

**REFUSAL SPEECH ACT ANALYSIS USED BY AMERICAN CHILDREN
IN 'HIHO KIDS' YOUTUBE CHANNEL**

THESIS

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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CHILDREN IN ‘HIHO KIDS’ YOUTUBE CHANNEL**

THESIS

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In partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra (S.S.)*

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IBRAHIM MALANG**

2022

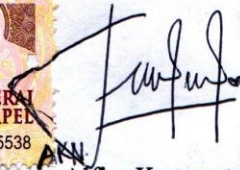
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I state that the thesis entitled **“Refusal Speech Act Analysis Used by American Children in HiHo Kids YouTube Channel”** is my original work. I do not include any materials previously written or published by another person, except those cited as reference and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 29 October 2022

The researcher




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APPROVAL SHEET

This to certify that Alfira Karomatun Ni'mah's thesis entitled **Refusal Speech Act Analysis Used By American Children In 'Hiho Kids' Youtube Channel** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirement for the degree of *Sarjana sastra (S.S.)*.

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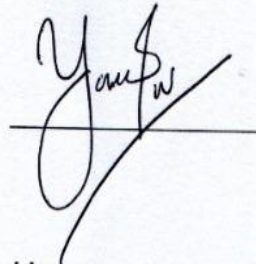
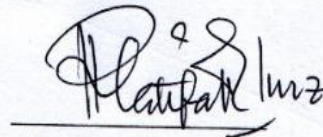
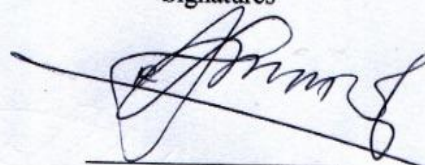
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MOTTO

“It’s always seem impossible until it’s done”

-Nelson Mandela-

DEDICATION

I dedicated this thesis to;

My father, **Nasikhin** for your love and support.

My mother **Dewi Hidayati**, for all advices, patient, trust and praying.

And My brothers, **Ahmad Faisal Karomi and Muhammad Ulvan Hakim**

My cousin **Muhammad Zidni Adam Rahmatullah**

They are my support system, source of joy and happiness.

Then to **Nur Latifah, M.A. TESL** as my advisor, for your advices and patients as long as you guided me to finish my thesis.

My beloved friends, **Muhammad Irfan and Putri Wulida Sani**. Thanks for the support, help and great experience that we have made together.

At last, for all people who have helped me in this thesis

I would like to say;

THANK YOU SO MUCH!

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To Mr. Ribut Wahyudi, M. Ed., Ph. D. and Mrs. Dr. Yayuk Widyastuti Herawati, M. Pd. as my examiners, thank you so much for the advice, correction and motivation.

Moreover, the researcher presents great honor to all the lecturers in Department of English Literature who have given me motivation and huge contribution to complete this research.

I realize that this study is not perfect. I will be grateful to the readers who give me critics and suggestion that make this study better. Finally, the researcher hopes that this study will be useful for English Literature student.

Malang, 29 October 2022

A handwritten signature in black ink, appearing to read 'Alfira', with a stylized flourish underneath. The initials 'AKN' are written in small letters to the left of the signature.

Alfira Karomatun Ni'mah

ABSTRACT

Ni'mah, Alfira Karomatun (2022) Refusal Speech Acts Analysis Used by American Children in HiHo Kids YouTube channel. Undergraduate Thesis. Department of English Literature, Faculty of Humanity, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Nur Latifah, MA.

Key word: Refusal, utterance, HiHo Kids

Refusal is one of the speech acts used in everyday life. It is used to express unwillingness to other acts such as request, invitation, command and offer. This study deals with refusal speech act used by American children in HiHo Kids YouTube channel. The objective of this study are to identify the types of refusal and find out the refusal utterances used by American children. This study was conducted by using descriptive qualitative research. The data is taken from utterances spoken by American children in HiHo Kids. Each of data are analyzed using theory of refusal by Beebe et al (1990). The result shows that there are 33 data refusal strategies used by American children in HiHo Kids YouTube channel. The data is consisted of 25 (69.44%) for direct refusals and 8 (24.24%) for indirect refusals. This study reveals that non-performative statement is frequently used to refuse directly. It means that they show the refusal clearly by using word 'No'. Indirect refusal is less used by American children, the writer only found six types of indirect refusals, they are: reason, excuse, statement of alternative, statement of principle, repetition, and regret.

ABSTRAK

Ni'mah, Alfira Karomatun (2022) Refusal Speech Acts Analysis Used by American Children in HiHo Kids YouTube channel. Undergraduate Thesis. Department of English Literature, Faculty of Humanity, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Nur Latifah, MA.

Key word: Penolakan, tindak tutur, HiHo Kids

Penolakan merupakan salah satu tindak tutur yang digunakan dalam kehidupan sehari-hari. Ini digunakan untuk menyatakan keengganan untuk tindakan lain seperti permintaan, undangan, perintah dan penawaran. Penelitian ini membahas tentang tindak tutur penolakan yang digunakan oleh anak-anak Amerika di saluran YouTube HiHo Kids. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis penolakan dan mengetahui ucapan penolakan yang digunakan oleh anak-anak Amerika. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif. Data diambil dari ucapan yang diucapkan oleh anak-anak Amerika di HiHo Kids. Masing-masing data dianalisis menggunakan teori penolakan oleh Beebe et al (1990). Hasil penelitian menunjukkan bahwa ada 33 strategi penolakan data yang digunakan oleh anak-anak Amerika di saluran YouTube HiHo Kids. Data tersebut terdiri dari 25 (69,44%) untuk penolakan langsung dan 8 (24,24%) untuk penolakan tidak langsung. Penelitian ini mengungkapkan bahwa pernyataan non-performatif sering digunakan untuk menolak secara langsung. Artinya mereka menunjukkan penolakan secara jelas dengan menggunakan kata 'Tidak'. Penolakan tidak langsung kurang digunakan oleh anak-anak Amerika, penulis hanya menemukan enam jenis penolakan tidak langsung, yaitu: alasan, alasan, pernyataan alternatif, pernyataan prinsip, pengulangan, dan penyesalan.

