

**A STUDY OF REFUSAL STRATEGY IN ENGLISH BY THE STUDENTS
OF DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

THESIS

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AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH
2016 M/ 1437 H**

THESIS

**Submitted to Faculty of Education and Teacher Training of Ar-Raniry State
Islamic University Darussalam-Banda Aceh as a Partial Fulfillment of the
Requirements for Sarjana Degree (S-1)
on Teacher Education**

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as a Partial Fulfillment of the Requirements
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on:

**Thursday, September 7th, 2016 M
Dzulhijjah 8th, 1437 H
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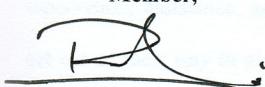
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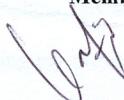
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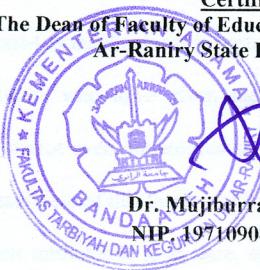
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ACKNOWLEDGEMENT



At the outset, all praises be to Allah SWT., the Lord of the universe, The Most Gracious, and The Most Merciful. The One to whom we demand the refuge from our evil heart and our immoral endeavors. He who has conferred me all the priceless blessings and who has guided me through the accomplishment of this skripsi. Shalawat and Salam are sent upon Prophet Muhammad SAW. The most venerable man on earth who had led his people from going astray to heading in the right path.

I would like to give my sincere appreciation and profound gratitude to my supervisors, Dr. Mustafa AR, MA and Rahmat Yusny, M. TESOL for their supervision, assistance, and encouragement throughout this study. They always get out of their way to give me hand in completing my thesis. I appreciate their enormous knowledge given to all levels of my research. I admire their devotion to the educational fineness and excellence. This thesis will never come this far without their indescribable generosity.

My heart-felt indebtedness is bestowed to all faculty members especially all English lecturers who have given me such vast insight and knowledge that without it I cannot even initiate this study. They also have supported me all the way to the last phase of this thesis making and beyond.

For their unshakable love, care, and support over time and distance, I am longing to thank my precious family. Their invaluable and beyond-words patience

and support are what escort me through the good and bad times. Without them, I am just a piece of off-track creature.

I also wish to show my huge gratitude to the students of Department of English language who had took part in my study. Their willingness to participate here was an enormous help for me.

For their heartwarming, hilarious, and courageous company all the way to the end of my study here, I would like to thank my beloved classmates of Unit 4 PBI. I find no way that I will put our valuable moment together behind me. Finally, I would also like to send my gratitude to Aulia Zikra who has given me a hand in every single thing I need assistance with.

Banda Aceh, August 24, 2016

Cut Yara Andama

CONTENTS

ACKNOWLEDGEMENT	i
CONTENT	iii
LIST OF TABLE	v
LIST OF APPENDICES	vi
DECLARATION OF ORIGINALITY	vii
ABSTRACT	viii

CHAPTER I : INTRODUCTION

A. Background of Study	1
B. Research Questions	4
C. Aim of the Study	4
D. Terminologies	4
E. Scope of the Study	5
F. Significance of the Study	5
G. Limitation of the Study	6
H. Research Method	7

CHAPTER II : LITERATURE REVIEW

A. Communicative Competence	9
B. Speech Act	12
C. Semantic Formulas of Refusal	18
D. Power Status	21
E. Collectivism vs. Individualism	22

CHAPTER III : RESEARCH METHOD

A. Brief Description of Research Location	24
B. Research Design	24
C. Participants	25
D. Technique of Data Collection	26
E. Procedures of Data Collection	28
F. Technique of Data Analysis	29

CHAPTER IV : DATA ANALYSIS

A. Result of DCT and Interview	31
B. Discussion	46

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions	55
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B. Suggestions	56
REFERENCES	57
APPENDICES	70
AUTOBIOGRAPHY	74

LIST OF TABLES

	Page
TABLE 4.1 Finding from DCT of Situation 1	31
TABLE 4.2 Finding from interview of situation 1	32
TABLE 4.3 Finding from DCT of Situation 2	33
TABLE 4.4 Finding from interview of situation 2	33
TABLE 4.5 Finding from DCT of Situation 3	35
TABLE 4.6 Finding from interview of situation 3	35
TABLE 4.7 Finding from DCT of Situation 4	36
TABLE 4.8 Finding from interview of situation 4	37
TABLE 4.9 Finding from DCT of Situation 5	38
TABLE 4.10 Finding from interview of situation 5	38
TABLE 4.11 Finding from DCT of Situation 6	39
TABLE 4.12 Finding from interview of situation 6	40
TABLE 4.13 Summary of Findings : Analysis Based on Relationship	41
TABLE 4.14 The results of scale questions	42
TABLE 4.15 The Result from open-ended situation 1	43
TABLE 4.16 The Result from open-ended situation 2	44
TABLE 4.17 The Result from open-ended situation 3	44
TABLE 4.18 The Result from open-ended situation 4	45
TABLE 4.19 The Result from open-ended situation 5	45
TABLE 4.20 The Result from open-ended situation 6	46

LIST OF APPENDICES

Number

- I. Discourse Completion Test
- II. Autobiography

ABSTRACT

The refusal strategies produced by both native English speakers and non-native English speakers have been a prominent area of interest for many researchers. Refusal is a face threatening act (FTA) for it can risk the face of persons in the interaction (the speaker and the hearer). However, it is found that very few studies concerning refusal strategy in English had been conducted in Indonesian setting especially in Aceh. Aimed to explore foreign language learners' pattern of refusal, the current study is carried out with two research questions as the focus, which are (1) to seek the refusal strategies applied by the students at the Department of English Language Education of UIN Ar-Raniry and (2) to find out whether the students are aware of the power status of the interlocutor. This study is based on mixed-method approach. The writer used triangulation in obtaining the data needed which is to cross validate data from different sources for the similar phenomenon. They are the Discourse Completion Test and interview. The participants taking part in this study are 10 senior students in Department of English Language Education of UIN Ar-Raniry. They were selected based on the accomplishment of speaking and Discourse Analysis subjects. The result of this study showed that the participants frequently applied indirect strategy when refusing regardless the person's power status. They use it not only to interact with higher status person but also to the lower status. Furthermore, they are also aware of the different power status of the interlocutor they are speaking to.

Keywords: Refusal strategies; speech act; pragmatic competence; face threatening acts.

CHAPTER I

INTRODUCTION

A. Background of Study

In recent decades, the refusal strategies produced by both native English speakers and non-native English speakers have been a prominent concern for many researchers (Amarien, 1997). Refusal is being considerably studied in pragmatic research for it is complicated and complex in nature (Abed, 2011). Refusal is a speech act uttered intended as a reaction or answer to another kind of speech act including request, invitation, offer or suggestion (Hassani, Mardani, & Hossein, 2011). Refusal, similar to other speech acts, is employed by the speakers of all languages (Abed, 2011). However, there are differences among them in refusing others. Arabic people tend to implicitly tell others what they truly want (Nelson, 2002). Conversely, European people utter refusal in straightforward and direct way (Hall, 1976). This is similar to the Americans and the British who are goal-oriented and less elaborate (Umale, 2011).

Beebe, Takahashi, and Uliss-Weltz (1990, p. 56) state that refusal is "major cross-cultural sticking point for many nonnative speakers". Similarly, Kwon (2004, p. 340) points out that "refusals are known as a 'sticking point' in cross-cultural communication" and "refusals can be a tricky speech act to perform linguistically and psychologically since the possibility of offending the interlocutor is inherent in the act itself". Refusal is a face threatening act (FTA) for it can risk the face of persons in the interaction (the speaker and the hearer)

(Umale, 2011). *Face* refers to the individual's self-esteem, and according to Brown and Levinson (1987), all individuals wish to preserve both positive face and negative face. In this context, *positive face* means the desire to be liked and accepted by others (Wolfson, 1989, p. 67), while *negative face* refers to the desire to be free and autonomous and not being imposed (Cameron, 2001, p. 79, as cited in Umale, 2011).

Campbell (1990) has noted that refusing has great potential to risk social life. Uttering a refusal in foreign language can lead to uneasiness even if ones produce it in their own native language. Serious problems are likely to be faced by EFL learners in performing refusal properly in English. Unacceptable performance can result in big problem, including miscommunication and a negative impression during interaction with English native speakers. Performing incorrect and unacceptable form of refusal strategies can harass the relation between the speakers since this speech act has high likelihood containing disrespectfulness and impoliteness. In the light of it, the knowledge about pragmatic especially refusal is called for by the non-native English speakers.

Numerous researchers conducted the studies to investigate the production of refusal by English speakers across cultures. The results have reported that Americans prefer to be direct as they believe that it is an individual's right to be direct in refusing and being honest (e.g., Beebe et al., 1990; Chang, 2009; Kwon 2004). Kwon (2004) points out that American participants did not change their approach significantly according to the distance and power of the interlocutors. This is contrast with what Beebe et al. (1990) found that Americans refused

differently based on whether the interlocutor was of equal or unequal status. Abed (2011) identified the refusal of Iraqi learners and found out that they tend to utter refusals with care and/or caution by employing more statements of reason/explanation, statements of regret, wish and refusal adjuncts in their refusals than Americans. Guo (2012) examined the Chinese use of refusal and revealed that they produce indirect refusal strategies and choose the strategies of reason, statement of alternative and regret. Sa'd and Mohammadi (2014) investigated the refusal of Iranian learners of English as a foreign language (EFL). They figured out that the most preferred strategies of refusing are ‘excuse, reason, explanation’, ‘nonperformative statement’ and ‘statement of regret’.

However, despite the considerable number of studies investigating the refusal pattern, only few of them has been conducted in Indonesian context especially Acehnese. Moreover, they did not examine the influence of the interlocutor’s power status on refusal strategies. Hence, this study is expected to fill a gap in the pragmatic literature. In addition, the result of this study is hoped to give advantages for many elements ranged from students to researchers.

