

**REFUSAL STRATEGIES IN *THIRTEEN REASONS WHY*
SEASON 1 TV-SERIES**

(Pragmatic Approach)

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana* in English Letters



By :

Retno Anjani

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ENGLISH LETTERS DEPARTMENT

CULTURAL AND LANGUAGE STUDIES

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

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2020

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Wassalamua'alaikum Wr.Wb

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RATIFICATION

RATIFICATION

RATIFICATION

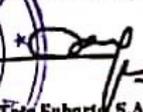
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DEDICATION

The thesis is dedicated to:

1. My beloved parents.
2. My beloved grandmother and grandfather.
3. My sister.
4. My big family.
5. My beloved best friends.
6. English Letters 2016.
7. English Letters Department.
8. My Almamater IAIN Surakarta.

MOTTO

“So, verily, with every difficulty, there is relief: Verily,
with every difficulty there is relief.”

(QS. Al Insyirah: 5-6)

“ Be thankful for everything that happens in your life,
it’s all an experience.”

(Roy T. Bennet)

“Keep calm and just do your best. Don’t let negative
vibes control your mind.”

(Wirda Mansur)

“Sometimes *what you want* isn’t *always what you get*.
But in the end what you get *is so much better*
than *what you wanted*.”

(Anonymous)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Refusals Strategies in The *Thirteen Reason Why* Season 1 TV Series (Pragmatics Approach)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *Refusal Strategies in The Thirteen Reasons Why Season 1 TV Series (Pragmatic Approach)*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The reseracher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sragen, December 2, 2020

The researcher



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TABLE OF CONTENTS

THESIS	i
ADVISOR SHEETS.....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT.....	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I : INTRODUCTION	1
A. Background of The Study	1
B. The Limitation of The Study	8
C. Problem Formulation	9
D. The Objective of the Study.....	9
E. The Benefit of the Study.....	10
F. The Definition of the Key Terms.....	10
CHAPTER II : REVIEW ON RELATED LITERATURE.....	12
A. Theoretical Description.....	12
1. Pragmatics.....	12
2. Speech Acts.....	13
3. Direct and Indirect Speech Acts.....	15
4. Component of Speech.....	18
5. Refusal	21
6. Politeness	25

7. The Thirteen Reasons Why season 1 TV-Series	26
B. Previous Related Study	28
CHAPTER III : RESEARCH METHODOLOGY	32
A. Research Design.....	32
B. Data and Sources of the Data	34
C. Research Instrument	35
D. Technique of Collecting Data	35
E. Technique of Analyzing Data.	37
F. Trustworthiness of Data.....	41
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION.....	44
A. Research Findings.....	44
a. Be silent, hesitate, show a lack of enthusiasm	45
b. Offer an alternative	47
c. Postponement (Delaying answer)	49
d. Put the blame on a third party or something over which you have no control.....	53
e. Avoidance	57
f. Divert and distract the addressee.....	61
g. General acceptance with excuses.....	65
h. Say what’s offered is inappropriate	67
B. DISCUSSION.....	72
1. The strategies of refusal in <i>Thirteen Reason Why</i> season 1 TV-Series	72
2. The impact the strategies employed in the politeness <i>Thirteen Reasons Why</i> season 1 TV-Series	73
CHAPTER V : CONCLUSION AND SUGGESTION.....	76
A. Conclusion	76
B. Suggestion.....	77
BIBLIOGRAPHY	79
APPENDICES	

ABSTRACT

Retno Anjani, 2020. *Refusal Strategies in Thirteen Reasons Why Season 1 TV-Series (Pragmatic Approach)*. Thesis. English Letters Study Program, Cultures and Languages Faculty.

Advisors : Dr. Hj. Lilik Untari, S.Pd., M.Hum.

Keywords : *Pragmatics, Refusal, Politeness, Thirteen Reasons Why.*

This research aims to show the reader about the kind of refusal strategies used by main characters and also to describe the character's impact employed by main character toward the types of politeness in refusal strategies in *Thirteen Reason Why* season 1 TV-Series by July Moon Production.

In order to reach the research objective, this research uses descriptive-qualitative method because of the research only collected, classified, analyzed the data, and then decide a conclusion. The data source is the video of *Thirteen Reasons Why* Season 1 TV-Series. The data are analyzed by using refusal strategies by Rubin (1983). The data analysis is level of politeness by Brown and Levinson (1987). The researcher is checking on validation by giving the data to the expert in order to validate the data which are found in this *Thirteen Reasons Why* Season 1 TV-Series.