مستخلص البحث

نعمة, ألفيرا كرمة. ٢٠٢٢م. تحليل أفعال الكلام الراضية المستخدمة للأطفال الأمريكية في قناة يوتيوب *HiHo Kids*. البحث الجامعي. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

الكلمات المفتاحية: الرفض, التعبي

الرفض هو أحد أفعال الكلام المستخدمة في الحياة اليومية. يتم استخدامه للتعبير عن النفور من الإجراءات الأخرى مثل الطلبات والدعوات والأوامر والعروض. يناقش هذا البحث أفعال الكلام الراضية التي يستخدمها الأطفال الأمريكيون على قناة يوتيوب *HiHo Kids*. كان الغرض من هذا البحث هو التعرف على أنواع الرفض وأقوال *HiHo Kids* الرفض التي يستخدمها الأطفال الأمريكيون. تم إجراء هذا البحث باستخدام البحث الوصفي النوعي. البيانات مأخوذة من الأقوال التي يتحدث بها الأطفال الأمريكيون في . تم تحليل كل بيانات باستخدام نظرية الرفض بواسطة سعيد *HiHo Kids* قناة يوتيوب (٢٠٠٧). أظهرت النتائج أن هناك ٣٣ إستراتيجيات للرفض التي يستخدمها الأطفال . تتكون البيانات من ٢٥ (٦٩.٤٤٪) *HiHo Kids* الأمريكيون على قناة يوتيوب للرفض المباشر و ٨ (٢٤.٢٤٪) للرفض غير المباشر. تكشف هذا البحث أن العبارات غير المؤدية غالبًا ما تستخدم للرفض التام. هذا يعني أنهم يعبرون عن رفضهم بوضوح باستخدام كلمة "لا". الرفض غير المباشر أقل استخدامًا للأطفال الأمريكيين، لم تجد الباحثة سوى ستة أنواع من الرفض غير المباشر، وهي: العذر، والبيان البديل، وبيان المبدأ،

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CHAPTER I

INTRODUCTION

A. Background of the Study

Refusal is frequently used by people in daily communication. It is used as response to other act such as offer, invitation, order, and request (Chang, 2021). It appears when someone refuses to fulfill birthday party invitation, when a kid refuses to eat, a company rejects job applicants, a student refuses to do homework, and many more. Refusal is classified as a face-threatening act because it tends to risk the interlocutor's positive or negative face (Brown and Levinson, 1987). People have to pay attention to the words and phrases used in refusing. Chang (2021) stated a high level of pragmatic and linguistic competence is called for if a speaker wants to say a face threatening act. This competence also has the advantage that people can reduce the use of harsh words which can hurt the listener. If people want to be successful in conveying refusal message and reducing the risk of face, a speaker need to give a clear and polite refusal message (Chang, 2008).

In refusing, people express their unwillingness. Refusal appears when people say 'no' directly or not to any request, offer, or invitation (Tanck, 2002). There are various ways for people to refuse, depending on who the listener is. As stated by Fraser (1990), the differences in saying refusal is influenced by some social variables such as gender, age, education background, power, and social distance. The way

students refuse to teacher will be different with the way refuse to classmates, the way children refuse to parents will be different with the way parents refuse to their children. The culture that the speakers hold also determines how they refuse. With that being said, Chang (2008) stated the politeness value and type of linguistic forms tend to vary across languages and cultures.

The study of refusal has been done by many researchers. Honglin (2007) examines refusal speech act in Chinese and American English. This study discusses the similarity and different of refusal speech acts in both cultures. He finds that both cultures have different ways to refuse an offer, invitation, or command. Chinese people tend to use indirect refusal to refuse, while American people use direct refusal. He states that the differences appear because Chinese people put so much respect to their older member of family, while American think that children and parents are equal, even some children call their parents by name. The advantage of this study is that the writer writes down in detail about how social variables influence the way people refuse.

Another cross-cultural study was conducted by Kasih (2020), she examines refusal strategies by Indonesian, Chinese, and Libyan EFL learners. The result shows that Indonesian EFL learners use both types of refusal speech act when they face some situations. She also states, Indonesian learners use such polite way to refuse because they have *tata karma*. For Chinese EFL learners, the writer says that they also use both types of refusal. In contrast, Libyan EFL learners shows that they do not

use refusals, even sometimes they say 'yes' for refusing. This study has advantages; the writer elaborates in detail how three different cultures say refusal speech act, it is also gives the readers new insight about each of those three cultures. However, the writer should include more refusal sentences uttered by EFL learners, so it will give the reader clear view of how they refuse.

Ardika et al (2020) uses Discourse Completion Tests to examine refusal strategy used by native and non-native English speakers. The result shows that native and non-native speakers express refusal in the same way. Whether native or non-native speaker, they use indirect refusal the most. The writer should give more example of the conversation because there are only two conversations shown in the data. Hashemain (2021) uses DCT to analyses Persian L2 learners and American native speakers in saying refusal. The result of this study shows that the Americans are more direct than the Iranians. Further, he explains that Iranians have strong sense of respect toward acquaintances, especially the ones with a higher power, social class, and age. Comparing two different cultures makes this study very insightful. The writer includes some of the cultural background which makes it easier for readers to understand about the cultures. However, the writer should insert more refusal utterances used by the speakers, so it will be easier for people to understand how they refuse.

Some studies have also examined the refusal spoken by children. For instance, Puspita et al (2020) examine refusal strategy used by children at Ketare village. In

this study, the writers say that the children use indirect refusal the most. They also say that the way children say refusal is influenced by parents, friends, and environment. This study is clear and well structured. However, there is no any explanation about where Ketare village is. It will be better if the writer gives a glimpse of background about the place where the data are obtained.

Gidetti (2005) conducted an analysis of how young French children combine gesture and speech to agree and refuse. He finds that in expressing refusal, the children mostly use speech other than gesture. However, some of the children combine gesture and speech when they say refusal utterance. Septiany (2013) analyzes the realization of refusal strategies by parents and children in family domain. She states that parents tend to use indirect refusal as well as children. This shows that the way parent refuse influence the way their children refuse. This study provides new point of view because it compares children and parents in saying refusal, which never has done before.

Another previous study was conducted by using movies and television series as data source. For example, Mulyadi (2019) analyzes refusal speech act in “Friends” drama series. From the twenty data obtained, the result shows that the characters frequently use negate request which refers to straightforward performance of rejection. In other word, the characters tend to use direct refusal. This study is very well structured and easy to understand.

Ansar (2015) examines indirect refusal in movie “The Blind Side”. This study finds 12 conversations which contain refusal utterances. The result shows that the characters in movie only use indirect refusals. This study is not well structured, there are some repeated sentences in several parts. However this study is in line with Anggraini (2020) who analyzes refusal speech act in movie ‘Me Before You’. From the data obtained, this study shows that the characters in the movie frequently use indirect refusal. This study is very well structured and easy to understand. However, it does not give a specific gap from previous study.

Gender is also one of the factors that determine how someone refuses. Study of refusal using gender as comparative tool has been done previously; Wang (2019) examines refusal strategies use by male and female students from English majors. He finds that male and woman employ different refusal strategies. Further he explains that female students tend to use indirect refusal by explaining before they refuse, while male students are more straightforward by using direct refusal. This study contributes to add new point of view from previous studies. It is also well written and detailed, so the readers will find this journal as easy to understand.

