the researcher took the following steps:

1. Seeking for the film entitled *Anna and the King* as the main data source of the research
2. Looking for the subtitle of the film entitled *Anna and the King* in the internet
3. Replaying the film entitled *Anna and the King* several times to understand the story
4. making a note by comparing the data from the film with the data from the subtitle of the film taken from the internet
5. Transcribe the dialogues containing the refusals by the characters of the film
6. Giving the marks on certain parts of the dialogues such as bold marking on the utterances containing the refusals
7. Coding the data

## G. Data Coding

the data coding was done to make the analysis of each datum easier. The data coding was based on the order of the datum number, the number of disc of the film, the status of the interlocutor or the refuser, the form of refusal, and the semantic formulas of the refusals.

The data coding is as follows:

1. 01, 02, and so forth : refers to the datum number
2. Disc 1 : refers to the number of the Disc
3. Low/ High/ Equal : refers to the status of the interlocutor or refuser
4. DR/IR/CR : refers to the form of the refusals
5. NN, NWA, and so fort: refers to semantic formulae of the refusals.
  - DR : **D**irect **R**efusal
  - IR : **I**ndirect **R**efusal
  - CR : **C**ombination of **R**efusals, between Direct and Indirect or vise versa, between Direct Refusals, between Indirect Refusals, and between Adjuncts of Refusal and refusals either direct or indirect
  - NN : **N**on-performative “**N**o”
  - NWA : **N**egative **W**illingness **A**bility
  - SWP : **S**tatement of **W**ish/ **H**ope
  - ERE : **E**xcuse / **R**eason / **E**xplanation
  - SA : **S**tatement of **A**lternative
  - PFA : **P**romise for **F**uture **A**ceptance
  - SP : **S**tatement of **P**rinciple
  - SPs : **S**tatement of **P**hilosophy
  - CRNO : **C**riticize the **R**equester / **N**egative **O**pinion
  - RHHR : **R**equest for **H**elp by **H**olding the **R**equest
  - RCI : **R**equest for **C**larification or **I**nformation
  - S : **S**ilence

- PD : Physical Departure
- TS : Topic Switch
- H : Hint
- Q : Question
- C : Comment
- SC : Set Condition
- SRA : Statement of Regret / Apology
- RPR : Repetition of Part of Request
- PO : Positive Opinion
- SG : Statement of Gratitude
- SE : Statement of Empathy

The example of the data coding *01/Disc1/Higher/CR/SC-ERE* means:

1. It is the datum number one
2. The datum was found in disc number one
3. The status of the refuser is higher
4. The form of refusal strategy is combination of refusal
5. The refusal strategies or semantic formulae used are set condition and excuse/ reason/ explanation

#### **H. Research Procedure**

The research procedure was meant to set up the direction in conducting the research. This research was conducted in the following steps:

1. Replaying the film *Anna and the king* several times
2. Comparing the data taken from the film with those taken from the subtitle of the film taken from the internet. Determining the dialogues that contain the refusal expressions and then transcribe them into lists of dialogue.
3. Giving the marks on particular parts of dialogues containing the refusal expressions.
4. Analyzing the data completely to answer the problem statements
5. Drawing the conclusion

#### **I. Technique of Data Analysis**

In analyzing the data, the researcher did the following steps:

1. Classifying the types of refusal strategy based on their forms
2. Describing the context of situation of the conversation including the participants, the topic of the conversation and the end of the conversation
3. Analyzing the data to answer the problem statements, including determining the forms of refusals, describing the refusals based on semantic formulas by Beebe(1990), Hymes' theory of organization of SPEAKING, and Holmes's theory of social domain and politeness theory to answer how the characters perform the refusals, and why the characters employ the refusal or the social functions of the refusals.
4. Drawing the conclusion based on the data analysis

### **CHAPTER IV DATA ANALYSIS**

#### **A. Introduction to Data Analysis**

The main part of the research is data analysis. The analysis answered the

problem statements in CHAPTER I: what the refusal strategies are performed by the characters of the film entitled *Anna and the King* and why did the characters employ the refusal strategy.

In analyzing the data, the theory of refusal by Beebe *et al* (1990) was used to classify the types of refusal. Meanwhile, Ethnography of Communication, Hymes' theory of Organization of SPEAKING and Holmes' theory of social domain were applied to know the factors of why the characters performed the refusal strategy. In order to achieve the goals above, the analysis of the research is arranged as follows:

**1. The refusal strategies performed by the characters in the film entitled *Anna and the King***

This part describes the kinds of refusal strategies performed by the characters based on Beebe *et al* (1990).

**2. Reasons why the characters of the film *Anna and the King* employed the refusal strategy**

It contains the explanation about the factors that cause the characters to choose certain refusal strategies.

Each part of the analysis of the data, the description of the context of the conversation is presented. This part consists of the setting of the conversation, the participants of the conversation and the end of the conversation then the interpretation of data is presented.

In this analysis, the researcher took only the dialogue that involved Anna, as the main character of the film. The characters of the film are divided into three groups according to their status compared to Anna's status, namely, Higher, Equal and Lower.

Table 2 shows the characters of the film *Anna and the King* and their status.

STATUS	CHARACTERS
<b>HIGHER</b>	King Monkut
	Kralahome
	Prince Chulalongkorn
	Lady Thiang
	Tuptim
	The Bradley
<b>EQUAL</b>	Mr. Kincaid
<b>LOWER</b>	Louis
	Moonshe
	Beebe

(Table 2. Characters of the Film *Anna and the King*)

From the film *Anna and the King*, there were 52 data containing the acts of refusing to be analyzed. The data were then classified and analyzed based on sequences of semantic formulae provided by Beebe *et al* (1990). For example, a mother refuses a request for buying a robot for her son by saying "I'm sorry, dear, I don't have enough money". This will be analyzed as [statement of regret/apology] + [excuse/reason/explanation]. In the process of

coding, some of the semantic formulas in Beebe and Takahashi (1990) were not found in the data, and were therefore removed from the list of semantic formulas. There were also some semantic formulas which the researcher added, as they appeared in the data many times.

In the film, refusals were divided into three categories, namely direct refusal, indirect refusal and combination of refusals. In doing analysis, sub-classifications were presented. The categorizing of the refusals was based on the choice of semantic formulas. Therefore, each form of the act of refusing, either direct, indirect, or combination of refusals was analyzed based on the semantic formulas.

The following table shows sub-classifications of the three categories of the refusal strategies found in the data of the research and the number of the data in each subcategory.

REFUSAL STRATEGY		CODE	HIGHER	EQUAL	LOWER
D I R E C T	Negative Willingness Ability	<i>NWA</i>	1		
I N D I R E C T	Statement of Wish / Hope	<i>SWP</i>	1		
	Excuse / Reason / Explanation	<i>ERE</i>	5		7
	Statement of Alternative	<i>SA</i>			1
	Promise for Acceptance	<i>PFA</i>			2
	Statement of Principle	<i>SP</i>			1
	Statement of Philosophy	<i>SPs</i>			1
	Criticize The Requester / Negative Opinion	<i>CRNO</i>		3	
	Request for Help by Dropping Request	<i>RHHR</i>			1
	Request for Clarification or Information	<i>RCI</i>	1		
	Silence	<i>S</i>	1		2
	Topic Switch	<i>TS</i>	2		1
	Hint	<i>H</i>	1		
	Question *	<i>Q</i>		1	
	Command *	<i>C</i>	2		1
Set Condition	<i>SC</i>	1		1	
C O M B I N A T I O N	Direct + direct	[non-performative "no" + negative willingness ability]	<i>NN-NWA</i>		2
	Direct + Indirect	[non-performative "no"+excuse/reason/explanation]	<i>NN-ERE</i>	1	
		[negative willingness ability]	<i>NWA-ERE-Q</i>		1

	+ excuse/reason/e xplanation + question]					
	[Request for clarification or information+ Repetition of part of request+ Negative willingness ability]	<i>RCI-RPR- NWA</i>				1
Indirect + Indirect	[statement of regret/apology + excuse/reason/e xplanation]	<i>SRA-ERE</i>	1			5
	[ Set condition and excuse/reason/e xplanation]	<i>SC-ERE</i>	1			
Adjunct to refusal + indirect	[Gratitude + excuse/reason/e xplanation ]	<i>SG-ERE</i>	1			
	[Statement of empathy + criticize the requester/negativ e opinion].	<i>SE-CRNO</i>	1			
[Adjunct to refusal + indirect refusal + direct refusal]	[Gratitude + positive opinion + excuse/reason/e xplanation + statement of regret/apology + negative willingness + physical departure]	<i>SG-SRA- NWA</i>				1
NUMBER			20	4		28
TOTAL DATA						52

(Table 3. The Refusal Strategies in the Film *Anna and the King*)

Those with \* are not in the list from Beebe and Takahashi (1990), and have been added for the purposes of the present investigation to handle different aspects of the data.



## B. Data Analysis

This sub-chapter discusses the use of the refusal strategies by the characters of the film entitled *Anna and the King* and the reasons why the characters employ certain refusal strategies.

### 1. The refusal strategies performed by the characters in the film entitled *Anna and the King*

Based on the analysis of the data of the research, there were three forms of the refusal strategies employed by the characters in the film entitled *Anna and the King*, namely direct refusal, indirect refusal and combination of refusals. The description of each form of the refusal is as follows:

#### a. Direct Refusal

This form of refusal is signaled by the use of denying vocabulary, such as “no” or “not” or statements showing unwillingness or inability.

##### 1) [Negative Willingness Ability]

This category includes some expressions which contain negations. The negations can be expressed by the negative particle “Not”, or by using any word that semantically negates a proposition. One single datum belonged to this category was found, with the datum code *17/Disc1/Higher/DR/NWA* and here is the analysis of the datum.

*17/Disc1/Higher/DR/NWA*

Louis : 997...998... 999... 1, 000. Finished.

Anna : You may go home.

Louis : Aren't you coming?

Anna : **Not until Prince Chulalongkorn finishes his task.**

#### The description of context

The conversation happened in the royal school in the evening. The participants of the conversation were Anna and Louis. Louis and Prince Chulalongkorn were punished by Anna, their teacher because they quarreled or fought each other. They were asked to write down on the blackboard the words indicating their promise not to fight anymore. Louis finished the task but Prince Chulalongkorn did not. Even, the prince did not do the task at all. Finishing the task, Louis was allowed to go home. Before going home, Louis asked to Anna whether or not she would come home.

#### The Interpretation of data

The datum above shows that Anna performed a refusal. She refused to go home with Louis. The refusal is marked by the by expression **Not until Prince Chulalongkorn finishes his task**. According to Beebe *et al* (1990) the refusal can be categorized as *Negative Willingness Ability*. This expression indicated that Anna could not come home until the prince finished his task, namely, writing down on the blackboard the expression of promising not to fight anymore. Anna refused to go home with Louis because Prince Chulalongkorn had not finished the task yet. Even, the prince did not do the task at all. Therefore, the expression **not until Prince Chulalongkorn finishes his task** revealed not only a refusal but also a reason why Anna

refused to go home with Louis.

In expressing her refusal Anna employed a direct refusal strategy. This was signaled by the use of a negation marker “**not**”. The refusal was expressed in serious manner indicating how strong the force of the refusal. Anna felt that she had to be fair to all her students, including to Prince Chulalongkorn, even though the prince was the son of a king. If her responsibility had been accomplished, she would go home

#### **b. Indirect Refusal**

Gudykunst and Ting-Toomey (1988: 100) state that the indirect verbal style “refers to verbal messages that camouflage and conceal speakers’ true intentions in terms of their wants, needs, and goals in the discourse situation”. The indirect refusals that were found in the data of the research were as follows:

##### 1). [Statement of Wish/ Hope]

In this category, the characters indirectly refuse the request by indicating a wish or a hope. In the data of the research, it was found one datum containing this strategy. Here is the analysis of the datum.

*12/Disc1/Higher/IR/SWH*

Anna : “Good. Then His Majesty will appreciate why having a home outside the palace walls is of such great importance for us, a home which had been promised, but so far has not been provided.”

King : *(with a smile)* “**It is my pleasure that you live in the palace.**”

#### **Description of context**

The conversation took place in front of all members of the Royal family and the Royal officers. The participants were Anna and King Monkut. Anna was invited to Siam to be a teacher. The king introduced Anna and his son to all members of the Royal family. As the king’s guest, Anna was flattered with the king’s welcome. At first, the conversation ran well. King understood Anna’s hope, living in Siam with her own tradition. However, they were then arguing about the home that had been promised by the king.

#### **The Interpretation of data**

In the dialogue above, Anna reminded King Mongkut about the home that had been promised by him. On the other words, Anna wanted the king to keep the promise by providing her with a home outside the palace wall. However the king refused Anna’s want and this was indicated by the expression **it is my pleasure that you live the palace.**

According *Beebe et al (1990)*, the refusal strategy performed by the king can be categorized as *statement of hope/wish*. The expression **it is my pleasure that you live the palace** reveals that King Mongkut refused Anna’s want to have a home outside the palace walls by giving a hope that Anna was willing to live in the palace.

In delivering the refusal, the king employed indirect refusal with no the use of “NO”. The king used *statement of Wish/Hope* to lessen the impression that indicate that he was a king who broke his own promise, that is, by hoping Anna to live in the palace. The king wanted to show Anna his goodwill by

giving the *Statement of Wish/Hope*. This strategy showed positive politeness. With a smile and low tone, King Mongkut conveyed *the statement of Wish/Hope*. These added this goodwill. The phrase “**It is my pleasure**” also mitigated the refusal and the impact of the refusal itself. The king with the pleasure wished that Anna would live in the palace. This could arouse a better impression in front of Anna, all members of the Royal family and the Royal officers.

2). [Excuse / reason/ explanation]

The character indirectly refuses a request by indicating some reasons which may be general or specific. There were 12 data under this category. The data codes are as follows: 04/Disc1/Higher/IR/ERE, 13/Disc1/Lower/IR/ERE, 14/Disc1/Higher/IR/ERE, 21/Disc1/Lower/IR/ERE, 22/Disc1/Lower/IR/ERE, 25/Disc1/Lower/IR/ERE, 27/Disc1/Higher/IR/ERE, 28/Disc1/Higher/IR/ERE, 30/Disc1/Low/IR/ERE, 38/Disc1/Lower/IR/ERE, 41/Disc2/Lower/IR/ERE, 49/Disc2/Higher/IR/ERE.

From the analysis of the data, it was seen that by the refusal strategy the *statement of excuse/reason/explanation*, the speaker tried to refuse by giving explanations or reasons why he or she was refusing, or by the explanation, the speaker wanted the understanding of the hearer in order not to offend the hearer. Here are some analyses of the data that showed these phenomena.

04/Disc1/Higher/IR/ERE

The interpreter : How did he die?

Anna : Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.

The interpreter : *(silent)*

Kralahome : **In Siam, sir...it is custom to first ask questions of personal nature to be polite.**

### The description of context

The conversation took place in the prime minister's private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how did her husband die. Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions. Suddenly the prime minister responded Anna's request in English.

### The interpretation of data

From the conversation above, it was stated that Kralahome performed a refusal. This was marked by the expression **In Siam, sir...it is custom to**

**first ask questions of personal nature to be polite.** Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In the order, words, Anna indirectly asked Kralahome not to ask any personal question. However, the prime minister did not comply with the request. The strategy of refusal chosen was *excuse/reason/explanation*. This strategy explained the reason why Kralahome kept asking Anna the personal questions and refused Anna's request to stop asking her the questions. The prime minister explained Anna that it was custom to first ask questions of personal nature to be polite meaning that any stranger, including Anna, who came to Siam needed to be asked any personal questions. This revealed a politeness in Siam.

The refusal was expressed in an indirect way without the use of the word "no" or "not". The refusal was conveyed by giving a reason or an explanation. Before expressing the refusal, the prime minister put off his spectacles. Afterward he wore them again. This action was used in order that Anna paid attention to what would be said to her. In uttering the expression, he used stressed words, especially on the phrases **it is custom** and **to be polite**. By stressing the former phrase **it is custom**, Kralahome also wanted Anna to pay attention to this phrase, and to emphasize his intention. In the meantime, the latter phrase **to be polite** was stressed to show that Anna's refusal was impolite. Therefore, with the stressing words, it was hope that Anna would understand what meant by the prime minister, that is, the reason of the refusal.

*13/Disc1/Lower/IR/ERE*

King : (*in low tone and a smile*) it is my pleasure that you live in the palace.

Anna : (*with a strongly stressed words*) **But it is not mine, Your Majesty.**

King : (*turning back to Anna also in high tone*) you do not set conditions of your employment and you shall obey! (*All the royal family touched their forehead to floor*)

Anna : (*coming closer to King and also in high tone*) **May I respectfully remind His Majesty that I am not his servant, but his guest!**

King : A guest who's paid. Education begins tomorrow.

### **Description of context**

The conversation took place in front of all members of the Royal family and the Royal officers. The participants are Anna and King Monkut. Anna was invited to Siam to be a teacher. The king introduces Anna and his son to all members of the Royal family. As the king's guest, Anna is flattered with the king's welcome. At first, the conversation runs well. King understands Anna's hope, living in Siam with her own tradition. However, they are then arguing about the home that has been promised by the king. Anna hoped to be able to live outside of the palace but the King hoped Anna

to live in the palace.

### **The Interpretation of data**

The king hoped Anna to live in the palace. However, Anna refused the king's hope. This refusal is indicated by the expression **but it is not mine, Your Majesty**. This refusal strategy was categorized as *excuse/explanation/reason*. This expression indicated that Anna contradicted to the king's hope. She did not want to live in the palace. The expression could be elaborated in the clause as **but it is not my pleasure that I live in the palace, Your Majesty**. Therefore, **But it is not mine, Your Majesty** revealed that Anna contradicted to the king's hope. She did not hope to live in the palace.

