

From the conversation above we can see that Atticus uses the direct refusal. The direct refusal can be seen in the form of *non performative statement* by saying *No, I can't*. In this situation, Atticus tends to use direct refusal because he wants to make a clear refusal, since he does not agree with Scout's request.

Excerpt 2

“Shut up!”
“It’s not like he’d never speak to you again or somethin’ ... I’m gonna wake him up, Jem, I swear I am—”
Jem grabbed my pajama collar and wrenched it tight. “Then I’m goin’ with you—” I choked.
“No you ain’t, you’ll just make noise.

The participants of this conversation are Jem and Scout. It happens before they go to sleep in their room. Scout disagrees with Jem's plan to come to Mr. Radley's house, their neighbor. Scout is worried about her brother, so she was offering herself to go with Jem. Unfortunately, Jem refuse Scout's offer to join his action.

From conversation above we can see that Jem uses the direct refusal. The direct refusal can be seen in the form of non performative statement by saying “*No you ain’t, you’ll just make noise.*” In this situation, Jem uses direct refusal because he does not agree with Scout’s offer. Therefore, he tends to use direct refusal to show his disagreement.

4.1.1.2 Indirect Refusal

Indirect refusal is refusal which is said indirectly such as “I am sorry”, and “I’d like to but”. The data analysis shows that there are 75

category appears 13 times or 10, 2% of the total percentage. Below is an example of statement of alternative category.

Excerpt 5

"Come on, Scout, don't just lie there!" Jem was screaming.
"Get up, can'tcha?"
I got to my feet, trembling as I thawed.
"Get the tire!" Jem hollered. "Bring it with you! Ain't you got any sense at all?"
"Why didn't you bring it?" Jem yelled.
***"Why don't you get it?"** I screamed.*
Jem was silent.

In this conversation, there are two participants. They are Jem and Scout. It happens when Jem and Scout are playing a tire. Then, the tire bumped on gravel. Jem orders Scout to get the tire, but Scout refuses it by giving an alternative.

From the conversation above we can see that Scout uses indirect refusal in the form of statement of alternative. Scout gives an alternative to Jem by saying “*Why don’t you get it?*” Scout refuses Jem’s request by asking an alternative. It shows that Scout uses indirect refusal in order to make Jem not ask her to get the tire anymore.

4.1.1.2.3 Statement of Principle

The speaker uses their principle for refusing which can be shown by saying “I never do business with friends...”. For this category there are 9 data or 7, 2% of the total percentage. This category used by the main characters to show their principle in doing something. Below is the example of statement of principle category.

Excerpt 6

"Is that why Mr. Arthur stays in the house, to keep away from women?"

"I've no idea."

"It doesn't make sense to me. Looks like if Mr. Arthur was hankerin' after heaven he'd come out on the porch at least. Atticus says God's loving folks like you love yourself-"

"You are too young tounderstand it," she said, "but sometimes the Bible in the hand of one man is worsethan a whiskey bottle in the hand of—oh, of your father."

"Atticus doesn't drink whiskey. He never drunk a drop in his life—nome, yes he did. He said he drank some one time and didn't like it."

“Wasn’t talking about your father. What I meant was, if Atticus Finch drank until he was drunk he wouldn’t be as hard as some men are at their best. There are just some kind of men who—who’re so busy worrying about the next world they’ve never learned to live in this one, and you can look down the street and see the results.”

In this conversation, there are two participants. They are Miss Maudie and Scout. It happens in Miss Maudie's house when they are talking about Atticus. Miss Maudie says to Scout that her father has ever drunk whiskey. Scout disagrees and refuses Miss Maudie's statement based on her principle.

From this conversation, we can see that Scout refuses indirectly. It can be seen in the form of statement of principle category. Scout refuses Miss Maudie's statement by saying "*Atticus doesn't drink whiskey. He never drunk a drop in his life—nome, yes he did. He said he drank some one time and didn't like it.*" Scout means that Atticus never drinks whiskey. Therefore, she refuses indirectly uses statement of principle.

4.1.1.2.4 Attempt to Dissuade Interlocutor

In this strategy, the speaker uses threat or statement of negative sequences to the requester, and also criticizes the request or requester for help, empathy, and assistance by dropping or holding the request. There are 25 data or 19, 5% of the total percentage of this category found in this analysis. These are some examples of attempt to dissuade interlocutor category.

