

**THE REFUSAL STRATEGIES IN SUNDANESE PERFORMED  
BY THE STUDENTS OF FACULTY OF CULTURAL STUDIES  
BRAWIJAYA UNIVERSITY IN DAILY LIFE**

**UNDERGRADUATE THESIS**

**BY  
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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2018**

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UNIVERSITY IN DAILY LIFE**

**UNDERGRADUATE THESIS**

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**BY**

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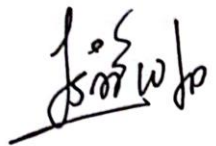
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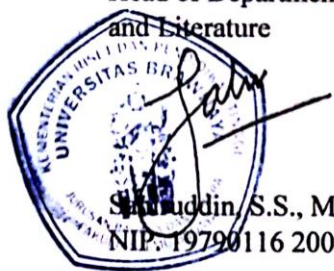
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Malang, 21 Desember 2018

The Researcher

## ABSTRACT

Aulia, Arriza Zuhdi. 2018. **The Refusal Strategies in Sundanese Performed by the Students of Faculty of Cultural Studies Brawijaya University in Daily Life.** Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Emy Sudarwati, S.S., M.Pd

Keywords: refusal strategies, Sundanese, Students of Faculty of Cultural Studies.

Sundanese is the second most spoken local language in Indonesia after Javanese. Refusing is one of certain acts that is also performed by Sundanese speakers in their daily lives. Since there are also many Sundanese speaking students at Faculty of Cultural Studies Brawijaya University, this study is conducted to analyze the types of refusal strategies performed by them in their daily lives.

This study used qualitative approach namely document analysis since the data being analyzed were written materials. The data of this study were Sundanese utterances produced by ten students of all study programs at Faculty of Cultural Studies Brawijaya University. The data were gathered using Discourse Completion Task (DCT) developed by Billmyer & Varghese (2000) and modified to reach the objective. The data were analyzed by classifying the types of refusal utterances produced by ten students based on Felix-Brasdefer's (2008) theory.

This study found that the Sundanese speaking students of Faculty of Cultural Studies Brawijaya University preferred using indirect strategies rather than the direct strategy and adjuncts to refusals. One of the indirect refusal categories, reason/explanation became the most performed strategy by 74 times. Followed by apology/regret which is also an indirect refusal category as the second most performed category by 39 times. These two strategies were often combined by the participants, indicating that this is the most polite way to refuse the interlocutor's desire in their daily lives.

The conclusion of this study shows that there are 11 types of refusal strategies in Sundanese used by the students of Faculty of Cultural Studies Brawijaya University in daily life, namely: direct refusal (24 times), mitigated refusal (twice), reason/explanation (74 times), apology/regret (39 times), alternative (7 times), postponement (12 times), set condition for future/past acceptance (twice), preparator (9 times), positive opinion (once), willingness (once), gratitude/appreciation (12 times). The researcher suggests for the next researchers to identify the types of refusal strategies on other local languages in Indonesia such as Javanese, Madurese, Banjarese, and so on. They can also use different object, theory, and method for their researches.

## ABSTRAK

Aulia, Arriza Zuhdi. 2018. **The Refusal Strategies in Sundanese Performed by the Students of Faculty of Cultural Studies Brawijaya University in Daily Life.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Emy Sudarwati, S.S., M.Pd

Kata Kunci: strategi penolakan, bahasa Sunda, Mahasiswa Fakultas Ilmu Budaya.

Bahasa Sunda adalah bahasa lokal kedua yang paling banyak digunakan di Indonesia setelah bahasa Jawa. Menolak adalah salah satu tindakan tertentu yang juga dilakukan oleh para penutur bahasa Sunda dalam kehidupan sehari-hari mereka. Karena di Fakultas Ilmu Budaya Universitas Brawijaya juga terdapat banyak mahasiswa berbahasa Sunda, penelitian ini bertujuan untuk menganalisis jenis-jenis strategi penolakan yang mereka lakukan dalam kehidupan sehari-hari mereka.

Penelitian ini menggunakan pendekatan kualitatif yakni analisis dokumen karena data yang diteliti merupakan bahan tertulis. Data penelitian ini adalah ujaran bahasa Sunda yang dihasilkan oleh sepuluh mahasiswa dari semua program studi di Fakultas Ilmu Budaya Universitas Brawijaya. Data dikumpulkan menggunakan Tugas penyelesaian percakapan tertulis (DCT) yang dikembangkan oleh Billmyer & Varghese (2000) yang dimodifikasi untuk mencapai tujuan penelitian. Data dianalisis dengan cara mengklasifikasikan jenis-jenis ucapan penolakan dari sepuluh mahasiswa berdasarkan teori Felix-Brasdefer (2008).

Penelitian ini menemukan bahwa mahasiswa penutur bahasa Sunda Fakultas Ilmu Budaya Universitas Brawijaya lebih suka menggunakan strategi tidak langsung daripada strategi langsung dan tambahan untuk penolakan. Salah satu kategori penolakan tidak langsung, alasan/penjelasan menjadi strategi yang paling banyak dilakukan sebanyak 74 kali. Diikuti oleh permintaan maaf/penyesalan yang juga merupakan kategori penolakan tidak langsung sebagai kategori paling banyak dilakukan kedua sebanyak 39 kali. Kedua strategi ini sering dikombinasikan oleh para peserta, menunjukkan bahwa ini adalah cara paling sopan untuk menolak keinginan lawan bicara dalam kehidupan sehari-hari mereka.

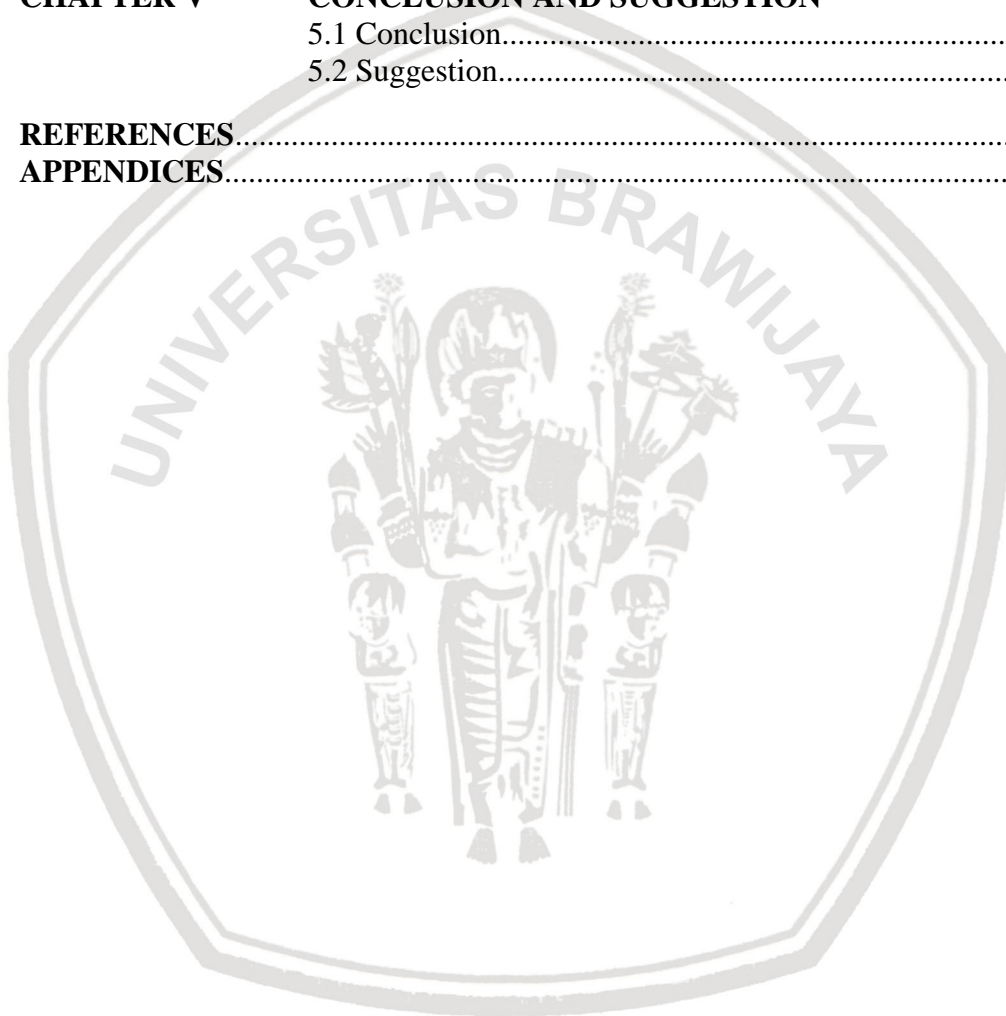
Kesimpulan dari penelitian ini menunjukkan bahwa ada 11 jenis strategi penolakan dalam bahasa Sunda yang digunakan oleh mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya dalam kehidupan sehari-hari, yaitu: penolakan langsung (24 kali), penolakan yang dimitigasi (dua kali), alasan/penjelasan (74 kali), permintaan maaf/penyesalan (39 kali), alternatif (7 kali), penundaan (12 kali), ketentuan yang ditetapkan untuk penerimaan di masa depan/masa lalu (dua kali), penyiapan (9 kali), opini positif (sekali), kesediaan (sekali), terimakasih/penghargaan (12 kali). Peneliti menyarankan bagi peneliti selanjutnya untuk meneliti jenis-jenis strategi penolakan pada bahasa lokal lainnya di Indonesia seperti Jawa, Madura, Banjar, dan sebagainya. Peneliti selanjutnya juga dapat menggunakan objek, teori, dan metode yang berbeda untuk penelitian mereka.



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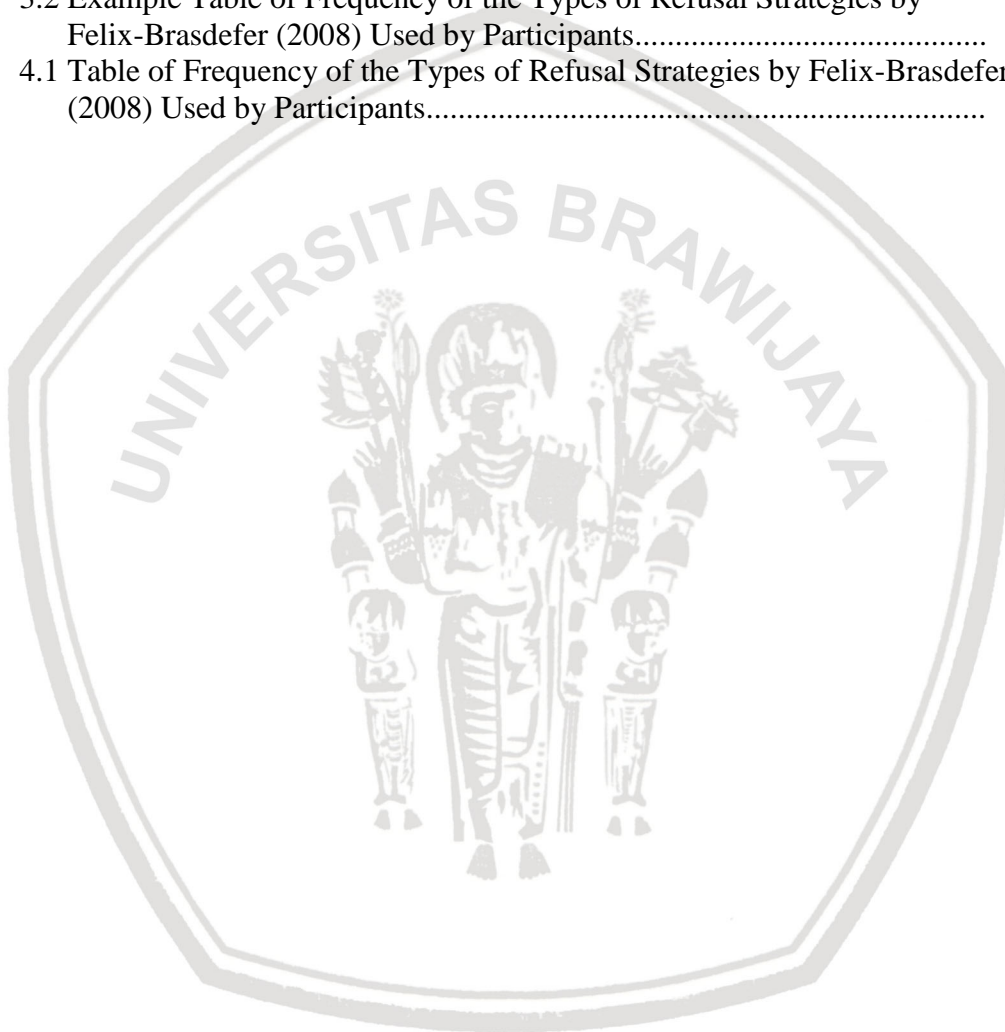
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## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, and definition of key terms.

