

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This chapter describes the results of the analysis refusal that has been used by students of MA Al-Mizan at the time of speaking class using semantic formula. Analysis is done to find out what kind of rejection is often used. It was held on 01 and 04 April 2019. This data is collected through Questionnaire and interview. The Questionnaire itself consists of 8 (Eight) questions. It is about 4 (Four) situations that might occur in the classroom environment in the form of requests, offers, invitations, and suggestions. And the second is an interview consisting of 10 (Ten) questions.

B. Data from Questionnaire

1. Refusal strategies

a. Request

NA

R : *your friend ask you to borrow your textbook, but you reject it because at the same time you will use it too. What do you say ?*

R1 : *“I’m sorry, I will use my book”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask to borrow NA’s book. But NA reject it. She refuse friend’s request with use statement of regret (I’m Sorry) followed by Explanation (I will use my book). They are included Indirect Refusal.

NN

R : *your friend ask you to borrow your textbook, but you reject it because at the same time you will use it too. What do you say ?*

R2 : *"I'm Sorry, I can't borrow you textbook".*

Analysis

The initiating act of the dialogues above is a Request. A friend ask to borrow NN's book. But NN reject it. She refuse friend's request with use pause fillers (Mmm), statement of regret (I'm Sorry) followed by Direct refusal (I can't borrow you book).

TN

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R3 : *"I'm not sure to teach you, because I have to take Extracurricular".*

Analysis

The initiating act of the dialogues above is a Request. A friend ask NN to teach her. But NN reject it. She refuse friend's request with use Hedge/ Avoidance (*I'm not sure to teach you*), and explanation (*because I have to take Extracurricular*).

NNF

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R4 : *“Sorry I can’t, I have many activities after this”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask NNf to teach her. But NNf reject it. She refuse friend’s request with use statement of regret (*sorry*), Direct refusal (*I can’t*), and explanation (*I have many activities after this*).

NMA

R : *your friend ask you to borrow your textbook, but you reject it because at the same time you will use it too. What do you say ?*

R5 : *“Why don’t you borrow to other class. Because I will use it too”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask NMA to borrow her book. But NMA reject it. She refuse friend’s request with use statement of alternative (*why don’t you borrow to other class*), Reason (*Because I will use it too*).

IM

R : *your friend ask you to borrow your textbook, but you reject it because at the same time you will use it too. What do you say ?*

R6 : *“Sorry, I will use my book”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask NMA to borrow her book. But NMA reject it. She refuse friend's request with use statement of regret (*Sorry*), and Reason (*I will use my book*).

FA

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R7 : *"if you had asked me earlier, may be I can. But now I have to take extracurricular"*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask FA to teach her. But FA reject it. She refuse friend's request with use Set condition for future or past acceptance (*if you had asked me earlier may be I can*), and explanation (*But now I have to take extracurricular*).

IAS

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R8 : *"I'm sorry, may be next time"*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask IAS to teach her. But IAS reject it. She refuse friend's request with use statement of regret (*I'm sorry*), and explanation (*May be next time*).

IN

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R9 : *"I won't borrow my book, because I will use my book"*.

Analysis"

The initiating act of the dialogues above is a Request. A friend ask IN to borrow her book. But IN reject it. She refuse friend's request with use Direct refusal (*I won't borrow my book*), and Reason (*because I will use my book*).

AIA

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R10 : *"I'm sorry. I Can't.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask AIA to borrow her book. But AIA reject it. She refuse friend's request with use statement of regret (*I'm Sorry*), and Direct refusal (*I can't*).

AU

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R11 : *“I wish I could help you, but now I have many business”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask AU to teach her. But AU reject it. She refuse friend’s request with use wish (*I wish I could help you*), and explanation (*but now I have many business*).

PF

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R12 : *“I can’t, I’m sorry”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask PF to teach her. But PF reject it. She refuse friend’s request with use Direct refusal (*I can’t*), and statement of regret (*I’m sorry*).

BF

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R13 : *“why don’t you borrow to other class, because I will use it too”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask BF to borrow her book. But PF reject it. She refuse friend’s request with use statement of alternative (*why don’t you borrow to other class*), and reason (*because I will use it too*).

NA

R : (*your friend ask you to borrow your textbook, but reject it because at the same time you will use it too*)). *What do you say ?*

R14 : *“Sorry, I can’t borrow my book”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask NA to borrow her book. But PF reject it. She refuse friend’s request with use statement of regret (*Sorry*), and Direct refusal (*I can’t borrow my book*).

SA

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R15 : *“I’ll teach you next time, ok”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask SA to teach her. But SA reject it. She refuse friend’s request with use promise of future acceptance (*I’ll teach you next time, ok*).

NAR

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R16 : *“I’m sorry I can’t”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask NAR to teach her. But NAR reject it. She refuse friend’s request with use statement of regret (*I’m sorry*), and Direct refusal (*I can’t*).

LKP

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R17 : *“Sorry, I can’t.”*

Analysis

The initiating act of the dialogues above is a Request. A friend ask LKP to borrow her book. But LKP reject it. She refuse friend’s

request with use statement of regret (*sorry*), and Direct refusal (*I can't*).

SM

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R18 : *“Sorry, I can't borrow my book”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask SM to borrow her book. But SM reject it. She refuse friend's request with use statement of regret (*sorry*), and Direct refusal (*I can't borrow my book*).

SN

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?”*

R19 : *“I'm sorry, maybe next time”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask SN to teach her. But SN reject it. She refuse friend's request with use statement of regret (*I'm sorry*), and explanation (*may be next time*).

ANA

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R20 : *“why don’t you ask to other person or who more expert than me”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask ANA to teach her. But ANA reject it. She refuse friend’s request with use statement of alternative (*why don’t you ask to other person or who more expert than me*).

UM

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R21 : *“Sorry, I can’t.”*

Analysis

The initiating act of the dialogues above is a Request. A friend ask UM to borrow her textbook. But UM reject it. She refuse friend’s request with use statement of regret (*Sorry*), and Direct refusal (*I can’t*).

TDS

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R22 : *“why don’t you borrow to other class”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask TDS to borrow her textbook. But TDS reject it. She refuse friend’s request with use statement of alternative (*why don’t you borrow to other class*).

KAV

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R23 : *“thank you for believe me, but I can’t. May be next time”.*

Analysis

The initiating act of the dialogues above is a Request. A friend ask KAV to teach her. But KAV reject it. She refuse friend’s request with use gratitude/appreciation (*thank you for believe me*), Direct refusal (*but I can’t*) and Explanation (*May be next time*).

ANP

R : *your friend ask you to teach him to work on math problems, but you can fulfill his request because you have to take extracurricular activities. What do you say ?*

R24 : *“I’m sorry. I can’t”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask ANP to teach her. But ANP reject it. She refuse friend’s request with use pause fillers (*Uhhh*), statement of regret (*I’m sorry*) and Direct Refusal (*I can’t*).

TDA

R : *your friend ask you to borrow your textbook, but reject it because at the same time you will use it too. What do you say ?*

R25 : *“Now, I’m sorry, This book is using by me”*.

Analysis

The initiating act of the dialogues above is a Request. A friend ask TDA to borrow her textbook. But TDA reject it. She refuse friend’s request with use repetition of part of request / avoidance/verbal (*Now*), statement of regret (*I’m sorry*) and reason (*this book is using by me*).

b. OFFERS

NA

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you*

*reject it by reason of an uncomfortable and ineffective learning .
What do you say ?*

R1 : *“I’m Sorry mr, I won’t. If the students too much in our class I can’t focus on my study”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher ask NA to combine his classees. But NA reject it. She refuse teacher’s request with use statement of regret (*I’m sorry mr*), Direct refusal (*I won’t*) followed by explanation (*If the students too much in our class, I can’t focus on my study*).

NN

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning.
What do you say ?*

R2 : *“Sorry mr, I think if the classes are combined, the learning cannot be effective”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers NN to combine his classees. But NN reject it. She refuse teacher’s request with use statement of regret (*sorry mr*), followed by explanation (*I think if the classes are combined, the learning cannot be effective*).

TN

R : (*your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room*)). What do you say ?

R3 : *“No Thanks”*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to TN. But TN reject it. She refuse friend’s offer with use Direct refusal (*No*), followed by gratitude/appreciation (*thanks*).