Study of refusal has been done previously in various areas. However, the writer is interested to examine refusal in the context of children because it is still outnumbered by other objects such as films, students, and adults. This study examines refusal speech act uttered by American children in HiHo Kids YouTube channel. It is an American YouTube channel that provides many varieties of videos

starring kids do some activities such as try foods from around the world, kids meet new people, spirited debate, kids explain, and kids design. The writer uses theory of refusal by Beebe et al (1990) to classify the data. In addition, this study uses data sources that have never been studied before which is HiHo Kids YouTube channel and it is expected to bring up novelty in the study of refusal in the context of children.

In conclusion, study of refusal has been done using multiple theories, methods, and data sources. Based on previous studies, people have different ways to express refusal. Those differences occur because of various factors such as age, gender, level of education and culture. This study examines refusal speech act uttered by American children and using HiHo Kids YouTube channel as the data source. This all are expected to bring up novelty in the study of refusal in the context of children.

B. Research Questions

Based on background of the study, there are some questions to be formulated by the writer as follows:

1. What are the types of refusal utterances said by children in HiHo Kids YouTube Channel?
2. How do the children in HiHo Kids YouTube channel say an utterance to express refusal?

C. The Significances of the Study

The writer hopes this study would help other linguistics students to find new ideas for developing some researches with refusal speech act as the basic theory. And to present and add enough information about related topic for other researcher. Also to introduce linguistics to the readers, especially in the study of pragmatics and refusal speech act.

D. Scope and Limitations

This study focuses on refusal utterances uttered by American children. The writer uses theory of refusal by Beebe et al (1990) to classify the data. Another thing considered to be the limitation of the study is the writer uses data from HiHo Kids YouTube channel and does not analyze any type of speech act except refusal speech act.

F. Definition of Key Terms

- Refusal : Refusal is said when a speaker directly or indirectly says ‘no’ to a request, offer, suggestion, statement, invitation and a various situation (Tanck, 2002).
- Utterance : Utterance is defined in term of the speakers’ intentions-what the speaker intended to convey by making that utterance (Huang, 2007).
- HiHo Kids : HiHo Kids is an American YouTube channel that provide many videos starring American children.

CHAPTER II

LITERATURE REVIEW

A. Pragmatics

In a language, people can express ideas, feelings, and the speaker's intention, so it is very important for someone to understand language. There are many aspects of language that are very interesting to study, one of which is meaning. The meaning of a language is studied in a branch of linguistics, called pragmatics.

There are some definitions of pragmatics. According to Yule (1996), pragmatics has four definitions, first, pragmatics is the study of a language used by speaker and interpreted by a hearer. Second, pragmatics is the study of the contextual meaning. Third, pragmatics is the study of how the hearer gets the meaning of what speaker say. Last, pragmatics is the study about the expressions of a relative distance. In line with Yule, Crystal (in Barron, 2003) states pragmatics as study of language from speakers' point of view, especially the choice they make, difficulties they encounter when using language in social interaction, and the respond of the hearer when the speaker use language.

In addition, Leech (1983) defines pragmatics as the study of the meaning which is related to the speaker in that present time or speech situation. He states that language problems could arise between speakers and listeners. An example of a problem usually faced by speakers is how to pronounce a sentence, while an example

of a problem faced by a hearer is about interpreting a sentence spoken by the speaker. Pragmatics can be seen as a way to solve those problems. Levinson (1983) considers pragmatics as the study of language in communication. Similar to Levinson's statement, Mey (1993) states pragmatics as the study the condition of human language that is related to context of society. Therefore, it can be concluded that pragmatics is the study of how people use language in a communication. It emphasizes with the meaning of an utterance that is said by speaker and interpreted by hearer.

B. Speech Acts

According to Yule (1996) speech acts are utterances which are performed in action by speaker and hearer. Similar to Yule, Austin (1962) states speech acts are actions performed when people say something. Furthermore, Peccei (1999) defines speech acts as an action that appear when a speaker making an utterance. People always involving speech act in their communication, because all kinds of linguistics communication involves the production of speech act, such as requesting, refusing, apologies, offering, thanking, complimenting, complaining (Searle, 1969). In conclusion, speech act is the way a speaker and hearer using language to communicate. Austin divided speech act in three types, they are locutionary act, illocutionary act and perlocutionary act.

1. Locutionary Act

Austin (1962) defines locutionary act is roughly equivalent to uttering a certain utterance with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. In general, locutionary act is an act as what it is said. For example, Andy said “I’ve just made my birthday cake” this sentence means that he just made his birthday cake. This example is in line with Yule’s (1996) definition, he says locutionary act is the basic act of utterance. According to Austin (1962) there are three types of locutionary act, they are declarative if it tells information, imperative if it gives an order and interrogative if it asks a question.

2. Illocutionary Act

Illocutionary act is an act performed in saying something, which means there is the intention behind the sentences uttered by speaker. Austin (1962) states that illocutionary act is an utterance which has certain force. Example of illocutionary act is Gabby said “I’ve just made some cookies”, this sentence can have two meaning, makes an offer or it is just a statement. There are many examples of illocutionary act they are accusing, apologizing, blaming, congratulating, refusing, joking, promising, swearing, ordering, and thanking. Searle (1976) classifies illocutionary acts into four types, they are:

a) Representative Act

Representative act is speech act that show speaker's belief. The example of representative act is statement of fact, assertion, conclusion and description.

b) Directive Act

Directive act is speech act that said by speaker so the hearer does something as speaker said. Commands, orders, requests, suggestions are included to directive act.

c) Expressive Act

Expressive act is speech act that show what speaker's feels. It express pleasure, pain, sadness, sorrow, joy, and etc.

d) Commissive Act

Commissive act is speech act that is said by speaker that expresses promise of some future action. Promises, threats, refusals, pledges are included to commissive act.

C. Refusal

Refusal is a form of commissive speech act. Refusal is used to reject an offer, request, invitation, statement, suggestion and command (Saeed, 2007). The use of refusal is often found in everyday life. Refusal is easy yet difficult to be said. It becomes difficult when the speaker does not know how to refuse without offending

the hearer. It becomes easy when the speaker knows how to refuse properly without offending the hearer. Refusal is a face-threatening act to the hearer, because it contradicts his or her expectations, thus, it requires a high level of pragmatic competence (Chen, 1996).

Refusal is a form of disagreement to a certain condition that expressed by speaker. Refusal speech act is said when speaker directly or indirectly says no to other person's request, suggestion and invitation. The way people say refusal is different. According to Fraser (1990) refusals are influenced by some social factor such as gender, age, level of education, power, and social distance. The speakers must use appropriate words to refuse, so they do not offend the hearer.

1. Types of Refusal Strategy

Beebe et al (1990) in the journal titled "Pragmatics Transfer in EFL Refusal" classify refusal speech act into two main categories and sub categories, which are:

a) Directive Strategy

Directive strategies means the speaker say refusal directly to the hearer's suggestion, invitation, and offer. There are two types of directive strategies, performative and non-performative statement.

1. Performative Statement

In this strategy, the speaker uses performative word to refuse directly to the hearer.

