



A STUDY OF MALE AND FEMALE REFUSAL STRATEGY PERFORMED BY EMPLOYEES OF BCD TRAVEL INDONESIA

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Abstract: The objectives of this research are to analyze what refusal strategies performed by male and female employees of BCD Travel Indonesia and to identify the language features found in refusal strategies of male and female employees. The qualitative method, specifically using a case study is used in this research. The primary data source of this study was taken from a written document namely Discourse Completion Test (DCT) proposed by Beebe and friends (1990) with little modification. Questionnaires to collect the data, specifically the Discourse Completion Test (DCT) as the instrument are applied in this research. The findings show that from 132 utterances of male employees, 80 utterances are indirect strategy, 28 utterances are adjuncts, and 24 utterances are direct strategy. These results show that male and female employees have their own ways of delivering indirect refusal strategy. In the utterances of male and female employee's refusal strategies, 5 of 10 language features, such as lexical hedges or fillers, intensifiers, 'superpolite' forms, avoidance of strong swear words and emphatic stress are investigated.

Keywords : *Refusal strategies, language features, male and female employees*

INTRODUCTION

As a social being, a human being needs to keep in touch with each other. One of the ways to keep in touch with each other is by having communication. Communication or in the Latin word 'communicare' means to give, to take part, to make common or to share. In a complete sentence or utterance, communication is a process of swapping

facts, ideas, opinions. It includes that the individual or the organization discusses the meaning and understanding of each other. Also, communication is the exchange of facts, thoughts, views, feelings, and attitudes (Brisen & Priya, 2009). In the act of communication, there must be at least one speaker or sender, a communication message which is transmitted, and a person or people for whom this message is intended (the receiver). Thus,

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communication can be confessed as the process of transferring or delivering a piece of information, an issue, a message, etc. between a person to a person, a person to people, a person to a community, etc.

In social communication, a speaker sometimes is likely to have an intention behind the utterance than the meaning of the utterance itself. In other words, the 'hidden meaning' is one of the goals of a speaker to be reached by a listener. The hidden message or meaning can be grasped or caught in concerning the context, it means, it should be seen when where who and whom, etc. the communication itself, as normally found in pragmatics. It means, pragmatics skill has a relation to the 'hidden meaning' in English communication. Pragmatics is a study of meaning as communicated by a speaker or writer and interpreted by a listener or reader (Levinson, 1996). Also, it can be stated as the use of language in context. So, in pragmatics, people often tend to deliver the 'hidden meaning' of utterance than the meaning itself to the speaker.

Certainly, a speaker also expects an action through an effect of the 'hidden meaning' from a listener. A speaker tries to gain several effects through some utterances when he or she employs them. An alternative action mostly accomplishes the effects. For example, an interrogative can be interpreted as a question or request. Clearly, she emphasized this phenomenon as speech acts (Aitchison, 1999). The speech act is an action that is carried out through language or utterances (Finegan, 2007; Yule, 1996). When people try to express themselves, they not only create utterances that contain grammatical structures and words, they perform actions through these expressions (Yule, 1996).

In daily life, a speaker applies a variety of speech acts to attain their communicative goals, such as complaints, requests, apologies, and refusals (Rose & Kasper, 2001). One of the speech acts; refusal, is performed frequently. Refusal or rejections may be described as a disapproval of the intention of a speaker. In response to requests, invitations, offers,

and suggestions, people sometimes use refusal. There are several ways in performing refusal actions which are called refusal strategies. According to Bardovi-Harlig (1996), refusers need to take their status and the face-threatening nature of refusal into consideration and employ strategies to maintain the status balance. There are three kinds of refusal strategies in English speech, they are direct, indirect, and adjuncts (Beebe et al., 1990). Indeed, many people prefer to perform an indirect refusal to avoid offending the listener in the conversation. However, many aspects such as social status, age, gender, and power distance contribute to the form and way how refusals are delivered. One of the influential contexts which affect the different choice of refusal strategy is a gender difference.

In sociolinguistics, there is a term 'language and gender', which means there are 'female language' and 'male language' (Holmes, 1993; Wardhaugh, 2005). So, there is a proverb saying 'men are from Mars and women are from Venus' (Gray, 1993). The above statements prove that males and females have major differences. One different thing related to communication is language use. Holmes stated that women's language is more polite than men, for instance, and that women and men emphasized different speech functions (Holmes, 1993).

The recent gender study in refusal as proposed by Liu and Qian (2018) found that male and female students of Chinese college students tend to use indirect refusal strategies, and different refusal strategies are employed when students face different initiating acts, but in general female students are more indirect and polite. Another gender study from the experts showed that the male Turkish pre-service teachers of English tend directly uttering "no" more frequently than the females. It was also found that the number of strategy combinations increases as the status of the interlocutor rises (Tuncer & Turhan, 2019). Based on the above explanations, it can be inferred that females tend to use indirect refusal strategies and more polite than men do.



Based on the above interpretations and provided that there is still a lack of study on gender differences in the term of refusal of a company's employees, the writer has decided "A study of Male and Female Refusal Strategies Performed by the Employees of BCD Travel Indonesia" as the title of her study. The writer tries to conduct a study in a company since many previous studies in this field only happened on a campus or school setting. Besides, she has also done the study in the local language which is Indonesian, since there is still a lack of study about this topic done in a local language.

LITERATURE REVIEW

Pragmatics

Pragmatics is another linguistics branch that deals with meaning related to a context. The capacity of a person to derive meanings from specific types of speech situations—to understand what the speaker is referring to, link new information to what has happened previously, understand what is implied by background knowledge of the speaker and the subject of discourse, and present or 'filling in' information which the speaker takes for granted and does not bother to say is the chief focus of pragmatics (Kreidler, 1998). The study of meaning in Pragmatics has a relation to the context in which a person speaks, such as social, situational, and textual context (Paltridge, 2012). Another linguistics expert, Yule (1996) emphasized pragmatics as a study concerning meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Also, it is more to do in analyzing what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. According to Levinson (1996) and Yule (1996), pragmatics also includes the study of deixis, reference, presupposition, conversational structure, conversational implicature, and speech acts. Hence, learning pragmatics can be aimed to help people in analyzing, understanding, and acknowledging the hidden meaning or implicit message of a speaker's

utterances. However, they must pay attention to the context used by a speaker to get the meaning of utterances.

Besides pragmatics which relates to this study, speech acts become one of the theoretical bases in this study. By that, the writer would like to elaborate on speech acts.

a. Speech Acts

In delivering utterances, people do not only generate utterances containing words and grammatical structures, they apply actions via utterances. In general, those actions applied via utterances are called speech acts. In the early 1950s, in a lecture on *How to Do Things with Words* at Harvard University, the British philosopher J.L. Austin first set out the speech act theory. He stated speech acts as to say something is to do something (Austin, 1962). As stated by Geoffrey Leech on *Principles of Pragmatics*, that in the study of speech acts, the speech-act philosophers appeared to concentrate their attention on the meaning of speech-act verbs (Leech, 1989). Thus, it can be aimed that the speech act is utterances containing meaning, intention, and action.