#### 1.1 Background of the Study

Language is a communication tool that plays a crucial role in people's lives. Specifically, people use language to communicate with each other. As the most important communication tool, language is able to express various informations such as feelings, ideas, emotions, and so on. By doing so, people can reach their goals of communication, socialize with each other, fulfill their needs, and many others. Language is also capable of expressing meanings and doing actions. Since in communication people do not only produce utterances that contain information, but they also perform actions through their utterances. That idea was the reason of the birth of speech act theory. Yule (2010, p.133) defined speech acts as the actions performed by a speaker through an utterance. Those actions can be in various forms such as assertion, warning, offer, apology, request, and etc.

Austin (1975 in Chojimah, p.50, 2015) classified speech acts into three different acts. They are locutionary act or locution, illocutionary act or illocution, perlocutionary act or perlocution. According to Austin, locutionary act is "the literal meaning of an utterance"; then illocutionary act is "the force or the act behind an utterance. It can be either the act of making statements, disagreeing, agreeing,

promising, and many others”; and the last, perlocutionary act is “the bringing about the effects on the addressee by means of illocutionary acts.”

Since understanding the speaker's meaning is crucial to make a successful communication, illocution becomes the most investigated act out of those three acts. Searle (1976 in Chojimah, p.54, 2015) refined Austin's classification of illocution and then he classified illocution into five types of act, they are: declaratives, representatives, expressives, directives, and commissives. Commissive acts is one of acts that is usually used in daily routine. Commissive acts is an act that deals with a speaker's commitment to future actions. The examples of commissive acts such as warning, offering, threatening, promising, refusing, and etc.

Our social relationship in daily life gives us a lot of consequences in many ways. Some of those consequences are request, invitation, suggestion, offer and etc. In dealing with a request, an invitation, a suggestion, or an offer we only have two options, either we accept or we refuse. Sometimes the speakers can accept the desire of interlocutor, but also they often refuse due to various reasons. Thus, refusing is one of the certain attitudes in daily activities. Felix-Brasdefer (2008) stated that a refusal may create disagreement, conflict or tension between the speakers and the interlocutors whether it is expressed to a person of equal or unequal status, thus the person refusing may use softened utterances as a discourse strategy to attenuate the effects of the unwelcome news. However, people are often having difficulties in uttering their refusal to someone's desire in daily life. Indonesian people are no different. They tend to express their refusal in a polite way because it is a very sensitive act. Always thinking about interlocutor's feeling is an attitude that cannot

be separated for most of Indonesians, that is why they are interesting to be observed.

There are so many local languages in Indonesia besides their national language Bahasa Indonesia. That such condition makes the application of their attitudes towards interlocutor varies across languages, cultures, and regions. For example in student's daily life, when a student refuses his or her friend's request to stay overnight in his or her boarding house, the refusal can be direct or indirect. Since knowing the intention of the speaker is crucial in order to have a better understanding in communication, the researcher is interested to analyze their refusal utterances.

One of the most spoken local languages in Indonesia is Sundanese. Sundanese language is a Malayo-Polynesian language originally spoken by Sundanese people. Sundanese people are an Austronesian ethnic group native to the western part of the Indonesian island of Java. According to the latest population census in Indonesia in 2010 the number of Sundanese people is more than thirty six million people. That makes them the second most populous ethnic group in Indonesia, after Javanese who also live in Java island. Along with the migration of Sundanese people, the speakers of this language have spread throughout the country. Their migration also affects the number of Sundanese speakers. Based on the latest language census in 2007 the number of Sundanese speakers is approximately 42 million people, which makes it the second most spoken local language after Javanese language.

The migration of Sundanese people is due to various reasons. One of those reasons is educational background. In order to study in a high-quality educational

institution they are willing to leave their hometown. Malang as one of the cities in Indonesia that has some high-quality educational institutions has been one of the favorite destinations for Sundanese speaking students to continue their higher education. One of the leading universities in Indonesia that is located in Malang is Brawijaya University. Brawijaya as a famous university has many Sundanese speaking students. That is why the researcher is interested in analyzing the use of refusal act in Sundanese by the students of Faculty of Cultural Studies Brawijaya University.

The researcher focused on the types of refusal strategies by the students of Faculty of Cultural Studies Brawijaya University. The students of Faculty of Cultural Studies were chosen because they have learned about other languages and cultures in their faculty. They might have learned about other languages and cultures more than their own local language. That such condition might influence their language competence and their attitudes in using their own local language. The researcher chose the students from all of the study programs at Faculty of Cultural Studies Brawijaya University and the use of refusal strategies in daily life situation to limit the scope of data source.

By conducting this research, the researcher hopes that the research on Sundanese language can bring some insights in linguistics study. Practically, the findings of this research can enlarge the linguistics repertoire or linguistics expression of refusal strategies used in daily life particularly for Sundanese speakers. This is important to avoid misunderstanding that may lead to disharmonious relationship between the speakers and the interlocutor.



Theoretically, the researcher hopefully can add more knowledge on the study of speech acts particularly on the study of refusal strategies and to help the next research on speech acts in different languages. Thus, the researcher developed the research on speech acts particularly refusal using different theory, method and object.

### 1.2 Problem of the Study

Based on the background of the study, the problem of the study is presented as follows:

What are the types of refusal strategies in Sundanese used by Sundanese speaking students of Faculty of Cultural Studies Brawijaya University ?

### 1.3 Objective of the Study

In line with the research problem, the objective of the study is:

To analyze the types of refusal strategies in Sundanese used by Sundanese speaking students of Faculty of Cultural Studies Brawijaya University.

### 1.3 Definition of Key Terms

Some definitions of key terms mentioned frequently in this study are:

1. **Speech Act** : The action performed by a speaker with an utterance (Yule, p. 133, 2010).
2. **Refusal** : A response to an initiating act and is considered a speech act by which a speaker fails to engage in an action proposed by the interlocutor (Chen, Ye, and Zhang, p. 121, 1995 in Felix-Brasdefer, p.42, 2008).
3. **Refusal Strategies** : Strategies used to reassure the recipient of the refusal that he or she is still approved of but there are necessary reasons

for the refusal, and that the refuser regrets the necessity for the refusal (Beebe et al, 1990 in Putri, p. 22, 2010).

#### 4. Sundanese

: A Malayo-Polynesian language spoken by Sundanese people.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the relevant theories related to the discussed topic. They are speech acts, refusal strategies, type of refusal strategies, and previous studies related to this study.

#### 2.1 Speech Acts

Speech act theory is a branch of pragmatics concerns with the ways in which words can be used not only to present information but also to carry out actions. Austin (1975 in Cutting, p.16, 2002) defined speech acts as the actions performed through utterances. Then, Austin (1975 in Chojimah, p.50, 2015) classified speech acts into three distinct levels, they are; locutionary act or locution, illocutionary act or illocution, perlocutionary act or perlocution. locutionary act is “the literal meaning of an utterance”; then illocutionary act is “the force or the act behind an utterance. It can be either the act of making statements, disagreeing, agreeing, promising, and many othes”; and the last, perlocutionary act is “the bringing about the effects on the addressee by means of illocutionary acts”. If one says a statement *I will be home very soon*, The locutionary is the sentence itself, the illocutionary is promising, the addresser wants to promise the addressee that he or she will be home soon enough without explicitly say the word promise. Then the perlocutionary effect of that statement is the addressee prepare for the arrival or waiting for the addresser after hearing the addresser’s statement.

Searle (1976 in Chojimah, p.54, 2015) refined Austin's classification of illocutionary act, He classified illocution into five different acts as follows;

1. **Representatives:** they are related with a speaker's commitment to the truth of something. For example concluding, predicting, assessing, describing, etc.
2. **Expressives:** they deal with expressions of psychological states such as apologizing, condoling, welcoming, praising, regretting, etc.
3. **Directives:** they are related with a speaker's attempt to get the addressee to do something. The examples of this act are inviting, ordering, questioning, commanding, and so on.
4. **Declaratives:** they are related with acts having immediate changes, such as declaring war, proclaiming independence, christening, firing from employment, etc.
5. **Commissives:** they deal with a speaker's commitment to future actions, such as threatening, vowing, promising, offering, refusing, and many others.

Refusal is one of the example of speech acts which is a negative response to other speech acts (e.g. request, command, suggestion, and invitation). Refusal is categorized as one of commissive acts since it represents speakers' commitment to future actions.

## 2.2 Refusal Strategies

According to Beebe et al (1990 in Putri, p. 22, 2010) refusal strategies are a set of strategies used to reassure the interlocutor of the refusal that he or she is still

approved of but there are necessary reasons for the refusal, and that the speaker regrets the necessity for the refusal. People frequently use refusal in daily life and it is one of acts which cannot be separated from the social interaction. In refusing something, people try to convey the purpose of their refusal. The use of refusal is to express disagreement of the speakers towards the interlocutor's action, suggestion, request, and etc. For example, *“Let's go to the cinema tonight. No, I can't. I have to study for tomorrow's exam”*. From that conversation we can see the refusal utterance because the speaker explicitly says his or her refusal by saying *“no, I can't”*. The speaker also adds a reason of his refusal to reduce the negative effect so that the interlocutor will not be offended by his/her refusal.

As a reactive speech act, a refusal functions as a response to an initiating act and is considered a speech act by which a speaker fails to engage in an action proposed by the interlocutor (Chen, Ye, and Zhang, p. 121, 1995 in Felix-Brasdefer, p.42, 2008). From the example sentence above we can see that the speaker refuses the interlocutor's invitation due to an urgent matter. The speaker shows us the function of refusal as a response to a proposed action which he/she fails to perform by refusing the invitation of interlocutor.

The form of refusal can be direct, indirect, or using adjuncts to refusals. According to Felix-Brasdefer (p.43, 2008) the linguistic expressions of refusals can be delivered in three different strategies such as direct strategy, indirect strategies, and adjuncts to refusals (expressions to reinforce positive facework on the part of the speaker). The form of refusal depends on the particular background such as culture, social status, gender difference, the relationship between the speakers and

the interlocutor, and many others. Direct refusal can be expressed explicitly by saying “*No*”; “*No, I can’t*”; “*I can’t*” (Felix-Brasdefer, p.43, 2008).

The second type of refusal strategy is indirect refusals. indirect refusals according to Felix-Brasdefer can be uttered by using some strategies, such as a mitigated refusal (‘Unfortunately, I don’t think I’ll be able to come to your proposal seminar’), a reason or explanation (‘I have to take my mother to the hospital’), an indefinite reply (‘i don’t know if i can lend you my book or not’), an alternative (‘why don’t we go to the cinema tomorrow night?’), a postponement (‘I think i would rather take the IT test next year’), requests for clarification (‘Did you say last week?’) or additional information (‘how long does the surgery take?’), a promise to comply (‘I’ll try whatever it takes to help you, but I can’t promise you if you will succeed or not’), partial repeats of previous utterance (‘.... Tonight ? I can’t’), or an expression of regret or apology (‘I apologize or I’m very sorry’).

