

**INVESTIGATING REFUSAL STRATEGIES USED BY
FEMALE ENGLISH STUDENTS AT DARUL LUGHAH WAL
KAROMAH ISLAMIC BOARDING SCHOOL**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2022

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KAROMAH ISLAMIC BOARDING SCHOOL**

THESIS

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2022

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I stated that thesis entitled **“Investigating Refusal Strategies Used by Female English Students at Darul Lughah Wal Karomah Islamic Boarding School”** is my original work. I do not include any materials previously written or published by other person, except those cited as references and written in the bibliography. Hereby, if there is any objection claim, I am the only person who is responsible for that.

Malang, 02 November 2022

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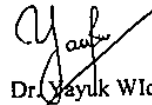
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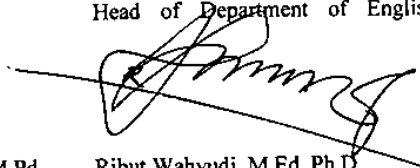
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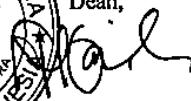


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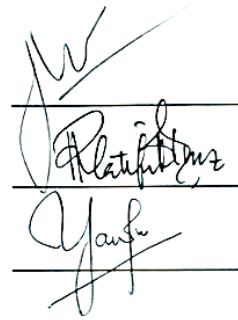
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MOTTO

“Whatever you are, be a good one.” – Abraham Lincoln

DEDICATION

This thesis is proudly dedicated to my endless love parents, Bapak H. Moh. Farhan and Ibu Hj. Humairoh. My lovely sister Afifah, S.Pd, Jamilatun Ni'mah, M.Pd., and alm. Siti Rohmatillah. Also my sweetest brother Ali Harun, M.H., Muhammad Muhith, M. Pd., and Moh Shofi, Lc, M.Pd. who always be there for me, pray for me, give me spiritual motivation and best loving.

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First of all, I would like to express my gratitude to Allah SWT, the Most Gracious, who has bestowed His grace and guidance on me to face this extraordinary life. Second, may *shalawat* and *salam* always be poured out to our life example, the great prophet, Muhammad SAW who has brought Islam to the religion of *rahmatan lil 'alamin*. I would like to express my deepest gratitude to several parties who have contributed to the completion of my degree entitled "Investigating Refusal Strategies Used by Female English Students at Darul Lughah Wal Karomah Islamic Boarding School".

There are many rocks that often make my steps stop. Doing this research is not easy. I am aware that many people are waiting for my success. Therefore, I am very grateful to all those who have supported me during my studies here.

First, my deepest gratitude is dedicated to my parents, Mr. H. Moh. Farhan and Ibu Hj. Humairoh. Thank you for all the prayers, support, motivation, hugs and infinite love. They are the only people who are very instrumental in my life. Without it, I would not be who I am today.

A special thank also belongs to Dr. M. Faisol, M.Ag., as the Dean of the Faculty of Humanities and to Ribut Wahyudi, M.Ed., Ph.D., as the head of the Department of English Literature. My sincerely gratitude is also extended to Mrs. Dr. Yayuk Widayastuti Herawati, M.Pd., as my great advisor who has been willing to take her time and always guide me to complete this thesis. Thank you for all the prayers, support, patience, suggestions, inspiring criticism, and extensive comments. My gratitude to all the lectures of English Literature Department who have provided motivation, taught and educated me from the early days of studying at UIN Maliki Malang.

The next gratitude is specially dedicated to my 24/7 warmth girl who is always be my home after facing the hustle and bustle world, Syifaun Nisa Azzahra. Then, to my extraordinary partners, Raudhatul Jannah and M. Naufal Rafi'I. They always support and assist me during doing this research. It is a joy and a fortune to have

friends like them in my life. Moreover, I also thank all my comrades at MSAA who created meaningful life in Malang.

Finally, as the researcher, I am extremely aware that this research is far from "perfect". This research has several weaknesses and requires suggestions also constructive criticism from the readers in order to make this research perfect. Expectantly, this research will be useful for future readers and researchers.

Malang, 02 November 2022

The researcher,

Umami Salamah

ABSTRACT

Salamah, Umami (2022), *Investigating Refusal Strategies Used by Female English Students at Darul Lughah Wal Karomah Islamic Boarding School*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Yayuk WIdyastuti Herawati, M.Pd.

Keywords: *Refusal Strategies, Linguistic Relativity, Discourse Completion Task, Female English Students, Islamic Boarding School.*

Everyone has different needs and desire. Sometimes, what we need or want does not always have good feedback from other people. This phenomenon often occurs in delivering requests, offers, invitations, and suggestions. Usually, people respond to requests, offers, invitations, suggestions with refusal when they cannot accomplish the interlocutor's need. This study aims to determine the types of refusal strategies used by female English students at Darul Lughah Wal Karamah Islamic boarding school. Besides, the researcher also analyzes why they chose that type in conveying refusal which was influenced by their environment. Thus, different society causes language differences as well. The researcher adopts the theory of refusal strategy from Beebe et al. (1990) and the theory of language and society from Sapir and Whorf (2010). This study uses a qualitative method. The data was collected by using DCT (Discourse Completion Task). Here, the researcher studied 20 female English students to find out the types of rejection strategies and selected 15 female English students to be interviewed about their reasons for using such types of refusal strategies.

As the result, the researcher found a direct strategy that appeared in DCT 77 times, an indirect strategy 170 times, and an adjunct 52 times. From the results of the data above, the most frequently strategy used by the respondents is the indirect strategy. Meanwhile, the results of the interview show that there are two reasons why they use certain types of refusal. The first is that they found the way of refusing from their family environment, and the second is that they got it from the Islamic boarding school environment where they live. Finally, it can be concluded that everyone has their own way of expressing language. Even though they live in the same place, there are different ways of expressing their refusal. This study supports the findings of several previous studies conducted by Fitri et al. (2020), Sartika et al. (2020), Azwan (2021), Dwiana et al. (2021), Shahi (2022). In contrast, this research is not in line with the previous research conducted by Wardani (2019), Dewi et al. (2020), and Handayani (2020). Furthermore, this

research still has many shortcomings, the researcher hopes for the next researcher to dig up the topic of refusal strategies with natural speech from respondents as data and researched in several fields such as psycholinguistics and pragmaticsociolinguistics.

المستخلص البحث

سلامة, أمي (2022)، بحث حول استراتيجيات الرفض المستخدمة من قبل طالبات اللغة الإنجليزية في معهد الدار للغة والكرمة. رسالة البحث. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المستشار د. يويوك وديستوتي حيراواتي الماجستير.

الكلمات المفتاحية: استراتيجيات الرفض، نسيية اللغة، مهمة إتمام الخطاب، طالبات اللغة الإنجليزية، المعهد.

كل شخص لديه احتياجات ورغبات مختلفة. بعض الأحيان، ما نحتاجه أو نريده لا يحظى دائمًا باستجابة جيدة من الآخرين. تحدث هذه الظاهرة غالبًا عند تقديم الطلبات والعروض والدعوات والاقتراحات. غالبًا ما يستجيب للطلبات والعروض والدعوات والاقتراحات مع الرفض عندما لا يتمكن شخص ما من تحقيق احتياجات المحاورين. تهدف هذه الدراسة إلى تحديد أنواع استراتيجيات الرفض التي تستخدمها طالبات اللغة الإنجليزية في معهد دار اللغة والكرمة الإسلامية. بالإضافة إلى ذلك، قام الباحثون أيضًا بتحليل سبب اختيارهم لهذا النوع في نقل الرفض الذي تأثر ببيئتهم. لأنه مع وجود ثقافات وبيئات مختلفة سيؤدي إلى اختلافات لغوية أيضًا. وهنا يتبنى الباحث نظرية استراتيجيات الرفض من بيبي عات عال (1990) ونظرية اللغة والمجتمع من سفير و وخرن (2011). تستخدم هذه الدراسة طريقة نوعية. تم جمع البيانات باستخدام DCT (مهمة إكمال الخطاب). وقامت الباحثة بدراسة 20 طالبة لغة إنجليزية لمعرفة أنواع استراتيجيات الرفض واختيار 15 طالبات لغة إنجليزية لمقابلتهن حول أسباب استخدامهن لأنواع معينة من استراتيجيات الرفض.

نتيجة لذلك، وجد الباحث إستراتيجية مباشرة (إستراتيجية مباشرة) ظهرت في DCT 77 مرة، إستراتيجية غير مباشرة (إستراتيجية غير مباشرة) ظهرت 170 مرة، وإضافتها ظهرت 52 مرة. من نتائج البيانات التي تقدمت، فإن الإستراتيجية الأكثر استخدامًا من قبل المستجيبين هي الإستراتيجية غير المباشرة. بينما تظهر نتائج المقابلة أن هناك سببين لاستخدامهم لأنواع معينة من الرفض. الأول أنهم يجدون طريقة لرفضهم من البيئة الأسرية، والثاني أنهم يحصلون عليها من البيئة الاجتماعية التي يعيشون فيها. أخيرًا، يمكن أن نستنتج أن لكل شخص طريقته الخاصة في التعبير عن اللغة. على الرغم من أنهم يعيشون في نفس المكان، إلا أن هناك طرقًا مختلفة للتعبير عن رفضهم. تدعم هذه الدراسة نتائج العديد من الدراسات السابقة التي أجراها فيتري وآخرون (2020)، سارتيكا وآخرون (2020)، أزوان (2021)، دويانا وآخرون (2021)، شاهي (2022). من ناحية أخرى، لا يتماشى هذا البحث مع البحث السابق الذي أجراه ورداني (2019) و داوي وآخرون (2020) وهندايني (2020). ثم لا تزال هذه الدراسة بها العديد من أوجه القصور، ويأمل الباحث أن يستكشف الباحث التالي موضوع استراتيجيات الرفض بالكلام الطبيعي من المبحوثين على أنها بيانات وبحثوا في عدة مجالات مثل علم اللغة النفسي وعلم اللغة العملي.

ABSTRAK

Salamah, Ummi (2022), *Penelitian Strategi Penolakan yang Digunakan oleh Murid Bahasa Inggris Perempuan di Pondok Pesantren Darul Lughah Wal Karomah*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Yayuk WIdyastuti Herawati, M.Pd.

Kata Kunci: *Strategi Penolakan, Relativitas Bahasa, Discourse Completion Task, Murid Bahasa Inggris Perempuan, Pondok Pesantren.*

Setiap orang memiliki kebutuhan dan keinginan yang berbeda-beda. Terkadang, apa yang kita butuhkan atau inginkan tidak selalu memiliki respon yang baik dari orang lain. Fenomena ini sering terjadi dalam penyampaian request, offer, invitation, and suggestion. Seseorang seringkali merespon request, offer, invitation, suggestion dengan penolakan ketika Ia tidak bisa memenuhi kebutuhan pembicara. Penelitian ini bertujuan untuk mengetahui tipe-tipe strategi penolakan yang digunakan oleh murid bahasa inggris perempuan di pondok pesantren Darul Lughah Wal Karomah. Selain itu, peneliti juga menganalisa mengapa mereka memilih tipe tersebut dalam menyampaikan penolakan yang dipengaruhi oleh lingkungan mereka. Karna dengan budaya dan lingkungan yang berbeda akan menimbulkan perbedaan bahasa pula. Disini peneliti mengadopsi teori strategi penolakan dari Beebe at al. (1990) dan teori bahasa dan masyarakat dari Sapir and Whorf (2010). Penelitian ini menggunakan metode kualitatif. Pengumpulan data dilakukan dengan menggunakan DCT (Discourse Completion Task). Peneliti meneliti 20 murid bahasa inggris perempuan untuk mengetahui tipe-tipe strategi penolakan dan memilih 15 murid bahasa inggris perempuan untuk diwawancarai alasan-alasan mereka dalam menggunakan tipe strategi penolakan tertentu.

Sebagai hasilnya, peneliti menemukan strategy langsung (*Direct Strategy*) yang muncul di DCT sebanyak 77 kali, strategi tidak langsung (*Indirect Strategy*) yang muncul sebanyak 170 kali, dan tambahan (*Adjunct*) yang muncul sebanyak 52 kali. Dari hasil data diatas, strategy yang paling sering digunakan oleh respondents adalah strategy tidak langsung (*Indirect Strategy*). Sedangkan hasil wawancara menunjukkan bahwa terdapat dua alasan mengapa mereka menggunakan tipe penolakan tertentu. Yang pertama ialah mereka mendapatkan cara menolak mereka dari lingkungan keluarga, dan yang kedua ialah mereka mendapatkannya dari lingkungan pesantren tempat mereka tinggal. Akhirnya, dapat disimpulkan bahwa setiap orang yang memiliki cara mereka tersendiri dalam mengekspresikan bahasa. Meskipun mereka bertempat tinggal di tempat yang

sama akan tetapi terdapat perbedaan cara dalam menyampaikan penolakan. Penelitian ini mendukung temuan dari beberapa penelitian terdahulu yang dilakukan oleh Fitri et al. (2020), Sartika et al. (2020), Azwan (2021), Dwiana et al. (2021), Shahi (2022). Sebaliknya, penelitian ini tidak sejalan dengan peneliti terdahulu yang telah dilakukan oleh Wardani (2019), Dewi et al. (2020), and Handayani (2020). Selanjutnya, penelitian ini masih banyak kekurangan, peneliti berharap kepada peneliti selanjutnya untuk menggali topic strategi penolakan dengan ucapan alami dari responden sebagai data dan diteliti dengan beberapa bidang seperti psikolinguistik dan pragmasociolinguistik.

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CHAPTER I

INTRODUCTION

This chapter contains of the background of the study, the research questions, significant of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Everyone has different needs, desires, wisdom, and opinions in a society. They express it in various forms of speech on certain occasions. Everything that is conveyed to the other person does not always have good feedback. Sometimes, they talk about something that causes debate among them because they cannot accept the opinions of the people around them. As another examples they refuse requests, orders, invitations, offers, suggestions, and so on, e.g; *“That's good idea, but I have to finish my homework”*. With that statement, he/she politely refused in order not to hurt the interlocutor’s feeling. Everyone can refuse something with polite or impolite words. Refusal is a familiar expression that is often used in communication. In other words, when someone rejects to accept something it is called refusal.

