REFUSAL STRATEGIES USED BY 5TH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Bachelor Degree of English Department Faculty of Arts and Humanitites

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Surabaya, January 21st 2019

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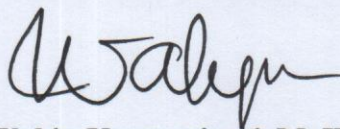
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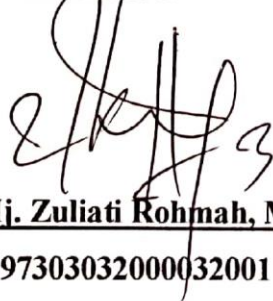
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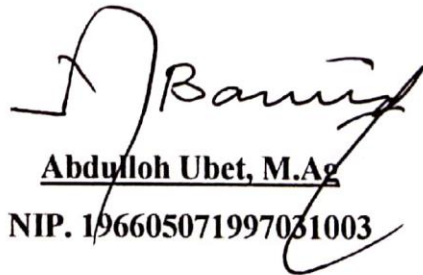
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ABSTRACT

Wardani, Farah Dina. 2019. **A Refusal Strategies used by 5th Semester Students of English Department in State Islamic University of Sunan Ampel Surabaya**. *Thesis.* English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya.

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Key Words   : *Refusal Strategies, Discourse Completion Test, 5th Semester Students.*

This thesis examines about refusal strategies used by 5th Semester Students of English Department in State Islamic University of Sunan Ampel Surabaya. This thesis aims to find out the classifications of refusal strategies and refusal sequences used by the 5th semester students as the respondents. The source of data were taken from 5th semester students who already pass a Pragmatics subject. The researcher uses several theories about refusal strategies from Beebe et al., and Brown & Levinson. Also, the researcher uses theory of refusal sequences from Felix Brasdefer. This thesis uses descriptive analysis method.

In addition, this thesis uses a DCT (Discourse Completion Test) as the instrument. In the data collection, the researcher observed the 5th semester students during 5 days of college times. Later, the researcher determined 30 students to become the respondents based on the observation result. Next, the researcher made a DCT then gave it to the respondents. The researcher had transcribed the data after collecting the DCT. Then, the researcher identified, coded, classified and analyzed the data.

As the result, the researcher found direct strategies that appears 95 times, indirect strategies that appears in the DCT 402 times, and adjuncts that appears 193 times. From the explanation above, the strategy that is most frequently used by the respondents is indirect strategy. The result of second research question shows that the respondents used three sections of refusal sequences in rejecting something. They are: pre refusal strategies appears 201 times, main refusal strategies or head act appears 224 times, and post refusal strategies appears 124 times.

INTISARI

Wardani, Farah Dina. 2019. **A Refusal Strategies used by 5ᵗʰ Semester Students of English Department in State Islamic University of Sunan Ampel Surabaya**. *Skripsi.* Sastra Inggris. Fakultas Adab dan Humaniora. Universitas Islam Negeri Sunan Ampel Surabaya.
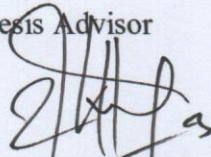
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Kata kunci   : *Refusal Strategies, Discourse Completion Test, 5ᵗʰ Semester Students.*

Tesis ini membahas tentang strategi penolakan yang digunakan oleh mahasiswa semester 5 Jurusan Sastra Inggris di Universitas Islam Negeri Sunan Ampel Surabaya. Tesis ini bertujuan untuk mengetahui klasifikasi strategi penolakan dan urutan penolakan yang digunakan oleh mahasiswa semester 5, yang berperan sebagai responden. Sumber data diambil dari mahasiswa semester 5 yang telah lulus mata pelajaran Pragmatik. Peneliti menggunakan beberapa teori tentang strategi penolakan dari Beebe et al., dan Brown & Levinson. Peneliti juga menggunakan teori urutan penolakan dari Felix Brasdefer. Tesis ini menggunakan metode analisis deskriptif.

Selain itu, tesis ini menggunakan DCT (Discourse Completion Test) sebagai instrumen. Dalam pengumpulan data, peneliti mengamati siswa semester 5 selama 5 hari masa perkuliahan. Kemudian, peneliti menentukan 30 siswa untuk menjadi responden berdasarkan dari hasil pengamatan yang telah dilakukan. Selanjutnya, peneliti membuat DCT kemudian memberikannya kepada responden. Peneliti menyalin data yang sudah diperoleh setelah mengumpulkan DCT. Kemudian, peneliti mengidentifikasi, mengkodekan, mengklasifikasikan, dan menganalisis data.

Sebagai hasilnya, peneliti menemukan strategi langsung *(Direct Strategies)* yang muncul 95 kali, strategi tidak langsung *(Indirect Strategies)* yang muncul di DCT 402 kali, dan tambahan *(Adjuncts)* yang muncul 193 kali. Dari penjelasan di atas, strategi yang paling sering digunakan oleh responden adalah strategi tidak langsung *(Indirect Strategies)*. Hasil pertanyaan penelitian kedua menunjukkan bahwa responden menggunakan tiga bagian dari urutan penolakan dalam menolak sesuatu. Mereka adalah: strategi pra penolakan *(Pre Refusal Strategies)* muncul 201 kali, strategi penolakan utama atau tindakan kepala *(Main Refusal Strategies / Head Act)* muncul 224 kali, dan strategi pasca penolakan *(Post Refusal Strategies)* muncul 124 kali.

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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study which contains previous studies and the gap of the study, statements of the problems, objectives of the study, significance of the study, scope, and limitation, and definition of key terms.

1.1 Background of the Study

Refusal is an action of saying or showing that the speaker will not do, give, or accept something. Refusal is considered as a face-threatening acts because it contradicts the interlocutor's expectations. It is often realized over indirect strategies and thus needs a higher level of pragmatic competence (Chen, 1995). It has a function as a response in which the speaker cannot engage in an action proposed by the interlocutor" (Chen et al., 1995). Refusal has been considered as the most face-threatening acts since they intrinsically threaten some aspects of the interlocutor's positive face (Brown & Levinson, 1987). Refusal has been called a "major cross-cultural relating point for many nonnative speakers" (Beebe et al., 1990).

Refusal is one of speech acts concerns. Yule (1996) stated that speech acts can describe as an action performed through utterances. Also, Austin (1962) stated that speech act is a useful unit in communication. Speech act is an action that a speaker behaves when making an utterance. It is proven by Searle (1969)

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who stated that all linguistic communication involves the production of speech acts, such as apologies, asking questions, making promises, offering, or refusing.

Not everything that we deliver to the interlocutors has good feedback. Sometimes, people do not agree or even reject our thoughts. This phenomenon is called a refusal. Refusal is frequently used in people's daily life. Refusal can be defined as a disapproval of the speaker's intention. Refusals belong to the speech act theory, which is framed within a linguistic-pragmatic approach. This theory was firstly developed by Austin (1991) from a perspective of philosophy of language. He claims that every communicative act conveys a message that goes beyond what we say; in other words, whatever we say carries a message which affects the interlocutor, as it happens with refusals.

To respond the offers, invitations, requests, and suggestions, acceptance is usually preferred, and refusal is dispreferred. Dispreferred actions are typically complex, indirect, and mitigated. Also, they are accompanied by accounts, apologies, hesitations, prefaces, and repairs (Levinson, 1983; Pomerantz, 1984). That is why when using the refusals, the speaker needs a higher level of pragmatic competence in order not to offend the interlocutor's feeling.

In daily conversation, people use refusal strategies in order to avoid being rude or impolite. Bardovi-Harlig & Hartford (1991) stated that refuser needs to consider his or her status and the face-threatening nature of refusal and employs strategies to maintain power balance. Moreover, Beebe *et al.* (1990) also stated that there are two kinds of refusal strategies, which are direct and indirect refusal strategies. Direct refusal can be performed by using performative verbs as "*I refuse*"

and non-performative direct verb like "*No*" or negative willingness such as "*I can not/I do not think so/I will not.*" While indirect refusal can be performed by using the statement of regret, wish, excuse/ reason/ explanation, statement of alternative, set condition for future or past acceptance, the promise of future acceptance, statement of principal, statement of philosophy, attempt to dissuade interlocutor, acceptance that function as a refusal, and avoidance. Besides, adjuncts can also be performed as a statement of positive opinion/ feeling/ agreement, statement of empathy, pause fillers and gratitude or appreciation and address terms. The example of refusal strategies, as follows:

> Thank you (Pre-Refusal Strategies; Adjuncts; appreciation), but (Pre-Refusal Strategies; Adjuncts; pause filler) I am very sorry sir (Pre-Refusal Strategies; Indirect Strategies; statement of regret), and I apologize (Pre-Refusal Strategies; Indirect Strategies; excuse) for not being able to accept this scholarship (Head Act; Direct Strategies; non performative), because I've already got another scholarship (Post-Refusal Strategies; Indirect Strategies; reason).

However, previous research in this field has concentrated on refusal strategies. It can be seen from the number of experts done in this aspects before, such as *Most Common Refusal Strategies Used by Students of English Teaching as a Foreign Language* (Montero, 2015), *The Effect of Status on Refusal Strategies Used by American Native Speakers of English and Iranian EFL University Students* (Nikhmer, 2014), and *On the realization of refusal strategies by Persian and Kurdish speakers* (Aliakbari, 2012).