The third strategy is using adjuncts to refusals. This strategy includes: a positive remark (‘Congratulations for your result seminar . I’m impressed, but...’), an expression of willingness (‘I’d love to, but...’), an expression of gratitude (‘Thanks for the compliment, but...’), partial agreements used to preface a refusal (‘Yes, I agree, but...’), or minimal vocalizations or discourse markers (‘Oh snap, Today, I can’t’).

We have to understand those kinds of refusal strategies in order to soften the negative effect of the refusals and to reach the goal of communication. Those strategies is often used by people when communicating in daily life, that is why a

better understanding about this theory could help the speakers and the interlocutor to avoid misunderstanding in communication.

### 2.3 Direct Strategy

According to Felix-Brasdefer (p.73, 2008) “the directness continuum is comprised of strategies that convey an explicit message of the refusal response”. The direct strategy expresses negative response of the speaker explicitly to refuse an action proposed by the addressee”. For example, this strategy can be performed by saying "No, I cannot help you to do your homework" or "I don't wanna tell you how I got my money". From these example we can see that the speaker directly refuses a request and a command from the addressee.

### 2.4 Indirect strategies

According to Gudykunst and Ting-Toomey (p.100, 1988 in Felix-Brasdefer, p.74, 2008) "the indirect verbal style refers to verbal messages that camouflage and conceal speakers' true intentions in terms of their wants, needs, and goals in the discourse situation". Felix-Brasdefer (2008) classified 12 different strategies to perform indirect refusals as follows:

**1. Mitigated Refusal :** expressions which are internally modified by hedges that reduce the negative effects that a direct refusal might have had on the interlocutor. This type of refusal strategy tries to keep the feeling of interlocutor from negative effects that can be caused by a direct refusal. Internal modification includes refusals which use the conditional form to convey politeness in specific situations, impersonal expressions that have the effect of creating distance between

the speaker and the content of a proposition expressed, or by means of mitigators such as mental state predicates (e.g. 'to understand'), adverbs (e.g. 'sadly'), or degree modifiers (e.g. 'a little'). The example utterances of this strategy such as: *'Well, look, I think I cannot accompany you to go to the cinema tonight'*, *'Unfortunately, I won't be able to help you to do your class project'*, *'It's sort of like I don't want to take that class'*.

**2. Reason/Explanation:** in this strategy, the speakers indirectly refuse an invitation, a request, a suggestion, or an offer by providing excuses, accounts, or explanations. The speakers may provide specific or general account to express their refusal. The specific details are not include in a general reason or explanation as to why the speakers cannot comply with a request, an invitation, or a suggestion. On the other hand, a specific reason or explanation provides detailed information that indirectly mitigates the refusal. The example utterances of this strategy such as: *'I have plans'*, *'I am having dinner with Mr. Anies Baswedan who are visiting for the weekend after his presentation at Pekan Raya Jakarta'*.

**3. Indefinite Reply:** in this type of indirect strategy, the speakers use an indefinite reply to refuse a suggestion, an invitation, a request, or an offer. Such condition makes speakers' intentional message remains vague, uncertain, or undecided. The speaker' uncertainty can be seen from their indefinite reply which makes the result of the interaction is left open and indefinite. The example utterances of this strategy such as: *'Oh, I don't know if I can come on your graduation day'*, *'let me see if I can help you to do your science project, I can't promise you anything'*.



**4. Apology/Regret:** apology is an expression of regret for some offence committed by a speaker against an interlocutor and there is no implication that the speaker has benefited from the offence (Leech, p 124–125, 1983). While according to Felix-Brasdefer in the case of refusals, employing apologies, expressions of regret, or asking for forgiveness functions as indirect refusal that may be considered manifestations of relational work and expressions that may be open for polite interpretation. It means that by using a very polite expression the speakers try to keep their interlocutor's feeling from bad effects of a refusal. In this strategy, a speaker apologizes or expresses their regret to the interlocutor in addition to their refusal. For example: *'I apologize, but I'm gonna have a class at 7:00 p.m.'*, *'I feel really bad, but I can't attend your result seminar next month'*.

**5. Alternative:** the speaker that uses this strategy tries to suggest alternatives or possibilities in order to negotiate with the interlocutor and arrive at a mutual agreement. A speaker uses an alternative when refusing an invitation, a request, a suggestion, or an offer so that the interlocutor will not be offended. An alternative could also mean to direct the conversation away from the request, invitation, or suggestion. The example utterances of this strategy such as: *'why don't you ask bucky to help you to do your class project ?'*, *'can we just do our assignment right now instead of going to the cinema ?'*.

**6. Postponement:** when using this strategy, the speakers do not want to make a commitment as they put off an invitation, a request, a suggestion, or an offer. This strategy is employed to negotiate face across the interaction, to express relational work, and also to delay a refusal. This strategy can also be considered an

instance of verbal avoidance because postponing a refusal distracts the interlocutor's attention away from a dispreferred response. The example utterances of this strategy such as: *'What possibility would there be to put the presentation off, let's say, until next week?'*, *'Um, is it possible I could come in early on Tuesday?'*

**7. Repetition of Part of Previous Discourse:** it is a strategy where the speakers repeat a portion of the previous discourse mentioned in the interlocutor's invitation, request, suggestion, or offer. The repetition is used to distract the attention away from the interlocutor and delays a dispreferred response. In many cases the use of repetition of part of the previous discourse represents a verbal avoidance strategy that is used by the speakers to give them time to think of an appropriate excuse. The example of this strategy is shown in the conversation below:

A: *'hey man, i'm gonna make a graduation party next saturday in my house at 7pm, all of our boys will be there too, it's gonna be lit man, you gotta be there too'*.

B: *'what? At 7pm?'*

A: *'Yeah right man, next saturday, at 7pm'*.

B: *'I'll tell ya what, I can't, man'*.

**8. Request for Additional Information:** it is a refusal strategy where a speaker asks for information which is not previously mentioned in the interlocutor's invitation, request, suggestion or offer, and showing interest in both the interlocutor and the proposition. This strategy is also considered to be an instance of verbal avoidance because it delays the refusal response and diverts the attention away from the interlocutor. In using this strategy, the speakers promote the negotiation in order

to arrive at a mutual agreement. The example of this strategy is shown in the conversation below:

A: *'Hey dude, Mr. Stark is going to make a science project for national science week this year. He asked me to invite you to join the team. What do you think?'*

B: *'Well, I don't know man, who else is going to join the team?'*

**9. Set Condition for Future or Past Acceptance:** this strategy is performed by creating a hypothetical condition under which acceptance would occur (future) or would have occurred (past) to refuse or to put off an invitation, a request, or a suggestion. If the condition for refusing refers to the past, the refusal is expressed indirectly with the speaker not complying with the act (invitation, request, suggestion, or offer), whereas if the condition is realized in the future, the speaker may or may not complete the act. The example utterances of this strategy such as: *'If you had come to me earlier, I would have borrowed you my money.'*, *'If you give me a ride to go to campus, I'll come to your proposal seminar after my class.'*

**10. Wish:** this is the strategy where the speakers communicate their desire or wish to accept an invitation, a request, a suggestion, or offer as an expression of refusal. It is often employed as a polite refusal response to express supportive facework and to soften the negative effects of a direct refusal. The example utterances of this strategy such as: *'I wish I could come to your party, but I have to take my mother to the hospital tonight.'*, *'I wish I were able to go to Germany with you Mr. Wayne, but I have to visit my parents this weekend.'*

**11. Promise to Comply:** in this strategy the speakers do not want to make any commitment to accept the interlocutor's desire by promising that they may try to figure something out. The example sentences of this strategy such as: *I'm gonna try to be at your result seminar, but I can't promise you anything*, *I'll try to talk to Dr. Banner, but I can't promise you if we can do this science project together.*'

**12. Preparator:** In this strategy the speakers prepare the interlocutor for the upcoming refusal by announcing in some way that they will refuse the proposition. This strategy functions as a pre-sequence and is often employed to preface and soften an upcoming refusal. The example utterances of this strategy such as: *I'll be honest with you, I can't help you to do your homework.*, *You know what? I'm gonna be out of town, and I just can't accompany you to go to concert.*'

## 2.5 Adjuncts to Refusals

According to Felix-Brasdefer (p.79, 2008) adjuncts to refusals are employed as external modifications to the refusal head act when refusing an invitation, a request, a suggestion, or an offer. This type of refusal is categorized into five different strategies that highlight the refuser's involvement with the interlocutor, they are positive opinion, willingness, gratitude/appreciation, agreement, and empathy. The definitions and examples of these strategies are as follows:

**1. Positive Opinion:** this is a strategy in which the speakers provide positive expressions before or after a refusal head act in order to maintain harmony with the interlocutor. Examples of this strategy include expressions of well-wishing or any other positive comment or remark on the part of the refuser. The example utterances of this strategy such as: *Yeah I do think that is a good idea, but I still can't help*

*you to finish your assignment.*’, *‘congratulations on your success, but I can't raise your salary yet.’*

**2. Willingness:** this is a strategy in which the speakers indicate their willingness to comply with an action proposed by the interlocutor before refusing it. This strategy functions as a means of expressing involvement with the interlocutor. The example utterances of this strategy such as: *‘I'd love to, but I can't come to your seminar.’*, *‘Yeah I'd like that, but I cannot join you right now, sorry.’*

**3. Gratitude/Appreciation:** this is a strategy in which an expression of gratitude/appreciation is used to express relational work with the interlocutor when refusing an action proposed by them. If this strategy is used in excess when refusing, it may be open to a polite interpretation. The example utterances of this strategy such as: *‘Thanks for the invitation, but I have to take my father to the city hall.’*, *‘I really appreciate your hard work, but you can't join the team because it is full already, sorry.’*

**4. Agreement:** in this strategy, the speakers use expressions which indicate a partial or weak agreement in relation to the opinion expressed when refusing an invitation, a request, a suggestion, or an offer. Partial agreements are manifestations of relational work and express involvement with the point of view of the interlocutor by showing initial interest in a proposed action. This strategy is often employed to preface a refusal sequence. The example utterances of this strategy such as: *‘Yes/okay, but I can't give you what you ask for.’*, *‘I understand exactly what you're saying, but I still can't help you right now.’*

**5. Empathy:** in this strategy, the speakers may empathize with the interlocutor and may show involvement with and understanding of another's situation, feelings, and motives when refusing an invitation, a request, or a suggestion. The example utterances of this strategy such as: *'I know you are in a big trouble man, but I cannot help you right now.'*, *'I can understand your disappointment, but there is nothing I can do, sorry.'*

