

CHAPTER 4

RESULTS AND ANALYSIS OF DATA

4.0 Introduction

In this chapter, the focus is on the analysis of data. The data is divided into two sections in accordance to the research questions. Firstly, the analysis looks at the comparison of students and strategies used either the direct or indirect strategy when they make refusals. After this is identified, the number of turns which the subjects took to make refusals is then analysed. In this section, the subjects are categorized based on their SPM English results.

4.1 Direct or Indirect Strategy

Table 4.1: Direct and indirect strategies used by subjects

Strategies	No of subjects
Direct	49
Indirect	31
Total	80

From the data analyzed, it shows that out of the total of 80 refusals, 49 were direct and 31 were indirect.

4.1.1 Direct Strategy

Direct strategy is divided into performative and non performative statements. An example of a performative statement is “I refuse” while a non performative statement is

further divided into two types which is a direct “No” or in a statement which suggest negative willingness or ability. For example, “I can’t”, “I won’t” or “I don’t think so”.

Table 4.2 Direct Strategies used by subjects

	No of subjects
Performative	
“I refuse”/ “I don’t want”	2
Non-Performative	
1. No	
• Flat No	6
• Filler followed by “No”	7
• Question followed by “No”	5
• Emphatic “No”	3
2. Negative willingness/ability	26

Table 4.2 shows that 2 subjects used the performative statement. Apart from that, 21 subjects used the non performative statement of “No” with the sub-categories of flat no, fillers followed by no, question followed by no, emphatic no with 6, 7, 5 and 3 subjects respectively. 26 subjects used negative willingness or ability. Below is the discussion on the respective strategies.

4.1.1.1 Performative Statement

According to Austin (1962), utterances of a performative is, or is part of, the doing of a certain kind of action. For example, saying "Go" to order someone to go, “I accept your apology” when someone apologizes or “I don’t want” when asked to do something. The data on the next page shows such performatives:

Extract 1Turn

9	L	Okla. Err, Actually I just want to ask you, <i>can you be the emcee for charade competition?</i>
10	S1	Ha? *(I) Don't want la
11	L	aa why?
12	S1	My English like this and ... I'm don want to be stand in front of so many people la. I scared la
13	L	uhm, you don't want to try aaa?
14	S1	No la, don want la
15	L	aaa, okla.

*(I) is the absent subject in spoken Malaysian English

In extract 1, the performative statement was uttered in one turn, which is shown in turn 10. The subject first showed his feeling of surprise with the question being asked by the researcher. He then declined the researcher's request with "Don't want la". It is assumed that the subject may say yes if he were to be persuaded further by the researcher. The researcher then proceeded to ask the reason as to why he declined. The subject replied that he was scared of standing in front of people because of his English, which in this context, is the cause of his refusal. He mentioned that his English was not as fluent as it should be and thus he felt intimidated. The researcher tried asking the subject again but he rejected the second time too. This clearly shows that the subject was firm in his refusal.

Extract 2Turn

11	L	No, actually I just want to ask you, <i>can you be the mc for charade competition?</i>
12	S2	Ha? No *(I) don't want *(I) don't want
13	L	aaa, you don't want to try ah?
14	S2	Don't want.you see my English... cannot la
15	L	Can try la
16	S2	My English so bad, don wan... i'm so nervous one
17	L	ooo, okla, thank you.

*(I) is the absent subject in spoken Malaysian English

In extract 2, the subject, S2 also refused in one turn (Turn 12). After the question was asked, the subject expressed his shock by saying "Ha?" and she then repeatedly declined by saying "don't want, don't want" because she felt that her English was inadequate. Due to that, she said that she will feel nervous as an emcee. According to Kuang (2009), repeated emphasis can threaten the face of the hearer, in this case, the lecturer cum researcher. However, based on the data, it appeared that the subject was more concerned

with expressing her fear rather than rude. Therefore, it is deduced that the repeated emphasis made by the subject was merely a sign of her fear and the lack of confidence in performing the task requested by the researcher.

4.1.1.2 Non-performative Statement - No

a) A Flat “No”

“No” is a word indicating rejection, disagreement, making a negative response and refusal. Based on the examples from the extracts below, the subjects were firm in their refusal as they replied with a flat “No”. Below are some examples:

Extract 3		
<u>Turn</u>		
17	L	ok anyway, I just wanna ask you <i>can you be the emcee for charade competition?</i>
18	S3	No
19	L	Why
20	S3	Errr I can I can't speak (not clear)
21	L	you don't want to try?
22	S3	Don't want
23	L	Sure? you have never tried before, you have never gone on stage and talk before? Have you?
24	S3	Err, no but I got the performance not confidence(not clear)
25	L	Singing la
26	S3	Not singing, just dancing for class
27	L	ooo, ok so don't want to try ah?
28	S3	Don't want la(laugh)
29	L	OK thank you

In extract 3, the subject, S3, declined the researcher’s request without much hesitation. When she was asked whether she has been on stage before, she said yes but it was for an activity which was not related to hosting. When she was asked why she did not want to be an emcee (turn 19), she said that she could not speak. From the conversation, it can be said that the subject has no problem going on a stage as she has done it before. The reason why she declined was because she had no confidence in speaking in front of people.

Extract 4Turn

11	L	All over again ar? Erm.. There's no such thing as a waste of time la, just try your... try try hard la... work hard to do.. ok, anyway, I just want to ask you, <i>can you be the emcee for the charade competition?</i>
12	S4	No.
13	L	No? Why?
14	S4	I'm not so brave (laughs)
15	L	You don't want to try?
16	S4	Don't want.
17	L	Seriously don't want to try?
18	S4	Serious! Very scary you know, face of all of them, so many people.
19	L	Oklo, thank you.
20	S4	Ok, thank you.

In extract 4, the subject, S4, declined the researcher's request in only one turn. She did not give it much thought and declined straight away. When asked why, she said that she was not brave being on a stage with people looking at her. Unlike the example that was presented in extract 3, this subject did not want to try was not because she did not have a good command of the English Language. The reason why she did not want to do it was purely because she was afraid of standing in front of people. In other words, this suggests that she has stage fright when facing a crowd.

Extract 5Turn

25	L	OK i just wanna ask you <i>can you be the emcee for charade competition?</i>
26	S5	No
27	L	No, don't want to try?
28	S5	Don't want
29	L	You straight away tell me No?(laughs)
30	S5	I got stage fright arr
31	L	You got stage fright arr? OKlor, thank you

In extract 5, the subject, S5, declined in only one turn. He did not hesitate and did not even want to try, when given a chance to be an emcee. When the researcher asked indirectly why the subject declined without even giving it much thought, the subject replied that he has stage fright. However, from the conversation, it can be seen that the subject did not want to elaborate further on the reason as to why he rejected the request.

This was clear by the short answers he produced, probably in the hope that the researcher would not ask him further questions.

Extract 6		
<u>Turn</u>		
26	L	Ok, anyway, I just want to ask you, <i>can you be the emcee for charade competition?</i>
27	S6	No.
28	L	Why?
29	S6	Because... aar... Is not my nature to do that.
30	L	You don't want to try?... I mean it will be a good experience... You don't want to try?
31	S6	I need to think about for that first.
32	L	Oh, you want to think first? So, you give me the answer later? Ok, ok, thank you very much.