Based on the analysis, there are 71 data classified into the refusal strategies. The result of the research can be seen as follow: be silent, hesitate, show lack of enthusiasm; offer an alternative; postponement (delaying answer); put the blame on third party or something over which you have no control; avoidance; divert and distract the addressee; general acceptance with excuse; and say what's offered is inappropriate. The impacted the strategies employed in the types of politeness are positive politeness and negative politeness.

LIST OF TABLE

Table 1 : Table of Componential by Spradley	40
Table 2 : Table Componential	44

LIST OF APPENDICES

Appendix 1 : Validation Sheet

Appendix 2 : Curriculum Vitae of The Validator

Appendix 3 : Data Validation

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is communication that plays a significant role in human life. According to the Oxford dictionary, language is a way of expressing ideas and feelings using gestures, symbols, and sounds. It means, by using the language, everyone can easily express their thoughts and ideas. People can interact and share information such as brainstorming, asking questions, making requests, apologizing, giving thanks, making deals, and making rejection. In everyday life, everyone has differences in languages such as apologies, wishes, and gratitude for everyone's needs in society. Sometimes, people can also refuse when someone says something disrespectful. This refusal is a type of speech act of a person in pragmatics.

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Consequently, it has more to do with analyzing what people mean by their utterance than what the words or phrases in those utterances might mean by themselves (Yule 1996:3). It means that pragmatics is a part of communication in daily life, which can help the listener understand the speaker's unclear or ambiguous intentions in terms of context, place, time, etc. Therefore, communication depends on a person's ability to understand the speaker's intentions to the interlocutor.

In communicating, people usually consider several aspects. It depends on the situation that has to be faced by each person. Besides, it is also influenced by the social status between the speaker and the interlocutor. The people used different utterances in saying words in different situations. The various utterances also come when people face a situation in which they have to perform refusal.

Refusal is an unpleasant speech act done by the speaker to the interlocutor. It happens because someone gives a negative response to the speaker's suggestions, commands, offers, invitations, requests, and so on (Beebe et al.: 1990). Refusal can be expressed directly and indirectly. Direct rejection usually uses the words no, sorry, etc. Whereas, the indirect refusal usually speakers must add an explanation or reason, statement of regret, etc. Sometimes people can refuse something with polite or disrespectful words. Refusal is one of the familiar utterances used to communicate.

Since refusal can risk the speaker's interpersonal relations, it includes some strategies to avoid offending the interlocutor. According to Joan Rubin (1983: 4-7), there are nine ways of expressing 'No' as refusal strategies. They are mostly performed as indirect ways of refusal. The strategies are as follows: (1) Be silent, hesitate, show a lack of enthusiasm; (2) Offer an alternative; (3) Postponement (delaying answer); (4) Put the blame on a third party or something over which you have no control; (5)

Avoidance; (6) General acceptance of an offer but giving no details; (7) Divert and distract the addressee; (8) General acceptance with excuses; (9) Say what's offered is inappropriate.

The direct refusal usually does not use a specific reason when saying "No, Sorry" to other people. This is why people think that direct refusal means disrespect. At the same time, indirect refusal is considered more polite than direct rejection. According to Jenny Thomas (1995:43), a variety of reasons have been put forward to the universal use of indirectness, including (1) The desire to make one language more or less attractive; (2) To increase the force of one's message; (3) Competing goals; (4) Politeness or regard for a face.

Politeness is one of the constraints on human interaction, whose purpose of considering other's feelings, establish levels of mutual comfort, and promote rapport (Hill et al. in Sifianou: 1992). It means that politeness is one of the ways to employ the expression. In everyday social interactions, people generally behave as if others appreciate other people's expectations of their public self-image. If a speaker says something that represents a threat to another individual's expectation regarding self-image, it is called a face-threatening act. Alternatively, given as a threat to another's face, the speaker can say something to lessen the possible threat. This is called a face-saving act (Yule, 1996: 61). Brown and Levinson (1987: 331) have found that there are two types of face wants as follows: (1) Negative face; (2) Positive face.

An example can be seen in the following dialogue :

- 1) Mrs. Jensen : Cassettes are history now? Hm, of course they are. Can I listen?
Clay : *No uh, it's dumb. I'm gonna head up my room. Homework.*
Mrs. Jensen : Clay, school emailed again today.

