PRAGMATIC TRANSFER IN REFUSALS REALIZED BY PROFICIENT EFL LEARNERS ENGLISH EDUCATION PROGRAM SRIWIJAYA UNIVERSITY

TRANSFER PRAGMATIS PADA PENOLAKAN YANG DIUNGKAPKAN MAHASISWA BERKEMAMPUAN BAHASA ASING (PROFICIENT) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS SRIWIJAYA

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Abstrak

Penelitian ini bertujuan untuk menjelaskan bentuk strategi pada penolakan dalam bahasa Indonesia dan bahasa Inggris yang dilakukan oleh mahasiswa penutur bahasa Inggris sebagai bahasa asing (EFL) yang memiliki kemampuan bahasa Inggris pada kategori cakap dan *pragmatic transfer* (PT) yang terjadi dalam penolakan tersebut. Metode penelitian yang digunakan adalah metode kualitatif. Sebagai pelengkap dari metode kualitatif, digunakan pula metode kuantitatif. Subjek dalam penelitian ini adalah 18 orang mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya yang nilai TOEFL Prediksinya di atas 450. DCT (*Discourse Completion Test*) digunakan sebagai instrumen pengumpulan data. Data yang diperoleh dianalisa dengan menggunakan klasifikasi penolakan gabungan yang dirancang oleh Wannaruk (2005) dan Campillo (2009). Hasil penelitian menunjukkan bahwa mahasiswa EFL yang memiliki kemampuan cakap sebagian besar menggunakan bentuk strategi penolakan tidak langsung baik bentuk penolakan dalam bahasa Indonesia maupun dalam bahasa Inggris. PT dapat terlihat dari perbedaan dalam pemilihan bentuk dan susunan ungkapan penolakan yang dilakukan oleh mahasiswa EFL. Para pengajar bahasa Inggris sebagai bahasa asing harus menyadari bahwa norma-norma sosial memiliki peranan dalam hal menolak, dan bahwa penolakan yang tidak pas dapat menyebabkan penuturnya terkesan kasar, ragu-ragu atau bahkan tidak jelas. Dikarenakan keterbatasan penelitian ini, para peneliti selanjutnya diharapkan meneliti mengenai perbedaan antara bentuk penolakan mahasiswa EFL dalam bahasa ibu mereka dan bahasa Indonesia, *idiosyncrasies* dan strategi komunikasi yang terdapat dan digunakan dalam bentuk penolakan mereka.

Kata kunci: *Pragmatic transfer,* penolakan, mahasiswa EFL berkemampuan cakap, *semantic formula*

Abstract

This research was aimed at describing the strategies of proficient EFL students' refusal realization in Indonesian and in English and the occurrences of pragmatic transfer (PT) in their refusal realization. Qualitative research method was employed. As the subsidiary of the qualitative research method, quantitative research method was also employed. The subjects were 18 EFL students of English Study Program Sriwijaya University whose TOEFL prediction scores were 450 above. DCT was used as the instrument of collecting data. Data were analyzed based on combined refusal classification by Wannaruk (2005) and Campillo (2009). The results of this research show that proficient EFL students' mostly used the indirect strategies in their refusal realization both in English and Indonesian. Nevertheless, differences occurred in term of semantic formula choice and order in the twelve situations of DCT. Thus, PT could be observed. In consequences, it is suggested to foreign

language teacher or lecturers should be aware that fluency in a language involves both a mastery of linguistic knowledge and pragmatic knowledge. Foreign language learners should be aware of the fact that social variables play a role when refusing, and that their inappropriate refusals may make them sound rude, vague or abrupt. Due to the limitation of this study, future researchers should also explore the differences between EFL students' refusal realization in their mother tongue and Indonesian, the idiosyncrasies that occur in the proficient EFL students' refusal realization, and communication strategies used by EFL students in realizing their refusals.

Key words: *Pragmatic transfer, refusal, proficient EFL students, semantic formula.*

1. Introduction

Interlanguage Pragmatic studies how non-native speakers understand and carry out linguistic action in a target language and how they acquire L2 pragmatic knowledge. In other words, interlanguage pragmatics studies aim to investigate language learners' performance and acquisition of pragmatics competence in the second language. Research in interlanguage pragmatics has shown that ESL learners' performance of speech acts is often different from that of native speakers because of lack of knowledge in the target language sociocultruarul rules (Kwon, 2003:38). As a result, communication breakdown may occur. This kind of failure in communication is called pragmatic failure. Futhermore, in an interlanguage study, Syahri (2007) claims that the appropriateness of language use that is influenced by language users' knowledge of social meanings makes L2 pragmatic competence is more difficult to master than that of L1.