Based on the overview, the researcher tends to conduct research entitled “**A Study of Refusal Strategy in English by the Students of Department of English Language Education**”. This study examined the production of refusal strategies by Acehnese learners of English as Foreign Language (EFL). The researcher employs the data collection instruments that are more contextual for the learners. This paper is organized in five chapters comprising introduction, literature review, methodology, result, and discussion/conclusion.

B. Research Questions

The current research was conducted to seek the answers for the questions below:

1. What are the refusal strategies used by the students of Department of English Language Education in UIN Ar-Raniry?
2. How is the students' awareness toward the power status of interlocutors in applying the strategy?

C. Aim of the Study

The current research was conducted to meet the aims below:

1. To investigate the refusal strategies used by the students of Department of English Language Education in UIN Ar-Raniry.
2. To investigate how the students' awareness is toward the power status of interlocutors in applying the strategy

D. Terminologies

To avoid any misunderstanding related to the terms in this skripsi, the researcher would like to provide some terminologies as follow:

1. Refusal Strategy

Chang (2009) argues that refusals are declining acts intended for other individual's initiating acts. Gass and Houck (1999) state similar point concluding refusals are responsive acts rather than initiative part done by the speaker (as cited in Shishavan&Sharifian, 2013). Strategy is a planned method in accomplishing something in a very careful way to achieve the aim or goal with minimum obstacle, risk, and loss. In this study, the researcher refers the strategy as the

strategy employed by the participants in performing refusal. In conclusion, refusal strategy is someone's ways that are employed when they are to refuse interlocutors in acceptable manner and purpose.

2. Semantic Formula

A semantic formula refers to "a word, phrase, or sentence that meets particular semantic criterion or strategy, any one or more of these can be used to perform the act in question" (Cohen, 1996, p. 265). In the current study, the researcher used semantic formula of refusals for analyzing the data. For example, if a participant had to refuse an invitation to a friend's house for dinner by saying "I'm sorry, I already have plans. Maybe next time," this was coded as: I'm sorry [statement of regret], I already have plans [excuse], May be next time [statement of alternative] (Beebe et al. 1990, p. 57).

E. Scope of The Study

This study merely focuses on the refusal strategy applied by the students of English education in UIN Ar-Raniry. The refusal strategies are based on the classification made by Beebe et al. (1990).

F. Significance of The Study

The significances to be achieved by conducting this research are:

1. This study would give advantages to the English language learners to understand their speech patterns. The result of this study is expected to raise the awareness of the refusals strategies used to maintain a good relationship which leads to communicating effectively.

2. This study is expected to add the knowledge to the teachers of English language about the preference of the strategies of refusal by students. Teachers are to come up with a well-designed methodology and practically qualified syllabus to teach the miscellaneous recurring speech acts as well as their realizations.
3. Textbook developers and material designers for English textbooks are to include more pragmatics-oriented, more use-oriented, as opposed to usage-oriented, exercises, contents and items. This is hoped to result in increased EFL learners' pragmatic awareness of the sociocultural norms that must be borne in mind while using the target language.
4. This study would provide the insight and basis for discussion on Indonesian interlanguage behaviour as well as be beneficial to other researchers in terms of being a platform to their future researchers and in providing adequate information on the current issue of pragmatic competency among second language speakers.

G. Limitation of The Study

This study has some limitations:

1. The sample size only involved a small number of participants who were all students taking major in Department of English Language Education of UIN-Ar-Raniry. Therefore, future studies should include more participants from different social backgrounds.
2. Since the instrument used to elicit data is Discourse Completion Test (DCT), the data obtained was questioned in term of reliability and validity.

Studies conducted on the methods used in speech act research also reported the limitations of the DCT as compared to the data obtained from natural settings. It was observed that the DCT responses are shorter, simpler, less face-attentive and less emotional (Yuan, 2001).

H. RESEARCH METHOD

a. Research Design

The current study uses mixed-method approach which is the combination of qualitative and quantitative method in a particular research (Frankel & Wallen, 2009, p. 557). Johnson and Christensen (2007) also define mixed method as a type of research conducted by combining quantitative and qualitative method. This kind of strategy allows researchers to obtain result or data from different ways but can support or reinforce each other (Creswell, 2009). Another advantage is that it “combines the strengths of both qualitative and quantitative research, providing both an in-depth look at context, processes, and interactions and precise measurement of attitudes and outcomes” (Lodico et al., 2006). This is in line with Frankel and Wallen (2009) stating that the use of mixed method can give the researchers deeper understanding of a particular subject than what they will get by using only one of them in the study.

This study also employs the descriptive research design. Descriptive research is conducted to depict the behavior of specific person or group (Kothari, 2004). It makes use of several techniques to explain and portray the natural phenomena without putting experiment or manipulation into it (Seliger, W.H. & Shohamy, E., 1989).

b. Participants

The participants of this study are students of Department of English Language Education in UIN Ar-Raniry. The participants comprise 3 males and 7 females. All of them are senior students. The researcher uses purposive sampling technique in selecting the participants. The participants taking part in the current research are selected based on their accomplishment of all subjects related to speaking as well as discourse analysis.

c. Technique of Data Collection

The current study uses triangulation technique in obtaining the data. Triangulation is using more than one method in examining a phenomenon under study (Mackey &Gass, 2005, p.181). The methods employed are Discourse Completion Test (DCT) and interview. The interview procedure is also used in this study.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides brief explanation about literature related to the study. The explanation comprises communicative competence, pragmatic competence, speech act, the speech act of refusal, semantic formulas, and the classification of refusal.

A. Communicative Competence

After the proposition of communicative competence by Dell Hymes, Chomsky's theory of linguistic faces up to a confrontation of condemning Chomskyian's ideology (Xin, 2007). For Chomsky, the most essential element of language is grammatical knowledge governing the appropriate use of language as speakers cannot communicate sufficiently without this knowledge. In contrast, for Hymes, his consideration is not only on grammatical form of a language, but also on practicability and correctness (Spolsky, 1989, p. 138; Grenfell & Harris, 1999, p. 16).

Dell Hymes (1972) stands out against Chomsky by proposing the idea that communication competence is not adequate only by the mastering of grammar knowledge. He argues that language competency includes not only grammar but also sociocultural knowledge which involves "when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (p. 277). As important as the knowledge of grammar, the comprehension of rules about proper

way to use language is also a must for someone to master as it determines the success in communicating or interacting with others appropriately.

The theory of communicative competence based on Hymes model has been developed numerously. The comprehensive framework of communicative competence was first developed by Canale and Swain (1980) and later revised by Canale (1983, as cited in Celce-Muria et al., 1995). This framework proposes that communicative competence comprises four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence is the knowledge of morphological, phonological, syntactic, and lexical. Sociolinguistic competence is the ability to comprehend various communicative forms in many distinct context (Peterwagner, 2005). Discourse competence is the ability to integrate the structure of language into various type of text (Celce-Muria, 1995). It concerns with the comprehending of rules in making meaningful spoken and written text by joining forms and meanings of language. It can be reached by employing the rules of cohesion and coherence (Bagaric&Djigunović, 2007). Strategic competence is how verbal and non-verbal communication employed by someone (Celce-Muria, 1995).

Another framework of communicative competence was proposed by Bachman (1990) and Bachman & Palmer (1996). They provided two main division of language knowledge: organizational knowledge and pragmatic knowledge. Organizational knowledge is the ability in controlling the formal form of language which is the production of grammatical sentence and the textual knowledge in the form of integration of grammar into text (Celce-Muria, 1995;

Bagaric&Djigunović, 2007). Pragmatic knowledge is the knowledge of the "components that enable us to relate words and utterances to their meanings, to the intentions of language users and to relevant characteristics of the language use contexts" (Celce-Muria, 1995, p. 8).

Pragmatic competence is defined as the speakers' capability and knowledge of how to use correct and acceptable form of language within a particular situation (Abed, 2011). The capability has to take into account the factors involved in the communication as well as the context of it (Lightbown&Spada, 1999; Gass&Selinker, 2001). That is in line with Nelson (2002) stating that pragmatic competence is the ability to understand the language given or used in a particular context as well as to apply appropriate form of language to achieve the intended purpose. Sahragard&Javanmardi (2011) argues that pragmatic competence is the essential point in communication as it is the capability speakers have in producing and perceiving speech in various contexts. Fraser (1983, p. 30, as cited in Abed, 2011) views pragmatic competence as the ability to interpret the utterances conveyed by the speaker and perceive clearly its illocutionary force. Rintell (1997, p. 98) also views that pragmatic ability can be seen by the way someone deliver messages through utterances and whether the intended meaning is conveyed successfully.

Pragmatic has been held important within the communication. It is due to the fact that speakers' ways in uttering speech as well as perceiving it in different context has become a sticking point in communication. If ones fail to produce and perceive the speech appropriately, it is likely that the communication breakdown

will occur (Sahragard&Javanmardi, 2011). Studies have revealed that EFL/ESL learners do not adequately understand about pragmatic (Eslami, 2010). To that end, they frequently fail to communicate properly with the native speaker which at the end, result in communication breakdown.

Nelson (2002) claims that one reason causing pragmatic failure to take place is that the native speakers misunderstand what the L2 speakers intend to say. People consider pragmatic failure negative. Thus, one who tends to commit it will be held arrogant and rude. The pragmatic breakdown can also easily lead to offending the interlocutors (Sadler & Eröz, 2001). Blum-Kulka, House and Kasper (1993) point out that pragmatic failure can even be done continuously by advanced language learners.

Due to the fact above, pragmatic is urged to be taught well to English learners, especially those studying English as foreign language. As Sadeghi & Savojbolaghchilar (2011) mention, even though many advanced EFL learners can develop their linguistic proficiency to a great level, they still confront impediment in conveying utterances appropriately in a target setting. Thus, to create capable and competent language learners, they require more knowledge about the pragmatic rules (Al-Issa, 2003). If pragmatic competence is ignored in foreign language class rooms, the learners will have greater likelihood to deal with miscommunication later (Al-Kahtani, 2005).