Excerpt 7

“Scout, try not to antagonize Aunty, hear?”

"You tryin' to tell me what to do?"

"Naw, it's—he's got a lot on his mind now, without us worrying him."

“Like what?”

"It's this Tom Robinson case that's worryin' him to death—"

"That's because you can't hold something in your mind but a little while. It's different with grown folks, we—"

“Jee crawling hova, Jem! Who do you think you are?”

“Now I mean it, Scout, you antagonize Aunty and I’ll—I’ll spank you.”

There are two participants in this conversation. They are Jem and Scout. It happens when Jem asks Scout not to antagonize their aunty (Alexandra) anymore. It will make Atticus have anything especially on his mind.

From this conversation, we can see that Scout uses indirect refusal to refuse Jem's statement. It can be seen in the form of attempt to dissuade interlocutor. In this category, the speakers criticize the requester by giving statement of negative feeling or opinion. In this part, Scout insults Jem by saying "*Jee crawling hova, Jem! Who do you think you*

4.1.1.2.5 Avoidance

Avoidance is used when the speakers want to refuse something by being silent, hesitation, and doing nothing. It also can be used by switching the topic of the conversation, joking, repetition of part of request, postponement, and hedging. In this analysis, the researcher finds 8 data or 6, 2% of the total percentage avoidance applied in this novel. The most frequently used of avoidance category is repetition of part of request. We can see the example in the conversation below.

Excerpt 9

"Oh, my, wasn't that nice?" Does anybody know what these are?" Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading.

“Teach me?” I said in surprise. “He hasn’t taught me anything, Miss Caroline. Atticus ain’t got time to teach me anything,” I added, when Miss Caroline smiled and shook her head. “Why, he’s so tired at night he just sits in the livingroom and reads.”

"If he didn't teach you, who did?" Miss Caroline asked good-naturedly. "Somebody did. You weren't born reading The Mobile Register."

In this conversation there are two participants. They are Miss Caroline and Scout. Miss Caroline is a teacher in Scout's class. One day, Miss Caroline writes a word in the blackboard and turns to the class and asked "*Does anybody know what these are?*" Then, Scout answers her question and reads the word that is written by Miss Caroline on the blackboard. Unfortunately, Miss Caroline orders Scout to tell her father not to teach her anymore. Finally, Scout refuses Miss Caroline's statement.

From this conversation, we can see that Scout uses indirect refusal in the form of avoidance. In this part, Scout avoids Miss Caroline's statement

Similar to supportive moves coded for requests, adjuncts represent external modifications to the refusal, and appear either before or after (but do not count as) the main refusal. Consider the example provided by Beebe et al. (1990, p. 57): “I’d love to” The authors point out that when this precedes an excuse (e.g., “but I have to work late”), it is coded as an adjunct, whereas if it appears without the excuse, it sounds like an acceptance. Therefore, although adjuncts cannot, by themselves, constitute a refusal, they support a given refusal in some way.

This category is used by the main characters of this novel when they agree with the statement of their respondent. This type of adjunct includes explicit statements of opinion (“that’s good idea”) as well as statements of feeling or perhaps, intention. Strategies in this category are primarily expressions that indicate the refuter’s desire to be able to comply with the request. In this analysis, the researcher found 3 data or

2, 4% of the total percentage of this category. We can see the example below.

Excerpt 10

"I know what we are going to play," he announced. "Something new, something different."

"What?" asked Dill.

"Boo Radley."

“Boo Radley? How?” asked Dill.

"Scout, you can be Mrs. Radley-"

"I declare if I will. I don't think-

“‘Smatter?’ said Dill. ‘Still scared?’”

“He can get out at night when we’re all asleep...” I said.

The participants of this dialogue are Jem, Scout, and Dill. Dill was a fun person and at that time Scout feels in love with him. This story happens when they are playing in the yard. Jem tells them that he has a new game. They will play a drama about Mr. Radley. Jem tells Scout to become Mrs. Radley and she loves it.