One speech act in which communication breakdowns can possibly occur is the speech of refusal. It can be said that saying 'no' is not an easy task in any language since the speaker might risk offending his/her interlocutor. With non-native speakers the situation is getting worse. For example, EFL learners are likely to encounter problems in performing the speech act of refusal appropriately in English. Improper performance might lead to serious consequences including

misunderstanding and negative impressions in English natives peakers.

Pragmatic transfer (PT) is one potential cause of inappropriate performance in a second or foreign language. It is the use of rules of speaker from the culture in Ll in speaking a second or foreign language (Wannaruk, 2005). It is the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information. The use of cultural rules in using a second or foreign language is one potential cause of inappropriate performance.

The results of preliminary study done in one-on-one interview type on three language lecturers of English Education Study Program Sriwijaya University showed L1 influences on EFL learners. They admitted that they heard and saw L1 influences when the students they teach say or write something in English.

Based on the ideas that ESL learners' performance of speech acts is often different from that of native speakers because of "lack of knowledge in the target language sociocultruarul rules thus cause pragmatic failure. One speech act in which communication breakdowns can possibly occur is the speech of refusal. PT, the use of rules of speaker from the culture in Ll in speaking a second or foreign language, is one potential cause of inappropriate performance in a second or foreign language. The results of preliminary study done in one-on-one interview type on three

language lecturers of English Education Study Program Sriwijaya University show L1 influence on EFL learners. The researcher felt interested in exploring pragmatic transfer on the Indonesian proficient EFL learners' refusals. In this study writer focuses on what strategies proficient EFL students apply in their expressing refusals in English, what strategies proficient EFL students apply in their expressing refusals in Indonesian and how do pragmatic transfers occur in their acts of refusals. This study is aimed at identifying the strategies proficient EFL students apply in their refusal realization in English, identifying the strategies proficient EFL students apply in their refusal realization in Indonesia, describing the occurrence of pragmatic transfer in their acts of refusals.

2. Literatures Review

Every speech act has several principal components -the utterance itself and the intention of the speaker in making it. First, weevery utterance is represented by a sentence with a grammatical structure and a linguistic meaning: this is called the locution. Second, speakers have some intention in making an utterance and what they intend to accomplish is called an illocution.

Refusal is an effort on the part of speaker to deny to engage in an action proposed by the interlocutor. It occurs when a speaker directly or indirectly says 'no' to request, invitation, offer and suggestion. It is not an action initiated by the speaker but a response to a speaker's act such as an invitation, a suggestion, an offer or a request. Tanck (2002) states refusal is a face-threatening act to the listener/ requester/ inviter, because it contradicts his or her expectations, and is often realized through indirect strategies.

The status or power dimension also accounts for a variety of linguistic differences in the way people speak. According to Holmes (1999) speakers speak in a way which signals their social status in a community. Those at the top in multilingual communities often have a wide linguistic repertoire, and they certainly speak the official language. In a monolingual community, the higher speakers' social group, the more standard forms speakers are likely to use. Moreover, she states that the way speakers talk to other also reflects their relacionship. The reason people use non-reciprocal address forms is always due to a status or power difference. Power or status differences also explain the greater use of negative politeness forms by some speaker. Someone will probably use a less direct form when asking his/her boss for a lift than when asking his/her brother/sister.

When learning a new language, learners do not forego their native norms completely. Although they are successful in learning a foreign language, it is not easy for learners to adopt the cultures of the new language. The combination of the lack of grammatical competence and that of sociolinguistic confusion, can make learners appear incompetent. Misunderstandings or offense can also emerge when speakers can only understand the literal meanings of words. These can cause pragmatic failure and serious communicative problems on the part of the learners (Yu, 2004).

The transfer was firstly linked to the amazing effect that the L1 has on using the L2 but soon it fell into disfavour due to chomsky's claim on the nature of learning. It leads to the idea that pragmatic transfer in interlanguage pragmatics shall refer to the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehesion, production and learning of L2 pragmatic information.

Pragmatic Transfer is very important factor in language acquisition because it can add teachers' insight on the attitudes of language learners, comprehensibility of language learners, acquisition process of language learners.