In extract 6, the subject, S6, took only one turn to reject the researcher's request. He did not give much consideration to his refusal and straight away said "no". However, when the researcher continued persuading him, he said that he would consider it first before giving an answer. In turn 30, there were pauses in between when the researcher was waiting for the subject to give her an answer. The subject however just kept quiet. This suggests that the subject was actually thinking of ways to reject again as his first rejection was not successful. This explains why he gave an uncertain answer so that the researcher would not question him anymore and that was exactly what happened. At that time, the researcher felt that the subject actually did that so that the researcher would end the conversation as he rushed away when the researcher thanked him.

Extract 7Turn

11	L	Anyway I just wanna ask you, <i>can you be the emcee for charade competition?</i>
12	S7	No (laughs)
13	L	Why
14	S7	Well, coz when... facing a lot of people I tend to get nervous and can't really like speak
15	L	It's not that you have no confidence?
16	S7	No, I will get tounge-tied
17	L	That's all la? So, it's just that you have stage fright?
18	S7	Yah, correct
19	L	Ok, thank you

In extract 7, the subject, S7, rejected in only one turn, which is in turn 12. The subject just laughed off the request made by the researcher. He rejected because he has stage fright and confirmed that it was not because of other reasons. Based on the conversation, it is obvious that the subject has a good command of the English Language. Apart from that, the sentences constructed were smooth, with no grammatical error and he did not have any problems in conveying the message he wanted to convey.

Extract 8Turn

15	L	Ok, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
16	S8	No.
17	L	No? Why?
18	S8	(laughs) No reason.
19	L	No reason?(laughs) Why, because you have no confidence or because you don't like or because you have stage fright? Why?
20	S8	Don't like
21	L	You don't like? Have you ever tried being an emcee before?
22	S8	Emcee?
23	L	Ermmm
24	S8	No
25	L	No? have never tried before?
26	S8	No.
27	L	Don't want to try?
28	S8	Ya.
29	L	Ok, thank you.

In extract 8, the subject, S8, took only 1 turn to reject the request by the researcher. Based on the conversation, the subject did not have a strong command of the English Language. In line 32, it seems that the subject does not know the meaning of “emcee” but he did not attempt to ask for the meaning. Based on the conversation, it can be

concluded that the subject was not interested with the proposal at all and as shown in turn 18 where he said he has no reason for rejecting. The fact that he did not try to ask further about what an emcee is about also shows that he has no interest in the subject being talked about.

b) Filler/laughter followed by “No”

Fillers are usually sounds or words that are used to fill up gaps in utterances. Normally, fillers are used without a great deal of thought about them. Sometimes, fillers are also used to show hesitation in an utterance. Some examples of fillers that are widely used in the Malaysian context are “erm”, “uh” and “aaa”. Apart from fillers, laughter is another component that was found in this research which shows hesitation. Examples are given to illustrate this.

Extract 9		
<u>Turn</u>		
27	L	Ok, I just want to ask you, <i>can you be the emcee for charade competition?</i>
28	S9	Erm... No.
29	L	Why?
30	S9	Erm.. It's a very difficult for me!
31	L	Very difficult? Why?
32	S9	I'm not good in speaking and...
33	L	So, you don't want to try?
34	S9	Erm...No!
35	L	No... Ok, thank you!

In extract 9, the subject, S9, declined the researcher’s request with only one turn, which is in turn 28, without much consideration. The subject felt that the task was difficult for him. From this, it can be seen that the subject did not agree with the idea of him being an emcee. In this example, the subject showed a lack of confidence in being an emcee because he felt that he can’t speak well.

Extract 10Turn

37	L	Ok. Ok, anyway, I just want to ask you, <i>can you be the emcee for the charade competition?</i>
38	S10	Er, no.
39	L	Huh?
40	S10	I think no.
41	L	No?
42	S10	Ya
43	L	Why?
44	S10	I can't talk so well in competition.
45	L	You don't want to try?
46	S10	Ya!
47	L	Sure?
48	S10	Sure
49	L	Ok, thank you

Extract 10 shows there was only one turn involved when the subject refused. He hesitated for a while by using the filler Er... and declined straight away. The subject mentioned that he could not speak well in a competition. The subject was very sure about his decision and he did not want to try. However, based on the conversation, it seemed that the subject tried to answer all the questions posted by the researcher as fast as he could. This suggests that the subject wanted everything to be over and done with and hoped that the researcher would not ask him anymore questions.

Extract 11Turn

49	L	<i>Can you be the emcee for charade competition?</i>
50	S11	Erm... No..
51	L	No? Why?
52	S11	I don't really like to act ar..
53	L	You don't really like to act? But you are not going to act what, you are going to host the thing, you are going to, there will be audiences, ok audience, and then you'll tell, ok, this is group A, this is group B, you are going to introduce them, you know what is emcee or not? (laughs) the host la..
54	S11	The host?
55	L	Ar..
56	S11	Don't really like la...
57	L	Don't really like? Really?
58	S11	Ar..
59	L	Don't want to try? Don't want to try?
60	S11	(laugh) Why feels like doing the public speaking.. (laughs)
61	L	huh? Ha, something like that..
62	S11	oooo...
63	L	So, you don't want to try? It's ok one..
64	S11	Don't want..
65	L	Don't want? Ok, thank you.

In extract 11, the subject, S11, took one turn to reject the researcher's request. However, he hesitated for a while before saying no in the same turn. The subject was not clear of the question at first and he thought that the researcher asked if he wanted to join in the competition. That was the reason why he said he was not keen in acting. After the researcher's clarification, the subject rejected again by saying that being an emcee gives him the feeling of doing public speaking. This is because the student is currently doing public speaking as a subject in the university in which he is studying and one of the presentations which he had to do was to present a five-minute speech. Therefore, being an emcee gives him the feeling of doing the five minutes speech again and because of that, he rejected the request. Based on the reaction given by the subject, it suggests that the subject has no interest in accepting the researcher's request. He rejected the researcher's request without giving much thought despite not being aware of the meaning of the word emcee. This shows that the subject was really determined in rejecting the request.

<u>Extract 12</u>		
<u>Turn</u>		
19	L	Anyway. I just wanna ask you <i>can you be the emcee for charade competition?</i>
20	S12	(laughs)(P) No
21	L	Why
22	S12	ha (laughs) because aaa my English not good
23	L	but you can try.
24	S12	[ha
25	L	]No problem one what that one you try
26	S12	(laughs)
27	L	It's okla, thank you

In extract 12, the subject, S12 declined the request of the researcher, with first a laughter, before actually saying “No” in turn 20. Like the others before, she also refused the request in one turn. The subject declined because she felt that her English was not good enough. In this extract, the pause which occurred after the laugh in turn 20, actually showed that the subject was trying to buy time in giving an answer to the researcher. However, she ended up refusing the researcher with a direct “No”. Based on the subject's response of the explanation of why she refused, it seemed obvious that her

weak command of the English Language had held her back from giving a good explanation. From the utterance “my English not good” which lacks the verb “is”, it can be seen that she had a problem even in constructing a simple sentence. Thus, the flat “No” was given as a result of her lack of strategy in using English.