Because of the refusal, the king became dreadful. Therefore, also in high tone the king insisted that Anna live in the palace. He not only hoped but also commanded Anna to live in the palace. This was a command of a king, who had highest status. However, Anna insisted that she did not want to live in the palace. She felt that she had to keep her principle, to keep her privacy and to follow her own tradition. On other words, she refused the king's want again. This refusal was indicated by the expression **May I respectfully remind His Majesty that I am not his servant, but his guest!** This refusal can still be categorized as *excuse/reason/explanation* even though it was expressed in an interrogative sentence. The expression revealed that Anna refused the king's command by reminding the king that she was only a guest in the palace, and she was not the king's servant. Therefore, she felt not to have to obey the king's command. Anna's manner may be impolite to the king because Anna did not touch her forehead to floor like the members of the royal family when the king commanded her to remain in the palace. Even, Anna in high tone expresses her refusal by using this strategy.

Anna expressed the refusals in an indirect way indicated by the disappearance of "No". To mitigate the refusal, Anna used the second refusal expressed in interrogative sentence and by changing personal pronoun *you* to *his*. She asked for permission to remind the king about her status, that she was a guest and not a servant. Anna also changed the personal pronoun *you* to *his*, which also shows a politeness. Moreover, Anna used the word **respectfully** that directly revealed a respect. Therefore, **May I respectfully remind His Majesty that I am not his servant, but his guest** was chosen instead of **May I respectfully I remind Your Majesty that I am not your servant but your guest** or **I respectfully remind Your Majesty that I am not your servant but your guest**.

#### *22/Disc1/Lower/IR/ERE*

Anna : La-ore purchased her freedom once, Your Majesty. And I believe, had I given this woman my ring first, she would have simply taken it and continued to hold La-ore captive.

King : King's commitment to noble families must not be compromised

Anna : **In your letter confirming my employment, Your Majesty, you claimed you wanted Siam to take its place among the nations of the**

**modern world. You spoke of building something greater than yourself, a country where o man is above the law. Which is why I chose to come here.**

King : School teacher has outstanding memory.

### **The description of context**

The conversation happened in the Royal Hall. The participants were Anna and King Mongkut. Anna was asked to see King Mongkut to talk about the slave issue because the night before Anna released a woman slave named Lao-ore by giving a ring to the master of the slave. The master of the slave, however, kept holding the slave captive. Thus, Anna released the slave. The master complained about it to the king. Anna explained the fact of the problem to the king and the king forbids Anna compromising the king's commitment to any noble family including to the master of the slave.

### **The interpretation of data**

From the conversation above, Anna employed a refusal. The strategy of the refusal by Anna was be categorized as *excuse/reason/explanation*. This was indicated by the bold words. King Mongkut told Anna that his commitment to noble family could not be compromised. This means that Anna was prohibited to intervene in the slave issue or slave law. However, Anna refused King's prohibition. The expression showed a reason why Anna interfered in the law of slave. King ever said in the letter received by Anna before she came to Siam, that in his country many people did not obey the law in Siam and she wanted to make his country a modern country. One of the disobediences of the law was proved. Lao-ore did not know the law about the slave in Siam, that any slave or bound- servant had a right to buy his or her own freedom. Therefore, the refusal strategy was expressed by Anna to confirm that what she had done was right as what the king want, that is, to make his people aware of the law.

This refusal was expressed in an indirect way. The refusal was expressed without the use of "no". Anna conveyed her refusal with a serious manner. This could be seen from her face when uttering the words containing the refusal. By this manner, it was hoped that the king would pay attention to the words. What had been expressed by Anna was not impolite manner to the king since this did not make the king irritated; even she complimented her on her outstanding memory.

*30/Disc/Lower/IR/ERE*

Anna : Forgive me, Your Majesty. I believe the sun set a little earlier today.

King : Mem, you arrange all this to influence positive future of Siam. And now, you steal attention away from it. (*Smiling*)

Anna : (*smiling*) **Oh, well, that was not my intention, Your Majesty.**

### **The description of context**

The conversation happened in the anniversary party balcony. The participants were Anna and King Mongkut. The king held an anniversary

party by inviting English nobles and diplomats. All the guests much admired everything in the party since all the things in the party were arranged in English style. When the king was talking with Lord Bradley, one of English nobles, he found Anna late to the party. All the guests saw admiringly her coming. She looked very beautiful at the night. Anna apologized for coming late. The king said to Anna that everything she arranged for the party influenced positive future of Siam, so that all the guests paid attention to the party situation and that the moment, Anna had taken the attention because all the guest paid attention to her.

#### **The interpretation of data**

The conversation showed that Anna carried out a refusal as what was written in the bold words above. The strategy of refusal was *excuse/reason/explanation*. From the description of context of the conversation above, all the guests saw admiringly Anna's coming. She looked very beautiful at the night. The king said to Anna that everything she arranged for the party influenced positive future of Siam, so that all the guests paid attention to the party situation and that the moment, Anna had taken the attention because all the guest paid attention to her. What the king expressed in the conversation showed that he actually expressed her compliment on Anna.

However, Anna denied the king's statement. The expression **Oh, well, that was not my intention, Your Majesty** here revealed that Anna did not have any intention to get the attention from the guests, because what she had done was for fulfill the task to arrange the party in order that the guests felt home.

The refusal was employed indirectly. The strategy of refusal employed was *excuse/reason/explanation*. The refusal strategy was expressed in a smile, indicated a positive politeness. This was used by Anna since the king's compliment indicated a politeness strategy. The king offered Anna a friendship by this compliment. He gave the praise to Anna. To show her respect, she used the refusal strategy to minimize the praise of herself.

*38/Disc1/Lower/IR/ERE*

Lady Bradley : We are leaving on the next boat, my dear, and so should you.

Anna : **My life is here, Lady Bradley.**

#### **The description of data**

The conversation occurred in the restaurant. The participants were Anna and Lady Bradley. Anna arrived at the restaurant when the couple of Bradley and Mr. Kincaid finished their lunch. The topic of the conversation was the crisis in Siam. Anna wanted to know whether the British were behind the attacks on Siam because there had many Siamese were killed mysteriously since Anna's coming to Siam. Firstly she asked them for the moment of their time to talk to them. Lady Bradley got the chance to respond the request. However, Lady Bradley said to Anna that they only had a moment time and that they were leaving on the next boat and so as Anna. Anna should join them

to go home to England.

### **The interpretation of data**

From the conversation, it was seen that Anna performed a refusal. She refused to join them to go home to England. This refusal was marked by the expression **my life is here Lady Bradley**.

The refusal was performed by using an indirect form of refusal strategy, namely *excuse/reason/explanation*. The expression **my life is here, Lady Bradley** was employed to show a reason why Anna did not want to go home to England. Anna did not want to go home to England because she felt that she had found her life in Siam, a happy life. After she found herself traveling from place to place, wondering where it was that she belonged exactly finally she found her life in Siam. In other words, she felt at home in Siam. That is why she used the expression above to show Lady Bradley that Anna felt that her life was then in Siam not in England.

This expression was uttered by flat tone to show her respect to Lady Bradley. To save Lady Bradley's face, she used the indirect refusal strategy and the address **Lady Bradley** also supported the attempt to save the face.

3). [Statement of Alternative]

While the character cannot hold to the request, he or she suggests an alternative in which the request could be fulfilled. In the research, there was one datum found under this strategy. The following is the analysis of the datum.

20/Disc1/Lower/IR/SA

Prince : I've been doing much thinking, Mem teacher on why some in this life are masters, like JaoJom Manda Ung, and others, slaves.

Anna : **Well, that is something that you need to ask your father, Your Highness.**

Prince : But you are teacher. Teach.

Anna : *(being silent at the moment then taking a book a book from the book-shelf)* **Um...This was written by an American woman, Harriet Beecher Stowe, who asked the same question. Perhaps you should read her, and then we might continue our discussion.**

### **The description of context**

The conversation happened in the royal school. The participants were Anna and Prince Chulalongkorn. The night before the conversation took place, Anna and Prince found a woman slave chained outside the royal school for several months by her master, JaoJom Manda Ung. In the following day, Prince Chulalongkorn wanted to know why in the life there were masters and slaves. Therefore, he asked Anna, his teacher about it.

### **The interpretation of data**

From the dialogue it was clear that refusals were executed. Anna refuse to give explanation about the issue of slave to Prince Chulalongkorn as expressed in such bold words. According to Beebe (1999), the refusals above can be categorized as *statement of alternative*. Anna rejected to give the answer to prince's question, but she offered some alternatives. The first



alternative **Well, that is something that you need to ask your father, Your Highness** indicated a suggestion that prince needed to ask his father about slaves. Anna gave the alternative, because she knew that king must have known more the slaves because the slaves in his country, Siam

However, the first alternative was not enough, Prince Chulalongkorn seriously kept asking Anna to teach about issue of slaves because he thought that, as a teacher, Anna must have known more the issue and she had the obligation to teach her students including him. Because of these, Anna thought for a while and eventually Anna gave another alternative **“this was written by an American woman, Harriet Beecher Stowe, who asked the same question. Perhaps you should read her, and then we might continue our discussion”**. These expressions revealed that Anna gave the prince a suggestion as alternative to the previous alternative. She suggested that the prince to read a book. By this alternative, the prince would know more about slave issue and finally the prince would agreed to his teacher’s suggestion and Anna’s obligation as teacher was accomplished, and Prince Chulalongkorn’s request could be fulfilled.

What was expressed by Anna was categorized as indirect refusals, because the expressions do not contain the word “no”. The refusals were expressed in low tone indicating polite manner. By giving the alternatives, Anna hoped the prince’s request to be fulfilled and she did not hurt such the prince’s feeling that he felt disappointed with the refusals. In other words, these alternatives were employed in order to soften or mitigate the threatening power of refusals and the last alternative given would give more chances to the prince much learning by reading the book given to him.

From the analysis of the datum, it could be seen that the refusal strategy was employed by the character in order not to offend the interlocutor. By giving the alternative, the interlocutor’s request could be fulfilled or at least could be afforded to be realized.

#### 4). [Promise of Future Acceptance]

In some situations, the refusal may contain a promise that the requests will be accomplished at later time, when there are favorable conditions for its completion. From the data of the research, there were 2 data found. The data codes are as follows: *24/Disc1/Lower /IR/PFA*, *43/Disc1/Lower /IR/PFA*. Here is the example of the analysis.

*24/Disc1/Lower /IR/PFA*

Tuptim : May I ask a favor, Mem?  
 Anna : Yes, certainly.  
 Tuptim : To send this. I wish family to know how happy I am here with King.  
 Anna : **I'll tell Moonshe to find a messenger straightaway.**  
 Tuptim : thank you.

#### **The description of context**

The conversation took place near Tuptim’s private room. The participants were Anna and Tuptim, one of the king’s concubines. Tuptim told

about her experience during the previous Rice Festival and the beauty of Bangkok. Then suddenly the topic changed, Anna wanted to find Louis outside. She called Louis several times. While Anna was leaving the room, Tuptim took a letter secretly and called Anna and asked Anna a favor.

#### **The interpretation of data**

From the datum above, it was said that Anna actually performed a refusal. The refusal was indicated by the expression **I'll tell Moonshe to find a messenger straightaway**. The strategy was categorized as *promise of future acceptance*. This strategy showed that Anna refused Tuptim's request although the power of the refusal was weak. Anna refused by giving a promise that she would send the letter straightway. However, she could not send this letter by herself. She had to ask someone else to send the letter. Therefore, she asked Moonshe, his servant to find a third-party who was able to send the letter. Anna could not send the letter by herself because she would not be allowed to go outside the palace without a precise and obvious purpose. For that reason, she refused the request.

Anna expressed the refusal indirectly since she did not use the denying vocabulary such as "NO". To mitigate the power of the refusal Anna used the choice of word **straightway**. This was used to show that the force of the refusal was weak, even, the refusal might be considered as agreement as what Tuptim thought of. She said **thank you** to Anna as the respond to the refusal. By this mitigation, Tuptim's request would be accomplished as soon as possible.

#### 5). [Statement of Principle]

In this category, the character indicates a statement which he or she has followed for a long time. Thus if he or she comply with the request at that time, he or she might violate the principle. From the data of the research, one datum was found with the datum code *06/Disc1/Lower/IR/SP*. Here is the analysis of the datum.

*06/Disc1/Lower/IR/SP*

Kralahome : Hmm. When presented to His Majesty, you and son will remember to touch forehead to floor.

Anna : *(smiling)* **Your Excellency, although we have become better acquainted with your customs, we have certainly not forgotten our own**

#### **The description of context**

The conversation occurred on the way to the royalty Hall. The participants were Anna and the prime minister of Siam, Kralahome. Anna would be presented and introduced to the king of Siam. Before presented to the king, Anna was told about the rules that she needed to obey. The prime minister told Anna to touch her forehead to floor to greet the king.

#### **The interpretation of data**

From the conversation it was seen that Anna performed a refusal. Anna refused the prime minister's warning to touch her forehead to floor as the way

to greet the king. This refusal was signed by the statement **Your Excellency, although we have become better acquainted with your customs, we have certainly not forgotten our own.** The kind of refusal strategy employed by Anna could be categorized as *statement of principle*. This expression indicated that Anna did not want to touch her forehead to floor because she had a principle in her life that she kept her own customs and she did not forget her own customs yet even though she had been better acquainted with Siamese's customs. If she complied with what Kralahome remind, it meant that she violated her own principle.

Anna employed the refusal in an indirect way. The refusal was expressed by a smile and was also expressed by low tone. This showed a positive politeness. By these, Anna offered a friendship. By employing the refusal accompanied by a smile and low tone, Anna hoped Kralahome to understand that if he had were Anna, he must have done the same thing and would let her meet the King.

6). [Statement of Philosophy]

In this category, the character indicates his refusal by stating his or her certain beliefs or values to something. In the data of the research, it was found one datum containing this kind of the strategy.

09/Disc1/Lower/IR/SPs

King : You...are teacher?

Anna : Yes, Your Majesty, I am.

King : You do not look sufficient of age for scientific teaching. How many years have you?

Anna : (*smiling*) **enough to know that age and wisdom do not necessarily go hand in hand, Your Majesty.**

### The description of context

The conversation took place in the royal hall. The participants were Anna and King Mongkut. The topic of the conversation was about Anna's age. When presented to the king, Anna found the king meeting his guests. As soon as the time of the meeting was over, the time of meeting for other guests was also over.. Anna was suggested to meet the king but Anna said her disagreement. Because of her sudden coming to the king, she was nearly attacked by the king's guards otherwise the king had stopped them. Then the king asked her about her status as teacher and her age.

### The interpretation of data

Anna did not want to mention her age. In the order words, Anna performed a refusal. This refusal was signed by the use of the expression **enough to know that age and wisdom do not necessarily go hand in hand, Your Majesty.** The kind of refusal strategy employed by Anna was *statement of philosophy*. The statement that showed this philosophy was **age and wisdom do not necessarily go hand in hand.** This statement revealed Anna believed that one's knowledge does depend on one's age. It does not mean that older people have more knowledge than younger people. This kind of refusal strategy was used to deny the statement of the king that said that Anna

did not look sufficient age of scientific teaching, meaning that Anna had not been appropriate to be a teacher. The statement of philosophy also showed the refusal to mention her age.

Anna performed the refusal by an indirect form of refusal, that is, by giving the statement of philosophy. This kind of the strategy was expressed in low tone and with a smile. Besides, Anna also used the address *Your Majesty*. By these ways, Anna did not want to offend the king, or to show her respect although she knew that the king's question was impolite to her.

7). [Criticize the requester /negative opinion]

In this strategy, the character tries to dissuade the interlocutor by criticizing him about his request or by stating a negative opinion or feeling towards the interlocutor's suggestion or opinion. There were 3 data found in this single category with the codes of data as follow: 34/Disc2/Lower/IR/CRNO, 31/Disc1/Equal/IR/CRNO, and 39/Disc2/Lower/IR/CRNO. Here are the examples of the analysis of the data.

34/Disc2/Lower/IR/CRNO

Louis : I should have a topknot like the other boys.

Anna : **I think you've gone a bit daft, darling.**

### The description of data

The conversation took place in the Anna's home in the morning. The participants were Anna and Louis. It had been raining for ten days. Anna was sitting relaxingly in the verandah of the home whereas Louis sounded the bugle. Anna told not him to stop it. Anna and Louis did not go to school because of the rain. Then, from the window, Louis suggested that he use a topknot like the other boy students.

### The interpretation of data

From the dialogue above, Anna stated her disagreement to Louis's idea to use a topknot like the other students in the royal school. In other words, Anna refused the suggestion. This refusal was signed by the use of the expression **I think you've gone a bit daft, darling**. Anna expressed the refusal by giving *negative opinion*. Anna thought that Louis's idea was **daft**. This choice of word contains negative connotation. The expression containing the word **daft** also indicated that Anna thought that the idea to wear the topknot is a silly idea. If Louis had used the topknot, he would have looked so strange in front Anna because Louis had never had a topknot. It was different in Siam, in which, every child used a topknot.

The refusal was performed indirectly but by giving an opinion, that is, *negative opinion*. When expressing this opinion she was relaxed, sitting in the verandah of home, without seeing Louis behind the window. This showed non-formality and positive politeness and these were supported by the use of the addressing word **darling** following the refusal. .

31/Disc1/Equal/IR/CRNO

Mr. Kincaid : Ah. Point taken, Your Majesty. However, there's no arguing the superiority of the English. And in the light of these dreadful massacres up and down your border, it's no wonder you're seeking our

favor.

Anna : (*standing and in high tone saying to Mr. Kincaid*)  
**Superiority? Mr. Kincaid? I do not recall anyone being given the right to judge whose cultural customs are superior especially when those judging have frequently done so at the point of a gun.**

### **The description of context**

The conversation occurred in the dining room at the anniversary party held by the king. The party was visited by many English nobles and diplomats. At the night, the guests were dining and there was a discussion between them. They were discussing commerce relationship between countries. When the king started the discussion, Mr. Kincaid cut the king's words by giving his opinion. The opinion contained an insult to Siamese's belief in superstition, meaning that it was also an insult to the king. The king responded by stating that English also had a fantastical belief. However, Mr. Kincaid told that there was no arguing the superiority of the English. Because of this, Anna stated her opinion.