The action performed by producing an utterance will consist of three levels, they are locutionary act, illocutionary act, and perlocutionary act (Austin, 1962; Leech, 1989; Yule, 1996). The basic act of utterance, or producing a meaningful linguistic expression is called locutionary act (Yule, 1996). Besides, another expert, Austin emphasized a locutionary act as the act of saying something, the act of uttering such words, which are well-formed and meaningful from a syntactic perspective (Austin, 1962). It can be aimed that a locutionary act is an act of producing a basic meaningful linguistic expression. If you have difficulty forming the sounds and words to construct a meaningful utterance in a language, you may fail to produce a locutionary act (Yule, 1996). The second level, illocutionary act is forming an utterance with some kind of function in mind (Yule, 1996). In uttering, a

speaker is making an assertion in asking a question, in giving an order, and in expressing a wish or desire (Searle, 1970). Illocutionary act was developed by Searle, who was a junior of J.L Austin at Oxford in the fifties, they are:

1. Assertives: describing state or truth of the expressed proposition such as informing, concluding, asserting, and suggesting. E.g. 'The Earth is round.'
2. Expressives: expressing the psychological state or attitude such as thanking, congratulating, welcoming, and regret. E.g. 'Congratulations on your graduation!'
3. Directives: utterances produced to get the addressee to do something such as ordering, commanding, requesting, and challenging. E.g. 'Please open the window!'
4. Commissives: utterances that commit the speaker to some future action such as promising, offering, committing, and threatening. E.g. 'I promise, I come back next year.'
5. Declarations: utterances that make the world change, and it means words change the world such as declaring, naming, and christening. E.g. 'I declare you to be husband and wife.'

From the above explanation, it can be inferred that an illocutionary act is an intention or a certain meaning behind the utterances produced by the speaker. However, they do not simply produce an utterance with a function without intending it to affect. The possible effect contained in utterances is called perlocutionary act (Yule, 1996). This could affect the listener thought, emotions, or even physical actions. Meanwhile, Austin emphasized a perlocutionary act as what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even say, surprising or misleading (Austin, 1962).

Since the major topic of this study is about refusal, so the writer would like to elaborate on

refusal strategies including the classification of refusals as the theory in analyzing data.

b. Refusal Strategies

In refusing offer or something, people might have several ways to perform. However, norms or strategies exist to remember, and speech acts of refusal reflect one type of dispreferred response that may be a hard speech to apply. Refusals are important from a sociolinguistic perspective because they are responsive to social factors such as gender, age, educational level, power, social distance, and because what is considered acceptable rejection behavior differs across cultures (Brasdefer, 2008). According to Searle (cited in Brasdefer, 2008: 42), refusal commits the refuser to perform an action, therefore it belongs to the speech act category of commissives. In communication, the speech act is the direct act of performing face-threatening which can break down communication (Brown & Levinson, 1987). Refusals are one of the comparatively small numbers of speech acts that can be described as a response to the act of another, rather than an act initiated by the speaker (Gass & Houck, 1999). In addition, refusal speech acts occur as negative reactions to other acts such as requests, invitations, offers, and suggestions (Beebe et al., 1990; Gass & Houck, 1999).

1. Classification of Refusals

As mentioned earlier, refusals are used to respond requests, invitations, offers, and suggestions. However, each type of refusal is subcategorized in terms of their different communication functions (Beebe et al., 1990).

a. Direct

- 1) Performative (e.g., "I refuse.")
- 2) Non-performative
 - a) "No"
 - b) Negative willingness/ability (e.g., "I can't." "I won't." "I don't think so.")

b. Indirect



- 1) Statement of regret (e.g., “I’m sorry...”; “I feel terrible...”)
- 2) Wish (e.g., “I wish I could help you...”)
- 3) Excuse, reason, or explanation (e.g., “My children will be home that night.”; “I have a headache.”)
- 4) Statement of alternative
 - a) I can do X instead of Y (e.g., “I’d rather...” “I’d prefer...”)
 - b) Why don’t you do X instead of Y (e.g., “Why don’t you ask someone else?”)
- 5) Set condition for future or past acceptance (e.g., “If you had asked me earlier, I would have...”)
- 6) Promise of future acceptance (e.g., “I’ll do it next time”; “I promise I’ll...” or “Next time I’ll...” — using “will” of promise or “promise”)
- 7) Statement of principle (e.g., “I never do business with friends.”)
- 8) Statement of philosophy (e.g., “One can’t be too careful.”)
- 9) Attempt to dissuade interlocutor
 - a) Threat or statement of negative consequences to the requester (e.g., “I won’t be any fun tonight” to reuse an invitation)
 - b) Guilt trip (e.g., waitress to customers who want to sit a while: “I can’t make living off people who just order coffee.”)
 - c) Criticize the request/requester, etc. (e.g., “Who do you think you are?”; “That’s a terrible idea!”)
 - d) Request for help, empathy, and assistance by dropping or holding the request.
 - e) Let interlocutor off the book (e.g., “Don’t worry about it.” “That’s okay.” “You don’t have to.”)
 - f) Self-defense (e.g., “I ‘m trying my best.” “I’m doing all I can do.”)
- 10) Acceptance that functions as a refusal
 - a) Unspecific or indefinite reply
 - b) Lack of enthusiasm
- 11) Avoidance
 - a) Nonverbal
 1. Silence
 2. Hesitation
 3. Do nothing
 4. Physical departure
 - b) Verbal
 1. Topic switch
 2. Joke
 3. Repetition of part of request, etc. (e.g., “Monday?”)
 4. Postponement (e.g., “I’ll think about it.”)
 5. Hedging (e.g., “Gee, I don’t know.” “I’m not sure.”)
- c) Adjuncts to refusal
 - 1) Statement of positive opinion/feeling or agreement (“That’s a good idea...”; “I’d love to...”)
 - 2) Statement of empathy (e.g., “I realize you are in a difficult situation.”)
 - 3) Pause fillers (e.g., “uhh”; “well”; “oh”; “uhm”)
 - 4) Gratitude/Appreciation

2. Refusals among Gender Differences

As already mentioned in the previous chapter, the gender difference is one of many aspects that contribute to the form and way how refusals are delivered. Since gender difference generally creates issues and conflicts among male and female daily conversation, the inter-gender communication is a topic which experts and academics pay special

attention to in the intercultural communication (Liu & Qian, 2018). After analyzing gender differences in the refusal speech act of Chinese college students, Liu and Qian aimed in helping people understand more about themselves and the communication styles of others and making cross-gender communication more comfortable and efficient. In this study, they adopted the questionnaire and interview method to analyze the differences between male and female college students' selection of refusal strategy in various contexts. Besides, they also involved several external factors affecting on both students' refusal strategy. From this study, they found that both students tend to use indirect refusal strategies, and different refusal strategies are employed when students face different initiating acts, but in general female students are more indirect and polite.

Another gender study from the experts, Tuncer and Turhan (2019) showed that the male Turkish pre-service teachers of English tend directly uttering "no" more frequently than the females after collecting the data via Written Discourse Completion Test. The data analysis centered on two main variables: participants' gender and their status. Through this analysis, it was found that as the rank of the interlocutor increases, the number of the combinations of strategy increases. From this study, the participants considered "excuse, reason, or explanation" to be the most commonly used refusal strategy.

Language differences among gender do exist, and also there is the term 'language and gender' in sociolinguistics (Holmes, 1993; Wardhaugh, 2005). Further explanation about language and gender will be discussed in the below part, besides it is also the theoretical basis of this study.

c. Language and Gender

It cannot be denied that in the 18th to 20th century, women's movement influenced the issues of gender either in Indonesia or another country. This movement triggered various studies on

women's issues, especially those related to women's subordination in various aspects such as education, law, politics, and so on. In the end, the language did not escape from the field of analysis of linguists, sociologists, and humanists. Language and gender studies focus on how it influences language use since gender is a factor that influences language variation.