Refusal is one of the most widely used speech acts by the community. Searle (1976) claims that refusal is a commissive speech act which responds to directive speech acts such as invitations, requests, orders, offers, suggestions, and arguments. Refusal can be defined as disagreement with the speaker's intent. Rejection is part of speech acts which is included in the linguistic-pragmatic approach. Austin (1991) was the first to develop the speech act theory from the

perspective of the philosophy of language. He states that every communicative act conveys a message that goes beyond what was said. That is, whatever the sender says can affect the other person, as happens with refusal.

In general, people use refusal strategy to avoid being impolite and rude. Bardovi-Harlig & Hartford (1991) stated that the refusal always requires consideration of his status and also it is a threatening in nature and uses a strategy to maintain power balance. Because every society is always closely related to each other in daily life, therefore, understanding the study of refusal is important because acts of refusal always occur when communicating. Refusal can occur anywhere, anytime, and by anyone, from children to the elderly. To use the rejection strategy, people must be careful and use it properly to minimize errors in communication and certainly not to offend the other person. Due to various contextual factors and cultural differences, the use of refusal may differ from person to person. As social beings, humans need to understand the socio-cultural values around them to minimize misunderstandings. At times, the culture and convention of the speaker may lead to a misunderstanding of certain words when refusing a request, invitation, offer, suggestion, etc. So, in the final, people cannot convey the purpose of communication.

Refusal strategies at Islamic boarding schools are different from other places where life at Islamic boarding schools prioritizes religion, courtesy, and morals. The development of the existence of Islamic boarding schools in Indonesia is strongly influenced by the surrounding community, especially in terms of education and attitudes. From the beginning, Islamic boarding school

was prepared to educate and spread Islamic teachings to the community through recitation (Rochman, 2017). Thus, Islamic boarding schools are able to create someone who is not only highly intellectual, but also well-mannered. Here, the researcher chose Darul Lughah Wal Karomah Islamic boarding school as the object of research because this Islamic boarding school prioritizes language development. In addition, the students are also in the process of learning English as a second language, which makes the use of language here more intensive and the use of English is an obligation in daily communication.

Not least important, human life is not far from language and society. Wardhaugh, (2006) declares that language and society is an inseparable unit. In social life, language and society are two things that support each other. There can be no society without language and there can be language without society, because language is a tool to communicate with one another. Therefore, language accompanies the growth of human life. In sociolinguistics, the relationship between language and society is known as linguistic relativity, which is called the Whorf and Sapir hypothesis. According to this hypothesis, the way humans perceive the world is determined by the language used. That is, the mother tongue largely determines the mindset of humans (Kadarisman, 2005).

Accordingly, everyone has their own way of speaking. Different people will have different perception on using language as well as in Islamic boarding schools with the locality of the language taught by the teachers there. The used of refusal strategies delivered by the female English students in the boarding school have their own uniqueness because they learn about attitude and morals. Hence,

this research focuses on the refusal strategies delivered by the female English students and the relationship between the refusal and the society of the English students at the Islamic boarding school.

Substantively, the studies about refusal strategies have been conducted by large number of researchers. They have conducted study about refusal strategies with various object interests. Particularly, these studies focus on the refusal strategies in term of interlanguage used by across native and non-native English students such as Korean versus Nigerian English students, English versus Serbian speakers, and American versus Armenian English speakers, as conducted by (Dixon and Krulatz, 2020; Zivkovic, 2020; Hovsepyan, 2021; Xibo, 2021; Sartika, 2020). Most of those studies used DCT as the data collection which contains some situations (request, offer, suggestion, invitations). Some of the questions of the situations in DCT are not in accordance with the situation that should occur in the student environment such as an offer from the boss to the employee while the respondents are not looking for work. Therefore, there is no direct naturalistic data.

In addition, several researchers did not describe all situations in the DCT paper and did not consider the social distance between respondents. They only write some of the situations for everyone. It means that they did not divide the social distance such as refusal request which was done by equal status, low to high, or high to low status. Those researches were done by Balan et al, 2020; Al Shobul and Maros, 2020; Fitri et al, 2020; Chen, 2020; Mohammed and Adeeb, 2021; Shahi, 2022; Khasanah, 2020; Dewi et al, 2020; Qadi, 2021; Azizah and

Sudana, 2021; Utomo 2022. There are also some researchers who claim that their research has been done used observation and interview as the way to collect the data. However, they did not present the results of the interview (Dewi et al., 2020; Dwiana et al., 2021). Azwan (2021) investigated comparison of refusal strategies used by Ambonese and American speakers. This study is more based on the theory of politeness strategies adopted from Brown Levinson (1987) so that there are no appropriate results from refusal strategies that refer to Beebe et al as theory.

Handayani (2020) investigated the implicit and explicit meaning of the use of refusal strategies in teaching sociopragmatic and pragmalinguistic competence students. This research does not explain what theory is used. This study is a quantitative study that does not explain how the differences occur between students' competence. Here only explained how many implicit and explicit meaning of the use of refusal on EFL students. In addition, some of the studies above mentioned that sociolinguistics as the field of the study using Brown Levinson (1987) theory.

It is clear that the researcher could take an opportunity to fulfill the gap about refusal strategies related to the society in term of linguistics relativity using sociolinguistics approach in the Islamic boarding school. It means that this study investigates how the society of the students influences the use of refusal strategies. This research is devoted to English language learners who have different living and environment from the students who do not live in Islamic boarding school namely Darul Lughah Wal Karomah Islamic boarding school.

Darul Lughah Wal Karomah Islamic boarding school is one of the modern boarding schools where all the teachers also emphasize teaching good ethics. So, it means that the souls of the *santri* in the *pesantren* are very close. Not only that, the object of this research only includes the female students, not male and female students as the object of the previous study. In another words, this study is attracted to be done for the latest research due to the researcher uses the object of *santri* in modern Islamic boarding school which is called as an association place of several people who have different languages and cultures.

Further, the researcher is extracted in doing research on refusal strategies used by the female English students at Darul Lughah Wal Karomah Islamic boarding school. It means that, the researcher wants to know the types of refusal strategies used by the female English students at Darul Lughah Wal Karomah and the relationship between the refusal and the society of the female English students. Here, the researcher uses two different theories to analyze the data, namely Beebe et al. (1990) and Sapir and Whorf (2010). Based on the two different theories, the approaches of this study are pragmatics and sociolinguistics. The theory of Beebe et al. (1990) is used to analyzed the types of refusal strategies delivered by the English students while Sapir and Whorf (2010) theory is used to reveal the relationship between language and society of the female English students in Islamic boarding school. The use of these theories according to Beebe, et al. and Sapir and Whorf is a theory that is quite clear and detailed in the discussion of refusal strategies and the relationship between language and society in which the two theories are very relevant to be used as an approach in this research.

B. Research Questions

Regarding the previous explanation in the background of the study, the researcher proposed several the research questions as follows;

1. What are the types of refusal strategies used by female English students at Darul Lughah Wal Karomah Islamic boarding school?
2. Why do the female English students choose to have such type of refusal strategies?

C. Significant of the Study

The significance of this study is to make contribution in practical and theoretical at the same time. Practically, this research is expecting to provide useful information as well as explanations especially for students majoring in English literature and also other students from different majors who have a deep interest in supporting their knowledge of refusal strategies that happened in Islamic boarding school.

D. Scope and Limitation

Speech act can be found in daily life and social interactions. Hence, the scope of this study is in the field of Sociolinguistic. This study discusses the use of language in context, particularly, the use of linguistic relativity through refusal strategies by female English students at Darul Lughah Wal Karomah Islamic boarding school. To make it more detailed and focused, the researcher limits the source of the data only taken from 20 respondents of female English students at Darul Lughah Wal Karomah Islamic boarding school. The researcher used DCT as an instrument to find out how the respondents gave response and feedback

about refusal. The research analyzed the data based on the respondents' answer. The researcher only studied the refusal strategies used by female English students. Then, the refusal strategies were analyzed regarding the social life in the Islamic boarding school.

E. Research Instrument

In this research, the researcher is the instrument itself. In addition, the researcher also used another instruments to conduct this study, they are Discourse Completion Task (DCT) and interview. There are twelve communicative situations in written form by adjusting several aspects and situations that usually occur unequally such as invitation, request, offer, and suggestions. Moreover, DCT were used to discover which strategies they would most commonly used to refuse: direct, indirect, or adjuncts. The detail situations can be seen in Appendix (1). Second instrument was interview. The researcher interviewed several students who had been selected to fill out the DCT which contained the twelve situations. The interviewed were done to provide the reasons why the female learners used that classification in refuse something. The detail of interview guideline can be seen in Appendix (18).

F. Definition of Key Terms

This section contains several main words along the definitions used in the study, as follows:

Refusal: The utterance of somebody of saying or showing the speaker will not do, give, or accept something (Searle, 1969).

Linguistic Relativity: This hypothesis suggests the possibility of the influence of the mother tongue interpreting other people's culture, especially in cultural norms, beliefs, and values (Lucy, 1997).

Darul Lughah Wal Karomah Islamic boarding school: A modern Islamic boarding school which located in Kraksaan, Probolinggo.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories and references which relate to the study. They are the definition of speech act, refusal, the types of refusal, the relativity of language and society (Linguistic Relativity), Islamic boarding school, and the detail explanation of Islamic boarding school.

A. Speech Acts

According to Yule (2010), speech act is action which is performed by speaker through utterance. Speech act is a performative speech in language and verbal exchange. It may be accomplished whilst speakers provide an apology, request, invitation, complain, compliment or rejection, etc. in accordance with speech acts, when speaking, the speakers do not effectively say something but additionally perform what they said. Then the speakers assume the listeners to apprehend the feature of the sentence that they talked about. The theory of speech act is originally conducted by John Langsaw Austin (1911- 1960) who is considered as the Oxford philosopher of ordinary language. Austin explains that speech acts as the actions that performed in saying something. Austin (1962) categorizes speech acts into three simultaneous acts that occur when people utter something, consisting of;

1. *Locutionary*, locutionary is an act of saying something only. Austin (1962) states that illocutionary acts are simply the narration of something, speaking, conveying information, asking questions and others. Locutionary must adhere to the conditions of truth and require focus in order to be understood.

2. *Illocutionary*, illocutionary is the act of doing something based on what is said. Austin states that the illocutionary act is the execution of an action in saying something. Illocutionary refers to the use of speech to express attitude with the function of the speech being for example, promise, stating, denying, offering or asking.
3. *Perlocutionary*, Perlocutionary is an act or initiative of thought or consequence of saying something. Regarding to Austin, the perlocutionary act must be understood as a causal relationship between two events, the cause of which is the production of speech by the speaker. In sum, perlocutionary is something that is produced or achieved by saying something. The example of perlocutionary acts which includes convincing, scaring, persuading, or otherwise affecting the interlocutor.

Mohajernia and Solimami (2013) quoted to Searle (2003) classify illocutionary acts into five categories according to their functions:

- a. *Declaration*, the speaker changes the world through their utterance using verbs such as: bet and declare.
- b. *Representative*, the speaker emphasizes the proposition to be correct by using such verbs as: conclude, declare, affirm, deny, report, and believe.
- c. *Directives*, the speaker attempts the hearer to establish something uttered using words as: request, ask, suggest, dare, command, and challenge.
- d. *Commissives*, the speaker pledges to do something in the future (action) using verbs such as: refuse, undertake, promise, threaten, swear, guarantee, and swear.

- e. *Expressives*, the speaker asserts the feelings using verbs, such as: thank, congratulate, regret, dislike, and welcome.

B. Refusal Strategies

Refusal is an utterance delivered by the interlocutor as a reaction to the rejection of the speech spoken by another person. Refusal is a negative response to offer, requests, suggestions, and invitations. Searle (1976) states that refuse includes in the commissive category because the speakers use refusal to act. In addition, refusal is one of a few number of speech acts that can be classified as a reaction to other people's behavior, not as actions proposed by the speaker (Gass & Houck, 1999 as cited from Wardani, 2019). So that, it can be concluded that refusal means disagreement with the speaker's thoughts.

1. Function of Refusal

a. Refusal of Request

Request is an action to ask something to someone else formally or informally. Request is divided into four categories, the following:

1. Request for a favor (borrowing or help)

“Do you mind if you lend me your bag?”
2. Request for permission/acceptance/agreement (e.g., job application)

“Do you really accept me to get my job here?”
3. Request for information (e.g., product information)

“Could you please tell me the advantage of this serum?”
4. Request for action (e.g., payment, bringing something)

“Could you mind if I bring it for you?”

b. Refusal of Offers

Offer is an expression of willingness to perform or provide something to someone else. Offer is categorized into four types, the following:

1. Give offer
2. Favor offer
3. Food/drink offer
4. Opportunity offer

c. Refusal of Invitations

Invitation is a verbal or written desire for someone to go somewhere or do something.

d. Refusal of Suggestions

A suggestion is a suggestion made for consideration. Invitation is categorized into two groups, the following:

1. Solicited suggestion is the interlocutor’s recommendations.
2. Unsolicited suggestion is the interlocutor's voluntary suggestions.

Unsolicited suggestion has two type, including;

- a. Personal suggestion is speaker recommendations for developing and managing interlocutor relationships.
 - Show concern e.g., “it’s raining there. You better bring a coat”.
 - Develop conversation rapport e.g., “*the boss does not attend to the meeting and you can put the project paper on his table*”.

- Show membership in group e.g., “*I already consider you as my little brother, so you can stay here tonight*”.
- b. Commercial suggestion is suggestion is suggestions to guide someone else's commercial thinking or behavior, such as a seller's recommendation or advertisement.

2. Types of Refusal Strategies

In responding to speech acts, a person does not always respond to the interlocutor by performing these actions. The response given by someone can also refuse requests from the speaker. Hence, refusal considered as a negative reaction to other activities including requests, invites, offers, and suggestions. According to Beebe et al. (1990), refusal can be classified into three categories;

a. Direct Strategies

Direct refusal strategy is a way for someone to express their inability to do their refusal directly. This category is usually used in two ways, as follows:

1. Performative Verb: it is also called as a mitigated refusal. Performative verbs such as reject and refuse.

Example: *I refuse, I decline*

2. Non-Performative Statement

- a) Saying “No”
- b) Using negative willingness/ability

Example: *I cannot, I won't, I don't think so*

b. Indirect Strategies

Indirect refusal strategy is the way someone expresses his/her unwillingness or inability to do their refusal indirectly. Felix-Brasdefer (2008) considers rejection as a response to the initial action and is regarded a speech act where the speaker lacks to involve the response in the interlocutor's acts. Therefore, refusal can be done indirectly. Beebe et al. (1990) categorized indirect strategies as follows:

1. Statement of Regret

This type is used when the speaker express his/her refusal by providing a regret expression or statement. For instance; *“I’m sorry”*, *“I feel terrible”*.