B. Speech Act

Speakers employ a variety of speech acts to achieve their communicative goals (Tanck, 2003). Austin (1962) was the first to develop the theory of the

speech act in his book *How to Do Things with Words*. The essential part of this work captivates an important characteristic of language: “saying something can also involve doing something”. Austin classified speech acts into three types: locutionary, illocutionary and perlocutionary acts. Locutionary act is the sentences uttered with actual meaning or reference and sense. Illocutionary act is the act going along the utterances with communicative purpose intended to be achieved by the speaker. Perlocutionary act is the effect the utterances have on the hearer. The illocutionary act is considered the most essential compared to the others for it contains the message the speaker wants to convey through the act.

Rahman (2004) provides instances of how the three classification of speech act differ from each other. Look at the conversation below:

A: It's too hot today.

B: I'll get some soft drink.

The sentences uttered by A is alocutionary act. Then, the illocutionary act is whether this sentence will be considered a request, an explanation, or an offer. The perlocutionary act is what the hearer (in this case is B) does after getting this utterance (Rahman, 2004).

The theory of speech act was later developed by John R. Searle who was an Austin's student (Jaszczolt, 2002). Searle classified speech acts into five categories:

- representatives: speech acts carrying the values of right or wrong embraced by the speaker. In other words, they describe the world by their belief. Statements, assertions, and claim fall into this category.

- directives: speech acts employed to get someone else do what the speakers want. Request, comment, order, and advice are in this category.
- commissives: speech acts intended to put the speaker in the charge of doing something. The examples of this class are promises, threats, and pledges.
- expressives: speech acts related to conveying the speaker's feeling about something. Apologies, congratulations, joy, and sorrow belong to this class.
- declarations: Speech acts produced to declare. They earn remarkable point or movement after being produced.

Speech act is a minor unit of a speech yet it is the basis and functional part of it (Nelson et al. , 2002). It does not always appear in lengthy words, but even sentence consisting only one word is included in speech act. Taken as example, “OK” is considered a speech act because it operate as the tool to communicate. Speech acts are universal yet they vary from culture to culture. Every language has its own nature of speech acts (Vaezi, 2011). Al-Kahtani (2005) points out that different cultures realize speech acts in different ways (as cited in Sattar et al., 2011). The speech act set is in line with the speech event. It takes into account all speech acts produced by all interlocutors (Scollon and Scollon, 2001, as cited in Tanck, 2003). For instance, “asking for the time” as the speech event can comprises four speech acts. The first speaker may (1) excuse him or herself for interrupting, then, (2) ask the listener for the time. The second speaker will probably (3) tell the time, and the first speaker will (4) thank him or her for the information. How to produce speech acts in a good manner rely not only upon linguistic knowledge, but also the pragmatic of them. That is why it turns out

quite difficult when someone is to produce speech acts in foreign language. In addition, the vast distinction of linguistic and culture make it even harder to accomplish (Hassani, Mardani, & Hossein, 2011).

Speech acts can be produced in either direct or indirect way. However, people tend to choose indirect way (LoCastro, 2012). The problem lies when speech acts are accomplished in indirect way. The linguistic feature does not appear explicitly. Thus, the listener needs to analyze harder to get the intended message by inferring the meaning of the utterances. Not only that, he or she has to take into account the context of where the utterances are made.

Despite the variety of speech acts appealing to be studied, this study only focused on speech act of refusal. Refusal is a speech act committed by a speaker intended to respond or reply someone else's utterance in a negative way (Al-Eryani, 2007). Due to that, refusal is not initiated. It is usually given after someone employs other speech act including request, invitation, offer or suggestion (Hassani, Mardani, & Hossein, 2011). Gass and Houck (1999) state a similar point that refusals are responsive acts rather than initiative part done by the speaker (as cited in Shishavan & Sharifian, 2013). According to Chen, Ye & Zhang (1995, p. 121), refusals are responding speech acts through which the speaker denies to engage in an activity proposed by the interlocutor. Similarly, Chang (2008) argues that refusals are declining acts intended for other individual's initiating acts. According to Félix-Brasdefer (2009), refusal are classified into commissive acts. Even though refusals exist in all culture and

languages, they are done differently. That is why they call for high pragmatic competence (Chang, 2009).

Refusals is the act where the doer does not follow what is asked or recommended by the interlocutors (Félix-Brasdefer, 2009). He also noted that refusals always come after the different initial speech act and appear to be the speech act of discord and depict negative act. Refusals encompass direct and indirect forms in which both have distinct variation of complexity (Félix-Brasdefer, 2008). Direct refusals, on one hand, has the greater degree of threatening other's face compared to indirect ones. Due to this risky likelihood, "some degree of indirectness usually exists" (Brown & Levinson, 1978, as cited in Hossaini & Talebinezhad, 2014). However, the complexity of indirect form is greater than the direct one as we combine additional pattern in order to soften the negative purport of refusals. The differences in refusing, in this case direct and indirect, result as the vast distinction between Westerners and Asians ideas of politeness (Tian, 2014).

Another definition was brought by Beebe et al., (1990, p. 56) who states that "major cross-cultural sticking point for many nonnative speakers". Similarly, Kwon (2004) points out that "refusals are known as a 'sticking point' in cross-cultural communication" and "refusals can be a tricky speech act to perform linguistically and psychologically since the possibility of offending the interlocutor is inherent in the act itself". The offence itself could be possible if the speaker refuses in unusual or unacceptable way of the language (Abed, 2002).

Hudson (2001) states that unlike the other speech acts, refusals are likely to be an FTA (Face Threatening Act). It means that the interlocutor's face, either positive or negative face, is threaten when the speaker produce the refusal. He interprets the intricacy of refusals by conducting research to investigate Japanese's pragmatic ability studying English. The result showed that carrying out refusals is more complicated than apologies and request (Hudson, 2001). Refusals are considered sensitive speech acts to produce as people opt to give positive replies such as acceptance and agreement. Therefore, refusals regularly entail a number of indirect strategies to be polite and keep away from a failure in interpersonal relationships, which then necessitate a high level of pragmatic competence (Salazar-Campillo, 2009).

Refusals, as noted by Ewert (2008, as cited in Moody, 2011), are under-researched when compared to requests and apologies. Beebe and Cummings (1985) were the first making the breakthrough of studying the refusals. The next jump was the study conducted by Beebe et al. in 1990 investigating the refusals produced by Japanese learners of English. To obtain the data, they implemented DCT (Discourse Completion Tests) comprising twelve questions divided into three requests, three invitations, three offers, and three suggestions. Each situation type includes one refusal to a person of higher status, one to a person of equal status, and one to a person of lower status. Next, the frequency, content, and order of the semantic formulas was analyzed. The study revealed that there were transference in their refusal strategies. This study then become the turning point in the field of cross-cultural and interlanguage studies in which it develops a

methodology for them. To date, considerable number of studies in this field are accomplished.

The production of speech act of refusal across culture has interested a number of researchers to investigate it. However, the focus of the studies is not always similar to each other. Taken as example, Kwon (2003, as cited in Bu, 2011) conducted cross-cultural comparative studies between Korean and English; Arabic and English (Nelson, Al Batal & Bakary, 2002). Al-Issa (2003) observed the pragmatic and socio-cultural transfer in the speech act of refusal. Tamimi & Mohammadi (2014) examined whether Iranian learners of English as a foreign language (EFL) learners are capable of making an utterance of refusal.

C. Semantic Formulas of Refusal

A semantic formula refers to “a word, phrase, or sentence that meets particular semantic criterion or strategy, any one or more of these can be used to perform the act in question” (Cohen, 1996, p. 265). The study of refusals conducted by Beebe et al. (1990) has given major benefaction by developing semantic formulas of refusal to be used in pragmatic research. The researcher of this thesis adapts this semantic formulas as well.

The semantic formulas of refusals by Beebe et al. (1990):

Direct

A. Performative (e.g., “I refuse.”)

B. Nonperformative

1. “No”

2. Negative willingness/ability (e.g., “I can’t” “I don’t think so”)

Indirect

- A. Statement of regret (e.g., “I’m sorry. . .”; “I feel terrible. . .”)
- B. Wish (e.g., “I wish I could help you. . .”)
- C. Excuse, reason, explanation (e.g., “My children will be home that night.”; “I have a headache.”)
- D. Statement of alternative
 - 1. I can do X instead of Y (e.g., “I’d rather. . .” “I’d prefer. . .”)
 - 2. Why don’t you do X instead of Y (e.g., “Why don’t you ask someone else?”)
- E. Set condition for future or past acceptance (e.g., “If you had asked me earlier, I would have. . .”)
- F. Promise of future acceptance (e.g., “I’ll do it next time”; ”I promise I’ll. . .” or “Next time I’ll. . .” — using “will” of promise or “promise”)
- G. Statement of principle (e.g., “I never do business with friends.”)
- H. Statement of philosophy (e.g., “One can’t be too careful.”)
- I. Attempt to dissuade interlocutor
 - 1. Threat or statement of negative consequences to the requester (e.g., “I won’t be any fun tonight” to reuse an invitation)
 - 2. Guilt trip (e.g., waitress to customers who want to sit a while: “ I can’t make living off people who just order coffee.”)
 - 3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack (e.g., “Who do you think you are?”; “That’s a terrible idea!”)

4. Request for help, empathy, and assistance by dropping or holding the request.
5. Let interlocutor off the hook (e.g., “Don’t worry about it.” “That’s okay.” “You don’t have to.”)
6. Self-defense (e.g., “I’m trying my best.” “I’m doing all I can do.”)