<u>Extract 13</u>		
<u>Turn</u>		
33	L	Ok! Ok, I just want to ask you, <i>can you be emcee for charade competition? Emcee?</i>
34	S13	(laughs) No
35	L	No?
36	S13	No.. I.. No.. arrr(laughs)
37	L	Har? Don't want? You don't want to try?
38	S13	Aar... (laughs)
39	L	Don't want?
40	S13	Don't want
41	L	Ok, no problem, thank you!
42	S13	Ok, ok

In extract 13, the subject, S13, declined the request by the researcher with laughter first before actually saying “No” in turn 35. She took one turn to refuse the request. When asked if she wanted to try, the subject replied “don’t want” without giving it much thought. The laughter in turn 34 suggested that the subject felt that the lecturer was merely joking with her when she asked her the question. She was not able to reply in turn 34 when the researcher asked her again to confirm the answer that she had given earlier. The hedges implied that she was in a state of shock and was not able to find words to explain the reason on why she declined. Again, the laughter by the subject which came after “aar” suggested that the subject was still in shock with the question posted by the researcher and was trying to normalize the conversation.

c) Question Followed by No

Generally, a question is a sentence type that is typically used in attempts to get the addressee to supply information. However, in the case of this study, the questions that were asked by the subjects were not meant for getting answers. In some cases, it was

more of a confirmation on whether or not the subjects have heard the request made by the researcher correctly. Apart from that, some of the questions asked seemed to be rhetorical as the subject did not wait for the researcher to reply. Instead, the subject proceeded to refuse the researcher's request right after the question was asked. Below are some examples to illustrate this.

Extract 14		
<u>Turn</u>		
45	L	I see. Ok, just want to ask you. <i>Can you be the emcee for charade competition?</i>
46	S14	Can you emcee ar? No la!
47	L	No ar? Why?
48	S14	Don't know! (laughs)
49	L	Don't know?(laughs) You don't want to try?
50	S14	Har?
51	L	Don't want to try?
52	S14	Try ar? I'm not.. I'm not really good in this wor.
53	L	Ok, no problem. Thank you!
54	S14	It's ok!

In extract 14, the subject, S14, declined the researcher's request in one turn, which is in turn 46. The subject seemed nervous as he repeated the researcher's question exactly as what the researcher had said for he used back the word "you" instead of "me" although he was actually referring to himself. In his refusal, he added the interjection "la" which is often used in the Malaysian context. The interjection "la" here served as a softener as eventhough the answer given by the subject was a direct "no", it did not sound rude. When asked further, the subject himself was not sure on why he did not want to try. He finally said that the reason was because he felt that he was not good at being an emcee. The word "wor" used by the subject here is actually a word that is often used by the Chinese in Malaysia when they want to emphasize something which they think is true.

Extract 15**Turn**

15	L	Ok...Ok, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
16	S15	I?... No
17	L	I? No? (laughs) Why?
18	S15	Erm... (laughs) emm I'm not very active in this (not clear)
19	L	So you don't want to try?
20	S15	Ya
21	L	It will be a good opportunity you know?
22	S15	No
23	L	No? OK thank you
24	S15	Ok

In extract 15, the subject, S15, rejected in only one turn, which is in turn 16. She asked the question “I?” as she wanted to confirm if she had heard the request by the researcher correctly. When asked for the reason, she had problem explaining the reason why she declined. In line 18, she paused and laughed when the researcher asked her the reason why she declined. This shows that she was struggling to find words to explain the reason. In line 21, where the researcher explained that it would be a good opportunity for the subject if she were to accept the request, the subject replied “no”, suggesting that she did not agree with the researcher, which is being an emcee would be a good opportunity for her.

d) Emphatic No

Emphatic no is a refusal strategy which is used with forceful and strong meaning. It is spoken with emphasis to show that the speaker intends to stress on certain things and to make things clear. The examples given below illustrate this.

Extract 16Turn

39	L16	OK, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
40	S16	Arr surely no
41	L16	No?
42	S16	[no
43	L16	]Why not?
44	S16	Errm I'm not kind of people that can arr stand on stage then talk to public
45	L16	Don't want to try?
46	S16	Aaa don't want
47	L16	Ok, never mind, thank you

In extract 16, the subject, S16, declined the researcher's request with only one turn in turn 40. He gave a strong refusal by using the word "surely" before "no" to give emphasis. The subject mentioned that he was not the kind of person who would be able to stand on the stage and talk to the public. In turn 40 where the subject refused, it seemed that the subject was quite firm with his answer as the amount of time in declining the request was short. Based on the conversation, it appeared that the subject does not have a strong command of the English Language, as is shown in turn 44. He had said "I'm not kind of people that can..." instead of "I am not the kind of person that can...". Therefore, it is deduced that the reason the subject rejected the researcher's request was because of his weak command of the English Language.

Extract 17Turn

39	L	Oh OK.. So, anyway, I just want to ask you.. <i>Can you be the emcee for charade competition?</i>
40	S17	Sure not!
41	L	Huh?
42	S17	Sure not!
43	L	Sure not?(laughs)
44	S17	(laughs)
45	L	Why?
46	S17	Because my English and... Ch...speaking not not very good ar! [Ok Sometimes]Just normal...
47	L	Sometimes to be an emcee, not necessarily you need a very good language. You need to be able to attract people.
48	S17	Ar?
49	L	Ar
50	S17	But, I don't have the skill arr (laughs)
51	L	You don't have the skill? Ok... Never mind... Thank you

In extract 17 above, the subject, S17, took only one turn to decline the researcher's request, which is in turn 40. He declined with an emphasized no by adding the word "sure". When the researcher showed the sign that she did not hear his answer the first time, the subject understood and repeated his answer again with the same emphasis. The reason why he did not want to do it was because he felt that his English was not good. Based on this, it is quite obvious that the subject's command of the English Language is quite weak. In turn 46 when he was struggling in trying to explain the reason why he rejected the request. Therefore, it can be concluded here that the reason why he rejected was because of his weak command of the English Language.

4.1.1.3 Negative willingness/ability

Negative willingness or ability comprises utterances which show a reluctance or helplessness on the part of the subjects. In this research, two categories of negative willingness or ability were identified and they are "cannot" and "I don't think so".

a) Cannot

Cannot in this context means can't. When a person says cannot, it means that he or she does not have the ability or is not willing to perform the task being requested. Below are some examples:

<u>Extract 18</u>		
<u>Turn</u>		
41	L	Oh, ok, anyway, I just want to ask you, <i>can you be the emcee for charade competition?</i>
42	S18	Cannot, of course!
43	L	Why?
44	S18	(laughs) Erm... My language not... is not good!
45	L	You don't want to try?
46	S18	Unable! Unable!
47	L	Sure don't want to try? Ok!
48	S18	Unable!
49	L	Ok, thank you!

In extract 18, the subject, S18, rejected in only one turn, which is in turn 42. The subject strongly showed her unwillingness to agree to the researcher's request by emphasizing his refusal. The words "of course" which comes after the word "cannot" shows that she was quite certain that she did not want to accept the request and that was her final decision. When asked again for confirmation, she repeatedly used the word "unable" to show her unwillingness to accept the request. Again, based on the conversation, her main concern was her command of the English Language which to her, was not strong enough to enable her to be an emcee.