The first related study about refusal strategies was conducted by Putri (2010). This study aims to find out and explain types of refusal classifications, refusal strategies and refusal process in the *Ugly Betty* DVD's Season One. The

results of this study were the characters of *Ugly Betty* serials mostly used more than one refusal strategies in their utterances. The strategies that often used by the characters are direct refusals, explanation/reason, and adjuncts. Meanwhile, social status and power do not influence the characters in *Ugly Betty* serial in making refusal strategies. In the process of refusal, the interlocutor accepts the refusal of the characters which makes the speaker's initial response as the outcome. They rarely make a negotiation after being refused. The most basic flaw from this thesis is the way the researcher presents a table analysis in Chapter IV. Also, the researcher does not mention how many strategies and kind of strategies used in her studies. In order to avoid being called as a "raw data," it should be written in the appendix. She should write down her results in the conclusion section to make the readers know about how many strategies and kind of strategies that have been used by the characters.

The second previous study is an undergraduate thesis from Pawestri (2014). This study aims to describe the refusal strategies used by the main character, Dre in the Karate Kid Movie. The results are 59 indirect and nine direct strategies because Dre adjusts with Chinese's culture. The way Dre refuses requests was influenced by Mr. Han as his teacher. He becomes more polite and uses less direct strategies. Unfortunately, in her research, she did not state which theory she used to analyze the refusal strategies in the Karate Kid movie. Moreover, she did not mention the limitation of her research.

The next research concerns on the undergraduate thesis from Sari (2012). The study aims to describe types of refusal expressions, to describe strategies of

refusal expressions, and to describe the function of refusal expression in the conversations of family characters in the Orphan movie. The results of this research show that indirect strategies are frequently used by the family characters in order to avoid any conflicts. Then, there are four strategies to employ refusal expression, namely, negative politeness, positive politeness, bald on-record, and off the record. Moreover, there are three functions of refusal expression in the movie, as follows, suggestion, offer and request. Unluckily, she had an inconsistency in defining the theory that she used. She used a different theory in her background and review of the literature.

After analyzing all those previous studies, the researcher concludes that there are still incompleteness in their researches such as inconsistency in choosing the theory and some weaknesses in using the same subjects as a movie. Also, all of those previous studies used the same instrument which is observation, which means the researcher as the key to analyze the data by only highlighting the script and found the data containing refusal strategies.

Due to the lack of previous researches in the instruments, the researcher demonstrates the need for further investigation in this area. Nevertheless, this present research aims to fill in the gaps by using DCT (Discourse Completion Test) to measure respondents' responses. The researcher uses DCT as the instrument because DCT studies the stereotype, perceives requirements for socially appropriate (not always polite) response. Also, it is trying to find the pattern of refusals, apologies and so on, in the minds of the speakers of that language (Beebe & Cummings, 1985). DCT, as explicit pragmatic instruction, was practically

investigated its effectiveness to facilitate English Foreign Language learners in developing their pragmatic competence. Besides, this research uses 5th-semester students of English Department in State Islamic University of Sunan Ampel Surabaya as the subject of the data. The respondents are selected from 5th-semester students because they are English Foreign Language Learners in State Islamic University of Sunan Ampel Surabaya and now in the highest level of Undergraduate degree who already pass a Pragmatics subject a half year ago. The respondents are chosen because the researcher wants to explore how English Department Students of UINSA communicate using a foreign language, especially in refusing something. Also, this study can be a measure of values in understanding the refusal strategies and communication skills through the pragmatics.

This present research aims to classify the refusal strategies and how the refusal sequences used by 5th-semester students of English Department in State Islamic University of Sunan Ampel Surabaya. The data are collected from the 5th semester of English Department students by taking DCT (Discourse Completion Test). The researcher gets the data from DCT into the classification of refusal strategies and refusal sequences. After finishing this research, it can enrich the knowledge about refusal strategies in English Department of State Islamic University of Sunan Ampel Surabaya.

1.2 Statements of the Problems

This study is conducted based on the research questions below:

1. What are the classifications of refusal strategies frequently used by the 5th-semester students in English Department State Islamic University of Sunan Ampel Surabaya?

2. How are the refusal sequences in the refusal strategies used by the respondents?

1.3 Objectives of the Study

Considering on the research questions above, the purposes of this study are as follows:

1. To find out what are the classification**s** of refusal strategies used by the 5th-semester students in English Department State Islamic University of Sunan Ampel Surabaya.

2. To describe the refusal sequences in the refusal strategies used by the respondents.

1.4 Significance of the Study

This research is expected to make the reader know about refusal strategies by analyzing the 5th-semester students using DCT. After finishing the research, the researcher hopes this research can give a contribution in as follow:

1. Theoretically

This research gives a new source in the academic community for the readers mainly in refusal strategies field.

2. Practically

This research gives two benefits to the readers. First, the researcher hopes this research can give an understanding about refusal strategies by providing definitions, classifications and sequences along with the data that shown in the discussion, the readers expected to know about refusal strategies, especially as the English Department students. Second, this research is a new common and never been analyzed before in the English Department.

1.5 Scope and Limitation

The scope of this study concerns in the pragmatics study. The researcher focuses on the refusal strategies used in the 5th-semester students of English Department in Sunan Ampel State Islamic University based on the Beebe et al., (1990) theories. The researcher limits the source of data only taken from 30 respondents of 5th-semester students of English Department in State University of Sunan Ampel Surabaya. The researcher uses DCT as the instrument in order to know how the respondents give a response and feedback about refusal. The researcher analyzes the data based on the respondents' answer. In order not to go broader, the focus limits on classifications of refusal strategies and the refusal sequences only.

1.6 Definition of Key Terms

In order to give clear definition for the readers to understand this research, the definition of key terms are particularly needed, as follows:

1. Speech Acts: speech acts refers to an action that is used when making an utterance; such as giving orders and making promises (Austin, 1962).

2. Refusals: a Refusal is an act of saying or showing that the speaker will not do, give, or accept something (Merriam Webster dictionary). Refusal is an act to perform a rejection.

3. Refusal strategies: Refusal strategies is considered one of the most face-threatening acts since they threaten some aspects of the interlocutor's positive face (Brown & Levinson, 1987). The way the speakers refuse the interlocutors offer, invitation, request, suggestion.

4. DCT: It is an open questionnaire in which 8 (eight) certain situations are presented, then the respondents asked to write their response in a blank spot that provided on the questionnaire. There are eight communicative situations in written form considering aspects and situations occurred in unequal and equal status: two requests, two invitations, and two suggestions and two offers.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter includes some theories by the experts that explain related to this research. They are speech acts, refusals, the function of refusal, classification of refusal strategies, and refusal sequences.

2.1.1 Speech Acts

The major theory of speech act is proposed by Austin (1962) and Searle (1969). According to Austin, speech acts indicates to an action that is used when delivering an utterance; such as giving orders and making promises (1962). Searle also states that speech acts are the fundamental group of linguistic communication (1969). Yule (1996) adds the term of speech act cover "action" such as requesting, questioning, giving orders, making promises, and giving suggestions.

Based on Felix-Brasdefer (2008), languages have contrast linguistic resources for get through speech acts. Performative verbs or speech acts verbs used by speech act explicitly (e.g., *I apologize, I refuse, I promise,* and so forth). However, it should be well-known that not all speech acts may be realized by using speech acts verbs, as one cannot use the verb "to insult" to insult someone explicitly (e.g., *I insult you!"*), but rather, speakers may employ other linguistic resources to express illocutionary force of a speech act (2008). Thus, a speech act can be used over either utterances or other linguistic instruments.

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According to John L. Austin (1962), he identifies three types of acts:

1. Locutionary Act, is the certain words utterances deal with sentences using a grammatical pattern and meaning.

2. Illocutionary Act, is the intention behind the utterances, like, commanding, promising, questioning, or stating.

3. Perlocutionary Act, is the effects of illocutionary on the listener.

Here the example about the locutionary act, illocutionary act, and perlocutionary act:

"It is hot here." (Thomas, 1995).

The locutionary act is the statement *("It is hot here.")*, while the illocutionary act is the speaker tends to say *("I want some fresh air!")* and the perlocutionary act is somebody may open the window for the speaker.

The most discussed thing is illocutionary force. The term "speech act" is interpreted absolutely narrow to mean only the illocutionary force of an utterance. The illocutionary force of an utterance is what it "counts as" (Yule, 1996).

2.2 Refusals

Speech act of refusals depicts one type of dispreferred feedback. Refusals are one of a small number of speech acts which can be categorized as a response to the another's act, rather than as an action proposed by the speaker (Gass & Houck, 1999). Searle (1977) also states that refusals belong to the category of commissives because they commit the refuser to act (Felix-Brasdefer, 2008). Refusals can mean disapproval of the speaker's thoughts.

Invitations, offers, requests and suggestions, acceptance or agreement, are usually preferred response rather than refuse or reject. Acceptance or agreement tends to be performed in a direct language without many explanation, delay, or mitigation. Besides, refusals leaned to be indirect, include delay and mitigation, and need more explanation. The delay apparently shows that the refuser has an acceptable reason in refusing and might imply that the refuser would obtain instead if the delay were possible or practical. Refusal can be a crucial speech act to be used. As a dispreferred feedback, it is complicated in the pattern of the structure, and it usually affects many strategies to avoid horrifying the interlocutor. For english language learners with linguistic limitations, acting refusals well may need a higher level of pragmatic competence than other target language speech acts.