## 2.6 Previous Studies

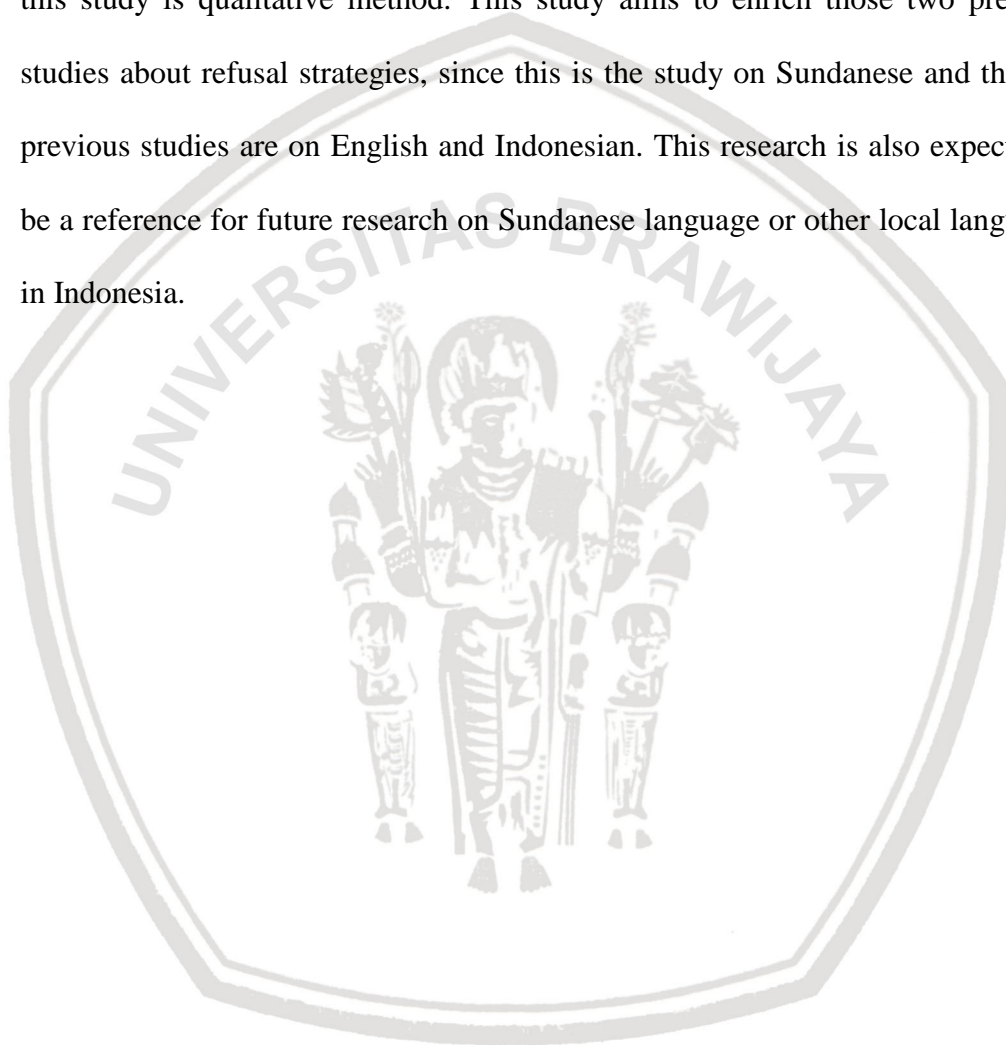
The study on refusal strategies has been conducted by a lot of researchers. The researcher chose two previous studies as the references and comparisons to the researcher's study. The first previous study was conducted by Eka Fitriana (2015) entitled: *"Refusal Strategies Used by Male and Female Students of English Literature in Campus Setting of Universitas Brawijaya"*. This study found out the different types of refusal strategies in English used by male and female students of English literature Brawijaya University. Male students tend to use reason or explanation strategy by 38 times. Meanwhile, female students mostly use regret/apology strategy for 36 times toward the actions proposed by their friends. Fitriana used refusal strategies theory by Felix-Brassdedefere (2008). She also combined theory of language and gender by Wardhaugh (2006) to help finding the factors of the choice of refusal strategies.

The second previous study was conducted by Janssen Tanu (2016) entitled: *"The Refusal Strategies in Indonesia Applied By Online Gamers in Seal Online Private server"*. This study revealed that Indonesian online gamers preferred using indirect strategies to the direct ones. The choice of refusal strategy shows that

Indonesian gamers tend to avoid social disharmony by using indirect strategies. In this study, the participants mostly use reason/explanation and/or combination with other indirect strategies in their utterances. Tanu used the refusal strategies theory by Felix-Brasdefer (2008) and combined it with politeness strategies theory by Brown and Levinson (1987).

The present study discusses about refusal strategies in Sundanese performed by the students of Faculty of Cultural Studies Brawijaya University in daily life. This study analyzes the types of refusal strategies used by the Sundanese speaking students when they are expressing their refusal daily interaction with their friends using Sundanese language. The similarities between this study and both previous studies are the same refusal strategies theory by Felix-Brasdefer (2008) and the same data elicitation method namely discourse completion task (DCT). The differences between this study and the first previous study by Fitriana are the subject, theory, and object of the study. Her research object is refusal strategies in English and her research subject is English literature students at Brawijaya University. Furthermore, she combined the theory by Felix-Brasdefer (2008) and language and gender theory by Wardhaugh (2006), while the researcher uses refusal strategies by Felix-Brasdefer (2008) to only focus on analyzing the types of refusal strategies. The object of the present study is refusal strategies in Sundanese, while subject is the students of all study programs at Faculty of Cultural Studies Brawijaya University in daily life. Meanwhile, the differences between this study and the second previous study by Tanu are in terms of theory, subject, object, and research method. The object of Tanu's research is refusal strategies in Indonesian

language, while his subject is online gamers in seal online private server. Tanu combined the theory of refusal strategies by Felix-Brasdefer (2008) with politeness strategy theory by Brown and Levinson (1987) to analyze the data. Furthermore, Tanu used quantitative method. Meanwhile, the method used by the researcher in this study is qualitative method. This study aims to enrich those two previous studies about refusal strategies, since this is the study on Sundanese and the two previous studies are on English and Indonesian. This research is also expected to be a reference for future research on Sundanese language or other local languages in Indonesia.





## CHAPTER III

### RESEARCH METHOD

This chapter explains the research method used in this study. It consists of research design, data source, data collection, and data analysis.

#### 3.1 Research Design

The method used by the researcher in this research was descriptive qualitative approach. The researcher decided to use this method, since the research is a kind of social phenomenon in a group of individuals or in this case group of Sundanese speaking students at Faculty of Cultural Studies Brawijaya University. According to Creswell (p. 37, 2007), “qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or group ascribe to a social or human problem”. The researcher used document analysis to analyze the data. The researcher used document analysis, since the data was in the form of written utterances. According to Ary et al (p.442, 2002), “document analysis is a research method applied in written or visuals materials for the purpose of identifying specified characteristics of the material. The material can be textbooks, newspapers, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.”

This research is conducted to analyze the refusal strategies in sundanese performed by the students of Faculty of Cultural Studies Brawijaya University. In other words, this study aims to find out what are the types of refusal strategies in

Sundanese from the utterances produced by the students of Faculty of Cultural Studies Brawijaya University. On the basis of the research problem, the research design is qualitative approach by analyzing the written utterances given by research participants.

### 3.2 Data Source

The data of this research were the Sundanese utterances that contain refusal strategies. Meanwhile, the data source of this research were Sundanese speaking students of all study programs at Faculty of Cultural Studies Brawijaya University. The researcher chose the students of all study programs since Sundanese speaking students are not only from one study program. The term of Sundanese speakers here is not only the students from Sundanese ethnic group, but also the students from any region in Indonesia who are able to speak Sundanese and use it fluently in conversation. The researcher decided to do that since Sundanese language has spread and studied by a lot people in Indonesia.

The researcher used purposive sampling, since this study investigated refusal utterances by the students. According to Ary et al (p.156, 2010) " purposive sampling or judgement sampling is sample elements judged to be typical, or representative, are chosen from the population". It is usually used for attitude and opinion surveys, that is why purposive sampling is appropriate to be used in the researcher's study.

The researcher obtained the data from ten students of faculty of cultural studies brawijaya university. "In taking sampling from population that if the population number is less than or equal to 100, all the population should be taken

as the sampling, but if the population number is greater than or equal to 100, the sampling size is 10-20% or 20-25% of the population” (Arikunto, p.130, 2006). Moreover, there are more than 100 students who are also Sundanese speakers at Faculty of Cultural Studies Brawijaya University. The researcher decided about 10% of those populations to be taken as the sampling. The ten participants of the research were five male and five female Sundanese speaking students of Faculty of Cultural Studies. The participants were chosen based on certain criterias because not all of the populations can participate in the research. Only the students who are able to speak Sundanese fluently, understand the structure, and know how to use the Sundanese language properly in a conversation based on certain condition and situation were chosen as the participants of the research. They were the proper representatives to the populations of the Sundanese speaking students since the data analysis using qualitative method, which needs deeper analysis compared to the quantitative.

### **3.3 Data Collection**

The method used by the researcher to collect the data was Discourse Completion task (DCT). “Discourse completion tasks (DCT) is a type of production questionnaire in which speech acts are elicited in the written form by some kind of situational description” (Billmyer&Varghese, 2000 in Hua, p212, 2016). As what is stated above, DCT is a method on speech acts resarch to obtain the data from research participants by using questionnaire that contains some kind of situational description. “DCT is convenient to use and easy to control, but careful attention must be paid to the sensitivity of responses to the design of the instrument, and steps

must be taken to provide additional validity to the data” (Hua, p212, 2016). The researcher used this method to obtain the data from participants, since it is effective for collecting the data in form of written utterances. The descriptions made by the researcher were in accordance to the situations that often happens in the daily life of the Sundanese speaking students of Faculty of Cultural Studies Brawijaya University in order to make them easier in giving their responses to the questionnaire.

The procedure of data collection conducted by the researcher systematically presented as follows:

1. The researcher modified the DCT model proposed by Billmyer & Varghese (p548, 2000 in Hua, p214, 2015). The questionnaire consists of ten written situational descriptions which often happen in the daily life of Sundanese speaking students of Faculty of Cultural Studies Brawijaya University. The descriptions were about daily interaction involving friends. The situational descriptions made by the researcher were meant to make the participants easy to give their respond, thus the researcher designed it as realistic as possible. The list of the descriptions consists of 3 requests, 2 offers, 3 invitations, and 2 suggestions. The questions provided by the researcher were in bahasa Indonesia, since the participants were not only from the students of English study programs but from the students of all study programs at Faculty of Cultural Studies. Thus, it was more suitable if the researcher used Bahasa Indonesia instead of English in the DCT questionnaire.

2. The researcher gave the questionnaire to ten participants of Sundanese speaking students of Faculty of Cultural Studies Brawijaya University, then asked them to respond to each description in the questionnaire individually and naturally. The participants responded in Sundanese and then they wrote the Indonesian translation of their Sundanese utterances in order to make the researcher easier to analyze the data, since the researcher is not a Sundanese speaker.
3. The researcher made sure that all the descriptions have been completely responded by the participants. Then, the researcher collected and selected all the data from the written DCT.

### **3.4 Data Analysis**

To analyze the data, the researcher used document analysis. After collecting the data, the researcher conducted several steps in analyzing the utterances as follows:

1. Reading and understanding the written Sundanese refusal utterances given by ten Sundanese speaking students of Faculty of Cultural Studies Brawijaya University.
2. Identifying and listing all the types of refusal strategies from the Sundanese utterances given by Sundanese speaking students of Faculty of Cultural Studies Brawijaya University.
3. Classifying the data containing refusal strategies given by ten Sundanese speaking students of Faculty of Cultural Studies based on the theory of refusal strategies by Felix-Brasdefer (2008). The types of refusal strategies

is presented in the table 3.1. Here, the researcher gives two examples out of ten questions from the DCT questionnaire as follows:

**Question 1:** Temanmu mengajak kamu pergi nonton film di bioskop malam ini, akan tetapi kamu harus mengantar ibumu ke rumah sakit malam ini untuk periksa rutin penyakit darah tingginya. Jawabanmu adalah:

**Question 2:** Temanmu meminta kamu untuk mengantarkannya ke rumah sakit besok pagi karena sakit asmanya kambuh, akan tetapi besok kamu harus menghadiri kelas jam 7 pagi. Jawabanmu adalah:

**Table 3.1 Example Table of the Types of Refusal Strategies Performed by Participants**

Questions	Utterances	The Types of Refusal Strategies by Felix-Brasdefer's (2008) Theory		
		Direct Refusals	Indirect Refusals	Adjuncts to Refusals
Q1				
Q2				
...				
Q10				

Based on table 3.1, the researcher makes coding of the utterances that were produced by all participants as follows:

- U1 : Utterance 1      U6 : Utterance 6
- U2 : Utterance 2      U7 : Utterance 7
- U3 : Utterance 3      U8 : Utterance 8
- U4 : Utterance 4      U9 : Utterance 9
- U5 : Utterance 5      U10 : Utterance 10

4. Putting the frequency of the types of Sundanese refusal strategies performed by all participants who performed each strategy in the table 3.2 and comparing the result.