### **The interpretation of data**

Anna disagreed to Mr. Kincaid's opinion. In other words, Anna performed a refusal. In the case, she refused Mr. Kincaid's opinion's that indicated that English was superior. The refusal strategy used was statement of *Negative Opinion*. This strategy indicated that denied Mr. Kincaid's opinion. This indirectly indicated that Mr. Kincaid did not have the right to judge whose cultural customs are superior.

Anna expressed the refusal in an indirect way, that is, *Negative Opinion*. Anna uttered this refusal in a high tone, with a serious manner, while waking from her seat. All of these enhanced threatening power of the refusal. The opinion was expressed in genre of satire by which Anna told Mr. Kincaid that she forgot anyone being given right to judge whose cultural customs were superior when those judging have frequently done so at the point of a gun. The truth was no one given the right to judge whose cultural customs were superior. This satire was referred to Mr. Kincaid, so that the word **anyone** referred to him.

8). [Request for help by dropping request]

In this category, the character dissuades the interlocutor by requesting for help. By this request, he can drop the request. Under this category, one datum was found with the datum code *03/Disc1/Lower/IR/RHHR*.

*03/Disc1/Lower/IR/RHHR*

The interpreter: How did he die?

Anna: **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.**

### **The description of context**

The context of this conversation was the same as the context of the conversation in datum 04. The conversation took place in the prime minister's

private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how did her husband die. Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions

#### **The interpretation of data**

From the conversation above, it was stated that Anna performed a refusal. This was marked by the expression **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.** Kralahome questioned Anna through an interpreter. When Anna was asked about how her husband died, Anna refused to give the answer. The expression above revealed that Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In the order, words, Anna requested Kralahome not to ask any personal question. This request showed a refusal. The strategy of refusal chosen was *request for help by dropping request*. By this request, the prime minister was hoped to stop asking any personal questions.

The refusal was expressed in an indirect way without the use of the word "no" or "not". The refusal was conveyed by a request. Before expressing the refusal, Anna was still willing to answer Kralahome's questions, even though with a silence first. However, when the question became more personal in nature, Anna determined not to answer the question by expressing a request. 9). [Request for clarification or information]

In this category, the character holds a request or an invitation by requesting the interlocutor for clarification or information about the interlocutor's request. There was one datum found under this category.

*36/Disc2/Higher/IR/RCI*

Anna : Don't your wives ever get jealous?  
King : **I do not understand significance of question.**

#### **The description of data**

The conversation occurred in the field outside the palace. The participants were Anna and King Mongkut. They were playing golf for a picnic together the Royal Family. Anna told to the king how she was happy to have been invited to Siam, and told her experience of going from place to

place. Suddenly, Anna changed the topic of the conversation by questioning the King whether his wives ever got jealous one another.

#### **The interpretation of the data**

From the datum above, King Monkut did not answer Anna's question indirectly. In other words, King Monkut performed a refusal. Anna asked the king whether his wives did not ever get jealous. The king could not answer the question. This refusal was signed by the utterance **I do not understand significance of question**. This utterance showed that the king did not understand what meant by Anna's question. Because of this, she could not give Anna the answer to the question.

As what has been mentioned above, Anna did not answer the question indirectly. It means that the king employed an indirect form of refusal, that is, *request for clarification or information*. This strategy of refusal pointed out that the king refused to give Anna the answer to the question because he did not understand what was meant by Anna's question. By this kind of refusal strategy, the king hoped Anna would explain more about the question. In other words, the strategy of refusal functioned to request for more information or clarification about the question so that the king could understand the meaning of Anna's question and answers whether the king's wives ever got jealous or not.

10). [Silence]

In this category, the respondent avoids from a request or invitation by using non-verbal language. Being silent, he or she refuses to give the answer to a question, a request or suggestion. Under this category, there were 3 data found in the data of the research. The data codes are as follows: 02/Disc1/Lower/IR/S, 10/Disc/Lower/IR/S, and 46/Disc2/Higher/IR/S. Here are the examples of the analysis.

02/Disc1/Lower/IR/S

Anna : What do you suppose he's like, this King Mongkut, hmm?  
Louis : (*Silent*)

### **The description of data**

The conversation occurred in the carriage. The participants were Anna and Louis. Anna was invited to Siam to be the tutor to the eldest son of the king of Siam. As soon as arriving at the Harbor, Anna directly went to the palace by a carriage. While they were in the carriage, they had the conversation. They talked about the king of Siam, named King Monkut.

### **The interpretation of data**

Anna asked Louis about what King Mongkut was like. However, Louis did not answer Anna's question. In other words, Louis performed a refusal. The refusal was signed by a *silence*.

Louis performed the refusal by employing an indirect form of refusal, namely, *silence*. The nonverbal strategy indicated avoidance. Using the strategy, Louis means to avoid from answering the question. Louis's body's gesture indicated that Louis did not know what the king was like. Louis seemed not like to go to Siam. This could be seen from him face when shows the gesture. Because of the dislike, he seemed hesitant to answer the question or not, thus he employed the indirect refusal strategy *silence*.

10/Disc/Lower/IR/S

King : Along with my eldest son...you shall now teach all my children. Come (*King entered the royal school*)

Anna : (*silent while looking at king that had entered the royal school*)

### The description of context

The conversation happened in the front of the gate of the royal family quarter. The participants were Anna and King Monkut. Anna was invited by the king to be a tutor to the eldest son of the king. As soon as Anna met the king, she was presented to the royal family. Before entering the school, the king asked Anna to teach all of the king's children.

### The interpretation of data

In the dialogue above, Anna did not respond to the king's demand verbally. Anna's response is a silence. According to Beebe *et al* (1990), *silence* can be a strategy of refusal. Thus, Anna's silence can be considered as the expression of a refusal. This silence indicated that Anna actually would like to say an objection to teach all king's children. Anna had the objection of teaching all of the king's children because in the king's letter confirming her employment, Anna was requested to teach only the eldest son of the king. But the fact was that Anna was commanded by the king to teach all of his children.

In refusing, Anna employed a direct form of refusal, namely, *silence*. This category was categorized into non-verbal strategy since Anna performed the refusal without using words. From her silence, Anna wanted to say her objection. However Anna could not say anything to the king. This silence also indicated a doubt whether Anna would teach all of the king's children or not, however, before she could express her objection, the king had entered the royal school so that Anna could do nothing except comply the request.

11). [Topic switch]

In this category, the despondent tries to avoid the request or the question by switching the topic of the conversation. In the data of the research, there were 3 data found under the category. The codes of the data are as follows: 15/Disc1/Higher/IR/TS, 19/Disc1/Lower/IR/TS, 48/Disc2/Higher/IR/TS. The examples of the analysis of the data are as follows:

*19/Disc1/Lower/IR/TS*

Kralahome : Heir to throne must never be involved in issue of bond-servant. It will resolve itself in time.

Anna : Like my house?

Kralahome : **You are learning.**

### The description of context

The conversation happened in the meeting place for the palace officers in the morning before Anna went to royal school to teach children. The participants were Anna and Kralahome. The night before the conversation took place, Anna and Prince Chulalongkorn found a woman slave chained outside the royal school for several months by her master, JaoJom Manda



Ung. In the early morning, Anna directly met the prime minister of Siam, Kralahome to complain about it. She told Kralahome about the slave. Instead of getting good response, Kralahome prohibited Anna to involve prince Chulalongkorn in slave issue. He told that the problem would be resolved itself in time. Anna then asked whether it meant that the king's plan to provide the house which had been promised by the king would be resolved like slave issue.

### **The interpretation of data**

From the conversation it was seen that Kralahome performed a refusal. It was indicated by the expression **you are learning**. Kralahome refused to answer Anna's question, whether the king's plan to provide Anna a home outside the palace would be resolved like slave issue.

In refusing the question Anna employed an indirect form of refusal, namely, *topic switch*. The topic of the conversation was about slave issue. The night before Anna and Prince Chulalongkorn found a woman slave chained outside the palace school for several months. Then Anna complained this problem to Kralahome. Kralahome even asked Anna not to involve the prince in slave issue or in other words, Anna was not allowed to discuss slave issue because the problem would be resolved itself in time. Then Anna asked whether it meant that the king's plan to provide the house which had been promised by the king would be resolved like slave issue. Because Anna insisted to discuss the slave issue and even she connected the problem of slave with the problem about the home which had been promised by the king to be provided, finally Kralahome, employed the indirect refusal strategy *topic switch*.

The strategy of refusal was expressed to avoid Anna's questions that might be asked more. In other words, this strategy was used to redirect Anna to another topic so that she did not always focus on the topics of slave issue and home. By this strategy Kralahome reminded Anna of her task at the time, namely, teaching children. This strategy of refusal was uttered in low tone emphasizing the content of the statement so that Anna understood what meant by Kralahome's statement. Finally Anna went to royal school for teaching with annoyance. Kralahome's refusal showed that Anna's complain are not well responded by the prime minister. Thus, the refusal threatened Anna's face. It was proved with her annoyance when leaving Kralahome for royal school. Thus, the use of this strategy raised unharmonious relationship between them.

#### *48/Disc2/Higher/IR/TS*

Anna : I have just been informed of the nature of your expedition, Your Majesty, and, um, I would like to ask a few questions about the dangers involved, as I've heard, at times, wild elephants cannot be reasoned with.

King : **I am surprised the Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat.**

### **The description of context**

The conversation occurred in the square of the palace. The participants were Anna and the king. Anna delayed her planning to go home to England after she had been told by the prime minister of Siam that the king would have the expedition to evacuate all of the members of the royal family since there would be a traitor that would attack the palace. As requested by Kralahome, Anna decided to join the expedition. At the time, the king and the all the royal family were ready to leave palace. All people greeted him by touching their forehead to floor. The king saw Anna being among the people. The king kept walking leaving palace even though he passed by Anna. Anna then followed the follow while asking questions.

#### **The interpretation of data**

The conversation above shows that Anna wanted to know from the king the dangers that might happen if the king did the expedition. However, the king did not answer the question. In order words, the king preformed a refusal. This refusal was indicated by the use of the expression **I am surprised Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat.**

In refusing, the king employed an indirect form of strategy of refusal, namely *topic switch*. The expression **I am surprised the Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat** revealed that the king wanted to show his avoidance from answering Anna's question and a comment on Anna's statement about the use of wild elephants in attempts to avoid the palace traitors. The king tried to avoid the question by switching the topic introduced by Anna.

12). [Hint]

In this category, a character uses a hint or clue to refuse a question, or a request. This strategy belongs to avoidance strategy categorized as verbal form of avoidance strategy of refusal. There was one datum found in the data of the research. Here is the analysis of the datum.

11/Disc1/Higher/IR/H

Louis : Mother, what's a concubine?  
Anna : **shh!**

#### **The description of context**

The conversation occurred in the Royal Family quarter. The participants were the King would introduce his Royal Family to Anna and her son, Louis. During the talk, Louis wanted to know what is meant by a concubine, thus he asked his mother, Anna about it.

#### **The interpretation of data**

From the conversation it was clear that Anna carried out a refusal. This refusal was shown by the use of the expression **shh**. The expression revealed that Anna refused to tell Louis what was meant by a concubine.

In refusing the refusal, Anna employed an indirect form of refusal, namely *hint*. This strategy indicated that Anna asked Louis to be silent. Using this strategy meant that Anna tried to avoid from Louis's question. The hint was expressed in the word "shh". This word was categorized as informal

language. This language showed positive politeness between mother and son.  
13). [Question]

In this category, the character attempts to hold a request by a simply question. There was one datum found in the data of the research.

*51/Disc2/Lower/IR/Q*

King : Now, you must hurry.  
Anna : **What will you do?**

### **The description of data**

The conversation occurred in a monastery area all members of royal family gathered. The participants were Anna and the king. The king and the royal family had an expedition, evacuating from palace to the monastery in Nong Kai because there were traitors that would attack palace. The king found that the traitor's armies had found them and told Anna about it. The king demanded Anna to go first to the monastery in Nong Kai together the royal family. The king told that he would meet them there.

### **The interpretation of data**

The conversation showed that Anna performed a refusal. This refusal was marked by the use of a question form "**what will you do?**" Anna did not want to go directly to the monastery.

In refusing Anna employed an indirect form of strategy of refusal, namely *question*. This strategy "**what will you do?**" indicated that Anna wanted to know what the king would do to face the traitors. By this question, Anna held to comply with the king's command until Anna knew what the king's plan to face the traitors. Before Anna asked the question, Anna had been feeling anxious knowing the traitors had found them. Because of this feeling, she used this strategy of refusal to know what the king's plan to face the traitors and this question also showed that Anna felt worry about the king.  
14). [Command]

In this category, the character in a certain situation refuses a statement, a question, or a request by commanding the hearer to do an action. In the data of the research, there were 3 data found in this category. Here are the data codes: 08/Disc1/Lower/IR/C, 45/Disc2/Higher/IR/C, and 50/Disc2/Higher/IR/C. Here are the examples of the analysis of the data.

*08/Disc1/Lower/IR/C*

Anna : Your Majesty...we have been kept waiting for nearly 3 weeks. And although I appreciate that you have issues of...great importance, I would imagine that your son's education would be far more—  
King : **Silence!**

### **The description of the context**

The conversation took place in the royal hall. The participants were Anna and King Mongkut. Anna was presented to the king by Kralahome. Arriving there, Anna and Kralahome, found the king meeting his guests. As

soon as the time of the meeting was over, the time of meeting for other guests was also over. Anna was suggested to meet the king but Anna insisted on meeting the king. Because of her sudden coming to the king, she would have been nearly attacked by the king's guards otherwise the king had stopped them. Then Anna stated that she had been kept waiting for nearly 3 weeks to meet the king and that she thought that his son's education would be far left behind, however, before finishing these last words, Anna's statement was cut by the king.

### **The interpretation of data**

From the conversation above, it could be seen that Anna's statement was cut by the king. It means that the king performed a refusal, that he refused Anna's continuing her statement. The refusal was signed by the use of the expression **silence!**

In refusing Anna's statement, the king employed an indirect refusal, namely *command*. The use of the expression **silence** indicates that the king commanded Anna not to continue her words. This expression was uttered in a very high tone, and in anger. These strengthened the threatening power of the refusal. Command is one of or Face Threatening Acts (FTAs). Thus the use of this refusal strategy had very bad impact on the interlocutor. Because of this expression, Anna became very shocked and speechless.

*45/Disc2/Higher/IR/C*

Anna : Well, if not now, then when? How many more people must die so that you might save face?

King : **Go home, Mem. You help enough for one day.**

### **The description of context**

The conversation happened in the royal hall. The participants were Anna and King Monkut. The topic of conversation was about Tuptim, who were considered breaking the law by having an affair with a man used to be her lover before Tuptim became the concubine and by fleeing from palace, following her lover being a monk. Tuptim was tortured in the court. Because of this, she wanted to meet the king. Anna wanted the King not to execute Tuptim because what were done by Tuptim were for love, her happiness. The king was sitting on a place where a king usually sat. In the hall, the seat was the highest place. Entering the hall, Anna directly said to the king. Then debates happened between them.

### **The interpretation of data**

The conversation showed that the king performed a refusal. The refusal was indicated by the expression **Go home, Mem. You help enough for one day**. The king refused Anna to interfere in Tuptim's problem.

The refusal was expressed by employing an indirect form of refusal, namely, *command*. The background of the conversation was that Anna wanted to talk about the problem of Tuptim, who was considered having broken law. However, the king asked Anna not to discuss it. Anna kept asking the king to talk the matter, because of this, the king became much angry, saying that Tuptim had broken law. The king told Anna that Anna could say to court that

she could tell the king to do to defend Tuptim. However, according the king, if he did what had been said by Anna, it would make it seem King at Anna's command and make the king appear weak and if he interfered in the Tuptim's problem, it would make him lose face and undermine his ability to command loyalty, which he must keep country secure.

However, Anna insisted on asking the king to interfere. The king finally said that it was not the time to change the way that things were done. To respond the statement, Anna used a rhetorical question, that basically asking if it not now when the king would change the way things were done and how many people had to be died so that the king might save face. Finally the king employed the strategy of refusal *command*. This strategy was signed by the expression **Go home, Mem. You help enough for one day**. The refusal was expressed with a low tone, a serious manner and anger held on. By this strategy, the king commanded Anna to go home because Anna helped enough for one day. This statement also showed a satire, meaning Anna had been interfering in the king's matters for long time. By this satire, the king told Anna to stop intervening.

#### 15. [Set condition]

In this category, the character uses a condition as a reason for refusing. Under this category, there was 2 data found in the data of research with the data codes as follows: 42/Disc2/Lower /IR/SC, 52/Disc2/Higher/IR/SC. the example of the analysis of the data is as follows.

*52/Disc2/Higher/IR/SC*

Anna : Your Majesty, promise me. Promise me that I will see you again.

King : **If your Bible is correct, whole world created in 7 days. Therefore... possible handful of men can stop an army.**

#### **The description of context**

The conversation occurred in a monastery area where all members of royal family. Participants of the conversation were Anna and the king. They all had expedition to evacuate all members of the royal family. The king found that the traitor's armies had found them. Because of this, he became worried especially about his children's safety. If the armies crossed the bridge their children would be killed. The king told Anna to go to the monastery of Nong Kai with the royal family. He also told Anna about the armies' coming and that he would blow up the bridge by which the armies would pass. Therefore, the king intended to stop the armies. Anna asked the king to promise her that she would see the king again.

#### **The Interpretation of data**

From the conversation, it is clear that the king performed a refusal. Anna showed the king her worry by asking the king to promise that he would see Anna. This refusal was shown by the king's expression **if your Bible is correct, whole world created in 7 days. Therefore... possible handful of men can stop an army**. The expression showed that the king did not want to

say his promise to Anna.

The king employed an indirect form of refusal, namely *set condition*. This strategy revealed that the king set a condition in which it was possible for the king to return safely from his facing to the traitor's armies, namely, that he stated if Anna's bible was correct, whole world created in 7 days, therefore, possible handful of men could stop an army. In other words, this expression was used to make sure Anna that the king could face the traitor and surely he would be back safely because there must be the possibility to do all of the things as it was possible that God could create the world only in 7 days. Because there was possibility for the king to come back safely, the king thought that he was not necessary to promise Anna that he would see Anna again. The king surely thought he must be back again.