2. Non-Performative Statement

The speaker directly says word 'no' to reject an offer, invitation, or request. The use of this strategy can show negative willingness.

b) Indirect Strategy

Indirect strategies performed by saying refusal indirectly. There are eleven types of indirect strategies, they are:

1. **Statement of Regret:** It is usually used when the speaker regrets for the situation that s/he cannot accept the invitation, offer, or request. This is expressed with word 'sorry'.
2. **Wish:** Wish is used when the speaker wants to express positive opinion of the situation and then wish for the best.
3. **Excuse/reason/explanation:** Refusal expressed indirectly through giving explanation, reason or excuse.
4. **Statement of alternative:** this is used when a speaker rejects invitation, offer, and suggestion by giving an alternative option.
5. **Set condition for future or past acceptance**
6. **Promise of future acceptance:** This type of indirect refusal appears when a speaker refuses to do something but promises to do so in the future.

7. Statement of principle: The speaker refuses by saying the principle that s/he believes.
8. Statement of philosophy: The example of this refusal is “Help one, help all”.
9. Attempt to dissuade interlocutor: There are three types of this refusal, which are:
 - a) Statement of negative consequences to the requester
 - b) Criticize the other party
 - c) Let the interlocutor off the hook.
10. Avoidance: there are two kinds of avoidance they are:
 - a) Repetition
 - b) Postponement
11. Adjunct to refusal
 - a) Statement of positive opinion
 - b) Statement of sympathy
 - c) Gratitude/appreciation

D. HiHo Kids

HiHo Kids is a YouTube channel based in America. It provides many varieties of videos starring American children. The age range of the children stared in the videos are from four to eleven years old. There are many types of videos in this YouTube channel, such as:

- a. Kids Try

In this video, kids try food from around the world. Kids will give honest reaction to the food they eat. They will be happy if the food is good and refuse to eat if it is not good.

b. Kids Meet

Kids meet is videos about kids have conversation with people who have interesting profession or story. For example a hacker, a divorce lawyer, a robotics, a magician, a teen mom and many more.

c. Kids Learn

In this video, kids learn something new guided by a professional, for example, learning how to do CPR, magic trick, etc.

d. Kids Describe

In this video, kids describe something from their imagination. There is an illustrator who draws everything the kids say. For example, describe about what is love, how heaven look like, dream, and etc.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses descriptive qualitative method in conducting pragmatics on the representation of Refusal Speech Acts on HiHo Kids YouTube channel. Qualitative research is a research process to understand human or social problems by creating a comprehensive and complex picture presented in words, reporting detailed views obtained from information sources, and carrying out setting naturally (Creswell, 2010). The purpose of using a qualitative approach is that the researcher would be able to explain in detail the refusal speech acts used by kids in HiHo Kids YouTube channel.

Moreover, this study applies refusal theory by Beebe et al (1990). This theory is simple yet elaborative. The writer is assured by using this theory will make it easier for readers to understand about the types of refusal used by American children. Also, Leslie M. Beebe, Tomoko Takahashi, and Robin Uliss-Weltz are prominent researchers, they have written some studies on linguistics for example study on the development of pragmatics competence by Japanese learners of English, sociolinguistic variation in face-threatening speech act, and cross-linguistics influence in the speech act of correction. In 1990, they worked together to analyze refusal

production by Japanese and American and the result of the study created a refusal theory which is now widely used by other researchers.

B. Source of the Data

The data in this study was taken from videos in YouTube, more precisely in the HiHo Kids YouTube Channel. The data are in the form of words, phrases, and sentences uttered by the children in the videos. HiHo Kids is an American YouTube channel that shows various activities starring American children, such as kids try food from around the world, kids meet, kids describe and etc. The data used in this study are utterances consisting of refusal speech act from the channel.

C. Data Collection

On 5th May, 2022, the writer decided to start the research. So, the writer did some steps to collect the data. Firstly, the writer downloaded some videos from HiHo Kids channel. Next, the writer watched the videos several times and wrote the transcript based on the conversation said by the kids in the videos. Then, the writer listed the utterances that consisted of refusal speech acts.

D. Data Analysis

The writer has some steps in analyzing the data. Firstly, the writer analyzed and classified the data into the types of refusal speech acts by Beebe et al (1990). Those two types have their own sub types, then, the writer classified the data into the

sub type of refusal. Next, the writer described and explained the types of each data based on the theory. Further, the writer obtained the finding and discussed the results of the complete analysis. Finally, the writer obtained a conclusion based on the discussion.

E. Overview of Thesis Chapters

There will be five chapters. On the first chapter, the writer discusses about the background of the study. Besides, in this chapter, there are research questions, objectives, significance, scope and limitations, and key terms. For the second chapter, the writer reviews the previous study and theory of types of refusal by Beebe et al (1990). In the third chapter, the writer presents the findings and discussion of the study. For the last chapter, the writer writes the conclusion of the study.

Analysis:

The conversation above is produced by two siblings, Vanessa and Talbott. They are born and raised in America. In this conversation, they are trying Iranian drink called sharbat. It is a drink made of cane juice with sugar and water. When they try it for the first time, Talbott seems enjoy it while Vanessa is not really into it.

They start to talk about how the drink tastes like. Then, Vanessa asks him if he want to try hers because she does not like it. Talbott says an utterance “No, I am not your garbage disposal” to reject Vanessa’s offer. Based on the theory of refusal by Beebe et al (1990) Talbott produces a direct refusal by saying word *No* to an offer. It is also included to non-performative statement because does not use any performative verb to reject.

Datum 2

Tom’s dad :I got beef stew flavor, do you want to trade?

Tom : I don’t, actually

Analysis:

Tom is 10 years old American children

In this conversation above shows that Tom who is ten years old American kid and his dad who is a American soldier are trying MRE. MRE stands for *A meal, Ready-to-Eat*, it is a pack of food usually eaten by military soldier. The food has no appetizing look but has very good nutrition. So, according to the refusal theory

proposed by Beebe et al (1990) Tom is produced a direct refusal. Thus, the word *I don't* is included to non-performative statement. It implies that Tom reject to trade the food with his dad.

Datum 3

Dijala : ew ew ew it got in my mouth

Layla : One more lick for the team

Dijala : No!

Analysis:

The conversation above is produced by two sisters, Dijala and Layla. They are Indian-American children who are raised in America. In this conversation, they are trying bones from around the world. They have to try all of the served food in front of them. When it's turn to try fried fish bone from Japan, they are amused by how its look. They reluctantly eat the food. Layla seems okay with the taste but Dijala really hate it. Then, Layla gives her sister a command to at least the food. Dijala says *No* which means she does not want to do it. Based on theory of types of refusal by Beebe et al (1990), the type of direct refusal said by Dijala belongs to a non-performative statement.