2.2.1 Functions of Refusals

Refusal is a negative feedback to offers, invitations, suggestions and requests. Each type of refusal can be subcharacterized regarding their distinct communicative functions. Refusals have a purposed as a feedback to an initiating act and recognized as a speech act by which a speaker "fails to engage in an action proposed by the interlocutor" (Chen et al., 1995). Refusals often add explanations/reasons why such refusals are needed. Refusal strategies has a purpose to reassure the interlocutor's offer/ invitation/ suggestion/ request. Meanwhile, the speaker is required reasons for the refusal and show the refuser regrets as the essential for its refusal.

2.2.1.1 Refusals of Requests

A request is an action of requesting for something politely and formally. Request as an initiating action is divided into four categories, as follows:

1. Request for a favor (e.g., borrowing or help

"Do you mind if I borrow your pencil?")

2. Request for permission/acceptance/agreement (e.g. job application

"Are you sure for letting me in?")

3. Request for information/advice (e.g., product information

"Would you mind to give me an advice about this stuff?")

4. Request for action (e.g., payment

"Will you let me pay your beverages?")

2.2.1.2 Refusals of Offers

An offer is an expression of readiness to do or give something. Offer as an initiating action is divided into four categories, as follows:

1. Gift offer

2. Favor offer (e.g., giving a ride)

3. Food/drink offer

4. Opportunity offer (e.g., job, promotion)

2.2.1.3 Refusals of Invitations

An invitation is a verbal or written request in inviting someone to go somewhere or to do something. Invitation as an initiating action is divided into two categories, as follows:

1. A genuine refusal conveys the non-compliance of the speaker with the action performed in the initiating act (Kasper, 1995). A genuine refusal is considered as a face-threatening act (Brown & Levinson 1987).

2. Ritual refusal is a polite move "to indicate the speaker's consideration of the interlocutor" (Chen *et al.* 1995). Ritual refusals are assumed to speech acts (Isaacs & Clark 1990) that do not imply non-compliance but prioritize social relationships. Ritual refusals which express politeness strategies (Chen et al. 1995).

2.2.1.4 Refusals of Suggestions

A suggestion is an idea to put forward for consideration. Suggestion as an initiating action is divided into two categories, as follows:

1. Solicited suggestion: the suggestions proposed by the interlocutor

2. Unsolicited suggestion: the suggestions voluntarily given by the interlocutor. There are two categories of unsolicited suggestion, as follow:

   a. Personal suggestion: the suggestions given by the speaker to create and manage the relationship between the interlocutor.

   - Show concern: *("The traffic is getting a jam. You had better hurry.")*

   - Develop conversation rapport: *("The lecturer does not come today. You can go home earlier!")*

   - Show membership in a group: *("Because I consider you as my little girl, I suggest you not to go with them.")*

b. Commercial suggestion: suggestions to guide others' commercial thoughts or behaviors, like, suggestions to buy from the salesman or advertisements.

2.2.2 Classification of Refusal Strategies

Refusals are speech acts that occur as negative responses to other acts such as requests, invitations, offers, and suggestions (Gass & Houck, 1999). Beebe *et al.* (1990) stated a classification of refusals consists of three types, as follows: direct refusals, indirect refusals, and adjuncts to refusals.

Beebe, Takahashi, and Uliss-Weltz (1990) said that two main kinds are direct refusals and indirect refusals which are divided into the semantic formula: utterances to perform refusals. While adjuncts to refusals: remarks which by themselves do not express refusals but they go with a semantic formula to provide particular effects to the given refusals. Direct refusals relate to the fact that the speakers express their incompetence to agree by using negative propositions. Later, indirect refusals indicate the fact that an offer, an invitation, or a suggestion is indirectly rejected.

2.2.2.1 Direct Strategies

This strategy is frequently followed by convince utterances which indicate performative verbs and non-performative statement. Direct Strategies include instances of both a Direct *("no")* that is, the refuser briefly rejects the request, invitation, and so on. The negative of a proposition as a verb can be used with expressions like ("*I cannot*," "*I do not think so*"). The direct strategies are divided into two statements, as follows:

1. Performative Statement

The performative statement is also called as a mitigated refusal. It is a refusal strategy that often used to soften and diminishes the negative effect of direct refusal. Performative verbs such as refuse and reject. The examples: *("I refuse." "It appears I cannot come to work.")*

2. Non-Performative Statement

Non performative verb directly saying *("No")* or showing negative willingness, as follows: ("*I cannot,*" "*I will not*") only. Beebe et al. (1990) state that sometimes, the speaker makes an utterance which a non-performative verb mixed with showing negative willingness in it. For example: *("No, I cannot make it this weekend.)*

2.2.2.2 Indirect Strategies

Indirect strategies include eleven semantic formulas. For instance, these strategies happen when the refuser regrets acceptance, gives reasons, wishes if she were able to fulfill their request and gives promise to future acceptance. In indirect refusals, the degree of a conclusion increases because the speaker must take the appropriate pattern to make the interlocutor is not offended by the negative effects of a direct refusal (Felix-Brasdefer, 2008).

Indirect refusal head acts include many linguistic strategies by which an invitation, an offer, a request or a suggestion are indirectly refused. The indirect strategies occur as the head refusal acts including reasons and explanations,

statements of alternatives, let the interlocutor off the hook, and conditional acceptances. Indirect refusals may include the following strategies:

1. Statement of Regret (e.g., "*I am sorry..*"/ "*I feel terrible..*")

2. Wish (e.g., "*I wish I could help you*"/ "*I wish the best of you*")

3. Excuse, reason, explanation (e.g., "*I have a stomachache*"/ "*My father will be home soon*")

4. Statement of alternative

    a. I can do A instead of B (e.g., *I'd rather../I'd prefer../I can do A instead of B*)

    b. Why don't you do A instead of B (e.g., "*Why don't you ask someone else?*")

5. Set condition for future or past acceptance (e.g., "*if you had asked me before, I would have..*")

6. The promise of future acceptance (e.g., *I promise I'll../Next time I'll..*)

7. Statement of principle (e.g., *I never do business with friends.*)

8. Statement of philosophy (e.g., *One cannot be too careful.*)

9. Attempt to dissuade interlocutor

    a. Threat or statement of negative consequences to the requester (e.g., "*I will not be any fun tonight*" to refuse an invitation).

    b. Guilt trip (waitress to customers who want to sit a while: e.g., "*I cannot make a living off people who just order coffee.*")

    c.   Criticize the request/requester (statement of negative feeling or opinion); insult/attack (e.g., "*Who do you think you are?"; "That is a terrible idea!"*).

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

    e.   Let interlocutor off the book (e.g., "*Don't worry about it." "That is okay. "You do not have to."*)

    f.   Self-defense (e.g., "*I am trying my best." "I am doing all I can do."*)

10.   Acceptance that functions as a refusal

    a.   Unspecific or indefinite reply

    b.   Lack of enthusiasm (e.g., *Ok.", "Right.", "Cool."*)

11.   Avoidance

    a.   Nonverbal : Silence, Hesitation, Do nothing, Physical departure

    b.   Verbal   : Topic switch, Joke, Repetition of the part request (e.g. "*Monday?*"), Postponement (e.g., *"I will think about it."*), Hedging (e.g. "*Gee, I do not know." "I am not sure."*)

2.2.2.3 Adjuncts

A refusal feedback is often guided by adjuncts to refusals which may preceed or follow the main refusal response. Adjuncts cannot be used by themselves but along with refusal strategies. Adjuncts to refusals are divided into four types, as follow:

1.   Statement of positive opinion/feeling or agreement (e.g., "*That is a good idea.." "I would love to.."*)

2. Statement of empathy (e.g., "*I realize you are in a difficult situation."*)

3. Pause fillers (e.g., *"uhh"; "well"; "oh"; "uhm"*)

4. Gratitude/appreciation (e.g., "*Thank you for your response."*)

5. Alerters (address terms)

In short, refusals are complicated speech acts that need not only long sequences of agreement and cooperative realizations, but also "manage the non compliant nature of the act." (Gass & Houck, 1999).

2.2.3 Refusal Sequences

The linguistic expressions used in a refusal sequence might add direct and indirect strategies (Felix-Brasdefer, 2008). Beebe et al. (1990) state refusals can be seen as a series of the following sequences.

1. Pre-refusal strategies : prepare the interlocutor for an upcoming refusal

2. Main refusal (Head Act) : express the main refusal

3. Post-refusal strategies : follow the head act and tend to emphasize, justify, mitigate, or conclude the refusal response.

An example of refusal below shows the details of a refusal sequence about father's request to her daughter to say at home for today only.

Father : *I was wondering if you might be able to stay here just for today only.*

Daughter : *Uh, I would like to* (Pre-refusal; willingness)*, but I cannot* (Head act; Direct refusal; non-performative statement)*. I'm*

sorry (Post-refusal; apology/regret). *I have plans* (post-refusal; reason/explanation). *I really can't stay* (post-refusal; Direct refusal; non-performative statement).

CHAPTER III

RESEARCH METHODS

This chapter presents the researcher's research method in conducting her research. Those are: research design, population and sample, sampling technique, participant observation, data collection, the technique of data collection, the technique of data analysis, and research time frame.

3.1 Research Design

This present study used descriptive analysis method. It is because the data are particularly valuable in providing in-depth, rich data (Angouri, 2010). In this study, the descriptive analysis method used to know the perspective of people's thoughts in giving responses and feedback towards the refusal strategies. Ary (2010) stated that the descriptive analysis research focuses on understanding social phenomenon from the aspect of the human being participants. In this research, the researcher classified the respondent's answer as the data to the three classifications of refusal strategies and how the refusal sequences used by respondents.