2. Wish

This type is used when the speaker expresses his/her refusal by expressing expectation. Example; *“I wish I could join the party”*, *“I wish I could help you”*.

3. Excuse, reason, explanation

This type is used when the speaker states his/her refusal by giving a refusal statement using a reason or explanation. For instance; *“I have a toothache”*, *“my mom will visit me this afternoon”*.

4. Statement of alternative

This type is used when the speaker refuses the interlocutor by establishing statement to make another option.

- a) I can do Z instead of X (e.g., *“I ‘d prefer take the course tonight”*, *“I can do my job instead of keeping your child”*)

b) Why don't you do X instead of Z (e.g., "*why don't you tell other person?*")

5. Set condition for future or past acceptance

This type is used when the speaker expresses his/her refusal by conditioning the situation in the future. For instance; "*if I had spare time, I would have come to you very soon*".

6. The promise for future acceptance

This type is used when the speaker expresses his/her refusal by making a promise for the future. Example; "*next time I'll do it for you*".

7. Statement of principle

This type is used when the speaker reveals his/her refusal by giving the refusal statement in the form of principle. For instance; "*I never make a cake before*".

8. Statement of philosophy

This type is used when the speaker express his/her refusal by giving the refusal statement in the form of philosophy. For instance; "*I'm an impatient person*".

9. Attempt to dissuade interlocutor

This type is used when the speaker refuse the interlocutor by letting the other escape. For instance; "*I am doing all I can do*", "*That is a terrible idea*".

10. Acceptance that functions as refusal

This type is used when the speaker refuse the interlocutor by accepting what the other person is saying. Example; "*we will think over your requests*".

11. Avoidance

- a) Nonverbal: silent, do nothing, physical departure
- b) Verbal: making a joke, switching topic, repetition of the part request (e.g., “tomorrow?”), postponement (e.g., “I’ll call you soon”), hedging (e.g., “I’m not sure”).

c. Adjuncts to Refusal

Feedback from refusal is often added by several people. The addition of this refusal can occur at the beginning before rejecting or at the end after saying refusal. The addition of refusal is called as adjuncts. Adjuncts cannot stand alone. Adjuncts should be used in conjunction with a refusal strategy. Adjunct to refusal is divided into several types, as follows;

1. Statement of positive opinion or feeling or argument

Example; “*actually that is a good idea*”, “*I would love to, but...*”

2. Statement of empathy

Example; “*I know it’s very hard for you.....*”

3. Pause fillers

Example; “*umm*”, “*uh*” “*well*”

4. Gratitude or appreciation

Example; “*thank you*”

5. Alerters

Example; “*that’s okay*”

C. Linguistics Relativity

Language and society is an inseparable unit. This phenomenon is discussed in sociolinguistics. Yule (2004) states that sociolinguistics is an interdisciplinary science that examines the social relations of language (Malabar 2015). In general, it is studied in the fields of language, society, and some social science issues. Thus, the use of specific language with other people is determined by the society that formed them in the first place. As a result, this definition is known as sociolinguistics.

The main purpose of sociolinguistics is to explain language changes related to social factors and social influences (Munawwaroh, 2020). Wardhaugh and Fuller (2015) state that sociolinguistics is language learning about society. Thus, humans without society have no language. Society also has a lot to do with how people use their language. The existence of language also determines the way they express refusal to offers, suggestions, requests, or information from others.

Kramsch (2001) suggests that sociolinguistics is the study of the relationship between language and society. He also pointed out that everyone has a different way of speaking because they think differently. They think differently because they have a language with knowledge that offers a way of expressing the meaning of the language in a different way. The idea means that sociolinguistics studies the way people use language in different social contexts, the social relationships between communities, and the way people communicate and structure their social aspects (Munawwaroh and Ishlahiyah, 2021). This is the basic premise of Benjamin Lee Whorf's (1897-1941) theory of linguistic relativity, which was derived from the linguistic approach by Edward and Sapir

(1884-1939). Whorf's view of the interdependence of language and thought is known as the Sapir and Whorf hypothesis and now it is developed as Whorphan hypothesis. The Sapir and Whorf hypothesis is more assertive that the language structure used in a sustainable manner will influence the way a person thinks and behaves (Jufrizal et al. 2007). Furthermore, the Sapir and Whorf theory included the following two components:

Linguistic Relativity is a cognitive process that is different for different languages. This belief states that everyone has their own way of seeing the world which is determined partially or wholly by the structure of their mother tongue or language that they have previously had. In sum, different society interprets the world in different ways. Meanwhile, **linguistic determinism** is the concept that language dictates, governs, and influences non-linguistic cognitive processes. It means that every people perception of the world not only affects their language, but also the way they think. There is no common language for different people. Every language that is owned by everyone has created itself for the speakers of that language.

The current research highlights the concept of "Linguistic Relativity". This study examines refusal strategies used by people and its relation with the society of the language speaker. Based on the most recent of Sapir and Whorf hypothesis, it states that language and society are related to each other. Society influences how people produce a certain language and language affects the people's social life.

D. Islamic Boarding School

Boarding schools or *pesantren* are often interpreted as dormitories where students are or where students learn the Koran and so on. *Pesantren* is one of the Islamic educational institutions in Indonesia which is considered the first and oldest educational institution in Indonesia (Anah, 2021). In addition, Marzuki et al. (2021) states that *pesantren* is also an Islamic educational institution that is native to Indonesia, as a reference and reference for Muslims to practice the teachings of Islam in human life. Islamic boarding schools as one of the sub-systems of national education that are indigenous to Indonesia, are even seen by many people as having special advantages and characteristics in applying character education for their students (*santri*). Such a view seems to stem from the fact that: *pesantren* is easier to shape the character of its *santri* because this educational institution uses a dormitory system that allows it to apply its values and worldviews in the daily lives of its students (Syafe'i, 2017). In the *pesantren* community, there are several elements, namely *kiai*, *santri*, huts, yellow books, recitation traditions, and other traditions.

With the rapid development of *Pesantren*, Islamic boarding schools in Indonesia according to the curriculum and education system are divided into three types, as stated by Ghazali 2002 as follows;

1. Traditional Islamic Boarding School

Traditional Islamic boarding schools are boarding schools that organize lessons using a traditional approach system in their development. Islamic religious

sciences are studied either individually or in groups, with an emphasis on traditional Arabic books.

2. Modern Islamic Boarding School

Modern Islamic boarding schools are Islamic boarding schools that use the classical method to organize educational activities with a modern approach through formal education, both madrasas and schools. In modern boarding schools, general science is taught in accordance with world developments such as advanced electronics. Modern Islamic boarding schools provide many extracurricular activities such as drum bands, scouts, drama, music, and so on. Nevertheless, the existence of those extracurriculars do not ignore the essence or purpose of the *pesantren* itself. In sum, in modern boarding schools students are also taught activities that follow modern times.

3. Comprehensive Islamic Boarding School

Comprehensive Islamic boarding schools are Islamic boarding schools that combine traditional and modern education and teaching methods. This means that the yellow book's education and teaching methods (*sorogan*, *bandongan*, and *wetonan*) are determined in it, but the school system is regularly developed.

E. Darul Lughah Wal Karomah Islamic boarding school

Darul Lughah Wal Karomah is a boarding school located in Kraksaan, Probolinggo. This boarding school is one of the modern *pesantren* that utilizes technology in the development of its education system. Even though the times have become sophisticated and the *pesantren* system uses modern methods, the

Darul Lughah Wal Karomah Islamic boarding school remains with its initial goal of creating *santri* with a strong and depth religious.

Darul Lughah Wal Karomah Islamic Boarding School follows the world developments by prioritizing language development for students. In this boarding school there are several special classes for language development, namely Arabic and English course. This special class is attended by female students who are interested in developing their language skills. In addition to the mandatory activities of the pesantren itself, female students who take part in the English language development program have other activities to develop their English skills. So that way, Darul Lughah Wal Karamah Islamic boarding school is very suitable to be the object of research where researchers examine the use of refusal strategies and its relativity to the language used by female English students.

CHAPTER III

RESEARCH METHOD

This chapter contains the descriptions of the methodology in the implementation of the study consisting of research design, data and data source, data collection, and data analysis.

A. Research Design

To describe everything that happens in the research process without any reduction, the researcher used descriptive qualitative research design to analyze the data. Qualitative research requires recognizing individual or groups in social situations. This research design utilized because it is particularly significant in behavioral science, which attempts to find, investigate, and understand the human behavior reasons. As the result, this research employs qualitative research design to identify, investigate, and describe the refusal strategies expressed by the female English students at Darul Lughah Wal Karomah Islamic boarding school.

B. Data and Data Source

The data source of this research is 20 female learners at Darul Lughah Wal Karomah Islamic boarding school. Meanwhile, the data of the research are the responds of the 20 female English students at Darul Lughah Wal Karomah Islamic boarding school containing refusal strategies that were taken from the DCT shared by the researcher before.

C. Data Collection

The researcher applied several steps to collect the data, as followed:

- First, the researcher chose the 20 female English students at Darul Lughah Wal Karomah Islamic boarding school to be the respondents.
- Second, the researcher gave a DCT (Discourse Completion Task) to the 20 female English students at Darul Lughah Wal Karomah Islamic boarding school.
- Third, the researcher chose 15 students that frequently used such type of refusal strategies to be interviewed
- Forth, the researcher interviewed and recorded 10 female English students at Darul Lughah Wal Karomah Islamic boarding school.
- Finally, the researcher transcribed the data after collecting the DCT and the interview.

D. Data Analysis

After collecting the data, the researcher analyzed the data by doing several steps. First, the researcher identified the each classification of refusal strategies based on the 20 female English students answer using Beebe et al. (1990) theory. Second, the researcher described the findings. Third, the researcher analyzed the interview based on Sapir and Whorf (2010) theory. Fourth, the researcher declared the discussion. Last, the researcher drew a conclusion toward the result of the research.

E. Triangulation Data

In analyzing the data, the researcher also used Triangulation data. Triangulation of data is used as a technique to get high credibility and accuracy of

data validity. Rose et al. (2020) claims that triangulation is defined as the practice of supporting data validation by using two or more sources. Further, this research will use DCT, interview, and recording technique as the triangulation data.

a. Discourse Completion Task (DCT)

DCT contains twelve situations which were then distributed to 20 female English students to find out how they expressed their refusal.

b. Interview

Interviews are needed in this study because they will produce students' reasons for using refusal.

c. Recording Technique

Recording technique is a strategy used to obtain the interview results. This strategy will produce the data evidence and provide a large knowledge of the studied phenomena.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains findings and discussion of the types of refusal strategies used by the female students at Islamic boarding school and why do the female English students choose to have such refusal strategies. This chapter provides the result of the research findings to answer the problems of the study and the discussion of the result.

A. Findings

The findings of this research are presented into two parts. The first part is about the findings of the types of refusal strategies and the second part is about the reason of the English students in using such refusal strategies. Based on the results, the researcher found 20 data which contains various types of refusal strategies used by female English students and their reason in using certain types.

1. The Types of Refusal Strategies

The researcher found the most strategy frequently used is statement of regret from indirect strategies. Meanwhile, the rarely strategy used by the respondents is performative statement in direct strategies. The detailed discussion of each type will be discussed in the following part.

a. Direct Strategy

1) Performative Statement

Performative statement is a condition that people usually use performative verb in refusing such as “refuse” and “reject”. However, the use of performative verbs can occur explicitly such as “no, no away” and another statement such as “*It is impossible*”. From those example that can be known directly as refusal. According to Leech (1996), performative is a personality statement. Performative verbs generally mean the action that affects the speaker at the time of speaking. Furthermore, to mitigate the negative impact of direct refusal, the interlocutor employs performative verbs. For instance “*It seems I must go to the market right now*”. Based on the table showed above, performative statement appears 21 times which is taken from the answer of the respondent on the DCT.

“So sorry, I have some deadlines to finish too. Maybe next I will help you.” (R1)

“You came late to offer me, I have just eaten with my roommate in front of my room.” (R2)

“Actually I’m tired but I must join the recitation, I don’t want to break the regulation” (R3)

“I think I have to take pharmacy major because my parents want me to be a nutritionist”. (R4)

The data above indicates how the respondents refuse request, offer, invitation, or suggestion. They want to mitigate the negative consequences and avoid saying no immediately. The first respondent refuses the request to fulfill the questioner because she had some deadlines to finish as soon as possible. The second respondent refused the offer to get lunch together in the canteen because she had already eaten and her friend came late in offering her. Then, the third

respondent refused the invitation by saying “*Actually I’m tired but I must join the recitation, I don’t want to break the regulation*”. Last, the fourth respondent refused her tutor’s suggestion in choosing English major for her next studying in university, but she preferred to take pharmacy major since her parents wanted her to be nutritionist. Moreover, they refused without using “no” word. Meanwhile, they usually used “*I must, I have to, and I think I have just*”.

2) Non performative statement

Non performative statement is a statement of saying “no” directly or a suggestion that show desires such as “*I cannot*” and “*I won’t*”. Occasionally, some speakers utter refusal using non performative verb which combined it with negative willingness statement. For instance, “*No, I cannot repair your computer*”. The utterance refers to the respondent's inability or reluctance to accept requests, offers, invitations, or suggestions which are then expressed by using negative syntactic patterns such as “*I cannot*”, “*I don’t want*”, “*I don’t think so*”, and “*I won’t*”. As shown in the table above, there are 56 data of non-performative statements used by respondents on the DCT to express refusal.