Datum 4

Crystal: let me have a bite please

Kristen: No. **Get out this is my new show**

Analysis:

Crystal and Kristen Philippines-American children, their mother is from Philippines and father from America. The conversation above occurs when Kristen tries food called banana Q. It is a popular street food from Philippines. Banana Q is a banana roasted with brown sugar. Kristin really loves the food. Then, Crystal wants to try it, but Kristin refuses to give her a bite. According to theory of refusal conducted by Beebe et al (1990) this conversation is included to direct refusal non-performative statement. It is proven by word *No* said by Kristin to reject a request.

Datum 5

Ethan: It taste really bad

Helena: No it doesn't. It tastes like pineapple

Analysis:

Ethan and Helena are American twins siblings. In this video, they are trying Durian for the first time. They really have no idea how it tastes like. After give it a try, Ethan hates the taste while Helena loves it. In this conversation, Ethan produces a refusal. The utterance of Ethan: *No, it doesn't* is refusing Helena's statement about durian. Beebe et al (1990) classify this data into direct refusal non-performative statement.

Datum 6

Zachary(chef): Now you can dip them in wether cinnamon sugar or some powdered sugar, or both i don't reall care

Neela: I can't have a lot of sugar, i don't want to vomit

Analysis:

The conversation above shows chef Zachary teaches Neela how to make deep fried food. Neela is 9 years old American children. They make many types of fried food which are fries Oreos, fried pickle, fried Twinkie, and fried cookie dough. Before eat it, Chef Zachary is offering Neela to dip the food in cinnamon sugar or powdered sugar. Neela said an utterance: *I can't have a lot of sugar* to refuse then she emphasizes it by producing an utterance *I don't want to vomit*. Based on the theory of refusal by Beebe et al (1990), those refusals belong to direct refusals non-performative statement.

Datum 7

Staff: Now take a bite, Austin

Austin: **I don't like tasting leaves**

Staff: I see, okay. Wait you don't eat leaves?

Austin: No, I eat grass

Analysis:

Austin is a child who is born and raised in America. The conversation above occurs when Austin tries food called yabrak. It is a Syrian food made with grape leaves stuffed with rice. Austin is not interested with the food, he even does not want to taste it. Then the staff gives him a command to taste it. Austin said an utterance *I don't like tasting leave* to express his unwillingness. This refusal is included to direct refusal, Beebe et al (1990) categorize this data as a non-performative statement

Datum 8

Staff : do you want to know what we gonna try today?

Kyla : No, Don't tell me, I'm not listening.

Staff : you are trying spicy food from around the world

Kyla ; Okay. I'm gonna die

Analysis:

Kyla is 11 years old American child. The context of the conversation above is Kyla is going to try spicy food from around the world. Spicy food is what she hates the most. However, she still has no idea what she is going to try. Then a staff is asking to her if she want to know about it, but she refuses by saying *No, don't tell me*. She uses a negative mark *No* to strengthen her mind that she does not want it. This utterance is performed directly. Based on the theory by Beebe et al (1990), the type of direct refusal conducted by Lyla belongs to a non-performative statement.

Datum 9

Nyssa: take it away please

Staff: Take another bite

Nyssa: I'm not taking another bite of that

Analysis:

Nyssa is ten years old American kid. The context is Nyssa is trying kimchi-jjigae. It is a spicy food South Korea made with kimchi (fermented vegetable) and other ingredients such as chili, onions, pork or seafood. Just like other kids, she does not like spicy food. After give it a taste, she hates it and want the staff to take the food away. But the staff asks her to take another bite. Then, she produces an utterance *I am not taking another bite of that* to strengthen her mind that she does not want it. According to theory of classification of refusal by Beebe et al (1990), this utterance is

performed directly and belongs to a direct refusal with the type non-performative statement.

Datum 10

Staff : I think it's too spicy for you

Ayla : **No, you need to go higher for me**

Staff : let's do it

Analysis:

Refusal in this conversation is produced by Alya who is six years old American kid. The conversation above is also taken from try spicy food from around the world segment. Different with Kyla and Nyssa, Alya loves spicy food. The conversation belongs to direct refusal. The utterance *No, you need to go higher for me* is said by Alya to express her disagreement with the staff's statement. She confidently says that the food is not spicy enough for her. Alya produces a direct refusal because she directly refuses the statement. Based on the theory by Beebe et al (1990), the type of direct refusal conducted by Alya is non-performative statement.

Datum 11

Miko : Oh, i had this!

Brother : (take the ice cream)

Miko : You gotta dip the fries in there bro?

Brother : **No, no, get out**

Analysis:

In this conversation, Miko and her brother are trying fries and ice cream. the context is Miko wants to dip the fries into the ice cream but his brother reject it. He

only wants to eat the ice cream. The utterance *No, no, get out* is said directly to reject an offer. According to Beebe et al (1990), this data is included to direct refusal. There is no performative verb used to refuse then it belongs to non-performative performance.

Datum 12

Staff: you have to open the wrapper without crumbling the candy

Suvi: **That wasn't good idea.**

Analysis:

Suvi is six years old Korean-American child who lives in America. The conversation above belongs to direct refusal. Suvi produces an utterance *That wasn't good idea* to reject a command. It implies that Suvi knows that she will be crumbling the candy, so she produces a direct refusal. Based on theory by Beebe et al (1990), the type of direct refusal said by Suvi is called non-performative statement.

Datum 13

Helena : It's spicy

Ethan : **They're not spicy**

Helena : What do you mean? They're fuego.

Analysis:

Ethan and Helena are twins, they are nine years old American children. In this conversation, Ethan and Helena are trying a spicy snack called takis. Helena explains that the snack tastes spicy, but Ethan does not agree with her statement. He says

they're not spicy to show the disagreement. Based on the theory of refusal by Beebe et al (1990), this refusal belongs to direct refusal with type non-performative statement because there is no performative word in his refusal.

Datum 14

Staff: (serve the food) okay, now try the food

Sandor : Oh my god, **i don't wanna eat that.**

Mikayla: It's a kabob!

Analysis:

Sandor and Mikayla is a twin born and raised in America. In this conversation, Sandor produces a refusal utterance. He does not want to eat a fried grasshopper served by the staff. He rejects as soon as the staff give a command. Sandor says *I don't wanna eat that* to express his unwillingness to eat the grasshopper. Beebe et al (1990) categorize this data as direct refusal because the speaker directly declined an offer. This type of direct refusal belongs to non-performative statement because there is no performative word used in her refusal.

Datum 15

Staff : Okay, say goodbye to your masubi

Maddox : awwwww **no please**

Austin: **No no, I want to keep it**

Analysis:

The context of the conversation above is Maddox and Austin are trying spam masubi. It is a food from Hawaii made with rice topped with spam and rolled with

nori. They are mesmerized by the taste of the food. So, when the staff wants to take the food away both of them reject it. They produce direct refusals by saying *no please* and *No, no, I want to keep it*. As noted in Beebe et al (1990), those utterances belong to non-performative statement.