3.2 Subjects of the Study

The subject of this study is 5th-semester students of State Islamic University of Sunan Ampel Surabaya. The students of the 5th semester were consists of 140 students. The researcher determined the subjects from 5th-semester students by using observation. The researcher was used 1/5 from total students of the 5th semester; they were 30 students.

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The way the researcher chosen the respondents was by using participant observation. The researcher had been observed the respondents in 5 (five) days. Then, the researcher had spread the Discourse Completion Test (DCT) to the respondents. The researcher gave 10 minutes to the respondents for answering the DCT.

The participant observation has done in order to know the specific indication of respondents in their daily activity, especially in refusing something. The observation started in the first time the researcher gave the first DCT without modification. Observation had been continued until the researcher gave the second DCT with a little modification. A little modification used by the researcher in order to make the respondents more understand about what they should do for answering the DCT.

3.3 Data Collection

3.3.1 Data and Data Sources

The data of this study were in the form of sentences, clauses, phrases, or words based on the respondents' answers of the refusal strategies. The source of data indicates to the object from which the data are obtained (Arikunto, 1993). The data source had been taken by using observation during five days; then the researcher found 30 respondents from 5th-semester students of English Department in State Islamic University of Sunan Ampel Surabaya that suitable to this research.

The reason why the respondents were selected because they are in the highest level of Undergraduate degree who already passed a Pragmatics subject a half year ago and made them suitable for this research. The respondents were

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chosen because of the researcher interested in exploring how English Department Students of State Islamic University of Sunan Ampel Surabaya communicate used foreign language, especially in refusing something. Also, this study could be measuring of values in understanding the refusal strategies and communication skills through pragmatics.

3.3.2 Instruments

3.3.2.1 Test

The instrument used a Discourse Completion Test (DCT) were considered to a modified classification of refusal strategies proposed by Beebe *et al.* (1990) including direct and indirect refusals, and adjuncts to refusals. It was an elicit-open questionnaire in which 8 (eight) situations were presented to the respondents; then the respondents were asked to write their response or feedback in a blank spot that provided on the questionnaire. There were eight communicative situations in written form considering aspects and situations occurred in unequal and equal status: requests, invitation, suggestion, and offer. Therefore, DCT was more possibly to trigger the respondents mental prototype while natural data were more possibly to bring on unpredictable and uncommon items in making an utterance.

The form, sequence, and content of these suggested strategies might be various depends on the category of speech act that elicits them (Beebe et al., 1990). The respondents provided with a copy of the Discourse Completion Test (DCT) and required to write down how they would refuse each situation in order to discover which strategies they would most commonly used to refuse: direct, indirect or adjuncts (Morkus, 2014). The eight situations presented to them in English

language, situations in equal status, low to high status and high to low status. A

DCT test was attached on *appendix 1*.

Table 3.1 Situation in the Discourse Completion Test

Situations		Respondents
1st situation	Request High to low status	College Student – Senior High School Student A college student has to refuse senior high school student's request to fill their questionnaire.
2nd situation	Request Low to high status	Child - Mother A speaker has to refuse her mother's request to pick her mother up at the airport.
3rd situation	Offer High to low status	Elder sibling – Younger sibling An elder sibling has to refuse a younger's sibling offer to buy him/her something in his/her birthday.
4th situation	Offer Low to high status	Scholarship Awardee - The committee A scholarship awardee has to refuse the committee of academic scholarship because he/she has already got another scholarship.
5th situation	Invitation Equal status	Friend – Friend A speaker has to refuse a friend's invitation to have dinner and magic show at the hotel.
6th situation	Invitation Low to high status	An employee – Boss An employee has to refuse the boss's invitation to have lunch with the other employees.
7th situation	Suggestion Low to high status	The basketball player – Counselor A basketball player has to refuse counselor's suggestion to make basketball as he/she career.
8th situation	Suggestion Equal status	Friend – Friend A speaker has to refuse a friend's suggestion to take a break from work.

3.3.2.2   Trial Result

The questionnaire was tested on October 5th, 2018. The respondents were chosen during observation from 5th-semester students. There were five students chosen by the researcher. The researcher took them as the data because they often refused something during the observation in three days. They were named Puthi, Favian, Iqbal, Nada, and Fanni.

The researcher found out 30 data from the respondents. The data showed that the respondents mostly used indirect strategies to refuse something. They were a statement of regret, explanation/reason, statement of future acceptance, and statement of an alternative. Therefore, adjuncts were often used by the respondents to refuse something rather than a direct strategy. They used adjuncts, as follow: pause filler, gratitude/appreciation, statement of positive feeling, postponement, and hedging. They also used refusal sequences as well, started with pre-refusal like pause filler, statement of regret, or appreciation then refusing something that called the head act, and often used a post-refusal to explain their reason why they were rejecting something.

3.3   Techniques of Data Collection

The researcher applied some steps to collect the data, as follows:

1. The researcher observed 5th-semester students of English Department of State Islamic University of Sunan Ampel Surabaya.

2. The researcher determined 30 students to be the respondents.

3. The researcher made a modification from Beebe et al's DCT (Discourse Completion Test). See *appendix 1*.

4. The researcher gave a DCT (Discourse Completion Test) to the 30 respondents in the 5th semester in State Islamic University of Sunan Ampel Surabaya.

5. The researcher transcribed the data after collecting the DCT (Discourse Completion Test).

3.4 Techniques of Data Analysis

After collecting the data, the researcher analyzed the data, as follow:

1. The researcher identified the classifications of refusal strategies and refusal sequences based on the respondents' answer. In identifying the process, the researcher highlighted the data consists of three classifications of refusal strategies and three sections of refusal sequences. The identification covered three focuses of this present study. The researcher had decided various color to mark each category that appeared in the present study. These are the colors used in coding the data:

Table 3.2 Coding: Refusal Strategies

No.	Types	Colors
1.	Classifications of Refusal Strategies	Refusals
2.	Refusal Sequences	Refusals

The researcher also provided the initial form of three classifications of refusal strategies: Direct Strategies (Di-Sta), Indirect Strategies (In-Sta), Adjuncts (Adj) also three parts of refusal sequences:

Pre-Refusal Strategies (Pre-R), Head Act (He-At), and Post Refusal Strategies (Post-R).

After making the different codes, the next step was highlighting the data with colors based on each code. The example of coding and highlighting was presented as:

A: "*Hey, would you mind to watch the X Movie with me tonight?*"

B: "*My father will be home soon*. (Re-In) *Maybe next time*. (In-Sta; the promise of future acceptance)*"

A: "*Nana, I would you come if I ask you to be my partner in the prom night?*"

B : "*Why don't you ask someone else?*" (In-Sta; statement of an alternative).

A: "*I was wondering if you might be able to stay here just for today only.*"

B: "*Uh, I would like to* (Pre-R), *but I cannot* (He-At). *I am sorry* (Post-R). *I have plans* (Post-R). *I really can't stay.*" (Post-R).

Figure 3.2 The example of Coding and Highlighting the data.

2. The researcher classified the data into functions of refusal strategies, classifications of refusal strategies and refusal sequences used by the respondent by providing the data sheet. All of the data found in the respondents' answer was arranged into the data sheet.

Table 3.3 The data sheet on classifying the data.

No.	Data	Classifications of Refusal Strategies			Refusal Sequences		
		Di-Sta	In-Sta	Adj	Pre-R	He-At	Post-R
1.	I am sorry	√					√
2	My father..			√		√	
3							

3. The researcher gave a brief and detail result towards refusal strategies and refusal sequences.

4. The researcher drew a conclusion based on the result of this research. The researcher also gave an explanation that conclude two research questions in this present study, as follows: classifications of refusal strategies and refusal sequences used by the respondents.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is aimed to find out the results of the classification of refusal strategies and refusal sequences used by 5th-semester students in State Islamic University of Sunan Ampel Surabaya. This chapter presents the result of research findings to answer the problems of the study and discussion of the results.

4.1. Findings

The findings of this research are delivered into two parts, the first part is about the findings of the classifications of refusal strategies, and the second part is about the refusal sequences used by the respondents. In this research, the researcher found 30 data which is containing various kinds of classifications of refusal strategies and refusal sequences used by the respondents.

4.1.1 The Classification of Refusal Strategies

In Table 4.1, the researcher shows various classification of refusal strategies used by 30 respondents from 5th-semester students in the English Department of UINSA. The researcher found the most strategy frequently used is excuse/reason/ explanation from indirect strategies. Meanwhile, the rarely strategy used by the respondents is performative strategies in direct strategies. Detail discussion of each classification will be discussed in the following sections.