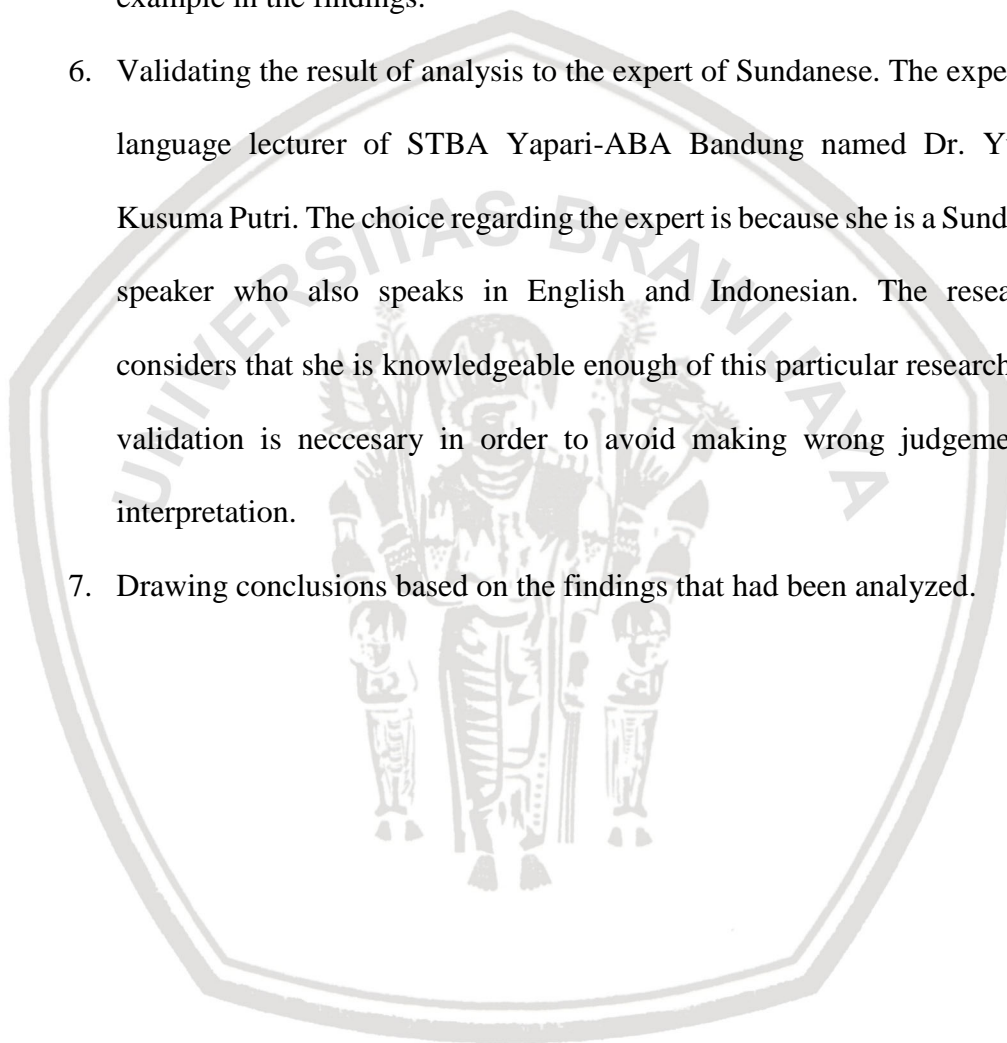
**Table 3.2 Example Table of Frequency of the Types of Refusal Strategies by Felix-Brasdefer (2008) Used by Participants**

Types of Refusal Strategies	Participants										Total
	1	2	3	4	5	6	7	8	9	10	
Direct Refusals											
Indirect Refusals											
Mitigated Refusal											
Reason/Explanation											
Apology/Regret											
Alternative											
Postponement											
Set Condition for Future/Past Acceptance											
Preparator											
Adjuncts to Refusals											
Positive Opinion											
Willingness											
Gratitude/Appreciation											

Based on the table 3.2 above, the researcher makes coding to analyze the students who performed refusal strategies as follows:

- P1** : Participant 1                      **P6** : Participant 6  
**P2** : Participant 2                      **P7** : Participant 7  
**P3** : Participant 3                      **P8** : Participant 8  
**P4** : Participant 4                      **P9** : Participant 9  
**P5** : Participant 5                      **P10** : Participant 10

5. Analyzing the types of Sundanese refusal strategies based on table 3.1 and 3.2, and giving brief examples of each strategy found in Sundanese utterances performed by Sundanese speaking students of Faculty of Cultural Studies. The researcher also provided the English translation of each example in the findings.
6. Validating the result of analysis to the expert of Sundanese. The expert is a language lecturer of STBA Yapari-ABA Bandung named Dr. Yuliani Kusuma Putri. The choice regarding the expert is because she is a Sundanese speaker who also speaks in English and Indonesian. The researcher considers that she is knowledgeable enough of this particular research. The validation is necessary in order to avoid making wrong judgement or interpretation.
7. Drawing conclusions based on the findings that had been analyzed.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the analysis of the data and discussion based on findings. This chapter consists of two points namely findings and discussion.

#### 4.1 Findings

The findings of the refusal strategies in Sundanese performed by the Sundanese speaking students of Faculty of Cultural Studies Brawijaya University in daily life are presented in this sub-chapter. In analyzing the refusal strategies, the researcher classified the refusal utterances according to its types of refusal strategies using the theory proposed by Felix-Brasdefer (2008) which contains three types of strategies, they are: direct refusals, Indirect refusals, and adjuncts to refusals. Indirect refusals and adjuncts to refusals are still divided into some categories which were previously mentioned in chapter two.

Indirect refusals consist of twelve different categories such as mitigated refusal, reason/explanation, indefinite reply, apology/regret, alternative, postponement, repetition of part of previous discourse, request for additional information, set condition for future or past acceptance, wish, promise to comply, and preparatory. Meanwhile, there are five ways to employ adjuncts to refusals, they are positive opinion, willingness, gratitude/appreciation, agreement, and empathy. The researcher analyzed a total of 100 Sundanese utterances given by the ten participants from responding the DCT questionnaire. In this chapter, the researcher

uses a table to show the frequency of the types of refusal strategies used by participants.

**Table 4.1 Table of Frequency of the Types of Refusal Strategies by Felix-Brasdefer (2008) Used by Participants**

Types of Refusal Strategies	Participants										Total
	1	2	3	4	5	6	7	8	9	10	
Direct Refusals	2	3	1	4	2	1	4	4	3	0	24
Indirect Refusals											
Mitigated Refusal	-	-	1	-	-	-	1	-	-	-	2
Reason/Explanation	7	7	9	4	8	9	6	6	8	10	74
Apology/Regret	8	6	2	2	4	4	2	2	2	7	39
Alternative	2	-	3	-	-	1	-	1	-	-	7
Postponement	1	-	1	-	2	2	-	2	2	2	12
Set Condition for Future/Past Acceptance	-	-	-	-	-	1	-	-	1	-	2
Preparator	-	-	-	4	-	2	2	-	1	-	9
Adjuncts to Refusals											
Positive Opinion	-	-	-	-	-	-	-	-	-	1	1
Willingness	-	-	-	-	-	1	-	-	-	-	1
Gratitude/Appreciation	-	1	2	-	-	-	2	2	-	5	12

Table 4.1 shows that there are eleven types of refusal strategy used by Sundanese speaking students of Faculty of Cultural Studies Brawijaya University. However, not all participants used those eleven types of strategy. Those eleven strategies are direct refusal, seven categories of indirect refusal strategies: mitigated refusal, reason/explanation, apology/regret, alternative, postponement, set condition for future/past acceptance, preparator, and three categories of adjuncts to refusals strategy: positive opinion, willingness, gratitude / appreciation. Mostly, the participants combined more than one refusal strategy to respond the descriptions in the questionnaire.

Direct refusal was performed 24 times combined from nine participants. They were P1 by twice, P2 by 3 times, P3 by once, P4 by 4 times, P5 by twice, P6 by once, 4 times for each P7 and P8, and P9 by 3 times. Then, Mitigated refusal only used twice in this research. It was used once for each P3 and P7. Reason/explanation was employed a total of 74 times. All participants employed this strategy, P1 (7 times), P2 (7 times), P3 (9 times), P4 (4 times), P5 (8 times), P6 (9 times), P7 (6 times), P8 (6 times), P9 (8 times), and P10 (10 times). The use of apology/regret occurred 39 times by all participants. The frequency of the use of this strategy is; P1 (8 times), P2 (6 times), twice for each P3 and P4, 4 times for each of P5 and P6, twice for each of P7, P8, and P9, and 7 times by P10. For alternative strategy, it was performed 7 times by four participants. They were P1 (twice), P3 (3 times), and once for each of P6 and P8. Then, Postponement was used 12 times combined from seven participants. P1 and P2 used once for each of them, and twice for each P5, P6, P8, P9, and P10. Set condition for future/past acceptance only happened twice. It was performed once for each P6 and P9. Then, the last indirect refusal category is preparator. Performed 9 times by four participants. they were; P9 by 4 times, twice for each P6 and P7, and once by P9.

The last type of refusal strategy is adjuncts to refusals. The participants performed three out of five categories of adjuncts to refusals. The first category is positive opinion, performed once by P10. The second category is willingness, it was used once by P6. The last category is Gratitude/Appreciation. This category was performed 12 times combined from five participants. They were P2 by once, twice for each of P3, P7, and P8, and five times by P10.

#### 4.1.1 Analysis of the Types of Refusal Strategies in Sundanese Performed by The Students of Faculty of Cultural Studies Brawijaya in Daily Life

In analyzing the types of refusal strategies, the researcher classified the Sundanese utterances according to its types of refusal strategies using the theory proposed by Felix-Brasdefer (2008). The following sub-chapters explain the detailed explanation and the table of analysis can be seen in appendix 2.

##### 4.1.1.1 Direct Refusal

There were nine participants who performed direct refusal strategy. This kind of strategy expresses negative response of the speakers explicitly to refuse an action proposed by the interlocutor. The speakers tend to use this kind of strategy when they feel that the distance between them and the interlocutor is not too distant in terms of relationship, social status, age, etc. In case of this research, it investigated the use of refusal strategies between Sundanese speaking students at Faculty Cultural Studies. The descriptions made by the researcher were also about daily life interactions involving friends, thus the participants felt that they were in a real daily situation. They felt it was fine if they refuse their friends directly in daily life situation. This strategy was the third most used refusal strategy by the participants. It was used a total of 24 times combined from nine participants. The examples of direct refusal strategy used by the participants are explained as follows:

- a. **Abdi teu bisa kerja**, sabab masih skripsian. (P2, U3)

(I cannot work, because I am still working on my thesis)

As clearly seen in utterance (a), P2 directly refuses an offer by saying *abdi teu bisa kerja* which means that the speaker cannot work followed by a reason of

his refusal. The direct refusal is reflected in that sentence. The sentence *abdi teu bisa kerja* is categorized into direct refusal, since the speaker explicitly refuses an offer when the interlocutor offered him a job. Although the speaker adds his reason by saying *sabab masih skripsian* which means he is still working on his thesis, the effect of his reason is not significant since P2 already expresses his direct refusal first.

b. **Tong di nelongso**, aing teu kuat lada. (P9, U9)

(Not in Nelongso, I cannot handle spicy foods)

As stated in utterance (b), P9 responds an invitation to eat together with the interlocutor in a restaurant that serves spicy foods named Nelongso. However, she cannot accept the invitation because she cannot eat spicy foods. She performs direct refusal by saying *Tong di Nelongso* which means not in Nelongso. The answer “not” is a representation of direct refusal, because it is used to refuse a proposed action directly.