J. Acceptance that functions as a refusal

1. Unspecific or indefinite reply
2. Lack of enthusiasm

K. Avoidance

1. Nonverbal
 - a. Silence
 - b. Hesitation
 - c. Do nothing
 - d. Physical departure
2. Verbal
 - a. Topic switch
 - b. Joke
 - c. Repetition of part of request, etc. (e.g., “Monday?”)
 - d. Postponement (e.g., “I’ll think about it.”)
 - e. Hedging (e.g., “Gee, I don’t know.” “I’m not sure.”)

Adjuncts

- A. Statement of positive opinion/feeling or agreement (“That’s a good idea...”“I’d love to. . .”)

B. Statement of empathy (e.g., “I realize you are in a difficult situation.”)

C. Pause fillers (e.g., “uhh”; “well”; “oh”; “uhm”)

D. Gratitude/Appreciation

In the current study, the researcher coded the results of refusal responses from participants by referring to the semantic formulas above. For example, if a participant had to refuse an invitation to a friend’s house for dinner by saying “I’m sorry, I already have plans. Maybe next time.”, the semantic formulation of this utterance is: I’m sorry [statement of regret], I already have plans [excuse], May be next time [statement of alternative] (Beebe et al., 1990, p.57).

D. Power Status

Considering the context, power can refer to authority or influence, and it can be owned in one situation or in many distinct situations (Liu, 2004, p. 15). Archer (1985, p. 149) states that a way to define power “is to analyze power in terms of imbalance or asymmetry in relationship”. Taken as example, the power relation between lecturers and students can be seen as lecturers having the higher power.

Power is a matter of uneven position, with one edge overbalances another. Power disparity in a language derives from several factors involving someone’s capability in the language, his status regarding the others, maturity or age discrepancy, and many others (Shuy, 1987). Fairclough (1989) points out that power in discourse has something to do with authoritative person restraining the involvement of non-authoritative ones (p. 39).

E. Collectivism vs. Individualism

Culture can be divided into collectivist and individualist. Individualism and collectivism has been the chief foundation in accounting for the disparity in the way of communicating among cultures (Kim, 1995). Collectivist culture is marked with the behavior where the group is considered at the fore while individual is not regarded as primary concern (Grainger & Mills, 2015). Triandis (1988) argues that in collectivist culture, the group's importance is dominant while the individual has to yield their sovereignty to the group. In this kind of culture, social harmony is more valued than individual rights and independence. Respecting others is foregrounded, and living together in harmonious atmosphere is a collective responsibility (Chojimah, 2015). Collectivist cultures emphasize adhering to cultural norms and maintaining harmony. One's position within a grouping is at the core of one's value and status. Ting-Toomey and Kurogi (1998) point out that "the members of collectivistic cultures use other-oriented face-saving strategies and use other face approval-enhancement interaction strategies".

Individualist cultures have a more disengaged connection to groups such as the family or friend-ship groups, thus stepping out from one group to another is fairly easily if the connection among the members of the group is not encouraging. Individualist cultures are where the people value the freedom of the individual from the control of the group and these cultures may be classified as relatively liberal in relation to the rights of the individual. Ting-Toomey and Kurogi (1998) state that members of individualistic cultures use more self-oriented face-saving strategies more than the members of collectivistic cultures".

The core elements of individualism are independence and uniqueness, whereas the core elements of collectivism are duty to in-group and maintaining harmony. (Franke & LeFebvre, 2013). Taken as example, in dispute condition, collectivist communities put more priority in preserving their relationship with others, while individualist communities are mainly concerned with attaining fairness..(Ohbuchi, Fukushima & Tedeschi, 1999). Thus, collectivist cultures opt to settle the conflict with a way that will not harm the relationship (e.g. mediation), whereas individualists are willing to go to court to settle disputes (Triandis, 2001). Hofstede (1980) reports that commonly English speaking countries interact with the basis of individualism while Asian countries are mostly influenced by collectivism.

CHAPTER III

RESEARCH METHOD

This chapter consists of explanation about methodology the researcher employs in this study. It will justify the description of research location, research design, participants, technique of data collection, procedures of data collection, and technique of data analysis.

A. Brief Description of Research Location

The current study took place at Department of English Education of UIN Ar-Raniry. This department concentrates on educating their students to be English teacher. The chairman of this faculty is Mr. T. Zulfikar, S.Ag., M.Ed. It has a total of 31 lecturers (based on *Buku Panduan Akademik 2014/2015*) and most of them have finished graduate and doctoral study in foreign countries. As the most preferred and decent department among other majors of Education and Teacher Training Faculty, it receives “A” accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)*.

B. Research Design

The current study used mixed-method which is the combination of qualitative and quantitative method in a particular research (Frankel & Wallen, 2009, p. 557). Johnson and Christensen (2007) also define mixed method as a type of research conducted by combining quantitative and qualitative method. This kind of strategy allows researchers to obtain result or data from different ways but can support or reinforce each other (Creswell, 2009). Another advantage is that it

“combines the strengths of both qualitative and quantitative research, providing both an in-depth look at context, processes, and interactions and precise measurement of attitudes and outcomes” (Lodico et al., 2006). This is in line with Frankel and Wallen (2009) stating that the use of mixed method can give the researchers deeper understanding of a particular subject than what they will get by using only one of them in the study.

This study also employed the descriptive research design. Descriptive research is conducted to depict the behavior of specific person or group (Kothari, 2004). It makes use of several techniques to explain and portray the natural phenomena without putting experiment or manipulation into it (Seliger, W.H. & Shohamy, E., 1989). In this study, there is no attempt or effort made to alter the conditions of things the researcher is studying. Calmorin and Calmorin (2007) claims that descriptive research is intended for deeper and more detail observation of behavior and practices. Another similar definition is brought by Travers (1978, as cited in Sevilla et.al, 2007) stating that descriptive research aims to portray the characteristic of a situation the way it is at a particular time and to seek the causes of the occurring phenomena. The core of descriptive study is to define an opinion, attitude, or behavior held by a group of people on a given subject by asking them to deliver essential information (Sevilla et.al, 2007).

C. Participants

The participants of this study were students of English Education Department of UIN Ar-Raniry. The participants comprised 3 males and 7 females. All of them are senior students. The researcher used purposive sampling technique

in selecting the participants. Purposive sampling is defined as sampling based on some consideration the researchers decided for what characteristics the participants that will take part in the study must have (Riduwan, 2010). According to Aburrahman and Muhidin (2011), purposive sampling is sampling technique done by selecting the people who are eligible to participate in the research based on the criteria and conditions proposed by the researchers related to the aims and problem of the research. Another definition is brought by Adler and Clark (2008) stating that sampling units are chosen after the researchers decide which units will assist the exploration. The participants taking part in the current research were selected based on their accomplishment of all subjects related to speaking as well as discourse analysis. The condition of eligible participants was set that way due to their more understanding of speaking as they have completed all of the four classes related to speaking. The completion of discourse analysis class was also one of criteria set by the researcher because by having studying discourse analysis, the students will comprehend more the nature of speaking in English.

D. Techniques of Data Collection

The current study used triangulation method in obtaining the data. Triangulation is using more than one method in examining the phenomenon under study (Mackey & Gass, 2005, p.181). The methods employed are Discourse Completion Test (DCT) and interview. Pointed out by Kasper and Dahl (1991), DCT is one of the most commonly used method and instrument in pragmatic-based research. It refers to an instrument having similar form to written questionnaire which comprises description of incomplete situations and is applied

to obtain particular speech acts under study (Kasper & Dahl, 1991). After the situation parts, the blank space is provided as the place for the participants to write down their answers or responses (Mackey & Gass, 2005). Participants are delivering what they would utter in real-life situation (Beebe & Cummings, 1996). This method is a way to obtain data with the means of controlling variables of the study and providing statistical description (Olshtain, 1993). Blum-Kulka, House and Kasper (1989) also state that DCT enables the researchers to entirely control the variables of the study. It can control the variables including age, gender and social status (Kwon 2004). Yuan (2001) points out, using DCTs can help the researcher find out and portray the patterns of a particular speech act employed by speakers of particular language.

Rintell and Mitchell (1989) mention, Discourse Completion Test gives researchers the stereotypical patterns of language used in specific situations. It is the initial step to meet the needs of studying the communicative function of language. In addition, DCT presents the researchers the less complicated and less complex than the natural or real structure of language form yet the comparable enough ones (Eslami, 2010). This study adapted the test (DCT) designed by Beebe et al. (1990), King and Silver (1993), Al-Issa (2003), and Uso-Juan and Martinez-Flor (2011) with some minor modification. Some of words of the questions were adjusted in order to make them easier to interpret by the participants. The researcher of current study also developed some new items to be put in the DCT. The situations encompassed merely the university and daily life conversations in order to get the test more contextual.

The interview procedure was also used in this study. Interview is one of data collection methods done by asking questions directly to the respondents (Aburrahman & Muhibin, 2011, p. 89). The researcher used this method in order to discuss the answers given by the respondents taking DCT. In other words, it is to clarify their response and to assure that the answers of the respondents are based on their real opinion. The researcher made use of unstructured interview in order to get the aim of clarifying. The questions were based on the answers given to the questionnaire in advance.

E. Procedures of Data Collection

The DCT employed in this study was first checked by two lecturers in order to examine whether there is a mistake of the structure and the form of it. Later, the researcher ran pilot testing of the DCT to get some insight of how interpretable and suitable the items of it for the students. The pilot testing is also intended to figure out whether there is a mistake and drawback in it. After getting the results of pilot testing, the researcher fixed some components considered inappropriate to put in the DCT.

The fixed DCT was administered to 10 senior students of English Language Education Departments. They were chosen based on their availability to take part in the study. The participants were given 30 minutes to complete the test. As the time needed was long, the researcher used consent form as the approval of the participants to be involved in the study. After they completed the test, the researcher conducted interview with them by clarifying the responses they gave in the DCT about the refusal they make. This is to make sure that what they have

given in the DCT suits the responses of the interview. The researcher also conducted unstructured interview to gain more information concerning the questions about their perception of power status of the interlocutors. After getting the data needed, the researcher conducted analysis of the data.