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Table 4.1 Percentage of Classification of Refusal Strategies

No.	Classification of Refusal Strategies		Total
1.	Direct Strategies	Performative statement	20
2.		Non Performative statement	75
3.	Indirect Strategies	Statement of regret	110
4.		Wish	6
5.		Excuse, reason, explanation	172
6.		Statement of alternative	42
7.		Set condition for future/past	5
8.		The promise of future/past acceptance	15
9.		Attempt to dissuade interlocutor	11
10.		Acceptance functions as a refusal	4
11.		Avoidance	37
12.	Adjuncts	Statement of positive opinion/ feeling/ agreement	45
13.		Statement of empathy	2
14.		Pause fillers	102
15.		Gratitude/appreciation	44

4.1.1.1 Direct Strategies

4.1.1.1.1 Performative Statement

Performative statement is a condition when the person uses performative verbs such as "refuse" and "reject." Explicit refusals consist of expressions like ("*No*," "*No way*,") or statements such as ("*It is not possible*") and ("*It is impossible*,") which are directly understood as a refusal. The examples: ("*I refuse*," "*It appears I cannot come to work*") which are based on Leech (1996) state that performatives are self-naming statements. The performative verb usually indicates to the action in which the speaker is affected at the moment of speech. Besides, in order to minimize the negative effects of a direct refusal, the interlocutors use a performative verb. As shown in Table 4.1.1 above, the performative statements appear 20 times based on the DCT that had been answered by the respondents. The data are:

"I think no. Playing basketball is just my hobby." and "Oh, I have to finish my workload first. Maybe I will think about it later." (R1)

"College is my number one priority. However, thank you for your suggestion. I will think about it and talk to my parents." (R2)

"Mom, sorry, I have a thesis proposal, and the due date is tomorrow. You can ask for help to the other siblings. Sorry." and "This is my responsibility, I need to finish it first. Then, I will take my break." (R3)

"I want to join with you. However, I just take care of my little sibling in the home. I cannot leave her alone. Sorry guys, another day maybe.", "Go to Singapore? It sounds nice. However, I do not have much time to go there. I still have plenty of workloads need to be finished." (R4)

The data show the way the respondents refuse or reject requests/offers/invitations/suggestions want to minimize the negative effect in order not to directly saying no. They refuse and reject without using the word ("*No.*"). They often used ("*I have to..*", "*I have already..*",) moreover, ("*I think, I must have..*").

The first respondent uses two direct performatives statements to stated her reason why she rejected the two suggestions. She said that basketball is just her hobby, and she tries to finish her workload first before she had a vacation. Then, the second respondent uses only one direct performatives statement to stated his mind about basketball and ask a time to talk about it with his parents. While the third respondent uses two direct performatives statements in order to refuse her mother's request to pick her up at the airport because she had a deadline and refused a suggestion from a friend to take a break from work. Last, the fourth respondent uses two direct performative statements to reject the invitation from her friend to attend a party, because she had to take care of her siblings and refuse the suggestion to took a vacation because she still has a work needs to be finished.

4.1.1.1.2 Non Performative Statement

Non performative statement is a statement that is straight utter "*No*" or showing negative willingness such as: "*I cannot*" and "*I will not.*" Beebe et al. (1990) state that sometimes, the speaker makes an utterance which a non performative verb mixed with showing negative willingness in it. As follow: ("*No, I cannot make it this weekend.*") Such utterances were expressed over negative

syntactic patters such as ("*I could not*" "*I will not*") or ("*I do not think so*") and it is refers to the incompetence or unwillingness of the respondents' to accept the request, offer, invitation or suggestion.

Various of the hedged performatives were also recognized as a direct refusal in giving feedback to the respondents. Hedged performatives are statements in which the illocutionary force is straight expressed by a performative verb (e.g. '*to refuse'*), and they are modified using a hedging expression like a modal verb (e.g. '*I must refuse'*) (Fraser 1975, 2010). As shown in the table above, non performative statement had been used for 75 times by the respondents. They are:

> "Oh mom, I am sorry I cannot pick you up tomorrow, I have got many tasks to need to complete. Btw, I can call the Go-Jek to pick you up at the specified location.", "Thank you. Oh, my little brother, you are so sweet. Listen, I just want your pray; I do not want anything from you. I am thankful to have a brother like you. You better save your money for your own sake.", "Hmm, Sorry, maybe next time because now I am in a hurry to go to the campus. If I had free time, I would fill the questionnaire", and "Thank you. However, I cannot accept that. I will already be an awardee of Djarum Scholarship, so maybe you can choose the other person after me." (R1)

> "I am sorry I cannot pick you up because I have to finish my thesis proposal. The due is today.", "Thank you. I will already be an awardee of Djarum Scholarship. I cannot accept the scholarship. I already had a deal. Sorry.", Moreover, "I really want to, but I just got a call from my sister said that my mother needs to go to the hospital right now. Sorry I cannot join this lunch." (R2)

The data show that the respondents used in performative statement when they rushed into something that urgent. Like, they have to attend the class, went to the hospital, and do some assignments while they only have limited time. Sometimes, they add a negative willingness to make them easier to left the interlocutor without feeling guilty.

The data above shows the first respondent tends to use negative willingness like ("*I want to, but I cannot because I had something urgent to do*.") Next, she uses ("*I am sorry; I cannot/ I could not/ I will not*" instead of directly saying "*no*".) She adds a reason, regret, appreciation, and alternative after she uses direct non performative statements. Moreover, the second respondent uses almost the same pattern with the first respondent in responding to the interlocutor.

4.1.1.2 Indirect Strategies

4.1.1.2.1 Statement of Regret

The second frequently used in indirect refusal strategies is a statement of regret. People rather use these statements to show their regret and soften their language in refusing something. In the Statement Regret/Apology ("*Sorry*" "*I am so sorry, I cannot*" "*I apologize, I cannot")* the refuser expresses their regret for turning down the request, invitation, suggestion, and offers. As shown in the table above, statement of regret was used 110 times by the respondents. All of the respondents were using these statements of regret, they are:

"I am sorry mom; I have a task to do."
(R6)

"Sorry, I cannot. May be later." (R7)

"I am sorry, but, I have a class right now."
(R8)

"Oh, I am so sorry, I cannot pick you up,
I will find the other who can pick you up."
(R9)

"I am sorry boss; my mom is sick right
now. I cannot come to your place." (R10)

The data above show that the respondents using the statement of regret when they are in a situation that they cannot handle. They have to do something more important rather than follow the invitation, request, offer or suggestion from the interlocutor. They express their regret by using this statement of regret and adding address name like mom and sir. After they stated their regret, some of them found an alternative for the interlocutor, and some of them were not. Several respondents were only said sorry and left, where the others explain why they cannot fulfill the interlocutor request/offer/suggestion/invitation.

4.1.1.2.2 Wish

Wish is a style of communication to deliver a desire or hope for something to happen, typically in the pattern of a request or instruction. Also, wish is an event that has been desired; it is an object of desire. The respondents' use the statement of wish in rejecting something by saying, ("*I wish I could help you*" "*I wish the best of you*") The statement of a wish only appear in the DCT 5 times, they are:

"I really want to, but I just got a call from
my sister said that my mother needs to go to the
hospital right now. Sorry I cannot join this
lunch." (R2)

"I am sorry, <u>but I want to</u>, I have to attend the class in less than ten minutes." (R26)

"<u>I want to, but</u> I have to be at home with my brother because our parents are on business and don't come home tonight" (R26)

"I am sorry sir, <u>I want to join the lunch, but</u>, my Mom's sick and she needs me more." (R22)

The data show that respondents want to do something badly, but they cannot. They have an important thing more than the invitation, offer, suggestion, or request from the interlocutor. They have to do their priorities first. Based on the data above, the second respondent wishes to join the lunch but she cannot because she has to go to the hospital to see her mother. Then, the twenty-sixth respondent wants to fill the questionnaire, but she does not have much time. She also wants to attend her friend's party but she could not because she have to be at home with her brother. Last, twenty-second respondent wants to join the lunch but she could not because her mom is sick.

4.1.1.2.3 Excuse, Explanation, and Reason

The most frequently used indirect refusal strategies is an excuse, reasons, and explanations. When reasons and explanations are take over in the absence of a direct refusal, they indirectly mention that the speaker is not able to employ in the activity stated by the interlocutor. The refuser might resort to the strategy Reason or Explanation to present that the request, invitation, and so forth, that cannot be accomplished, as the person who rejects the petition, invitation, and so forth that gives a motive for doing so ("*I have plans*" "*My father is ill*"). The respondents

used excuse, reason, and explanation as 172 times. Examples of reasons and explanations that realized refusals are as follows:

> "I would, but sorry <u>I have a class in 10 minutes</u>. So, <u>there's no time to fill this questionnaire</u>.", "Mom, sorry <u>I have many assignments that should be submitted tomorrow</u>.", Moreover, "I appreciate that offering. However, I cannot accept this scholarship because <u>I have already awarded another scholarship</u>." (R21)

> "I also want to go to Singapore, but <u>if my work is not finished yet, it will be interfering my job</u>." (R24)

> "I am very sorry, and I apologize for not being able to accept this scholarship because <u>I have chosen another scholarship</u>." (R26)

The data show that the use of excuse, reason, and explanation by the respondents mean that they were implicitly refuse something that proposed by the interlocutor. The respondents stated a reason and explanation rather than directly saying "*no*". Also, they have an agreement with the others already. The respondents cannot directly say no because they will not hurt the interlocutor feeling. Based on the data above, the respondents use reason and explanation to indirectly saying that they were busy at a certain time. They also stated their reason and explanation to the interlocutor so that the interlocutor understand why the respondents refuse or reject their request/ offer/ invitation/ suggestion.