#### 4.1.1.2 Indirect Refusals

Indirect refusals were the most used strategies by the participants. There were 7 out of 12 categories of indirect strategies used by the Sundanese speaking students of Faculty of Cultural Studies. Those indirect refusals were mitigated refusal, reason/explanation, apology/regret, alternative, postponement, set condition for future/past acceptance, and preparator. These strategies are used when the speakers do not want to express their refusal explicitly. By performing these

strategies the speakers try to soften the negative effect on interlocutor that might be caused by direct refusal.

The most used category of indirect refusals was reason/explanation. This category was performed 74 times by all of the participants. This category was often combined with apology/regret which became the second most used category by 39 times. The other categories used by the participants were mitigated refusal (twice), alternative (7 times), postponement (12 times), set condition for future/pas acceptance (twice), and preparator (9 times). The detailed explanation of these indirect refusals strategies are presented as follows:

#### 4.1.1.2.1 Mitigated Refusal

Mitigated refusal is an indirect refusal strategy that is internally modified by hedges that reduce the negative effects that a direct refusal might have had on the interlocutor. This strategy happened twice in this research. It was used once for each P3 and P7 as presented in table 4.1. The examples of mitigated refusal are described as follows:

- a. **Sigana mah urang moal ngulang euy**, urang mah meunang C oge geus cekap. Komo semester ngarep loba keneh sks nu encan. (P3,U4)

(It is sort of like I do not want to retake the class. For me C is enough.

Moreover, there are many credits that I have not taken yet for the next semester)

As can be seen in utterance (a), P3 indirectly refuses a suggestion to retake the class in order to fix his bad score. P3 said *sigana mah urang moal ngulang euy* which means that it's sort of like he does not want to retake the class. The utterance

*sigana mah* is a mitigated expression to modify his direct refusal which is *urang moal ngulang euy*. P3 does not want to refuse the suggestion explicitly, that is why he used mitigated expression to soften the negative effect of his refusal. He also added the reason of his refusal to make it more polite.

b. **Kumaha nya, jigana abdi teu hayang.** Soalna aya sks liana. (P7, U4)

(Looks like I do not want to. Because I still have another credits to take)

As stated in utterance (b), The utterance by P7 indirectly refuses a suggestion to retake the class in which she got a bad score. She performs mitigated refusal by saying *kumaha nya, jigana abdi teu hayang* which means it looks like she does not want to. The answer *jigana* is a representation of mitigated refusal used to modify her refusal which is *abdi teu hayang*.

#### 4.1.1.2.2 Reason/Explanation

This indirect refusal category is performed by giving excuses, accounts, or explanations. This was the most used strategy by the participants. This strategy was performed a total of 74 times. All of the participants performed this category of indirect refusal. They often combined this strategy with apology/regret which was the second most used strategy. The example utterances of reason/explanation strategy are elaborated as follows:

a. Hampuraa euy, hampura pisan **urang edek nganterkeun indung ke RS.**

(P1, U1)

(I am sorry, I am really sorry. I am going to take my mother to the hospital)

As clearly seen in utterance (a), P1 uses a reason to indirectly refuse an invitation by interlocutor to go to the cinema together. The utterance *urang edek*

*nganterkeun indung ke RS* which means he is going to take his mother to the hospital is a specific reason he uses to refuse the invitation. He uses this strategy after expressing his apology in the start of his refusal utterance. P1 tries to maintain his interlocutor's feeling by combining these two strategies.

- b. Hampura euy lur, **urang teu bisa jadi moderator maneh soalna urang kudu ka Malaysia euy jeung kaluarga, aya urusan kaluarga euy**, hampura nya. (P6, U2)

(I am sorry bro, I cannot be your moderator because I have to go to Malaysia with my family. I have a family business, sorry)

As stated in utterance (b), the utterance by P6 indirectly refuses a request by interlocutor. She says *urang teu bisa jadi moderator maneh soalna urang kudu ka Malaysia euy jeung kaluarga, aya urusan kaluarga euy* which means she cannot be her friend's moderator because she has to go to Malaysia with her family due to family business. This utterance also has similar pattern as utterance (a) which is an apology that is followed by an explanation. P1 and P6 try to soften the negative effects of their refusals on their interlocutor by providing excuses of why they refused the invitation and the request.

#### 4.1.1.2.3 Apology/Regret

Apology/regret is an indirect refusal strategy in which the speakers ask for forgiveness or express their regret to soften the negative effects of their refusal on interlocutor because they cannot comply with the actions proposed to them. This indirect refusal category was the second most used category and it was performed by all participants. It was used a total of 39 times. The participants frequently



combined this strategy with reason/explanation strategy to make their refusal more polite. The utterances that contain apology/regret strategy are explained as follows:

- a. **Aduh hampura bray indung urang wayahna check-up euy.** Urang kudu nganterkeun. (P4, U1)

(Sorry bro, it is time for my mother's medical check up, I have to keep her company)

As can be seen in utterance (a), P4 says “*Aduh hampura bray indung urang wayahna check-up euy*” which means he is sorry because it is time for his mother’s medical check-up and he has to accompany his mom. He refuses his friend’s invitation to go to the cinema together. He expresses his apology to interlocutor in order to soften the refusal because he could not fulfill what the interlocutor wanted from him. He also explains the reason of his refusal for addition after he performs apology/regret strategy so that the interlocutor can kindly accept his refusal.

- b. **Hapunteun pisan enjing teh abdi aya kelas jam 7,** tiasana satos abdi kelas. (P8, U6)

(I am so sorry, tomorrow morning I have a class at 7 o'clock, but I can after the class)

As stated in utterance (b), P8 uses apology/regret to refuse a request by interlocutor. She responds a request to accompany the interlocutor to go to the hospital, but she refuses because she has a morning class at 7 o'clock. P8 says *hapunteun pisan enjing teh abdi aya kelas jam 7* which means she is so sorry, tomorrow morning she has a class at 7 o'clock. Apology/regret strategy is reflected in the utterance *hapunteun pisan* which means she is so sorry. P8 tries to maintain

the interlocutor's feeling by using this strategy. She also explains the reason of her refusal after she expresses her apology. She even suggests an alternative that she can accompany the interlocutor after the class by saying *tiasana saatos abdi kelas* which means she can after the class. She hopes the interlocutor can accept her refusal without any hard feeling by suggesting an alternative. However, there is no guarantee she would fulfill an alternative that she has suggested.

#### 4.1.1.2.4 Alternative

Alternative is an indirect refusal strategy in which the speakers indirectly refuse a proposed action by suggesting alternatives or possibilities with the interlocutor in order to arrive in a mutual agreement. The suggested alternative is used to maintain the interlocutor's feeling, because their desire is refused by the speakers. There were four participants who used this strategy, they were P1, P3, P6, and P8. It was performed a total of 7 times combined from those five participants. The examples of alternative strategy are presented as follows:

- a. **Lamun di Cak Per kumaha?** Nelongso mah lada kacida. Urang teu kuat.  
(P3, U9)

(How about at Cak Per? Nelongso is too spicy, I cannot handle it)

As clearly seen in utterance (a), P3 indirectly refuses an invitation by interlocutor to eat at a restaurant named Nelongso. He refuses to eat at Nelongso because the foods are too spicy in there and he cannot eat spicy foods. Thus, he refuses by suggesting an alternative to eat at another restaurant named Cak Per. P3 performs alternative strategy by asking *lamun di Cak Per kumaha?* which means how about at Cak Per. He suggests an alternative through his question to indirectly

refuse interlocutor's invitation. He also adds the reason of his refusal by saying *Nelongso mah lada kacida, urang teu kuat* which means Nelongso is too spicy, He cannot take it. He adds his reason to make his refusal more polite.

- b. Hampura euy lur, **maneh naik grab weh**, urang aya kelas jam 7. (P6, U6)  
(Sorry fam, you can use Grab, I have class at 7 o'clock)

As can be seen in utterance (b), Alternative strategy is reflected in that utterance. P6 indirectly refuses a request to accompany her friend to go to the hospital, she refuses because she has a morning class at 7 o'clock. She suggests an alternative by saying *hampura euy lur, maneh naik grab weh, urang aya kelas jam 7* which means she is sorry, she suggests her friend to use an online transportation named Grab because she has a class at 7 o'clock. P6 tries to show her initiative to her friend's request even though she cannot accept it. The suggested alternative is also used to soften the negative effects of her refusal.

#### 4.1.1.2.5 Postponement

Postponement is an indirect refusal category in which the speakers avoid to make a commitment to an action proposed by the interlocutor by postponing a refusal. They employ this strategy to distract their inability to fulfill the interlocutor's needs or desire. This strategy was employed a total of 12 times by 7 participants. The participants who used this strategy were P1, P3, P5, P6, P8, P9, and P10. The examples of postponement are presented as follows:

- a. Teu aya duit, loba pengeluaran. **Sanes poé wé nya.** (P5, U5)  
(I have no money, there are lots of expenses. Maybe some other time)

The above example shows that P5 employs postponement strategy to express his refusal. He is requested by his friends to treat them after he has successfully completed his thesis examination. He refuses because he has no money due to lots of expenses he has to spend. He says *Teu aya duit, loba pengeluaran, Sanes poé wé nya* which means he has no money, maybe some other time. The postponement strategy is realized through the phrase *Sanes poé wé nya*. He postpones his refusal through that utterance. He also adds the reason of his refusal to make him more polite.

b. Hampura. Abdi teh nanti malam mau antar ibu ka imah sakit, cek rutin.

**Lain waktu ya, abdi sama urang ka bioskop. (P10, U1)**

(Sorry, I am going to take my mother to the hospital tonight for her routine medical check-up. Maybe next time, I am going to the cinema with you)

As clearly seen in utterance (b), P10 indirectly refuses an invitation by interlocutor to go to the cinema together. She refuses to go to the cinema because she has to take her mother to the hospital for medical check-up. Thus, she refuses by postponing her refusal and she tells the interlocutor to go to the cinema together next time. P10 performs postponement strategy by saying *lain waktu ya, abdi sama urang ka bioskop* which means maybe next time she will go to the cinema together with the interlocutor. She also combines this strategy with apology/regret and reason/explanation at the start of her refusal utterance by saying *hampura, abdi teh nanti malam mau antar ibu ka imah sakit, cek rutin* which means she is sorry she has to take her mother to the hospital for medical check-up. P10 tries to combine those three strategies in order to maintain her interlocutor's feeling.

#### 4.1.1.2.6 Set Condition for Future/Past Acceptance

Set condition for future/past acceptance is an indirect refusal strategy where the speakers refuse or put off an action proposed by the interlocutor by creating a hypothetical condition under which acceptance would occur (future) or would have occurred (past). This strategy was performed twice combined from two participants. Those two participants were P6 and P9. Each of them performed this strategy once. The utterances of this strategy are elaborated as follows:

- a. Urang keur ngahemat. **Mun aya duit mah pasti naik Gojek**, ngan hemat weh naik angkot weh lah. (P6, U8)

(I am saving. If I had money, I would have used Gojek. Now since I am saving money I will just take the public transportation instead)

In above utterance, P6 indirectly refuses a suggestion from the interlocutor to use an online transportation named Gojek. However, she refuses since she is saving money at that moment and Gojek costs a lot of money. Thus, she prefers to take the public transportation instead, since it costs less money. She makes a possible past acceptance that she would have used Gojek if she had money. P6 refuses the suggestion through the utterance *mun aya duit mah pasti naik Gojek* which means she would have used Gojek if she had money. By performing this strategy, she wants to soften the negative effects on the interlocutor that might be caused by her refusal.