NNF

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R4 : *“thanks for your kindness, but I will take my pen in the room”*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to NNF. But NNF reject it. She refuse friend’s offer with use gratitude/appreciation (*thanks for your kindness*), followed by reason (*but I will take my pen in the room*).

NMA

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you*

reject it by reason of an uncomfortable and ineffective learning.

What do you say ?

R5 : *“Sorry mr, if the classes are combined. I can’t focus on my study”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers NMA to combine his classees. But NMA reject it. She refuse teacher’s request with use statement of regret (*sorry mr*), followed by reason (*if the classes are combined. I can’t focus on my study*).

IM

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning.*

What do you say ?

R6 : *“I Don’t wan’t Mr.”*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers IM to combine his classees. But IM reject it. She refuse teacher’s request with use Direct refusal (*I Don’t wan’t Mr*).

FA

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R7 : *“when you become kind person, No, thanks”*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to FA. But FA reject it. She refuse friend’s offer with use joke/Avoidance (*when you become kind person, hehe*), followed by direct refusal (*No*), and gratitude/appreciation (*thanks*).

IAS

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R8 : *“thanks, but i will take my pen in the room”*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to IAS. But IAS reject it. She refuse friend’s offer with use pause fillers (*Mmm*), followed by gratitude/appreciation (*thanks*), and explanation (*but i will take my pen in the room*).

IN

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R9 : *“I’m sorry Mr, I have headache, if the classes are combined”*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers IN to combine his classees. But IN reject it. She refuse teacher's request with use statement of regret (*I'm sorry Mr*), followed by reason (*I have headache, if the classes are combined*).

AIA

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R10 : *"I'm sorry Mr, why don't you change the schedule"*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers AIA to combine his classees. But AIA reject it. She refuse teacher's request with use statement of regret (*I'm sorry Mr*), followed by statement of alternative (*why don't you change the schedule*).

AU

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room . What do you say ?*

R11 : *"I'd love too, but I can't use other pen except my own"*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to AU. But AU reject it. She refuse friend's offer with use statement of positive opinion/feeling or agreement (*I'd love too*), followed by direct refusal (*but I can't use other pen except my own*).

PF

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R12 : *"No thanks"*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offer her pen to PF. But PF reject it. She refuse friend's offer with use direct refusal (*No*), followed by gratitude/appreciation (*thanks*).

BF

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning))*.

What do you say

R13 : *"I'm not sure Sir, if the learning process can condusive"*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers BF to combine his classees. But BF reject it. She refuse teacher's

request with use hedge/verbal/Avoidance (*I'm not sure Sir*), followed by explanation (*if the learning process can condusive*).

NA

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R14 : *"Sorry mr. I can't focus on my study"*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers NA to combine his classees. But NA reject it. She refuse teacher's request with use statement of regret (*sorry mr*), followed by direct refusal (*I can't focus on my study*).

SA

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R15 : *"No, thanks."*

Analysis

The initiating act of the dialogues above is a Offer. A friend offers her pen to SA. But SA reject it. She refuse friend's offer with use Direct refusal (No), gratitude/appreciation (*thanks*).

NAR

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R16 : *“I won’t make you difficulties, sorry”.*

Analysis

The initiating act of the dialogues above is a Offer. A friend offers her pen to NAR. But NAR reject it. She refuse friend’s offer with use Direct refusal (I won’t make you difficulties), followed by statement of regret (*sorry*).

LKP

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R17 : *“Sorry mr, I can’t”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers LKP to combine his classees. But LKP reject it. She refuse teacher’s request with use statement of regret (*Sorry mr*), followed by Direct refusal (*I can’t*).

SM

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R18 : *“That’s good idea Mr, but I’m not sure it can be effective”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers SM to combine his classees. But SM reject it. She refuse teacher’s request with use *statement of positive opinion/feeling or agreement (that’s good idea mr)*, followed by hedge/verbal/avoidance (*but I’m not sure it can be effective*).

SN

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R19 : *“No, thanks”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers BF to combine his classees. But BF reject it. She refuse teacher’s request with

ANA

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R20: *“Sorry, I can take my own at the room.*

Analysis

The initiating act of the dialogues above is a Offer. A friend offers ANA to borrow her pen. But ANA reject it. She refuse teacher’s request with use statement of regret (Sorry), followed by explanation (*I can take my own at the room*).

UM

R : (*A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning*)).
What do you say ?

R21 : *“I will think about it with others”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers UM to combine his classees. But UM reject it. She refuse teacher’s request with use postponement (*I will think about it with others*).

TDS

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you*

reject it by reason of an uncomfortable and ineffective learning.

What do you say ?

R22 :*"Sorry mr. We can't focus"*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers TDS to combine his classees. But TDS reject it. She refuse teacher's request with use statement of regret (*sorry Mr*), followed by direct refusal (*we can't focus*).

KAV

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R23: *"thank you, but I can't use belong to others"*.

Analysis

The initiating act of the dialogues above is a Offer. A friend offers her pen to KAV. But KAV reject it. She refuse teacher's request with use *pause fillers (Uhm)*, followed by gratitude/appreciation (*thank you*), and direct refusal (*but I can't use belong to others*).

ANP

R : *your pen left in the room. Your friend offer you to use her pen. But you reject it because you will take your pen in the room. What do you say ?*

R24: *"Thank you, I will take my pen in the room"*.

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers her pen to ANP. But ANF reject it. She refuse friend's offer with use gratitude/appreciation (*thank you*), followed by explanation (I will take my pen in the room).

TDA

R : *A teacher asks that during class time the class be united or combined. Because he has other business and he is in hurry. But you reject it by reason of an uncomfortable and ineffective learning. What do you say ?*

R25 : *“That's good idea Mr, but I will discuss firstly with my friends”.*

Analysis

The initiating act of the dialogues above is a Offer. A teacher offers TDA to combine his classees. But TDA reject it. She refuse teacher's offer with use agreement statement of positive opinion/feeling or (*I'm not sure Sir*), followed by postponement (but I will discuss firstly with my friends).

c. INVITATIONS

NA

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R1 : *“Sorry I can’t. Thanks”*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NA to come in her house. But NA reject it. She refuse friend’s invitation with use statement of regret (*sorry*), followed Direct refusal (*I can’t*), and gratitude/appreciation (*thanks*).

NN

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan’t to spend the holidays with family and won’t to waste time on others. What do you say ?*

R2 :” *Sorry, I can’t, may be next time”*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NN to come in her house. But NN reject it. She refuse friend’s invitation with use statement of regret (*sorry*), followed by direct refusal (*I can’t*), and Explanation (*may be next time*).

TN

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R3 : *“Thanks for your invitation, but I Can’t, Ihave to do my homework”*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite TN to come in her room. But TN reject it. She refuse friend's invitation with use gratitude/appreciation (*thanks for your invitation*), followed by Direct refusal (*I can't*), and reason (*but I have to do my homework*).

NNF

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R4 : *"I'd love too, please send to my room."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NNF to come in her room. But NNF reject it. She refuse friend's invitation with use statement of positive opinion/feeling or agreement (*I'd love too*), followed by joke/verbal/ avoidance (*I'd love too, please send to my room*).

NMA

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R5 : *"I'm not sure to visit your house"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NMA to come in her house. But NMA reject it. She refuse friend's invitation with use Hedge/verbal/avoidance (*I'm not sure to visit your house*).

IM

R : (*Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others*)). What do you say ?

R6 : "*Sorry, I can't, I wan't to spend my holidays with family*".

Analysis

The initiating act of the dialogues above is a invitation. A friend invite IM to come in her house. But IM reject it. She refuse friend's invitation with use statement of regret (*sorry*), followed by direct refusal (*I can't*), and reason (*I wan't to spend my holidays with family*).

FA

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R7 : "*Thank's for your invitation, but I have to meet for discuss about the scout competition after duhur prayer.*".

Analysis

The initiating act of the dialogues above is a invitation. A friend invite FA to come in her room. But FA reject it. She refuse friend's invitation with use gratitude/appreciation (*Thank's for your invitation*), followed by reason (*but I have to meet for discuss about the scout competition after duhur prayer*).

IAS

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R8 :*" No, thanks. I'm still in full"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite IAS to come in her room. But IAS reject it. She refuse friend's invitation with use direct refusal (*No*), followed by gratitude/appreciation (*thanks*), and explanation (*I'm still in full*).