4.1.1.2.4 Statement of Alternative

The respondents performed alternatives as another indirect refusal strategies. Alternatives were performed to save face for the interlocutor and to mediate possibilities of agreeing something (Félix-Brasdefer 2008). A further strategy is Alternative, which subsumes the Change of option, in which the speaker suggests another option ("*I will join you if you choose another restaurant*"). Alternatives also indirectly prefers that the speaker was not able or willing to accept the request, invitation, offer or suggestion. The respondents used 42 times statement of alternatives, they are:

> "Sorry, I cannot fill the questionnaire because I have to attend a test 10 minutes later. Maybe you can go to the person right there? Yeah, I think she is free.", "Mom, sorry, I have a thesis proposal, and the due date is tomorrow. You can ask for help to the other siblings. Sorry." (R3)

> "Oh, I am so sorry, I cannot pick you up, I will find the other who can pick you up.", "Thank you bro, but, I think this is enough. You better save your money." (R8)

> "Oh really? But I think, you will have an expensive year ahead." (R18)

The data show that the respondents use the statement of alternatives in order to fulfill the interlocutor needs while the speaker cannot. They were trying to negotiate with the interlocutor to acquire the possibilities and get the agreement. After they got an agreement, they will not be longer feel guilty for not being able to fulfill the interlocutor needs. The third respondent tries to give an alternative to

the interlocutor to ask another person who able to fill the questionnaire and gave an alternative to mom to call the other siblings while the speaker cannot. The eighth respondent is looking for the one who can pick up her mother in the airport and gave an alternative to her brother to save his money.

4.1.1.2.5 Set Condition for Future/Past

Based on the situation, the interlocutor gives a chance for the speaker by using a past acceptance in which the speaker does not ask the interlocutor. It can be shown by uttering, ("*If you had asked me before, I would have..*"). The respondents using this statement of set condition of future or past only five times, they are:

> "Hm, no, I think, you better save your money. If you have money, you can buy anything with your own." (R16)
> "Well, I have another plan for my future already." (R12)
> "Sorry mommy, but I have to finish my assignments. The deadline is tomorrow. Why don't you tell me before? If you tell me before, I will be able to pick you up." (R23)
> "I want to, but I have to be at home with my brother because our parents are on business and don't come home tonight. If my parents came home and I am not there, they might be angry at me." (R26)
> "I am sorry, I have no time. If you come earlier, may be I can fill your questionnaire." (R10)

The data show that respondents use the statement of set condition for future or past to cover up their guilty reason and using the conditional phrase ("*if*"). However, it never happened. Set condition in the past is just a wish because the time is already ticking and cannot go back to the way it was. Besides, set condition in the future help them to make you set your goals for your life.

Based on the data above, the sixteenth respondent uses set condition for the future because if her brother has money, he can buy anything with his own. Then, the twelveth respondent also uses set condition for future because she set her goals in her life already. Besides, the twenty-third respondent uses set condition for past if her mother told her before, she might be able to pick her at the airport. Later, twenty-sixth respondent uses set condition for future if she is not home, and her parents came home, she will be in trouble for not taking care of her brother. Last, the tenth respondent uses set condition for past if the high school student came earlier, may be the respondent still have time to fill the questionnaire.

4.1.1.2.6 Promise of future/past acceptance

According to Merriam Webster dictionary, promise is a statement telling someone that you will do something or that will happen in the future. Promising is the other strategy in rejecting something which can be used as ("*I will do it later*" "*I promise I'll..*", "*next time I'll..*"). The respondents' use statement promise of future acceptance 15 times, they are:

> "I am sorry mbak, I have to go to the class right now. If possible, I will help you later.", And "Oh, sounds great. But I cannot promise I attend tonight, because I have to take care of my brother. If I am done, I will come." (R10)
> "I want to join the dinner, but, I cannot because I have to take care of my sibling. May be next time I can join another meeting." (R11)
> "I will finish my workload first; then I can spend my time to take a break." (R7)

The data shows that the respondents promise to do something in the following time to the interlocutor. They prefer using ("*next time*") instead of ("*I promise*.") Mostly the respondents cannot fulfill the interlocutor request, offer invitation and suggestion. Thus they are promising to them that they can do it later. Based on the data above, the tenth respondent uses promise if possible; she'll help the high school student later. Then, she promises her friend if she is done taking care of her brother, she will come to the dinner. Next, eleventh respondent uses may be next time for her excuse to join her friends in another meeting. Last, the seventh respondent uses she will finish her workload first then she can spend her time.

4.1.1.2.7 Attempt to dissuade interlocutor

In this strategy, the addressor use:

g. Threat or statement of negative consequences to the interlocutor (e.g., "*I will not be any fun tonight"* to refuse an invitation). This statement only appears one time in the DCT.

("No, it will be boring. Sorry. I have another occasion.") (R18)

This sentence is a negative response to the interlocutor. The respondent uses a negative word to reject the invitation. Then, he adds a reason after he stated his negative opinion.

h. Let interlocutor off the hook (e.g., "*Don't worry about it." "That is okay. "You do not have to."*)

Let the interlocutor off the hook was the other indirect head act strategy performed to make refusals. In one situations, the interlocutor who broke the speaker's camera had offered to replace it with a new one.

The majority of the respondents performed distinct strategies to reject the offer of replacement indirectly by letting the interlocutor off the hook.

The respondents use verbal strategies, as follows: ("*It is not a problem*" "*You do not need to replace it*") to give the interlocutor some space and let him/her escape from the face-threatening number of other strategies were also performed as indirect refusal head acts. The statement appears 11 times during the DCT, they are:

> "Sorry mom, I cannot pick you up today. But, don't worry, there are go-jek ready to pick you up." (R14)

> "Just save your money, I am quite happy with this. It is okay; you do not need to buy me anything." (R9)

> "Yes, but, for this time I cannot come to the invitation, I have to take care of my little siblings. Relax, I will come as soon as possible if my parents were home." (R16)

> "Sorry, I cannot, because I have a class in 10 minutes. That is all right. I will help you after I finish my class if you want to wait for me." (R17)

The data show respondents using let the interlocutor off the hook because they think it is okay. The respondents indirectly refuse the interlocutor offers to replace something. Based on the data above, the respondents try to calm the interlocutor when they cannot fulfill what the interlocutor needs is. Besides, the respondents are adding some suggestions after they indirectly reject the request/ offer/ invitation from the interlocutor.

4.1.1.2.8 Acceptance functions as a refusal

a. Unspecific or indefinite reply

Sometimes, the respondents refusing something by doing unspecific or indefinite reply, like, *("No, just go.")*. The statement appears only two times in the DCT, they are:

"No, <u>please let me go</u>." (R6)

"<u>I still busy with my life</u>, maybe next year I will focus to be a professional basketball player." (R3)

Based on the data above, the respondents use unspecific reply to answer the interlocutor. Look on the sixth respondent that said please let me go to respond high school student who wants to fill the questionnaire. Then, the third respondent replies to the interlocutor that he still busy with his life. That is make the interlocutor cannot understand what the addressor means.

b. Lack of enthusiasm

There is also one respondent replying the DCT using lack of enthusiasm, they are:

"<u>I do not have any time</u>, sorry." (R7)

The data show that respondent who answers the DCT using acceptance function of refusal are in a rush to do something, so she cannot interfere by anyone else. Then, she does not interested

in a certain topic or something so that she said without enthusiasm.

4.1.1.2.9 Avoidance

The last indirect strategy is Avoidance, which divided into non-verbal, when the speaker ignores the request by being silent, ignoring the request or even walking away, and verbal avoidance, in which the refusal is done through hedging ("*Well, I'm not sure*") changing topic, joking or expressing sarcasm. Postponement, in which deferral of the request ("*I could go out for dinner next week*") is offered. Repetition of the part request ("*Monday?*").

The respondents use avoidance statements as 37 times appears in the DCT. They using hedging, postponement, and repetition of part request to refuse the interlocutor request, offer, invitation and suggestion, they are:

> "Go to Singapore? It is sounds nice. But I do not have much time to go there. I still have plenty of workloads need to be finished." (R4) (repetition of part request)

> "Good, I will plan it later after I finished my deadlines." (R16) (postponement)

> "I do not know (hedging). I have to think more about that (postponement)." (R10)

> "Yeah, but I have to discuss it with my parents, first." (R17) (hedging)

> "Tomorrow? But, mom, I cannot, I've finished my tasks first." (R19) (repetition of part request)

The data show that respondents use avoidance in order to avoid the request, offer, invitation and suggestion from the interlocutor. They want the conversation stopped because they think the interlocutor cannot persuading them more. Based on the data above, the fourth respondent repeats the suggestion if she had to take a break to Singapore. She repeats the suggestion from the interlocutor to make sure what the interlocutor said. Then, the tenth and sixteenth respondents are using postponement to reply the interlocutor. The core from their answer is same; they'll think later about the interlocutor said. Last, the tenth and seventeenth respondents are using the phrase I do not know instead of rejecting the interlocutor. Still, they have to look for the consequences before they said yes or no to the interlocutor.

4.1.1.3 Adjuncts

4.1.1.3.1 Statement of positive opinion/ feeling/ agreement

In positive opinion, the speaker believes the offer, invitation and so forth., to be an acceptable one but cannot satisfied with it ("*That is a good idea, but..*"). Thing similar happens with willingness, as the speaker rejects the request by using expressions such as ("*I would love to go, but..*"). The strategy of agreement expresses consent on the part of the speaker before uttering the refusal ("*Yes, but..*", "*Ok, but..*"). The researcher found 45 times the respondents use statement of positive opinion/ feeling/ agreement, they are:

> "Go to Singapore? It is sounds nice. But I do not have much time to go there. I still have plenty of workloads need to be finished." (R4)

> "Really? That sounds great, sir, but I must have a future career more than this. Thank you." (R5)

> "You might be right, but, I must finish this work before the due." (R8)

> "Sounds good, but, I cannot join the lunch right now, there is something more urgent, may be next time." (R16)

The data show the respondents are given a positive opinion/ feeling/ agreement to the interlocutor in order to indirectly reject the request, offer, suggestion or invitation. Also, the speaker may have their schedule or something already so that they cannot accept what the interlocutor is asking for. The respondents using the statement of positive opinion in refusing something means that they also agree with the statement of the interlocutor, but they have something to do already.