From this conversation above, we can see that Scout agrees and accepts Jem's instruction to become Mrs. Radley. In this part, Scout uses adjunct to refusal in the form of statement of positive opinion or feeling of agreement. Scout doesn't refuse Jem's command by saying "*I declare if I will. I don't think-*" it means that she agrees and love it. But, actually Scout wants to refuse Jem's command. The adjunct in this statement is "*I declare if I will*", then Scout continue to refuse it by saying "*I don't think-*" It shows that in fact, Scout wants to refuse the command, but she adds an adjunct before she express her refusal. It is because she respects and obeys Jem so much.

okay,” Then, she refuses by saying “*But I don’t wanta watch. Jem, somebody was-*” In this situation, Scout tends to use adjuncts to refusal rather than another refusal expressions in order to save the hearer’s feeling and their relationship is close.

4.1.2 The Context of Situation

4.1.2.1 Non Performative

In this category, there are some topics that are being discussed. They are discussing Scout's school, finding a candy on the tree, playing a game, make a snowman, going to the church, Tom Robinson's case, investigating in the court, Mr. Ewell's dead, tormenting Mr. Radley. There are three types of the role of relationship of the participants, horizontal or equal power, lower power to higher power, and higher power to lower power. There are 16 data of horizontal or equal power participants, 18 data of the lower power to higher power participants, and 9 data of the higher power to lower power participants. The participants that mostly use this category are the lower power to higher power.

The most frequently topic is being talked by the main characters in this category is discussion. In this case, Atticus and Scout are talking about lawyer cases. Atticus tells Scout that he should defend Tom Robinson even though Tom was a Negro. Then, Scout asks to Atticus, “*Is he going to win it?*” Atticus refuses Scout’s question by using direct refusal in term of non-performative statement. We can see the example below.

4.1.2.2 Excuse, Reason, Explanation

There are some topics that are being discussed in this category, debating, Mr. Radley's life, Walter's family, playing a game, make a snowman. There are three types of participants who use this refusal expression. First, 15 data are used by horizontal or equal power of participants. Second, two data are used by the higher power to lower power participants. Third, three data are used by the lower power to higher power participants.

The conversation below is an example of debating topic. In this part, Scout and Francis are talking about Dill, Scout's friend. Francis tells Scout that Dill has not got a home. Scout disproves Francis's statement and refuses it by using indirect refusal in the form of excuse, reason and explanation. We can see the example in this conversation below.

Excerpt 13

"I don't want Dill waitin' on me," I said. "I'd rather wait on him."
"Dill?"

"Yeah. Don't say anything about it yet, but we're gonna get married as soon as we're big enough. He asked me last summer." Francis hooted.

"What's the matter with him?" I asked. "Ain't anything the matter with him."

"You mean that little runt Grandma says stays with Miss Rachel every summer?"

"That's exactly who I mean."

"I know all about him," said Francis.

“What about him?”

“Grandma says he hasn’t got a home—”(Francis’s statement)

***“Has too, he lives in Meridian.”*(Scout’s explanation)**

“—he just gets passed around from relative to relative, and Miss Rachel keepshim every summer.”

"Francis, that's not so!"

In this category, there are some topics that are being talked about. They are Mr. Radley's life, playing a game, giving a note to Mr. Radley, investigating in the court, Scout losing her shoe. This category used by horizontal or equal power of participants seven times, two times used by the lower power to higher power participants, and four times used by the higher power to lower power participants.

[illegible]

Excerpt 14

We began crossing the black schoolyard, straining to see our feet.
“Jem,” I said, “I forgot my shoes, they’re back behind the stage.”
“Well let’s go get ‘em.” (Scout’s challenge)
“You can get ‘em tomorrow,” he said. (Jem’s alternative)
“But tomorrow’s Sunday,” I protested, as Jem turned me homeward.
“You can get the Janitor to let you in... Scout?”
“Hm?”
“Nothing.”

Jem refuses Scout's request by saying "*You can get 'em tomorrow,*" Jem is the higher power while Scout is the lower power of participants in this conversation. In this case, Jem has big power to refuses Scout's request. Jem is the older brother and Scout respects him so much. Therefore, Scout obeys Jem's answer and accepts it. This conversation runs in a non formal situation and it is includes in persuasive text. Jem refuses Scout's request by persuade her to get her shoe tomorrow.