- b. **Lamun poe rabu urang teu bisa**, soalna poe eta urang aya urusaneun jeung si ayah. **Saencan rabu mah urang bisa wae**. (P9, U2)

(If it is on Wednesday I cannot, because on that day I have a business with my father. If it is before Wednesday then I can)

As can be seen in utterance (b), P9 indirectly refuses a request to be a moderator in her friend's seminar on Wednesday next week. She refuses due to a family matter on the same day of her friend's seminar and she has to go to Malaysia to meet her father. She makes a possible future acceptance that she can be her friend's moderator if the seminar is held before Wednesday. She performed this strategy by saying *lamun poe rabu urang teu bisa, saencan rabu mah urang bisa wae* which means she cannot if the seminar is on Wednesday, but if the seminar is before Wednesday then she can be the moderator. she also adds the reason of her refusal to make her more polite.

#### 4.1.1.2.7 Preparator

Preparator is an indirect refusal category in which the speakers prepare their interlocutor for the ensuing refusal by announcing in some way that they will refuse an action proposed by interlocutor. This strategy functions as a pre-sequence and is often employed to preface and soften an upcoming refusal. This strategy was employed a total of 9 times combined from four participants. Those four participants were P4, P6, P7, and P9. The examples of preparator expression are presented as follows:

- a. **Rek naon ngulang?** aingmah nupenting lulus, we nilaimah sabodo teuing.  
(P4, U4)  
(Why do I have to retake the class? Passing the class is all that matters to me, I do not care about the grade)

As stated in above utterance, P4 indirectly refuses a suggestion by interlocutor to fix his bad grade. He refuses due to lots of credits he still has to take for the next semester. He says *rek naon ngulang? aing mah nu penting lulus, we nilai mah sabodo teuing* which means why does he have to retake the class, passing the class is all that matters to him and he does not care about the grade. He asks the interlocutor back by saying *rek naon ngulang?* That utterance was used as a preface to his refusal that indicates his inability to accept interlocutor's suggestion.

b. **Kalem kalem daks**, artos na tos seepeun yeuh jang skripsi. Ke mun geus aya mah urang traktir sapoe jeput. (P9, U10)

(Calm down guys, I have spent all my money for my thesis. Next time if I have money I will treat you all day)

As clearly seen in utterance (b), P9 puts off a request when her friends asks for a treat due to her success in completing thesis examination. She refuses because she has spent all her money for her thesis and says she will treat her friends when she has money. She performs this strategy by saying *kalem kalem daks, artos na tos seepeun yeuh jang skripsi, ke mun geus aya mah urang traktir sapoe jeput* which means she tells her friends to calm down, she has spent all her money for her thesis and she will treat her friends all day next time when she has money. By telling her friends to calm down at the start of her refusal, P9 tries to announce that she will refuse her friend's request. Thus, she softens the negative effects of the upcoming refusal.

#### 4.1.1.3 Adjuncts to Refusals

The last type of refusal strategy according to Felix-Brasdefer (2008) after direct refusal and indirect refusals is adjuncts to refusals. This type of refusal is comprised of five different categories, they are positive opinion, willingness, gratitude/appreciation, agreement, and empathy. However, there were only three categories performed by the participants in this research. Those three categories were positive opinion, willingness, and gratitude/appreciation. Positive opinion was performed by P10. She performed this strategy once. Willingness was also used by only one participant. It was P6 who performed this strategy by once. Meanwhile, gratitude/appreciation was the most used adjuncts to refusals category by the participants. It was used a total of 12 times by five participants. Those five participants were P2, P3, P7, P8, and P10.

These strategies function as external modifications to the refusal head act when the speakers respond to an action proposed by interlocutor. These expressions aim to reinforce positive facework on the part of the speakers. The detailed explanation of these adjuncts to refusals strategies are presented as follows:

##### 4.1.1.3.1 Positive Opinion

Positive opinion is a refusal category in which the speakers provide positive expressions before or after a refusal head act in order to maintain harmony with the interlocutor. This strategy includes expressions of well-wishing or any other positive comment or remark on the part of the speakers. This strategy was only used once by one participant. P10 was the one who performed this strategy. She performed this strategy when responding to the request by interlocutor who want to



be accompanied to go to the hospital. P10 refused because she had a morning class at 7 o'clock. She says "*hampura ya, abdi aya kelas jam 7 pagi euy, teu tiasa ngantarkeun urang ka imah sakit, lekas sembuh ya*" (P10, U6) which means that she is sorry because she has a morning class at 7 o'clock, so that she cannot accompany the interlocutor to go to the hospital and she wishes the interlocutor to get well soon. The utterance *lekas sembuh ya* is categorized into positive opinion, since it is an expression of well-wishing which means get well soon. By performing this strategy after expressing her refusal, P10 tries to maintain the interlocutor's feeling and the harmony between them.

#### 4.1.1.3.2 Willingness

Willingness is a category in which the speakers indicate their willingness to comply with an action proposed by interlocutor. This strategy functions as a means of expressing involvement with the interlocutor. This strategy was only employed once in this research. The only participant who employed this strategy was P6. She employed this strategy to refuse an offer by interlocutor. She was offered a part time job in a cafe where the interlocutor works. P6 refused because she had to focus on finishing her undergraduate thesis. She says "*waduh boleh sih gawe, tapi urang keur pokus euy ngerjakeun skripsi, engke mereun mun aya waktu urang kabaran maneh nya*" (P6, U3) which means working would be nice, but she has to focus on her undergraduate thesis and she says she will contact the interlocutor later when she has a time. By saying *waduh boleh sih gawe* P6 indicates her willingness to accept interlocutor's offer to do a part time job in the cafe. She expresses her willingness to accept interlocutor's offer since she wants to soften the negative effects of her

refusal on interlocutor. Thus, she performs this strategy. She also adds the reason of her refusal and says that she will contact the interlocutor again later to make her more polite.

#### 4.1.1.3.3 Gratitude/Appreciation

Gratitude/appreciation was the last category performed by the participants in this research. This is a refusal strategy in which the speakers use the expressions of gratitude/appreciation to express relational work with the interlocutor when refusing a proposed action. If this strategy is used in excess when refusing, it may be open to a polite interpretation. This is the most performed category of adjuncts to refusals. It was performed a total of 12 times by five participants. Those participants were P2, P3, P7, P8, and P10. The example utterances which contain the expressions gratitude/appreciation are elaborated as follows:

- a. **Nuhun**, abdi jeung temen abdi indit ka kampus na. (P2, U7)

(Thank you, I am going to campus with my other friend)

As clearly seen in utterance (a), P2 turns down the offer from interlocutor to go to campus together. He refuses because he already has another appointment to go to campus with his other friend. He says *nuhun, abdi jeung temen abdi indit ka kampus na* which means he thanks the interlocutor, he is going to campus with his friend. By saying *nuhun* P2 performs gratitude expression, which was used by him to express relational work with the interlocutor who has offered him to go to campus together. He also adds the reason of his refusal after expressing his gratitude so that the interlocutor will not be offended by his refusal.

- b. **Hatur nuhun pisan tos nawaran**, tapina iyeu teh abdi keur loba gawe jeung skripsian kan semester iyeu. (P8, U3)

(Thank you for the offer, but I am busy working on my thesis in this semester)

In above utterance, P8 refuses when the interlocutor offers her a part time job in a cafe where the interlocutor works. She has to refuse the offer because she is busy working on her undergraduate thesis in this semester. She performs this strategy by saying *hatur nuhun pisan tos nawaran, tapina iyeu teh abdi keur loba gawe jeung skripsian kan semester iyeu* which means she thanks the interlocutor for the offer, but she is busy working on her thesis in this semester. P8 says *hatur nuhun pisan tos nawaran* to appreciate the interlocutor's offer, although after saying that she mentions the reason of her refusal. However, she tries to maintain the harmony between them by performing this strategy.

#### 4.2 Discussion

The researcher presents the types of refusal strategies in Sundanese performed by the students of Faculty of Cultural Studies Brawijaya University in daily life in the findings. Regarding the research question, the ten Sundanese speaking students performed a total of 11 different types refusal strategies. Those strategies were direct refusal, seven categories of indirect refusals strategies: mitigated refusal, reason/explanation, apology/regret, alternative, postponement, set condition for future/past acceptance, preparator, and three categories of adjuncts to refusals strategy: positive opinion, willingness, gratitude/appreciation. The frequency of those 11 strategies also varies. Out of the three types of refusals,

indirect strategies were more dominant and favorable than direct and adjuncts to refusals.

Almost all of the participants performed direct refusal strategy. The only participant who did not perform this strategy was P10. Direct refusal strategy was performed a total of 24 times combined from nine participants. They were P1 by twice, P2 by 3 times, P3 by once, P4 by 4 times, P5 by twice, P6 by once, P7 by 4 times, P8 by 4 times, and P9 by 3 times. The possible factor why this strategy was frequently used because the speakers believe that the relationship between them and the interlocutor is not too distant. Thus, they were not reluctant to use direct refusal. Moreover, the design of questionnaire which was the daily interaction between friends enabled them to imagine the real situation when they interact with their friends.

The seven categories of indirect refusal strategies were also frequently performed by the participants. Mitigated refusal happened twice. It was performed once by P3 and once by P7. The use of this indirect refusal category aims to soften the negative effects of direct refusal. This refusal strategy was rarely used by the participants, they seem to prefer another category of indirect strategy which is reason/explanation.

Reason/explanation was the most used strategy by the participants. It happened a total of 74 times and used by all participants. P1 and P2 performed this strategy by 7 times for each, P3 by 9 times, P4 by 4 times, P5 by 8 times, P6 by 9 times, P7 by 6 times, P8 by 6 times, P9 by 8 times, and P10 by 10 times. The possible reasons why this was the most performed strategy is simply because the

participants think this is the most polite way to refuse an action proposed by interlocutor. It can be seen from the amount of times this strategy performed by the participants, which was the most performed among all strategies. It was also performed by all participants, which means every participant commonly uses this strategy in their daily life when they have to refuse an action proposed by the interlocutor. By providing excuses, accounts, or explanations when refusing an interlocutor's desire towards them, they feel this is the best way to maintain the interlocutor's feeling and to keep the harmony between them.

The second most used strategy in this research was apology/regret. It was performed a total of 39 times combined from all of the participants. P1 performed this strategy by 8 times, P2 performed 6 times, P3 performed twice, P4 performed twice, P5 performed 4 times, P6 performed 4 times, P7 performed twice, P8 performed twice, P9 performed twice, and P10 performed 7 times. The possible reason why this strategy became the second most used strategy is because this strategy enables the speakers to politely refuse an action proposed by interlocutor so that they will not be offended. This strategy employs expressions of regret or asking for forgiveness to put off the interlocutor's desire. This is in accordance to the characteristics of Sundanese speakers who are also a part of Indonesian people in general that they tend to keep their interlocutor's feeling in communicating.

The next indirect refusal category which was also used several times by the participants was alternative. It was used 7 times by four participants. They were P1 who performed this strategy twice, P3 by 3 times, and once for each P6 and P8. The possible reason why the participants employed this strategy is because by

suggesting alternatives or possibilities the participants can put off the interlocutor's desire without offending them. The participants can show their interest in interlocutor's desire by negotiating other alternatives to fulfill their desire, even though at the exact same moment they refuse the interlocutor's desire. Such action is used to soften the negative effect of the refusal on interlocutor's feeling.

The next indirect refusal category used by the participants was postponement. This strategy was used a total of 12 times by seven participants. They were P1 and P2 who performed this strategy once for each and twice for each P5, P6, P8, and P9. The participants performed this strategy because they cannot comply with interlocutor's desire at the moment they are asked by the interlocutor. By postponing their refusal, they wanted to let the interlocutor know that they may still be able to fulfill the interlocutor's desire in the future. They just did not want to explicitly make a commitment to the action proposed by interlocutor.

Set condition for future/past acceptance was also an indirect refusal category performed in this research. This category was only performed by two participants. They were P6 and P9 who performed this strategy once for each of them. It was rarely used, since it only occurred twice. P6 performed this category when responding to a suggestion, while P9 when responding to a request. This category is employed by creating a hypothetical condition under which acceptance would occur (future) or would have occurred (past). Such action aimed to make the interlocutor understand why the speakers refuse their desire.