“No, I can’t lend you my novel because it was at my home.” (R1)

“I’m sorry, Miss, I cannot join this competition, as you know I’m not really good at math” (R2)

“No, sorry. I cannot fill the questionnaire right now. You’d better find other person to do it” (R3)

“Well, thank you. But I can’t receive it. You may save it” (R5)

The data above indicates how the respondents refuse request, offer, invitation, or suggestion in an urgent time. They are in a hurry to immediately do other more urgent things. For instance they have to do their chores, have to take a shower, go to school while they only have limited time to do it. In that case, they often add negative willingness to leave the other person more quickly. In addition, non-performative statements are also used for someone who really does not want to carry out a request, offer, invitation, or suggestion from the other person.

b. Indirect Strategy

1) Statement of regret

This kind of indirect strategies is the most frequent type that is used by the respondents. Almost all respondents used a statement of regret to express their refusal, such as “*sorry*” and “*I apologize*”. The respondents prefer to use the statement of regret or apology to soften the refusal they express. As explained in the table, this type of statement of regret appears 60 times, as follows:

“Sorry, Miss. I’m really not interested for this competition.” (R1)

“Sorry, I’m really busy right now.” (R2)

“I’m so sorry, Sis. I will return this book to the library.” (R3)

“I do apologize because my voice is not really that tuneful.” (R4)

According to the data presented above, statement of regret used by the respondents when they are in an impossible situation or a condition that they cannot handle exactly. They have another important thing to do rather than simply accept the interlocutor’s request, offer, invitation, or suggestion. In addition,

statement of regret is usually used by the people who have lower power to the older. Some of them discovered another interlocutor after expressing their regret, while others did not. Some respondents essentially apologized and left the interlocutor, while others give more explanation why they were unable to accomplish the request, offer, invitation, or suggestion.

2) Wish

Wish is an expression that used to express a desire or hope for something to happen. Wish usually occurs in the form of request or command. Further, wish is something that really wants to obtain by people or an object of desires. The examples of expressing refusal using statement of wish are “*I wish I could help you*”, “*I want to*”, and “*I hope*”, From the DCT, the researcher found that statement of wish only appears 6 times, as follows:

“I want to actually, but I have to accompany my underclassmen to prepare for tonight’s event.” (R4)

“I really want to take a rest, but the time is too short.” (R7)

“I really want to join the mathematic olympiad, unfortunately the time of the competition coincided with the singing competition. I have registered to that competition. Maybe next year I can join this Olympiad.” (R12)

“I’m sorry, Miss. I must go to kitchen. I hope you find another person to keep the office.” (R19)

The data above indicates that the respondents wanted to commit the request, offer, invitation, or suggestion from the interlocutor but they cannot do exactly. They had another important thing to do rather than help the interlocutor.

It means that they had another priorities thing to do. According to the data above, the fourth respondent wanted to take rest as suggested by her friend, but she must accompany her underclassmen in preparing the event, as well as the seventh respondent. Then, the twelfth respondent wished to join the mathematic Olympiad but she cannot because she had already registered for the singing contest at the same time. Last, nineteenth respondent wanted to keep the office but she must go to the kitchen and she wishes that she could find another person.

3) Excuse, reason, and explanation

Excuse, reason, and explanation are also most frequently used strategy by respondents to reject requests, offers, invitations, or suggestions in indirect type. When someone uses excuse, reason, and explanation in expressing refusal, then indirectly the speaker cannot carry out the activities proposed by the interlocutor. With this type, the speaker is able to state that the request, offer, invitation or suggestion made by the interlocutor cannot be fulfilled. For example; “*I made another plans*”, “*I have to finish my assignment*”, “*My parent need me*”, and so on. Based on the answer of the DCT, excuse, reason, and explanation appear 42 times, as follows:

“I’m sorry, Sis. I have other plans with my friend for holiday.” (R3)

“I do apologize. I have many jobs to do” (R8)

“Wah, I will go home a day before the farewell party night. And I will be at home for a week” (R14)

“Sorry, I have to go to the office. My teacher calls me” (R20)

According to the data, the respondents used excuse, reason, and explanation in order to imply that they implicitly reject something proposed by other person. Rather than saying “no”, the respondents provided some reasons and explanations when they had another agreement with other people or other thing to do. The respondents were unable to say “no” right away to minimize hurting the interlocutor’s feeling. As data presented above, the respondents used excuse, reason, and explanation to indicate that they were occupied at a specific time. Further, they also conveyed the reason and explanation to the interlocutor to make them understand that the speaker were unable to commit the request, offer, invitation, or suggestion.

4) Statement of alternative

The alternative statement is another indirect refusal used by the respondent by giving other options. The purpose of using a statement of alternative is to save the other person's face and hope to mediate the possibility to agree on something else (Felix-Brasdefer, 2008). This alternative strategy provides a change option or the speaker provides another option to do. For instance “*I think a can join you if the party is on Monday*”. Therefore, the use of a statement of alternative is considered to be part of the indirect strategy because the speaker indirectly rejects the request, offer, invitation or suggestion. The statement of alternative was used by respondents 19 times. As follows:

“Thank you, but you’d better save your money for yourself.”, “I should I can if the farewell party will be held next month.”(R4)

“So sorry, I’m too busy right now. Try you go to the Azzahra area, there are many friend who are free. They may help you.” (R6)

“I have not finished reading it yet. How about you borrow another novel?” (R13)

From the data presented above, the statement of alternative is used to provide suggestions or other alternatives because the speaker cannot agree to the request, offer, invitation, or suggestion from the interlocutor. Alternative is used to get the possibility or agreement of the interlocutor. So that the speaker will not feel guilty for not being able to fulfill the request, offer, invitation, or suggestion of the other person. The fourth respondent gave an alternative to the interlocutor to save her money rather than give her a gift and gave an alternative if the farewell party is held next month, she can occupy to sing. The sixth respondent gave another alternative to the interlocutor to go to *Azzahra* area to find a person who can keep the office. Last, the sixteenth respondent gave a choice to the interlocutor to borrow another novel.

5) Set condition for future or past

This type of strategy is usually carried out when the other person gives the speaker a chance by using past acceptance. What is meant by past conditions here is because the other person did not ask beforehand whether or not he could help or make a request, offer, invitation, or suggestion. This can be seen by saying “*If you tell me before, I would have...*”. The set conditions for future and past are used only five times.

“Wah, I have another appointment already with my friend for holiday.”
(R10)”

“Thank you for your suggestion, Miss. But I have chosen the best major for myself”, “Sorry, Sis. The Novel already borrowed by my classmate. If you tell me before, I can lend you now.”(R16)

“I’m so sorry, Miss. I have joined the English speech competition. If you tell me earlier, maybe I am able to join the mathematic Olympiad, Miss.”
(R20)

The data above shows that the respondent uses set conditions for future or past to cover his feelings of guilt because he cannot meet the needs of the other person. In this type, usually using the word "if" which is called a conditional phrase, it means that it is something that will never happen. The use of this set of conditions is just a hope that never happened before and will never happen after. The tenth respondent used set condition for the future because she already made an appointment with their friends on holiday. As same as the previous respondent, the sixteenth respondent also used set condition for future because she had already chosen the best major for her future. Besides, she also used set condition for past. If the interlocutor told the speaker before, she can lend her novel at that time. Last, twentieth respondent used set condition for past if the mentor told the student earlier, maybe she could join the mathematic Olympiad.

6) Promise of future acceptance

The word “promise” based on Oxford dictionary is declaration that stated by a person to do a particular thing in the future or that particular thing will happen. Promising is one of the ways in refusing something to promise another

speaker's ability to fulfill the interlocutor needs. Promise of future acceptance is used 11 times.

"I really want to join the mathematic olympiad, unfortunately the time of the competition coincided with the singing competition. I have registered to that competition. Maybe next year I can join this Olympiad". (R7)

"I will find another book first, Sis. If I don't get it, I'll be back". (R9)

"I'm full. Maybe we can have a breakfast next time". (R11)

"I'm still reading it. If I'm done I will lend you". (R15)

From the data above, it can be seen that the respondent gave a promise to the interlocutor to do something at a later time. Respondents tend to use "*next time*" rather than "*I promise*". The use of this type is widely used to decline invitations and suggestions. The respondents did not accept the needs of the interlocutor. Therefore, the respondents promised to do things they refused later. From the data presented, the seventh respondent promised to take part in the mathematics olympiad competition next year. The ninth respondent he promised to find another book she would borrow from the library. Then, the eleventh respondent used "*maybe, next time*" for the reason of refusing her friend's invitation to have breakfast together. Last, the fifth respondent promised to lend her new novel to the elder class after she finished reading it.

7) Statement of principle

Statement of principle is used when the speaker reveals his/her refusal by giving the refusal statement in the form of principle. This type is used because the speaker never did the offered, requested, invited, or suggested spoken by the

interlocutor before. The example of statement of principle is “*I never make cake before*”. It means that the speaker did not know how to make a cake because he/she never made a cake. Statement of principle is only founded once in the DCT, as follow;

“Sorry, Miss. I never join Mathematic competition before.” (R17)

Based on the data above, it shows that the respondent refused the request, offer, invitation, or suggestion by stating the principle that she never did the interlocutor’s need before. The seventeenth respondent refused her teacher’s offer to join the mathematic Olympiad because she never joined Math competition before.

8) Attempt to dissuade interlocutor

This type is used when the speaker rejects the other person by letting the other escape, such as let the interlocutor off the hook. It is a head act strategy performed to create refusal. When in other situations, the other person trying to cut the refusal will be retaliated by making another offer, e.g., “*No problem, will be there another person who will help you*”. Based on the data obtained from DCT, this type is used only three times, as follows;

“Thanks, no need to buy me anything. Pray is more than enough.” (8)

“Thanks, no need to busy yourself.” (R11)

“Sorry, I have join Chemistry olympiad, Miss. But, don’t worry, Arin is ready to join the Math Olympiad.” (R14)

The data above showed respondents using let interlocutor off the hook because they think it doesn't matter. Indirectly, respondents have rejected and then replaced the needs of the interlocutor. The eight respondents stated "No need to buy me anything. Pray is more than enough". She refused to be given a gift by her junior and chose to make an offer to pray for him. The eleventh respondent expressed the refusal by saying "*No need to busy yourself*". The point was to not have to concern herself with giving her gifts. Last, the fourteenth respondent expressed refusal by stating "*Don't worry, Arin is ready to join the Math Olympiad*". She calmed the interlocutor when he could not meet the interlocutor's needs. Moreover, she tended to add some suggestions after refusing the interlocutor indirectly.

- 9) Acceptance that function as refusal
 - a) Unspecific or indefinite reply

In this type, the respondent refuses ambiguously or with something that is not specific and uncertain answer, such "no, just go". This type only appears in once, as follow;

"Just let me go!" (R8)

According to the data presented, the speaker answered the request, offer, invitation, or suggestion using unspecific or indefinite reply. Such as uttered by the eighth respondent that only said just let me go to respond to her friend when she suggested you to take a rest for a while.

- b) Lack of enthusiasm

Lack of enthusiasm is when the speaker do not interested to fulfill the interlocutor's need. Here, lack of enthusiasm only found 8 times based on the DCT, as follow;

"I don't have much time." (R2)

"I don't have any time, so sorry." (R10)

"Don't you look I'm so busy." (R12)

"Sorry, I don't have much time to have a rest" (R16)

"I do apologize. I don't have any time to study math." (R18)

Based on the data, the respondent refused the request, offer, invitation, or suggestion using this type because they have another thing to do in hurry, so that no one can bother them to finish it. Most respondents seem using the same statement that they can't cover the interlocutor's needs. They used "I don't have much time" as stated by the second respondent when she offered by her friend to get a lunch together, "*I don't have any time*" as stated by the tenth respondent when she asked to fulfill the questionnaire. Then, the twelfth respondent told "*Don't you look I'm so busy?*" when she asked to fulfill the questionnaire. The sixteenth respondent stated "*I don't have much time to have a rest*" when her friend suggested her to take a rest. Last, the eighteenth respondent expressing refusal by saying "*I don't have any time to study math*" when her teacher offered her to join the competition. By using lack of enthusiasm as the way to expressing refusal, it means that the speakers don't want anyone to bother them while they finish their own bustle.

10) Avoidance

Avoidance is the last type of indirect strategy. Avoidance is divided into two parts, verbal and non-verbal avoidance. Verbal avoidance is used when the speaker expresses the refusal using repetition of the part of request (“*tomorrow?*”), hedging by changing the topic, making jokes, or expressing sarcasm (“*I’m not sure*”), postponement and making an offer (“*I could join the meeting tonight*”). Non-verbal avoidance is used when the speaker expresses the refusal by ignoring the interlocutor, being silent, or walking away. According to the answer on the DCT, avoidance appears in 10 times by using repetition, hedging, and postponement. As follow;

“Mathematic Olympiad? Are you kidding, Miss? I’m really bad at that course.” (R7) (repetition of part request)

“Well, I will think it more again” (R13) (postponement)

“I don’t know yet, I have to discuss it with my parents first, Miss.” (R18) (hedging)

“On holiday? But I have to take care of Gus Naggas because Sy. Naili will be doing Umrah on holiday.” (R20) (repetition of part request)

From the data above, we can know that the respondents use avoidance to avoid request, offer, invitation, or suggestion uttered by the interlocutor. The seventh respondent repeated the “*Mathematic Olympiad*” to make sure that she didn’t hear wrong. The thirteenth respondent refused the invitation by saying that she would think about the invitation first. Meanwhile, the eighteenth respondent thought that she didn’t know yet about the suggestion suggested by her tutor to choose the English major in the university level, and she should discuss it with her parents. Then the last respondent also repeated the part of the question, she said

“*on holiday*”. By this way of refusal, the speakers wanted to end the conversation because it will not be able to change their mind to accept the interlocutor’s need.

c. Adjuncts

Feedback of refusal is often followed by an adjunct to refuse something. Sometimes, the adjuncts can precede or follow the main disapproval response. Accordingly, adjuncts cannot stand alone. It should be followed or coincide with other refusal strategies. Here, adjuncts are divided into four types, as follow;

1) Statement of positive opinion/feeling/agreement

A positive opinion is a form of interest in the offer, request, invitation, and suggestion given. Meanwhile, in the other hand, something more important has become a priority. For example “*I want to join actually, but....*”. By using the sentence above, the speaker seems to show a form of desire even though it ends by rejection. Another example, “*It sounds nice, but.....*”. The speaker uses positive sentences before uttering refusal. Here, statement of positive/feeling/agreement opinion found in 8 times. As follow;

“Picnic? It will have much fun. But my parent will not allow me to join it.”
(R5)

“Sounds good, but I’m still full.” (R6)

“I would like to. It’s a great competition. Unfortunately, I have joined an English story telling competition.”(R13)

“I’d love to, but I want to take Islamic education major, Miss.” (R19)

In the data above, there are several uses for positive opinion/ feeling/ agreement statement. This statement is a form compliment or respect for the act of initiation given by the interlocutor. The data show the respondents gave a positive opinion/ feeling/ agreement to the interlocutor in order to indirectly reject the request, offer, suggestion, or invitation and also to reduce the negative effect of rejection. In addition, it is possible that the speaker had other schedules or interests. So that, they cannot accept what the interlocutor needs. Responding something by using a positive statement opinion/ feeling/ agreement in expressing refusal can be interpreted as that the speaker agrees with the interlocutor's statement, but she/he has another thing to be done. The fifth respondent gave appreciation to the picnic that had been scheduled with the statement "*It will have much fun*". Likewise, R6 used the statement "*sounds good*" to appreciate his friend's invitation to have lunch together. While respondents 13 and 19 showed their positive statement by using the phrase "*I would like to*" and "*I'd love to*".