From conversation number (1), the participants of the dialogue are Clay's mom and Clay. The relationship between both of them is mom and son. The conversations happen in the warehouse. Clay was listening to the tape found in front of the house, suddenly Mrs. Jensen walked in and grabbed Clay's shoulder. Clay, who was surprised by his mother's presence, immediately turned off the recording. But Clay refuses it by avoidance. In this case, Clay didn't want his mother to know that he was listening to Hannah's tape because Clay was afraid that her mother would think oddly about Hannah's death. It can be seen when Clay rejects his mother, who wants to listen to the tape by saying, "No uh, that's dumb. I'm going to head up to my room. Homework." It means that Clay avoided Clay's mom's request because of wanting to do assignments in the room. Then, the communication effectiveness in conveying the message has been described well and clearly by the speaker to the speaker. It can be seen from the response of Clay's mom saying, "Clay, school emailed again today," it means that Clay's mom doesn't discuss the tapes Clay is listening to anymore but addresses another topic. There is a sense of empathy for Clay's mom to Clay. This is what makes communication between the two

can be conveyed well and clearly. Then, Clay uses negative politeness when expressing rejection. He orients in negative politeness since he told it directly. It can be seen when Clay says, "No uh, it's dumb. I'm gonna head up to my room. Homework," in his refusal expression. He makes a minimal assumption about Hannah's tape that Clay's mom wanted to hear. At the end of this conversation, Clay's mom responds to Clay's refusal by saying, "Clay, school emailed again today," which means that Clay's mom is no longer interested in the recording Clay is listening to again. Still, then Clay's mom talks about the school to Clay.

- 2) Clay : Something with Hannah's case?
Mrs. Jensen : *I tell you later if I can. There's leftover chicken in the fridge, and roast beef for sandwiches. Listen, I have to go, so be in touch with your dad, okay?*
Clay : Sure.

From conversation number (2), the dialogue participants are Clay's mom and Clay. The relationship between both of them is mom and son. The conversation happens in Tony's car. During the trip, Clay still had time to listen to Hannah's tapes. Suddenly, Clay's cellphone rang, and it was his mother who wanted to say that she would be home late. Then, Clay asked if his lateness had anything to do with Hannah's case. But, Clay's mom refuses it indirectly. Clay's mom refuses what Clay asks to him by postponement (delaying answer). In this case, Clay's mom doesn't want her child. Clay thinks about Hannah if he tells her the reason for coming home late. It can be seen when Clay's mom rejects Clay's

question about Hannah's case by saying, "I tell you later if I can. There's leftover chicken in the fridge and roast beef for sandwiches. Listen, I have to go, so be in touch with your dad. , okay ?." It means that Clay's mom delayed an answer because she had to get to a meeting so that she couldn't explain on the phone. Then, the effectiveness of communication in conveying the message by Clay's mom so Clay has been conveyed well. It can be seen from the response of Clay, saying, "Sure." It means that Clay understands his mother's state is working, so Clay does not ask again to explain why he came home late. Clay provides support and a positive attitude to Clay's mother, making communication well and clear to the other person. Clay's mom employs positive politeness to express her refusal strategies. He orients in a positive face to show solidarity to her son. It can be seen when she says, "I tell you later if I can. There's leftover chicken in the fridge and roast beef for sandwiches. Listen, I have to go, so be in touch with your dad, okay ?." Then, Clay responded by agreeing to what his mother said that later Clay's mom would explain everything at home.

From the examples, there is a difference between the two directly and indirectly when responding to refusal. It can be concluded that the communication pattern carried out by the speaker and the interlocutor is trying to create the same understanding between the two accompanied by a sense of empathy, supportiveness, a positiveness so that the delivery both directly and indirectly can be well received.

Communication can be seen from conversations in daily life and can be seen in literary works such as movies, TV-Series, etc. A TV series is a TV show with multiple episodes sharing characters, plot situations, and perhaps a running story. It can be as few as 2 to 20 or more in a season and may extend to new episodes in subsequent seasons if renewed. In this study, the researcher also chose *Thirteen Reasons Why* season 1 TV-Series as research objects. Based on the best-selling books by Jay Asher, *Thirteen Reasons Why* follows teenager Clay Jensen (Dylan Minnette) as he returns home from school to find a mysterious box with his name on it lying on his porch. Inside discovers a group of cassette tapes recorded by Hannah Baker (Katherine Langford), who tragically committed suicide two weeks earlier. On the tape, Hannah unfolds an emotional audio diary, detailing the thirteen reasons why she decided to end her life.

