A method is a procedure or way used to achieve certain purpose of study. By doing research, the researcher actually wants to solve the problem, finds the answer by using certain method. The writer presents a method deals with this study. This research method consists of some parts, they are: type of the research, object of the research, subject of the research, data and data source, technique of collecting data, pilot study, data validity, technique of analyzing data.

A. Type of the Research

The researcher uses qualitative research involving descriptive comparative design which analyses two kinds of written data of refusal strategies provided by two groups of participants:

(1) Indonesian Learner of English (referred to henceforth as ILE)
(2) Thailand Learner of English (referred to henceforth as TLE)

B. Object of the Research

The object of the research is refusal strategies to request and suggestion by Indonesian EFL students and Thailand EFL students who study at UMS.

C. Subject of the Research

The subjects of the research are 15 Indonesian EFL students and 15 Thailand EFL students who study at UMS. The subject of the research were qualified and ranged in age from twenty to twenty-two. All respondents are
female with intermediate English level, and one year minimum living in Indonesia for Thailand EFL students.

D. Data and Data Source

The data of the research are refusal expressions to request and suggestion produced by Indonesian EFL students and Thailand EFL students. The data source of the study is the answers to DCT scenarios.

E. Technique of Collecting Data

The main tool of this study is DCT. The scenarios of DCT consist of the situations and different social levels. The DCTs will take from 15 Indonesia EFL students and 15 Thailand EFL Students. The select refusal was classified into two categories there are refusal to request and refusal to suggestion. The DCTs can be seen as follow:

The Category Classification of Discourse Completion Test (DCT)

<table>
<thead>
<tr>
<th>No</th>
<th>Social Level</th>
<th>DCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Equal to equal</td>
<td>You are a junior in college. You attend classes regularly and take good notes. Your friend often misses a class and asks you for your notes. But you refuse.</td>
</tr>
<tr>
<td></td>
<td>E→E</td>
<td>Friend: “Oh God! We have an exam tomorrow but I don’t have notes from last week. I am sorry to ask you this, but could you please lend me your notes once again? You say: ………………………</td>
</tr>
<tr>
<td>2.</td>
<td>Higher to lower</td>
<td>You are fifth semester student. Your junior (third semester student) asks you for all your presentation slide that you used in the third semester, and you refuse the request.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>5.</strong> Lower to Higher</td>
<td><strong>Your junior:</strong> “Terrible, this year I get a lot of presentation and assignment. Can I use your slide presentation? I heard that you are great in third semester.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You say:</strong> ………………………</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Lower to higher</td>
<td><strong>Your lecturer asks you to help him take data research because he is busy. However, you can not help him because some reasons.</strong></td>
<td></td>
</tr>
<tr>
<td>L → H</td>
<td><strong>Your lecturer:</strong> “Would you like to help me take data for my research, because this month will very busy for me”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You say:</strong> ………………………</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Equal to equal</td>
<td><strong>Your friend suggests you to take rest, because you look so tired from doing your thesis for the past two weeks, but you refuse.</strong></td>
<td></td>
</tr>
<tr>
<td>E→E</td>
<td><strong>Your friend:</strong> “Why don’t you rest at home for a day, you look terrible”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You say:</strong> ………………………</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Lower to Higher</td>
<td><strong>You are in proposal seminar class, your lecturer checks your work. He suggests that you should change your topic because your topic is too common. But you refuse.</strong></td>
<td></td>
</tr>
<tr>
<td>L → H</td>
<td><strong>Your Lecturer:</strong> “A lot of students use this topic. Why don’t you try something new and change your research proposal?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You Say:</strong> ………………………</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Higher to lower</td>
<td><strong>You have waited almost two hours for your supervisor. Your junior suggests you to put the documents on supervisor’s desk, but you refuse.</strong></td>
<td></td>
</tr>
<tr>
<td>H → L</td>
<td><strong>Your Junior:</strong> “why don’t you leave and put your research paper on his desk?”</td>
<td></td>
</tr>
</tbody>
</table>
|   | **You Say:** ………………………
The writer collects the data through following techniques:

1. The writer ask permission to the respondent whether he/ she wants or not to be the respondent for her research
2. The writer explain the purpose of the research and DCT
3. The writer explain how to answer or fulfill the DCT
4. The writer take the DCT from the respondent

F. Data Coding

The data of the refusal strategies used by the two groups were coded with a serial number, the name of group, the number of participant, and the number of DCT, for examples:

*No please, I want to do this research so bad.* *(TLE/11/5)*

Means the participants is Thailand EFL students (TLE), the serial number of participants is 11 and the DCT number is DCT 5.

G. Technique of Analyzing Data

Meanwhile, the researcher analysis the data after all the intended data have been collected, and within the process of analyzing the data, the researcher make some procedures based on there research questions; (1)what are the differences and similarities of refusal strategies made by both groups (2) how do both groups use refusal strategies according to differences in social level (3) how do both groups use politeness strategies in their refusals. The prosedure are:
1. The researcher Classifying the type refusal strategy made by students.

2. The researcher describing the type of refusal strategy made by students

3. The researcher analyzes the differences and similarities between refusal strategy made by the two of groups.

4. The researcher analyzes refusal strategies based on differences in social levels made by the two of groups.

5. The researcher analyzes and compare politeness strategy in their refusals.

6. The researcher takes conclusion

**H. Pilot Study**

Pilot study comprises four aspect; participant, objective, procedure, and result.