The relationship between the structures, vocabularies, and ways of using different languages and the social roles of men and women who speak those languages is a major concern in sociolinguistics. By that, gender is something that cannot be avoided, as it is part of how societies are organized around us, with different orders being made by each society (Wardhaugh, 2005). A sociolinguist, Janet Holmes (1993) highlighted that women's and men's language use is different. For example, women are more linguistically polite than men, and that women and men emphasize different functions of speech. Any differences which certainly do exist surely interact with other factors, such as social class, race, culture, type of discourse, group membership, etc. Further explanations about women's and men's language will be discussed in the below section.

1. Women's and Men's Language Differences

As already mentioned in the earlier part, women's and men's language use is different. Besides women are more linguistically polite than men, men's language is considered more natural than women. Therefore, some researchers are more likely to use men as research samples. Multamia and Basuki (cited in Sumarsono & Pranata, 2002:98) highlighted several opinions of 'traditional' dialectologists about taking samples as informants. In their writing, it is stated that Kurath (1939) believes that the informant must be male since his language is more natural, while women are more self-aware and class conscious in speaking. Coulmas (2005) argued that women are often 'perfectionist' and try to use standard language (received pronunciation) so that their language does



not adequately describe what the researcher wants. They think that the use of standard language can raise their degree which has been considered as second-class citizens. He added that in general, men have a higher position and greater power than women, but in language, women use standard language more often while men are not.

Language differences among gender also include differences in phonology, morphology, and vocabulary. In terms of phonology, for instance, most women in Scotland use the consonant /t/ in the words got, not, water, and so on. Meanwhile, men more often substitute a glottal stop. In terms of morphology, Lakoff (cited in Holmes, 1993:318) emphasized that women use color words such as mauve, beige, aquamarine, lavender, and magenta but most men do not. She also believes that adjectives such as cute, charming, divine, lovely, and sweet are still commonly used by women, but only very rarely by men. Women are often said to have their own vocabulary to highlight such effects on them, such as good words and phrases, like so good, amazing, lovely, wonderful, precious, cute, darling, and fantastic. In addition, English allows other gender-based distinctions, such as actor-actress, waiter-waitress, and master-mistress (Holmes, 1993).

The men's and women's language differences are also influenced by culture. Those differences are caused by social phenomena that are closely related to social attitudes and those have been started from birth (Sumarsono & Pranata, 2002). Women are given names, titles, and etc. which are different from men (Coulmas, 2005). For example, in Indonesia, males and females can be guessed from their names. When hearing the name Seno, people will guess that the one who has a name is a man. Meanwhile, if there is a named Sri, people can easily guess that the one who has that name is a woman. Coulmas (2005) added that women prefer to be called by their first names and nickname of affection, sweetness, love, etc. And women also like to call their intimate friends either male or female

by using nicknames for instance babe, dear, etc. However, on the contrary, men do not use the call for fellow men. In addition, there are several features of language according to Lakoff (1975) which can be found below.

a. Lexical hedges or fillers

Lakoff (1975) emphasized that women often use expressions which indicate that they feel unsure of what is said, the phrase is called a hedge. In Bahasa, hedge means 'pagar'. There are several words which can be grouped into a hedge, for instance well, you know, kinda, sort of, like, I guess, I think, seems like, and kind of (Hana, 2012). When people use a hedge, actually they avoid themselves to state something surely and leaves the available options open (Coates, 1996).

b. Tag questions

The Cambridge Advanced Learner's Dictionary emphasized that the tag question is an expression at the end of a sentence to give affirmation, this is usually used to get approval or to confirm information. Tag questions are also used when speakers state something, but they feel less confident in what they are saying (Lakoff, 1975). In addition, tag questions are one of the methods used by some people as a tool for politeness. The example of tag questions form is the phrase 'isn't she?' in the sentence of 'she is beautiful, isn't she?' (Holmes, 1993).

c. Rising intonation on declaratives

Sentence intonation patterns (in English) used by women in answering questions using high intonation patterns such as yes-no question patterns. The reason women use this statement is that they are not sure of their own statements (Lakoff, 1975).

d. 'Empty' adjectives

Lakoff (1975) highlighted that there are adjectives that tend to be used more by women, where these adjectives are called empty adjectives. An empty adjective is an adjective used by women to express acceptance and admiration for something, for

instance, gorgeous, fabulous, lovely, charming, divine, and adorable (Lakoff, 1975).

e. Precise color terms

Women are considered to have a more detailed and careful nature compared to men. These things can be seen from the number of vocabularies that are owned by women in terms of their interest, for example in terms of color. When mentioning the color of an object, women do not only mention the colors which are commonly used, such as red, purple, blue, etc., but they divide the colors into smaller groups, for example, beige (a pale creamy brown color), aquamarine (greenish-blue color), lavender (pale purple color), and etc.

f. Intensifiers

In the Cambridge Advanced Learner's Dictionary, an intensifier is also called an adverb or adverbial phrase which strengthens adjectives, verbs, or other adverbs. As an example, the word extremely in a sentence extremely large man is an intensifier. In addition, the words too, so, very, really, and totally are also an example of the intensifier (Lakoff, 1975).

g. 'Hypercorrect' grammar

Hypercorrect grammar can refer to the use of English in accordance with standard rules. In several studies that have been carried out by several experts, it is stated that women tend to use standard forms of language than men. For instance, Holmes (1993) stated that the linguistic forms used by women and men are different at different levels in all speech environments. She added that there was an assumption that women have more polite speech than men.

h. 'Superpolite' form

The use of a super polite form of speech is considered as something that should be done by women. Women also often have to use expressions, such as please and thank you, to keep maintaining social conventions (Lakoff, 1975). She added that this form also has a function to ask the addressee

politely, and it appears in the form of sentence like "can you close the door?" instead of "close the door".

i. Avoidance of strong swear words

Swear words are words used to strengthen what is being said and to be a way to insult something or someone. Men and women have different forms of expression towards something, for instance, the expressions of shit, hell, damn, bloody hell, etc. have a tendency to be used more by men, whereas women will use good heavens, oh my goodness, my goodness, oh dear, my dear, and so on (Lakoff, 1975).

j. Emphatic stress

Emphatic stress is a type of special stress given to some word in a sentence by the speaker, usually to identify, compare, correct, or clarify things (Lakoff, 1975). What Lakoff meant was that emphatic stress has a function to emphasize speech when the speakers feel unsure of what they are saying, so that the other person will feel confident about what they are saying. For example, it was a brilliant performance. The word brilliant is emphatic stress, used to highlight the word results.

Furthermore, the above explanations relate to a topic calls 'sexist language' in sociolinguistics. Therefore, the writer would like to elaborate on the sexist language.

2. Sexist Language

From the earlier part, it can be aimed that the differences in the use of language by men, and women are likely seen from biological tendencies. However, the differences in the use of language by men and women are indeed very difficult if only merely biological tendencies. Many research findings on the relationship between language and socio-political life and culture show that men's languages are indeed different from women's languages. Sexist language reveals stereotypes of women and men, sometimes to the disadvantage of men, but more often to the disadvantage of women.