F. Technique of Data Analysis

The data gained in this study was analyzed in two way. The researcher used quantitative analysis as well as qualitative analysis in presenting the results of the study. First, all responses were coded into ‘direct refusals’, ‘indirect refusals’ and ‘adjuncts to refusals’ based on the semantic formulas developed by the Beebe et al. (1990) classification of refusal. The refusal responses given by the participants were analysed as consisting of sequences of semantic formulas. For instance, in the situation where respondents had to refuse an invitation to a party from his friend, a response such as “I’d love to be there, but I have a prior engagement. I’m very sorry,” was analysed and coded as consisting of three units as shown in the brackets below (Beebe et al. 1990, p. 57):

(1) I’d love to be there,

[statement of positive opinion/feeling]

(2) but I have a prior engagement.

[excuse, reason, explanation]

(3) I’m very sorry.

[statement of regret]

After the coding process was completed, the refusal strategies used by the participants were analysed in terms of the choice and frequency of the semantic

formulas. In order to depict the frequency of the semantic formulas, the strategies were calculated. Descriptive statistics were used to present a detailed description of the results. The rankings of these strategies or semantic formulas in terms of frequency of use were identified. It means the researcher identified which semantic formula is used frequently. The next step is analyzing the perception of the participants related to their choices of the refusal strategies. Most importantly, they are analyzed based on the relation of their choice of refusal strategy is and power or status of the interlocutors. This is intended to identify whether their choices of refusal differ according to different power or status.

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes the findings of how students of Department of English Education of UIN Ar-Raniry produce or apply their strategies to refuse someone. The results obtained from Discourse Completion Test as well as the interview entail the respondents' pragmatic knowledge and the justification behind their choice or preference of the way of refusing.

A. Result of DCT and Interview

a. Refusal Strategies Applied by Participants

In this section, the statements from the DCT and interview of this study will be used as the stimulant for the results analysis. The data collected and obtained will be recorded according to the Taxonomy of Refusals by Beebe et al (1990).

Situation 1: Your lecturer asks if you can assist him/ her with carrying the books and papers to the office.

Table 4.1

Finding of DCT of Situation 1

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	-	-	-
Indirect Refusal	Statement of Regret	10	31,2%
	Excuse, reason, explanation	9	28,1%
	Statements of alternative	5	15,6%
	Wish	2	6,25%
	Request for empathy	1	3,12%
Adjunct	Statement of positive opinion	5	15,6%
Total		32	100%

Table 4.2**Finding of Interview of Situation 1**

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	-	-	-
Indirect Refusal	Statement of Regret	10	32,25%
	Excuse, reason, explanation	10	32,25%
	Statements of alternative	5	16,12%
	Statement of positive opinion	6	19,35%
Total		31	100%

The statement of item number 1 is a situation where the participants have to deal with someone with higher status than them who is their lecturer. The lecturer is asking for help to carry the books to his/her office. The tables picture the responses given by the ten participants in this study. The responses have been presented in frequency and percentage. The majority of participants stated *statement of regret*, which is included in indirect strategy. The *statement of regret* stated by the participants is mostly in the form of “I’m sorry Sir”, “I’m terribly/deeply sorry Sir/Miss”. The second most chosen strategy is *giving excuse, reason, and explanation* which is also indirect strategy. The excerpts of this strategy as given by the participants are “I have an appointment with my supervisor and I must meet him immediately”, “I have an appointment with my supervisor right now and I think he is already arrived”. This is then followed by *statements of alternative, wish, and request for empathy* respectively. *Statements of alternative* was such as “Maybe you can ask other students to help you”, “May I ask another students to help you?”. The examples of *wish* were “I really wish I

could help you”, “I wish I could”. *Request of empathy* was spoken as “I hope you understand”. In term of adjunct, the participants used *statement of positive opinion* when refusing. This strategy was uttered as “I would like to help you”, “I’d like to sir”, “It’s my pleasure to help you”.

From the two tables, there is slight differences between the finding from DCT and interview. However, the findings from the two techniques show consistency of what strategies are preferred the most. They are *giving excuse*, *reason*, and *explanation* and *giving statement of regret*.

Situation 2: A first-year student on the same degree as you is doing a class project and asks if he/she could interview you.

Table 4.3

Finding from DCT of situation 2

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (negative willingness/ability)	4	13,8%
Indirect Refusal	Statement of Regret Excuse, reason, explanation	5 9	17,24% 31%
	Statements of alternative Wish	6 3	20,7% 6,9%
Adjunct	Statement of positive opinion	2	6,9%
Total		29	100%

Table 4.4

Finding from interview of situation 2

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (negative willingness/ability)	4	12,5%
Indirect Refusal	Statement of Regret Excuse, reason, explanation	7 9	21,9% 28,1%
	Statements of alternative Wish	6 3	18,7% 9,4%
Adjunct	Statement of positive opinion	3	9,4%
Total		32	100%

In this situation, the participants have to refuse a junior at their college. It means the interlocutor has lower status than them. There is a tendency to use direct strategy in this situation. It can be seen that there were four people using *nonperformative (negative willingness/ability)* strategy. The instances of this strategy were “I don’t think I will be able to do it”, and “I think I can’t help”. However, the participants used indirect strategy much more often than the direct ones. Most of them stated *excuse, reason, and explanation* like “I don’t have much time”, “I got something to do”, “I’m a bit busy now” stated by different participants. They also used *statement of regret* which were mostly in the form of “I’m sorry” and *statement of alternative* which are only little less frequent than *giving excuse, reason, and explanation*. There was also adjunct employed by two participants that was uttering *statement of positive opinion*. They both placed this strategy at the beginning of the refusal which indicated that they were trying to help but something was in their way. The examples of this strategy were “Bro, I am in you to do your project” and “I’m keen on helping you”. Similar to the previous case, the finding from interview differs a bit from the finding of DCT. Yet, they show tendency of the use of indirect strategy.

Situation 3: You are offered a cake by your bestfriend.

Table 4.5

Finding from DCT of Situation 3

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (negative willingness/ability)	3	12,5%
	Nonperformative (No)	3	12,5%
Indirect Refusal	Statement of Regret	2	8,3%
	Excuse, reason, explanation	9	37,5%
	Statements of alternative	2	8,3%
	Statement of positive opinion	3	12,5%
Adjunct	Gratitude	2	8,3%
	Total	24	100%

Table 4.6

Finding from interview of situation 3

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (negative willingness/ability)	4	14,8%
	Nonperformative (No)	3	11,1%
Indirect Refusal	Statement of Regret	2	7,4%
	Excuse, reason, explanation	9	33,3%
	Statements of alternative	2	7,4%
	Statement of positive opinion	3	11,1%
Adjunct	Gratitude	4	14,8%
	Total	27	100%

The third item is a situation when participants deal with an equal status person with them. The person is a bestfriend offering a cake after lunch. When refusing someone with similar status to them, the participants mostly applied the indirect strategy. The highest number of indirect strategy used is *giving excuse, reason, and explanation*. Most of the excuses given were honest because the

participants told directly that they are on diet such as “I’m on diet”, “I have meal rules because I am on diet”. However, some participants made up the excuse by not telling the truth. The examples of this kind of excuses were “I am so full now”, “I’m already full with the lunch”. Giving *statements of alternative* (e.g. “Just let me bring it home”) was used by two people. However, the direct strategies were used pretty often. They were the *nonperformative (negative willingness/ability)* given by four participants in the DCT and three participants in the interview and *nonperformative(no)* which were used by three participants both in DCT and interview. The *nonperformative (negative willingness/ability)* was mostly uttered in the form of “I can’t” and “I can’t take it now” while *nonperformative(no)* was frequently in the model of “No”. The participants also stated a new kind of strategy that was not found in the previous situations which is *gratitude*. This strategy was always formed in “Thanks” and uttered after the direct strategies. The instance of the combination of the two strategy was “No, thanks”.

Situation 4: Your maid offers to return your cloth he unintentionally broke.

Table 4.7

Finding from DCT of Situation 4

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	-	-	0%
Indirect Refusal	Attempt to dissuade interlocutor(Let interlocutor off the hook)	10	76,9%
	Excuse, reason, explanation	1	7,7%
Adjunct	Statement of empathy	2	15,4%
Total		13	100%

Table 4.8**Finding from interview of situation 4**

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	-	-	0%
Indirect Refusal	Attempt to dissuade interlocutor (Let interlocutor off the hook)	10	90,9%
Adjunct	Statement of empathy	1	9,09%
Total		11	100%

In item number 4, the participants have to refuse a maid whose status is lower than them. It is seen from the table that there is no direct strategy applied by the participants. The most frequent strategy used is the indirect strategy which is *attempting to dissuade interlocutor (let interlocutor off the hook)* stated by all participants. The examples of this strategy taken from participants' responses were "Don't worry", "It's okay, Maman", and "No problem". While *giving excuse, reason, explanation* (e.g. It's one of my old clothes that I less prefer) is stated by only one person. While in interview, they only used *attempting to dissuade interlocutor (let interlocutor off the hook)* strategy. In addition, a strategy included in adjunct was also used. The strategy was *giving statements of empathy* stated by two people in the DCT and one person in interview. The example of this strategy spoken by the participants was "I know you didn't do it on purpose".

Situation 5: You want to become a scientist but your parents suggest you to take up singing as your career.