1. **Participant**

   The study was conducted between October and November 2015 involving ten volunteers of ILE. The volunteers consist of 5 females and 5 males student of UMS who reported their English was at intermediate level.

2. **Objective**

   The objective of the pilot study was to test whether the DCT scenarios were comprehensible to ILE and TLE and to test the validity of the DCT: whether the DCT were capable of eliciting different refusal responses according to different social situation or initiating acts of refusals (request, suggestion)
3. Procedure

The procedures of conducting the pilot study are:

a. Explaining the purpose of the study to prospective participants

b. Asking for an agreement or consent from the participants whether they were willing to partake in the study and explaining them that the data they provided were made anonymously and were solely used for the purpose of a pragmatic study.

c. After the participants gave their agreements, they were provided with some explanation concerning the DCT scenarios and procedures of answering the DCTs. Any questions relating to the DCT scenarios were answered by the researcher.

d. All participants complete the DCTs on paper.

4. Result: refusal strategies used in Pilot Study

To analyse the refusal strategies used by the participants, the pilot study used the taxonomy of refusal strategies by Beebe et al. (1990). The results showed that the participants produce semantic formula and adjuncts of refusal as describes in the Beebe et al.’s taxonomy. Different strategies were used across different status levels, as describe below.

1) Refusal to an Request

It was found that social status in the DCT scenarios provided enough information for the participants to use different strategies of refusing an request. To refuse a request to an interlocutor of equal status (borrow the notes: DCT 1), they commonly use inability to express direct refusal and
they added the refusals with apology/ regret and excuse to explain their inability, for example:

*I’m sorry my friend, I cannot lend you my notes because I haven’t studied at all. [apo + ina + exc]*

*I’m sorry my brother, I can not lend you my notes because I need my notes today and I am going to study in my dorm. [apo+ ina + exc]*

To decline a request to a lower status (a junior wants to borrow slide presentation: DCT 2), the participants commonly use direct strategy with invoked refusal with apology, inability and excuse, for example:

*I’m sorry bro, you can’t use my presentation. [apo + ina]*

*I’m sorry dear I can’t, because you must to try to make the assignment by yourselves. So you can improve your skill to make slide presentation and I think you be able to make a good presentation than me. [ apo + ina + exc]*

By contrast, to refuse a request to a collocutor of unequal status (lecturer asked help to take research data: DCT 3), the number of participants who used direct strategy are same with the participants who used indirect strategy. The participants commonly used apology/regret, inability, excuse/ explanation to express their direct refusal, for example:

*I’m sorry, I can’t because I’m in working some of assignment, and moreover I have so many activity, I always try to finish it by my self without anyone to help me. [ apo+ ina+ exc]*

*I’m sorry sir, I can’t help you. This week I have to go home, because my sister is sick, and I must accompany her. [apo + ina+ exc]*

To express indirect refusal the respondents commonly used apology/ regret and excuse/explanation such the example below:

*I’m sorry sir, this month I will go to overseas, I have many agenda in there maybe you should find your assistant to take the research data. [[apo + exc] + alt]*
Oh, I’m so sorry sir, I have some project which is needed high determination from myself. [fill + [apo + exc]]

The frequencies of semantic formula and adjunct occurred differently across status levels for example fillers were commonly used to decline a request to a collocutors of equal status. Apology/ regret was often used to decline a request to the higher status. Apology/ regret was used to decline a request to those of equal status slightly more often than it was to those of lower status.

2) Refusal to a Suggestion

To refuse a suggestion to a collocutor of equal status (suggest to take a rest: DCT 4), the participants commonly initiated refusals with adjunct (gratitude) and they used the adjunct along with dissuasion and excuse, for example:

Thank you for your concern, I am Ok. I think just make thesis can not make me too tired, I could take a rest, thank you. [gra + diss + exc + gra]

I want to take a rest after finishing my task, thank you for your suggestion. [exc + gra]

By contrast, to decline a suggestion to those of higher status (change topic of seminar proposals: DCT 5), they commonly used excuse along with other semantic formula such as apology/ regret, gratitude, inability, for example:

I have been preparing long time ago, I’m sorry. [exc + apo]

Thank you for your suggest I respect your judgment, but I can’t change my topic because I want to show a different from other. [gra + ina + exc]
To refuse a suggestion to those of lower status (suggestion to put the document on lecturer’s desk: DCT 6), the respondents commonly used excuse to express their refusals, for example:

*Because I must meet with him face to face to consult about my document and no time for me except to day.* [exc]

*I wanna meet him to consult my research. if I put it on his desk I am afraid he doesn’t check it.* [exc]

Excuse was the most common semantic formula used by the respondent to decline a suggestion to those of lower status, but to decline a suggestion to those of higher status the respondents invoke adjunct (gratitude) and apology in their excuse/ explanation. Dissuasion was frequently used the respondents to decline a suggestion to those of equal status. The respondents also invoke gratitude in their dissuasion to decline a suggestion.

The writer concluded that the DCT can be answered with different answer, the students can understand the situation in DCT, DCT scenarios resulted different refusal strategies. Based on these results, the writer concluded that the DCT is proper as the instrument to take the main data.