Holmes (1993) stated that English is the sexist language. The expression of sexist means an expression excluding gender, male or female, which is the use of language that includes the sexist (Parks & Robertson, 1998). Sexist language is also an example of how a culture or society transmits its values from one group to another and from one generation to the next (Holmes, 1993; Wardhaugh, 2005). From the above statement, it can be aimed that several countries differ in the use of language, especially in the grammatical gender structure. For example, in French, 'le' is used to define the masculine and 'la' is used to define the feminine. In German, 'der-die-das' is used to define masculine-feminine-neuter. And also, in English, the gender system is using the pronoun 'he-she-it' (Holmes, 1993). Other experts, Parks and Robertson (1998) gave the example of sexist language based on three criteria. First, a non-parallel structure which means a thing which is not similar based on gender difference, for instance, the common construction of adding 'and women' after a compound word incorporating '-men' (as in 'craft men' and 'craft women') as stated by Doyle (cited in Cameron, 1992:149). The second criterion is lexical asymmetry involves suffixing in every word made to refer to a female agent, which relates to the morphological process (Wardhaugh, 2005). For instance, when the suffix -ess is added to the word master, yet the meaning is changed from masculine to feminine (becoming mistress). Last is a generic word that uses such items as the masculine form 'man' to refer to both men and women. For instance, the masculine form of 'craftsman' and 'fisherman' apply to either male or female. Hence, it can be inferred from her argument that the use of the masculine 'man' form is considered sexist (Mills, 2008).

METHOD

In conducting a study, it is very important to determine what research methodology will be used and appropriate. Research methodology itself defines as a way to systematically solve the research

problem (Kothari, 2004). In addition, he also emphasized that the writer must know and understand which methods or techniques are appropriate to apply and which are not. According to William Neuman (1997), there are basically two categories of methods in research, they are quantitative and qualitative.

To acquire the data and information, the qualitative method, specifically using a case study is applied in this study. The case study was determined by the writer since her study deals with deep explorations in a phenomenon of refusal among males and females in a place. As stated by Creswell (2002), a case study is defined as "researcher explores in depth a program, an event, an activity, a process, or one or more individuals". The case study can be either a single case or a time-and place-bound case.

FINDING AND DISCUSSIONS

Finding

The data in this finding section were found after analyzing the response of the Discourse Completion Test of each participant. The writer classified and presented the findings of refusal strategy according to Leslie M. Beebe and friends' theory. Besides, the writer gave codes in frequency like "F" for female and "M" for male, and also in the form such as "P" for performative, "NW/A" for negative willingness/ability, "SOR" for the statement of regret, "ERE" for excuse, reason, or explanation, "SOA" for the statement of alternative, "POFA" for the promise of future acceptance, "SOPR" for the statement of principle, "TOSNC" for threat or statement of negative consequences to the requester, "GT" for the guilt trip, "C" for criticize the request/requester, "R" for the request for help, empathy, and assistance by dropping or holding the request, "LIOH" for let interlocutor off the hook, "SD" for self-defense, "NV" for nonverbal, "V" for verbal, "SOPO" for the statement of positive opinion/feeling or agreement, "SOE" for the

statement of empathy, and “GA” for gratitude/appreciation.

In order to meet this study’s purpose, 264 responses from DCT were collected. And from those, involving female employees (132 responses)

and male employees (132 responses). The number of refusal strategies performed by female and male employees is summarized in the following table.

Table 1 Refusal Strategies Used by Female and Male Employees

Type of Refusal Strategy	Category	Form	Frequency		
			F	M	
Direct	Performative		-	1	
	Non-performative	“No”	5	8	
		NW/A	9	15	
Total			14	24	
Indirect	Statement of regret		27	23	
	Excuse, reason, or explanation		15	29	
	Statement of alternative		7	8	
	Promise of future acceptance		-	1	
	Statement of principle		3	1	
	Attempt to dissuade interlocutor	TOSNC		2	-
		C		9	1
		LIOH		11	10
		SD		6	6
		V		4	1
Total			84	80	
Adjuncts	Statement of opinion/feeling or agreement	positive	3	11	
	Statement of empathy		1	-	
	Gratitude/appreciation		30	17	
Total			34	28	
Total (utterances)			132	132	

The findings show that female and male employees tended to use indirect refusal strategies (84 and 80 utterances). However, the difference still exists in this indirect strategy. As already mentioned in the above table, female employees tended to apply statement of regret form (27 utterances), while male employees tended to apply excuse, reason, or explanation form (29 utterances) in their statement of refusal. As seen in the above table, it also cannot be denied that male employees applied more direct strategy than female employees (24 vs 14 utterances). Furthermore, male employees

applied adjuncts strategy less than female employees (28 vs 34 utterances).

Discussion

In this part, the writer would like to elaborate on her findings related to the limitation of the problem. The writer gave initial such as “R1” for Respondent 1. Besides, she also underlined the words/sentences on each respondent’s responses which relate to the refusal strategy and gave a yellow highlight on language features. In addition, she put the translated responses in this part, however she attached all of the original responses in appendixes.



1. Refusal Strategies Performed by Male and Female Employees

a. Direct Strategy

1) Performative

A condition in which the individual uses performative verbs such as “refuse” and “reject” is named performative statement (Beebe et al., 1990). In the form of sentences, it is likely “I refuse...” or “I reject...” which are understood directly as a refusal. As shown in Table 4.1 above, the performative statement appears once which was uttered by 1 male respondent. The datum can be found below.

Male employees:

Situation 1: You are the owner of a travel agent. Your best worker asks to speak to you in private.

Worker : As you know, I’ve been here just a little over a year now, and I know you’ve been pleased with my work. I really enjoy working here, but to be honest, I really need an increase in salary.

You : “I refuse to raise your salary since I am going to see your work results first and I have to think about it. Then, I decide whether your salary can be raised or not. I cannot act before I know how your contribution to my company is.” (R1)

The above datum shows the way of the respondent refused or rejected a request. The respondent stated performative verb at the beginning of his statement, then it is followed by reasons why he cannot raise the staff’s salary. Meanwhile, female employees did not use the performative verb in their statement of refusal.

2) Non-performative

A condition in which the individual uses non-performative verb such as “no” or show negative willingness such as “I can’t,” “I won’t” “I don’t think so” is named non-performative statement (Beebe et al., 1990). As shown in Table 4.1 above, the non-performative statement appears 37 times which were stated by 14 female respondents and 23

male respondents. Examples of data can be found below.

Male employees:

Situation 9: You are having dinner in your friend’s house.

Friend : How about another plate of Oz Steak?

You : “No, it is enough. Thank you. I am already full.” (R2)

Situation 2: You are a student of university. You always attend the class. Your classmate often misses the class and ask for your answers on exam.

Classmate : Oh God! We have an exam tomorrow, but I often miss the class and do not take notes. What if you give me answers on tomorrow exam?

You : “Surely, I won’t give those answers. It’s your own fault.” (R10)

Situation 3: You are the CEO of a five-star hotel in L.A. A furniture salesman invites you to the most expensive restaurant in L.A.

Salesman : We have met and discussed several times about purchasing my company’s product. I invite you to be my guest at Excellence in order to firm up a contract. Would you like to come?

You : “I can’t come, because I have had a plan with the family. So, I’m sorry.” (R2)

Female employees:

Situation 9: You are having dinner in your friend’s house.

Friend : How about another plate of Oz Steak?