2) Statement of empathy

In this type, the speaker seeks the solidarity of the interlocutor by appealing to his/her sympathy in a solidarity strategy, for example "*I'm absolutely sure you'll understand, but.....*". It should be pointed out that there is no clear boundary between strategy and the contextual variables will determine whether a strategy of resistance represents a particular subtype in some cases. Here, statement of empathy only found in four times.

"I know you really need that book. I decided to borrow another book."

“I think you need it more. I’ll find another book.” (R16)

“You must be lonely in the office. But I’ll wash my clothes.” (R17)

“Are you alone? poor you. But I’m full actually.” (18)

Statement of empathy is a type that is rarely used by respondents because there are many subtypes that have represented their feelings. The use of statements of empathy aims to express the respondent's feelings to the other person or validate what the other person feels. As in the data above, the respondent used a statement of empathy because she understood that his interlocutor who offered the loan book was more in need than herself. Therefore, the respondent understood the feelings of the other person.

3) Pause fillers

Pause filler is a meaningless word. Pause filler marks the pause or hesitation of the speaker in expressing something. In addition, pause filler is used to give time to think and choose the right words so as not to disappoint the interlocutor. Pause can be at the beginning, middle, or end of the sentence. The examples of pause filler are “*oh*”, “*okay*”, “*all right*”, “*umm*”, “*uh*”, “*wow*”, and so on. Based on the data obtained, the researcher found 13 statements using pause fillers, as follows;

“Ummm, I do apologize. I have many jobs to do” (R7)

“Well, I just need to look for another book. Thank you.” (R9)

“Wow, that’s good idea. But I have to go home at that time.” (R10)

“Hmmm, I don’t think so. I must join the recitation.” (R11)

From the data obtained above, respondents use pause filler to pause or think. They use pause filler to make excuses to refuse something.

4) Gratitude or appreciation

The use of gratitude or appreciation is in order the speaker does not offend the interlocutor's feeling when expressing refusal. Here, the speaker tends to say thank you to the interlocutor. For instance "*Thank you for inviting me*", "*Thank you for your suggestion*". By that way, the speaker doesn't feel guilty in expressing the incompetence. From the data obtained, gratitude or appreciation is used in 37 times.

"I think I cannot take English major. Thank you for your suggestion, Miss." (R2)

"Thank you, Sis. You may read first. I'll try to find another book" (R11)

"Thank you for inviting me, but I cannot sing. Miss Sela had invited me to join the dance group before. (R16)

"I'm so sorry. It's possible to join the picnic. I will stay at my grandma's house on holiday. Thank you for inviting me, Sis." (R20)

As in the data above, respondents added a gratitude appreciation in refusing something with the aim of softening the rejection. Thus, the interlocutor can understand why the speaker cannot meet the needs of the interlocutor. The second respondent used thank you statement for his tutor who suggested him to take an English major in university but the speaker rejected the suggestion by saying that she could not take an English major. The eleventh respondent used gratitude or appreciation to refuse a book loan from a younger classmate. The

eighteenth respondent expressed her gratitude for refusing her classmate's invitation by saying that she could not sing. Then, the twentieth respondent added a statement of gratitude or appreciation for refusing her sister's invitation to go on a picnic because she had to stay at her grandmother's house on holiday.

2. The Reason of Female English Learners in Expressing Refusal

This part discusses the relationship between language and society from female English students at Darul Lughah Wal Karomah Islamic boarding school who participated in this study. All participants were interviewed based on the types of refusal strategies that are often used.

Every student has their own way of expressing refusal. That way, certainly they also have their own reasons on using the recent type of refusal. The reasons mentioned could be because of their habits from childhood, the influence of the surrounding environment, and their society. This phenomenon is in accordance with the hypothesis of Sapir and Whorf (2010) or the Whorphan Hypothesis which is known as language and society. The purpose of this hypothesis is that language and society is something that connects each other. It means that the use of language by a person is determined by the society.

The researcher has provided several questions for the interview session. The same question will be given to all participants. The first question is to make sure that all the participants have answered the situations on the DCT. Second is the type of refusal strategies that are commonly used by the participants. Third is asking the reason for using certain refusal strategies by the English students.

There are six students who frequently used direct type in refusing and nine students who frequently used indirect type in refusing.

a. The Reason of Female English Students in Using Direct Type

First of all, the respondents were asking whether they had filled out the DCT sheet. Then, the second question was asking about the most frequently types of refusal strategies that used by the respondents. There are six female English students who refuse offers, requests, invitations, or suggestions directly. Three female English students tended to reject the interlocutor's needs with a performative statement or a non-performative statement. For example the performative statement "*I have some deadlines to finish as soon as possible*" and the non-performative statement "*I cannot join the competition, Miss*".

The six female English students have their own reasons why they often refused the offers, requests, invitations, or suggestions directly. There are three respondents had the same reasons where they have been educated to choose from a young age, such as agreeing when they are able to carry out and not reluctant to say "no" if it is not in accordance with their hearts. They told "*I'm used to choosing because my parents always gave me choices to do. I also have the right to receive something that I think it good and I'm capable of doing it. Vice versa, I have the right to refuse something that I don't want to do*". All of those they got from their parents. They said that their parents taught them how to speak the language in the first place. For them, parents are the first school in everything.

Not much different from the previous four respondents, the fourth, the fifth and the sixth respondent admitted that she often refused offers, requests, invitations, or suggestions directly because they saw people around their homes. Starting from parents, siblings, grandparents, or even aunts and uncles. She always speaks the truth when they are unable to carry out the interlocutor's needs without adding reasons or making other offers.

The six female English students refused offers, requests, invitations, or suggestions with direct refusal strategy. They had the same reason why they tended to turn down offers, requests, invitations, or suggestions outright. They got the way of rejecting from the surrounding environment which then created their way of producing language and speaking. As their parents had taught them to be able to choose what they liked and didn't like. Further, they saw the way their parents, siblings, grandparents, uncles, aunts, even neighbors reject something directly or to the point without adding any specific reasons or even offer other offers. This finding is in accordance with Whorfian theory which is called linguistic relativity (2011). The purpose of linguistic relativity is that language is shaped by the environment. Thus, the way people produce language, speak or interact with each other depends on the environment in which they live.

b. The Reason of Female English Students in Using Indirect Type

The nine female English students more often use indirect strategies in refusing offers, requests, invitations, or suggestions. They feel bad for themselves if they refuse directly. Each student has their own way of refusing, so they also

have their own reasons for using indirect strategies in rejecting the interlocutor's needs. The first and the second respondents used indirect strategies to refuse because she was educated by their parents to uphold politeness. In addition, they saw how their family interacted at home. For example, they often use the word "sorry" at the beginning of the word before rejecting the interlocutor's needs. As stated in the direct strategy, parents are the first school for their children, both in producing language and in behaving to others.

The third, the fourth, and the five respondents refused something by using indirect because to save their face. They assumed that when they refused directly, they would offend the interlocutors' feelings. They uphold the knowledge they have received at the Islamic boarding school, as the saying goes "*a person's survival depends on their tongue*". In addition, the sixth respondent had the principles contained in the surah Al-Isra, Verse 7 "*If you do good, you do good for yourselves*". They conceive that everything they did will reciprocate on them. Hence, they realize that they have to be careful in their speech. The respondents admitted that the use of indirect strategies aims to manage healthy relationships with the interlocutor in any case. The seventh and the eight respondents stated "I feel bad of myself when I refuse to do the interlocutor's needs". They had the principle that if they are kind to others, then others will be kind to them. Whatever the condition and position are, they must be polite to their fellow human beings.

The ninth respondent admitted to using indirect because she got the knowledge from their seniors at the Islamic boarding school. She saw her senior acted politely, even if only to refuse something. She said "I admired some of the

seniors in my compound who were so polite to everyone. They didn't see the social status. They acted politely to everyone, to their elders, classmates, or even their juniors. They always commit polite and respect other people." By that way, she felt touched to always respect other people, especially in refusing something.

The nine respondents have their own reasons or principles in expressing refusal even though they live at the same place of residence, namely in boarding schools. The first and the second respondents gained their way of refusing from their parents. They got this knowledge from their childhood which their parents taught them. While the other respondents hold their way of rejecting from the knowledge they learnt from the Islamic boarding school. They learnt attitude and manners to interact with other people. Although they have their own reasons, the point is not to hurt the other person's feeling

When they are not able to assist the interlocutor's needs such as offers, requests, invitations, or suggestions, they must still express the refusal in a polite manner. This is because *akhlaq* and attitude are two things that must be upheld by the students in Islamic boarding school. In addition, they are afraid to be considered as students who have bad behavior. That way, it can be concluded that pesantren are able to shape their background so that they can make positive things as their cultural identity. Thus, this is in line with Wardhaugh's statement in Zaid (2012). He stated that a social structure of society can influence and determine the structure and behavior of language.

In sum, there are two reasons for expressing refusal used by female English students at Darul Lughah Wal Karomah Islamic boarding school. The first is the respondents obtained their way to refuse from their parents at home who have educated them since childhood. The second reason for using refusal with a certain strategy is that it is gained from learning in Islamic boarding school. Furthermore, even though they are in the same place namely Islamic boarding school, there are still differences in the use of language in each individual.

B. Discussion

From the research results that have been obtained, researchers have carried out an analysis of the rejection of strategies used by female English students obtained through the DCT technique. These findings provided a classification of refusal strategies as well as the reasons of the respondents for doing so. The researcher identified three different categories of rejection techniques: direct strategies, indirect strategies, and adjuncts. Every strategy contributes in some way to refuse the speaker.

In the theory, Beebe et al. (1990) stated that there are three types of refusal, namely direct, indirect, and adjunct to refusal. Direct with two subtypes, indirect strategy with eleven subtypes, and adjunct to refusal with five subtypes. The total of all strategies is 18 subtypes. In contrast, the researcher discovered only sixteen ways of refusal used by female English students based on the findings of the data collected. They are: performative 21 data and non-performative statements 56 data from direct strategy. Statement of regret 60 data,

wish 6 data, excuse/reason/explanation 46 data, statement of alternative 19 data, set condition for past or future acceptance 5 data, promise of past or future acceptance 11 data, statement of principle 1 data, attempt to dissuade interlocutor 3 data, acceptance functions as refusal 9 data, and avoidance 10 data from indirect strategy. Statement of positive opinion/feeling/agreement 8 data, statement of empathy 4 data, pause filters 13 data, and gratitude or appreciations 37 data from adjuncts. Unfortunately, the researcher did not find the type of statement of philosophy which is a subtype of indirect strategy and subtype of alert from the adjunct to refusal type.

On the other hand, researchers have also discovered some reasons why female English students use certain types in expressing refusal where their language use is influenced by their environment based on the Whorphan hypothesis. Six female English students reasoned that they got the way of refusing from their family and the nine others claimed getting it from learning at the Islamic boarding school.

The previous study about refusal from Shahi (2022) pointed out that everyone has their own way of expressing language. Each culture will create different individuals and will certainly create a different way of pronouncing refusal. In this study, the way the respondents expressed their refusal was different from the others because they learn about manner or *akhlaq* in Islamic boarding school. They had their own way of responding and even refusing offers, requests, invitations, or suggestions. In this case, the respondents in this study who were female English students at Darul Lughah Wal Karamah Islamic boarding school

were quite unique due to the way they reject something was different from the way native speakers did.

Based on the data obtained and analyzed by the researcher, the results of the data showed that female English students at Darul Lughah Wal Karamah used indirect strategies more often than the direct strategies. They had their own reasons why they were more likely to use an indirect strategy rather than refuse it directly. They often used indirect strategies in order not to hurt the other person's feelings. They attempted to avoid direct refusal because they wanted to avoid negative events such as feeling bad when they have to meet again on another occasion.

The Used of Direct Strategies

Female English students at Darul Lughah Wal Karomah apply “no” quite often to reject people who have the same power or equal status. It can be said that refusal to use “no” is more often spoken to reject offers, requests, and invitations to friends. According to Wannaruk (2008) in Fitri et al. (2020), he said that the word “no” can be said directly to friends because there is no social level between them and they are close to each other. For direct rejection, female English learners use performative statements rather than “no” words. For non-performative statements, the respondents used the words “*I cannot*” “*I won't*” in refusing. Here they tend to use negative willingness because they try to be honest that they refuse offers, requests, suggestions, but still sound friendly.

The Used of Indirect Strategies

According to the findings, the indirect strategy was preferred and used more frequently in all situations. Statements of regret and statements of reasons, excuses, and explanations have the most choices in the strategy. This is demonstrated by the student DCT sheets that have been distributed. According to this study, participants used indirect strategies for each level of the interlocutor's power status. Due to in Indonesia has high respect and courtesy, so that it has an impact on the people around to respect each other. Hence, the English female students tend to communicate with other people respectfully because it has become a habit especially life in boarding schools that have been taught how to be civilized towards fellow human beings. This finding seems consistent with what Sartika et al. (2020) has been found. They found previously that EFL English learners prefer to use an indirect strategy when trying to refuse offers, requests, invitations, and suggestions. Furthermore, as stated by Nurjaleka (2020), she defined that indirectness as the speaker's wisdom, namely avoiding social disharmony when refusing someone. Finally, set condition for future or past, statement of principle, attempt to dissuade interlocutor, unspecific or indefinite reply and lack of enthusiast are subtypes of indirect strategies that are rarely used by the respondents in expressing refusal.

The Used of Adjunct

In the use of adjuncts, gratitude or appreciation is a sub-type that is often used by respondents. Among the four sub-types of adjuncts that have been mentioned, this additional gratitude and appreciation is the most preferred, especially for suggestions from the interlocutor. The use of gratitude or

appreciation in rejection is more often expressed to the interlocutor with someone of the same or lower status than spoken to someone with a higher status. According to Chojimah (2015), by adding gratitude or appreciation, a direct refusal can be considered polite in accordance with an expression of gratitude.