Syahri (2005) investigated the pragmatic transfer in English request realization made by EFL learners, i.e. the proficient learners. The subjects were students of an English Study Program who obtained TOEFL-like scores of at least 450. The data were collected by means of DCT-questionaires and Role-plays. The results showed that the subjects realized requests in the form of external modifications more frequently. Most of them embed their request with supportive moves dominantly. They enfold the acts with the moves before, after or in both positions. Of the three positions, they mostly insert the moves initial position, i.e., through inductive patterns. This was due to pragmatic transfer. Kiagus Baluqiah (2008), the results of his study show that the respondents use two general refusal strategies, i.e. direct strategy and indirect strategy. They used the indirect strategy more dominantly than the direct one. Under the indirect strategy, there were some strategies used by the respondents. Other findings explained that the respondents gave some similar strategies to the English native speakers in terms of the frequency and the order of semantic formula but they fail in producing the appropriate utterances in terms of the content. It means that the respondents used pragmatic tansfer in expressing the English refusals. Sari (2008) investigated to identify the strategies and modifications do female EFL learners of different ethnic backgrounds and linguistic organizational competence apply in their request realization in order to find out whether or not ethnic there is correlation between the female EFL learners' ethnic backgrounds and linguistic organizational and their realization of request strategies and modifications, to describe the assemblage of social distance and dominance in the female EFL learners' request strategies and modifications, to identify the types of politeness strategies female EFL learners apply in their request realization, and to describe how native-norm transfers occur in their acts of requesting. The findings of the study indicated that native-norm transfer occur in the subjects' requests. The indirectness and negative politeness in their request strategies were influenced by their native language transfer.

3. Research Methods

This study applied qualitative method. In addition to the qualitative method, this research also applied the quantitative method. The subjects of this research were students of English Education Study Program of Sriwijaya University in Indralaya Campus. In determing the total number of the subjects of this research, a purposeful sampling technique were used. The total number of the subjects were 18 EFL students who had 450 above in TOEFL.

In order to avoid misunderstanding, important terms in the study need to be defined operationally. Terms, such as refusals acts, refusal realization, strategy, pragmatic transfer and proficient EFL students were defined specifically in the context of the present study. In this study, *Refusing acts* refer to speech acts in which the speakers say 'no' directly or indirectly to the hearers' request, invitation, offers and suggestion. *Refusal realization* refers to the utterances that reflect the refusalers' choice of refusal strategies. For the sake of the investigation, refusal realization will be analyzed by using refusals taxonomy combined from refusal categories made by Wannaruk (2005) and Campillo (2009).

Pragmatic Transfer refers to differences which occur in the subjects'

refusing acts strategies in English and Indonesian in terms of semantic formulae choice. *Proficient EFL students* refers to the students of English as a Foreign Language, in this case are students of English Training and Education Study Program at Sriwijaya University Inderalaya.

There was only one type of instrument used that is DCT but this DCT was in two versions, in English and Indonesian. The English version was given to sucjects and natives of English while the Indonesian one was given to the subjects only.

Validity and reliability in qualitative research are often troublesome concepts even for more experienced researchers. This research applied within triangulation data collection, trial, expert's judgement, and inter-rater data classification in pursuing the validity and reliability.

For the validity of instrument used, the DCT in Indonesian was put into trial on 8 (eight) second semester students of Program Diploma III Faculty of Economics Sriwijaya University on Feb. 15, 2008 in order to get feedback. By doing so not only the researcher knew whether her translation work on DCT in English into Indonesian success, but also gets some valuable information about the time allocation needed by respondents in completing the DCT.

DCT in Indonesia was also put into expert's judgment process. In general, the Indonesian DCT translation by the researcher was accepted. Nevertheless, some corrections had to be made on several situations.

An interrater reliability analysis using the Kappa statistic was performed to determine consistency between raters. Viera and Garrett (2005) stated that Kappa statistic gave us a numerical rating of the degree to which the agreement of two raters' rating occurs. The interrater reliability for the English refusal raters was found to be Kappa

= **0.695** (p<0.0001), 95% CI (0.504, 0.848). Meanwhile, the interrater reliability for the Indonesian refusal raters was found to be Kappa= **0.74** (p<0.0001), 95% CI (0.504, 0.848). Both measures, while statistically significant, are marginally substantial both for English refusal raters and Indonesian refusal raters. As the rule of thumb values of Kappa from 0.41 to 0.60 is considered moderate, 0.61 to 0.80 substantial, and 0.81-0.99 almost perfect (Viera and Garret, 2005). Discussions had been conducted among raters to raise the level of agreement.