IN

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R9 : *"Why don't we visit the Bandung? I think that is good idea."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite IN to come in her house. But IN reject it. She refuse friend's invitation with use statement of alternative (*Why don't we visit the Bandung, I think that is good idea.*).

AIA

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 10 : *"I'm forbid play too far by my parents, Sorry"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite AIA to come in her house. But AIA reject it. She refuse friend's invitation with use reason (*I'm forbid play too far by my parents*), followed by statement of regret (*Sorry*).

AU

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R11 : *"Sorry, I am bussy."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite AU to come in her room. But AU reject it. She refuse friend's

invitation with use Statement of regret (*Sorry*), followed by reason (*I am busy*).

PF

R : *you invited by your friend to come in her room. Because she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R12 : *"I have to order the shop, Sorry may be next time"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite PF to come in her room. But PF reject it. She refuse friend's invitation with use reason (*I have to order the shop*), followed by statement of regret (*Sorry may be next time*).

BF

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R13 : *"I will think about it"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite BF to come in her house. But BF reject it. She refuse friend's invitation with use postponement (*I will think about it*).

NA

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 14 : *"I can't, thanks. I have to visit my grandfather in depok."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NA to come in her house. But NA reject it. She refuse friend's invitation with use Direct refusal (*I can't*), followed by gratitude/appreciation (*thanks*), and explanation (*I have to visit my grandfather in depok*).

SA

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R15 : *"I wan't it anyway, but I have to permitt to my parents"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite SA to come in her room. But SA reject it. She refuse friend's invitation with use Explanation (*I wan't it anyway, but I have to permitt to my parents*).

NAR

R : *you invited by your friend to come in her room. Because she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R16 : *“No thanks.”*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite NAR to come in her room. But NAR reject it. She refuse friend's invitation with use Direct refusal (*No*), followed by gratitude/appreciation (*thanks*).

LKP

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 17 : *“by the way where is your home.”*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite LKP to come in her house. But LKP reject it. She refuse friend's invitation with use unspecific or indefinite reply (*by the way, where is your home*).

SM

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 18 : *"Thanks for invitation, but I have to permit to my parents anyway".*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite SM to come in her house. But SM reject it. She refuse friend's invitation with use gratitude/appreciation (*Thanks for invitation*), followed by Explanation (*but I have to permitt to my parents anyway*).

SN

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R19 : *"Thank you, but I have to aid the teacher for preparing Isra' mi'raj tomorrow."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite SN to come in her room. But SN reject it. She refuse friend's invitation with use gratitude/appreciation (*thank you*), followed by reason (*but I have to aid the teacher for preparing Isra' mi'raj tomorrow*).

ANA

R : *you invited by your friend to come in her room. Because she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R20 : *“I have many business, send to my room please”.*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite ANA to come in her room. But ANA reject it. She refuse friend’s invitation with use Explanation (*I have many business*), followed by joke/verbal/avoidance (*send to my room please*).

UM

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan’t to spend the holidays with family and won’t to waste time on others. What do you say ?*

R21 : *“I don’t know. I’m not promise. Because ussualy if the holiday come’s I’m always visit my grandmother at cirebon”.*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite UM to come in her house. But UM reject it. She refuse friend’s invitation with use hedge/verbal/avoidance (*I don’t know*), hedge/verbal/avoidance (*I’m not promise*), followed by reason (*Because ussualy if the holiday come’s I’m always visit my grandmother at cirebon*).

TDS

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 22 : *"I'm sorry. Because this holiday my parents ask me to visit madura."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite TDS to come in her house. But TDS reject it. She refuse friend's invitation with use statement ofv regret (*I'm sorry*), followed by reason (*Because this holiday my parents ask me to visit madura*).

KAV

R : *you invited by your friend to come in her room. Becuase she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R23: *"I'm glad with your offering, But I'm sorry I can't, I have to order my cupboard"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite KAV to come in her room. But KAV reject it. She refuse friend's invitation with use statement of positive opinion/feeling or agreement (*I'm glad with your offering*), statement of regret (*but I'm*

sorry), Direct refusal (*I can't*), and followed by reason (*I have to order my cupboard*).

ANP

R : *you invited by your friend to come in her room. Because she just visited by her parents. But you refuse it because you have many business. What do you say ?*

R24 : *"No thanks"*.

Analysis

The initiating act of the dialogues above is a invitation. A friend invite ANP to come in her room. But ANP reject it. She refuse friend's invitation with use Direct refusal (*No*), followed by gratitude/appreciation (*thanks*).

TDA

R : *Holidays is coming, your friend invite you to come to his house, but you refuse it because you wan't to spend the holidays with family and won't to waste time on others. What do you say ?*

R 25 : *"Why don't you visit my house. Because usually if the holiday, my schedule so bussy."*

Analysis

The initiating act of the dialogues above is a invitation. A friend invite TDA to come in her house. But TDA reject it. She refuse friend's invitation with use statement of alternative (*Why don't you*

visit my house), followed by reason (*Because usually if the holiday, my schedule so busy*).

d. SUGGESTIONS

NA

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R1 : *“Sorry, this is my mistake, I have to accept whatever to be”.*

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests NA to sit at the back. But NA reject it. She refuse friend’s suggestion with use statement of regret (*Sorry*), followed by explanation (*this is my mistake, I have to accept whatever to be*).

NN

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R2 : *“Sorry, I can’t focus. if I° sit at the back.*

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests NN to sit at the back. But NN reject it. She refuse friend's suggestion with use statement of regret (*Sorry*), followed by Direct refusal (*I can't focus if I sit at the back*).

TN

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?*

R3 :*"I'm sorry sir, Why don't we bring dictionary when english class or arabic class. Because I think if every day we bring dictionary, it's too heavy. Too many textbook have to bring with us.*

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests TN to bring dictionary every day. But TN reject it. She refuse teacher's suggestion with use statement of regret (*I'm sorry sir*), followed by statement alternative (*Why don't we bring dictionary when english class or arabic class*). And reason *Because I think if every day we bring dictionary, it's too heavy. Too many textbook have to bring with us.*

NNF

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering*

this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?

R4 : “Sorry sir, are you don’t feel pity looking us you can imagine every day we have to bring many textbook”.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests NNF to bring dictionary every day. But NNF reject it. She refuse teacher’s suggestion with use statement of regret (*sorry sir*), followed by Joke/verbal/avoidance (*are you don’t feel pity looking us ? you can imagine every day we have to bring many textbook*).

NMA

R : you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R5 : “I won’t. Because if I sit at the back, I can’t hear the teacher’s voice”.

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests NMA to sit at the back. But NMA reject it. She refuse friend’s suggestion with use direct refusal (*I won’t*), followed by reason (*Because if I sit at the back, I can’t hear the teacher’s voice*).

IM

R : you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R6 : “that’s a good idea, but I have to be responsible man.”

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests IM to sit at the back. But IM reject it. She refuse friend’s suggestion with use statement of positive opinion/feeling or agreement (*that’s a good idea*), followed by explanation (*but I have to be responsible man, he he*).

FA

R : Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?

R7 : “every day, are you serious sir”.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests FA to bring dictionary every day. But FA reject it. She refuse teacher’s suggestion with use repetition of part of

request/verbal/avoidance (*every day?*), followed by criticize the request/requester (*are you serious sir*).

IAS

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?*

R 8: *“sorry sir, I’m disagree.”*

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests IAS to bring dictionary every day. But IAS reject it. She refuse teacher’s suggestion with use statement of regret (*sorry sir*), followed by direct refusal (*I’m disagree*).

IN

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R9 : *“I will think about it.”*

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests IN to sit at the back. But IN reject it. She refuse friend's suggestion with use postponement (*I will think about it*).

AIA

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R10 : *"No, that's terrible Idea"*.

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests AIA to sit at the back. But AIA reject it. She refuse friend's suggestion with use direcct refusal (*No*), followed by criticize the request/requester (*that's terrible Idea*).

AU

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?*

R 11 : *"No sir, that's bad idea. Too heavy"*.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests AU to bring dictionary every day. But AU reject it. She refuse teacher's suggestion with use direct refusal (*No sir*), followed by criticize the request/requester (*that's bad idea*), and reason (*too heavy*).

PF

R : Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?