Table 4.9

Finding of DCT of situation 5

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (No)	1	4%
	Excuse, reason, explanation	9	36%
	Statements of alternative	1	4%
Indirect Refusal	Request for help, empathy, and assistance by dropping or holding the request.	5	20%
	Self defense	2	8%
	Statement of positive opinion	5	20%
Total		25	100%

Table 4.10

Finding from interview of situation 5

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (No)	1	3,8%
	Excuse, reason, explanation	9	34,6%
	Statements of alternative	1	3,8%
Indirect Refusal	Request for help, empathy, and assistance by dropping or holding the request.	5	19,23%
	Self defense	2	7,7%
	Statement of positive opinion	5	19,23%
Total		26	100%

This item gets the participants to refuse their parents' suggestion who has higher status than them. Unlike when refusing to a maid with lower status, there was one participant who refused by using *nonperformative (no)* contained in direct strategy. The participant said "No, mom" as the refusal. This strategy was repeated by him/her when the researcher conducted follow-up interview.

Nevertheless, the utterance of *nonperformative (no)* came with *excuse, reason, and explanation* included in indirect strategy. So, the directness of *nonperformative (no)* was smoothed. The excerpt of this combination was “No, Mom. I love science. I don’t want to be a scientist”. Most of the participants tended to choose *giving excuse, reason, and explanation*. It was proved by the fact that there were nine participants uttering so. The excerpts of this strategy were “I have an ambition to be a scientist mom”, “Singing is just my hobby. I dont want to have a career as a singer”, and “I have no passion in it”. In addition, they used *statement of alternative* (e.g. “So, I prefer to be a scientist just like what I run now”), *self defense* (e.g. “I can be successful too as a scientist. I will prove it to you”), and *request for empathy* (e.g. “Please trust me”, “Please, let me be a scientist”). They also used *giving statement of positive opinion* classified as adjunct. The examples of this strategy were “Mom, Dad, I really appreciate your suggestion for my future career”, and “Mom and Dad, I would love to take singing as my career”.

Situation 6: A friend who is careless comes to borrow your motorcycle for his company.

Table 4.11 Finding from DCT of situation 6

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (Negative willingness/ability)	6	24%
Indirect Refusal	Statement of Regret Excuse, reason, explanation Statements of alternative	7 9 2	28% 36% 8%
Adjunct	Statement of positive opinion	1	4%
Total		25	100%

Table 4.12**Finding from Interview of situation 6**

Refusal Strategy	Semantic Formula Code	Frequency	Percentage
Direct Refusal	Nonperformative (Negative willingness/ability)	7	25,9%
Indirect Refusal	Statement of Regret	7	25,9%
	Excuse, reason, explanation	9	33,3%
	Statements of alternative	2	7,4%
Adjunct	Statement of positive opinion	2	7,4%
Total		27	100%

This situation concerns about a relation between a guy and his friend. This means the interlocutor has equal status with the participants. Therefore, due to the equality, more than half of the participants tended to use *nonperformative (negative willingness/ability)* strategy which is included in direct strategy. The examples of this strategy as stated by the participants were “I can’t lend it to you”, “I don’t think you can borrow it today”, and “I cant give it”. Like the previous situations, they employed indirect strategy more often than the direct ones. However, only three kinds of indirect strategy employed. They were giving *excuse, reason and explanation; statement of regret; and statement of alternative*. The findings from DCT and interview showed that the participants used *excuse or reason* quite often. *Statement of regret* ranks the second most preferred strategy. Regarding adjunct, the participants only used *statement of positive opinion* stated by two participants. The excerpts of this strategy were “It’s my pleasure to lend you my motorcycle” and “I would love to lend you”.

Table 4.13**Summary of Findings : Analysis Based on Interlocutor's status**

	Semantic Formula	High Status		Equal Status		Low Status		Total
		S.1	S.5	S.3	S. 6	S.2	S. 4	
Direct	Nonperformative (No)	-	1	3	-	-	-	4
	Nonperformative (negative willingness/ability)	-	-	3	6	4	-	13
	Statement of regret	10	2	2	7	5	-	26
	Excuse, Reason, Explanation	9	9	9	9	9	1	46
	Wish	2	-	-	-	3	-	5
Indirect	Statement of alternative	5	1	2	2	6	-	16
	Attempt to dissuade interlocutor (Request for help, empathy, and assistance by dropping or holding the request)	1	5	-	-	-	-	6
	Attempt to dissuade interlocutor (Let interlocutor off the hook)	-	-	-	-	-	10	10
	Attempt to dissuade interlocutor (Self-defense)	-	2	-	-	-	-	2
	Statement of positive opinion/feeling	5	5	3	1	2	-	16
Adjunct	Statement of empathy	-	-	-	-	-	2	2
	Gratitude/Appreciation	-	-	2	-	-	-	2

From the table 4.13, the researcher perceived that the most preferred strategy was *excuse, reason, and explanation* followed by *statement of regret, and statement of alternative* which all are included in indirect strategy. *Statement of positive opinion* was also frequently chosen by the participants. This finding suggests that the participants tried to take into account the interlocutors' face by

applying the indirect strategy more often than the direct ones. The use of adjunct also indicates that the participants made an effort to smooth the risk of refusal.

b. The Awareness of Power or Status of the Interlocutor

The DCT comprises of two questions related to the perception of the participants toward the status of the interlocutors they are dealing with. The first question is provided in scale of 1 to 5. 1 means higher status and 5 means lower status. The other one is an open-ended question in which participants have to answer their judgment of the status of the interlocutors in every situation in the DCT. The results will be served in separated part because the nature of the questions that differ each other. The scale questions' results are provided in the table. Whereas the open-ended questions' results are quoted and written below.

However, not all the responses of the participants are jot down.

Table 4.14. The results of scale questions

Situation	Status of Interlocutor	Participants Perception toward the Status of Interlocutor				
		1	2	3	4	5
1	Higher	10	-	-	-	-
2	Lower	-	-	-	8	2
3	Equal	-	-	10	-	-
4	Lower	-	-	-	9	1
5	Higher	10	-	-	-	-
6	Equal	-	-	10	-	-

As shown in table 4.14, there are differences of the perception of status of interlocutor among the participants. In the situation 1, where the participants have to deal with their lecturer, all of them choose number 1 which indicates that the interlocutor is higher than them. When answering the situation number 2, the answers become distributed into two choices. The participants select 4 and 5 as the status of the interlocutor. However, even though they select differently, the

context of the status is still the same. Both choices refer to someone with lower status which match with the interlocutor who is a junior of participants' college. To the situation 3 whose interlocutor is the participants' best friend, all of them choose answer number 3 indicating someone with equal status. To the situation number 4, the choices are a bit different. One participant chooses answer number 5 signaling someone with very low status. The other nine participants select similar answer that is answer number 4 which still indicates someone with lower status. For the situation number 5 dealing with participants' parents, all of them choose number 1 as the answer. Finally, all of the participants choose number 3 for the answer to situation 6.

Table 4.15 The Result from open-ended situation 1

Participant	Answer
1	<i>Because the lecturer was higher than I, so the way for refusing should be in polite way</i>
2	<i>Because his power is higher than me, also he's my lecturer and older than me. So, I have to make a good way of refusing since he is my lecturer</i>
3	<i>I think it's appropriate because I explain my situation, and really stressing my sorry feeling by saying it twice. I think I should be really polite because he is someone who has higher position than me.</i>
4	<i>Because the lecturer was higher power than me, I think it's necessary to use polite refusal strategy such as apologizing and stating the reason.</i>
5	<i>I use polite way to refuse because the lecturer status is higher than me. I am not directly refuse it. I give the important reason to make it accepted and not offend him.</i>
6	<i>I think it's appropriate because I use a good word and act politely. I say so because I have to respect him because he is higher in status than me.</i>
7	<i>The status of the lecturer is higher than us, so it's better for us to refuse his command politely.</i>
8	<i>Because I refuse him politely and my reason make sense. I don't want to refusing direct because he is my lecturer and his status is higher than me.</i>
9	<i>He is my lecturer so I refuse politely because his power is much higher than me.</i>
10	<i>I gave her another solution because I want her to be not offended because she is higher than me.</i>

Table 4.16 The Result from open-ended situation 2

Participant	Answer
1	<i>I think for freshman in campus, I as senior, should talk politely to junior even though they are lower than me.</i>
2	<i>Although he is my junior, I have to refuse politely.</i>
3	<i>Because she has lower status than me, so I just say my sorry in to-the-point manner.</i>
4	<i>Because the student is my junior, I am higher than him, I just use casual language.</i>
5	<i>I directly refuse him and give the reason. I think it's appropriate because his/her status is lower than me.</i>
6	<i>I think it's appropriate because I refuse him with nice and friendly even though he is my junior.</i>
7	<i>I avoid misunderstanding that can make them down. It's better to refuse a bit polite even if they have lower status than us.</i>
8	<i>Because my status is higher than him/her, so I can refuse the request.</i>
9	<i>Because he is no one to me and he is lower than me so I don't need to be polite.</i>
10	<i>Because I make him another option. Although he is my junior, I do not want to offend him.</i>

Table 4.17 The Result from open-ended situation 3

Participant	Answer
1	<i>The way to refuse her offering should be polite even she is my close friend and our status is the same.</i>
2	<i>Since her power status is the same to me and also she is my bestfriend, I don't think need to refuse it in a polite way.</i>
3	<i>Because she is my bestfriend, I don't think I should say sorry.</i>
4	<i>I also used casual language because Lisa is my bestfriend. So I think my words will not offend her because our status is equal.</i>
5	<i>I refuse her directly because the way I refuse it is appropriate with the status of her which is same with mine. I am sure she will not offend with it.</i>
6	<i>It's appropriate because I have told her that I want to accept her offer but right now I am on diet. I refuse polite although we are close and our status the same.</i>
7	<i>It's no need to be polite because Lisa and me are really close and our status is equal.</i>
8	<i>Because my refusal do not offend her. I refuse indirect way although i and Lisa's status is similar.</i>
9	<i>Because she is my best friend and I close with her.</i>
10	<i>Because she is my closest friend so it's okay to refuse not in a well manner. There is no power between us.</i>