The data collected from DCT in Indonesian were classified into refusal classification in accordance with the refusal categories which the researcher combined from refusal categories proposed by Wannaruk (2005) and Campillo (2009). The data collected form DCT in Indonesian were classified into refusal strategies in accordance with the refusal categories which the researcher combined from refusal categories proposed by Wannaruk (2005) and Campillo (2009). The quantitative method employed for counting the refusal strategies classification based on sematic formula. Then the researcher compared the differences across the data gathered by using DCT in English and in Indonesian. Grammatical accuracy was not examined. The data from the quantitative method were used to support qualitative findings. To determine the occurance of pragmatic transfer, analysis was done on the similarities and differences in refusal realizations in English and in Indonesian based on top three semantic formula choices in English and in Indonesian. In this stage, natives' data findings were also used in order to strengthen point of differences occured. Analysis was also done on semantic formula order.

4. Discussion and Interpretations
4. 1 Proficient EFL Students' Refusal Strategies

It was found that the indirect strategies were mostly used proficient EFL students in realising their refusal both in English and Indonesian. There were 346 (72%) semantic unit of the 479 semantic unit in proficient EFL Indonesian refusals and 318 (64%) of the 494 semantic unit in proficient EFL English refusal were catagorized into indirect strategy. There were 28 (6%) semantic unit of the 479 semantic unit in proficient EFL students'

Indonesian refusal and 42 (9%) of the 494 semantic unit in proficient EFL students' English refusal were catagorized into direct strategy. There were 105(22)% semantic formula of the 494 semantic formula in proficient EFL students' Indonesian refusals were catagorized into adjucnt to refusal. There were 134 (27%) semantic formula of the 479 semantic formula in proficient EFL studnets' English refusal were catagorized into adjucnt to refusals. These data were represented in the Figure 1.
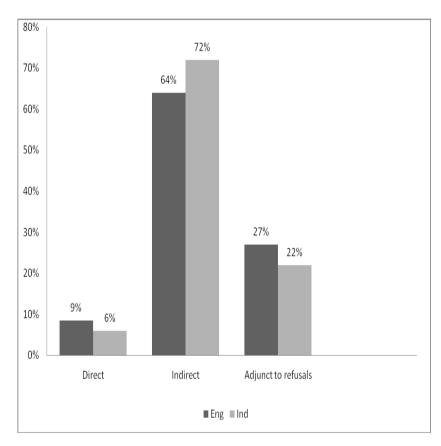

Figure 1. Proficient EFL Refusal Strategies in English and in Indonesian

Proficient EFL students' refusal strategies in English mostly used the indirect strategies in their refusal realization. The use of direct strategies are found especially when they realised their refusal for refusing suggestion of a familiar person of equal and lower status, and also when they refusing

offer from an unfamiliar person of lower status. They prefered to use bluntness than negation of proposition in realizing the direct strategy in their English refusal (Eviliana and Tiur Simanjuntak, 2011). Similar to propicient EFL students' refusal strategies in English refusal realization, their

refusal strategies in Indonesian were mostly the indirect strategies. The use of direct strategies are found especially when they realised their refusal for refusing suggestion of a familiar person of lower status , and also when they refusing offer from an unfamiliar person of equal status. They prefered to use both bluntness than negation of proposition in realizing the direct strategy in their English refusal. The difference is only in the position of these semantic formula, the first mostly use as the first sematic formula meanwhile the later is the second semantic formula. Bluntness was used especially when refusing suggestion from a familiar person of equal status and lower and also when they refusing offer from an unfamiliar person of lower status (Eviliana, 2014).

4.2 The Occurance of Pragmatic Transfer in Refusal realization

PT is observed in when the proficient learners were asked to realise their refusals for refusing an invitation for their advisor to attend a party. In Indonesian and English refusals the proficient EFL learners accompany their refusal by expressing their regret/apology and willingness. They hardly expressed their gratitute for the invitation given to them. Meanwhile, natives prefered to accompany the refusal with gratitude in responding to the invitation given to them.

It is also observed when Indonesian proficient EFL students refuse an invitation from a familiar person of equal status. They used regret apology quite often in their refusal realization in English and Indonesian. Meanwhile, it was hardly found in the natives' refusal realization.