R 12 : "Why don't we use pocket sir".

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests PF to bring dictionary every day. But PF reject it. She refuse teacher's suggestion with use statement of alternative (*Why don't we use pocket sir?*).

BF

R : you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R13 : "No, thanks".

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests BF to sit at the back. But BF reject it. She refuse friend's suggestion with use direct refusal (*No*), followed by gratitude/appreciation (*thanks*).

NA

R : you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R 14 : "No, it's bad idea."

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests NA to sit at the back. But NA reject it. She refuse friend's suggestion with use direct refusal (*No*), followed by criticize the request/requester (*It's bad idea*).

SA

R : Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?

R 15 : "No sir, we won't."

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests SA to bring dictionary every day. But SA reject it. She refuse teacher's suggestion with use direct refusal (*No sir, we won't*).

NAR

R : Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?

R 16: "I'm sorry sir, if we bring dictionary every day our leg will be sick".

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests NAR to bring dictionary every day. But NAR reject it. She refuse teacher's suggestion with use statement of regret (*I'm sorry sir*), followed by Joke/verbal/Avoidance (*if we bring dictionary every day our leg will be sick*).

LKP

R : you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R 17 : *“Sorry I won’t”*.

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests LKP to sit at the back. But LKP reject it. She refuse friend’s suggestion with use statement of regret (*sorry*), followed by direct refusal (*I won’t*).

SM

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R 18 : *“No, thank you”*.

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests SM to sit at the back. But SM reject it. She refuse friend’s suggestion with use direct refusal (*No*), followed by gratitude/appreciation (*thank you*).

SN

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?*

R 19 : *“Sorry sir. We disagree”*.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests SN to bring dictionary every day. But SN reject it. She refuse teacher’s suggestion with use statement of regret (*sorry sir*), followed by direct refusal (*we disagree*).

ANA

R : *Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring. What do you say ?*

R 20 : *“I’m disagree sir. But if it’s your wisdom, I’m doing all I can do”*.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests NAR to bring dictionary every day. But NAR reject it. She refuse teacher’s suggestion with use direct refusal (*I’m disagree sir*), followed by self defense (*But if it’s your wisdom, i’m doing all I can do*).

UM

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For*

reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?

R21 : *“Sorry, It’s never mind, because this is my mistake”.*

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests UM to sit at the back. But UM reject it. She refuse friend’s suggestion with use statement of regret (*I’m sorry*), followed by explanation (*It’s never mind*), and reason (*because this is my mistake*).

TDS

R : *you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back. What do you say ?*

R 22 : *“I won’t avoid from my mistake. Let anything happen.”*

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests TDS to sit at the back. But TDS reject it. She refuse friend’s suggestion with use direct refusal (*I won’t avoid from my mistake, let anything happen*).

KAV

R : (*Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day. But you reject it by reason of too many books that you have to bring*). What do you say ?

R 23 : *“sorry sir, I feel terrible”*.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests NAR to bring dictionary every day. But NAR reject it. She refuse teacher’s suggestion with use statement of regret (*I’m sorry sir*), followed by criticize the request/requester (*I feel terrible*).

ANP

R : (*Your teacher advises students to take the dictionary every day for fluency and the addition of vocabulary to students, considering this school uses two languages to communicate every day*). But you reject it by reason of too many books that you have to bring. What do you say ?

R 24: *“that’s terrible idea sir, because dictionary is very heavy”*.

Analysis

The initiating act of the dialogues above is a suggestion. A teacher suggests ANP to bring dictionary every day. But ANP reject it. She refuse teacher’s suggestion with use criticize the request/requester (*that’s terrible idea sir*), followed by reason (*because dictionary is very heavy*).

TDA

R : ((*you have forgot to do homework. So your friend suggest that you should sit in the back of the room during the learning process. For reasons avoid the teacher and not scold by him. But you reject it because you are unusual to sitting in the back*)). What do you say ?

R 25: "*I don't think so. I have to responsibile my mistake.*"

Analysis

The initiating act of the dialogues above is a suggestion. A friend suggests TDA to sit at the back. But TDA reject it. She refuse friend's suggestion with use direct refusal (*I don't think so*), followed by reason (*I have to responsibile my mistake*).

2. Refusal Sequence

a. request

NA

Response	Refusal – Sequences	Strategy
<i>I'm sorry</i>	Head act	Statement of regret
<i>I will use my book</i>	Post refusal	Explanation

NN

Response	Refusal – Sequences	Strategy
<i>Mmm</i>	Pre – refusal	Pause Fillers
<i>I'm Sorry</i>	Pre - refusal	Statement of regret
<i>I can't borrow you textbook</i>	Head act	Direct refusal

TN

Response	Refusal – Sequences	Strategy
<i>I'm not sure to teach you</i>	Head act	Avoidance
<i>because I have to take Extracurricular</i>	Post-refusal	Explanation

NNF

Response	Refusal – Sequences	Strategy
<i>Sorry</i>	Pre - refusal	Statement of regret
<i>I can't</i>	Head act	Direct Refusal
<i>I have many activities after this</i>	Post – refusal	Explanation

NMA

Response	Refusal – Sequences	Strategy
<i>why don't you borrow to other class</i>	Head act	Statement of alternative
<i>Because I will use it too.</i>	Post- refusal	Reason

IM

Response	Refusal – Sequences	Strategy
Sorry	Head act	Statement of regret
I will use my book	Post-refusal	Reason

FA

Response	Refusal – Sequences	Strategy
<i>if you had asked me earlier may be I can</i>	Head act	Set condition for future or past acceptance
<i>But now I have to take extracurricular</i>	Post-Refusal	Explanation

IAS

Response	Refusal – Sequences	Strategy
<i>I'm sorry</i>	Head act	Statement of Regret
<i>May be next time</i>	Post- refusal	Explanation

IN

Response	Refusal – Sequences	Strategy
<i>I won't borrow my book</i>	Head act	Direct Refusal
<i>because I will use my book</i>	Post-refusal	Reason

AIA

Response	Refusal – Sequences	Strategy
<i>I'm sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal

AU

Response	Refusal - Sequences	Strategy
----------	---------------------	----------

<i>I wish I could help you</i>	Head Act	Wish
<i>but now I have many business</i>	Post – refusal	Explanation

PF

Response	Refusal - Sequences	Strategy
<i>I can't</i>	Head act	Direct refusal
<i>I'm sorry</i>	Post-refusal	Statement of regret

BF

Response	Refusal - Sequences	Strategy
<i>why don't you borrow to other class</i>	Head act	Statement of alternative
<i>because I will use it too</i>	Post-refusal	Reason

NA

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement os regret
<i>I can't borrow my book</i>	Head act	Direct refusal

SA

Response	Refusal – Sequences	Strategy
<i>I'll teach you next time, ok.</i>	Head act	promise of future acceptance

NAR

Response	Refusal - Sequences	Strategy
<i>I'm sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal

LKP

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal

SM

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't borrow my book</i>	Head act	Direct refusal

SN

Response	Refusal - Sequences	Strategy
<i>I'm sorry</i>	Head act	Statement of regret
<i>maybe next time</i>	Post-refusal	Explanation

ANA

Response	Refusal - Sequences	Strategy
<i>why don't you ask to other person or who more expert than me</i>	Head act	Statement of Alternative

UM

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal

TDS

Response	Refusal – Sequences	Strategy
<i>why don't you borrow to other class.</i>	Head act	Statement of alternative

RAV

Response	Refusal - Sequences	Strategy
<i>thank you for believe me</i>	Pre-refusal	Gratitude/appreciation
<i>but I can't</i>	Head act	Direct refusal
<i>May be next time</i>	Post-refusal	Explanation

RAV

Response	Refusal – Sequences	Strategy
<i>Uhhh</i>	Pre-refusal	Pause fillers
<i>I'm sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal

ANP

Response	Refusal - Sequences	Strategy
<i>Now??</i>	Pre-refusal	repetition of part of request / avoidance/verbal
<i>I'm sorry</i>	Head act	Statement of regret
<i>This book is using by me.</i>	Post-refusal	Reason

b. Offers

NA

Response	Refusal – Sequences	Strategy
<i>I'm Sorry mr</i>	Pre – refusal	Statement of regret
<i>I won't.</i>	Head act	Direct refusal
<i>If the students too much in our class, I can't focus on my study</i>	Post-refusal	Explanation