### c. Combination of Refusal

Sometimes it is found that someone sometimes uses more than one strategy or semantic formula when he or she refuses someone else or something. He or she may combine direct forms with indirect forms or vice versa, or combine two or more direct forms, two or more indirect forms, or adjunct to refusal with the refusals, either direct forms or indirect forms, or with both direct and indirect forms. In the film entitled *Anna and the King*, besides using single refusal strategies, some characters also used combinations of refusals. Here are some combinations of refusal strategies employed by the characters.

#### 1) Direct Refusal + Direct Refusal

The combination of direct refusals that were found in the data of the research was the combination between non-performative "no" and negative willingness ability. In this strategy, refusals are performed by a flat "no" with no internal modification followed by some expressions which contain negations. Negation can be expressed by the negative particle "Not", or by using any word that semantically negates a proposition. There were 2 data belonging to this combination. The data codes are as follows: 07/Disc1/Lower/DR/NN-NWA, and 40/Disc2/Lower/DR/NN-NWA. The following is the example of the analysis of the data.

a. [non-performative "no" + negative willingness ability]

07/Disc1/Lower/DR/NN-NWA

Kralahome : It appears sir must wait to meet His Majesty another day.

Anna : **No. I do not think so.** (*To Louis*) Come along.

### The description of context

The conversation took place in the royal hall. The participants were Anna and Kralahome. When presented to the king, Anna found the king meeting his guests. As soon as the time of the meeting was over, the time to meet other guests was also over. Anna was suggested to meet the king another day but Anna said her disagreement.

### The interpretation of data

Anna disagreed to delay her meeting with the king. In order words, Anna performed a refusal. This refusal was indicated by the use of the

expression **No, I don't think so**. This expression shows that Anna stated her disagreement to Kralahome's suggestion that Anna should meet the king another day not at that time.

In refusing the suggestion Anna employed a combination of direct refusal strategies, namely, *non-performative "no"* and *negative willingness ability*. The strategy of refusal *non-performative "no"* was indicated by the use of the word **no**, meanwhile, the strategy negative willingness ability was showed by the use the expression **I don't think so**, with the word "no" as form of negation.

This using of the direct form of refusal strategy "no" without internal modification, could threat the prime minister's face. In other words, this shows an impolite manner. The strategy was followed by another direct refusal strategy, namely, *negative willingness ability*. The expression a little bit lessened the threatening power of refusal. Even though, this strategy could lessen the threatening power of the refusal, basically the choice of these direct strategies has bad impact on the addressee, Kralahome. This could threat his face. After stating this refusal, she directly left Kralahome to go to meet the king. This action added the impoliteness.

## 2). Direct Refusal + Indirect Refusal

In this category, the characters combined direct refusals with indirect ones regardless their position. There were three combinations between direct refusals and indirect refusals that were found in the data of the research. They were [non-performative "no" + excuse/reason/explanation], [negative willingness ability + excuse/reason/explanation + question] and [Request for clarification or information + Repetition of request + Negative willingness ability].

There was one datum found in each of the combinations in the data of the research. Here are the data codes: 26/Disc1/Higher/CR/NN-ERE, 29/Disc1/Lower/CR/Q-RPR-NWA and 47/Disc2/Lower/CR/NWA-ERE-Q

### a) [non-performative "no" + excuse/reason/explanation]

26/Disc1/Higher/CR/NN-ERE

King : Louis, smoke?

Louis : Me? Jolly good!

Anna : (to Louis) **No**. (To the king) **No!**

Louis : But, Mother, he's the king. And father smoked, too.

Anna : Yes, **but your father was a man who had already achieved his full height**.

## The description of context

The conversation took place on the carriage. The participants of the conversation were Anna and Louis. Anna and Louis were invited to join to see the rice festival that year. All members of royal family also joined to see the rice festival. During the voyage, the conversations occurred between them. The first topic of the conversations was about snow. Then the king changed the topic of the conversation. He offered Louis a cigar.

## The interpretation of data

From the conversation above, Anna performed a refusal. This was indicated by the expression **No**. And **but your father was a man who had already achieved his full height**. Anna did not allow Louis to smoke the cigar and refused the king offer.

Anna expressed the refusal by combining a direct refusal and an indirect refusal. The words **No** indicated a direct form of refusal strategy, namely, *non-performative "no"*, meanwhile, the expression **but your father was a man who had already achieved his full height** indicated an indirect strategy of refusal, namely, *excuse/reason/explanation*.

The direct form of the refusal strategy "no" was used to show that Anna prohibit Louis to receive and smoke the cigar offered by the king. This strategy was uttered by stressing the words. This strengthened the force of the refusal. Because of this, Louis gave the comment, which indicated why he was not allowed to smoke not as the king, who had higher status, allowed him to smoke. Louis also commented that father also smoked.

To respond Louis's comment, Anna finally employed another strategy of refusal, namely *excuse/reason/explanation*. This kind of strategy was employed by Anna to show the reason why she did not allow Louis to smoke. The expression **but your father was a man who had already achieved his full height** indicated that Louis was still a child not as his father, an adult or man who had already achieved his full height. This strategy was also expressed in serious manner indicating that Anna was serious to prohibit Louis to smoke.

b) [negative willingness ability + excuse/reason/explanation + question]

47/Disc2/Low/CR/NWA-ERE-Q

Anna: Mind Louis, Moonshee. I'll see to our tickets.

Louis: **I don't want to go, Mother. I don't want to leave my friends. The king has done good things, too.**

Moonshe: Your mother has much on her mind, Louis.

Louis: **You said the Siamese people are just like us and what about Chulalongkorn? Doesn't he matter anymore?**

### The description of data

The conversation took place in the harbor. The participants were Anna and Louis. Anna wanted to be back to England after the event the day before, that was, Tuptim who was executed because she had a fair with a man who was used to be her lover before she became the concubine. Anna want king not to punish the woman but the execution of law remained accomplished. After the event occurred, the following day, Anna directly decided to go home to England. However Louis refused to leave Siam.

### The Interpretation of data

From dialogues, it has been clear that Louis had employed a refusal. The refusal was expressed both directly and indirectly. **I don't want to go, Mother** revealed that Louis expressed his refusal indirectly. This strategy is categorized as *negative willingness inability* because the expressions contain



negations. Negations are expressed by the negative particle “Not”. While, the utterances **I don't want to leave my friends, the king has done good things, too, you said the Siamese people are just like us and what about Chulalongkorn? Doesn't he matter anymore?** indicate indirect refusals. The first and second are categorized as *excuse/reason/ explanation* and the last two is *Question*.

The first strategy expressed directly, **I don't want to go, Mother**, indicated that Louis did not want to leave Siam. The second refusal strategy *excuse/reason/explanation* directly shows the reason why he refused to go to England, that if he left Siam he would lose her friends there, moreover king had been very kind to Anna and Louis, and Anna ever said that Siamese was like English that had the same characters, so that they could adapted themselves well in Siam. By this reasons, Louis felt that her mother did not have any reason to leave Siam. In order words, these reasons were employed in order that Anna canceled her plan to go home to England.

While the last refusal strategy, the *Question* added the force of the refusals, since the main reason why Anna was invited to Siam was teaching prince Chulalongkorn. The question was employed to remind Anna that her duty as teacher was not finished yet. The refusals above were expressed in raising tone with strong stress and uttered rather fast. The keys shows how strong force of the refusals. However, her mother explained that was the right decision that they had to go home because the truth was different from what they hoped and imagined.

c) [Request for clarification or information+ Repetition of part of request+ Negative willingness ability]

Before deciding to receive or reject a request or an invitation, a speaker sometimes repeats a part of the request or the invitation. Using this strategy he can decide whether or not he would comply with the request or the invitation. For instance:

The speaker: *Tomorrow is my birthday. Would you come to my party?*

The hearer: *Tomorrow?*

There was one datum containing this strategy, which was found in the data of the research. This strategy did not stand alone but combined with other refusal strategies. Here is the analysis of the datum.

*29/Disc1/Lower/CR/RCI-RPR-NWA*

King : Thank you, Mem, for humble validation. I have decided to give self anniversary dinner and invite important English nobles and diplomats.....As if to sound English bugles in own defense. You shall take charge of all formalities, as Mem is obvious choice to make certain guests feel at home.

Anna : **But the anniversary is when?**

King : 3 weeks from yesterday.

Anna : **3 weeks! That's impossible.**

### The description of context

The conversation took place in the royal school. The participants were

Anna and the king. At that time, when Anna was teaching all members of royal family, the king suddenly came to the royal school. The king told that the king had decided to give self anniversary dinner and invite important English nobles and diplomats. He also told that French Indo-china grew stronger and more aggressive. But if the king improved the foreign intercourse between Siam and English with your queen's special envoy, French would think 3 times before trying to undermine Siam. Therefore, the king asked Anna to take charge of all formalities, to make certain guests feel at home.

### The interpretation of data

Form the dialogue, it was stated that Anna performed a refusal. This refusal was signaled by the expressions **but the anniversary is when? 3 weeks! That's impossible.** Anna felt that she could not complied with the king request to help him arrange things needed for the king's anniversary party.

In refusing the request, Anna employed the combination of direct refusal indirect refusal. In the datum, the direct refusal followed the indirect one. The combination of the refusals was between *request for clarification or information, repetition of request, and negative willingness ability.* **But the anniversary is when?** showed *request for clarification or information, 3 weeks?* revealed *repetition of part of request,* meanwhile, **that's impossible** indicated *negative willingness ability.*

The king intended to hold an anniversary party by inviting English nobles and diplomats. He asked Anna to organize the party in an English way that the guests would feel home. Anna was obvious choice to do the task, because she was English. However, Anna performed her refusal. She felt that she could not do the task. This refusal was indicated by the use of the strategy of refusal *negative willingness ability, that's impossible.* This expression showed that Anna felt that that he had no the capability of organizing the party or it was impossible for her to able to organize the party. The reason why she refused the king's request was that the time to finish the task was too short, namely, only 3 weeks.

Before Anna decided to refuse the request, first, Anna employed indirect refusals, namely, *request for clarification or information and repetition of part request.* The expression **But the anniversary is when?** was used to ask the king to give more information about the party, especially the time the party would be held. The word **but** here showed that Anna actually wanted to comply with the request, however, Anna needed more information about the time when the king would hold the party. That is why; Anna employed the strategy *request for clarification or information.*

Being asked when the anniversary would be held, the king answered that the anniversary would be held following 3 weeks from the day before. Knowing this, Anna became surprised and finally knew when the party would be held. This surprise feeling was expressed in the use of the indirect refusal strategy *repetition of part of request.* Anna repeated part of the king's statement **3 weeks from yesterday,** namely the words **3 weeks?** This expression was uttered with a raising tone indicating this surprise. After

knowing that the party would be held following 3 weeks, Anna decided to refused to arrange the party because according to Anna, the time to organize the party was too short so that it was possible to do all the things in the sort time. Eventually, Anna employed the direct refusal strategy of the refusal *negative willingness ability* to show her refusal.

### 3) Indirect Refusal + Indirect Refusal

In the research, the combinations of indirect refusals were the combination between *statement of regret/apology* and *excuse/reason/explanation* (6 data) and the combination between *set condition* and *excuse/reason/explanation* (1 datum). Here are the data codes for each combination:

- a) [Statement of regret/apology+ excuse/reason/explanation]:  
 05/Disc1/Lower/CR/ SRA-ERE, 16/Disc1/Lower/IR/SRA-ERE,  
 18/Disc1/Lower/CR/SRA-ERE, 23/Disc1/Lower/CR/SRA-ERE,  
 37/Disc2/Higher/CR/SRA-ERE, and 44/Disc2/Lower/CR/SRA-ERE.
- b) [Set condition and excuse/reason/explanation]: 01Disc1/Higher/CR/SC-ERE

Here are the examples of the analysis of the data:

- a) [Statement of regret/apology+ excuse/reason/explanation]  
 05/Disc1/Lower/CR/ SRA-ERE

The Prime minister : Sir will be shown to palace quarters.

The interpreter : Mem?

Anna : **I beg your pardon? The king promised us a home outside the palace walls. It's what was agreed upon.**

### The description of data

The conversation took place in the prime minister's private office. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. After the introduction finished, Kralahome said Anna that she would be shown to palace quarters.

### The interpretation of data

From the conversation, it could be said that a refusal was executed. This refusal was indicated by the expressions **I beg your pardon? The king promised us a home outside the palace walls. It's what was agreed upon.** Anna refused to live in the palace quarters.

In refusing, Anna employed a combination of indirect refusal strategies, namely, the combination between *statement of regret/apology* and *excuse/reason/explanation*. The expression **I beg your pardon** indicated a *statement of regret/apology* meanwhile, the expressions **the king promised us a home outside the palace walls. It's what was agreed upon** showed *statements of excuse/reason/explanation*. The statement of apology was used to ask Kralahome to explain more about his statement, or in order words, she asked Kralahome to repeat his statement. Anna felt that she did not understand

what by meant by Kralahome's statement. By this strategy, Kralahome could pay attention to Anna's next statement.

The next statement was about the reason why Anna refused Kralahome's statement. The statements **the king promised us a home outside the palace walls, It's what was agreed upon** indicated a reason why Anna stated her refusal. Anna did not want to be shown to palace quarters or to stay in the palace because in the letter received by Anna from the king, she had been promised by the king a home outside palace walls and this was agreed upon.

The refusal strategies above were uttered by Anna with a serious manner, started with her surprise by Kralahome's statement. The serious manner indicated that Anna wanted to emphasize the reason of the refusal so that Kralahome was able to understand the purpose of Anna by stating the reason.

*16/Disc1/LowerIR/SRA-ERE*

Anna : Louis, remember what I told you.

Louis : **I'm sorry, Mother, but he started it.**

### **The description of data**

The conversation happened in the royal school in the morning. The participants were Anna and Louis. It was the first period for Anna's teaching. There was a quarrel between Louis and Prince Chulalongkorn. The event was triggered by Louis who stated that the king's strength and power did not reach in England, Louis's home. The king's son became angry and command Louis to sit somewhere else but Louis refused the command. To stop the quarrel, Anna reminded Louis about what Anna told him. This might be advice for Louis to keep her manners polite in front of the king's children.

### **The interpretation of data**

The dialogue shows that Louis performed a refusal. This was indicated by the expressions **I'm sorry, Mother, but he started it**. Anna reminded Louis about what Anna told him. This might be advice for Louis to keep her manners polite in front of the king's children. This warning meant to blame Louis on the quarrel. However, Louis refused to be blamed on the quarrel.

In refusing the accusing, Louis employed the combination of indirect refusal strategies, namely, the combination between *statement of regret/apology* and *excuse/reason/explanation*. The expression **I'm sorry, mother** indicated that Louis was felt sorry that he forgot her mother's advice and refused the warning. Meanwhile, the expression **but he started it** revealed a reason why Louis did not wanted to be blamed on the quarrel between him and Prince Chulalongkon. The reason was that it was Prince Chulalongkorn who started the quarrel, not him. The strategy of refusal *statement of regret/apology* was used to show his respect to his mother and to mitigate the refusal.

*23/Disc1/Lower/CR/SRA-ERE*

King : Why did you interfere?

Anna : My conscience demanded it.

King : In boys' fisticuffs?

Anna : **I beg your pardon?**

King : I suppose since you must be both mother and father to son, tendency to overprotect is strong.

Anna : **Louis can fend for himself, Your Majesty. It was your son I was protecting.**

### The description of data

The conversation occurred in the Royal Hall. The participants were Anna and the king. Anna was asked to meet the king to talk about the issue of slave, concerned with what she had done with a woman slave. Anna released the slave. Because of this, the master of the slave complained about it to the king. After the problem was solved, the king asked Anna why she interfered in the issue of slave.

### The interpretation of data

From the conversation above, Anna performed a refusal. This refusal was shown by the use of the expressions such as **I beg you your pardon** and **Louis can fend for himself, Your Majesty. It was your son I was protecting.** This refusal shows that Anna denied the king's statement that she was overprotective to his son, Louis especially in the quarrel involving Louis and prince Chulalongkorn.

In refusing the statement, Anna employed the combination of indirect refusals, namely, the *statement of regret/apology* and *excuse/reason/explanation*. The expression **I beg your pardon** indicates a form of apology. The function of this strategy was to ask the explanation more about the king's statement. Anna thought that she did not understand what was meant by the king's statement. In other words, Anna wanted to know more about the king's statement.

Besides, Anna also employed another strategy of refusal, namely, *excuse/reason/explanation*. The expression **Louis can fend for himself, Your Majesty. It was your son I was protecting** reveals that Anna denied the statement of the king that said that Anna had tendency to have strong overprotection to his son, Louis in the quarrel. In other words, the king thought that Anna kept protecting Louis even though he was guilty. Anna disagreed to the king's opinion because Anna thought that it was not Louis whom she protected but Prince Chulalongkorn and she also thought that Louis could fend for himself so that he did not need to be protected.

Anna expressed the refusal with a serious manner by stressing the phrase **it was your son**. This manner indicated Anna felt annoyed by the king's statement by stating that she tended to protect his son in the quarrel involving Louis and Prince Chulalongkorn.

37/Disc2/Higher/CR/SRA-ERE

Anna : Lord Bradley? Lady Bradley. Mr. Kincaid. If I might have a moment of your time.

The couple of Bradley : (Lord Bradley saying) **I'm afraid, Mrs.**

**Leonowens, a moment is all we have.** (Lady Bradley adding) **We are**

### leaving on the next boat, my dear,

#### The description of data

The conversation occurred in the restaurant. The participants were Anna and Lady Bradley. Anna arrived at the restaurant when the couple of Bradley and Mr. Kincaid finished their lunch. The topic of the conversation was the crisis in Siam. Anna wanted to know whether the British were behind the attacks on Siam because there had many Siamese were killed mysteriously since Anna's coming to Siam. Firstly she asked them for the moment of their time to talk to them. Lady Bradley got the chance to respond the request.