4.1.2.4 Statement of Principle

In this category, there are some topics that are being discussed by the main characters in the novel. They are casual conversation, lawyer ability, and advising. This category is used by equal power participant and the higher power to lower power once, and seven times used by the lower power to higher power participant.

In the topic of casual conversation, Scout and Miss Maudie are talking about Mr. Radley, their neighbor. Miss Maudie tells Scout that Mr. Radley always speaks nicely to everyone when he was a boy. Miss Maudie says to Scout that we never really know what happens in house behind

participants of equal power relationship, three participants of the higher power to lower power relationship, and ten participants of the lower power to higher power relationship. The participants that mostly use this category are the equal power.

The topic that frequently talked about by the main characters in this category is advising. In the conversation below, Jem advises Scout not to antagonize Aunt Alexandra anymore. It makes Atticus gets a lot on his mind because of Tom Robinson's case. Unfortunately, Scout refuses Jem's advice by insulting and criticizes Jem's action by saying "*You tryin' to tell me what to do?*" we can see the conversation below.

Excerpt 16

"They've been fussing, Scout."

“Scout, try not to antagonize Aunty, hear?” (Jem’s advice)

Atticus's remarks were still rankling, which made me miss the request in Jem's question. My feathers rose again. **"You tryin' to tell me what to do?"** (Scout's refusal)

“Naw, it’s—he’s got a lot on his mind now, without us worrying him.”

"Like what?" Atticus didn't appear to have anything especially on his mind.

"It's this Tom Robinson case that's worryin' him to death—"

I said Atticus didn't worry about anything. Besides, the case never bothered us except about once a week and then it didn't last.

"That's because you can't hold something in your mind but a little while," said

Jem. "It's different with grown folks, we—"

Scout and Jem are the participants of this dialogue. Scout is the younger sister of Jem. Their power is equal in this conversation. Scout shows her disagreement by criticizes Jem's statement. Jem ignores her refusal because he knows that Scout obeys and respects him so much.

In this category, the refusal expressions are used in some topics. They are Scout's reading skill, Scout and Atticus agreement, Mrs Dubose's dead, Atticus's commanding, and the appropriate juries in the court. There are an equal power, one higher power to lower power, and six lower powers to higher power of the role of relationship. The participant who frequently uses this category is the lower power to higher power. The lower power tends to use avoidance than other types of refusal expression because they avoid that refuse something directly.

[illegible]

Excerpt 17

“H-ey, Atticus!”

Atticus got up from his chair, but he was moving slowly, like an old man. He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little.

"Go home, Jem," he said. "Take Scout and Dill home."

“Go home, I said.”(Atticus’ command)

Jem shook his head. (Jem's avoidance)

“Son, I said go home.”

Jem shook his head.

"I'll send him home," a burly man said, and grabbed Jem roughly by the collar. He yanked Jem nearly off his feet.

“Don’t you touch him!” I kicked the man swiftly. Barefooted, I was surprised to see him fall back in real pain. I intended to kick his shin, but aimed too high.

"That'll do, Scout." Atticus put his hand on my shoulder. "Don't kick folks. No—" he said, as I was pleading justification.

"Ain't nobody gonna do Jem that way," I said

The role of relationship of the participant in this conversation is the lower power to the higher power. Jem is the lower power because his position is a son and Atticus is the higher power since he is a father. Jem's power is weak because he only shaking his head continuously. He does not show his power to refuse Atticus' command. Jem still respects his father and does not have a confidence to refuse it directly. Therefore, Jem refuses Atticus' command only by shaking his head continuously. This conversation runs in a non formal situation. It is included in the type of commanding act.

4.1.2.7 Statement of Positive Opinion/Feeling of Agreement

There are three topics that are being talked about in this category.

They are discussing about Walter's family, playing a game, and back to home. The role of relationship that is used refusal expression in this

category is an example of horizontal power and 2 data of higher power to lower power. In this category, the higher power to lower power is mostly use refusal expression. It has a purpose to give a good education to the lower power that it is important to give a positive opinion before refuse something.