Extract 19

Turn

41	L	Ok! I just want to ask you, <i>can you be the emcee for charade competition?</i>
42	S19	Cannot, because I never experience it!
43	L	You don't want to try?
44	S19	Aar... Because aar... many people say my volume... voice la... very lou very soft!
45		You use mic! (laughs)
46	S19	Erm...
47	L	Don't want to try? Ok la, nevermind, Thank You!
48	S19	That's all ar?
49	L	Ya!

In extract 19, the subject, S19, rejected in only one turn which is in turn 42. She did not wait for the researcher to ask her the reason and automatically explained why after she rejected the researcher's request. She was unwilling as she felt that her voice was not loud enough. However, based on the conversation, it seemed that her command of the language was actually the main problem. She has difficulties explaining the reason why she was not willing to accept the request as she kept searching for words to explain the reason. Therefore, apart from the fact that her voice was not loud enough, it can be concluded that another reason was because of her command of the language.

Extract 20Turn

41	L	Oh, Ok.. Anyway I just wanna ask you, <i>can you be the emcee for charade competition?</i>
42	S20	Cannot! (laughs)
43	L	Cannot? Why?
44	S20	I don't feel... I... I mean... I not prepare yet la!
45	L	You're not prepared yet? You don't want to try?
46	S20	I... (laughs)
47	L	Really don't want to try? Ok, Thank you!

In extract 20, the subject, S20, showed her reluctance in only one turn which is in turn 42. The subject felt that she was not prepared yet to be an emcee. In her refusal, she did not seem serious in rejecting the request made by the researcher. Based on the tone, it was as though she was just joking when she rejected the request and this was confirmed when the rejection was followed by a laugh. However, when asked further, the researcher realized that the subject was actually serious in her rejection to the request.

Extract 21Turn

21	L	Ohhh Ok. [Ar, Ya!]Ok, so, I just want to ask you, <i>can you be the emcee for charade competition?</i>
22	S21	Oh, cannot(laughs)
23	L	Cannot? Don't want to try?
24	S21	[ermmm
25	L	]Why?
26	S21	Erm.. Because.. erm.. I'm not sure I will will be there or not! arrr
27	L	Oh, you not sure you'll come for the competition or not?
28	S21	Ar
29	L	Oklor, thank you

In extract 21, the subject, S21, rejected the researcher's request in only 1 turn. When the researcher posted the request, the subject laughed it off as though the researcher had made a mistake by asking him. When asked the reason why he did not want to try, the subject took quite some time to think of a good reason. He ended up saying that he was not sure whether or not he could make it on the day. However, based on the facial expression, the researcher felt that the subject only made that up in order to stop the

researcher from asking him further. This is because the subject did not even ask for the details of the events and yet he gave the reason of not being sure whether he would be able to make it on that day.

b) Don't think so

“Don't think so” is normally used to suggest that the person who says it feels that what has just been said is untrue, or that he/she is not sure of it. It is also used to refuse or decline something that is proposed, as shown in the examples below.

<u>Extract 22</u>		
<u>Turn</u>		
11	L	okla, actually I just wanna ask you <i>can you be the aaa emcee for charade competition?</i>
12	S22	emcee ahh, ehh sorry ooo, I don't think so(laughs)
13	L	Why?
14	S22	because I not interested and then I not confident in front of so many people(laughs)
15	L	you don't want to try?
16	S22	no
17	L	really don want to try?
18	S22	really don want to try(laughs)
19	L	okla, thank you
20	S22	welcome

In extract 22, the subject, S22, rejected the researcher's request in only 1 turn. She started off with apologizing to the researcher before rejecting the request. When asked the reason why she rejected, she said that she had no interest in and confidence in being an emcee. Based on this, it can be seen that the reason behind her lack of confidence may be caused by her weak command of the English Language. In turn 14, the subject mentioned “I not interested.... I not confident”. Based on this, it can be seen that the subject has problems with using auxiliary verbs. Therefore, the reason for her rejection can be due to her weak command of the English Language.

Extract 23		
<u>Turn</u>		
29	L	Ok.. erm i just want to ask you, <i>can you be the emcee for charade competition?</i>
30	S23	Emcee? I don't think so... Because aar... I think the... that activity is nice. Aar... is like interesting la. So maybe I can...
31	L	Oh! So you want to join instead of being that emcee?
32	S23	But join... join aar... joining the activity also... nothing... nothing la... just aar... just come and play la!
33	L	So you don't want to be the emcee?
34	S23	No!
35	L	Ok, Thank you!
36	S23	Thank you!

In extract 23, the subject, S23, rejected the researcher's request in 1 turn. The subject kept giving excuses after excuses in rejecting the request. In turn 30, the way the subject constructed his sentences gives a signal that the reason why he rejected was because he was interested in joining the activity. However, when asked further, the student changed his mind and rejected the second proposal by the researcher, which was to join the competition. However, it can be seen that the subject rejected because he is weak in the English Language. In turn 32, the subject was not able to construct his sentences smoothly. There were repetitions of words as he was trying to link his ideas together.

4.1.2 Indirect Strategy

Indirect strategy is divided into a few parts, according to the classification of refusals by Beebe et al (1990). In this research, the researcher discovered 6 types of indirect strategies used by the subjects as illustrated in Table 4.3.

Table 4.3 :Indirect Strategies used by subjects

Indirect Strategy	No of subjects
Avoidance- Repetition of part of request	12
Acceptance that functions as a refusal/disagreement – Unspecific or indefinite reply	9
Statement of alternative	4
Excuse, reason, explanation	4
Non-verbal	
-Laugh	1
-Hesitation	1
Total	31

Based on the table 4.3, 12 of the subjects used the avoidance strategy by repeating part of the request. This is followed by 9 subjects who used the acceptance that functions as a refusal or disagreement by giving unspecific or indefinite reply. 4 subjects used statement of request and giving excuses, reason and explanation respectively and 2 of the subjects applied the non-verbal indirect refusal by laughing and hesitating.

4.1.2.1 Avoidance- Repetition of Part of Request

Generally, avoidance is a mental or physical act of keeping away or preventing something from happening. In this case, subjects chose to avoid the questions being asked by repeating the request by the lecturer. Below are some examples:

Extract 24Turn

7	L	Ooo ok anyway I just wanna ask you <i>can you be the emcee for charade competition?</i>
8	S24	Emcee for charade competition ahh? errrrmmm I think it's not suitable la because my English is not good not good enough la to be emcee
9	L	[but you can
10	S24	]emcee have to very good.
11	L	But you can try.
12	S24	Try errmmm try but not now la maybe I can try at my home la, but not now
11	L	Erm, you dont want to try?
12	S24	I try at my home but not try at the stage.
13	L	Okla, thank you.

In extract 24, the subject, S24, took 5 turns to decline the researcher's request. He repeated the question asked by the researcher and felt that being an emcee was not suitable for him as his command of English was not good. When asked if he would want to try, he replied that for trying purposes, he would do it at home but not on the stage. Based on this, it suggests that the lack of confidence was the main reason why the subject actually rejected the researcher's request.