You : “No, darling. Thank you. My belly is already full of your delicious food.” (R1)

Situation 2: You are a student of university. You always attend the class. Your classmate often misses the class and ask for your answers on exam.

Classmate : Oh God! We have an exam tomorrow, but I often miss the class and do not take notes. What if you give me answers on tomorrow exam?

You : “I can’t, I will give you my notes if you want. Copy it tomorrow and study it.” (R8)

Situation 11: You have been working in a government’s company for several years. Your boss offers you an excellent position with high salary, but you will be moved into a remote area. You really want this promotion, but you don’t want to go. Today, your boss calls you to talk in face.

Boss : Since the former Executive has left last week, I offer you to fill this position. You will also get a salary increment, but you will be moved into Kaotoa, a remote area that is 5 km away from town.

You : “I don’t think I can (take the position), because I still have the ongoing big project and cannot be moved by hand. You might can offer it to other employees.” (R1)

The above data show the way of the respondents refused or rejected requests/offers. The respondents stated non-performative verbs at the beginning of their statement. Besides, the status between interlocutors and refusers is also various. When they talk to a person who has a higher status, they tried to be polite as much as they can, for instance, they will say sorry at the end of their statement of refusal.

b. Indirect Strategy

1) Statement of regret

The most frequently used in the indirect strategy of this study is the statement of regret. A condition in which the individual uses regret verb such as “I apologize...”, “I am sorry...” is namely statement of regret (Beebe et al., 1990). As shown in Table 4.1 above, the statement of regret appears 50 times which were stated by 27 female respondents and 23 male respondents. Examples of data can be found below.

Male employees:

Situation 4: You are one of the best Lieutenants in your corps. One day, your General calls you to come to his house.

General : On Sunday, I will celebrate my wife’s birthday party. I know this is short notice, but I invite

all the best Lieutenants in our corps to join this celebration with their wives. What do you think?

You : “I apologize, General, I am afraid that I cannot come (to the party) since I need to come to the church on Sunday.” (R3)

Situation 10: Your old friend invites you to have dinner together, but you can’t stand for this friend’s spouse.

Friend : I am expecting you to come on Saturday night to have dinner with my family. What do you think?

You : “I’m so sorry. I have an appointment with my family tonight.” (R2)

Female employees:

Situation 8: You are a Math lecturer of a university. It is just about the middle of the term now and one of your students comes to you.

Student : Good afternoon. Several students in my class discussed that it will be better if you give us more theory than tasks.

You : “I am sorry I can’t because this task has been scheduled and adjusted by the campus, I only follow and fulfill the given policies.” (R6)

Situation 10: Your old friend invites you to have dinner together, but you can’t stand for this friend’s spouse.

Friend : I am expecting you to come on Saturday night to have dinner with my family. What do you think?

You : “I apologize, on Saturday I have an appointment with my family.” (R11)

The above data show the way of the respondents refused or rejected requests/invitations/suggestions/offers. The respondents stated regret verbs at the beginning of their statement. Besides, the status between interlocutors and refusers is also various. When they talk to a person who has a higher status, they tried to be polite as much as they can to refuse.



2) Excuse, reason, or explanation

The second frequently used in the indirect strategy of this study is the excuse, reason, or explanation. A condition in which the individual uses excuse, reason, or explanation to refuse, for instance, "My children will be home that night.", "I have a headache" is namely statement of excuse, reason, or explanation (Beebe et al., 1990). When reasons and explanations are taken over in the absence of a direct refusal, they uttered implicitly that the speaker cannot involve in such activity specified by the speaker. As shown in Table 4.1 above, excuse, reason, or explanation appears 44 times which were stated by 15 female respondents and 29 male respondents. Examples of data can be found below.

Male employees:

Situation 1: You are the owner of a travel agent. Your best worker asks to speak to you in private.

Worker : As you know, I've been here just a little over a year now, and I know you've been pleased with my work. I really enjoy working here, but to be honest, I really need an increase in salary.

You : "Let me explain your first. So here it is sir, regarding salary increment. First, our company reviews your job (performance) every month but there are procedures that must be carried out which is within one year and even if your performance is still good." (R5)

Situation 4: You are one of the best Lieutenants in your corps. One day, your General calls you to come to his house.

General : On Sunday, I will celebrate my wife's birthday party. I know this is short notice, but I invite all the best Lieutenants in our corps to join this celebration with their wives. What do you think?

You : "I have gotten a very important duty this week, my apologies for not being able to attend the invitation." (R1)

Female employees:

Situation 3: You are the CEO of a five-star hotel in L.A. A furniture salesman invites you to the most expensive restaurant in L.A.

Salesman : We have met and discussed several times about purchasing my company's product. I invite you to be my guest at Excellence in order to firm up a contract. Would you like to come?

You : "I have to come to check several branches of my hotel. I don't think I have time this week. I will let you know if I have (time). Very sorry." (R1)

Situation 12: You have a project with your boss and it must be finished by this week. You must really leave now.

Boss : Hey, I think it will be better if we finish this project by tomorrow. So, if you don't mind, I want you to work overtime today, probably for 3 hours to do that.

You : "I have to go now because my grandmother is in the hospital, I have to replace my mother to accompany my grandmother. I make sure this project is finished before the deadline. I am so sorry sir." (R3)

The above data show the way of the respondents refused or rejected requests/invitations/suggestions. The respondents uttered reason, excuse or explanation at the beginning of their statement of refusal. Besides, the status between interlocutors and refusers is also various. When they talk to a person who has a higher status, they tried to be polite as much as they can to refuse.

3) Statement of alternative

In this study, the respondents also employed alternatives in their statement of refusal. A condition in which the individual suggests something instead of refused directly, for instance, "I'd rather...", "I'd prefer..." is namely statement of alternative (Beebe et al., 1990). Alternatives were employed in order to save the interlocutor's face and to mediate the possibilities of accepting something (Brasdefer, 2008). As shown in Table 4.1 above, the statement of alternative appears 15 times

which were stated by 7 female respondents and 8 male respondents. Examples of data can be found below.

Male employees:

Situation 6: You are relaxed at your desk, suddenly your manager comes to your desk.

Manager : What are you doing here, didn't I tell you that we have a meeting now? Don't tell me that you forgot. You know that I always write myself notes to remind me of things. That will be better if you try it.

You : "Sorry I forgot if there is a meeting today, next I will be more on remembering it. And apparently, I would prefer to use my cellphone as a reminder."
(R11)

Situation 8: You are a Math lecturer of a university. It is just about the middle of the term now and one of your students comes to you.

Student : Good afternoon. Several students in my class discussed that it will be better if you give us more theory than tasks.

You : "I think it is better (to give) the assignments because it will make students study more diligently."
(R2)

Female employees:

Situation 5: Your friend and you are in a mall. Your friend would like to pay the most delicious snack in a counter, but you do not want to order that snack.

Friend : You know this is the most delicious snack in this counter. I would pay it for you, ok?

You : Thanks, but don't you see that I am getting fatter and fatter?

Friend : Well, have you tried the diet method like I have told you before?

You : "Not yet, it's better not to gain weight than to be diet."
(R7)

Situation 8: You are a Math lecturer of a university. It is just about the middle of the term now and one of your students comes to you.

Student : Good afternoon. Several students in my class discussed that it will be better if you give us more theory than tasks.