The example below talks about playing a game. In the conversation below, Scout uses this category of refusal expressions to refuse Jem's statement. In this case, Jem, Scout, and Dill are playing a game in the front yard. Jem tells Dill and Scout to play a game about Mr. Radley and asks Scout to become Mr. Radley. Scout uses adjunct to refusal to show her disagreement. We can see from the example below.

Excerpt 18

Jem gulped down his second glassful and slapped his chest. “I know what we are going to play,” he announced. “Something new, something different.”

"What?" asked Dill.

"Boo Radley."

Jem's head at times was transparent: he had thought that up to make me understand he wasn't afraid of Radleys in any shape or form, to contrast his own fearless heroism with my cowardice.

"Boo Radley? How?" asked Dill.

Jem said, "Scout, you can be Mrs. Radley-" **(Jem's command)**

“I declare if I will. I don’t think-”(feeling of agreement, then refuse it)

“‘Smatter?’ said Dill. “Still scared?”

“He can get out at night when we’re all asleep...” I said.

Jem hissed. "Scout, how's he gonna know what we're doin'? Besides, I don't think he's still there. He died years ago and they stuffed him up the chimney."

Dill said, "Jem, you and me can play and Scout can watch if she's scared."

of relationship in this conversation is from higher to lower power. Calpurnia has strong power to refuse Jem's request because she is smarter and older than Jem. Unfortunately, Scout's refusal is ignored by Jem, and he invites her to play that game. This conversation runs in a non-reciprocal situation since the topic of this conversation is playing a game. The dialogue includes a commanding act.

2.8 Gratitude/Appreciation

In this last category, refusal expressions are used in five instances: when they are going to school, giving a note to Mr. Radley, Calpurnia's birthday, choosing a friend, back to home, and advising. In this part, there are two kinds of the role of relationship; they are 3 data of equal status

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new way of teaching. Jem says to Scout that it is like if we want to learn about cows, we have to go milk one. Scout refuses Jem's advice by using this category as we seen in the example below.

Excerpt 19

"If I didn't have to stay I'd leave. Jem, that damn lady says Atticus's been teaching me to read and for him to stop it--"

“Don’t worry, Scout,” Jem comforted me. “Our teacher says Miss Caroline’s introducing a new way of teaching. She learned about it in college. It’ll be in all the grades soon. You don’t have to learn much out of books that way—it’s like if you wanta learn about cows, you go milk one, see?”(advice)

"Yeah Jem, but I don't wanta study cows, I-"(agree then rejected)

"Sure you do. You hafta know about cows, they're a big part of life in Maycomb County." (Jem's advice)

"I'm just trying to tell you the new way they're teachin' the first grade, stubborn. It's the Dewey Decimal System."

The participants of this conversation are Scout and Jem. Scout refuses Jem's advice by showing her appreciation. Scout shows her appreciation before she refuses it by saying "Yeah Jem, but I don't wanta study cows, I-" she appreciates with Jem's advice and responds to it by saying "Yeah Jem," then, she refuses by saying "but I don't wanta study cows, I-" Scout does not refuse it directly, but she gives an appreciation before expressing her refusal. It has a purpose to avoid the hearer from feeling terrible or annoyed. This conversation above is the example of the horizontal role participant. Scout and Jem are equal in the power of relationship because they are siblings. Therefore, Scout rejects Jem's advice and the effect of Scout's refusal is ignored by Jem. It can be seen from the excerpt that Jem continues to advise Scout.

This conversation runs in a non formal situation and directly face to face without any mediator between both of them. It is includes in instructive type of text. It can be seen from the topic that Jem gives an advice to Scout.

4.2 Discussions

Refusal is important in maintaining the relationship because sometimes people must say “no” directly or indirectly toward request, demand, command, offer, invitation, or suggestion. In conducting refusal, people should pay attention to the form of refusal because expressing refusal has a possibility of offending the listener. Therefore, people must be aware in selecting the appropriate refusal strategies.

The refuters have different style when they deliver the refusal expression because refusing a request or an offer from interlocutor is not easy for them. In refusal expression, the refuters have to make the listener's feel not to be offended or to be hurt. Refusing is not just saying "no". Refusing is an expression that is expressed by the speaker and it is unexpected for the listener. Therefore, the refuters need some ways to express their refusal expression in order to make the speakers who invite them are not disappointed.