Extract 25Turn

19	L	Ooohooo, ok anyway I just wanna ask you, <i>can you be the emcee for charade competition?</i>
20	S25	... For charade competition? Emcee arr? Means what?
21	L	Means that you know what charade competition is right? I explained to you guys already
22	S25	Ya.
23	L	So the emcee means that erm if I have ten participating teams, k, you'll be the one coordinatng, you'll be the emcee
24	S25	I don't think so.
25	L	You don't think so, why?
26	S25	Because I think I cannot speak well.
27	L	It's ok .You seem ok.
28	S25	I think that I'm not that good in that areala because I think I'm not able to speak well, like my English like afraid got...
29	L	Mistake.
30	S25	Ya.
31	L	Don't want to try?
32	S25	I don't want to spoil the whole thing(laughs)
33	L	Oo, then it's ok, thank you very much.

In extract 25, there were 5 turns involved in the refusal. The subject, S25 repeated the question asked by the researcher and asked the researcher to explain what the researcher actually wanted in order to buy time. After the researcher explained, he rejected the researcher's request. He explained that he could not speak well and said that he did not

want to spoil the event. This is a typical example of a subject who lacks confidence. Apart from that, he was concerned that he would spoil the event if he were to become the emcee. Based on the conversation, his sentence structures seem to be acceptable and he actually scored an “A” for his English Language in SPM, However, what is surprising is that despite scoring an A, he has no confidence in using the language when being an emcee.

Extract 26		
<u>Turn</u>		
21	L	Ok anyway, I just want to ask you, <i>can you be the emcee for charade competition?</i>
22	S26	Emcee for charade? What charade?
23	L	Charade competition!
24	S26	Emcee?
25	L	You know what is emcee ar?
26	S26	Ya! The medical cert
27	L	No, no, no, no, no, no, you are going to host like, ok, this is team A, this is team B, team A who is going to come first, who is going to act, and then in front of hundred of students.
28	S26	For me?
29	L	Ar!
30	S26	Took part?
31	L	Ar!
32	S26	I don't... I cannot la!
33	L	Cannot? You don't want to try? Why cannot?
34	S26	I.. I'm not the... good speaker la.. Because I dunn.. .Aar... Scared scared a bit scared aar stress!
35	L	Basically, you have no confidence la? You don't want to try? Ok, thank you!
36	S26	Thank you!

In extract 26, the subject, S26, repeated the question asked by the researcher in turn 22. He took 11 turns to actually refuse the researcher’s request. When the researcher asked whether or not he knows what an emcee is, he replied that it is a medical certificate (MC). The subject actually scored an “A” for his English in SPM and therefore, it was quite awkward when he was not able to differentiate between “emcee” and “MC”. As a result, he tried buying time and to think of a way to reject as the researcher was explaining what an emcee was. Towards the end, he rejected the researcher’s request by saying that he is not a good speaker and would feel stressed if he were to become the emcee. This example shows that the subject has poor “linking skill” and was not able to link the word emcee with the scenario that was being portrayed by the researcher but

instead mistakenly misunderstood the meaning of emcee. In most cases, ESL learners scored better in their writings as compared to speaking. This is because they do not use the language in their daily conversation, and would only use the language in the work place (Myles, 2009), which in this case, only being used with certain people in a formal setting, for example, the lecturer.

<u>Extract 27</u>		
<u>Turn</u>		
21	L	Ok, anyway, i just want to ask you, <i>can you be the emcee for charade competition?</i>
22	S27	Emcee?
23	L	Emcee.
24	S27	Erm.. You mean I can be or..
25	L	Can you be!
26	S27	I think I can't! (laughs)
27	L	You think you can't? Why?
28	S27	Lack of confidence!
29	L	You don't want to try?
30	S27	Erm... Scared... (Laugh)
31	L	Ok la! Thank You!

In extract 27, there were 5 turns involved before the subject turned down the researcher's request. She repeated part of the question asked by the researcher. She was not sure of the question asked by the researcher and therefore asked the researcher again for confirmation. Finally, she rejected the researcher's request. When she was asked why, she said that she had no confidence in carrying out the duty. Based on this, it suggests that the lack of confidence was the main reason why the subject actually rejected the researcher's request. The fact that she repeated the question was actually to confirm in case she had misunderstood the question posted by the researcher.

4.1.2.2 Acceptance that functions as a refusal/disagreement – Unspecific or indefinite reply

“Acceptance that functions as a refusal or disagreement” generally means that the response of refusal given by the listener is what the listener thinks the speaker would be able to accept. In this case, the subjects gave an unspecific or indefinite reply of “I don’t know” or “don’t know”, where indirectly, these are as good as saying “No”. Below are some examples:

Extract 28		
<u>Turn</u>		
16	L	K, I just want to ask you, <i>can you be the emcee for charade competition?</i>
17	S28	(P) I don't know.
18	L	You don't know?(laughs) Ok, ermmm, the competition is in week thirteen, la, it's on a Saturday, so I need a I need an emcee. So are you ok with it?
19	S28	Don't know
20	L	Why you don't know? What do you want to consider?
21	S28	Maybe I will go out
22	L	Ok, once you say yes only of course you have to make sure that you are free on that day right or not?... So yes or no?
23	S28	I... need to see la.
24	L	See what?
25	S28	Err see my friend call me out not
26	L	If I book you first how can your friend call you later then you want to go out? Right or not? It's ok one. So, do you want to try?
27	S28	(laughs) Cannot la.
28	L	Cannot arr? Oklor, thank you.
29	S28	OK, bye.

In extract 28, the subject, S28, took 12 turns to reject the researcher’s request. The subject gave an indefinite answer at the beginning, which is in turn 17. However, as more questions were asked, the subject actually gave excuses after excuses in trying to avoid committing to the request. Based on this, it can be said that the subject was aware as to whom he was speaking with, his lecturer who is of higher authority, and therefore tried his best to look for an appropriate way to reject the researcher’s request.

Extract 29Turn

16	L	OK anyway, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
17	S29	Emcee...Don't know(laughs)
18	L	Don't know?(laughs) Why don't know?
19	S29	Arhhh
20	L	I mean are you ok with being an emcee?
21	S29	Emcee Cann
22	L	[you host the thing
23	S29	]not. Cannot
24	L	Cannot?
25	S29	No confidence.
26	L	No confidence? Why just now you say don't know? You want to think first?
27	S29	(laughs) Nervous.
28	L	Then you think think think already oh cannot.
29	S29	No confidence. Too many people seeing
30	L	[ohhh
31	S29	]look at me.
32	L	You have stage fright is it?
33	S29	Ha?
34	L	You have stage fright. Afraid to stand on the stage.
35	S29	Ya.
36	L	Ok, thank you

In extract 29, the subject, S29, rejected the researcher's request in 7 turns. In turn 17, after the question was asked, the subject gave a very indefinite answer. Based on this, it can be seen that the subject was not sure as to how to react to the researcher's question as he was not sure of the consequences of his answer. After more questions were asked by the researcher, only then he replied that he cannot as he felt that he has no confidence standing in front of people. This indirectly shows that the subject was aware of the fact that he was talking to his lecturer, a person of higher authority. Therefore, the answer that he gave was not only meant to save the researcher's face, but at the same time, to save his own face.