Moreover, the statement of positive opinion/feeling/agreement is a sub-type of adjunct strategy which is also quite often used in expressing refusal. The use of a statement of positive opinion/feeling/agreement can be assumed as the speaker's concern for the interlocutor. The speaker realized the means of the interlocutor. In addition, the respondents expressed refusal by expressing a statement of positive opinion/feeling/agreement intending to show the positivity of the interlocutor's needs and to give appreciation to them. Meanwhile, pause filler and statement of empathy are sub-types that are rarely used by respondents in using adjuncts when refusing. Expressing refusal by adding adjuncts such as expressing gratitude, statement of positive opinion/feeling/agreement, and giving empathy are able to respect and create interpersonal closeness when interacting.

The finding of this research is different from the previous study conducted by Wardani (2019) and Fitri et al (2020). The difference is that this study has a different situation from Wardani (2019) and Fitri et al (2020) research which produced different findings in it. The previous study from Wardani (2019) and Fitri et al (2020) chose university students as the research participants, while the present study had female English learners as respondents in the study. There are different contexts in both researches. Participants in the study of Fitri et al (2020) were common people who were not bounded under any circumstances which then

associated with social status. Meanwhile, the participants in this present study are female English students who live in the same area which is called Islamic boarding school. Since they live in Islamic boarding school, the respondents extremely maintained their humility and politeness when refusing something. Therefore, most of the respondents expressed their refusal indirectly.

The second finding of this study revealed the respondents' use of refusal which was influenced by their society or environment. In this study, the researcher found two types of society that used by respondents in expressing refusal which had been stated from the respondents' reasons. First, female English students who use the direct type in expressing refusal were the result of their parents' upbringing since childhood. Meanwhile, in the opposite, female English students who tended to use indirect type in expressing refusal were obtained from the Islamic boarding school's environment that they lived in.

Similarly, every person or group has differences in expressing refusal. They have their own way in conveying rejection of offers, requests, invitations, or suggestions. Such a previous study conducted by Azwan (2021) in which he has found the differences in the way of Ambonese and American speakers conveyed refusal. Therefore, the respondents in previous research who expressed refusal according to their identity were some of them as Ambone people and some of the respondents came from American speakers. Likewise, the respondents in this study prioritized the knowledge of politeness they got from learning as *santri* at Islamic boarding schools, especially in expressing refusal. Hence, it concluded that politeness is the identity of *santri* at Islamic boarding school.

Since this study revealed two findings, namely the types of refusal strategies used by female English students at Darul Lughah Wal Karamah and the relationship between the users of certain refusal strategies and the speaker community. The female English students who often refuse offers, requests, invitations, or suggestions directly were those who had been educated from their childhood by their parents. According to Hasanuddin (1984), he stated that parents are father and mother who are known for the first time by their children. So that, parent is the first person who educate their children thus creating a way to produce language and behave towards themselves and others. Therefore, this phenomenon in accordance with the linguistic relativity proposed by Sapir and Whorf (2010) or called as the whorphan hypothesis. The purpose of this hypothesis states that language is formed by the environment and the society around the speaker.

CHAPTER V

CONCLUSION

This chapter presents of the conclusion and suggestion. The conclusions are drawn from the result of the data findings and data analysis. Meanwhile, suggestions are made for further researchers who might interest in conducting and improving research with the same topic.

A. Conclusion

This study examines the use of Refusal Strategies by female English students at Darul Lughah Wal Karomah and their reasons for using certain types. Based on the data findings obtained, the researcher concludes that the respondents use their own way of answering the DCT and have their own reasons from which they get a certain type of rejection.

For refusal strategies, the researcher used the theory of Beebe et al (1990). The result shows that there are three types of refusal strategies used by female English students at Darul Lughah Wal Karomah based on Bebee et al (1990), they are direct strategy that appear in the DCT 77 times, indirect strategy that appear in the DCT 170 times, and adjuncts to refusal that appear in the DCT 52 times in total 297 data founded. From the results of the data above, it can be found that the indirect strategy type is the type that is often used by the respondents.

For the analysis in context language and society based on Shapir and Whorf (2011), it can be concluded that each individual has their own way of refusing something. Even though the respondents occupy at the same place,

namely Islamic boarding school, it is possible that they refuse something in their own way. They live in the same place, but their way of rejecting is different. It was caused by their society. Society that creates the way they produce language. Three respondents reasoned that they got the way to refuse from their parents, while the seven respondents reasoned that they got a way of refusing from their environment in Islamic boarding. The most frequent reason in their way to refusal is that they received from studying at an Islamic boarding school.

B. Suggestion

This section presents suggestions for future researchers who are interested in researching refusal strategies. This research is expected to be used as a reference to solve problems in understanding refusal strategies. In addition, further researchers are expected to be able to use this research as a reference in understanding the whorphan hypothesis (2011) about language and society. For further researches who want to conduct a research on refusal strategies, it is expected to find statement of philosophy from indirect strategy and alert from adjuncts to refusal. In addition, further researchers can also use natural conversations produced directly by the respondents, since this study used DCT (Discourse Complement Task) as the tool to obtain the data. Moreover, the researcher hopes for further researches to examine refusal strategies by using another approach such as psycholinguistic and pragmasociolinguistic field.

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CURRICULUM VITAE



Ummi Salamah was born in Situbondo on November 2, 2000. She is the fourth of five children. She studied junior and senior high school at the Darullughah Wal Karomah Islamic Boarding School. During her study in Darullughah Wal Karamah, she actively participated in the English Lover Club (ELC) program. She began studying at the Department of English Literature of UIN Mulana Malik Ibrahim Malang in 2018 and finished it in 2022. During her study at university, she dedicated herself to Pusat Ma'had Al-Jami'ah Sunan Ampel Al-Aly as Musyrifah.

Appendix 1 (Situations in DCT)

This part consists of the situations in the Discourse Completion Test. The respondents were asked to write down their response in each situation in the blank space supplied on the questionnaire in order to provide the most commonly used type of refusal strategies. Here, the researcher put twelve communicative situations in hard file considering aspects and situations occurred in social distance, namely equal, high to low status, and low to high status. The situation consists of two requests, two offers, two invitations, and two suggestions.

Situation	Social Distance	Respondent
1 st situation	Refusing request Equal status	Friend to friend You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.
2 nd situation	Refusing request Low to high status	<i>Santri</i> to the boarding school administrator You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.
3 rd situation	Refusing request High to low status	Senior high school student to junior high school You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.
4 th situation	Refusing offer Equal status	Friend to friend It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.
5 th situation	Refusing offer Low to high status	Student to teacher There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.
6 th situation	Refusing offer High to low status	Senior high school student to junior high school You are birthday. Your junior offers you a gift on your birthday. You refuse it.

7 th situation	Refusing invitation Equal status	Friend to friend It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.
8 th situation	Refusing invitation Low to high status	Student of junior high school to senior At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.
9 th situation	Refusing invitation High to low status	Room sitter to student Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.
10 th situation	Refusing suggestion Equal status	Friend to friend Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.
11 th situation	Refusing suggestion Low to high status	English student to mentor You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.
12 th situation	Refusing suggestion High to low status	Teaching assistant to student You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.

Appendix 2 Refusal Strategies Classified as Performative Statement (Direct Strategy)

Total Data	Question	Refusal
1	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"So sorry, <u>I have some deadlines to finish too</u> . Maybe next I will help you."
2	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	<u>I have any jobs</u> , Miss.
3	It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen.	"You came late to offer me, <u>I have just eaten with my roommate in front of my room</u> ."

	You refuse it.	
4	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"I'm sorry, <u>I have to finish my deadlines soon.</u> "
5	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	" <u>I have to go to class.</u> Sorry, Miss."
6	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Actually I'm tired but <u>I must join the recitation,</u> I don't want to break the regulation."
7	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	"I think <u>I have to take pharmacy major</u> because my parents want me to be a nutritionist".
8	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	" <u>I have a lot of deadlines to do.</u> "
9	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	"Thank you. But <u>I have invited to a beach by classmate.</u> "
10	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Wah, <u>I have many jobs,</u> so sorry."
11	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	" <u>I must clean my room,</u> sorry."
12	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"Emmm, <u>I must go now</u> "
13	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	" <u>I have a lot of deadlines to do.</u> "
14	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	" <u>I want to have a spare time with my family on holiday.</u> "
15	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"Sorry, <u>I have class this morning.</u> "
16	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	"I'm sorry, Miss. <u>I must go to dalem.</u> Maybe after I come from <i>dalem</i> I will help you."
17	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	"Sorry, <u>I have to be hurry.</u> "
18	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	"Sorry, <u>I have to help my mother on holiday.</u> "
19	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"Sorry, <u>my job must finish now</u> ".
20	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the	" <u>I have problem with my voice.</u> "

	party.	
21	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“On holiday? <u>But I have to take care of Gus Naggas</u> because Sy. Naili will be doing Umrah on holiday. So sorry.”

**Appendix 3 Refusal Strategies Classified as Non Performative Statement
(Direct Strategy)**

Total Data	Question	Refusal
1	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>I can't do it.</u>
2	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“No, <u>I can't lend you my novel</u> because it was at my home.”
3	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“I'm sorry, Miss, <u>I cannot join this competition</u> , as you know I'm not really good at math.”
4	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party.	“ <u>I can't sing at that time.</u> Thank you for choosing me to perform in the farewell party.”
5	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“No, sorry. <u>I cannot fill the questionnaire right now.</u> You better find other person to do it.”
6	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“Sorry, <u>I can't help you</u> ”
7	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>I can't borrow that book first.</u> ”
8	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	Sorry, <u>I can't do it.</u>
9	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>I can't skip the recitation, guys.</u> Ustdzah Mila is so familiar with me.”
10	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Well, thank you. But <u>I can't receive it.</u> You may save it”
11	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“but <u>I can't skip it</u> ”
12	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	Sorry, <u>I can't help you.</u> I have other job to do.

13	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	Thank you for caring me, but <u>I cannot take a rest in a short time.</u>
14	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>"I can't fill the questionnaire"</u>
15	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	<u>"I can't lend you my novel, it is still new."</u>
16	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	<u>"I don't know math, Miss."</u>
17	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	<u>"I can't receive it."</u>
18	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	<u>"I can't follow the agenda."</u>
19	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	<u>"I don't want to take English major, Miss."</u>
20	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	<u>"Oh no, I can't borrow a thing that have been borrowed by other."</u>
21	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	<u>"I cannot follow that olympiad"</u>
22	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	<u>"I can't give you my new novel."</u>
23	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	<u>"I won't skip the recitation. I want to be a diligent student."</u>
24	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	<u>"I won't receive the gift. You better save your money"</u>
25	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	<u>"I don't want to sing, I'm shy"</u>
26	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	<u>"But I won't take English major, Miss."</u>
27	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	<u>"I can't read it fast."</u>
28	You have a lot of deadlines to do. Your friend asks you	<u>"I can't help you now"</u>

	to fill the questionnaire. However, you refuse it.	
29	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Forgive me, Sis. <u>I can’t receive any gift from other person.</u> ”
30	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I don’t want to join this competition, Miss.</u> So sorry”
31	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Sorry, <u>I can’t receive your gift.</u> ”
32	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>I can’t sing in that party,</u> I will go to Bali at that time. Thank you for inviting me.”
33	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>I can’t stop to take a rest.</u> Thank you for taking care of me”
34	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“But Miss, I will take doctor education, <u>I can’t take English major.</u> ”
35	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>I can’t help you.</u> ”
36	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>I can’t keep the office, Miss.</u> Sorry”
37	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“ <u>I can’t lend you,</u> sorry.”
38	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>I can’t join math Olympiad,</u> Miss. I don’t know at all about math.”
39	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>I can’t sing</u> because my voice is not good enough.”
40	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>I don’t want to go picnic.</u> My parents forbid me”
41	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>I can’t skip the recitation.</u> ”
42	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Thanks, <u>no need to busy yourself.</u> ”
43	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“I got toothache, <u>so I can’t sing.</u> ”
44	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>I don’t want to take a rest.</u> ”

45	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>"I can't fill the questionnaire."</u>
46	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	<u>"I can't give you my new novel.</u> It is still new. I'm worry it will broke."
47	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	<u>"I can't follow the agenda.</u> Thank you for inviting me."
48	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	<u>"I cannot skip the recitation."</u>
49	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	"Sorry before. <u>I can't receive your gift.</u> I'm afraid my little sister will scold me. Thank you."
50	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	<u>"I can't stop to take a rest.</u> Thank you for taking care of me."
51	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	<u>"I can't read it fast."</u>
52	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	"I'm sorry, <u>I cannot join the competition, I don't know math.</u> "
53	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	"I think, <u>I cannot follow the picnic.</u> " Thank you.
54	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	"Sorry, <u>I cannot help you to fulfill the questionnaire.</u> My mom is calling me."
55	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	<u>"I can't lend you my novel.</u> It is still new."
56	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	"Sorry, Miss. <u>I don't want to take English major.</u> "

Appendix 4 Refusal Strategies Classified as Statement of Regret (Indirect Strategy)

Total Data	Question	Refusal
1	Friend to friend You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>"So sorry,</u> I have some deadlines to finish too. Maybe next I will help you."
2	There is a Mathematics Olympiad. The teacher offers	<u>"Sorry,</u> Miss. I'm really not interested for

	you to join that competition. Then, you refuse it.	this competition.”
3	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	I’m tired, <u>Sorry</u>
	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>Sorry</u> , my duty to go to market now.”
4	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“ <u>Sorry</u> . I’m reading it.”
5	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sorry</u> , I’m full.”
6	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>Sorry</u> , I’m really busy right now.”
7	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>I’m sorry</u> , I have to finish my deadlines soon.
8	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	I have to go to class. <u>Sorry, Miss</u> .
9	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“ <u>I’m so sorry</u> , Sis. But I brought my new novel to my home.”
10	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“Thank you, but <u>sorry</u> I’m really full.”
11	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>But sorry, guys</u> . Recite is better.”
12	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>Sorry, Miss</u> . My voice is bad.”
13	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>I do apologize</u> because my voice is not really that tuneful.”
14	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	<u>Sorry</u> , I cannot receive it. Thank you.
15	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	<u>Sorry</u> , I cannot help you
16	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“I have a lot of deadlines to do. <u>Forgive me</u> .”
17	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Thank you. But I have invited to a beach by classmate. <u>So sorry, Sis</u> .”
18	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sorry</u> , I’m not hungry.”