NN

Response	Refusal – Sequences	Strategy
<i>Sorry mr</i>	Head act	Statement of regret
<i>I think if the classes are combined, the learning cannot be effective</i>	Post-refusal	Explanation

TN

Response	Refusal - Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/appreciation

NNF

Response	Refusal – Sequences	Strategy
<i>thanks for your kindness,</i>	Pre-refusal	Gratitude/appreciation
<i>but I will take my pen in the room.</i>	Head act	Reason

NMA

Response	Refusal - Sequences	Strategy
<i>Sorry mr</i>	Head act	Statement of regret
<i>if the classes are combined. I can't focus on my study.</i>	Post-refusal	Reason

IM

Response	Refusal - Sequences	Strategy
<i>I Don't wan't Mr</i>	Head act	Direct refusal

FA

Response	Refusal – Sequences	Strategy
<i>when you become kind person, hehe</i>	Pre – refusal	Joke / Avoidance
<i>No</i>	Head act	Direct refusal
<i>thanks.</i>	Gratitude/Appreciation	Post-refusal

IAS

Response	Refusal – Sequences	Strategy
<i>Mmm</i>	Pre – refusal	Pause fillers
<i>Thanks</i>	Pre-refusal	Gratitude/appreciation

<i>but i will take my pen in the room</i>	Head act	Explanation
---	----------	-------------

IN

Response	Refusal – Sequences	Strategy
<i>I'm sorry Mr</i>	Head act	Statement of regret
<i>I have headache, if the classes are combined.</i>	Post – refusal	Reason

AIA

Response	Refusal - Sequences	Strategy
<i>I'm sorry Mr</i>	Head act	Statement of regret
<i>why don't you change the schedule</i>	Post-refusal	Statement of alternative

AU

Response	Refusal – Sequences	Strategy
<i>I'd love too</i>	Pre-refusal	statement of positive opinion/feeling or agreement
<i>but I can't use other pen except my own</i>	Head act	Direct refusal

PF

Response	Refusal – Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post – refusal	Gratitude/appreciation

BF

Response	Refusal - Sequences	Strategy
<i>I'm not sure Sir</i>	Head act	Hedge/verbal/Avoidance
<i>if the learning process can condusive</i>	post-refusal	Explanation

NA

Response	Refusal - Sequences	Strategy
sorry mr	Pre-refusal	Statement of regret
I can't focus on my study	Head act	Direct refusal

SA

Response	Refusal – Sequences	Strategy
No	Head act	Direct refusal
Thanks	Post-refusal	Gratitude/appreciation

NA

Response	Refusal - Sequences	Strategy
I won't make you difficulties	Head act	Direc refusal
Sorry	Post-refusal	Statement of regret

LKP

Response	Refusal - Sequences	Strategy
Sorry mr	Pre-refusal	Statement of regret
I can't	Head act	Direct refusal

SM

Response	Refusal – Sequences	Strategy
----------	---------------------	----------

That's good idea Mr	Pre-refusal	Statement of positive opinion/feeling or agreement
but I'm not sure it can be effective	Head act	Hedge/verbal/avoidance

SN

Response	Refusal – Sequences	Strategy
No	Head act	Direct refusal
Thanks	Post-refusal	Gratitude/appreciation

ANA

Response	Refusal – Sequences	Strategy
Sorry	Head act	Statement of regret
I can take my own at the room.	Post-refusal	Explanation

UM

Response	Refusal – Sequences	Strategy
I will think about it with others.	Head act	postponement

TDS

Response	Refusal - Sequences	Strategy
Sorry mr	Pre-refusal	Statement of regret
We can't focus	Head act	Direct refusal

RAV

Response	Refusal – Sequences	Strategy
----------	---------------------	----------

Uhm	Pre-refusal	Pause fillers
thank you	Pre-refusal	Gratitude/appreciation
but I can't use belong to others	Head act	Direct refusal

ANP

Response	Refusal – Sequences	Strategy
Thank you	Pre-refusal	Gratitude/appreciation
I will take my pen in the room	Head act	Explanation

TDA

Response	Refusal – Sequences	Strategy
that's good idea Mr	Pre-refusal	Agreement statement of positive opinion/feeling or agreement
but I will discuss firstly with my friends.	Head act	Postponement

c. Invitation

NA

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal
<i>Thanks</i>	Post – refusal	Gratitude/appreciation

NN

Response	Refusal – Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal
<i>May be next time.</i>	Post-refusal	Explanation

TN

Response	Refusal - Sequences	Strategy
<i>Thanks for your invitation</i>	Pre-refusal	Gratitude/appreciation
<i>I can't</i>	Head act	Direct refusal
<i>but I have to do my homework</i>	Post-refusal	Reason

NNF

Response	Refusal – Sequences	Strategy
<i>I'd love too</i>	Pre-refusal	statement of positive opinion/feeling or agreement
<i>please send to my room</i>	Head act	Joke/verbal/avoidance

NMA

Response	Refusal – Sequences	Strategy
<i>I'm not sure to visit your house.</i>	Head act	Hedge/verbal/avoidance

IM

Response	Refusal - Sequences	Strategy
<i>Sorry,</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal
<i>I wan't to spend my holidays with family</i>	Head act	Reason

FA

Response	Refusal – Sequences	Strategy
<i>Thank's for your invitation.</i>	Pre-refusal	Gratitude/appreciation
<i>but I have to meet for discuss about the scout competition after duhur prayer.</i>	Head act	Reason

IAS

Response	Refusal - Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/Appreciation
<i>I'm still in full</i>	Post-refusal	Explanation

IN

Response	Refusal - Sequences	Strategy
<i>Why don't we visit the</i>	Head act	Statement of

<i>Bandung? I think that is good idea.</i>		alternative
--	--	-------------

AIA

Response	Refusal – Sequences	Strategy
<i>I'm forbid play too far by my parents</i>	Head act	Reason
<i>Sorry</i>	Post-refusal	Statement of regret

AU

Response	Refusal – Sequences	Strategy
<i>Sorry</i>	Head act	Statement of regret
<i>I am bussy</i>	Post- refusal	Reason

PF

Response	Refusal – Sequences	Strategy
<i>I have to order the shop</i>	Head act	Reason
<i>Sorry may be next time</i>	Post-refusal	Statement of regret

BF

Response	Refusal – Sequences	Strategy
<i>I will think about it</i>	Head act	Postponement

NA

Response	Refusal - Sequences	Strategy
<i>I can't</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/appreciation
<i>I have to visit my grandfather in Depok.</i>	Post-refusal	Explanation

SA

Response	Refusal - Sequences	Strategy
<i>I want it anyway, but I have to permit to my parents</i>	Head act	Explanation

NAR

Response	Refusal - Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/appreciation

LKP

Response	Refusal - Sequences	Strategy
<i>by the way, where is your home</i>	Head act	Unspecific or indefinite reply

SM

Response	Refusal – Sequences	Strategy
----------	---------------------	----------

<i>Thanks for invitation</i>	Pre-refusal	Gratitude/appreciation
<i>but I have to permit to my parents anyway</i>	Head act	Explanation

SN

Response	Refusal - Sequences	Strategy
<i>Thank you</i>	Pre-refusal	Gratitude/appreciation
<i>but I have to aid the teacher for preparing Isra' mi'raj tomorrow.</i>	Head act	Reason

ANA

Response	Refusal – Sequences	Strategy
<i>I have many business</i>	Head act	Explanation
<i>send to my room please.</i>	Post-refusal	Joke/verbal/avoidance

UM

Response	Refusal – Sequences	Strategy
<i>I don't know</i>	Head act	Hedge/verbal/avoidance
<i>I'm not promise</i>	Post-refusal	hedge/verbal/avoidance
<i>Because usually if the holiday come's I'm always visit my grandmother at</i>	Post-refusal	Reason

<i>cirebon</i>		
----------------	--	--

TDS

Response	Refusal - Sequences	Strategy
<i>I'm sorry</i>	Head act	Statement of regret
<i>Because this holiday my parents ask me to visit madura</i>	Post-refusal	Reason

RAV

Response	Refusal – Sequences	Strategy
<i>I'm glad with your offering</i>	Pre-refusal	Statement of positive opinion/feeling or agreement
<i>But I'm sorry</i>	Pre-refusal	Statement of regret
<i>I can't</i>	Head act	Direct refusal
<i>I have to order my cupboard.</i>	Post-refusal	Reason