Datum 16

Staff: (Serve the food) go Clara, try the food

Clara : What is this, **i don't want to eat anything weird**

Analysis:

Clara is eight years old American children. In this video, Clara is trying a birthday food called seaweed soup. It is a traditional birthday dish from South Korea made with seaweed, chicken broth, sesame oil, etc. She isn't interested and says an utterance *I don't want to eat anything weird* to express unwillingness to eat it. This refusal is said directly to reject a command said by the staff. Beebe et al (1990) call the type of direct refusal used by Clara is non-performative statement.

Datum 17

Sasa: This is lotus leaf wrap, don't you like it? Grandma always make it

Desmond: No thank you.

Sasa: It's sweet. Take a bite

Desmond: No

SASA: Take a bite

Desmond : **I said i don't want any.** I dont want any. So you stop

Analysis:

Desmond and Sasa are siblings who originally American. The conversation above shows that Desmond is trying Chinese food called jellyfish salad. Desmond produces refusal utterances because he does not want to eat the food. He says some refusal utterances: *No thank you, No* and *I said I don't want any* the first utterance is said to reject an offer and the last two utterances is said to emphasize that he does not want to do it. Based on the theory of classification of refusal by Beebe et al (1990), Desmond produces a refusal utterance which belongs to direct refusal non-performative statement.

Datum 18

Staff: go longer. Keep going (to stretch the gum)
Kristin: I can't. My hand can't go this

Analysis:

The context is Kristin tries to make a long stretch of a gum, then the staff suggests to make it longer but she does not able to do that. A sentence in this conversation belongs to direct refusal. The utterance *I can't. My hand can't go this* is a direct refusal and used reject a suggestion. Beebe et al (1990) classify the direct refusal conducted by Kristin into non-performative statement.

Datum 19

Louisa: You can try
Caroline: No. You try first
Louisa: I'm being nice to you Caroline. You can try
Caroline : It's yours

Analysis:

Louisa and Carolina are English-American kids who live in America. In this conversation, they are trying a food called tartare. It is a France dish made with raw cow meet. The food is not familiar to them, so the hesitate to eat it. Louisa tells Caroline to try first to see if the food is good, but Caroline refuses to try it. In accord with Beebe et al (1990), the conversation above shows non-performative statement of direct refusal, it is proven by utterance *No. You try first* which is said by Caroline to reject an offer.

Datum 20

Staff: Ready for the next dish? (take the food)

Maddox : **No no no.** Not my mashed potatoes. Don't take my mashed potato.

Analysis:

Maddox is six years old American kid. The conversation above shows Maddox is trying France foods. He really enjoy the dinner food. The staff tries to take the food away from Maddox because they have to continue with the dessert. Maddox says a direct refusal : *No no no. Not my mashed potatoes* to reject the offer. With reference to Beebe et al (1990), the type of direct refusal conducted by Maddox is non-performative statement.

Datum 21

Maddox: I hope that's not wine.

Staff: Kids in France, drink a little bit of wine, go take a sip

Maddox: **I don't want this wine**

Staff: No it's ok, your dad said it's ok.

Analysis:

The conversation above shows that Maddox refuses to drink the wine. The staff convinces him that it's okay to drink it, yet he still refuse it. He emphasizes his unwillingness by saying utterance: *I don't want this wine*. Based on the theory by Beebe et al (1990), this is included to direct refusal because he says it directly to refuse a command. The type of direct refusal conducted by him is non-performative statement.

Datum 22

Miko: What is that?

Staff: well, you should taste it first and I'll tell you

Miko: **No no no**

Staff: it is good

Miko: I pray to God that they won't let me eat this. I know i was born in Philipines but i still ain't eating this

Analysis:

In this conversation, Miko have to try cooked pig blood food from Philipines. At first, he has no idea what the food he is going to try, after realize that the food is made from pig blood. Then, he refuses it immediately. Beebe et al (1990) categorize the refusal into a non-performative statement, proven by utterance *No no no*.

Datum 23

Staff : Today we're gonna try dangerous food! that sound really fun, right?

Suvi : **No i didn't come for this**

Analysis:

The conversation above contains a refusal which is said by Suvi to reject a statement. She refuses to eat dangerous food as said by the staff. She uses direct refusal by saying *No, I didn't come for this*. As noted in Beebe et al (1990), this refusal is included to non-performative statement.

Datum 24

MJ : You can have it all

Brother : I also dont like it

Analysis:

MJ is eight years old and his brother is six years old, both are American kids. This conversation shows that Mj and his brother are trying food called Lavashak. Lavashak is dried fruit leather from Iran, it has sour and sweet taste. Two of them seem do not like the food. MJ is offering his brother to eat all of the food but his brother reject it. In accordance with Beebe et al (1990), the refusal utterance said by MJ's brother is belongs to non-performative direct refusal because there is no performative word, it is proven by line *I also don't like it*.

Datum 25

Wren'd dad: That was a perfect dip

Wren: No, it's not the best thing in the world.

Analysis:

Wren is seven years old American kid. The context of the conversation is Wren and her dad are trying parents' favorite childhood food, it is a cookies dipped in

a glass of milk. Wren says *No, it's not the best thing in the world* to reject her dad's statement. As mentioned by Beebe et al (1990), this refusal is included to direct refusal and belongs to type non-performative statement because she does not use any performative word to reject.

2. Indirect Refusal

Datum 26

Maddox : No way i'm trying this

Staff: Really

Maddox: No way

Staff: It has healing factors, it's got lots of vitamin A in it.

Maddox: **Don't worry i have all the vitamin i need.**

Analysis:

A sentence of this conversation belongs to refusal speech acts. That sentence is said by Maddox because he does not want to try exotic fruit called Kiwano or African Cucumber. The staff seduces by giving an explanation of the good content in the fruit. Yet he still refuses it by saying *don't worry i have all the vitamin i need*. Beebe et al (1990) categorize this refusal into indirect refusal. The type of indirect refusal conducted by Maddox is an excuse because he makes an excuse to not eat the food.

Datum 27

Staff: This is actually ketchup mixed with curry powder, go Kristin, try it.

Kristin : **Umm, I have an allergy I don't eat pork**, Give the food to my mom, I think she will like it.

Analysis:

Kristin is trying street food called Currywurst. It is a German dish made from pork sausage and covered with curry sauce. Kristin says an utterance *Umm, I have an allergy I don't eat pork* to indirectly refuse a command. So, based on theory of refusal by Beebe et al (1990) this utterance belongs to indirect refusal reason because she give a reason to reject, in this case, the reason she does not want to eat the food because she has an allergy.