Extract 30Turn

16	L	OK, now, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
17	S30	Emcee, ermm, charade competition. Emcee I think it's ok because in secondary I've been I've been an emcee before. Because I was a prefect and then we were asked to ermm, be the emcee during the assembly but no Chinese la that's my concern
18	L	Ahh, it's in English, don't worry. It's in English. Aaa, it will be in week thirteen, k, on a Saturday.
19	S30	Week thirteen
20	L	Week thirteen is towards the end of your
21	S30	[ya

22	L		]semester and it will be a whole day event
		k?	
23	S30	Ok	
24	L	Err so..	
25	S30	[On Saturday right?	
26	L	]Aaa, on a Saturday because we have ermm competition again armmm, between foundation in arts and foundation in science. So you start out you start off with science compete against science, arts compete against arts and then the winner will represent aaa arts and science to compete at the end. So you'll be the emcee for all the rounds. Ahhh, maybe you'll be the emcee arts arrr for science and I'll get another emcee for arts.	
27	S30	Ok	
28	L	So are you ok with it?	
29	S30	Ermmm, because if you ask me to I mean arrr join extra activity beside studying I don't mind (not clear) because now I'm aiming for if possible four flat.	
30	L	Ok. But then, ermm, it's on a Saturday	
31	S30	Ok, honestly on a Saturday I'll be like very busy, more busy than on weekdays. I'll be like cleaning up my rooms and washing my clothes and more importantly is because that I do pre-studies. So usually I will like because from utar we have err the what wble right? Need to print out. I don't print it out, usually I copy and study	
32	L	OK	
33	S30	And do more the example before the class.	
34	L	So basically you're trying to say?	
35	S30	Ermmm, sorry la(laugh)	
36	L	(laughs) No la. Ok thank you, no problem.	

Based on extract 30, it shows that the subject, S30, took 17 turns to actually turn down the researcher's request. The intention of the subject was not clear as in turn 17, the subject had first agreed to the request but he proceeded in explaining his past experiences in the same turn. After that, he kept asking questions which gave the researcher the impression that he was trying to reject the request. Apart from that, he inserted a lot of his stories about his daily life to strengthen the reason to why he planned to reject the request. It was only towards the end where he actually signaled that he did not want to accept the request. However, he did not say it in a direct way. Based on his explanation, it suggests that the subject was trying to save his own face before he rejected the request. He started off with agreeing to it and shared part of his story where he was an emcee before. This in a way earned him a sense of respect from the researcher as he made it clear that the reason why he rejected was purely because of his studies, as he did not want to affect his daily routine by joining activities which might jeopardize his chances of being a "four flat" student, which is a student with the highest possible CGPA of point 4.

4.1.2.3 Statement of Alternative

Statements of alternatives are utterances which suggest other course of action that can be taken. In this case, the subjects gave suggestions to the researcher to enable the researcher to have a wider range of choice to choose from and at the same time, the subjects themselves would not be chosen. This strategy shows that the subjects are aware of and concerned for the researcher's needs. Below are some examples:

Extract 31		
<u>Turn</u>		
13	L	Oh (laughs) I didn't know that there's such thing la. Anyway, <i>I just wanna ask you. Can you be the emcee for charade competition?</i>
14	S31	Errrrmm, do you, have you asked Ivan ah?
15	L	Why?
16	S31	No, I think he's better la.
17	L	But the reason why I come and ask you I mean there should be because you are good as well right?
18	S31	No la, I very shy one.
19	L	So, you don't want to give it a try?
20	S31	If you can find Ivan that's better.
21	L	Ok, never mind, so if let's say he says no.
22	S31	I still don't think so la, maybe Alwin can do it better .
23	L	Okla, then it's ok, thank you.
24	S31	Ok.

In extract 31, the subject, S31, took 9 turns to reject the request by the researcher. Beginning with turn 14, the subject kept avoiding the responsibility by suggesting other candidates to be the emcee. He gave alternatives to the researcher. However, he did not reject the researcher directly. Even after being asked many times by the researcher, the subject still continued using his technique of suggesting other candidates instead of himself. This shows that the subject was using the technique of giving alternative suggestions with a firm intention of not wanting to commit himself to the task. At the same time, he was also trying to save the researcher's face. This is because he did not try to redeem himself by explaining how good he is but instead suggested other candidates, whom he felt, are better than him. Because of his good command of the

language, he was able to play around with the words and successfully got his message across. The researcher understood his decision without even having him to actually reject the request.

<u>Extract 32</u>		
<u>Turn</u>		
5	L	No time(laughs)ok anyway <i>can you be the emcee for charade competition?</i>
6	S32	Ha, why, why me?
7	L	I think that you can because your English is quite good.
8	S32	Errr, choose other people la.
9	L	You don't want to try?
10	S32	I... don't think I can.
11	L	Don't want to try?
12	S32	Well, i think errr the who can ma, the other one the classrep also ok ma.
13	L	So...
14	S32	You try and ask him and see.
15	L	Arr okla so if I if he says no then you want to try or not?
16	S32	Err, I think got a lot of other people la
17	L	ok la, thanks

In extract 32, the subject, S32, took 5 turns to reject the researcher's request. She started off with asking the researcher the reason for choosing her. She was not satisfied with the answer given by the researcher and suggested that the researcher try to ask other people. She even gave the suggestion as to whom the researcher should approach instead of her. Again, this example shows that the subject has a good command of the English Language and was able to play around with the words and successfully got her message across without any problems. Apart from that, she was trying to save the researcher's face by not refusing directly.

4.1.2.4 Excuse, Reason or Explanation

Giving excuses, reasons or explanation is also one of the common strategies used by the speaker to refuse. The excuses, reasons or explanations usually stress on prior

arrangements or obligations which are beyond the speaker's control to imply that the refusal made is not intentional. Below are some examples:

Extract 33		
<u>Turn</u>		
21	L	Cheras. Ok, actually I just want to ask you, <i>can you be the emcee for charade competition?</i>
22	S33	(P) I have the experience to be the emcee before, but erm.. not in.. not speak English but Malay and Chinese!
23	L	Chinese?
24	S33	Ya!
25	L	So this will be in English.
26	S33	Ya! I know! (laughs)
27	L	So, do you want to try?
28	S33	Erm.. (laughs)
29	L	It is up to you, it is up to you!
30	S33	Erm.. so what the content of?
31	L	Aar.. you are going to host the event..
32	S33	One person?
33	L	Aar.. Ya! For both art and science.
34	S33	Ok!
35	L	Ok, then you are going to... ya la.. introduce contestants..
36	S33	Got script one ar?
37	L	No! You prepare, you have to prepare!
38	S33	(laughs)
39	L	We just tell you what are things you have to inform the
40	S33	[ok
41	L	]the audience and all!
42	S33	(laughs) I don't know.. Because I'm not good in English!
43	L	You're not good in English? OK what!
44	S33	I prefer Malay and Chinese more.
45	L	You have problems with spoken only la, written ok right?
46	S33	Ok, but not as good as Malay and ..
47	L	Is it aar? Ok la, so don't want to try?
48	S33	Scared la all people! And then lat later got any emergency happen le.. How to..
49	L	You don't.. how to react right?
50	S33	Erm.. I don't know how to speak English.. Erm.. to react that incident or what.
51	L	You dont' want to try la?
52	S33	No! I'm scared! (laughs)
53	L	Ok. Thank You!
54	S33	You are welcome!
55	L	Eh.. wait wait..