ANP

Response	Refusal – Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/appreciation

TDA

Response	Refusal - Sequences	Strategy
<i>Why don't you visit my house</i>	Head act	Statement of alternative
<i>Because usually if the holiday, my schedule so bussy.</i>	Post-refusal	Reason

d. Suggestion

NA

Response	Refusal – Sequences	Strategy
<i>Sorry</i>	Head act	Statement of regret
<i>this is my mistake, I have to accept whatever to be</i>	Post-refusal	Explanation

NN

Response	Refusal – Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I can't focus if I sit at the back.</i>	Head act	Direct refusal

TN

Response	Refusal – Sequences	Strategy
<i>I'm sorry sir</i>	Head act	Statement of regret
<i>Why don't we bring dictionary when english class or arabic class</i>	Post-refusal	Statement of alternative

<i>Because I think if every day we bring dictionary, it's too heavy. Too many textbook have to bring with us.</i>	Post – refusal	Reason
---	----------------	--------

NNF

Response	Refusal - Sequences	Strategy
<i>Sorry sir</i>	Head act	Statement of regret
<i>sorry sir, are you don't feel pity looking us ? you can imagine every day we have to bring many textbook</i>	Post-refusal	Joke/verbal/avoidance

NMA

Response	Refusal - Sequences	Strategy
<i>I won't</i>	Head act	Direct refusal
<i>Because if I sit at the back, I can't hear the teacher's voice.</i>	Post-refusal	Reason

IM

Response	Refusal - Sequences	Strategy
<i>that's a good idea</i>	Pre-refusal	statement of positive opinion/feeling or agreement

<i>but I have to be responsible man, he he</i>	Head act	Explanation
--	----------	-------------

FA

Response	Refusal – Sequences	Strategy
<i>every day ?</i>	Head act	repetition of part of request/verbal/avoidance
<i>are you serious sir ..</i>	Post-refusal	criticize the request/requester

IAS

Response	Refusal - Sequences	Strategy
<i>sorry sir</i>	Pre-refusal	Statement of regret
<i>I'm disagree</i>	Head act	Direct refusal

IN

Response	Refusal - Sequences	Strategy
<i>I will think about it</i>	Head act	postponement

AIA

Response	Refusal - Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>that's terrible Idea</i>	Post-refusal	Criticize the request/requester

AU

Response	Refusal - Sequences	Strategy
<i>No sir</i>	Head act	Direct refusal
<i>that's bad idea.</i>	Post-refusal	criticize the request/requester
<i>Too heavy</i>	Post-refusal	Reason

PF

Response	Refusal - Sequences	Strategy
<i>Why don't we use pocket sir ?</i>	Head act	Statement of alternative

BF

Response	Refusal – Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>Thanks</i>	Post-refusal	Gratitude/appreciation

NA

Response	Refusal – Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>it's bad idea</i>	Post-refusal	Criticize the request/requester

SA

Response	Refusal – Sequences	Strategy
<i>No sir, we won't</i>	Head act	Direct refusal

NAR

Response	Refusal – Sequences	Strategy
<i>I'm sorry sir</i>	Pre-refusal	Statement of regret
<i>if we bring dictionary every day our leg will be sick.</i>	Head act	Joke/verbal/avoidance

LKP

Response	Refusal - Sequences	Strategy
<i>Sorry</i>	Pre-refusal	Statement of regret
<i>I won't</i>	Head act	Direct refusal

SM

Response	Refusal – Sequences	Strategy
<i>No</i>	Head act	Direct refusal
<i>thank you.</i>	Post-refusal	Gratitude/appreciation

SN

Response	Refusal - Sequences	Strategy
<i>Sorry sir</i>	Pre-refusal	Statement of regret
<i>We disagree</i>	Head act	Direct refusal

ANA

Response	Refusal - Sequences	Strategy
<i>I'm disagree sir</i>	Head act	Direct refusal
<i>But if it's your wisdom, i'm doing all I can do.</i>	Post-refusal	Self defense

UM

Response	Refusal - Sequences	Strategy
<i>Sorry,</i>	Head act	Statement of regret
<i>It's never mind</i>	Post-refusal	Explanation
<i>because this is my mistake</i>	Post-refusal	Reason

TDS

Response	Refusal - Sequences	Strategy
<i>I won't avoid from my mistake. Let anything happen.</i>	Head act	Direct refusal

KAV

Response	Refusal – Sequences	Strategy
<i>sorry sir</i>	Head act	Statement of regret
<i>I feel terrible</i>	Post-refusal	Criticize othe request/requester

ANP

Response	Refusal – Sequences	Strategy
<i>that's terrible idea sir</i>	Head act	Criticize the request/requester
<i>because dictionary is very heavy</i>	Post-refusal	Reason

TDA

Response	Refusal - Sequences	Strategy
<i>I don't think so</i>	Head act	Direct refusal
<i>I have to responsible my mistake</i>	Post-refusal	Reason

C. Interview

Data from interview was taken from students of MA Al-MIZAN pandeglang. This interview was held on 01 and 04 April 2019, after the researcher gave some question in survey Questionnaire, The researcher conducted the interview by using an English language. There are ten questions from the interview script. Every students got ten questions from the researcher. The data described as below :

DATA FROM INTERVIEW

Respondent 1 (Nurul Agustia Rohmatunnisa : XI IPA)

- Interviewer : *Do you like to speak in English*
- Respondent 1 : *Yes, I like but not too much.*
- Interviewer : *How often do you speak English when learning takes place ?*
- Respondent 1 : *Sometime, when the teacher ask me I will answer. But if I don't have necessary I choose to silent.*
- Interviewer : *can you speak English fluently ?*
- Respondent 1 : *No, just little.*
- Interviewer : *have you ever refused ?*
- Respondent 1 : *yes I have ever.*
- Interviewer : *how often you do refusal ?*
- Respondent 1 : *I do refusal when I can't fullfil their request.*
- Interviewer : *what did you say when you refused ?*
- Respondent 1 : *I said No, or sorry.*
- Interviewer : *to whom you usually give refusal ?*
- Respondent 1 : *usually, I give refusal to my friends, teacher, or someone who in boarding environment.*
- Interviewer : *Do you speak the same rejection to everyone ?*
- Respondent 1 : *No.*
- Interviewer : *what factors influence you to use the same/different rejection to everyone ?*
- Respondent 1 : *usually I give different rejection to someone who has more knowledge than me. I will convey it*

carefully.

Interviewer : *in your opinion how the good refusal is ?*

Respondent 1 : *the good refusal is not make hurt the others.*

Respondent 2 (Imas Nurfadilah : XI IPA)

Interviewer : *Do you like to speak in English*

Respondent 2 : *Yes, I like*

Interviewer : *How often do you speak English when learning takes place ?*

Respondent 2 : *No, usually I speak English when teacher ask me to speak.*

Interviewer : *can you speak English fluently ?*

Respondent 2 : *No.*

Interviewer : *have you ever refused ?*

Respondent 2 : *yes I have ever.*

Interviewer : *how often you do refusal ?*

Respondent 2 : *I do refusal when the situation unsupport.*

Interviewer : *what did you say when you refused ?*

Respondent 2 : *I said sorry or anything to explain why I can't help them.*

Interviewer : *to whom you usually give refusal ?*

Respondent 2 : *I give refusal to my friends.*

Interviewer : *Do you speak the same rejection to everyone ?*

- Respondent 2 : *No.*
- Interviewer : *what factors influence you to use the same/different rejection to everyone ?*
- Respondent 2 : *I will give the different rejection based on the situation.*
- Interviewer : *in your opinion how the good refusal is ?*
- Respondent 2 : *the good refusal is when we say it politely.*

Respondent 3 (Tri Diana Awaliyah : XI IPA)

- Interviewer : *Do you like to speak in English*
- Respondent 3 : *No, just so so.*
- Interviewer : *How often do you speak English when learning takes place ?*
- Respondent 3 : *I speak English when teacher ask me to come forward or presentation. Further more I silence person.*
- Interviewer : *can you speak English fluently ?*
- Respondent 3 : *No, just little.*
- Interviewer : *have you ever refused ?*
- Respondent 3 : *yes I have.*
- Interviewer : *how often you do refusal ?*
- Respondent 3 : *when the situation unsupport to help the others.*
- Interviewer : *what did you say when you refused ?*
- Respondent 3 : *I said No.*