Datum 28

Sylas: Small, small, small bites

Sister: **I can feed myself.**

Analysis:

Sylas is nine years old and her sister is five years old, both of them are American. In this conversation, Sylas and her sister are trying Syrian food called Fattet djat. There is a refusal utterance in the conversation which belongs to indirect refusal. That utterance is said by Sylas's sister because she does not want to be fed by Sylas. Referred to Beebe et al (1990), the utterance *I can feed myself* is included to statement of alternative because the speaker says an alternative to what is offered by her sister, in this case, she makes an alternative to feed herself as an alternative of to be fed by her sister.

Datum 29

Crystal: Ernie, open wide. The food is coming

Ernie : Umm.. i have to tie my shoe.

Crystal: Oh okay. But you don't have laces on your shoes

Analysis:

The context of the conversation above is Crystal and Ernie are trying Indian food called Gujarati kadhi. Crystal wants to feed Ernie, but he refuses it. He says *umm I have to tie my shoes* to express unwillingness to eat the food. As mentioned by Beebe et al (1990), this utterance is categorized as indirect refusal. The type of indirect refusal conducted by Ernie is excuse, because he makes an excuse by pretends to tie his shoes even though the shoes do not have laces.

Datum 30

Staff: Clara, would eat this for breakfast?

Clara : This for breakfast? For breakfast? Are you kidding me?

Clara is trying spicy food from India called Phaal curry. Spicy food is not her favorite food. So when the staff offers her to eat the food as a breakfast food, Clara says *this? For breakfast? Are you kidding me* to reject an offer. Beebe et al (1990) classify this utterance as indirect refusal and included to type of repetition, because Clara uses repeated questions as a way to reject the offer.

Datum 31

Staff: I think you should try eat this for dinner?

Blaine : I'd rather eat pizza.

Analysis:

Blaine is a seven years old American kid. Blaine is trying bacon flavored gum which is very weird taste for him. When the staff asks if he would eat it for dinner then he answers by saying *I'd rather eat pizza*. This statement is included to indirect refusal. Beebe et al (1990) assume the indirect refusal conducted by Blaine is Statement of Alternative because he makes an alternative to eat pizza for dinner other than eating bacon flavored gum as suggested by the staff.

Datum 32

Staff: You can do it. You can do it. Swallow it

Cavalli: (spit out the food) **I'm sorry**

Staff: No, don't be. It's okay. I understand

Analysis:

Cavalli is a nine years old American kid. In the conversation above, Cavalli is trying hot sauces from around the world. When it comes to the try Matouk's West Indian Flambeau Sauce he suddenly spit out the food and says *I am sorry*. It is said to reject to swallow the food. According to Beebe et al (1990), this is included to Statement of Regret of indirect refusal, because he apologizes for refusing to carry out the command.

Datum 33

Staff: it has the power to change the way you taste food.

Maddox: **Magic is not real.**

Staff: you don't believe me?

Maddox: **There are no magical berries**, that change your taste. Only you could change your taste. There's no such thing as magical berry.

Analysis:

In the conversation above, the staff tells Maddox that there is a magical berry. Then he refuses to believe by saying *Magic is not real*. This utterance is included to indirect refusal. Based on Beebe et al (1990), the type of refusal conducted by Maddox is Statement of Principle because it shows the speaker's principle about what he believes or not. In this case, Maddox does not believe about magic.

B. Discussion

Based on the research results, American children use both types of refusal that are direct and indirect refusal strategies. From the data obtained, the writer can conclude that American children frequently use direct refusal strategy. In general, direct strategies are equally used by the American girl and boy children. Non-performative statements are more frequently used by the children when they express direct refusal.. They say *No* to anything that do not want to do. It means that they deliver their true intension about what they want, need and desire. So when people give them any of offer, command, and request they can easily refuse it by using direct refusal strategy. Indirect refusal strategy is less used by American children in HiHo Kids. From the data obtained, there are only eight conversations which contain indirect refusal strategies. They use excuse, statement of alternative, statement of principle, regret, and repetition to express their refusal indirectly. It also means that in some situation they avoid to refuse in clear way.

After analyzing the data, to know the dominant types of refusal strategies found in HiHo Kids YouTuber channel, it could be seen in the table below:

Types of Refusal Strategies

NO	Types of Refusal	Amount	Percentage
1.	Direct streategy	25	69.44%
2.	Indirect strategy	8	24.24%
Total		33	100%

From table above, the writer found 33 data of refusal strategies used by American children in HiHo Kids Youtube channel. The data consisted of 25 (69.44%) for indirect strategies and 8 (24.24%) for direct strategies. The most dominant of refusal strategy used by children in HiHo Kids is direct strategy with amount 25 (69.44%). It means that the children tend to express the refusal clearly by saying word 'No' to any offer, request and suggestions. The data shows that only 8 (24.24%) of indirect strategies used by the children. It means that they avoid refusing in a clear way, instead they use excuse, statement of principle, statement of alternative, repetition or statement of regret to express refusals.

The dominant use of direct refusals by American people has been reported by some researchers including Mulyadi (2019), Moaveni (2014), Honglin (2007), and Tanck (2002). These previous studies say that Americans tend to be direct when they express refusals. In line, the result of present study also shows that in response to

request, suggest, offer, and command, American children in HiHo channel tend to use direct refusal. However, the previous studies only analyze refusal used by American adult, while the present study analyzes refusal used by American children. It indicates that it is an American culture to express refusal straightforwardly. As stated by Joyce (2012) Americans are typically direct communicators speaking honestly, clearly and explicitly to arrive straight to the point. However, this does not mean that they intend to be rude, it is just the way they ensure that their intention and meaning is understood clearly and correctly.

Concerning the use of indirect refusal speech act, previous studies conducted by Ansar (2015) and Anggraini (2020) find that indirect refusal is mostly used by the characters in movies and dramas. Another previous studies conducted by Puspita et al (2020) and Septiany (2013) shows that Indonesian children in their study use indirect refusal much frequently than direct refusal, this is because Indonesian children want to show politeness by saying refusal indirectly. In contrast, the result of this study shows that indirect refusal is less used by the American children. This indicates that culture influences how people say refusals. This study is filling the gap from previous studies by analyzing refusal used by American children in HiHo channel, which never have done before. It contributes to our understanding of the production of refusal speech act of American children.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion based on the finding and discussion of the study, and the suggestion for further researcher to conduct better study.

A. Conclusion

This study has the contribution to our pragmatics knowledge on the use of refusal speech act in the context of American children. Based on the result and discussion, American children use non-performative statement to express refusal directly. The examples of non-performative statement said by the children are *No, I am not taking another bite of that, that wasn't good idea, and I don't want to eat anything weird*. In this study, American children do not produce any performative statement to refuse. Moreover, the most refusal utterances used by the children are word *no*, which is also belongs to non-performative statement. This means that American children tend to communicate straightforwardly.