In extract 33, the subject, S33, actually took 31 turns before he rejected the researcher's request. Before he actually rejected the request, he started off with giving explanation that he has the experience of being an emcee before but all the experiences required him to use either Bahasa Melayu or Mandarin. After that, he continued asking questions

related to the competition to buy time. He kept explaining how weak his command of the English Language was but he did not want to reject the researcher's request directly. In turns 22, 44 and 46, he kept emphasizing on his better command of the other languages apart from the English Language. This was to signal that he has the experience of doing it and it is not that he has no confidence in standing on the stage, the fact was because he has no confidence being an emcee using a language which he was not comfortable with.

<u>Extract 34</u>		
<u>Turn</u>		
11	L	Ohhh, ok anyway I just wanna ask you, <i>can you be the emcee for charade competition?</i>
12	S34	Emcee ahh? I never be emcee before.
13	L	Never be emcee before?
14	S34	Ya
15	L	so do you want to try?
16	S34	Don't want la
17	L	Don't want (laughs) Why?
18	S34	I think, I scared I cannot do my best lor.
19	L	No confidence?
20	S34	Yes.
21	L	That's all? No other reason?
22	S34	No other reason. Eh, emcee talk English ahh?
23	L	Aaa, English.
24	S34	Oohh, don't want la.
25	L	Don't want (laughs). Ok, thank you.

In extract 34, the subject, S34, took 5 turns to reject the researcher's request. When the question was asked, the subject gave the excuse that she has never been an emcee before, and therefore, this was a signal which gave her the right to reject. However, as the conversation went on further, the subject finally revealed that the reason for her rejection was because she has no confidence. She did try to show that she was interested by asking the language which was going to be used by the emcee although she was aware that the language will definitely be the English Language. Thus, when the researcher gave her the answer, it just gave her another reason to reject the researcher's request. As we can see in turn 12, the subject said "I never be emcee before" shows her lack of awareness in the spoken part, when she should have said "I have never been an

emcee before”. Although the subject obtained a good result for the English Language for SPM, the fact that the subject, as well as many other ESL learners who do not use the language in their daily conversation, and would only use the language in the work place (Myles, 2009), or in this case, in formal situations, lack the ability to converse well in the English Language.

Extract 35		
<u>Turn</u>		
37	L	Ok, anyway, I just wanna ask you, <i>can you be the emcee for charade competition?</i>
38	S35	Can be the emcee?... I... I don't know whether I can commit to it or not because erm I've a lot of the assignments to do
39	L	Oh well, it will be
40	S35	[but if you
41	L	]it will be in week 13
42	S35	[ok
43	L	]it's the end of semester already k normally if there's assignments it will be due way before that.
44	S35	K so arrr
45	L	[but it's it's on a Saturday
46	S35	]so arrr hak roughly how many people are going there?
47	L	For the competition? It's for the whole of foundation in Arts and Foundation in Science
48	S35	So you're talking about hundreds or maybe thousands?
49	L	Ya
50	S35	Ohhh, if thousands I don't think I can be emcee because erm ya quite scared when I speak in front of thousands ya.
51	L	But... It will be a very good opportunity right? I mean to...
52	S35	Ya it is an opportunity la but ya I don't think I have that... kind of standard yet
53	L	Ohhh, so you don't want to try?
54	S35	I... don't think I want to try.
55	L	Ok, thank you.

In extract 35, the subject, S35, took 17 turns to actually reject the researcher which is in turn 50. In turn 38, after the question was asked, the subject gave the excuse of him being busy with assignments and therefore was not sure if he could make it. However, when the researcher explained to him that all his assignments would have been due way before that, he moved on to other questions to find another excuse for not wanting to accept the request. Based on this, it can be seen that the subject was actually trying to save his own face as he did not want to be perceived as weak. He explained that he would not be able to do it because he does not have the standard of being able to speak in front of thousands of people. Note that he did not at all mention that he was weak. In his statement in line 52, he only said that he has not achieved that kind of standard yet.

In other words, he has the standard; it is just that he has not achieved the kind of standard required. From this example, it can be seen that the speaker himself was also struggling to save his own face, unlike in other scenarios where the speaker struggles to save the hearer's face.

4.1.2.5 Non-verbal

Non-verbal are acts of giving or exchanging information without using spoken words. However, for the purpose of this research, the researcher looks at the non-verbal act performed by the subjects in the turns where they refuse the researcher's request. The two non verbal acts identified were laughter and hesitation.

a) Laughter

Laughter is normally audible expressions to express happiness. However, based on the research, the researcher found that the laughter by the subject suggest that the subject was afraid and did not know how to respond to the question asked by the researcher.

Below is an example:

Extract 36		
<u>Turn</u>		
53	L	Ok, I just want to ask you, <i>can you be the emcee for charade competition?</i> The emcee?
54	S36	(laughs)
55	L	You know what it means? Means that you are going to organize, I mean, you are going to say la, ok, group number 1 is, who are the contestants, group number 2, who are the contestants.
56	S36	Oh!
57	L	For stream.. science stream and arts stream.
58	S36	Har? I...I don't like!
59	L	You don't like ar? You don't want to try? Don't want?
60	S36	No!
61	L	Ok lo! Thank you!
62	S36	Thank you!

In extract 36, the subject, S36, took 7 turns to reject the researcher's request. When the researcher asked her the question, she just laughed about it and did not give any

response. At this point of time, the researcher was not aware whether she laughed because she did not understand the question or she actually laughed because she did not know how to reject. The researcher therefore took an extra step in explaining to the subject the content of the question itself. However, as more questions were asked, the researcher realized that the subject did not understand the previous question asked. The ultimate information which actually drove the subject into rejecting the request was the fact that if she were to agree, she would be the emcee and would be standing in front of a large crowd. From the conversation, it can be seen that the subject does not have a strong command of the English Language. Below is part of the preliminary conversation which the researcher had with the subject earlier on:

<u>Extract 36 (the earlier part of the above extract)</u>		
<u>Turn</u>		
47	L	So, what do you do during the weekends? Over the weekends?
48	S36	Aar.. Playing with my housemates and then we go...
49	L	You go around la?
50	S36	Ya!
51	L	But you don't go and visit your aunt? (Laugh)
52	S36	(Laugh)

Extract 36 shows that the subject, S36, has a weak command of the English Language. She tends to translate the things she says direct from Mandarin to English. In turn 48, the term “playing with my housemate”, the subject actually translated the word playing directly from Mandarin, which is 玩(wan), which in this case, the meaning is to enjoy themselves by going to places. However, another meaning for the above mentioned Mandarin word is actually to play. That is why the subject translated the word to “playing” instead of “enjoying”. This suggests that the subject is actually quite weak in the English Language. This also explains why the subject actually laughed when the question was asked by the researcher as to why she was not sure of what the researcher was trying to ask her.