You : "In learning mathematics, it is better to practice in questions because mathematics is not history that must be memorized."
(R7)

The above data show the way of the respondents refused or rejected requests and suggestions. The respondents suggest the alternative to the interlocutors in order to avoid hurting their feelings. Besides, the status between interlocutors and refusers is also various. When they talk to a person who has a higher status, they tried to be polite as much as they can to refuse.

4) Promise of future acceptance

According to the Oxford dictionary, a promise is defined as telling somebody about something which is certainly going to happen in the future. Promising is the other strategy in refusing something which can be used as "I'll do it next time", "I promise I will..." (Beebe et al., 1990). As shown in Table 4.1 above, the promise of future acceptance appears once which was performed by 1 male respondent. The datum can be found below.

Male employees:

Situation 10: Your old friend invites you to have dinner together, but you can't stand for this friend's spouse.

Friend : I am expecting you to come on Saturday night to have dinner with my family. What do you think?

You : "Next time I'll come."
(R5)

The above datum shows the respondent refused or rejected an invitation. That respondent stated his willingness to come to a friend's house to have dinner in the future. Otherwise, the writer did not find this strategy employed by female employees.

5) Statement of principle

According to the Cambridge dictionary, a statement that defines an individual or organization



's beliefs and intentions are named statement of principle. This strategy is employed in the form such as "I never do business with friends" or "I never do that kind of thing" (Beebe et al., 1990). As shown in Table 4.1 above, the statement of principle appears 4 times which were stated by 3 female respondents and 1 male respondent. Examples of data can be found below.

Male employees:

Situation 9: You are having dinner in your friend's house.

Friend : How about another plate of Oz Steak?

You : "I always eat enough. Remember, eat before you are hungry, stop before you are full. That's a good hadist to remember." (R9)

The above datum shows the respondent refused or rejected an offer. The refuser stated his commitment or principle of always eating enough. In addition, he also employed a Muslim Hadist as his principle "eat before you are hungry, stop before you are full." in order to strengthen his statement of refusal and to avoid offending the interlocutor's feeling.

Female employees:

Situation 1: You are the owner of a travel agent. Your best worker asks to speak to you in private.

Worker : As you know, I've been here just a little over a year now, and I know you've been pleased with my work. I really enjoy working here, but to be honest, I really need an increase in salary.

You : "Even though you are my best worker here, everyone must follow the rules. I always refer to company regulations." (R8)

The above data show the respondents refused or rejected a request. The respondent stated a principle of the company where employees must pass several procedures and follow the company regulations if they want to get a salary increment.

6) Attempt to dissuade interlocutor

In this strategy, the refusers employed:

a) Threat or statement of negative consequences to the requester.

This strategy appears twice in this study, and they were stated by 2 female respondents. Examples of data can be found below.

Female employees:

Situation 5: Your friend and you are in a mall. Your friend would like to pay the most delicious snack in a counter, but you do not want to order that snack.

Friend : You know this is the most delicious snack in this counter. I would pay it for you, ok?

You : Thanks, but don't you see that I am getting fatter and fatter?

Friend : Well, have you tried the diet method like I have told you before?

You : "It doesn't affect me at all, honey. While I look for other ways to diet, I will stop eating snacks. But it doesn't matter if you want to eat it. I am really sorry." (R1)

Situation 11: You have been working in a government's company for several years. Your boss offers you an excellent position with high salary, but you will be moved into a remote area. You really want this promotion, but you don't want to go. Today, your boss calls you to talk in face.

Boss : Since the former Executive has left last week, I offer you to fill this position. You will also get a salary increment, but you will be moved into Kaotoa, a remote area that is 5 km away from town.

You : "If the conditions are so, it is difficult for me to be able to fulfill it. It doesn't mean that I don't want to try but what is the meaning of high income and having a position but later on, I will survive alone and be away from my family." (R11)

The above data show the respondents refused or rejected a suggestion and an offer. Those sentences are negative statements to the interlocutor. Both respondents applied negative words to refuse suggestion and offer. Otherwise, the writer did not find this strategy employed by male employees.

b) Criticize

This strategy appears 10 times, which were stated by 9 female respondents and 1 male respondent. Examples of data can be found below.

Male employees:

Situation 5: Your friend and you are in a mall. Your friend would like to pay the most delicious snack in a counter, but you do not want to order that snack.

Friend : You know this is the most delicious snack in this counter. I would pay it for you, ok?

You : Thanks, but don't you see that I am getting fatter and fatter?

Friend : Well, have you tried the diet method like I have told you before?

You : "Not yet, because you know I also eat a lot of rice, plus lots of snacks, getting fatter tho." (R5)

The above datum shows the respondent refused or rejected a suggestion by criticizing related to the diet method offered by his friend. He will be fatter if he eats a lot of rice and snacks.

Female employees:

Situation 2: You are a student of university. You always attend the class. Your classmate often misses the class and ask for your answers on exam.

Classmate : Oh God! We have an exam tomorrow, but I often miss the class and do not take notes. What if you give me answers on tomorrow exam?

You : "Why do I have to do that for you? What do I get if I do that? If you want, you can see and copy my notes to study before the exam tomorrow... sorry." (R9)

The above datum shows the respondents refused or rejected suggestion by criticizing related to something offered by the interlocutors.

c) Let the interlocutor off the hook

This strategy appears 21 times, which were stated by 11 female respondents and 10 male respondents. Examples of data can be found below.

Male employees:

Situation 7: You arrive home and notice that your housekeeper is panic. She comes rushing up to you.

Housekeeper : Oh, I am really sorry! I got a problem in my home early morning. I broke your Russian vase accidentally when I was cleaning the table. I will pay for it.

You : "You don't have to pay it, handle your problem first quickly. Who knows, that's an important thing related to your family." (R11)

"Never mind, it is okay." (R10)

Female employees:

Situation 7: You arrive home and notice that your housekeeper is panic. She comes rushing up to you.

Housekeeper : Oh, I am really sorry! I got a problem in my home early morning. I broke your Russian vase accidentally when I was cleaning the table. I will pay for it.

You : "It doesn't matter. You don't have to pay (the vase). The most important thing is you are fine. Don't mind about the vase." (R1)

"Yes, it's okay miss, but next time be more focused, miss. If you have a disturbing problem, you can tell me. Who knows, we can find a solution if you want to. Besides, I can buy again the vase later." (R5)

The above data show the respondents refused or rejected an offer by saying likely "it is okay/you don't have to pay it" to something offered by the interlocutor. They applied this strategy since they feel sorry about the housemaid who broke the vase accidentally because of the problem which she had gotten in advance.

d) Self-defense

This strategy appears 12 times, which were stated by 6 female respondents and 6 male respondents. Examples of data can be found below.

Male employees:



Situation 5: Your friend and you are in a mall. Your friend would like to pay the most delicious snack in a counter, but you do not want to order that snack.

Friend : You know this is the most delicious snack in this counter. I would pay it for you, ok?

You : Thanks, but don't you see that I am getting fatter and fatter?

Friend : Well, have you tried the diet method like I have told you before?

You : "Already, but so far I know in that method, it is prohibited to eat oily food, right?" (R4)

Situation 6: You are relaxed at your desk, suddenly your manager comes to your desk.

Manager : What are you doing here, didn't I tell you that we have a meeting now? Don't tell me that you forgot. You know that I always write myself notes to remind me of things. That will be better if you try it.