- Interviewer : *to whom you usually give refusal ?*
- Respondent 3 : *I give refusal to my teacher or friends.*
- Interviewer : *Do you speak the same rejection to everyone ?*
- Respondent 3 : *No. But usually I always say directly when I can't help them.*
- Interviewer : *what factors influence you to use the same/different rejection to everyone ?*
- Respondent 3 : *Education. Or someone who has more knowledge as teacher. Even friend in the same class, if she has more knowledge (more clever) than me, I will respect them and say refusal more polite than others.*
- Interviewer : *in your opinion how the good refusal is ?*
- Respondent 3 : *the good refusal is when the listener understand if we reject them.*

Respondent 4 (Bela Fitriyani : XI IPA)

- Interviewer : *Do you like to speak in English ?*
- Respondent 4 : *Yes, but I more like speak arabic than english.*
- Interviewer : *How often do you speak English when learning takes place ?*
- Respondent 4 : *Sometime.*
- Interviewer : *can you speak English fluently ?*
- Respondent 4 : *No, just little*

- Interviewer : *have you ever refused ?*
- Respondent 4 : *yes I have ever.*
- Interviewer : *how often you do refusal ?*
- Respondent 4 : *seldom, but usually I always help them when they ask something to me.*
- Interviewer : *what did you say when you refused ?*
- Respondent 4 : *I said No, or sorry.*
- Interviewer : *to whom you usually give refusal ?*
- Respondent 4 : *usually, I give refusal to my friends.*
- Interviewer : *Do you speak the same rejection to everyone ?*
- Respondent 4 : *No.*
- Interviewer : *what factors influence you to use the same/different rejection to everyone ?*
- Respondent 4 : *usually I use different refusal when I speak to friends and teacher.*
- Interviewer : *in your opinion how the good refusal is ?*
- Respondent 4 : *the good refusal is when we say rejection and the listener doesn't offended.*

Respondent 5 (Ayu Nartini Putri : XI IPA)

- Interviewer : *Do you like to speak in English*
- Respondent 5 : *Yes, I like.*
- Interviewer : *How often do you speak English when learning*

takes place ?

Resopndent 5 : *when presentation, I more explore my speaking.*

Interviewer : *can you speak English fluently ?*

Respondent 5 : *No, ussualy I use broken language, or mix with arabic if I don't know the vocabularies*

Interviewer : *have you ever refused ?*

Respondent 5 : *yes I have ever.*

Interviewer : *how often you do refusal ?*

Respondent 5 : *I do refusal when the situation unsupported.*

Interviewer : *what did you say when you refused ?*

Respondent 5 : *I said No, or sorry.*

Interviewer : *to whom you ussualy give refusal ?*

Respondent 5 : *ussualy, I give refusal to my friends, and teacher.*

Interviewer : *Do you speak the same rejection to everyone ?*

Respondent 5 : *No.*

Interviewer : *what factors influence you to use the same/different rejection to everyone ?*

Respondent 5 : *age and knowledge.*

Interviewer : *in your opinion how the good refusal is ?*

Respondent 5 : *the good refusal is when we say refusal with sorry.*

D. DATA ANALYSIS

Analysis of the result data divided into two categories, as follows :

- a. The Strategies of Direct and Indirect Refusals used by students in English speaking class

1. Request

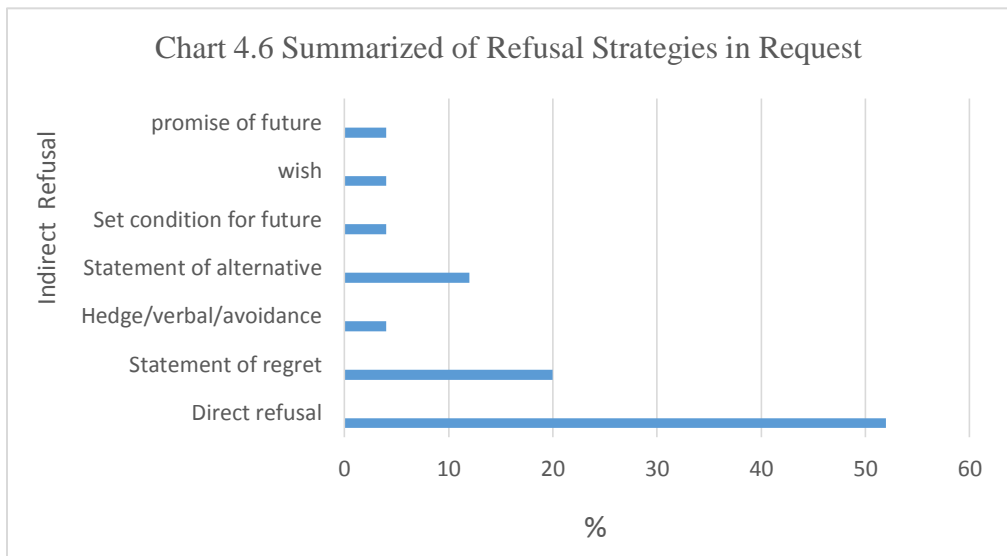
Table 4.1 Refusal Strategies used in Request

NO	KIND OF REFUSAL STRATEGIES	TOTAL
1	Direct refusal	52%
2	Statement of Regret (Indirect Refusal)	20%
3	Hedge / verbal / avoidance (Indirect Refusal)	4%
4	Statement of alternative (Indirect Refusal)	12%
5	Set condition for future or past acceptance (Indirect Refusal)	4%
6	Wish (Indirect Refusal)	4%
7	Promise of future acceptance (Indirect Refusal)	4%
TOTAL		100 %

In the request there are two questions posed by researchers to 25 students in which there is a request submitted by a friend to his friend, which is likely to occur in the classroom. Each of them answers using many kind of rejections. 13 peoples responded with direct rejection (52%), and 12 peoples responded with indirect rejection (48%). Statement of regret (20%), Hedge / verbal / avoidance (4%), statement of alternative (12%), set condition for future or past acceptance (4%), wish (4%), and promise of future acceptance (4 %).

So it can be concluded that from the request category question, which is 25 utterances from 25 students, according to the analysis, most of them use the

Direct refusal strategy with the number of presentations (52%), and some (48%) use Indirect refusal.



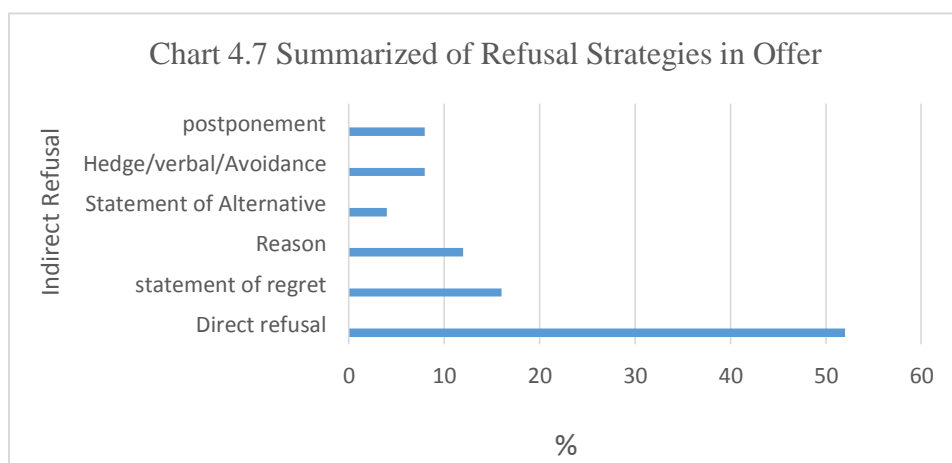
2. Offer

Table 4.2 Refusal Strategies used in Offer

NO	KIND OF REFUSAL STRATEGIES	TOTAL
1	Direct refusal	52%
2	Statement of Regret (Indirect Refusal)	16%
3	Reason (Indirect Refusal)	12%
4	statement of Alternative (Indirect Refusal)	4%
5	Hedge/Verbal/Avoidance (Indirect Refusal)	8%
6	Postponement (Indirect Refusal)	8%
TOTAL		100%

In the offer there are two questions posed by researchers to 25 students in which there is a situation or condition that offers something expressed by the teacher and classmates, which is likely to occur in the classroom. Each of them

answers using varying rejections. 13 peoples responded with direct rejection (52%), and 12 peoples responded with indirect rejection (48%). Statement of Regret (16%), Reason (12%), statement of alternative (4%), hedge / verbal / avoidance (8%), and postponement (8%). So it can be concluded that from the request category question, which is 25 utterances from 25 students, according to the analysis, most of them use the Direct refusal strategy with the number of presentations (52%), and use Indirect Refusal (48%).