#### The interpretation of data

The conversation above reveals that a refusal was executed. The couple of Bradley refused to give the moment time to Anna. This refusal was marked by the use of the expressions **I'm afraid, Mrs. Leonowens, a moment is all we have. We are leaving on the next boat, my dear.** Anna request for a moment time to talk about the crisis happening in Siam, but they refused to give the moment time.

In refusing the request, the Bradley employed the combination of refusal, namely, the combination of indirect refusal strategies. First, she used a strategy of refusal *statement of regret/apology* then two strategies of refusal, namely, *excuse/reason/explanation*. The expression **I'm afraid, Mrs. Leonowens** shows the statement of regret. Meanwhile, the expressions **a moment is all we have. We are leaving on the next boat, my dear** reveals the excuses, reasons or explanations. The word **I'm afraid** was used to show the worry about the refusal and to give Anna the feeling that if the Bradley could change the situation, the request would have been complied with. What are meant by the situation here is the next refusal strategy of refusal employed by Lady Bradley, namely, *excuse/reason/explanation* that shows the reasons why she refused the request, namely, the situation in which they did not have much time to have a conversation with Anna. It means that Lady Bradley used the strategy refusal was to save Anna's face.

Besides, the refusal strategy of refusal *statement of regret/apology*, there were two other indirect refusal strategies employed, namely, two expression indicating *excuse/reason/explanation*. The two expressions are **a moment is all we have. We are leaving on the next boat, my dear.** These strategies reveal the reasons why the Bradley refused to give a moment time to Anna to talk about the crisis in Siam. They used indirect refusal strategies, especially the statement of *regret/apology* to show the respect to Anna.

#### b) [Set condition and excuse/reason/explanation]

The refusal strategy *set condition* shows that a character in refusing, he or she uses a hypothetical condition as a reason for refusing. In the data of the research, there were two data containing this strategy, one stood alone and another one was in the combination with the refusal strategy *excuse/reason/explanation*. Here is the analysis of the datum.

*01Disc1/Higher/CR/SC-ERE*

Moonshe : I still think that we should wait until someone from the palace arrives.

Anna : **yes, well, if they were coming, they would've been here already, besides, the ship is leaving.**

### The description of context

The conversation happened on the boat. The participants were Anna and Moonshe, a man servant. Anna fulfilled the king's invitation to Siam to be tutor to his eldest son. As soon as arriving in Siam, Anna directly asked Beebe and Moonshe, her couple servants, to gather their stuff because they would go to palace soon. Before they all went to palace, Moonshe suggested an opinion.

### The interpretation of data

The dialogue above shows that Anna executed a refusal. This refusal was indicated by the expressions **yes, well, if they were coming, they would've been here already, besides, the ship is leaving**. Moonshe suggested Anna that they should wait for someone from palace to take them to palace. However, Anna refused the suggestion.

In performing the refusal, Anna employed the combination of indirect forms of refusal strategies, namely the combination between *set condition* and *excuse/reason/explanation*. The expression "**yes, well, if they were coming, they would've been here already**" contained the strategy of refusal *set condition*. Meanwhile, the expression "**besides, the ship is leaving**" contains the strategy of refusal *excuse/reason/explanation*.

Using the strategy *set condition*, Anna used a hypothetical condition. "**If they were coming, they would've been here already**" revealed that she supposed that the people from palace were coming to the harbor and were there, ready to take her and the others to palace. However, the truth was that they were not there, meaning that they were not coming to the harbor. Thus, by this strategy, Anna thought why they should wait for the people from palace if the people would not come to the harbor. In other words, Anna employed the strategy *set condition* was to show a reason why Anna refused Moonshe's opinion or suggestion, that is, that the people would not to the harbor so that waiting for them was useless.

Meanwhile, the expression **besides, the ship is leaving** was employed to show an addition to previous reason why Anna refused Moonshe's suggestion. This expression means that the ship by which Anna went to Siam had been leaving the harbor so that it was impossible for them to keep on the ship, waiting for the people. Anna and the others would be asked to go away from the ship, if they remained on the ship, waiting the people from palace. Thus, this strategy *excuse/reason/explanation* was used to be additional reason to the previous reason. The use of the word **besides** supports this meaning.

#### 4) Adjunct to refusal + indirect refusal

Adjuncts of refusal were expressions that accompany a refusal but cannot be used to fulfill a refusal alone. They show a reaction of solidarity

before or after refusing. They may be gratitude, positive opinion or requests for empathy. In the research, adjuncts of refusal were found in the combination with *excuse/reason/explanation* (1 datum) and with *criticize requester/negative opinion* (1 datum)

a) Gratitude + excuse/reason/explanation

32/Disc1/Higher/CR/SG-ERE

Beebe : And how did His Majesty fare amongst all your countrymen?

Anna : He was charming, absolutely charming. Ha. I don't think I'll ever forget how he stood there; holding his hand out to me as if I was—

Beebe : One of his 26 wives.

Anna : **Well, thank you, Beebe. I hadn't thought of it in that way.**

### The description of data

The conversation took place in the traditional market in Siam in the morning. The participants were Anna and Beebe. They were talking about the king's anniversary party the night before. Anna said that she enjoyed herself in dancing at that night. Before finishing telling about her feeling when dancing with the king, her words were cut by Beebe.

### The interpretation of data

From the dialogue above Anna denied Beebe's statement. The refusal of strategy employed was a combination of *adjunct of refusal* and *indirect refusal strategy*, namely the combination between statement of *gratitude* and *excuse/reason/explanation*. By these strategies, Anna refused the supposition of Beebe. Beebe thought that Anna was supposed to be one of the king's 26 wives when Anna was dancing with the king. However, Anna denied the supposition.

The refusal or the denial was expressed by using combination of an adjunct of refusal and an indirect refusal strategy. **Well, thank you, Beebe** contains an adjunct of refusal, namely *gratitude*. Meanwhile, the expression **I hadn't thought of it in that way** shows an indirect refusal strategy, namely, *excuse/reason/explanation*.

The expression **thank you** was used to show appreciation to Beebe for the opinion or the supposition. By this gratitude, Anna tried to minimize the threat to Beebe's face and consider Beebe's feeling or to show positive politeness. This was also supported by the addressing **Beebe** by Anna.

Meanwhile, the expression **I hadn't thought of it in that way** was a reason that shows that Anna did not agree to Beebe's opinion that said Anna supposed to be one of 26 king's wives when Anna was dancing with the king because Anna had never think of that in that way. Thus, the reason also indicates the denial itself.

b) Statement of empathy + criticize the requester/negative opinion.

35/Disc2/Higher/CR/SE-CRNO

Anna : Your Majesty...being as the rain has stopped, the children hoped you might join them for a picnic.

King : **Mem, I will always remember your feelings for my daughter,**



**and you shall never forget...you are not here to teach King.**

### **The description of context**

The conversation happened outside relaxing room of the king. The participants were Anna and the king. The king had just been mourning because of her daughter's death. Since her daughter was dead, the king had never been willing to go out of his room for long time. It had been raining since the death's time. Because the rain had stopped Anna invited the king to join the picnic together the children.

### **The description of data**

The dialogue showed that the king refused Anna's invitation to join the picnic. This refusal was signed by the expression. **Mem, I will always remember your feelings for my daughter, and you shall never forget...you are not here to teach King.** The refusal strategies used were *statement of empathy* and *criticize the requester*.

The refusal was expressed by using an adjunct of refusal and an indirect refusal strategy. They were *statement of empathy* and *criticize the requester*. The refusal was preceded by the statement **I will always remember your feelings for my daughter**, a *statement of empathy*. This statement was used to point out an understanding. The king understood that Anna loved his daughter very much. This statement was employed to save the Anna's positive face. Besides, the statement also indicated that the king appreciated Anna for loving her daughter.

Then the indirect refusal strategy **you shall never forget...you are not here to teach King** was employed to show a criticism to Anna. This statement indicated that the king reminded Anna about her status. By this statement, the king claimed that Anna's task was teaching his children not the king. Thus this statement revealed that the king thought that Anna did not have the right to command him. She could command his children because she was her teacher. However, the king was not her student so that Anna could not command him. Therefore, the criticism could threat Anna's positive face. This contradicted to the use of adjunct of refusal, *statement of empathy*. Moreover, the refusal was performed by some manners shows impoliteness. When the king stated his refusal, he did not look at Anna, but leaving for the room again and the criticism was stated mockingly while pointing his forefinger to Anna.

### 5) [Adjunct to refusal + indirect refusal + direct refusal]

In this combination, the refusal contained adjuncts to refusal, followed by other refusal strategies, either direct or indirect not considering their order. In the data of the research, there was only one datum found. Here is the analysis of the datum.

- a) Gratitude + positive opinion + excuse/reason/explanation + statement of regret/apology + negative willingness + physical departure

33/Disc2/Lower/CR/SG-SRA-NWA

King : On table, Mem, is small gift of appreciation for your many efforts

at anniversary party (*Anna opened a small box covering the table, which a ring on, and took the ring*) Mem's hand has been lonely without such.

Anna : **It is most kind, Your Majesty. It's very beautiful, and though I am terribly grateful**—(her words were cut by the king)

King : It is custom to bestow favors for those who please King...and Mem has done so.

Anna : **I'm sorry. I cannot accept such generosity.** (*Anna left the room*)

### The description of data

The conversation occurred in the Royal Hall. The participants were Anna and the king. The king intended to give a ring to Anna as the gift of appreciation because Anna has done many things for the king's anniversary party. In other words, the king offered the gift. The king told Anna that it was the time for her to need a ring because it had been long time since Anna was without a ring.

### The interpretation of data

From the dialogue above, it was seen that Anna carried out a refusal. Anna could not accept the ring as gift of appreciation at anniversary party. She employed some strategies of refusal in the form of semantic formulae as follows: [*Gratitude + positive opinion + excuse/reason/explanation + statement of regret/apology + negative willingness + physical departure*]. "**It is most kind, Your Majesty**" shows adjuncts to refusal. **It's very beautiful** shows positive opinion. "**And though I am terribly grateful**" reveals *excuse/reason/explanation*. Meanwhile, "**I'm sorry, I cannot accept such generosity**" points out the main refusal, which contains a *statement of regret/apology* and *negative willingness ability* and the refusal was ended with *physical departure* without permission or bowing.

The refusal was employed by combining some strategies of refusal, namely, two adjuncts of refusal followed by three indirect refusal strategies (one of them was in the last sentence) and one direct refusal strategy. The use of the adjunct "**it is most kind**" indicates Anna's *gratitude*. By this strategy, Anna wanted to show her appreciation to the offering even though she has not decided to accept the offering and to show goodwill. This appreciation was strengthened by expressing a *positive opinion* "**It's very beautiful**". Anna thought that the ring was very beautiful. This opinion reinforces Anna's appreciation to the king's offering and the goodwill. It means that Anna employed positive politeness. The gratitude was used to save the king's positive face.

From the conversation above, it could be stated that after expressing the appreciation to the offering, Anna intended to refuse the gift indirectly by giving *excuse/reason/explanation* "**And though I am terribly grateful**". However, before her words was finished being said, they had been cut by the king who said the reason why he give the gift. He told that it was custom to bestow for those who please King, and Anna has done so. Thus, the clause "**And though I am terribly grateful**", which is not complete, indicates that Anna wanted to refuse the gift.

Knowing the reason why the king gave the ring to her, Anna determined to refuse the gift by giving other refusal strategies, namely *statement of regret/apology* and *negative willingness ability*. The words “sorry”, “regret” mean that someone has made a mistake, and feels bad about that mistake. Statements that contain these words are classified as *regret/apology*. “**I’m sorry**” reveals that Anna was sorry that she refused the gift. This strategy was used to mitigate the power of the refusal. Meanwhile, the direct refusal strategy *negative willingness ability* “**I cannot accept such generosity**”, points out that Anna really determined to refuse the gift. She employed the direct refusal strategy *negative willingness ability*, which indicates that Anna was incapable of accepting the king’s generosity. It means that he refused to accept the gift and this refusal was finished by *physical departure*, one of the forms of non-verbal avoidance. After expressing her unwillingness or incapability to accept the gift, Anna directly left the room without any permission or bowing her body which she usually did to show her respect. This strategy showed that Anna really refused to accept the gift so that her efforts to save the king’s face failed. Because of this refusal, the king appeared disappointed seen from his face and putting off the spectacles.

The three kinds of strategies above were employed by a low tone and uttered with a heavy breath. This manner indicated a doubt whether she would refuse or accept the gift.

## 2. The Reasons Why the Characters of the Film *Anna and the King* Employed the Refusal Strategies

This part discusses the factors that cause the characters to choose to employ certain refusal strategies. There are some factors that cause the characters of the film *Anna and the King* to choose the refusal strategies to be performed. They are social status, social distance, the formality or the setting of the conversation, mood of the character, motivation of the characters, and knowledge of the character.

### a. *Social Status of the Characters*

In the film entitled *Anna and the king*, social status of the characters became one of the factors that influenced on the use of form of the refusal strategies, either direct refusal, indirect refusal or combination of the refusal. Social status of the participants of the conversation determined the choice of the refusal strategies to be employed. The description of how the social status of the characters influenced the use of certain refusal strategy in the film *Anna and the King* can be seen in the following.

#### 1) *Higher status of the refuser influenced the use of direct refusal strategy*

This factor was found in the datum *17/Disc1/High/DR/NWA*. Due to the higher status of the refuser, the character employed the direct refusal strategy, namely *negative willingness ability*.

*17/Disc1/High/DR/NWA*

Louis : 997...998... 999... 1, 000. Finished.

Anna : You may go home.

Louis : Aren't you coming?

Anna : **Not until Prince Chulalongkorn finishes his task.**

### Description of context

The conversation happened in the royal school at night. The participants were Anna and Louis. Louis and Prince Chulalongkorn were punished by Anna, their teacher because they quarreled or fought each other. They were asked to write down on the blackboard the words indicating their promise not to fight anymore. Louis finished the task but Prince Chulalongkorn did not. Even, the prince did not do the task at all. Finishing the task, Louis was allowed to go home. Before going home, Louis asked to Anna whether or not she would come home, too.

### The Interpretation of data

The datum above showed that Anna performed a refusal. The refusal was marked by the by expression **Not until Prince Chulalongkorn finishes his task**. The refusal was be categorized as *Negative Willingness Ability*. This expression indicated that Anna could not come home until the prince finished his task, namely, writing down on the blackboard the expression of promising not to fight anymore. The task was as a punishment for the two young men. Louis had finished the task, and Prince Chulalongkorn had not finished the task yet. Even, the prince did not do the task at all.

In expressing her refusal Anna employed a direct refusal strategy. This was signaled by the use of a negation marker “**not**”. There were some reasons why the strategy was chosen to perform. One of them is social status between the participants of the conversation. Anna as the mother of Louis had higher status than Louis, and as a teacher, Anna had higher status than Louis. In other words, Anna is superior and Louis is subordinate or inferior. According to Nguyen (2006), when in a superior position, people tend to use more directness to their inferiors. That is why Anna expressed her refusal directly; in this case, Anna employed the direct refusal strategy negative willingness ability because of her higher status.

### 2) *Higher status of the interlocutor influenced the use of indirect refusal strategy or low status of the refuser influenced the use of indirect refusal strategy*

The characters with high social status more tended to receive deferential behavior, including linguistic deference and negative politeness. Meanwhile, characters who with lower social status are inclined to avoid offending those with higher status and show more respect to them. In other words, a character employ a certain refusal strategy to show her respect because of his lower status or because the character's status whom the refuser spoke to was higher than his status. In refusing, the character used mitigation devices to lessen the threatening power of the refusal. In this film, the factor above was found in the data with the codes: 06/Disc1/Low/IR/SP, 09/Disc1/Low/IR/SPs, 13/Disc1/Low/IR/ERE, 20/Disc1/Low/IR/SA, and 21/Disc1/Low/IR/ERE, 16/Disc1/Low/CR/SRA-ERE, 18/Disc1/Low/CR/SRA-ERE, 44/Disc2/Low/CR/SRA-ERE, and 33/Disc2/Low/CR/SG-SRA-NWA. Here are some examples of the data analysis that show the phenomena

*06/Disc1/Lower/IR/SP*

Kralahome : Hmm. When presented to His Majesty, you and son will remember to touch forehead to floor.

Anna : *(smiling)* **Your Excellency, although we have become better acquainted with your customs, we have certainly not forgotten our own**

### **The description of context**

The conversation occurred on the way to the royalty Hall. The participants were Anna and the prime minister of Siam, Kralahome. Anna would be presented and introduced to the king of Siam. Before presented to the king, Anna was told about the rules that she needed to obey. The prime minister told Anna to touch her forehead to floor to greet the king.

### **The interpretation of data**

From the conversation it was seen that Anna performed a refusal. Anna employed the refusal in an indirect way because there was no the word "no" or negation form in it. The refusal was expressed by a smile and was also expressed by low tone. This showed a positive politeness. By these, Anna offered a friendship. By employing the refusal accompanied by a smile and low tone, Anna hoped Kralahome to understand that if he had were Anna, he must have done the same thing and would let her meet the King. One of the factors that cause the character employ the indirect refusal was different social status of the participants. Anna was a teacher, where as Kralahome was a prime of minister. He had a higher status than Anna. Holmes (1995) claimed that people with high social status are more tending to receive deferential behavior, including linguistic deference and negative politeness. The use of the address **Your Excellency** showed this deference so that showed the negative politeness. In this case, Anna, using the indirect refusal strategy followed by the address **Your Excellency**, a smile, and low tone tried to mitigate the refusal and to show respect to the prime minister because of the higher status of Kralahome. The datum that had the similar characteristics to this datum was the datum with the code *09/Disc1/Lower/IR/SPs*.

*13/Disc1/Low/IR/ERE*

King : *(in low tone and a smile)* it is my pleasure that you live in the palace.

Anna : *(with a strongly stressed words)* **But it is not mine, Your Majesty.**

King : *(turning back to Anna also in high tone)* You do not set conditions of your employment and you shall obey! *(All the royal family touched their forehead to floor)*

Anna : *(coming closer to King and also in high tone)* **May I respectfully remind His Majesty that I am not his servant, but his guest!**

King : A guest who's paid. Education begins tomorrow.