You : "I know it, sir, but I'm working on my files first because it's almost deadline. And for a reminder, I've done my best to save memos on my cell phone." (R4)

The above data show the respondents refused or rejected requests and suggestions. The first respondent in situation 5 refused by reminding the interlocutor about the diet method offered to him. While another respondent in situation 6 refused by defending themselves that they had done the best in their own way to make reminders.

Female employees:

Situation 6: You are relaxed at your desk, suddenly your manager comes to your desk.

Manager : What are you doing here, didn't I tell you that we have a meeting now? Don't tell me that you forgot. You know that I always write myself notes to remind me of things. That will be better if you try it.

You : "I am taking care of the file first then go to the meeting. I always remember because I have activated the reminder on my cell phone." (R2)

"I didn't forget, I am only taking equipment for today's meeting and I also do what I can with the reminder, which is to write my schedule on my cell phone." (R10)

The above data show the respondents refused or rejected suggestions. They refused by defending themselves that they had done the best in their own way to make reminders.

7) Avoidance

The last in indirect strategy is avoidance, which divided into two types, such as non-verbal, when the refuser ignores by being silent, ignoring the request or even walking away, and verbal avoidance, which means the refusal is done through switching topic, joking, repetition of part of a request, etc (e.g. "Monday?"), postponement (e.g. "I'll think about it"), and hedging (e.g. "I don't know", "I am not sure.") (Beebe et al., 1990).

In this strategy, the respondents employed non-verbal avoidance, especially in postponement. This strategy appears 5 times which were stated by 4 female respondents and 1 male respondent. Examples of data can be found below.

Male employees:

Situation 11: You have been working in a government's company for several years. Your boss offers you an excellent position with high salary, but you will be moved into a remote area. You really want this promotion, but you don't want to go. Today, your boss calls you to talk in face.

Boss : Since the former Executive has left last week, I offer you to fill this position. You will also get a salary increment, but you will be moved into Kaotoa, a remote area that is 5 km away from town.

You : "At the moment I haven't prepared everything, maybe it can be delayed, sir." (R5)

The above datum shows the respondent refused or rejected an offer. The refuser asked to delay the project for that time while actually, he avoided working overtime.

Female employees:

Situation 8: You are a Math lecturer of a university. It is just about the middle of the term now and one of your students comes to you.

Student : Good afternoon. Several students in my class discussed that it will be better if you give us more theory than tasks.

You : "I will try to reconsider later." (R2)

The above data show the respondents refused or rejected a suggestion. The female respondent employed "to reconsider" form. This means the respondents refused the interlocutors' suggestion only at that time.

c. Adjuncts

1) Statement of positive opinion/feeling or agreement

In a positive opinion, the refuser believes that the offer, the invitation, etc., is acceptable but cannot be satisfied with it. The form of this strategy, for instance, "That's a good idea", "I'd love to, but..." (Beebe et al., 1990). Similar things happen with willingness since the speaker rejects the request using expressions such as ("I'd love to, but..."). The agreement strategy expresses consent on the part of the refuser before stating the rejection. As shown in Table 4.1 above, the statement of positive opinion/feeling or agreement appears 14 times which were stated by 3 female respondents and 11 male respondents. Examples of data can be found below.

Male employees:

Situation 4: You are one of the best Lieutenants in your corps. One day, your General calls you to come to his house.

General : On Sunday, I will celebrate my wife's birthday party. I know this is short notice, but I invite all the best Lieutenants in our corps to join this celebration with their wives. What do you think?

You : "That is a good idea, Sir. But I apologize I am unable to attend." (R9)

Female employees:

Situation 4: You are one of the best Lieutenants in your corps. One day, your General calls you to come to his house.

General : On Sunday, I will celebrate my wife's birthday party. I know this is short notice, but I invite all the best Lieutenants in our corps to join this celebration with their wives. What do you think?

You : "Wow, great idea, but sorry I can't attend. I have to visit my parents because they want to meet their grandchildren." (R1)

Situation 10: Your old friend invites you to have dinner together, but you can't stand for this friend's spouse.

Friend : I am expecting you to come on Saturday night to have dinner with my family. What do you think?

You : "I'd love to, but sorry, on Saturday night, I have an appointment with my partner." (R9)

The above data show the respondents refused or rejected request and invitation. All of them employed positive opinion or agreement at the beginning of their statements. It is because they tried to refuse politely.

2) Statement of empathy

According to the Merriam Webster dictionary, empathy is the act of understanding, being conscious, being sensitive, and experiencing the feelings, thoughts, and experiences. In the statement of empathy, the refusers tended to show their care toward the interlocutor's feelings. The form of this strategy is for instance "I realize you are in a difficult situation." (Beebe et al., 1990). As shown in Table 4.1 above, the statement of empathy appears once which was stated by 1 female respondent. The datum can be found below.

Female employees:

Situation 4: You are one of the best Lieutenants in your corps. One day, your General calls you to come to his house.

General : On Sunday, I will celebrate my wife's birthday party. I know this is short notice, but I invite all the



best Lieutenants in our corps to join this celebration with their wives. What do you think?

You : "First, I want to wish your wife a happy birthday, but sorry I can't come to the event because I have already had an appointment on the same day."
 (R3)

The above datum shows the respondent refused or rejected an invitation. She wished a happy birthday to the interlocutor's wife even though she refused to come. This statement shows an empathy from her which means she cares about the interlocutor's wife. In addition, she also added the reason in order to avoid offending the interlocutor's feelings since she refused his invitation.

3) Gratitude/appreciation

The refusers employed gratitude or appreciation in their refusal statement in order not to offend the interlocutor when doing the rejection. They thank or appreciate the interlocutor's requests, invitation, offers, etc. The example form of this strategy for instance is "Thanks for the invitation, but..." (Brasdefer, 2008). As shown in Table 4.1 above, the statement of empathy appears 47 times which were stated by 30 female respondents and 17 male respondents. The data can be found below.

Male employees:

Situation 3: You are the CEO of a five-star hotel in L.A. A furniture salesman invites you to the most expensive restaurant in L.A.

Salesman : We have met and discussed several times about purchasing my company's product. I invite you to be my guest at Excellence in order to firm up a contract. Would you like to come?

You : "Thank you for the offer, but sorry at this time, my hotel does not need the product you are offering, but I will save your contact to ask for a quotation if one day, my hotel really needs your product." (R8)

Situation 8: You are a Math lecturer of a university. It is just about the middle of the term now and one of your students comes to you.

Student : Good afternoon. Several students in my class discussed that it will be better if you give us more theory than tasks.

You : "I appreciate your courage to come and talk to me, I will consider. But for now, what I have given to you is the best decision (assignment)." (R3)

Female employees:

Situation 10: Your old friend invites you to have dinner together, but you can't stand for this friend's spouse.

Friend : I am expecting you to come on Saturday night to have dinner with my family. What do you think?

You : "Thank you for the invitation, but I want to visit my family who is sick outside the city." (R7)

Situation 11: You have been working in a government's company for several years. Your boss offers you an excellent position with high salary, but you will be moved into a remote area. You really want this promotion, but you don't want to go. Today, your boss calls you to talk in face.

Boss : Since the former Executive has left last week, I offer you to fill this position. You will also get a salary increment, but you will be moved into Kaotoa, a remote area that is 5 km away from town.