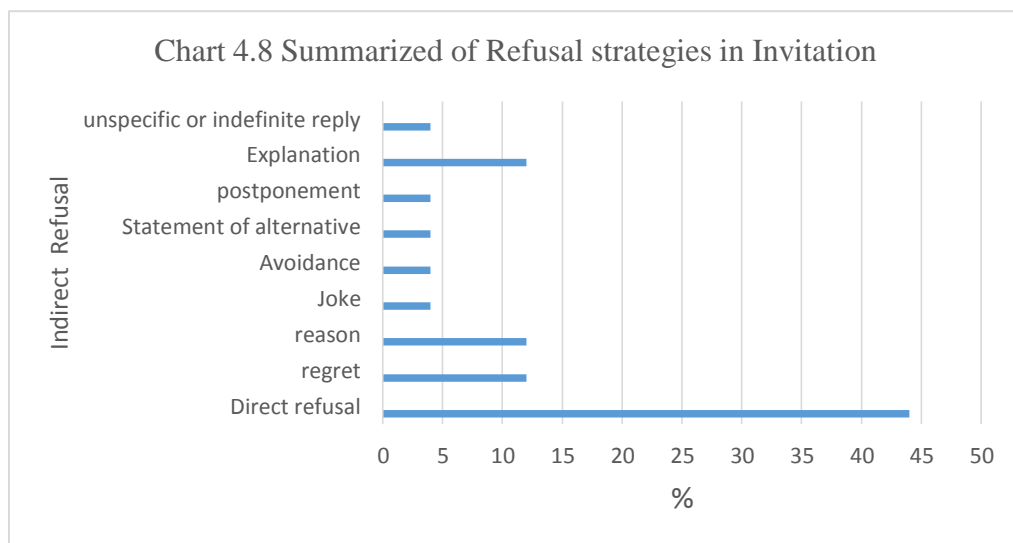
3. Invitation

Table 4.3 Refusal Strategies used in Invitation

NO	KIND OF REFUSAL STRATEGIES	TOTAL
1	Direct refusal	44%
2	Statement of Regret (Indirect Refusal)	12%
3	Reason (Indirect Refusal)	12%
4	Joke (Indirect Refusal)	4%
5	Hedge/Verbal/Avoidance (Indirect Refusal)	4%
6	Statement of Alternative (Indirect Refusal)	4%
7	Postponement (Indirect Refusal)	4%
8	Explanation (Indirect Refusal)	12%
9	Unspecific or Indefinite Reply (Indirect Refusal)	4%

TOTAL	100%
-------	------

In Invitation there are two questions posed by researchers to 25 students in which there is a condition or situation created by researchers that is likely to occur in the classroom. That is a student invites his friend to visit him on vacation. The responses given by each of them in many kind of rejections. 11 peoples responded with rejection directly (44%), and 14 peoples responded with an indirect rejection (56%). Each of them uses Statements of regret (12%), Reason (12%), Joke (4%), hedge / verbal / avoidance (4%), Statement of Alternative (4%), postponement (4%), Explanation (12%), and unspecific or indefinite reply (4%). So it can be concluded that from the request category question, which is 25 utterances from 25 students, according to the analysis, most of them use the Indirect Refusal strategy with the number of presentations (56%), and Direct Rfusal (44%).

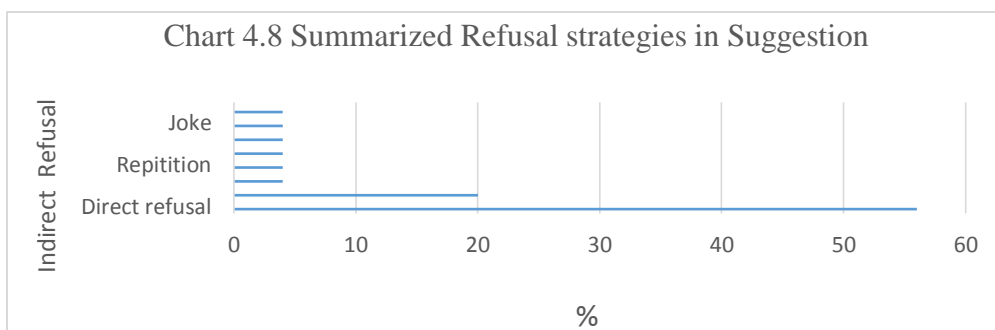


4. Suggestion

Table 4.4 Refusal Strategies used in suggestion

NO	KIND OF REFUSAL STRATEGIES	TOTAL
1	Direct refusal	56%
2	Statement of Regret (Indirect Refusal)	20%
3	Explanation (Indirect Refusal)	4%
4	Repetition (Indirect Refusal)	4%
5	Postponement (Indirect Refusal)	4%
6	Statement of Alternative (Indirect Refusal)	4%
7	Joke (Indirect Refusal)	4%
8	Criticize the request (Indirect Refusal)	4%
TOTAL		100%

In the suggestion there are two questions raised by researchers to 25 students in which there is a condition or situation created by researchers that is likely to occur in the classroom. That is a student gives advice to his friend. The responses given by each of them in many various. 14 peoples responded with direct rejection (56%), and 11 peoples responded with indirect rejection (44%). Each of them uses a Statement of Regret (20%), Explanation (4%), Repetition (4%), Postponement (4%), Statement of Alternative (4%), Joke (4%), criticize the request (4 %). So it can be concluded that from the request category question, which is 25 utterances from 25 students, according to the analysis, most of them use the Direct refusal strategy with the number of presentations (56%), and Indirect Refusal (44%).



So from the 4 categories of questions that number 100 utterances the results of an oral test from 25 students can be concluded that; in the Request category, which used Direct Refusal: 13 peoples and Direct refusal: 12 peoples. In the offer category; Direct refusal: 13 peoples, Indirect Refusal: 12 peoples. In the Invitation category, those who used Direct Refusal 11 peoples and use the Direct Refusal: 14 peoples. And in the suggestion category; Direct refusal: 14 peoples and Indirect Refusal: 11 peoples.

Table 4.5 Total Refusal Strategies used in English Speaking Class

No	Categories of Questions	Kind of Refusal Strategies	
		Direct Refusal	Indirect Refusal
1	Request	13	12
2	Offer	13	12
3	Invitation	11	14
4	Suggestion	14	11
	TOTAL	51	49

From the table above, it can be concluded that the majority of MA AL-MIZAN students use the Direct Refusal strategy at the time of rejection with 51 utterances from 25 students, and 49 statements by using the indirect refusal strategy expressed by students in the class.

b. The Factors Influenced Students used Different Refusal Strategies

After conducting interviews with students, it can be explained that most of the second grade students in MA AL-MIZAN used direct refusal in expressing rejection in the form of requests, offers, invitations and advice. But some of them also use different rejection. The factors influenced students express different refusals are age, level of education, and situation. As lavinson said The choice of a direct or indirect refusal will depend on social variables.

Such as: the relationship between the participants (close or distant, power), age, gender, and the situation.

1. Age

The first factor that affects them giving different rejections is age. The longer the age range between the speaker and the hearer, so the more careful students expressing rejection. As remember that rejection is negative respon and very sensitive.

2. Level of education

The second factor is the level of knowledge or education of a person. The higher the education or knowledge of a person, then the more different types of rejection given to him. Higher education here does not only apply to a teacher, but even friends who are considered to have more knowledge will get the same treatment.

3. Situation

The situation is one of the factors that influence a person in giving a rejection. Are they willing or not to fulfill it. And the use of rejection directly or indirectly depends on the situation needed. As felix brasdefer said the negatiation of a refusal may entail frequent attempts at directness or indirectness and politeness or impoliteness that are appropriate to the situation and may vary according to the social values of a particular culture. Most of Al-Mizan's students tend to give rejection directly when they are not willing to do something. Not wanting to make small talk or wasting time and hanging other people's hopes is one of the factors why they give direct refusal.