### **Description of context**

The conversation took place in front of all members of the Royal

family and the Royal officers. The participants are Anna and the King Monkut. Anna was invited to Siam to be a teacher. The king introduced Anna and his son to all members of the Royal family. As the king's guest, Anna was flattered with the king's welcome. At first, the conversation ran well. King understood Anna's hope, living in Siam with her own tradition. However, they are then arguing about the home that has been promised by the king. Anna hoped to be able to live outside of the palace because she could follow her own tradition only if she had a home outside palace but the King hoped Anna to live in the palace.

### **The Interpretation of data**

The king hoped Anna to live in the palace. However, Anna refused the king's hope. This refusal is indicated by the expression **but it is not mine, Your Majesty**. This refusal strategy was categorized as *excuse/explanation/reason*. This expression indicated that Anna contradicted to the king's hope. She did not want to live in the palace.

Because of the refusal, the king became dreadful. Therefore, also in high tone the king insisted that Anna live in the palace. He not only hoped but also commanded Anna to live in the palace. This was a command of a king, who had highest status. However, Anna insisted that she did not want to live in the palace. She felt that she had to keep her principle, to keep her privacy and to follow her own tradition. On other words, she refused the king's want again. This refusal was indicated by the expression **May I respectfully remind His Majesty that I am not his servant, but his guest!** This refusal can still be categorized as **excuse/reason/explanation** even though it was expressed in an interrogative sentence. The expression revealed that Anna refused the king's hope by reminding the king that she was only a guest in the palace, and she was not the king's servant so that she felt that she did not have to obey the command.

Anna expressed the refusals in an indirect way indicated by the disappearance of the word "no". The status of social of the participants became one of the factors affected the use of the indirect refusal. Holmes (1995) stated that those with lower social status are tending to avoid offending those with higher status and show more respect. From the statements, it can be stated people with a high status tend to use indirect expression to show respect. Anna's status was lower than the king's. Anna was only a teacher. Therefore, Anna employed the refusal strategy in an indirect way to show respect to the king.

To mitigate the refusal, Anna used the refusal expressed in interrogative sentence and by changing personal pronoun *you* to *his*. The form of interrogative was chosen because this form functions to show a polite request. She asked for permission to remind the king about her status, that she was a guest and not a servant. Moreover, Anna used the word **respectfully** that directly revealed a respect.

20/Disc1/Lower/IR/SA

Prince : I've been doing much thinking, Mem teacher on why some in this life are masters, like JaoJom Manda Ung, and others, slaves.

Anna : **Well, that is something that you need to ask your father, Your Highness.**

Prince : But you are teacher. Teach.

Anna : *(being silent at the moment then taking a book a book from the book-shelf)* **Um...This was written by an American woman, Harriet Beecher Stowe, who asked the same question. Perhaps you should read her, and then we might continue our discussion.**

### **The description of context**

The conversation happened in the royal school. The participants were Anna and Prince Chulalongkorn. The night before the conversation took place, Anna and Prince found a woman slave chained outside the royal school for several months by her master, JaoJom Manda Ung. In the following day, Prince Chulalongkorn wanted to know why in the life there were masters and slaves. Therefore, he asked Anna, his teacher about it.

### **The interpretation of data**

From the dialogue it was clear that refusals were executed. Anna refused to give explanation about the issue of slave to Prince Chulalongkorn as expressed in such bold words. According to Beebe (1999), the refusals above can be categorized as *statement of alternative*. Anna rejected to give the answer to prince's question, but she offered some alternatives. The first alternative **Well, that is something that you need to ask your father, Your Highness** indicated a suggestion that prince needed to ask his father about slaves. Anna gave the alternative, because she knew that king must have known more the slaves because the slaves in his country, Siam

However, the first alternative was not enough, Prince Chulalongkorn seriously kept asking Anna to teach about issue of slaves because he thought that, as a teacher, Anna must have known more the issue and she had the obligation to teach her students including him. Because of these, Anna thought for a while and eventually Anna gave another alternative **"this was written by an American woman, Harriet Beecher Stowe, who asked the same question. Perhaps you should read her, and then we might continue our discussion"**. These expressions revealed that Anna gave the prince a suggestion as alternative to the previous alternative. She suggested that the prince to read a book By this alternative, the prince would know more about slave issue and finally the prince would agreed to his teacher's suggestion and Anna's obligation as teacher was accomplished, and Prince Chulalongkorn's request could be fulfilled.

What expressed by Anna could be categorized as indirect refusals, because the expressions do not contain the word "no". The refusals were expressed in low tone indicating polite manner. One of the factors influenced the use of the indirect refusal strategy was the higher status of Prince Chulalongkorn. Because of this, Anna gave the alternatives. The alternatives were used to mitigate the refusal. She hoped the prince's request to be fulfilled and she did not hurt such the prince's feeling that he felt disappointed with the refusal.

Besides, using alternative strategy, a character stated a promise in refusing a request relating to the higher status of the interlocutor. This factor was found in the following datum:

24/Disc1/Low /IR/PFA

Tuptim : May I ask a favor, Mem?  
 Anna : Yes, certainly.  
 Tuptim : To send this. I wish family to know how happy I am here with King.  
 Anna : **I'll tell Moonshe to find a messenger straightaway.**  
 Tuptim : thank you.

### The description of context

The conversation took place in near Tuptim's private room. The participants were Anna and Tuptim, one of the king's concubines. The previous topic of the conversation was that Tuptim told about her experience during the previous Rice Festival and the beauty of Bangkok. Then suddenly changed the topic, Anna wanted to find Louis outside. She called Louis several times. While Anna was leaving the room, Tuptim took a letter secretly and called Anna and asked Anna a favor.

### The interpretation of data

From the datum above, it could be said that Anna actually performed a refusal. The refusal was indicated by the expression **I'll tell Moonshe to find a messenger straightaway**. The strategy was categorized as *promise of future acceptance*. This strategy showed that Anna refused Tuptim's request although the power of the refusal was soft. Anna refused by giving a promise that she would send the letter straightway. However, she could not send this letter by herself. She had to ask someone else to send the letter. Therefore, she asked Moonshe, his servant to find a third-party who was able to send the letter. Anna could not send the letter by herself because she would not be allowed to go outside the palace without a precise and obvious purpose. Therefore, she refused the request.

Anna expressed the refusal indirectly since she did not use the denying vocabulary such as "NO". Tuptim is a king's concubine, a daughter of the richest merchant in Siam. Therefore, she had a higher status than Anna. Because of this status, Anna employed the indirect form of refusal strategy and to mitigate the power of the refusal, Anna used the choice of word **straightway**. This was used to show that the force of the refusal was weak, even, the refusal might be considered as agreement as what Tuptim thought of. She said **thank you** to Anna as the respond to the refusal. By this mitigation, Tuptim's request would be accomplished as soon as possible. The datum that had the same characteristic with this datum was the datum with the code: 43Disc2/L/IR/PFA.

### 3) *Higher status of the refusers influenced the use of certain indirect refusal strategy.*

In this film, certain direct refusals were employed by the characters because of their higher status than of the other characters. In this case, a



character tried to show his power to other characters by executing the refusal strategy or employing the refusal without mitigations, to show power or by cynical device. This factor was found in the following data codes: *08/Disc1/Low/IR/C*, *28/Disc1/High/IR/ERE*, *45/Disc2/High/IR/C*, and *50/Disc2/High/IR/C*. The examples of the data of the analysis are as follows:

*28/Disc1/High/IR/ERE*

King : The French say I am uncivilized ruler. I, who has spent entire life attempting to teach self history, literature, and science.

Anna : Why would they print such things, Your Majesty?

King : **You are English. You should not be so surprised**

Anna : Well, I can still be appalled.

### **The description of context**

The conversation took place in the royal school. The participants were Anna and the king. At that time, when Anna was teaching all members of royal family, the king suddenly came to the royal school. The king commanded them to leave Anna and the king said to Anna that the French said that he was an uncivilized ruler, who had spent entire life attempting to teach self history, literature, and science. Anna was shocked with the king's statement. Thus, Anna wanted to know why the French said such things to him. Before the conversation happened, the king, his bother, the prime minister, and his general had a conversation about the massacres recently occurred in Siam. The suspects were the British. However, the king did not believe that the British were the origin of the events. As soon as the conversation ended up the king directly met Anna to prove the doubt himself.

### **The interpretation of data**

From the conversation, the king refused to give the reason why the French said that the king was an uncivilized ruler. The refusal was signed by the expression in the bold words **you are English. You should not be so surprised**. This expression indicates that the reason why the king refused to give the reason why the French said such things to him was that Anna had known the reason. This means the king claimed that Anna as English must know why the French said that the king was uncivilized ruler because they were the modern countries so that they had the same views.

The king performed the refusal by the use of indirect form of refusal strategy, namely *excuse/reason/explanation*. By this strategy, the king wanted to explain the reason why the French said that he was an uncivilized ruler. This strategy also showed a satire. The king had higher status than Anna. Because of the status, he employed the kind of the strategy. The use of the satire can disturb Anna's face because the king thought that Anna pretended not to know the reason. However, the use of this strategy did not disturb the harmony of their relationship. Anna still did not understand the king's question. Another datum that shows the similar characteristics with this datum was the datum number *34/Disc2/Low/IR/CRNO*. Here is another example that shows that the speaker's high status influenced the use of indirect refusal strategy *command*.

08/Disc1/Low/IR/C

Anna : Your Majesty...we have been kept waiting for nearly 3 weeks. And although I appreciate that you have issues of...great importance, I would imagine that your son's education would be far more—

King : **Silence!**

### **The description of the context**

The conversation took place in the royal hall. The participants were Anna and King Mongkut. Anna was presented to the king by Kralahome. Arriving there, Anna and Kralahome, found the king meeting his guests. As soon as the time of the meeting was over, the time of meeting for other guests was also over.. Therefore, Anna was suggested to meet the king but Anna insisted on meeting the king. Because of her sudden coming to the king, she would have been nearly attacked by the king's guards otherwise the king had stopped them. Then Anna stated that she had been kept waiting for nearly 3 weeks to meet the king and that she thought that his son's education would be far left behind, however, before finishing these last words, Anna's statement was cut by the king.

### **The interpretation of data**

From the conversation above, it was seen that Anna's statement was cut by the king. It means that the king performed a refusal, that he refused Anna's continuing her statement. The refusal was signed by the use of the expression **silence**.

In refusing Anna's statement, the king employed an indirect refusal, namely *command*. There was no negation form used. The use of the expression **silence** indicates that the king commanded Anna not to continue her words. This expression was uttered in a very high tone, and in anger. These strengthened the threatening power of the refusal. Command is one of or Face Threatening Acts (FTAs). Thus the use of this refusal strategy had very bad impact on the interlocutor. Because of this expression, Anna became very shocked and speechless. The king had higher status than Anna. This status made him employed the form of *command* to refuse Anna's statement. This expression indicted the king's authority. The same use of the refusal can also be found in the data 45/Disc2/High/IR/C, 50/Disc2/High/IR/C.

#### **4) The equal status influenced the use of indirect refusal strategy**

In the film *Anna and the King*, it was found that equal status of the characters could influence the use of certain indirect refusal strategy, in this case, the strategy *criticize the requester or negative opinion*. This factor was found in the data: 31/Disc1/Equal/IR/CRNO and 39/Disc2/Low/IR/CRNO. The example of the analysis of the data was as follows:

31/Disc1/Equal/IR/CRNO

Mr. Kincaid : Ah. Point taken, Your Majesty. However, there's no arguing the superiority of the English. And in the light of these dreadful massacres up and down your border, it's no wonder you're seeking our favor.

Anna : *(standing and in high tone saying to Mr. Kincaid)*  
**Superiority? Mr. Kincaid? I do not recall anyone being given the right to judge whose cultural customs are superior especially when those judging have frequently done so at the point of a gun.**

### **The description of context**

The conversation occurred in the dining room at the anniversary party held by the king. The party was visited by many English nobles and diplomats. At the night, the guests were dining and there was a discussion between them. They were discussing commerce relationship between countries. When the king started the discussion, Mr. Kincaid cut the king's words by giving his opinion. The opinion contained an insult to Siamese's belief in superstition, meaning that it was also an insult to the king. The king responded by stating that English also had a fantastical belief. However, Mr. Kincaid told that there was no arguing the superiority of the English. Because of this, Anna stated her opinion.

### **The interpretation of data**

Anna disagreed to Mr. Kincaid's opinion. In other words, Anna performed a refusal. In the case, she refused Mr. Kincaid's opinion's that indicated that English was superior. The refusal strategy used was statement of *Negative Opinion*. This strategy indicated that denied Mr. Kincaid's opinion. This indirectly indicated that Mr. Kincaid did not have the right to judge whose cultural customs are superior.

Anna expressed the refusal in an indirect way, that is, *Negative Opinion*. Anna uttered this refusal in a high tone, with a serious manner, while waking from her seat. All of these enhanced threatening power of the refusal. The opinion was expressed in satire by which Anna told Mr. Kincaid that she forgot anyone being given right to judge whose cultural customs were superior when those judging have frequently done so at the point of a gun. The truth was no one given the right to judge whose cultural customs were superior. This satire was referred to Mr. Kincaid, so that the word **anyone** referred to him. One of factors that influenced the choice of the kind of refusal strategy was the equal status of the participants. Anna was a teacher, whereas, Mr. Kincaid was English businessman. They had equal status, as professional workers. Hence, he chose to employ the strategy of refusal. Another datum that had the same characteristic with this datum was the datum with the code: *39/Disc2/Low/IR/CRNO*.

### **5) Higher status of the interlocutor influenced the use of certain combinations of refusals.**

Because the speaker has higher status than hearer, the hearer may use more one strategy to employ a refusal in order not to offend the interlocutor. In the film *Anna and the King*, This factor was found in the data with the code *16/Disc1/Low/CR/SRA-ERE*, *18/Disc1/Low/CR/SRA-ERE*, *33/Disc2/Low/CR/SG-SRA-NWA*, *44/Disc2/Low/IR/SRA-ERE*, and *32/Disc1/High/IR/SG-ERE*. Here are some examples of the analysis of the data.

*16/Disc1/Low/CR/SRA-ERE*

Anna : Louis, remember what I told you.

Louis : **I'm sorry, Mother, but he started it.**

### The description of data

The conversation happened in the royal school in the morning. The participants were Anna and Louis. It was the first period for Anna's teaching. There was a quarrel between Louis and Prince Chulalongkorn. The event was triggered by Louis who stated that the king's strength and power did not reach in England, Louis's home. The king's son became angry and command Louis to sit somewhere else but Louis refused the command. To stop the quarrel, Anna reminded Louis about what Anna told him. This might be advice for Louis to keep her manners polite in front of the king's children.

### The interpretation of data

The dialogue shows that Louis performed a refusal. This was indicated by the expressions **I'm sorry, Mother, but he started it**. Anna reminded Louis about what Anna told him. This might be advice for Louis to keep her manners polite in front of the king's children. This warning meant to blame Louis on the quarrel. However, Louis refused to be blamed on the quarrel.

In refusing the accusing, Louis employed the combination of indirect refusal strategies, namely, the combination between *statement of regret/apology* and *excuse/reason/explanation*. The expression **I'm sorry, mother** indicated that Louis was felt sorry that he forgot her mother's advice and refused the warning. This strategy did not stand alone, but was followed by another refusal strategy, namely *excuse/reason/explanation*. The expression **but he started it** revealed a reason why Louis did not wanted to be blamed on the quarrel between him and Prince Chulalongkon. The reason was that it was Prince Chulalongkorn who started the quarrel, not him. Anna and Louis had different status. They were mother and son. Although they were close each other, Anna had higher status than Louis. Because of the higher status of Anna, Louis employed the indirect refusal strategies.

The strategy of refusal *statement of regret/apology* was used to show his respect to his mother and to mitigate the refusal. The datum that had the same characteristics as this datum was the datum with the code *18/Disc1/Low/CR/SRA-ERE* and *44/Disc2/Low/IR/SRA-ERE*.

The following is another example of datum that showed that the character used more than one strategy in refusing is due to the higher status of the hearer, to show respect or to save the hearer's face.

*33/Disc2/Low/CR/SG-SRA-NWA*

King : On table, Mem, is small gift of appreciation for your many efforts at anniversary party (*Anna opened a small box covering the table, which a ring on, and took the ring*) Mem's hand has been lonely without such.

Anna : **It is most kind, Your Majesty. It's very beautiful, and though I am terribly grateful**—(her words were cut by the king)

King : It is custom to bestow favors for those who please King...and Mem has done so.

Anna : **I'm sorry. I cannot accept such generosity.** (*Anna directly left*)

*the room)*

### **The description of data**

The conversation occurred in the Royal Hall. The participants were Anna and the king. The king intended to give a ring to Anna as the gift of appreciation because Anna has done many things for the king's anniversary party. In other words, the king offered the gift. The king told Anna that it was the time for her to need a ring because it had been long time since Anna was without a ring.

### **The interpretation of data**

From the dialogue above, it can be seen that Anna carried out a refusal. Anna could not accept the ring as gift of appreciation at anniversary party. She employed a combination of strategies of refusal in the form of semantic formulae as follows: [*Gratitude + positive opinion+ excuse/reason/explanation+ statement of regret/apology+ negative willingness+ physical departure*]. The use of the adjunct "**it is most kind**" indicates Anna's *gratitude*. By this strategy, Anna wanted to show her appreciation to the offering even though she has not decided to accept the offering and to show goodwill. This appreciation was strengthened by expressing a *positive opinion* "**It's very beautiful**". Anna thought that the ring was very beautiful. This opinion reinforces Anna's appreciation to the king's offering and the goodwill. It means that Anna employed positive politeness. The gratitude was used to save the king's positive face.

From the conversation above, it was stated that after expressing the appreciation to the offering, Anna intended to refuse the gift indirectly by giving *excuse/reason/explanation* "**And though I am terribly grateful**". However, before her words were finished being said, they had been cut by the king who said the reason why he gave the gift. He told that it was custom to bestow for those who please King, and Anna has done so. Thus, the clause "**And though I am terribly grateful**", which is not complete, indicates that Anna wanted to refuse the gift.