The last category of indirect refusal strategy performed by the participants was preparator. This indirect refusal category was performed a total of 9 times

combined from four participants. P4 performed this strategy 4 times, P6 and P7 performed this strategy twice for each of them, and once by P9. By announcing in some way that the speakers will refuse an action proposed by interlocutor, this strategy functions as a pre-sequence and is often employed to preface and soften an upcoming refusal.

The last type of refusal strategy is adjuncts to refusals. Although this strategy comprises 5 different categories, there were only 3 categories employed by some participants. The first category was positive opinion. P10 employed this strategy once, that made her the only participant who employed this category. She employed this strategy when responding to a request by interlocutor. By providing positive expressions before or after a refusal head act, this strategy is used to maintain harmony between the speakers and the interlocutor. The positive expressions can be in form of well-wishing or any other positive comment or remark on the part of the speakers.

The second category was willingness. This category was also employed by only one participant. It was P6 who employed this strategy once when responding to an offer by the interlocutor. In this strategy the speakers indicate their willingness to comply with an action proposed by interlocutor. This strategy functions as a means of expressing involvement with the interlocutor.

The last category employed by the participants was gratitude/appreciation. This category was employed a total of 12 times by five participants. They were P2 by once, P3 by twice, P7 by twice, P8 by twice, and P10 by 5 times. The possible reason why this was the most performed adjuncts to refusals category was because

the participants felt that this was the correct expression to respond to an offer by interlocutor. 9 out of 12 times this strategy used by the participants, they used it to respond the offers by interlocutor. By performing this category, the speakers want to appreciate the interlocutor although they cannot accept their offer. Thus, the speakers can maintain the harmony with the interlocutor.

The researcher also found an interesting pattern of the combination of refusal strategies performed by the participants. The participants commonly used more than one refusal strategy. They frequently combined two or more refusal strategies to respond each question in the questionnaire. Apology/regret and reason/explanation became the most combined strategies by the participants. These two indirect refusal categories were often used at the same time by the participants to respond each situational description. This combination happened a total of 38 times in this research, more than any other refusal strategies combination performed by the participants. This combination was performed by all participants with various frequency. P1 combined these strategies by 7 times, P2 by 6 times, P3 by twice, P4 by twice, P5 by 4 times, P6 by 4 times, P7 by twice, P8 by twice, P9 by twice, and P10 by 7 times. The amount of times these two strategies combined by the participants indicates that they usually combine these two strategies in daily life interaction with their friends. It means that this combination is the most polite way and the most favoured way for them to refuse an action proposed by interlocutor. This is in accordance to the nature of their Sundanese culture which always concerns about other people's feeling. They were naturally raised to be polite to other people especially in the way they communicate with each other.



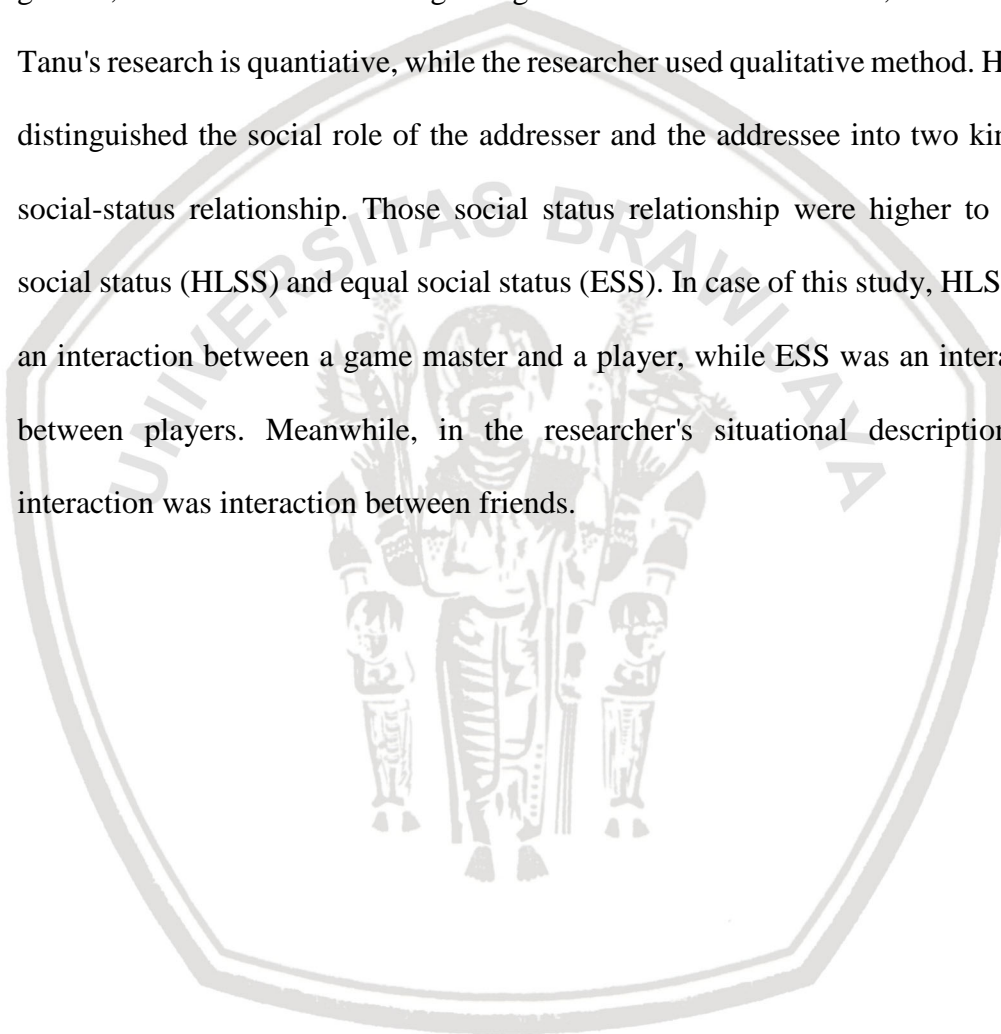
Another interesting finding in this research is the variations of word choices produce by the participants when expressing their refusals. One of these variations can be clearly seen in apology/regret strategy. The words *hampura* and *hapunten* were used alternately by the participants to perform this strategy. There were some participants who only used *hampura*, there were also some participants who only used *hapunten*, and others used both. The participants who only used the word *hampura* were P1, P4, P5, and P6. Then, the participants who only used the word *hapunten* were P2, P7, and P8. The participants who used both words were P3, P9, and P10. Another variation of word choices used by the participants was the use of words *urang*, *abdi*, and *aing*. *Urang*, *abdi*, and *aing* are first person singular pronouns in Sundanese which is why they can be found in any refusal strategies used by the participants. Some participants who only used *urang* were P1, P3, and P6. Then, the participants who only used *abdi* were P2, P5, P7, P8, and P10. Meanwhile, P4 and P9 used both *aing* and *urang* alternately when performing their refusals. All these variations are related to the Sundanese speech level based on politeness that is known as *undak usuk*. The word *hapunten* is more polite than *hampura* even though it was less used by the participants. Furthermore, *abdi* is the most polite first person singular pronoun followed by *urang* and then *aing* as the rudest. These choices of words depend on each of the participant's Sundanese language competence and knowledge. Thus, these variations happened during this research.

The findings in this study are in line with the findings of previous study entitled "Refusal Strategies Used by Male and Female Students of English

Literature in Campus Setting of Universitas Brawijaya” conducted by Fitriana (2015). Fitriana and the researcher used DCT instruments to elicit the data which found that reason/explanation and apology/regret became the most performed strategy by the participants. However, the direct refusal strategy was way more used in the researcher's study than in Fitriana's study. In Fitriana's study it was only performed 3 times by three participants, while in the researcher's study it happened a total of 24 times performed by nine participants. Although the object and the theory used by Fitriana and the researcher are different, they found the same findings. The object of Fitriana's study is refusal strategies in English used by English literature students Brawijaya University, whereas the researcher investigated the use of refusal strategies in Sundanese by the students of all study programs at Faculty of Cultural Studies Brawijaya University. Fitriana also combined the theory of refusal strategies by Felix-Brasdefer (2008) and Wardhaugh's (2006) theory of language and gender. The researcher only used Felix-Brasdefer (2008) to only focus on analyzing each type of refusal strategy performed by the participants. However, the amount of strategies found in Fitriana's study and the researcher are different. There were sixteen strategies found in Fitriana's study, while in the researcher's study there were only eleven strategies performed by the participants. Five strategies in Fitriana's study that were not performed in the researcher's study are indefinite reply, request for additional information, wish, promise to comply, and agreement.

Compared to the second previous study conducted by Tanu (2016) entitled "The Refusal Strategies Applied by Online Gamers in Seal Online Private Server",

his findings and the researcher's findings show the differences in the use of direct strategy. Tanu also used DCT questionnaire as the data elicitation method. However, in his study, the direct strategy was less used by the participants. His analysis focused on directness and indirectness of refusal response by the online gamers, and also influences regarding one's refusal. Furthermore, the design of Tanu's research is quantitative, while the researcher used qualitative method. He also distinguished the social role of the addresser and the addressee into two kinds of social-status relationship. Those social status relationship were higher to lower social status (HLSS) and equal social status (ESS). In case of this study, HLSS was an interaction between a game master and a player, while ESS was an interaction between players. Meanwhile, in the researcher's situational descriptions all interaction was interaction between friends.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides conclusion from the finding and suggestion for the improvements on future research.

#### 5.1 Conclusion

The aim of this study is to identify the types of refusal strategies in Sundanese performed by the students of Faculty of Cultural Studies Brawijaya University in daily life. In analyzing the utterances, the researcher obtained the data of Sundanese utterances from the participants using DCT questionnaire which consists of ten written situational descriptions about daily life interaction. Then, the researcher analyzed the written utterances using Felix-Brasdefer's theory of refusal strategies (2008). This research is considered as qualitative research on data analysis since the researcher analyzed the data in the form of words from the utterances produced by ten Sundanese speaking students of all study programs at Faculty of Cultural Studies Brawijaya University.

The researcher found 11 refusal strategies performed by the participants namely: direct refusal (24 times), seven kinds of indirect refusals strategies: mitigated refusal (twice), reason/explanation (74 times), apology/regret (39 times), alternative (7 times), postponement (12 times), set condition for future/past acceptance (twice), preparator (9 times), and three kinds of adjuncts to refusals strategy: positive opinion (once), willingness (once), gratitude/appreciation (12 times). Reason/explanation is the most used strategy by the participants followed

by apology/regret direct strategy as the second and the third. The combination of reason/explanation and apology/regret was often used by the participants to respond the situational descriptions in the questionnaire. The use of these two strategies aimed to soften negative effects of their refusals. The speakers do not want to explicitly convey their refusal toward the interlocutor since maintaining their harmonious relationship with the interlocutor is important. However, the participants also used the direct strategy quite often. The reason why the speakers used this strategy is because the relationship between them and the interlocutor is not too distant. They were sure that there will not be any hard feelings if they convey their refusal directly. Thus, they were not reluctant to do it.

## **5.2 Suggestion**

After analyzing the types of refusal strategies in Sundanese performed by the students of Faculty of Cultural Studies Brawijaya University in daily life using Felix-Brasdefer's refusal strategies theory (2008), the researcher suggests the future researchers who conduct their study on refusal strategies in Sundanese to identify the refusal strategies in other situation such as in buying and selling situation in traditional market or in group discussion. The future researchers can also conduct the research of refusal strategies on other local languages in Indonesia such as Javanese, Madurese, Banjarese, and so on. Different object, theory, and method can also be used to enrich the research data. Hopefully, this study can be a useful research as a starting point to the next researchers and give more knowledge to the readers.

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