You : "I appreciate the offer, but I cannot leave my children from this city." (R2)

The above data show the respondents refused or rejected invitations/offers/suggestions. They thanked or appreciated the interlocutors first, even though in the end, they refused them. In addition, they also added the reason in order to avoid offending the interlocutors' feeling. They also tried to be polite as much as they can in refusing.

2. Language Features Found in Refusal Strategies of Male and Female Employees

As already mentioned in the earlier parts that males and females have different features in language use.

In this study, the writer also found several different language features performed by male and female employees which refer to Robin Lakoff's theory. Lakoff (1975) highlighted that there are several language features used by females frequently, but males seldom use them. Those features include lexical hedges or fillers, tag questions, rising intonation on declaratives, 'empty' adjectives, precise color terms, intensifiers, 'hypercorrect' grammar, 'superpolite' forms, avoidance of strong swear words, and emphatic stress. In this part, the writer elaborates on language features found in refusal strategies of male and female employees of BCD Travel Indonesia.

a. Lexical hedges or fillers

In lexical hedges or fillers, males' lexical hedges or fillers appeared 12 times, while females' lexical hedges or fillers appeared 14 times. Some examples of the statement which contains language features and identified as lexical hedges or fillers can be seen below.

Male employees:

"It sounds incredible sir, but if you don't mind..." (R6, S11)

"I better not eat anymore, because I think my stomach and mouth are unable to eat it..." (R8, S9)

"I am sorry, it seems like I am not interested in establishing a contract now, because..." (R4, S3)

Female employees:

"It looks like my stomach has refused other food to come in..." (R2, S9)

"...You know, to buy a vase is difficult and very far..." (R7, S7)

"... I do not want to be like that because..." (R5, S2)

From the above data, it can be seen either males or females use almost the same format of lexical hedges. However, females use this feature more than males and it is in the same line with Lakoff's theory (1975) that women use lexical hedges or fillers in their utterances more than men.

b. Tag questions

The writer did not find tag questions either used by male or female employees at the end of their statement of refusal.

c. Rising intonation on declaratives

This study did not involve speaking during the conversations of each participant, thus the writer did not find rising intonation on any declaratives.

d. 'Empty' adjectives

In this study of male and female refusal strategy, the writer did not find any 'empty' adjectives performed by male and female employees. It might be because the conversations involving in this strategy have a very specific context, which is refusing. 'Empty' adjectives might be found in a larger conversation context.

e. Precise color terms

Same as the 'empty' adjectives, neither male nor female employees also performed precise color terms in their statement of refusal. It might be because the conversations involving in this strategy have a very specific context, which is refusing. Precise color terms might be found in a larger conversation context.

f. Intensifiers

In intensifiers, male employees performed 18 times, while female employees performed 25 times. Some examples of the statement which contains language features and identified as intensifiers can be seen below.

Male employees:

"The diet method you gave me in advance was very difficult for me..." (R1, S5)

"I am really sorry, but..." (R4, S4)

"... Actually, I want the highest position so much, but..." (R6, S11)

Female employees:

"...I am very sorry." (R3, S2)



“... , but I am really busy and don't have time to do it right now.” (R9, S6)

“I want to fill that position so much, but...” (R10, S11)

From the above data, it can be seen either males or females use almost the same format of intensifiers. However, females use this feature more than males and it is in the same line with Lakoff's theory (1975) that women use intensifiers in their utterances more than men.

g. ‘Hypercorrect’ grammar

Since this study was conducted in Bahasa, the writer did not find ‘hypercorrect’ grammar either used by male or female employees.

h. ‘Superpolite’ forms

In this language feature, the writer found female employees tended to use it 34 times, while male employees use it 23 times. Some examples of the utterances are below.

Male employees:

“...I promise to give you an award on your struggle. Will you reschedule the meeting?” (R6, S3)

“Thank you for the offer, but...” (R8, S3)

“...Please just say hello and my apologies to your wife.” (R10, S4)

Female employees:

“...so, there are no changes, may I try another way (method)?” (R3, S5)

“Thank you for inviting me, but sorry...” (R5, S4)

“...there are certain procedures and at this time you cannot get an increment. Please understand this situation.” (R6, S1)

From the above data, it can be seen either males or females use almost the same format of ‘superpolite’. However, females use this feature more than males and it is in the same line with Lakoff's theory (1975) that women use ‘superpolite’ forms in their utterances more than men.

i. Avoidance of strong swear words

In this language feature, either male and female employees performed it once. However, the word used by them has a difference. Males tended to use an impolite word like damn, while females used a polite word like my goodness. The evidence can be seen below.

Male employees:

“Damn it, bro, I sit near the supervisor.” (R9, S2)

Female employees:

“My goodness! that's your own fault (cause of) seldom join the class...” (R7, S2)

j. Emphatic stress

In this study, the writer found 12 language features of emphatic stress performed by male employees, while female employees performed it 11 times. Some examples of the evidence can be found below.

Male employees:

“I did my best to study this exam, sorry.” (R4, S2)

“...I hope you understand and keep going to show your best performance.” (R7, S1)

“That is a good idea, Sir. But...” (R9, S4)

Female employees:

“As a good friend, I won't give you tomorrow's exam answers, because...” (R4, S2)

“Thank you for this amazing offer, boss...” (R8, S11)

“...Sunday is the best day because it is my only free time.” (R11, S4)

CONCLUSIONS

Referring back to the purposes of this study, the writer comes up with some conclusions (1) This study has investigated that male and female employees of BCD Travel tended to perform indirect refusal strategy than the other strategies, which are direct and adjuncts. From 132 utterances of male employees, 80 utterances are indirect strategy, 28 utterances are adjuncts, and 24 utterances are direct strategy. Category of excuse,

reason, or explanation is the most common way performed by male employees in the indirect strategy (29 utterances), gratitude/appreciation is the most common way performed in adjuncts (28 utterances), and non-performative, especially in form of negative willingness/ability is the most common way performed in direct strategy (15 utterances). Meanwhile, from 132 utterances of female employees, 84 utterances are indirect strategy, 34 utterances are adjuncts, and 14 utterances are direct strategy. Category of the statement of regret is the most common way performed by female employees in indirect strategy (27 utterances), gratitude/appreciation is the most common way performed in adjuncts (30 utterances), and non-performative, especially in form of negative willingness/ability is the most common way performed in the direct strategy (9 utterances); (2) These results show that male and female employees have their own ways of delivering indirect refusal strategy. In order to minimize the negative effects, male employees tended to explain why they cannot fulfill the interlocutors' demands. Meanwhile, female employees tended to say sorry in order to avoid offending the interlocutors' feeling.

However, there must be possible factors influencing the differences in the use of males and females' refusal strategies such as ethnicity, culture, educational background, etc. Male and female employees involved in this study are mostly Chinese-Indonesia and Javanese ethnicity, and it might be why both of them tended to use indirect refusal strategy. Besides, they also have a different educational background. Even though most of the employees are graduates of vocational school, they are polite enough in refusing the interlocutors' demands. It might be because they are accustomed to being taught in acting and speaking politely to people when they used to be students in vocational high school; (3) In the utterances of male and female employee's refusal strategies, the writer found 5 of 10 language features, they are lexical hedges or

fillers, intensifiers, 'superpolite' forms, avoidance of strong swear words and emphatic stress. From those language features, females tended to use each of them more than males, except in emphatic stress where females performed it less than males. However, the other 5 language features weren't found by the writer, it might be because the context in Discourse Completion Test is limited, which is only about the refusal.

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