Knowing the reason why the king gave the ring to her, Anna determined to refuse the gift by giving other refusal strategies, namely *statement of regret/apology* and *negative willingness ability*. The words "sorry", "regret" mean that someone has made a mistake, and feels bad about that mistake. Statements that contain these words are classified as *regret/apology*. "**I'm sorry**" reveals that Anna was sorry that she refused the gift. This strategy was used to mitigate the power of the refusal. Meanwhile, the direct refusal strategy *negative willingness ability* "**I cannot accept such generosity**", points out that Anna really determined to refuse the gift. She employed the direct refusal strategy *negative willingness ability*, which indicates that Anna was incapable of accepting the king's generosity. It means that she refused to accept the gift and this refusal was finished by *physical departure*, one of the forms of non-verbal avoidance. After expressing her unwillingness or incapability to accept the gift, Anna directly left the room without any permission or bowing her body which she usually did to show her

respect. This strategy showed that Anna really refused to accept the gift so that her efforts to save the king's face failed. Because of this refusal, the king appeared disappointed seen from his face and putting off the spectacles.

Holmes (1995) claimed that people with high social status are more prone to receive deferential behavior, including linguistic deference and negative politeness. Thus those with lower social status are inclined to avoid offending those with higher status and show more respect to them. Anna was lower than the king. Because of her status, Anna tried to avoid offending the king who had a higher status and mitigate her refusal, namely by employing the adjuncts of refusal, *statement of gratitude* and *positive opinion* and some indirect refusal strategies such as *excuse/reason/explanation*, and *statement of regret/apology*. This combination of strategies was employed to show respect to the king because the king had a higher status than Anna.

#### **b. Social Distance of the Characters**

Besides different status of the characters, social distance between the characters may also influence the use of certain refusal strategy. In this analysis of the film, this factor was found in the data *04/Disc1/High/IR/ERE*, *05/Disc1/Low/IR/ SRA-ERE*, *06/Disc1/Low/IR/SP*, *14/Disc1/High/IR/ERE*, *27/Disc1/High/IR/ERE*, *24/Disc1/Low /IR/PFA*, *43Disc2/L/IR/PFA*, *11/Disc1/High/IR/H*, *26/Disc1/High/CR/NN-ERE*, *51/Disc2/Low/IR/Q*. There are two forms of relationship between the characters of the film, namely close relationship and distant relationship.

##### 1) close relationship of the participants

This relationship is divided into two forms, namely family and friend

##### a) Family

In this film, there were some data that showed that family relationship between the characters influenced the characters in employing certain refusal strategies. The data that showed the phenomena were as follows: *11/Disc1/High/IR/H*, *15/Disc1/High/IR/TS*, *26/Disc1/High/CR/NN-ERE*, *27/Disc1/High/IR/ERE*, *34/Disc2/Low/IR/CRNO*, and *46/Disc2/High/IR/S*. The examples of the analysis of the data were as follows:

*11/Disc1/High/IR/H*

Louis : Mother, what's a concubine?

Anna : **shh!**

#### **The description of context**

The conversation occurred in the Royal Family quarter. The participants were the King would introduce his Royal Family to Anna and her son, Louis. During the talk, Louis wanted to know what is meant by a concubine, thus he asked his mother, Anna about it.

#### **The interpretation of data**

From the conversation it was clear that Anna carried out a refusal. This refusal was shown by the use of the expression **shh**. The expression revealed that Anna refused to tell Louis what was meant by a concubine.

In refusing the refusal, Anna employed an indirect form of refusal,

namely *hint*. This strategy indicated that Anna asked Louis to be silent. Using this strategy meant that Anna tried to avoid from Louis's question. The hint was expressed in the word "shh". This word was categorized as informal language.

The reason why Anna employed the form of the informal language was that Anna and Louis were mother and son therefore they had close relationship. The relationship was indicated by the use of the word **mother** by Louis. The use of this form language showed a positive politeness that occurred between the characters that had close relation, because of their closeness, they used the form of the informal language and the hint was appropriate to be employed. The factor of the close relationship in family involving mother and son was also found in the data *02/Disc1/Low/IR/S*, *34/Disc2/Low/IR/CRNO*, and *15/Disc1/High/IR/TS*. The following is another example of the analysis of the data that showed the phenomenon above.

*34/Disc2/Low/IR/CRNO*

Louis : I should have a topknot like the other boys.  
 Anna : **I think you've gone a bit daft, darling.**

### **The description of data**

The conversation took place in the Anna's home in the morning. The participants were Anna and Louis. It had been raining for ten days. Anna was sitting relaxingly in the verandah of the home whereas Louis sounded the bugle. Anna told not him to stop it. Anna and Louis did not go to school because of the rain. Then, from the window, Louis suggested that he use a topknot like the other boy students.

### **The interpretation of data**

From the dialogue above, Anna stated her disagreement to Louis's idea to use a topknot like the other students in the royal school. In other words, Anna refused the suggestion. This refusal was signed the use of the expression **I think you've gone a bit daft, darling**. Anna expressed the refusal by giving *negative opinion*. Anna thought that Louis's idea was **daft**. This choice of word contains negative connotation. The expression containing the word **daft** also indicated that Anna thought that the idea to wear the topknot is a silly idea. If Louis had used the topknot, he would have looked so strange in front Anna because Louis had never had a topknot. It was different in Siam, in which, every child used a topknot. Thus, reason why Anna refused the suggestion because using a topknot was not her custom.

The refusal was performed indirectly but by giving an opinion, that is, *negative opinion*. Anna was mother's Louis. They were mother and son. The language used in the conversation showed a positive politeness. This politeness was also signed by the use of the addressing word **darling**. Because of the relationship they were close each other. Because the participants were intimate, high solidarity between them appeared. That was why; the negative opinion did not make their relationship worse.

### b) Friend

In this film, there were some data that showed that the friendship

between the characters caused the characters to employ certain refusal strategies. The data that showed the phenomena were as follows: 41/Disc2/Low/IR/ERE, 24/Disc1/Low /IR/PFA, and 43Disc2/L/IR/PFA. Here are some examples of the analysis of the data

24/Disc1/Low /IR/PFA

Tuptim : May I ask a favor, Mem?  
 Anna : Yes, certainly.  
 Tuptim : To send this. I wish family to know how happy I am here with King.  
 Anna : **I'll tell Moonshe to find a messenger straightaway.**  
 Tuptim : thank you.

### **The description of context**

The conversation took place in near Tuptim's private room. The participants were Anna and Tuptim, one of the king's concubines. The previous topic of the conversation was that Tuptim told about her experience during the previous Rice Festival and the beauty of Bangkok. Then suddenly changed the topic, Anna wanted to find Louis outside. She called Louis several times. While Anna was leaving the room, Tuptim took a letter secretly and called Anna and asked Anna a favor.

### **The interpretation of data**

From the datum above, it was said that Anna actually performed a refusal. The refusal was indicated by the expression **I'll tell Moonshee to find a messenger straightaway**. The strategy was categorized as *promise of future acceptance*. This strategy showed that Anna refused Tuptim's request although the power of the refusal was soft. Anna refused by giving a promise that she would send the letter straightway. However, she could not send this letter by herself. She had to ask someone else to send the letter. Therefore, she asked Moonshe, his servant to find a third-party who was able to send the letter. Anna could not send the letter by herself because she would not be allowed to go outside the palace without a precise and obvious purpose. For that reason, she refused the request.

Anna expressed the refusal indirectly since she did not use the denying vocabulary such as "NO". There were some factors causing the use of the indirect form of refusal was chosen. One of the factors is social distance between the characters. Anna and Tuptim they were altogether new comers in the palace and often involved in conversations to share about their lives. Because of these, their relationship got closer, and they became friends. Because of the friendship, the negotiation of relationships is more likely to happen among friends. In this means that as friends people tend to keep their relationships close. This was also done by Anna. The indirect refusal, *promise for future acceptance* was employed by Anna to keep this relationship close. Another datum that had the similar characteristics with this datum was the datum number 43Disc2/L/IR/PFA.

2) distant relationship of the participants



a) Stranger

In this film, there were some data that showed the character used certain refusal strategy because the character's relation with another character was not close each other. In other words, they were strangers one another. The data that showed the phenomena were as follows: *03/Disc1/Low/IR/RHHR*, *04/Disc1/High/IR/ERE*, *05/Disc1/Low/IR/ SRA-ERE*, *09/Disc1/Low/IR/SPs*, *23/Disc1/Low/IR/SRA-ERE*, and the examples of the analysis of the data were as follows:

*03/Disc1/Lower/IR/RHHR*

The interpreter : How did he die?

Anna : **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.**

### The description of context

The conversation took place in the prime minister's private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how did her husband die. Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions

### The interpretation of data

From the conversation above, it could be stated that Anna performed a refusal. This was marked by the expression **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.** Kralahome questioned Anna through an interpreter. When Anna was asked about how her husband died, Anna refused to give the answer. The expression above revealed that Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In order words, Anna requested Kralahome not to ask any personal question. This request showed a refusal. The strategy of refusal was *request for help by dropping request*. By this request, the prime minister was hoped to stop asking any personal questions.

The refusal was expressed in an indirect way without the use of the word "no" or "not". The refusal was conveyed by a request. Before expressing the refusal, Anna was still willing to answer Kralahome's questions, even though with a silence first. However, when the question became more personal in nature, Anna determined not to answer the question by expressing a request. The request showed politeness. Socially there was distance between them. According to Anna, Kralahome was a stranger. It was their first meeting.

Since they were not close, low solidarity would occur between them. Because of this factor, Anna performed the refusal however; Anna tried to be polite by use of the refusal strategy to show her respect to the Prime Minister.

05/Disc1/Low/IR/ SRA-ERE

The Prime minister : Sir will be shown to palace quarters.

The interpreter : Mem?

Anna : **I beg your pardon? The king promised us a home outside the palace walls. It's what was agreed upon.**

### **The description of data**

The conversation took place in the prime minister's private office. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. After the introduction finished, Kralahome said Anna that she would be shown to palace quarters.

### **The interpretation of data**

From the conversation above, it was stated that Anna performed a refusal. She refused to stay in palace quarters to which she would be shown. In refusing, Anna employed the combination of indirect form of refusal, namely *statement of regret/apology* and *statement of excuse/reason/explanation*. The *statement of regret/apology* showed that Anna wanted Kralahome to repeat his statement. Meanwhile, *the statement of excuse/reason /explanation* was used to show Kralahome the reason why Anna refused to stay in palace quarters, namely, that she had been promised a home outside the palace.

The factor causing the use of the indirect form of refusal was social distance between the characters. Anna and Kralahome just met each other for the first time. Thus they did not understand each other or they were strangers each other. Because of the relationship, Anna employed the form of refusal strategy **I beg your pardon** indicating this misunderstanding, that is, Anna did not understand why she would be shown to palace quarters meanwhile, the king promise her a home outside palace. Therefore, she tried to explain it to Kralahome by using the strategy *excuse/reason/ explanation*. The datum that had the same similar characteristics with this datum was the datum number 23/Disc1/Low/IR/SRA-ERE.

### **c. Setting or Formality of the conversation**

In the film *Anna and the King*, it was also found that setting or formality of the conversation influenced the characters in employing certain refusal strategy. Holmes by his theory of social dimension scales, the formality scale is useful in evaluating the influence of the social setting or type of interaction on language choice (Holmes, 1992: 13). It means that formal and informal conditions will influence the choice of the language used by the speakers. The formality of situation in which a conversation occurs between the participants influences them in choosing the appropriate form of expression, either direct form or indirect form.

From the data of the research, there were some data that showed the

phenomena. In this analysis, the factor is divided into:

**a) *Informal Situation***

The informal situation in which a conversation occurs between the participants influences them in choosing the appropriate form of expression. In this case, the characters employ informal form of language and directness of form of expression.

Concerned with communicative environment/setting, Nguyen (1998) states that when in an informal climate, people tend to express themselves in a direct way. In the data of the research, the informality of the situation also influenced the characters to use the informal form of language that showed positive politeness. The factor was found in the following data: 11/Disc1/High/IR/H, 14/Disc1/High/IR/ERE, 34/Disc2/Low/IR/CRNO, 15/Disc1/High/IR/TS, 25/Disc1/Low/IR/ERE, 27/Disc1/High/IR/ERE, and 40/Disc2/IR/NN-NWA. Here are some examples of the analysis of the data.

15/Disc1/High/IR/TS

Louis : (nearly entering the room, then turning back to Anna)

Mother, why doesn't Queen Victoria have a lot of husbands?

Anna : (Together with Beebe, smiling) **Good night, Louis.**

**The description of data**

The conversation took place in the palace quarters at the night. The participants were Anna and Louis. Anna, helped by Beebe, Anna's woman servant, was preparing things to need for teaching for following morning. Meanwhile, Louis was ready to go bed. The topic of the conversation was about King Mongkut and the royal family. The situation was informal. Louis, Anna's son asked Moonshe, Anna's man servant, why the king had so many wives. Moonshe asked Louis to ask her mother about it. Then Anna told the reasons why the king had so many wives, but Louis had not been satisfied with the answer, so that he asked her many more questions. When Anna gave the answers to Louis's questions, she ended her answers with the command to go to bed. By the command, finally, Louis was willing to go to his bed to sleep. However, before entering, again he asked her mother. She asked why Queen Victoria did not have had a lot of husbands.

**The interpretation of data**

From dialogue above it could be seen that Anna performed a refusal. It was indicated by the use of the expression **good night, Louis**. Anna refused to give the reasons why Queen Victoria did not have a lot of husbands.

The use of the strategy of refusal *topic switch* indicated that Anna wanted to convert the course of the conversation to another topic to get a certain purpose. In the description of data above, it was seen that the conversation occurred at night, when Louis was ready to bed. Instead of going to bed soon, he asked Anna many question. Because of this situation in which Louis should go to bed, Anna refused Louis's question by using the strategy of refusal *topic switch*. This strategy was used in order that Louis did not ask questions any more and to remind Louis to go to bed soon because it was the

time to sleep moreover, following day he had to go to school. Because of this situation Anna refused the question using the strategy *topic switch*. The factor informal situation also influenced the use of the refusal strategy *excuse/reason/explanation* as described in the following datum.

14/Disc1/High/IR/ERE

Louis : Does he love all of them?

Anna : In a way.

Louis : like you loved father?

Anna : **Things are very different here, Louis, even love.**

Go on. Off to bed.

### The interpretation of data

The context of the conversation was the same as the context of the datum number 15/Disc1/High/IR/TS above. In refusing, Anna employed the indirect form of refusal strategy, namely, *excuse/reason/explanation*. This kind of strategy was employed to explain Louis that the way Anna loved her husband, Louis's father was not the same as the way the king love his wives because there was a deference of the meaning of love in England and Siam. The explanation was expressed in low tone and smile and used the formal language. The situation of the conversation was in informal situation in which Louis would go to bed. Such situation caused her to use the form of the refusal strategy.

#### b) *formal situation*

Concerned with communicative environment/setting, Nguyen (1998) states that when in an informal climate, people tend to express themselves in a direct way. It means that in formal situation, people tend to express themselves in an indirect way. In the data of the research, the formality of the situation also influenced the characters to use the formal form of language that showed negative politeness. The factor was found in the following datum:

13/Disc1/Low/IR/ERE

13/Disc1/Low/IR/ERE

King : (*in low tone and a smile*) It is my pleasure that you live in the palace.

Anna : (*with a strongly stressed words*) **But it is not mine, Your Majesty.**

King : (*turning back to Anna also in high tone*) You do not set conditions of your employment and you shall obey! (*All the royal family touched their forehead to floor*)

Anna : (*coming closer to King and also in high tone*) **May I respectfully remind His Majesty that I am not his servant, but his guest!**

King : A guest who's paid. Education begins tomorrow.

### Description of context

The conversation took place in front of all members of the Royal family and the Royal officers. The participants are Anna and the King Monkut. Anna was invited to Siam to be a teacher. The king introduces Anna

and his son to all members of the Royal family. As the king's guest, Anna is flattered with the king's welcome. At first, the conversation runs well. King understands Anna's hope, living in Siam with her own tradition. However, they are then arguing about the home that has been promised by the king. Anna hoped to be able to live outside of the palace but the King hoped Anna to live in the palace.

#### **The Interpretation of data**

The king hoped Anna to live in the palace. However, Anna refused the king's hope. This refusal is indicated by the expression **But it is not mine, Your Majesty**. This refusal strategy can be categorized as *excuse/explanation/reason*. This expression indicated that Anna contradicted to the king's hope. She did not want to live in the palace. The expression could be elaborated in the clause as **but it is not my pleasure that I live in the palace, Your Majesty**. Therefore, **But it is not mine, Your Majesty** revealed that Anna contradicted to the king's hope. She did not hope to live in the palace.

Based on the description of context above it could be inferred that Anna would not feel free to live with her own tradition if she lived in the palace. To able to live with her own tradition, she needed a private home. Furthermore, for western people, privacy is very important and this privacy relates to freedom. Because of this value, Anna preferred living free outside the palace and therefore she refused the king's hope.

Because of the refusal, the king became dreadful. Therefore, also in high tone the king insisted that Anna live in the palace. He not only hoped but also commanded Anna to live in the palace. This was a command of a king, who had highest status. However, Anna insisted that she did not want to live in the palace. She felt that she had to keep her principle, to keep her privacy and to follow her own tradition. On other words, she refused the king's want again. This refusal was indicated by the expression **May I respectfully remind His Majesty that I am not his servant, but his guest!** This refusal can still be categorized as **excuse/reason/explanation** even though it was expressed in an interrogative sentence. The expression revealed that Anna refused the king's hope by reminding the king that she was only a guest in the palace, and she was not the king's servant. Therefore, she felt not to have to obey the king's command. Anna's manner may be impolite to the king because Anna did not touch her forehead to floor like the members of the royal family when the king commanded her to remain in the palace. Even, Anna in high tone expresses her refusal by using this strategy.

Anna expressed the refusals in an indirect way indicated by the disappearance of "No". The conversation occurred in a normal situation in which Anna was introduced to the royal family. People tend to express themselves in an indirect way when they are in formal situation. Because Anna was involved in the formal situation, Anna chose the indirect strategy.