Table 4.18 The Result from open-ended situation 4

Participant	Answer
1	<i>Because I refuse him politely. I know he is lower than mine but I need to respect all human include low status person.</i>
2	<i>Because his power status is less power than me. However, although he is a maid, I have to refuse in a good way.</i>
3	<i>Although he is a maid, I believe he is older than me, so I consider his power is not too low, as our culture demand to be polite to others although the status in society is lower than us. That is why i am polite to him</i>
4	<i>Because he has lower status than me, not to mention he did a mistake, I tried to speak bluntly to him. However, because I know he didn't do it intentionally, I also tried not to make him feel guilty.</i>
5	<i>Even though he made a mistake and his status is lower than mine, I use a polite way to refuse it so that he will think I'm a nice person.</i>
6	<i>It's appropriate because I use good way, not harsh way to refuse although he is a maid and lower than me.</i>
7	<i>Even though Maman has a lower status than us, it's better to warn and refuse in polite way.</i>
8	<i>Because I don't talk down to him but I know he is lower than me.</i>
9	<i>I refuse politely so that he will get sad because his status is lower so we need to keep respect to him so we won't offend him.</i>
10	<i>Because his position is a little bit lower than me, so I just refuse it directly and give some advice.</i>

Table 4.19 The Result from open-ended situation 5

Participant	Answer
1	<i>Talking to our parents should be in the most polite ways than another because they are higher than us.</i>
2	<i>I have to refuse politely because I really respect them. Their status is higher.</i>
3	<i>Because they have higher status (in fact they are the most higher status person in my life).</i>
4	<i>We are supposed to speak politely to our parents because their status is higher than me and higher than anyone else. That is why I refuse their suggestion without hurting their feeling.</i>
5	<i>The status of my parents are higher than me so I try don't offend them with my refusal.</i>
6	<i>Because I refuse them in a very polite way because I know I have to respect them as they have very higher power status than me.</i>
7	<i>It's important to give them reason in very polite way because we need to respect them. Of course their status is higher than me.</i>
8	<i>Because I explain to them politely. They are my parents and higher power than me.</i>
9	<i>Because they are my parents. I should be polite to them because their status is higher.</i>
10	<i>Because they are my parents, the closest people to me in my life, although their position are much higher than me, it's okay to refuse not in a formal way.</i>

Table 4.20 The Result from open-ended situation 6

Participant	Answer
1	<i>Giving him suggestion is the appropriate way to refuse him. Although we are friend, I don't want to offend him.</i>
2	<i>Because he/she is my friend, and her/his power status is the same with me.</i>
3	<i>That friend is the same status as me, so I just to-the-point, but of course I say sorry because he is my friend, I can't act rude.</i>
4	<i>I refuse him by making excuse because he is my friend, our status is equal so I don't really need to be so polite.</i>
5	<i>The power status of him is the same as mine, so I directly refuse it. however, I still use a polite way.</i>
6	<i>It's appropriate because I refuse him with a logic reason and a good manner eventhough he is my friend and our power status is equal.</i>
7	<i>Don't need to really polite to him because he has equal power status like me.</i>
8	<i>I refuse him directly because he is my friend, our power is the same so it's okay to be not really polite.</i>
9	<i>Because he is equal with me and I don't want him to borrow my motorcycle.</i>
10	<i>He is my friend, and our status is equal, so I refuse it directly.</i>

The results of open-ended questions above show the similarity with the answers of the scale questions. There is no discrepancy between the two results. The results of scale questions are confirmed by the answers of open-ended questions. The answers of the two questions are synchronized. For instance, when a participant chose number 1 in scale question, he/she stated the same idea or perception when answering the open-ended questions.

B. Discussion

The core motivation for studying the English Education communication style is the fact that little is known about the learners' pragmatic competence. Therefore, the current study was conducted to meet two objectives. The first one is to investigate the refusal strategies used by the students of Department of English Language Education in UIN Ar-Raniry and to investigate the extent of

their awareness of the power status of interlocutors in applying the strategy. This section provides the discussion about the finding previously described at the result section.

a. Direct strategy

Direct strategy was sometimes preferred by participants when refusing someone. By adopting direct strategy, it means the speakers want to show the interlocutors their refusal straight forward to the points. They use *nonperformative (negative willingness/ability)* strategy predominantly when refusing someone with equal status to them in which are their friends. This study quoted Guo (2012) stating that direct strategies were more frequently used among intimates. This statement is in line with Felix-Brasdefer (2006) stating that the proclivity to adopt direct refusals represents proximity among the interlocutors. Thus, direct refusal will not impose on the interlocutor's face. Umale (2011) also points out that the relationship among friends are bounded tightly that refusing to each other is no threatening face act. Similar elucidation was given by Wannaruk (2008) that it is acceptable to straightforwardly refuse by using "no" among friends because they are close to each other. That is why they can easily adopt direct strategy when uttering refusal.

When refusing to parents, there is one participant using nonperformative no. This is a unique case as all of them refuse the lecturer whose power status is also high in indirect way. None of them use direct way to refuse him. This might be explained by the idea that the familiarity and the equal social background could perhaps lead them to initiate their refusal utterances this way. In informal states,

people tend to be casual to show intimacy even if it is in the very moment they meet and that doesn't mean impoliteness (Wannaruk, 2008).

On the other hand, the direct strategies employed by the participants of this study might not always indicate impoliteness. As the direct refusals produced by them are combined with other strategies, particularly indirect ones, the nature of them will not be as rude or discourteous as they will be if uttered alone. Their direct refusals mostly come with explanation and gratitude, all of which can soothe the risk caused by the directness (Chojimah, 2015).

b. Indirect Strategy

Compared to the use of direct strategy, the participants of this study preferred to refuse indirectly more often. This finding has resemblance with Herman et. al (2013, as cited in Chojimah, 2015) who found that, Indonesian EFL learners opt to use indirect strategies in refusing invitations, suggestions, offers, and requests. Al- Issa (2013) also discovered that Jordanians of higher and equal social status were more likely to employ indirect strategies such as providing excuse, reason, and explanation.

The researcher also finds out that the participants adopt indirect strategy to every level of power status of the interlocutors. This trend could be associated to the Indonesian especially Acehnese culture where its people are opt to apply polite way in communicating with others. It is due to their taking up of collectivistic culture in living their social life. The manner of Indonesian people can as well be best described by Kadarisman's (2009, as cited in Chojimah, 2015) assertion that as Indonesian culture is collectivistic, social harmony is the

eminence among them (p.191). Another evidence comes from Kartomiharjo (1990) avowing that Indonesian people tend to refuse politely without taking into account the power status of interlocutors. They opt to refuse courteously even to an interlocutor with lower status.

However, when refusing the high power interlocutors, the indirect strategy was always addressed. This is due to the fact that collectivistic countries are also classified into high power distance orientation. Gudykunst and Lee (2005, as cited in Klimczak-Pawlak, 2014) stipulate that people living under the influence of collectivism consider power as part of their community. In other words, hierarchical status of its members is obviously recognized. This conception proves the participants behavior showing the disinclination to apply direct strategy when refusing their lecturer.

Giving *excuse, reason, and explanation* was picked as they did not threaten the interlocutor's face. The propensity of nonnative speakers of English to give specific reasons that could be fictitious has been testified in cross-cultural refusal studies, especially between Asians and Americans (e.g., Chang, 2009; Chang, 2011; Kwon, 2004). The study conducted by Liao and Bresnahan (1996) and Capar (2014) also come across the tendency of using indirect strategy when refusing. Giving excuse could suggest that the speakers might be making an attempt to hold back the possibility of threatening interlocutors' face. This, in turn, could maintain the harmonious and affable relationship among them. That is why the participants uttered this strategy to every level of status. This supposition might be well confirmed by Umale (2011) asserting that giving excuse is aimed to

alleviate the harm brought about to the positive face of the interlocutor and to make the relationship remain smooth. Besides, uttering a variety of comments in refusing a situation signifies that respondents were aware that the longer the statement the more attending to the “face” of an interlocutor and the more polite they would be (Muhammed, 2012).

Excuse, reason, and explanation is given when they refuse the lecturer with high level to the maid whose status is low. However, when they interact with the maid as in situation 4, only one participant used this strategy. This finding corresponds to Chen, Ye, and Zhang (1995) testimony that refusers whose status is lower than the interlocutor tend to use excuse more frequently than those who have to refuse lower person.

Statement of regret expressed by the participants shows that they are aware of interlocutor’s face and therefore try to save them in a careful way. This may be linked to the idea proposed by Borkin and Reinhart (1978, p.57) that regret represents the apprehension and unpleasantness endured by the speakers and it points up that they are longing to pacify the interlocutor’s indignant feelings. It also appears that expression of regret brings a social purpose of restoring the equilibrium or ‘at least the reduction of disequilibrium’ (Leech, 1983, p.125). However, statement of regret could entail other meaning. It does not denote the speakers’ dismay feeling but something other than that. As Chen (1995, as cited in Lee, 2008) notes that in certain occurrence, “sorry” indicates “no more negotiation” along with “strong refusal”. Chang (2009) also states that the overused of regret could be shaped by the L1 culture value.

Based on the finding of this study, it is seen that when refusing the interlocutor whose power status is higher, the participants always utter regret or apology. This may be explained by the notion proposed by Klimozak-Pawlak (2014) that people in subordinate position are more likely to adopt independence face strategy or negative face as referred to by Brown and Levinson to reduce threat to their face as well as to regard the interlocutors. This implementation of independence face strategy is due to the weight of imposition caused by the power of the interlocutors. This theory could be a justification of why the participants showed tendency to refuse high power status people using regret. Another explanation is that the extent of indirectness are greatly influenced by whether the interlocutors hold power or authority over the speakers (Brown &levinson, 1987; Leech, 1983; Scollon&Scollon, 1995, as cited in Lee, 2008).

However, only two participants uttered *expression of regret* when refusing their parents' suggestion. To account for this finding, the researcher quoted Blum-Kulka, House, and Kasper (1989), who suggest that, directness tended to rise with an increase in familiarity, that is, it appears more common in refusing familiar interlocutor's offers, such as those made by friends or classmates. The more familiar the speaker and the interlocutor the more direct they are in the refusal utterances.