This section discusses the finding of data analysis. In the novel *To Kill a Mockingbird*, there are 128 data of refusal expressions. After the researcher analyzes the data of refusal expressions, the researcher finds some refusal expressions that performed by the main characters (Atticus, Jem, and Scout).

After reviewing the existing previous studies, the researcher concludes some points. There are some researchers that already analyzed about this topic, refusal expressions. Most of them, such as (Sie Lie Na, 2001; Prawito, 2007; and Angryani 2011) are compare the using of refusal expressions between male and female based on sex, age, social status and social distance. The focuses of these studies are the comparison of refusal expressions in gender, while the present study focuses on the types of refusal expression by the main characters in the novel. This present study refers to

previous studies that there are three types of refusal expressions; they are direct refusal, indirect refusal, and adjunct to refusal.

Although refusal expression is more popular in studies of spoken discourse, where it has been used to analyze phenomena in verbal interactions see (Utomo, 2007; Arum, 2012; Gozzali, 2013), it is apparent that the use of refusal expressions also implies in written discourse, such as novel and short story. As noted earlier, the refusal expressions in the present study is differs from previous, that more dominant in comparison between male and female in spoken discourse. Hypothetically, this phenomenon presumably happens as a result of Indonesian cultural influences in which refusal expressions often applies, especially in spoken language.

There are two important points that has been concluded by the researcher from this analysis. Based on the finding of the analysis, the main characters are performed refusal expressions in appropriate situation. Therefore, the researcher has pointed out two important points of this study. They are the types of refusal expressions and the context of situation of its refusal expressions.

First is the type of refusal expressions. There are three types of refusal expressions performed by the main characters in this novel. Direct refusal is the first type and the most frequently of refusal expressions used by the main characters. Direct refusal is signaled by using denying vocabulary, such as “I refuse”, “no”, or statements showing unwillingness or inability. Indirect refusal is refusal which is said indirectly by giving some reason, alternative,

this study. They are, field, tenor, and mode. We can see the example from excerpt 1 above. In that excerpt, refusal expression is used in the topic of agreement. In this case, Atticus refuses Scout's request clearly and directly. Atticus is the higher power and Scout is the lower power participants of this refusal expression. Atticus has big and strong power because he is the father and Scout has to obey and respect to him. This conversation runs in a non formal situation.

In addition, the researcher tries to add another point of view about this study. Refusal expressions are used when the speaker wants to refuse the hearer's statement, request, invitation, suggestion, and command direct or indirectly. In conducting indirect refusal, the speaker cannot just refuses the hearer, but he or she also expect positive result from the hearers and to avoids the hearer from feeling terrible or annoyed. That is why; people may use refusal expressions in the right function and polite way. On the other hand, like hadits Rasulullah Muhammd SAW that everyone have to save the tongue in expressing the utterances, so he or she will be safe from the hell:

عَنْ أَبِي هُرَيْرَةَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: إِنَّ الْعَبْدَ
لَيَتَكَلَّمُ بِالْكَلِمَةِ مَا يَتَّبِعُنُ مَا فِيهَا يَهْوِي بِهَا فِي النَّارِ أَبْعَدَمَا بَيْنَ الْمَسْرِقِ
وَالْمَغْرِبِ ﴿رواه البخاري و مسلم﴾

"Indeed, one who uttered a word that is not thought out what its effects will make it fall into the hell of it farther than the distance of East and West"

After analyzing the data, the researcher explains the result of this analysis. There are some types of refusal expressions that performed by the main characters in *To Kill a Mockingbird*. There are some another types also that do not appear in this novel. It shows that the author of this novel does not apply all of the types of refusal expressions.

In conclusion, the present study has contributed to our understanding of how the speech act of refusal is performed in English in two culturally and linguistically diverse groups (Maycomb County and Negro). It also has been shown that speech acts reflect the cultural norms and values that are possessed by speakers of different cultural backgrounds, as different cultures are very likely to realize speech acts quite differently. Such differences might cause misunderstanding or communication breakdowns when people from different cultural backgrounds come in contact with each other. Finally, the presents study has revealed important findings that would be useful in studied in family life.

[illegible]