4.1.1.3.2 Statement of empathy

The speaker needs solidarity of the interlocutor by approaching his/her sympathy in the strategy of Solidarity ("I *am sure you will understand, but..*"). It should be shown that there are no clear-cut boundaries between strategies and that in some cases contextual variables will determine whether a refusal strategy illustrates a specific subtype. The researcher only found 2 statement of empathy used by the respondents, they are:

> "I am sorry mom; I cannot pick you up tomorrow at the airport, I have several deadlines that must be done. I am sure you will understand". (R15)

> "I want to fill your questionnaire if I do not have a class start in 10 minutes. Man, I know how you feel. I've been in your position when I was in the twelveth grade." (R20).

The data show that the respondents rarely use the statement of empathy because there are many subtypes that represent their feelings. The respondents' use of the statement of empathy to express their feeling to the interlocutor that they feel what the interlocutor feel. Based on the data above, the fifteenth respondent uses the statement of empathy as I am sure you will understand to the interlocutor. While the twentieth respondent uses sentence I know how you feel to respond the interlocutor and understand what the interlocutor's feeling.

4.1.1.3.3 Pause fillers

A pause filler is a meaningless word that marks pause or hesitation in speaking. Some of the common filler words are *(um, uh, er, ah, like, okay, right, hm, all right, well, wow and you know).* The respondents use pause fillers 102 times in the DCT, they are:

"Hmm, I do not think so. May be I will think about it later." (R28)

"All right, may be if I finished my deadlines." (R28)

"Well, I want to attend the dinner, but I have to take care, my little sister. I am sorry, maybe next time." (R29)

"Oh, I am so sorry. I could not help you, because I've a class 10 minutes later." (R20)

"Um.., I think, you better save your money for your future." (R17)

"Wow, thank you so much, bro. But, it is better for you to save your money, then you can buy anything with your own money." (R14).

The data show that respondents use the pause fillers above to think and to pause just a little time. They are using pause filler to create a reason or explanation before they are refusing something.

4.1.1.3.4 Gratitude/Appreciation

Gratitude is performed by the speaker in order not to offended the interlocutor when doing the refusal. The speaker gives thanks to their interlocutor for the invitation, offer, and so forth. E.g., ("*Thank you for the invitation, but..*"). There are 44 times gratitude or appreciation appears in the DCT, they are:

> "Thank you. But, it is better that you saved your money to buy something more important." (R24)

> "Thank you, but I am sorry sir, I already got another scholarship." (R25)

> "Thank you, but I am very sorry sir, and I am apologize for not being able to accept this scholarship, because I have already got another scholarship." (R26)

> "Thank you. I'll appreciate your willingness to bought me something for my birthday, but dude, just save your money for yourself." (R27)

> "I appreciate the invitation, but I apologize, I cannot come at lunch because my mother is sick and I will take care of her." (R28).

The data show that respondents often use gratitude/appreciation before refusing something because it softens the refusal. It also makes the interlocutor understand why the refuser cannot accept what the interlocutor's want. The twenty-fourth and twenty-seventh respondents use gratitude statement for her sibling because he wants to buy the respondent something in her birthday, but the speaker rejects the offer by saying better to save the money. Then, the twenty-fifth and

twenty-sixth respondents appreciate the committee of scholarship that offering her scholarship, but she already joined another scholarship. Later, the twenty-eighth respondent rejects the invitation to have lunch but still, appreciate the ones who ask the invitation, because her mother is sick and she will take care of her mother.

4.2 Refusal Sequences

In Table 4.2, the researcher presents three types of refusal sequences, there are pre refusal strategies, head act or main refusal strategies, and post refusal strategies. The researcher found the most strategy frequently used is a head act that consists of a performative statement, non performative statement, reason or explanation, and statement of an alternative. Meanwhile, the rarely strategy used by the respondents is posted refusal strategies that contain reason or explanation, excuse, statement of empathy, the promise of future acceptance, set condition for future or past acceptance, and let the interlocutor off the hook. Detail discussion of each sequence will be discussed in the following sections.

Table 4.2 Refusal Sequences

No.	Refusal Sequences	Data	Total
	Pre Refusal Strategies		
	a. Statement of regret	"Sorry," "I am sorry," "I am sorry."	
	b. Pause filler	"Hmm," "Oh," "Mmm," "Well," "but," "all right", "anyway," "okay," "right."	
	c. Gratitude / appreciation	"Thank you," "I appreciate your..", "Thanks."	
1.	d. Hedging	"I do not know," "I do not know," "I am not sure.."	201
	e. Statement of positive feeling / opinion / agreement	"It will be fun," "sounds good," "sounds great," "Your wish is enough for me."	
	f. Postponement	"I will think about it later," "I have to think it again."	
	g. Repetition of part request	"Monday?", "Today?", "Tomorrow?"	
	Head Act / Main Refusal Strategies		
2.	a. Performative statement	"No", "No, I can't"	224
	b. Non performative statement	"I cannot come..", "I cannot help..", "I cannot.."	
	c. Reason / explanation	"because..", "I have a plan already."	

		"may be you can ask the person after me," "it will be better if you save your money for yourself," "I call go-jek to pick you up."	
	Post Refusal Strategies		
	a. Reason / explanation	"because..", "my father got sick."	
	b. Excuse	"I apologize."	
	c. Statement of empathy	"I feel you," "I know how you feel."	
3.	d. The promise of future acceptance	"If I had free time, I will fill the questionnaire," "may be another time," "may be next time," "may be later."	124
	e. Set the condition for future/past acceptance	"why don't you tell me before?", "If you tell me, I'll.."	
	f. Let the interlocutor off the hook	"it is all right", "no problem," "don't worry."	

4.2.1 Pre Refusal Strategies

The linguistic expressions engaged in a refusal sequence might consists of direct and indirect strategies (Felix-Brasdefer, 2008). The function of pre refusal strategies is prepared the interlocutor for an upcoming refusal from the speaker. According to the data that has been analyzed, pre refusal strategies consists of a statement of regret, pause filler, gratitude or appreciation, hedging, statement of positive feeling/ opinion/ agreement, postponement, and repetition of the part request. There are total 201 data of pre refusal strategies based on the respondents' that answered the DCT. Here, some of the data that contains pre refusal strategies:

> "Hmm (Pre-R; Adj; pause filler), Sorry (Pre-R;
> In-Sta; statement of regret), maybe next time (Pre-R;
> In-Sta; the promise of future acceptance) because now
> I am in a hurry to go to the campus (He-At; In-Sta;
> explanation). If I had free time, I will fill the
> questionnaire (Post-R; In-Sta; set condition for future
> acceptance)." (R1)

"Thank you (Pre-R; Adj; Gratitude/appreciation). Better I treat you with some food because today is my birthday (He-At; In-Sta; let the interlocutor off the hook). Save your money on your bank (Post-R; In-Sta; statement of an alternative)." (R2)

"Go to Singapore? (Pre-R; In-Sta; repetition of part request) It is sounds nice (Pre-R; Adj; positive opinion). But I do not have much time to go there (He-At; In-Sta; reason). I still have plenty of workloads need to be finished. (Post-R; In-Sta; explanation)." (R4)

"Really? (Pre-R; Adj; hedging) That sounds nice, sir, (Pre-R; Adj; positive opinion) but I must have a future career more than this (He-At; Di-Sta performative). Thank you (Post-R; Adj; gratitude/appreciation)." (R5)

The data above shows the respondents tend to use pre refusal strategies before refusing the interlocutor. This sequence is about warming up before the respondents reject the interlocutors. It also helps the respondents to think before they reject something.

4.2.2 Head Act or Main Refusal Strategies

The function of the head act or main refusal strategies is to express the main refusal. In this sequence, the speaker reject or refuse the interlocutor request, offer, invitation or suggestion. Based on the data that has been analyzed, head act or main refusal strategies consists of a performative statement, non performative statement, reason or explanation, and statement of an alternative. There are total 224 head act that has been used by the respondents' to answer the DCT, as follows:

"I'm sorry (Pre-R; In-Sta; statement of regret) sir (Pre-R; Adj; pause filler), I want to take a lunch with you (Pre-R; Adj; positive agreement), but (Pre-R; Adj; pause filler), my mother is sick right now (He-At; In-Sta; explanation). I have to go to the hospital to see her (Post-R; In-Sta; reason)." (R6)

"Just save your money (He-At In-Sta; statement of an alternative), I am quite happy with this (Post-R; Adj; statement of positive feeling). It is okay; you do not need to buy me anything (Pre-R; In-Sta; let the interlocutor off the hook)." (R9)

"Oh (Pre-R; Adj; pause filler), sounds great (Pre-R; Adj; statement of positive opinion). But I cannot promise I attend tonight (He-At; Di-Sta; non performative) because I have to take care of my brother (Post-R; In-Sta; explanation). If I am done, I will come (Post-R; In-Sta; the promise of future acceptance)." (R10)

Based on the data above, the respondents reject or refuse the interlocutor in this sequence. They were used various types of direct and indirect strategies to reject or refuse the interlocutor. The way the respondents refuse something is different from one another. It also depends on the other factors, such as power and relations.