b) Hesitation

Hesitations are uncertainties in speech or action. It also shows a certain degree of unwillingness. Below is an example:

Extract 37		
<u>Turn</u>		
47	L	Ok Anyway, I just want to ask you, <i>can you be the emcee for charade competition?</i>
48	S37	Har? No.
49	L	Har?
50	S37	When?
51	L	Ar, week 9, week 10?
52	S37	I don't know la.
53	L	You don't know?
54	S37	Need see got time or not.
55	L	See got time or not?
56	S37	Ya.
57	L	It's most probably will be in... on a Saturday la
58	S37	Saturday? (laughs)
59	L	Ar Do you go, you go back Johor?
60	S37	Erm.. I don't think... not sure.
61	L	Not sure?
62	S37	Ya.
63	L	Because I need an answer!... Are you willing to be the emcee? So, if you become the emcee, you are going to be the emcee for foundation in arts and foundation in science.
64	S37	But my Eng English not so good la
65	L	Well, erm.. to be a good emcee, not necessarily your English have to be perfect, you need to have, when people look at you, people will keep quiet, people will listen to what you say, that kind of charisma.
66	S37	charisma? (laughs)
67	L	(laughs) Ya. Don't want to try?
68	S37	Don't want (laughs)
69	L	Thank you
70	S37	Ok

In extract 37, the subject, S37, took 21 turns before he rejected the request by the researcher, which is in turn 68. However, in turn 48, the subject had actually rejected the request but the researcher was not aware of it at that time. Therefore, the researcher proceeded to get an answer from the subject but the subject did not repeat his answer. Instead, he kept asking questions related to the event in order to buy time. He kept delaying in giving his answer as he did not want to offend the researcher. It is quite obvious that the subject was rather hesitant in giving his replies as he kept waiting for the right time to give an answer to the researcher. It came to an extent when the subject actually said he was not sure, as to him this was a safe answer. However, the researcher kept pushing him for an answer and finally he revealed his feelings as to his weak

command of the English Language. Finally, when the researcher pushed him for a final answer, he rejected the request. This is an example where the subject was trying to protect the researcher's face. As mentioned earlier, the subject had already rejected the researcher's request once, but he was not sure whether or not the researcher had heard his answer. Because of that, he continued with the conversation to try to please the researcher but at the same time, he did not want to commit himself to the request that was made.

4.2 Number of turns

In this study, the number of turns taken by the subject before a refusal is committed is also given ample attention. As has been discussed in chapter 3, the hypothesis is that a speaker with adequate English language proficiency would tend to have the language and vocabulary to reject an invitation to serve as an emcee for a particular function (as per the task developed in this study to see the kinds of strategies used by Malaysian students to make a refusal). As a result of that proficiency, the subject has the means to make a refusal through more turns and this, inevitably will create the use of indirectness. On the other hand, a subject who is not proficient in the English language will not have the words and vocabulary and hence his/her linguistic competence is hindered by his/her limited vocabulary. As a result, a refusal is more likely to be made in the least of turns in a conversation.

Analysis in the earlier part of this chapter (see section 4.1.1.1) has shown that a majority of the direct strategies used by the Malaysian students to make a refusal was performed mainly through 1 turn. In section 4.1.2.1 of chapter 4, analysis of data has also highlighted that most of the indirect strategies performed by the Malaysian students had

occurred through more than 1 turn, with some refusal occurring only at the 5th turn. As has been said, the longer the turn, the more indirect the strategy used and the shorter the turn the more direct the strategy used.

From the analysis, it is also evident that only speakers with the language proficiency are capable of carrying on the conversation hence, it is deduced that much of the direct strategies applied by the speakers had occurred in the shortest of turn taking procedures. In contrast, much of the indirect strategies identified in this study had happened through a process of longer turns. The turns taken by the respective speakers to make their refusals are tabulated to show the frequency.

Table 4.4 Number of turns involved in refusals

No of Turns	Direct Strategy	Indirect Strategy
1	44	1
2	0	0
3	5	5
4	0	1
5 and more	0	24
Total	49	31

The table above shows the number of turns taken by the subjects involved in making refusals. It can be seen that of the direct strategies applied, 44 subjects had managed to convey their refusals via only 1 turn. This suggests that 44 or 55% of the subjects tended to use direct strategies to make a refusal with only 6.25% used 3 turns. From this evidence, it is clear that the speakers had no choice but to be direct as they were also speakers with lower level of English proficiency. Evidence for this claim is equated with the speakers' background highlighted in chapter 3.

Of the indirect strategies identified, 24 or 30% had used 5 turns or more before they made their refusals. This implies that more than a quarter of the Malaysian subjects could be described as having a higher level of English proficiency. Of the indirect strategies detected, only 1 speaker had taken 4 turns to make the refusal and only 1 subject had taken 1 turn.

4.3 Language Proficiency

As discussed in chapter 3, it is assumed that speakers with better proficiency in a language have the means to express and say what they mean with care so as to avoid offence and disappointment, if they prefer. As teenagers, it is possible that a refusal may be expressed there and then on the spot as these young speakers may not be as well versed in their communicative skills as those who have been working. Nevertheless, it cannot be denied that when a person has the power of the language, he/she can better convey his/her meanings and so he/she is better understood. The same argument applies when trying to deliver a face threatening act such as a refusal. The more language skills a person possesses, the longer the turn he/she is likely to take in order to make a rejection or a refusal. The table below shows the refusal strategy chosen by the subjects based on their SPM English result.

Table 4.5: Refusal strategy chosen based on SPM English

Strategy	Direct	Indirect	Total
Used			
SPM English Result			
1A	11	29	40
6C	38	2	40
Total	49	31	

Based on table 4.5, it is clearly shown that out of the 40 subjects who scored 1A for their English Language in Sijil Pelajaran Malaysia(SPM), 11, or 27.5% of them used the direct strategy when making refusals as compared to 29, or 72.5% who used the indirect strategy. On the other hand, out of the 40 subjects who scored 6C for their English Language in SPM, 38, or 95% of them used the direct strategy when making refusal as compared to 2, or 5% who used indirect strategy. It is clear that subjects who used the indirect strategy are subjects who had scored A for their English Language in SPM. Such a case suggests that those subjects who are better in the language tend to be indirect as compared to those who are less well versed in the language. Those with better language competence were able to express themselves better because they had the vocabulary as compared to those who are weaker in the language.

4.4 Conclusion

Based on the data analysis, it is found that most of the subjects are more direct in refusing. In most of the cases, the subjects who are direct in their refusals are those who scored a 6C in their SPM English. Apart from that, the number of subjects who are direct took lesser turns in refusing as compared to those who were indirect where most of them took 5 turns or more to refuse. This suggests that the subjects who have a weaker command of the English Language were not able to express themselves well as a result of their limited vocabulary. This is because when a person has the power of the language, he/she can better convey his meanings and so he/she is better understood. This would lead to the statement that was mentioned earlier, where the more language skills a person possesses the longer the turn he/she is likely to take in order to make a rejection or a refusal. As highlighted in the preceding extracts, some of the subjects were not able to differentiate the meanings of words which are used in the context. Therefore, it can be said that the command of the English Language is the deciding factor of which strategy to be used by the subjects.