The third situation when the proficient learners were asked to realise their refusals for refusing an unfamiliar person of lower status pragmatic transfer is also observed. It was found that proficient EFL learners hardly express their gratitute instead they

prefered to use regret/apology for both their English and Indonesian refusal realizations.

Next, pragmatic transfer is observed when the proficient learners were asked to realise their refusals for refusing a familiar person of higher status. It was observed that proficient EFL learners hardly used direct strategies meanwhile it was observed very often in natives refusal realization. express their gratitude instead they prefered to use regret/apology for both their English and Indonesian refusal realizations. Interestingly, regret/apology was observed quite often both in proficient EFL learners reafusal realization in English and Indonesian. Meanwhile, natives never used regret/apology in their refusal realization.

Finally, pragmatic transfer is observed in the seventh situation when the proficient learners were asked to realise their refusals for refusing offer from a familiar person of higher status. Proficient EFL learners hardly used gratitude in their refusal realization. Meanwhile, gratitude expression was observed very often in the refusal realization of the natives.

4.3 Bluntness

ln general, both proficient Indonesian EFL students and natives in this present study hardly said 'no' especially to a person of higher status. They avoided saying 'no' is probably due to the fact that both Indonesian proficient EFL students and natives do not want to hurt higher status people's feelings or insult them by saying 'no'. They considered 'face ' of the interlocutor of higher status is the most importance in an interaction. Wannaruk (2005) states that the manner of avoiding saying 'no' is probably due to the fact that speakers consider 'face ' of the interlocutor of the most importance in an interaction.

4.4 Gratitude

The difference occurred when subjects were asked to refuse an advisors' suggestion to study an advanced statistical course. None of natives' semantic formula were categorized into Gratitude. This indicates that power or position of the interlocutor plays role when they refuse suggestion of people of higher status. The status or power dimension accounts for a variety of linguistic differences in the way people speak (Holmes, 1999). For American Natives, this is absolutely not a matter at all. For them status is not at all important at the time when they must realize their gratitude.

Based on the differences that we can see in the situations when the subjects were asked to refuse invitation from advisor to a party and invitation from a junior official from the International Office for an orientation program and refuse an advisor's offer of teaching assistantship signify that American Natives were more care about and appreciated the positive in life.

ln general, proficient Indonesian EFL students express gratitude, act of refusing but do not constitute a refusal by themselves in order to soften the refusal, less often than the native Americans. In their Indonesian refusal, they used gratitude to mitigate their refusal especially for suggestion of a familiar person of lower status and offer from unfamiliar person of equal and lower status. Quite similar in their English refusal realization, they also use gratitude for mitigating their refusal for offer from unfamiliar person of equal and lower status. Meanwhile, natives almost always accompany their refusal with gratitude for refusing invitation from an unfamiliar person of lower status, offer from a familiar person of higher, equal, and lower status.

The differences occurred signify pragmatic transfer. Even though EFL learners' language mastery was proficient but they still adopt Indonesian Culture.

Eviliana and Simanjuntak (2011) stated that when learning a new language, learners do not forego their native norms completely. Although they are successful in learning a foreign language, it is not easy for learners to adopt the cultures of the new language.

Native Americans use gratitude more frequently than Indonesian proficient EFL students found in this study strengthen the ideas that Eisentein and Bodman (1986), expressing gratitute is a language function that has important social value in American English and is used frequently and openly in a wide range of interpersonal relationships: among intimates, friends, strangers, and with superiors and subordinates. It is aimed at engendering feelings of warmth and solidarity. Failure to express gratitude have negative social consequences can have negative social consequences-sometimes resulting in severing the relationship of speaker and listener.

4.5 Regret/Apology

An apology is bassically a speech act which is intended to provide support for the hearer who was actually or potentially malaffected by a violation. In the decision to carry out the verbal apology, the speaker is willing to humiliate himself or herself to some extent and to admit to fault and responsibility for a violation. Hence , the act of apologizing is face-saving for the hearer and face threatening for the speaker.

ln general, proficient Indonesian EFL students expressed regret/apology more frequently than the native Americans. In their English refusal, they used regret/apology to mitigate, to provide support for the hearer who was actually or potentially malaffected by a violation, and to humiliate himself or herself to some extent and to admit to fault and responsibility for a violation (Eviliana, 2014). They used regret/apology for refusing suggestion of a familiar and unfamiliar person of higher,

equal and lower status, and suggestion from a familiar person of higher status. In their Indonesian refusal realization, they also used gratitude for mitigating their refusal for offer from unfamiliar person of equal and lower status. It strengthen the ideas that the use of 'sorry' and 'I'm sorry,' which is politeness motivated, are other examples of pragmatic transfer emerging in their request realizations. This is truly culture specific. Indonesian native speakers get accostumed to using 'sorry' in opening their conversations (Syahri, 2007).