19	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>Sorry, Sis.</u> My parents invite me to stay in my uncle house.”
20	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Forgive me,</u> I will go to library because I have a homework after this.”
21	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Forgive me,</u> you are better saving your money.”
22	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>I’m sorry,</u> I get my new job from ustdzah.”
23	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	If you call me first just now, I can help you to keep the office. <u>Sorry.</u>
24	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I do apologize,</u> Miss. I’m not good at Math.”
25	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sorry,</u> I’m not hungry.”
26	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>Sorry, on holiday I will meet my doctor to check up.</u> ”
27	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>Sorry,</u> my sister is sick. She needs me now.”
28	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Sorry, my mom order me help her on holiday.”
29	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Forgive me, Sis.</u> I can’t receive any gift from other person.”
30	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Sorry,</u> I’m afraid your sister know if you give me a gift.”
31	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>Sorry,</u> my friend needs me now.”
32	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sorry,</u> I’m not hungry.”
33	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Sorry,</u> I can’t receive your gift. Your pray is enough for me”
34	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>I’m sorry, Miss.</u> I must go to <i>dalem</i> . Maybe after I come from <i>dalem</i> I will help you.”
35	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Sorry,</u> I can’t receive your gift.”
36	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the	“ <u>Sorry,</u> I don’t have time, Miss.”

	party. You refuse it.	
37	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	" <u>Sorry</u> , I better read that book first. I need a long time to read a book."
38	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	" <u>I can't keep the office, Miss</u> . Sorry"
39	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	" <u>I can't lend you</u> , sorry."
40	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	" <u>Sorry</u> , my time is too short to have a rest"
41	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	" <u>Sorry</u> , I don't have much time."
42	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	" <u>Sorry</u> , Miss. I'm sick. I need to take a rest."
43	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	" <u>Sorry</u> , Sis. The Novel already borrowed by my classmate. If you tell me before, I can lend you now."
44	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"I got toothache, so I can't sing. <u>Forgive me</u> "
45	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Sorry, I don't have any time."
46	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"I have many jobs, <u>sorry</u> ."
47	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"I must clean my room, <u>sorry</u> ."
48	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	" <u>I do apologize</u> . I don't have any time to study math."
49	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	" <u>Sorry</u> before. I can't receive your give. I'm afraid my little sister will scold me. Thank you."
50	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	"Really? But <u>sorry</u> , Miss. My parents suggest me to take education of children. Thank you for your suggestion, Miss."
51	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	" <u>I'm sorry</u> , I cannot join the competition, I don't know math."

52	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>I’m sorry</u> , Miss. I must go to kitchen. I hope you find another person to keep the office.”
53	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>I do apologize</u> , Miss. But I want to take law major in the university. Thank you if you think I’m competent enough in English, Miss.
54	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>I’m so sorry</u> . It’s possible to join the picnic. I will stay at my grandma’s house on holiday. Thank you for inviting me, Sis.”
55	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>Sorry</u> , I cannot help you to fulfill the questionnaire. My mom is calling me.”
56	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I’m so sorry</u> , Miss. I have joined the English speech competition. If you tell me earlier, maybe I am able to join the mathematic Olympiad, Miss.”
57	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“On holiday? <u>But I have to take care of Gus Naggas</u> because Sy. Naili will be doing Umrah on holiday. So sorry.”
58	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Sound fun. Sadly, I stay at boarding school during the holiday. <u>I do apologize</u> .”
59	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“Sorry, I have join Chemistry olympiad, Miss. But, <u>don’t worry, Arin is Ready to join the Math Olympiad</u> .”
60	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“Sorry, Miss. <u>I never join Mathematic competition before</u> .”

Appendix 5 Refusal Strategies Classified as Wish (Indirect Strategy)

Total Data	Question	Refusal
1	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>I want to</u> actually, but I have to accompany my underclassmen to prepare for tonight’s event.”
2	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>I really want to</u> take a rest, but the time is too short.”
3	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the	Don’t me. <u>I hope you find another person to sing</u> .

	party. You refuse it.	
4	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I really want to</u> join the mathematic olympiad, unfortunately the time of the competition coincided with the singing competition. I have registered to that competition. Maybe next year I can join this Olympiad.”
5	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“I’m sorry, Miss. I must go to kitchen. <u>I hope you find another person to keep the office.</u> ”
6	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I hope you find another person to join this competition, Miss.</u> ”

**Appendix 6 Refusal Strategies Classified as Reason, Excuse, and Explanation
(Indirect Strategy)**

Total Data	Question	Refusal
1	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“No, I can’t lend you my novel because <u>it was at my home.</u> ”
2	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>Sorry</u> , my duty to go to market now.”
3	You're looking for a book in the Islamic boarding school’s library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	“Thank you, <u>I take a long time to read a book.</u> ”
4	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“Sorry, Miss. <u>My voice is bad.</u> ”
5	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I’m sorry, Sis. <u>I have other plans with my friend for holiday.</u> ”
6	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“I can’t skip the recitation, guys. <u>Ustdzah Mila is so familiar with me.</u> ”
7	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“I think I have to take pharmacy major because <u>my parents want me to be a nutritionist</u> ”.
8	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the	“ <u>I do apologize</u> because my voice is not really that tuneful.”

	party. You refuse it.	
9	It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	"Forgive me, I will go to library because <u>I have a homework after this.</u> "
10	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	"Sorry, Sis. <u>My parents invite me to stay in my uncle house</u> ".
11	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	"I do apologize, Miss. <u>I'm not good at Math.</u> "
12	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"I can't sing in that party, <u>I will go to Bali at that time.</u> Thank you for inviting me."
13	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	"I do apologize. <u>I have many jobs to do</u> "
14	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	"I won't skip the recitation. <u>I want to be a diligent student.</u> "
15	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Sorry, <u>on holiday I will meet my doctor to check up.</u> "
16	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	"Sorry, <u>my sister is sick. She needs me now.</u> "
17	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	"I really want to join the mathematic olympiad, <u>unfortunately the time of the competition coincided with the singing competition.</u> I have registered to that competition. Maybe next year I can join this Olympiad."
18	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	Singing? Come on, Sis. <u>My voice is not that pretty.</u>
19	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"Wah, <u>I will go home a day before the farewell party night. And I will be at home for a week</u> "
20	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	" <u>Sorry,</u> I better read that book first. I need a long time to read a book."
21	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	" <u>I can't join math Olympiad,</u> Miss. I don't know at all about math."
22	You are a <i>santri</i> . Then, the boarding school administrator	"Sorry, <u>my friend needs me now.</u> "

	asks you to help her in keeping the office. You refuse it.	
23	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“Actually I want to take a rest, <u>but my deadlines are too many.</u> ”
24	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“I can’t sing because <u>my voice is not good enough.</u> ”
25	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I don’t want to go picnic. <u>My parents forbid me.</u> Thanks for inviting me.”
26	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>I’m tired right now.</u> ”
27	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“Sorry, Miss. <u>I’m sick.</u> I need to take a rest.”
28	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“Sorry, Sis. <u>The Novel already borrowed by my classmate.</u> If you tell me before, I can lend you now.”
29	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“Sorry, <u>my time is too short</u> to have a rest”
30	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>I got toothache,</u> so I can’t sing. Forgive me”
31	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“But, <u>I’m afraid to get a punishment just because don’t follow the recitation.</u> ”
32	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Sorry before. I can’t receive your give. <u>I’m afraid my little sister will scold me.</u> Thank you.”
33	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“Really? But sorry, Miss. <u>My parents suggest me to take education of children.</u> Thank you for your suggestion, Miss.”
34	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“I can’t give you my new novel. <u>It is still new. I’m worry it will broke.</u> ”
35	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“Sorry, I cannot help you to fulfill the questionnaire. <u>My mom is calling me.</u> ”
36	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“Sorry, I have to go to the office. <u>My teacher calls me</u> ”
37	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“I can’t lend you my novel. <u>It is still new.</u> ”
38	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you	“On holiday? But I have to take care of Gus

	refuse it.	<u>Naggas because Sy. Naili will be doing Umrah on holiday.</u> ”
39	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sounds good, but I’m still full.</u> ”
40	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I’m so sorry. It’s possible to join the picnic. <u>I will stay at my grandma’s house on holiday.</u> Thank you for inviting me, Sis.”
41	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Sound fun. Sadly, <u>I stay at boarding school during the holiday.</u> I do apologize.”
42	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“I would like to. It’s a great competition. Unfortunately, <u>I have joined an English story telling competition.</u> ”
43	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>Math lesson, Miss? I’m not clever at all.</u> ”
44	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“Keep the office? <u>I’m afraid, Miss.</u> ”
45	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“Sounds nice, but <u>I have invited by my roommate to have a lunch together in my room.</u> ”
46	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“I would like it, but <u>my teacher call me to come to the office.</u> ”

Appendix 7 Refusal Strategies Classified as Statement of Alternative (Indirect Strategy)

Total Data	Question	Refusal
1	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Thank you, but <u>you better save your money for yourself.</u> ”
2	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>I should I can if the farewell party will be held next month.</u> ”
3	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“So sorry, I’m too busy right now. <u>Try you go to the Azzahra area, there are many friend who are free. They may help you.</u> ”
4	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Forgive me, <u>you are better saving your money.</u> ”
5	At boarding school will be held a farewell party for the	“I’m sorry, <u>I think you should choose Ema.</u> ”

	third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party.	<u>Because her voice better than me.</u> ”
6	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“I won’t receive the gift. <u>You better save your money.</u> ”
7	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“I have not finished reading it yet. <u>How about you borrow another novel?</u> ”
8	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>You can ask Arin to join the math Olympiad, Miss. Don’t me.</u> ”
9	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Thank you. <u>You better save your gift for your best friend.</u> ”
10	You're looking for a book in the Islamic boarding school’s library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>I better find another book.</u> ”
11	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>You better save your money for your needs.</u> ”
12	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>I think you just need buy a gift for your mom.</u> ”
13	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>You should economize your money for your future.</u> ”
14	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>You better save your money to buy a beautiful flower for your mom.</u> ”
15	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>You should choose Ema, don’t me.</u> ”
16	You're looking for a book in the Islamic boarding school’s library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	“You better read it first. <u>I will find another book.</u> ”
17	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>Try you find another person to keep the office. I see many students in front of the canteen. They look do nothing.</u> ”
18	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>How if you find another person to fill your questionnaire?</u> ”
19	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“You are very kind, but <u>you should keep that gift for yourself.</u> ”

Appendix 8 Refusal Strategies Classified as Set Condition for Future/Past (Indirect Strategy)

Total Data	Question	Refusal
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1	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	<u>If you call me first just now, I can help you to keep the office.</u> Sorry.
2	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Wah, <u>I have another appointment already with my friend for holiday.</u> ” ”
3	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“Thank you for your suggestion, Miss. But <u>I have chosen the best major for myself</u> ”.
4	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“Sorry, Sis. The Novel already borrowed by my classmate. <u>If you tell me before, I can lend you now.</u> ”
5	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“I’m so sorry, Miss. I have joined the English speech competition. <u>If you tell me earlier, maybe I am able to join the mathematic Olympiad, Miss.</u> ”

**Appendix 9 Refusal Strategies Classified as Promise of Future Acceptance
(Indirect Strategy)**

Total Data	Question	Refusal
1	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“I really want to join the mathematic olympiad, unfortunately the time of the competition coincided with the singing competition. I have registered to that competition. <u>Maybe next year I can join this Olympiad</u> ”.
2	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>I will find another book first</u> , Sis. If I don't get it, I'll be back”.
3	It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“I'm full. <u>Maybe we can have a breakfast next time</u> ”.
4	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“I'm sorry, Miss. I must go to <i>dalem</i> . <u>Maybe after I come from dalem I will help you.</u> ”
5	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“I'm still reading it. <u>If I'm done I will lend you</u> ”.

6	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“I still need more exercises, Miss. <u>May be next time I can join this Olympiad.</u> ”
7	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“Thank you for taking care of me, <u>if I have finished my duty, I will take a rest.</u> ”
8	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>Uemm, maybe next week I will skip the recitation.</u> ”
9	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“I’m really full. <u>Maybe we can go to the canteen after school to buy some snacks.</u> ”
10	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“I’m not hungry. <u>Maybe we can have some dinner tonight.</u> ”
11	You know that you have the newest novel, then your junior ask you to lend your favorite novel. You refuse it.	“ <u>I will lend you if I have read it.</u> ”

Appendix 10 Statement of Principle (Indirect Strategy)

1	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“Sorry, Miss. <u>I never join Mathematic competition before.</u> ”
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Appendix 11 Attempt to Dissuade Interlocutor (Indirect Strategy)

1	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Thanks, <u>no need to busy yourself.</u> ”
2	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Thanks, <u>no need to buy me anything.</u> Pray is more than enough.” (8)
3	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“Sorry, I have join Chemistry olympiad, Miss. But, <u>don’t worry, Arin is Ready to join the Math Olympiad.</u> ”

Appendix 12 Refusal Strategies Classified as Acceptance that Function as Refusal (Indirect Strategy)

Unspecific or Indefinite Reply

Total Data	Question	Refusal
1	It’s time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>Just let me go!</u> ”

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Lack of Enthusiasm

Total Data	Question	Refusal
1	It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	" <u>I don't have much time.</u> "
2	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	" <u>I don't have any time</u> , so sorry."
3	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Sorry, <u>I don't have much time.</u> "
4	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"Hmm, <u>I don't have any time.</u> "
5	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"Sorry, <u>I don't have any time.</u> "
6	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"Sorry, <u>I don't have time</u> , Miss."
7	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	"I do apologize. <u>I don't have any time to study math.</u> "
8	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	" <u>Don't you look I'm so busy.</u> "

Appendix 13 Refusal Strategies Classified as Avoidance (Indirect Strategy)

Total Data	Question	Refusal
1	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	" <u>Questionnaire?</u> I don't really understand."
2	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	" <u>Keep the office?</u> I'm afraid, Miss."
3	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	"Well, <u>I will think it more again</u> " (postponement)
4	You are an English student who will graduate from the	" <u>I don't know yet</u> , <u>I have to discuss it with</u>

	senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	<u>my parents</u> first, Miss.” (hedging)
5	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	<u>Singing?</u> Come on, Sis. My voice is not that pretty.
6	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>Math lesson</u> , Miss? I’m not clever at all.”
7	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>Mathematic Olympiad?</u> Are you kidding, Miss? I’m really bad at that course.” (repetition of part request)
8	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>On holiday?</u> But I have to take care of Gus Naggas because Sy. Naili will be doing Umrah on holiday.” (repetition of part request)
9	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>Picnic?</u> It will have much fun. But my parent will not allow me to join it.”
10	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>English major, Miss?</u> But I have my own preference, Miss.”