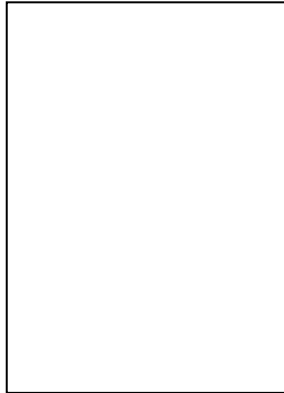
According to the results, American children perform less indirect refusal. There are only eight conversations that belong to indirect refusal. The examples of indirect refusal produced by the children are *I can feed myself* and *I'd rather eat pizza*. Instead of directly say *no*, they use another way to refuse. They use excuse, reason, statement of regret as a way to refuse a command. In refusing indirectly to offers and suggestions American children use repetition, statement of alternative and

excuse. They also use statement of principle to show disagreement to a statement. The results show that American children in certain situations do not want to say refusal in a clear way.

B. Suggestion

The writer proposed some suggestions dealing with the topic and the result of this study. Firstly, for linguistic learner, may this study become a reference in learning and discussing linguistics, especially in refusal speech act. Secondly, the writer hopes for the next researcher who are interested to conduct a research on speech act can take any field that relevant to refusal speech act and use this study as reference.

CURRICULUM VITAE



Alfira Karomatun Ni'mah was born in Lumajang on July 10, 2000. She graduated from MA Nurul Islam Bades in 2018. During her study at senior high school, she actively participated in school magazine as the chief. She also joined Table Tennis and got an achievement as the first winner in AKSIOMA competition. She started her higher education in 2018 at Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2022. During her study at university, she became a volunteer in Jejak Pengabdian Indonesia (JPI) to teach English at an orphanage.

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Appendixes

1. The types of Refusal Speech Act Used by American Children

No	Data	Types of refusal							
		Direct refusal		Indirect refusal					
		performative	Non-performative	reason	excuse	S of regret	S of Principal	S of Alternative	Repetition
1	Vanessa : Wow, Talbott, you really liked that. Talbottt : I did Vanessa : wanna try mine? Talbott : No, I'm not your garbage disposal	✓							
2	Tom's dad :I got beef stew, do you want to trade? Tom : I don't, actually	✓							
3	Dijala : ew ew ew it got in my mouth Sister : one more lick for the team Dijala : No!	✓							
4	Staff : let her have a bite. C'mon kristin Kristen : No. Get out this is my new show	✓							
5	Ethan : it taste really bad	✓							

	Helena: No it doesn't. It tastes like pineapple								
6	Zachary: Now you can dip them in wether cinnamon sugar or some powdered sugar, or both i don't reall care Neela: I can't have a lot of sugar, i don't want to vomit	✓							
7	Staff: Now take a bite, Austin Autin: i don't like tasting leaves Staff: I see, okay. Wait you don't eat leaves? Austin: No, I eat grass	✓							
8	Staff : Should i tell you what we gonna try today? Kyla : No, Don't tell me, I'm not listening. Staff : you are trying spicy food from around the world Kyla ; Okay. I'm gonna die	✓							
9	Staff: Take another bite Nyssa: I'm not taking another bite of that	✓							
10	Staff : I think it's too spicy for you Ayla : No, you need to go higher for me Staff : let's do it	✓							

11	<p>Miko : Oh, i had this!</p> <p>Brother : (take the ice cream)</p> <p>Miko : You gotta dip the fries in there bro?</p> <p>Brother : No, no, get out</p>	✓							
12	<p>Staff: can you open the wrapper withuot crumbling the candy?</p> <p>Suvi: that wasn't good idea.</p>	✓							
13	<p>Helena : It's spicy</p> <p>Ethan : They're not spicy</p> <p>Helena : What do you mean? They're fuego.</p>	✓							
14	<p>Staff: (serve the food)</p> <p>Sandor : Oh my god, i don't wanna eat that.</p> <p>Mikayla: It's a kabob!</p>	✓							
15	<p>Staff : Okay, say goodbye to your masubi</p> <p>Maddox : awwwww</p> <p>Austin: I want to keep it</p>	✓							
16	<p>Staff: Serve the food</p>	✓							

	Clara : What is this, i don't want to eat anything weird								
17	<p>Sasa: this is lotus leaf wrap, don't you like it? Grandma always make it</p> <p>Desmond: No thank you.</p> <p>Sasa: it's sweet. Take a bite</p> <p>Desmond: no</p> <p>SASA: take a bite</p> <p>Desmond : I said i don't want any. I dont want any. So you stop</p>	✓							
18	<p>Staff: keep going. Keep going (stretching the gum)</p> <p>Kristin: I can't. My hand can't go this</p>	✓							
19	<p>Louisa: You can try</p> <p>Caroline: no. You try first</p> <p>Louisa: i'm being nice to you Caroline. You can try</p> <p>Caroline : it's yours</p>	✓							
20	<p>Staff: ready for the next dish?</p> <p>Maddox : No no no. Not my mashed potatoes. Don't take</p>	✓							

	my mashed potato.								
21	<p>Maddox: I hope that's not wine.</p> <p>Staff: Kids in France, drink a little bit of wine</p> <p>Maddox: I don't want this wine</p> <p>Staff: No it's ok, your dad said it's ok.</p>	✓							
22	<p>Miko: What is that?</p> <p>Staff: well, you should taste it first and I'll tell you</p> <p>Miko: No no no</p> <p>Staff: it is good</p> <p>Miko: I pray to God that they won't let me eat this. I know i was born in Philipines but i still ain't eating this</p>	✓							
23	<p>Staff :today we're gonna try dangerous food! that sound really fun, right?</p> <p>Suvi : Noo i didn't come for this</p>	✓							
24	<p>MJ : (take a bite) you can have it all</p> <p>Brother : i also dont like it</p>	✓							
25	Wren'd dad: That was a perfect dip	✓							

	Wren: it's not the best thing in the world.							
26	Maddox : No way i'm trying this Staff: really Maddox: no way Staff: it has healing factors, it's got lots of vitamin A in it. Maddox: don't worry i have all the vitamin i need.				✓			
27	Staff: this is actually ketchup mixed with curry powder, go Kristin, try it Kristin : I have allergy, I don't eat pork.			✓				
28	Sylas: small, small, small bites Sister: I can feed myself.						✓	
29	Crystal: Ernie, open wide. The food is coming Ernie : Umm.. i have to tie my shoe. Crystal: oh okay. But you don't have laces				✓			
30	Staff: would you eat this for breakfast? Clara : this? For breakfast? Are you kidding me?							✓
31	Staff: Do you think you would eat this for breakfast?						✓	

	Blaine : I'd rather eat pizza.								
32	Staff : You can do it. You can do it. Swallow it Cavalli : (spit out the food)I'm sorry Staff : No, don't be. It's okay. I understand					✓			
33	Staff : it has the power to change the way you taste food. Maddox : Yeah right. Magic is not real. Staff : you don't believe me? Maddox : There are no magical berries, that change your taste. Only you could change your taste. There's no such thing as magical berry.						✓		