4.6 Reason/Explanation

The present study has seen that almost all realised refusal responses by the native Americans and proficient EFL students for the twelve situations in the DCT, reason and explanation was used commonly as the second semantic formula of the refusal realization. In EFL students' English refusal, it mostly realized as the highest percentage of the second semantic formula in their refusal realization. For example, "Actually, I really want to but I can't. I have to take care of my younger sister at home, Sir. I'm sorry for that." Similar to proficient EFL students' refusal strategies in English refusal realization, reason/explanation of their refusals in Indonesian were realized as the highest percentage of the second semantic formula. For example, *"Maaf, bu. Sebenarnya saya ingin sekali dating. Tapi minggu depan tepat syukuran kakak saya yang baru saja diwisuda. Jadi saya tidak bias datang ke syukuran kemenangan tim kita."* dan *"Wah, sebenarnya saya ingin sekali, Bu. Tapi saya ada tes wawancara beasiswa."* From these example it revealed that they used reason/expalantion in their refusal realization as the mitigated attempt to avoid using a direct refusal, and to show that the request, invitation, etc. cannot be accomplished, and to provide a motive for doing so. In case of Indonesian proficient

EFL student, using reason/explanation is for showing their politeness. Azis (2000) states that indirectness in the Indonesian context does not necessarily suggest dishonesty or a deliberate attempt to deceive an interlocutor. Neither was it intended to hide a fact or truth from a hearer. Rather, indirectness is best regarded as part of the speaker's wisdom, which seems to operate under the Tact Maxim of Leech's politeness principle.

5. Conclusion

Propicient EFL learners' refusal strategies in English mostly used the indirect strategies in their refusal realization. Nevertheless, the use of direct strategies are found especially when they realised their refusal for refusing a familiar person of equal status and lower, and also when they refuse offer from an unfamiliar person of lower status. They prefered to use bluntness than negation of proposition in realizing the direct strategy in their English refusal. Though bluntness share quite small percentage of the total semantic formula of refusals realised by proficient EFL learners, bluntness was used especially when refusing suggestion from. The negation of proposition hardly found across all 12 twelve situations in DCT. Commonly, they express bluntness as the first semantic unit of their refusal realization.

Similar to the learners' refusal strategies in English refusal realization, their refusal strategies in Indonesian were mostly the indirect strategies. Nevertheless, the use of direct strategies are found especially when they realised their refusal for refusing suggestion of a familiar person of lower status , and also when they refusing offer from an unfamiliar person of equal status. Profiencient EFL learner prefered to use both bluntness than negation of proposition in realizing the direct strategy in their English refusal. The difference is only in the

position of these semantic formula, the first mostly use as the first sematic formula meanwhile the later is the second semantic formula. Bluntness was used especially when refusing suggestion from a familiar person of equal status and lower and also when they refusing offer from an unfamiliar person of lower status.

PT is observed in some situations in DCT. PT is observed in when the proficient learners were asked to realise their refusals for refusing an invitation for their advisor to attend a party. It is also observed when Indonesian proficient EFL students refuse an invitation from a familiar person of equal status. They used regret apology quite often in in their refusal realization in English and Indonesian. Meanwhile, it was hardly found in the natives' refusal realization. The third situation when the proficient learners were asked to realise their refusals for refusing an unfamiliar person of lower status pragmatic transfer is also observed. Next, pragmatic transfer is observed when the proficient learners were asked to realise their refusals for refusing a familiar person of higher status. Finally, pragmatic transfer is observed in the seventh situation when the proficient learners were asked to realise their refusals for refusing offer from a familiar person of higher status. Proficient EFL learners hardly used gratitute in their refusal realization. Meanwhile, gratitude expression was observed very often in the refusal realization of the natives.

Due to the limitation of this study, future researchers may address to deal with these issues: difference between EFL students' refusal realization in their native language and Indonesian, idiosyncrasies which occur in the proficient EFL students' refusal realization, and communication strategies used by EFL students in realising their refusals.

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