Appendix 14 Refusal Strategies Classified as Statement of positive opinion/feeling/agreement (Adjunct)

Total Data	Question	Refusal
1	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Picnic? <u>It will have much fun.</u> But my parent will not allow me to join it.”
2	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sounds good</u> , but I’m still full.”
3	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Sounds nice</u> , but I have invited by my roommate to have a lunch together in my room.”
4	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>I would like it</u> , but my teacher call me to come to the office.”
5	There is a Mathematics Olympiad. The teacher offers you to join that competition. Then, you refuse it.	“ <u>I would like to.</u> It’s a great competition. Unfortunately, I have joined an English

		story telling competition.”
6	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>I’d love to</u> , but I want to take Islamic education major, Miss. Thank you for telling me that I’m good in English, Miss.”
7	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>Sound fun</u> . Sadly, I stay at boarding school during the holiday. I do apologize.”
6	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	“ <u>I want it</u> , but no problem. You better read it first.
7	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>You are very kind</u> , but you should keep that gift for yourself.”
8	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>How cute you are</u> , but, I can buy everything by myself. Thank you.

Appendix 15 Refusal Strategies Classified as Statement of empathy (Adjunct)

Total Data	Question	Refusal
1	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>I know you really need that book</u> . I decided to borrow another book.”
2	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>I think you need it more</u> . I'll find another book.”
3	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>You must be lonely in the office</u> . But I'll wash my clothes.”
4	It's a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“ <u>Are you alone? poor you</u> . But I'm full actually.” (18)

Appendix 16 Refusal Strategies Classified as Pause Filler (Adjunct)

Total Data	Question	Refusal
1	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	“ <u>Oh</u> , thank you, Sis. Better you first.”

2	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>Ummm</u> , I do apologize. I have many jobs to do”
3	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	“ <u>Oh</u> no, I can't borrow a thing that have been borrowed by other.”
4	You are a <i>santri</i> . Then, the boarding school administrator asks you to help her in keeping the office. You refuse it.	“ <u>Well</u> , I just need to look for another book. Thank you.”
5	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>Wow</u> , that's good idea. But I have to go home at that time.”
6	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>Wah</u> , I have another appointment already with my friend for holiday. Thank you, you have invited me.” ”
7	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>Hmmm</u> , I don't think so. I must join the recitation.”
8	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>Hmmm</u> , I think I can't take English major.”
9	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>Oh</u> , thank you for your suggestion, Miss.”
10	It's time to do a recitation at the Islamic prayer room. Then your friend invites you to skip the recitation. You refuse it.	“ <u>Uemm</u> , maybe next week I will skip the recitation”
11	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>Hmm</u> , I don't have any time.”
12	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>Wah</u> , I have many jobs, so sorry.”
13	You have a lot of deadlines to do. Your friend asks you to fill the questionnaire. However, you refuse it.	“ <u>Emmm</u> , I must go now”

Appendix 17 Refusal Strategies Classified as Gratitude or Appreciation (Adjunct)

Total	Question	Refusal
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Data		
1	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“I think I cannot take English major. <u>Thank you for your suggestion</u> , Miss.”
2	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party.	“I can’t sing at that time. <u>Thank you for choosing me to perform in the farewell party.</u> ”
3	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	<u>Thank you</u> . But I don’t really need that.
4	It’s a break time after taking English course. Then your friend offers you to take a lunch with her in the canteen. You refuse it.	“Thank you, but <u>sorry</u> I’m really full.”
5	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party.	<u>Thank you</u> for choosing me to sing, but I’ve chosen to be the mc.
6	You're looking for a book in the Islamic boarding school’s library but you cannot find it. Henceforth, the new student suggests lending you a book that she has already borrowed. You refuse it.	“Oh, <u>thank you, Sis</u> . Better you first.”
7	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“ <u>Thank you, Sis</u> . But I just want to enjoy the holiday with my family at home.”
8	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	Sorry, I cannot receive it. <u>Thank you</u> .
9	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“Well, <u>thank you</u> . But I can’t receive it. You may save it”
10	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“Thank you. But <u>I have invited to a beach by classmate.</u> ”
11	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“ <u>Thank you</u> for your suggestion, Miss.”
12	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	“ <u>Thank you for caring me, guys.</u> ”
13	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“ <u>Thank you</u> for your invitation.”
14	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You	“ <u>Thank you</u> for caring me, but I cannot take a rest in a short time.”

	refuse it.	
15	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	" <u>Thank you for your suggestion.</u> "
16	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	"Wah, I have another appointment already with my friend for holiday. <u>Thank you</u> , you have invited me." "
17	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	" <u>Thank you, Sis.</u> You may read first. I'll try to find another book"
18	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	"I'd love to, but I want to take Islamic education major, Miss. <u>Thank you</u> for telling me that I'm good in English, Miss."
19	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	"I can't sing in that party, I will go to Bali at that time. <u>Thank you for inviting me.</u> "
20	Your friend suggests you to take a rest because you look so tired from doing your deadlines from last night. You refuse it.	"I can't stop to take a rest. <u>Thank you for taking care of me</u> "
21	You're looking for a book in the Islamic boarding school's library but you cannot find it. Henceforth, the new student suggested lending you a book that he had already borrowed. You refuse it.	<u>Thank you for your suggest.</u> But I'm afraid to break the book.
22	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	"Oh, <u>thank you for your suggestion</u> , Miss"
23	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	" <u>Thank you</u> for your intent, Sis. I don't need it actually."
24	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	"Sorry before. I can't receive your give. <u>I'm afraid my little sister will scold me.</u> Thank you."
25	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	" <u>Thank you for inviting me</u> , but I cannot sing. Miss Sela had invited me to join the dance group before."
26	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	" <u>Thanks</u> , I cannot receive it"
27	Your friend suggests you to take a rest because you look	" <u>Thank you for taking care of me</u> , if I have

	so tired from doing your deadlines from last night. You refuse it.	finished my duty, I will take a rest.”
28	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Thank you</u> . You better save your gift for your best friend.”
29	At boarding school will be held a farewell party for the third grade of senior high school. Then your older (senior member) invites you to participate as a singer in the party. You refuse it.	“I can’t follow the agenda. <u>Thank you for inviting me</u> ”
30	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“Really? But sorry, Miss. My parents suggest me to take education of children. <u>Thank you</u> for your suggestion, Miss.”
31	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I think, I cannot follow the picnic.” <u>Thank you</u> .
32	You are an English student who will graduate from the senior high school. Then, your English mentor suggests you to take English major because you are competence indeed. Then, you refuse it.	“I do apologize, Miss. But I want to take law major in the university. <u>Thank you</u> if you think I’m competent enough in English, Miss.
33	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I’m so sorry. It’s possible to join the picnic. I will stay at my grandma’s house on holiday. <u>Thank you, Sis.</u> ”
34	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I’m so sorry. It’s possible to join the picnic. I will stay at my grandma’s house on holiday. <u>Thank you for inviting me, Sis.</u> ”
35	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“How cute you are, but, I can buy everything by myself. <u>Thank you.</u> ”
36	You are birthday. Your junior offers you a gift on your birthday. You refuse it.	“ <u>Thanks</u> , no need to buy me anything. Pray is more than enough.”
37	Holidays are getting closer. You are as the room sitter invited to go to picnic by your foster child. Hence, you refuse it.	“I don’t want to go picnic. My parents forbid me. <u>Thanks for inviting me.</u> ”

Appendix 18 (Interview Guideline)

This part contains the guideline for the researcher to finish the interview. Interview is a technique as a tool for collecting data or information used for research purposes depending to the topic in question. Adhabi and Anozie (2017) claims that interview has three types, including structured interview, semi-

structured interview, and unstructured interview. Further, a semi-structured interview with open-ended question is employed in this research to obtain the deeper information from the students of Darul Lughah Wal Karomah Islamic boarding school in the use of refusal strategies related to the their society. Iskandar (2013) states that semi-structured interview is an interview between unstructured and structured interviews. It means that even after formulating the statement, the interviewer can adjust it by adding or removing questions throughout the interview.

The researcher made the list of interview consists of three questions. Below are the several questions for the interview session.

1. Have you answer the situations in the DCT paper?
2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?
3. Do you have special reason why you use that type of refusal?

Appendix 19 (Result of Interview)

This part consists of the result of the interview. From 20 female English students, the researchers selected 15 students to be interviewed by the researcher. There are 4 students who express refusal directly and 6 students express refusal indirectly. Below is the result of the interview.

1st female English student

1. Have you answer the situations in the DCT paper?
1st female English student: “Yes, I have.”
2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?
1st female English student: “Direct strategy, Miss.”
3. Do you have special reason why you use that type of refusal?

1st female English student: “I’m used to choosing because my parents always gave me choices to do. I also have the right to receive something that I think is good and capable of doing it. Vice versa, I have the right to refuse something that I don’t want to do.”

2nd female English student

1. Have you answer the situations in the DCT paper?

2nd female English student: “Yes, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

2nd female English student: “I tend to use direct strategy in refusing something, Miss.”

3. Do you have special reason why you use that type of refusal?

2nd female English student: “My first reason is my parents. I saw my parents when they try to refuse something that they can’t do. They don’t impose the will of other people. If they can’t do, they will refuse it directly. They educated me to always choose what I want to do.”

3rd female English student

1. Have you answer the situations in the DCT paper?

3rd female English student: “Yes, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

3rd female English student: “Usually, I refuse directly, Miss.”

3. Do you have special reason why you use that type of refusal?

3rd female English student: “Because my parents taught me to choose whatever I want, Miss.”

4th female English students

1. Have you answer the situations in the DCT paper?

4th female English student: “Yes, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

4th female English student: “I refused directly, Miss.”

3. Do you have special reason why you use that type of refusal?

4th female English student: “I saw people around my home. Starting from parents, siblings, grandparents, or even aunts and uncles. They always speak the truth when they are unable to carry out the interlocutor's needs without adding reasons or making other offers, Miss.”

5th female English student

1. Have you answer the situations in the DCT paper?

5th female English student: “Absolutely, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

5th female English student: “I refuse something directly, Miss.”

3. Do you have special reason why you use that type of refusal?

5th female English student: “I looked my neighborhood, usually they refuse to do anything directly.”

6th female English student

1. Have you answer the situations in the DCT paper?

6th female English student: “Of course, Miss.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

6th female English student: “I refused the interlocutor’s needs directly, Miss.”

3. Do you have special reason why you use that type of refusal?

6th female English student: “I live in environment that mostly the people refused something directly, Miss.”

7th female English student

1. Have you answer the situations in the DCT paper?

7th female English student: “Yes, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

7th female English student: “I refused the interlocutor’s needs indirectly, Miss.”

3. Do you have special reason why you use that type of refusal?

7th female English student: “my one and only reason is my parents. They always order me to up hold politeness. They educated me about manner since I was childhood.”

8th female English student

1. Have you answer the situations in the DCT paper?

8th female English student: “Certainly.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

8th female English student: “I refused indirectly.”

3. Do you have special reason why you use that type of refusal?

8th female English student: “My parents always advise me to always do things politely. They educated me about manner since I was childhood.”

9th female English student

1. Have you answer the situations in the DCT paper?

9th female English student: “Yes, I have.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

9th female English student: “I usually answer indirectly, Miss.”

3. Do you have special reason why you use that type of refusal?

9th female English student: “In boarding school, I learnt about politeness. The way how I speak and act to other people. Thus, I usually refuse indirectly because I don’t want to hurt other people’s feelings.”

10th female English student

1. Have you answer the situations in the DCT paper?

10th female English student: “Yes, Miss.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

10th female English student: “I refuse indirectly, Miss.”

3. Do you have special reason why you use that type of refusal?

10th female English student: “One of my teachers in the boarding school educated me to always be careful with what we say. As the saying goes ‘*a person's survival depends on their tongue*’. Hence, I have to be careful, Miss. I’m afraid to hurt their feeling if I refuse their needs directly. ”

11th female English student

1. Have you answer the situations in the DCT paper?

11th female English student: “Definitely, Miss.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

11th female English student: “I refuse indirectly.”

3. Do you have special reason why you use that type of refusal?

11th female English student: “My teachers in the boarding school said that people have to always be careful with what saying. So that, I’m afraid to hurt their feeling if I refuse their needs directly. ”

12th female English student

1. Have you answer the situations in the DCT paper?

12th female English student: “Of course, Miss.”

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

12th female English student: “I usually refuse indirectly, Miss.”

3. Do you have special reason why you use that type of refusal?

12th female English student: “I’m as *santri* must uphold the knowledge about *akhlak*. I have a principle contained in the surah Al-Isra, Verse 7 “*If you do good, you do good for yourselves*”. I conceive that everything I did will

reciprocate on me. I think I must be careful with what I say in order not to hurt others' feeling. I'm afraid in hurting them. Moreover they won't hurt me Miss."

13th female English student

1. Have you answer the situations in the DCT paper?

13th female English student: "Sure."

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

13th female English student: "I refused something using indirect way, Miss."

3. Do you have special reason why you use that type of refusal?

13th female English student: "My one and only reason is because I have learnt to be polite to everyone. It means "*akhlaq*". And also I feel bad of myself if I refuse something directly. Whatever the condition and position are, we must be polite to our fellow human beings."

14th female English student

1. Have you answer the situations in the DCT paper?

14th female English student: "Yes, I have."

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

14th female English student: "Certainly indirect, Miss."

3. Do you have special reason why you use that type of refusal?

14th female English student: "I feel bad of myself when I refuse to do the interlocutor's needs. Like I must help them but I can't. Therefore I prefer use indirect in refusing something. I'm sure that if we kind to other people, they will also do."

15th female English student

1. Have you answer the situations in the DCT paper?

15th female English student: "Yes, I have."

2. I want to know about the types of your refusal strategies when you refuse the situation. What is the most commonly used?

15th female English student: “I used indirect in refusing, Miss.”

3. Do you have special reason why you use that type of refusal?

15th female English student: “I admired some of the seniors in my compound who were so polite to everyone. They didn’t see the social status. They acted politely to everyone, to their elders, classmates, or even their juniors. They always commit polite and respect other people.”