Giving alternative was also produced by participants when delivering refusal. The use of this strategy could be explained by Chen and Zhang (1995) notion in their research that alternative provides a way to avoid a direct confrontation. By making alternative statement, it signifies that the one refusing

still concerns for the interlocutor's need and interest. It also aims to alleviate the threatening power of refusals and shows the influence of "respectfulness" and "modesty" dimension (Gu, 1990).

c. Adjunct

Regarding the adjunct of refusal, participants used *statement of positive opinion/feeling or agreement*, which is regarded as a positive or solidarity (Scollon&Scollon, 1983) politeness strategy. This preference might be because they aim to minimize the illocutionary force of refusal, hence helping interlocutor save face. This statement finds support in Sa'd (2014) conveying that giving positive opinion means the speaker is aware and concern for the interlocutor's face. Another reason behind the use of this strategy is due to the frequent use of 'positive feeling' may have something to do with classroom instruction. Patterns such as 'I'd really love to but...' or 'That's a good idea but...' are often brought in as regular expressions to begin a negative response (Wannaruk, 2008).

Other strategies included in adjunct used by participants are *statement of empathy* and *gratitude*. *Gratitude* was generally utilized to repudiate offers by friends. The use of this strategy is in line with the statement by Amarien (1997) accounting that Indonesian speakers speaking English go for gratitude in producing refusals to offers. To put explanation to this manner, the researcher refers to Wannaruk (2008) stating that gratitude can go through two purposes, exposing indebtedness and shutting down the conversation. The use of *gratitude* in certain types of refusals may be prevalent, and its non-use may result in a refusal that is viewed as brusque, inappropriate, or even offensive (Elwood, 2012).

Thanking, according to Leech (1983, 125), has a hospitable function aimed to sustain balance or harmony among the speakers. The strategy maintains a feeling of solidarity and interpersonal warmth between familiar interactants when expressed in appropriate situations. Through expressing gratitude, the uneasiness and displeasure brought by refusal can be trimmed down since it can be evidence for the feeling of respect and interpersonal closeness between interactants. Hence, despite the directness pertaining in the refusal, the refusal is still considered polite down to the presence of gratitude (Chojimah, 2015).

Research Question 2: To what extent is their awareness of the power status of interlocutors in applying the strategy?

It can be seen from the table that most of the participants are aware of the status of their interlocutor. When answering item 1, in which the interlocutor is their lecturer, they choose number 1 indicating high status. This means that they are aware that a lecturer has a very high power on them. Therefore, they need to save the lecturer's face determinedly.

The results from scale questions are even strengthened by the results of open-ended questions. From the table of answers of open-ended questions, we can see that all the participants repeat what they have judged previously on the scale questions. For instance, when they choose scale 1 of situation 1, they again state at the open-ended question that the status of lecturer is higher than them. This awareness is also proved by the way they refuse the lecturer's request. Not one of them uses direct strategy when refusing to him. Most of the participants apply

indirect strategies which are statement of regret, excuse or explanation, and statement of alternative.

However, the pattern of refusal they express when refusing the lecturer whose status or power is high differs from what they use when refusing parents whose status are high as well. Very few of them use statement of regret when refusing their parents. Nonetheless, they are aware that their parents have higher status than them. This discrepancy could happen due to the familiarity between the interlocutors. As stated by Blum-Kulka, House and Kasper (1989) that level of directness gets higher along with the increase in familiarity.

In situation 3 and 6, the participants interact with their friends which means they have to refuse person with equal status with them. The finding shows that all participants are aware that their interlocutor is at the similar status to them. This awareness can be confirmed by their choice of refusal strategy. Nearly all of them made use of direct strategy to refuse. This is similar to the case in item 5 where familiarity brings about the directness way of speaking.

In item 2 and 4, none of the participants used any direct strategy to refuse both the junior and the maid even though they know the interlocutors' status is lower than them. When refusing the junior, half of the participants used *statement of regret*. Whereas, when refusing offer from the maid, all of them employed the *let interlocutor off the hook* strategy. Both strategies are classified into indirect strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study is an endeavor to delineate the most selected refusal strategy opted by students of department of English Language Education in UIN Ar-Raniry. It describes the way participants of this study refuse to various level of interlocutor status ranging from low to high. Besides, it examines whether they are aware of the status of interlocutors they are communicating with. Even though the few number of sample proscribes broad generalizations, the findings of this study can be taken as a starting point for further study.

After all the data had been collected and analyzed, the researcher found that the participants of this study mostly used indirect strategy when they refuse someone. They applied such strategy to every level of interlocutor. The most preferred strategy above others is excuse, reason, and explanation. Statement of regret ranked the second after it. Both of the popular strategies employed by the participants are classified into indirect way of refusing.

Based on the findings stated above, the researcher can conclude that the participants of this study are pragmatically competent as they refuse someone especially the higher status person delicately by using indirect refusal. It is crucial for the speaker to refuse in an appropriate and acceptable way so that the refusal does not result in the harm of the communication. From the result we also can perceive that the participants of this study are aware of the potential of refusal as a face threatening act. That is why they plumped for the polite manner of refusing.

Regarding the power status of the interlocutors, the researcher figured out that the participants are aware of it. They tended to apply the most polite way of refusing when they interact with high status person. Finally, this study further confirms that the participants of this study are pragmatically competent.

B. Suggestions

Despite the small number of participants engaged in this study which results in the limitation of generalization of the result, this study can provide implications for teachers and researchers. This study gives insight of how learners of English language perform their refusal. Thus, it can help teachers understand the pragmatical competence of them.

However, the description of the refusal strategies used by the participants in this study is not well provided. Even though the possible explanation is conveyed to help readers get the idea of the findings, it is not thoroughly detailed. Hence, it is undoubtedly true that further research or study is required to authenticate the result of the current study.

Another limitation of this study is the use of DCT and interview which do not provide natural data and have more drawbacks compared to natural elicitation instruments. Further study by means of a larger sample, enhanced statistical testing as well as variations of data collection methods different from this study is needed.

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APPENDIX 1

A Test of Ways of Refusing

Dear Sir or Madam,

This questionnaire is for an undergraduate thesis. It is for a survey of ways of English refusing. It would be appreciated if you would read each situation carefully and fill in the blanks with what in your opinion would be most appropriate refusal responses. Your answers are not judged as to be correct or incorrect. Thank you.

This questionnaire adapts the test (DCT) designed by Beebe et al. (1990), King and Silver (1993), Al-Issa (2003), Nguyen (2006), and Uso-Juan and Martinez-Flor (2011), and Umale (n.d.) with some minor modification. Some of words of the questions are changed in order to make them easier to interpret by the participants. The writer of current study also develops some new items to be put in the DCT.

This DCT uses a scale comprising:

- 1= the status of your partner is higher than you;
- 2= the status of your partner is less higher than you;
- 3= the status of your partner is equal to you;
- 4= the status of your partner is less lower than you;
- 5= the status of your partner is lower than you;

Please fill your identity in the blank space below. It will be kept confidential along the study.

Name:

Phone:

Question #1

You are a student at a university. One of your lecturers comes into the classroom with many books and papers to share with you and your peers. After class, he/she asks if you can assist him/ her with carrying the books and papers to the office, which is located in the next building, but you cannot help him/her because you are late for an appointment with your supervisor who is very punctual.

The most appropriate way to refuse is by saying: _____

What is the power status of the lecturer? (Checklist one of the options below!)

1 2 3 4 5

The lecturer is higher than you The lecturer is lower than you

Why do you think your way of refusing is appropriate? _____

Question #2

You are a fourth-year student at University. A first-year student on the same degree as you is doing a class project and asks if he/she could interview you. Although you would like to help him/her, you do not have the time.

The most appropriate way to refuse is by saying: _____

What is the power status of the student? (Checklist one of the options below!)

1 2 3 4 5

The student is higher than you The student is lower than you

Why do you think your way of refusing is appropriate? _____

Question #3

You are at a your bestfriend (Lisa) house for lunch. She says, “How about another piece of cake?”. You can't accept the offer because you are on a diet.

The most appropriate way to refuse is by saying: _____

What is the power status of Lisa? (Checklist one of the options below!)

1 2 3 4 5

Lisa is higher than you Lisa is lower than you

Why do you think your way of refusing is appropriate? _____

Question #4

You have a maid at home named Maman. While ironing your clothes, he spoils one of your expensive shirts. He says he will replace it with a new one but you know it will be difficult for him because he does not have much money.

The most appropriate way to refuse is by saying: _____

What is the power status of Maman? (Checklist one of the options below!)

1 2 3 4 5

Maman is higher than you Maman is lower than you

Why do you think your way of refusing is appropriate? _____

Questions #5

You are a student and an excellent singer. You want to become a scientist but your parents suggests you to take up singing as your career.

The most appropriate way to refuse is by saying: _____

What is the power status of your parents? (Checklist one of the options below!)

1 2 3 4 5

Your parents are higher than you Your parents are lower than you

Why do you think your way of refusing is appropriate? _____

Questions #6

At noon, a friend who is careless comes to borrow your motorcycle for his company. He has borrowed your motorcycle twice before. You don't want him to borrow it again.

The most appropriate way to refuse is by saying: _____

What is the power status of your friend? (Checklist one of the options below!)

1 2 3 4 5

He is higher than you He is lower than you

Why do you think your way of refusing is appropriate? _____

APPENDIX II

AUTOBIOGRAPHY

1. Name : Cut Yara Andama
2. Place / date of Birth : Banda Aceh/ 9 February 1995
3. Religion : Islam
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12. Education Background
 - a. Elementary School : MIN Lambaro (2000-2006)
 - b. Junior High School : SMPN 19 Percontohan (2006-2009)
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Banda Aceh, August 24th, 2016

The Researcher

Cut Yara Andama