4.2.3 Post Refusal Strategies

The function of post refusal strategies follows the head act and tend to emphasize, justify, mitigate, or conclude the refusal response. In this sequence, post refusal strategies used by the respondents to add several statements to support the main refusal strategies. According to the data that already analyzed by the researcher, post refusal strategies are consists of reason or explanation, excuse, statement of empathy, the promise of future acceptance, set condition for future or

past acceptance, and let the interlocutor off the hook. There are total 124 data that found by the researcher on the DCT, as follows:

> "I would (Pre-R; In-Sta; set condition for past acceptance), but (Pre-R; Adj; pause filler) sorry (Pre-R; In-Sta; statement of regret), I have a class in 10 minutes (He-At; In-Sta; reason). So (Post-R; Adj; pause filler), there's no time to fill this questionnaire (Post-R; In-Sta; explanation)." (R21)

> "It will be fun (Pre-R; Adj; positive opinion), but (Pre-R; Adj; pause filler) I have a personal call (He-At; In-Sta; reason). Next time, I will join the party (Post-R; In-Sta; the promise of future acceptance). Have fun, buddies (Post-R; Adj; positive feeling)." (R23)

> "Just save your money (He-At In-Sta; statement of an alternative), I am quite happy with this (Post-R; Adj; statement of positive feeling). It is okay; you do not need to buy me anything (Pre-R; In-Sta; let the interlocutor off the hook)." (R9)

Based on the data above, the respondents try to support their main refusal strategies by using post refusal strategies. There are add various statements that make the interlocutor understand why they reject or refuse the interlocutor offer, request, invitation or suggestion.

4.3 Discussions

From the result gained, the researcher has done in analyzing refusal strategies used by 5th-semester students of English Department UIN Sunan Ampel Surabaya through DCT. These results obtain classifications of refusal strategies and refusal sequences used by the respondents. There are three categories of refusal strategies found by the researcher are, direct strategies, indirect strategies, and adjuncts. Each strategy has its part in refusing or rejecting the interlocutor. The

researcher found 15 ways in refusing something by using performative statement, non performative statement, statement of regret, wish, excuse/reason/explanation, statement of alternative, set condition for future or past acceptance, promise of future or past acceptance, attempt to dissuade interlocutor, acceptance functions as a refusal, avoidance, statement of positive opinion/feeling/agreement, statement of empathy, pause fillers, and gratitude or appreciations.

Meanwhile, the researcher has been analyzed the way the respondents refuse the interlocutor by using refusal sequences. Later, the researcher find the patterns that used by the respondents to perform refusal. There are theee sequences used by the respondents to reject something. They are pre refusal strategies, head act or main refusal strategies, and post refusal strategies.

The previous study about a different culture from Al-Kahtani (2005) points out that culture distinction realize speech acts in different ways. In line with Al-Kahtani theory, people from different cultural backgrounds used refusals differently even they are using the same linguistic code (e.g., English). The way the respondents reject something is different from one another. They have a unique way in responding and refusing requests or offers. In this case, the way the respondents from a 5th semester in English department of UIN Sunan Ampel Surabaya refusing something are different from the way native speakers do. Based on the data that has been analyzed by the researcher, the data shows that EFL learners frequently uses indirect strategies instead of direct strategies. They try to avoid rejecting the request directly because they want to avoid battle and arousing people's feelings of

discomfort in another meeting: Vice versa, the native speaker, used direct strategies rather than indirect strategies.

From a sociolinguistic field, refusals are necessary because they are closely related to social variables such as age, gender, level of education, power, and social distance (Brown and Levinson, 1987; Fraser, 1990; Smith, 1998). The theory above are in line with the findings of this present study. The respondents tend to use indirect strategies and semantic formulas when rejecting a person who has a higher status than the respondent does, such as, regret, negative ability, excuse, alternative, and explanation or reason. Also, the respondents care for the interlocutor's feelings and show positive politeness like using compliments and so on before giving reasons to refuse the requests. Then, they give reasons to refuse requests. Last, they express their regrets and later give explanations why they reject the interlocutors.

While the respondents reject a person who has equal status as the respondents, they usually use semantic formulas as, regret, negative ability, and excuse. They express regret and then give reasons for refusing requests such as to fill a questionnaire and to pick mother up at the airport. In the case of refusing suggestion as to take a break from work, they use repetition to indicate a surprise. Besides, when they refuse an invitation, they tend to use alternative statement and wish.

Semantic formulas as, regret, negative ability, excuse, and future acceptance tend to use by the respondents to refuse a person from lower status.

Direct strategies such as ("*no*") were performed by only a few respondents and often used in equal and unequal status situations. They usually used hedging and postponement to answer the DCT situations. In this case, they do not use a polite statement or positive compliment before refusing the interlocutors.

Reason, explanation and excuse are the most semantic formulas that frequently used by the respondents to reject the interlocutor. The theory from Beebe et al. (1990) about the use of semantic formulas has been supported by this findings of the study. Also, the findings of this study are in line with the findings of refusal studies on Malaysian students (Farnia and Abdul Sattar, 2010, Abdul Sattar *et. al.,* 2010) that Malaysian respondents mostly used statement of regret pursued by excuses, reasons or explanations. Some respondents give unclear explanations in some situations, while others tend to use more explicit and appropriate explanations in another situations. For instance, the non native speakers who as the respondents are not as specific and to the point as the native speakers. The way non native speakers give an excuses is interference by the background cultures that they have.

Statement of regret is the second frequently used by the respondents in their responses to the DCT situations. In line with the theory of Olshtain (1983) that stated: "The act of apologizing requires an action or an utterance which is intended to 'set things right.'" The findings of this study support Olshtain's theory. In the refusal's cases, they are apologizing or expressing regret functions as an adjunct of refusal that politely minimizes the refusal to accept the request. The way the respondents uses the statement of regret reflect the influence of the culture in which they are brought up respect for others. The respondents also use indirect strategies

in order to manage healthy relationships between interlocutors and within the whole society.

Head acts are those elements of a turn which could realize the speech act of refusal independent of other component (Blum-Kulka & House 1989; BlumKulka & Olshtain 1984). Elements other than head acts in a conversational act are called supportive moves. Supportive moves are the elements preceding, or following head acts serve to upgrade or downgrade the force of the head act (Blum-Kulka et al. 1989; Schauer 2004). Two main classifications of head refusal acts are used to give feedback: direct and indirect. Direct head acts include explicit refusals, statements of negative ability/willingness and hedged performatives. Reasons and explanations is frequently used by the respondents to provided the indirect refusal strategy. The speaker is not able to engage in the activity proposed by the interlocutor when explanations and reasons are not provided in the direct refusal.

The respondents performed different as the other indirect refusal strategy. Alternatives are performed to save face for the interlocutor and to negotiate chance at arriving at an agreement (Félix-Brasdefer 2008). Alternatives also indirectly indicate that the speaker is not able to accept the suggestion, invitation, offer and request.

Similarly, when the interlocutor is the same or higher social power compared to the respondents, they performed indirect refusal strategies more often than direct ones. This findings of this study in line with Allami & Naimi's study (2011), who also find that Iranian English language learners perform less direct

strategies in giving feedback to the interlocutor of either higher or equal social power. However, this finding is different from the findings of some other studies that found less direct refusals are made to interlocutor of higher social power compared to status equals (Beebe et al. 1990; Chang 2009; Hassani et al. 2011; Nguyen 2006). The results refers that the Iranian participants counted on their native language sociocultural norms and values when performing refusals in English as a second language. The strategies they performed reflect their background cultures.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion deals with the findings and discussion related to the objectives of the study. Besides, the suggestion section suggests readers and other researchers who might want to improve and conduct similar research.

5.1 Conclusion

This thesis evaluates the refusal strategies and refusal sequences used by 5th-semester students of English Department State Islamic University of Sunan Ampel Surabaya. Based on the data that has been analyzed, the researcher concludes that the respondents use different ways in refusing the DCT. After analyzing the data, several conclusions are found to answer the research questions.

For refusal strategies, the researcher uses the theory of refusal strategies based on Beebe et al. The theory provides three types of refusal strategies such as direct strategies, indirect strategies, and adjuncts. This category of refusal strategies are used to reveal the way the respondents refuse the interlocutor offers, suggestions, invitations and requests. The result shows that the respondents apply almost all the types of refusal strategies. They are direct strategies that appear 95 times, indirect strategies that appear in the DCT 402 times, and adjuncts that appears 193 times. From the explanation above, the most strategy that frequently used by the respondents is an indirect strategy.

For refusal sequences, the researcher uses theory from Felix Brasdefer that contains three sequences of refusal sequences; there are pre-refusal strategies, main refusal strategies or head act, and post refusal strategies. The result of the second research question shows that the respondents used three sections of refusal sequences in rejecting something. They are: pre refusal strategies appear 201 times, main refusal strategies or head act appears 224 times, and post refusal strategies appears 124 times.

All in all, the researcher has proven that the refusal strategies can be analyzed through DCT (Discourse Completion Test). This research can discover the classifications of refusal strategies used by the respondents. The section of refusal sequences is used well by the respondents also.

5.2 Suggestion

This chapter presents the suggestions to the future researcher in the field of pragmatics, especially on refusal strategies. The future researcher is better to use role play or interviewing the instruments of the study. It will create new research because some of the researchers mostly use a movie as their research object to analyze the refusal strategies.

Later, the future researcher might investigate the causes of refusal strategies that happen in a certain place and certain people. The causes of refusal strategies can be as a reason why the speaker tends to use refusal. It will broaden the readers' knowledge, especially in refusal strategies. Thus, by this suggestions, the researcher expects this present study can give a contribution for the future

researchers on related studies. Also, the researcher hopes this study will be a good reference for the readers and learners.

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