#### **d. Topic of the conversation**

Besides, the topic of the conversation also influenced the character in

employing a certain strategy. The factor was found in the data as following: 03/Disc1/Low/IR/RHHR, 09/Disc1/Low/IR/Sps, 20/Disc1/Low/IR/SA, 19/Disc1/Low/IR/TS and 48/Disc2/High/IR/TS. The following are some examples of the analysis that show the phenomenon.

03/Disc1/Low/IR/RHHR

The interpreter: How did he die?

Anna **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.**

### The description of context

The conversation took place in the prime minister's private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented first and introduced to the prime minister of Siam by an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how did her husband die. Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions

### The interpretation of data

From the conversation above, it can be stated that Anna performed a refusal. This was marked by the expression **Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.** Kralahome questioned Anna through an interpreter. When Anna was asked about how her husband died, Anna refused to give the answer. The expression above revealed that Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In the order, words, Anna requested Kralahome not to ask any personal question. This request showed a refusal. The strategy of refusal chosen was *request for help by dropping request*. By this request, the prime minister was hoped to stop asking any personal questions.

The refusal was expressed in an indirect way without the use of the word "no" or "not". The refusal was conveyed by a request. Before expressing the refusal, Anna was still willing to answer Kralahome's questions, even though with a silence first. However, when the question became more personal in nature, Anna determined not to answer the question by expressing a request.

One factor causing the use of the kind of indirect refusal strategy was the topic of the conversation. In the conversation, Anna was kept being given personal questions, started from her marital status, until how her husband died. The topic related closely with privacy. Privacy was very important to Anna, who was with Western cultural background. Anna was English woman, who wanted to keep her privacy since her coming to Siam. It was proved by her

hope to have a home outside the palace. The questions, such as marital status, and age, are considered intrusive to privacy in Western societies. They are matters that people usually refrain from discussing when they are engaged in everyday social conversation, especially with someone that they do not know. For Western people, asking about the topics is impolite manner. Thus, according to Anna, Kralahome was impolite. The factors determining the choice of the refusal strategy were the topic of the conversation. The datum that has the similar with this datum is the datum with the code *09/Disc1/Low/IR/SPs*.

The following example showed that the topic of the conversation made the characters employ the refusal strategy *topic switch* by which the characters converted the topic of the conversation into another topic of conversation.

*48/Disc2/High/IR/TS*

Anna : I have just been informed of the nature of your expedition, Your Majesty, and, um, I would like to ask a few questions about the dangers involved, as I've heard, at times, wild elephants cannot be reasoned with.

King : **I am surprised the Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat.**

### **The description of context**

The conversation occurred in the square of the palace. The participants were Anna and the king. Anna delayed her planning to go home to England after she had been told by the prime minister of Siam that the king would have the expedition to evacuate all of the members of the royal family since there would be a traitor that would attack the palace. As requested by Kralahome, Anna decided to join the expedition. At the time, the king and the all the royal family were ready to leave palace. All people greeted him by touching their forehead to floor. The king saw Anna being among the people. The king kept walking leaving palace even though he passed by Anna. Anna then followed the follow while asking questions.

### **The interpretation of data**

The conversation above showed that Anna wanted to know from the king the dangers that might happen if the king did the expedition. However, the king did not answer the question. In order words, the king preformed a refusal. This refusal was indicated by the use of the expression **I am surprised Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat.**

In refusing, the king employed an indirect form of strategy of refusal, namely *topic switch*. The expression **I am surprised the Kralahome took time to arouse such curiosity, rather than make sure Mem not miss her boat** revealed that the king wanted to show his avoidance from answering Anna's question and a comment on Anna's statement about the use of wild elephants in attempts to avoid the palace traitors. The king tried to avoid the question by switching the topic introduced by Anna.

Part of the topic of the conversation talked about wild elephants, in this

case, white elephants. By talking this topic, the king thought that Anna had known the king's plans to evacuate the royal family and the way to trick the traitors, that is, by using the issue of white elephant to deceive the traitor. The king announced to the people that they would be able to see the animal. In Siam, the white elephant was considered as most rare animal since it was said that the animal was ever seen by the king in Prachin Buri the first in 20 years. In the harbor, however, Kralahome told Anna that actually there was no white elephant in Siam. King just invented sighting at Prachin Buri so he could escort royal family to greet imaginary beast as in tradition. By this deception the king could evacuate the royal family. Therefore, the topic of the conversation that was raised by Anna showed that Anna finally knew that the king had told a lie about the white elephant. Hence, the king tried to convert the topic into the new topic, namely talking about Kralahome. Therefore, the reason why the king refused the question was due to the topic of the conversation between the participants. Another datum that has the similar characteristics with this datum is datum number 19/*Disc1/Low/IR/TS*.

Meanwhile, the datum number 20/*Disc1/Low/IR/SA* showed that the topic of the conversation also caused the character to use the refusal strategy *statement of alternative*.

20/*Disc1/Low/IR/SA*

Prince : I've been doing much thinking, Mem teacher on why some in this life are masters, like JaoJom Manda Ung, and others, slaves.

Anna : **Well, that is something that you need to ask your father, Your Highness.**

Prince : But you are teacher. Teach.

Anna : *(being silent at the moment then taking a book a book from the book-shelf)* **Um...This was written by an American woman, Harriet Beecher Stowe, who asked the same question. Perhaps you should read her, and then we might continue our discussion.**

### The description of context

The conversation happened in the royal school. The participants were Anna and Prince Chulalongkorn. The night before the conversation took place, Anna and Prince found a woman slave chained outside the royal school for several months by her master, JaoJom Manda Ung. In the following day, Prince Chulalongkorn wanted to know why in the life there were masters and slaves. Therefore, he asked Anna, his teacher about it.

### The interpretation of data

From the dialogue, it was clear that refusals were executed. Anna refused to give explanation about the issue of slave to Prince Chulalongkorn as expressed in such bold words. According to Beebe (1999), the refusals above can be categorized as *statement of alternative*, a form of indirect refusal because the refusals do not contain the word "no". There are several reasons why Anna refused the prince's request in indirect way. One of the reasons is



concerned with the topic of conversation. Anna and the prince talked about the issue of slaves. The issue was very sensitive topic even more in Siam, because in Siam slaves were legalized a custom. In addition, Anna had not been given authority to teach the matter, even she was forbidden to teach the prince about slaves by the prime minister. That is why; she chose to express the refusal indirectly by suggesting alternatives.

e. *Mood of the Character*

Mood of the characters can also influence the use of certain refusal strategy. In this film, it was found that mood of the refuser determined the choice of the refusal strategy. This factor was found in the following data: 07/Disc1/Low/DR/NN-NWA, 40/Disc2/Low/DR/NN-NWA, 50/Disc2/High/IR/C, and 51/Disc2/Low/IR/Q. The moods include the feeling of impatience (07/Disc1/Low/DR/NN-NWA), resentment (40/Disc2/Low/DR/NN-NWA and 50/Disc2/High/IR/C), and worry (51/Disc2/Low/IR/Q). The examples of analysis of the data were as follows:

07/Disc1/Low/DR/NN-NWA

Kralahome : It appears sir must wait to meet His Majesty another day.  
Anna : **No. I do not think so.** (To Louis) Come along.

**The description of context**

The conversation took place in the royal hall. The participants were Anna and Kralahome. When presented to the king, Anna found the king meeting his guests. As soon as the time of the meeting was over, the time to meet other guests was also over. Therefore, Anna was suggested to meet the king another day but Anna said her disagreement.

**The interpretation of data**

Anna disagreed to delay her meeting with the king. In other words, Anna performed a refusal. This refusal was indicated by the use of the expression **No, I don't think so**. This expression shows that Anna stated her disagreement to Kralahome's suggestion that Anna should meet the king another day not at that time.

In refusing the suggestion, Anna employed a combination of direct refusal strategies, namely, *non-performative "no"* and *negative willingness ability*. The strategy of refusal *non-performative "no"* was indicated by the use of the word **no**, meanwhile, the strategy negative willingness ability was showed by the use the expression **I don't think so**.

The using of the direct form of refusal strategy "no" without internal modification, could threat the prime minister's face. In other words, this shows an impolite manner. The strategy was followed by another direct refusal strategy, namely, *negative willingness ability*. The expression a little bit lessened the threatening power of refusal. Even though, this strategy could lessen the threatening power of the refusal, basically the choice of these direct strategies has bad impact on the addressee, Kralahome. This could threat his face; moreover, Kralahome was the prime minister of Siam, who had higher status than Anna. People with high social status are more tending to receive

deferential behavior, including linguistic deference and negative politeness. Thus those with lower social status are tending to avoid offending those with higher status and show more respect to them. However, what Anna did showed a contradiction, Anna showed impolite manner by using the direct refusal strategies.

One factor causing the use of the combination of direct refusals was the mood of Anna. She was feeling impatient to meet the king. She had waited to meet the king for long time. Because of this reason, Anna used the direct form of the refusal even though Anna was in lower status than the Prime Minister Kralahome. The power did not influence in the conversation.

The data that have similar characteristics as this datum, in which it was found that because of certain mood of the refuser, the refuser employ the form of the refusal strategy regardless of their status are as follows: 40/Disc2/Low/DR/NN-NWA, and 51/Disc2/Low/IR/Q.

**f. Motivation of the Character:**

In this film, it was also found that because the characters had certain motivations, he or she employed certain refusal strategy. The motivations are varied. Here are some motivations of the character and some of the examples of the analysis of the data.

**1) To follow the custom or the factor of custom**

This reason was found in the data number 04/Disc1/High/IR/ERE, and 06/Disc1/Low/IR/SP, 34/Disc2/Low/IR/CRNO. Here is the example of the analysis of the data.

04/Disc1/High/IR/ERE

The interpreter : How did he die?

Anna : Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.

The interpreter : *(looking at the prime minister)*

Kralahome : **In Siam, sir...it is custom to first ask questions of personal nature to be polite.**

**The description of context**

The conversation took place in the prime minister's private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented and introduced to the prime minister of Siam. The prime minister used an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how did her husband die. Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions. Suddenly the prime minister responded Anna's request in English.

### The interpretation of data

From the conversation above, it can be stated that Kralahome performed a refusal. This was marked by the expression **In Siam, sir...it is custom to first ask questions of personal nature to be polite**. Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In other words, Anna indirectly asked Kralahome not to ask any personal question. However, the prime minister did not comply with the request. The strategy of refusal chosen was *excuse/reason/explanation*. This strategy explained the reason why Kralahome kept asking Anna the personal questions and refused Anna's request to stop asking her the questions. The prime minister explained Anna that it was a custom to first ask questions of personal nature to be polite, meaning that any stranger, including Anna, who came to Siam, needed to be asked any personal questions. This revealed a politeness in Siam. Therefore, the reason why the prime minister refused Anna's request by using the kind of the refusal strategy is that it was a custom to first ask personal questions to be polite and he just followed the custom.

#### 2) Do the task

This reason was found in the data number *17/Disc1/High/DR/NWA*, *22/Disc1/Low/IR/ERE*, and *18/Disc1/Low/IR/SRA-ERE*. The datum *17/Disc1/High/DR/NWA* and *18/Disc1/Low/IR/SRA-ERE* show that the reasons of the refusal are due to the task as teacher. The datum *22/Disc1/Low/IR/ERE* shows that the reason of the refusal is due to the task of the character to make Siam to be a modern country. The example of the analysis of the data is as the following.

#### *22/Disc1/Low/IR/ERE*

Anna: La-ore purchased her freedom once, Your Majesty. And I believe, had I given this woman my ring first, she would have simply taken it and continued to hold La-ore captive.

King: King's commitment to noble families must not be compromised

Anna: **In your letter confirming my employment, Your Majesty, you claimed you wanted Siam to take its place among the nations of the modern world. You spoke of building something greater than yourself, a country where a man is above the law. Which is why I chose to come here.**

### The description of context

The conversation happened in the Royal Hall. The participants were Anna and King Mongkut. Anna was asked to see King Mongkut to talk about the slave issue because the night before Anna released a woman slave named Lao-ore by giving a ring to the master of the slave. The master of the slave, however, kept holding the slave captive. Thus, Anna released the slave. The master complained about it to the king. Anna explained the king the fact of the problem and the king forebode Anna compromising the king's commitment to

any noble family including to the master of the slave.

### **The interpretation of data**

From the datum, it was seen that Anna employed a refusal. The strategy of refusal was categorized as *excuse/reason/explanation*. This was indicated by the bold words above. King Mongkut told Anna that his commitment to noble family could not be compromised. This means that Anna was prohibited to intervene in the slave issue or slave law. However, Anna did not obey King's prohibition. The expression showed a reason why Anna interfered in the law of slave. The reason why she used the refusal strategy was due to his task. King ever said in the letter received by Anna before she came to Siam, that in his country many people did not obey the law in Siam and he wanted to make his country a modern country.

The disobedience of the law was proved. Lao-ore did not know the law about the slave in Siam, that any slave or bound- servant had a right to buy his or her own freedom. Therefore, the refusal strategy was expressed by Anna to confirm that what she had done was right as what the king wanted, namely, to make his people aware of the law. Therefore; Anna intervened in the slave issue. Because of the reason, Anna interfered in slave issue and therefore she refused to not interfere the king's commitment to noble family in including to the master of La-ore.

### **3) To keep privacy**

From the data of the research, it can be seen that one of the factors that causes the character to employ certain refusal strategy is the motivation to keep privacy. This factor was found in the following data: *03/Disc1/Low/IR/RHHR*, *09/Disc1/Low/IR/SPs*, and *13/Disc1/Low/IR/ERE*. The example of the analysis of the data is as follows:

*03/Disc1/Low/IR/RHHR*

The interpreter: How did he die?

Anna : Can you please convey to His Excellency that my purpose here is as tutor to the king's eldest son, that it is not necessary to ask any more personal questions. Please.

### **The description of context**

The conversation took place in the prime minister's private room. The participants were Anna and Kralahome, the prime minister of Siam. Anna was invited to Siam to be the tutor to the eldest son of the king. Before presented to the king of Siam, Anna was presented and introduced to the prime minister of Siam by an interpreter. The prime minister actually could speak English. Firstly, Anna asked whether she had a friend in Bangkok. Then she was asked about her marriage's status. When she was asked about how her husband died, Anna did not give the answer. However, she requested the interpreter to say to the prime minister that her purpose in the palace was as tutor to the eldest son of the king so that it was not necessary to ask her any more personal questions.

### **The interpretation of data**

Anna performed a refusal. This was marked by the expression **Can you please convey to His Excellency that my purpose here is as tutor to**

**the king's eldest son, that it is not necessary to ask any more personal questions. Please.** Kralahome questioned Anna through an interpreter. When Anna was asked about how her husband died, Anna refused to give the answer. This revealed that Anna requested the interpreter to convey that her propose of coming to Siam was as tutor to the eldest son of the king and it was not necessary to ask any personal questions. In order words, Anna requested Kralahome not to ask any personal question. This request showed a refusal. The strategy of refusal was *request for help by dropping request*. By this request, the prime minister was hoped to stop asking any personal questions.

Anna was kept being given personal questions, starting from her marital status, until how her husband died. These topics closely relate with privacy. Privacy was very important to Anna, who was with Western cultural background. Anna was English woman, who wanted to keep her privacy : her coming to Siam. It was proved by her hope to have a home outside the palace. The questions, such as marital status, age are considered disturbing to privacy in Western societies. For Western people, asking about these topics is impolite manner. According to Anna, Kralahome was impolite. Because of this, Ana performed the refusal

## CHAPTER V CONCLUSION AND SUGGESTION

This last chapter contains some conclusions and some suggestions that can be drawn from the analysis of the data.

### A. CONCLUSION

From the analysis of the data in Chapter 1, the conclusions that can be drawn are as follows:

#### 1. The Refusal Strategies performed by the characters in the Film Entitled *Anna And The King*

There are three forms of refusal strategy performed by the characters in the film *Anna and the King*, namely direct refusal, indirect refusal and combination of refusal. The direct refusal strategy found in the data is *negative willingness ability*. The indirect refusal strategies are *statement of wish/hope, excuse/reason/explanation, statement of alternative, promise of future acceptance, statement of principle, statement of philosophy, criticize the requester /negative opinion, request for help by holding request, request for clarification or information, silence, topic switch, hint, question, command, and set condition*.

The combinations of refusals include(1) the combination between Direct Refusal and Direct Refusal, which includes the combination between *non-performative "no"* and *negative willingness ability*; (2) the combination between Direct Refusal and Indirect Refusal, which includes the combination between *non-performative "no"* and *excuse/reason/explanation*, the combination between *negative willingness ability, excuse/reason/explanation* and *question* and the combination between *request for clarification or information, repetition of request, and negative willingness ability*; (3) the combination between Indirect Refusal and Indirect Refusal, which includes the combination between *statement of regret/apology* and

*excuse/reason/explanation* and the combination between *set condition* and *excuse/reason/explanation*; (4) the combination between Adjunct to refusal and Indirect refusal, which includes the combination between *Statement of Gratitude* and *excuse/reason/explanation* and the combination between *Request for empathy* and *criticize the requester* and (5) the combination between Adjunct to refusal, Indirect refusal and Direct refusal, which includes *Statement of Gratitude*, *Positive Opinion*, *Excuse/Reason/Explanation*, *Statement of Regret/Apology*, *Negative Willingness* and *Physical Departure*.

## 2. The reasons why the characters employed the refusal strategy

In the data of the research, the refusals were performed by employing different strategies. Some factors cause the characters to employ different refusal strategies. The factors are **social status of the characters, social distance of the characters, setting or formality of the conversation, topic of the conversation, mood of the character, and motivation of the character.**

## B. SUGGESTION

This thesis is explicitly restricted in scopes. There are many interesting aspects of speech acts of refusal that can be studied, especially, a deeper investigation of the effects of non-verbal communication in refusals. It is suggested that other researchers conduct the deeper study of non-verbal communication in refusal.

It is also suggested that other researchers conduct research on the speech of refusal by using different theories of refusal. Besides, it is also suggested that other researchers conduct study of refusals using another approach.