The following are related researches on refusal strategy and types of politeness in some thesis. The first research from Irena (2010) entitled *An Analysis of Refusal Expression in Harry Potter and The Goblet of Fire Film*. This research tries to differentiate the refusal expression from direct and indirect. The differences from this study is the object used for research and the researcher adds the types of politeness used by the characters while uttering refusal. There is also an article by Arie Charismawati entitled *Positive and Negative Politeness in Refusal in Three American Drama Movies* (2013), which is almost identical to this research to describe strategies of rejection and politeness. However, it differs in the

use of theory in analyzing refusal and politeness. Arie's research discusses Positive and Negative Politeness in Refusal Three American Drama Movies while this research discusses Refusal Strategies in *Thirteen Reasons Why* season 1 TV-Series where this series is usually mostly discussed by other researchers, namely about bullying, psychology, and sexual violence faced by characters on TV-Series *Thirteen Reasons Why* season 1. In short, this research was done to find out and describe the kind of refusal strategies and the character's impact employed by main character toward the types of politeness in refusal strategies. Based on the phenomenon above, the researcher tries to conduct research entitled Refusal Strategies in *Thirteen Reasons Why* season 1 TV-Series.

B. The Limitation of The Study

The researcher limits the analysis of refusal utterances in *Thirteen Reasons Why* season 1 TV-Series and only focus on refusal utterances by the main character in *Thirteen Reasons Why* season 1 TV-Series. In other words, the researcher focused on *Thirteen Reasons Why* season 1 TV-Series by using Pragmatic, Refusal, Politeness, and *Thirteen Reason Why* season 1 TV-Series was produced by July Moon Production.

The researcher will explain the reasons for limiting the research into the aspects. The first, pragmatics, researcher use pragmatic studies to analyze Refusal Strategies in the *Thirteen Reasons Why* season 1 TV-Series. The second, refusal, researcher analyzed refusal utterances by the main characters in the series and used Rubin's theory (1983) for refusal

strategies. The third is politeness; the researcher limits this politeness by focusing on how strategies refuse to influence the series's types of politeness. Then, in the fourth *Thirteen Reasons Why* season 1 TV-Series, the researcher uses this series as the object of research. The researcher uses season 1 because the story is still in line with the novel *Thirteen Reasons Why* by Jay Asher. There have not been many changes in the series.

C. Problem Formulation

Related to the background of study above, the questions in this study are:

1. What are strategies of refusal used by the main characters in *Thirteen Reasons Why* Season 1 TV-Series?
2. What are the impact of refusal strategies employed by main characters toward the politeness in *Thirteen Reasons Why* season 1 TV-Series?

D. The Objective of the Study

The purpose of the study on refusal in *Thirteen Reasons Why* season 1 TV-Series are:

1. To describe the kind of refusal strategies used by the main characters in *Thirteen Reasons Why* season 1 TV-Series.
2. To find out the impact of refusal strategies employed by main characters toward the politeness in *Thirteen Reasons Why* season 1 TV-Series.

E. The Benefit of the Study

The researcher hopes that this reasearch will give some benefits as follows:

1. Theoretical Benefit

The research give more a contribution in Pragmatics studies especially in refusal. Also, this research is expected to give additional knowledge and information about refusal and politeness in Pragmatics studies.

2. Practical Benefit

- a. For the readers, this thesis provides useful information as well as explanation especially for those who posses deep interest in supporting their knowledge about refusal strategies and politeness level.
- b. For the student, This research can be used to understand about commisive specifically refusal. It can provide more knowledge about the refusal strategies and politeness level in the TV-Series.

F. The Definition of the Key Terms

In order to make the title is clearer and more accurate, the researcher gives key terms and they are Pragmatics, Refusal, Politeness, and Thirteen Reason Why season 1.

1. Pragmatics

Pragmatics is a branch of linguistics study. It focuses the study in the meaning of utterances. Pragmatics distinguishes two intents or meanings in each utterance or communicative act of verbal communication. One is the informative intent or the sentence meaning and the other the communicative intent or speaker meaning (Leech, 1983:61).

2. Refusal

Refusals are considered to be face-threatening acts because they contradict the listener's expectations. They are often realised through indirect strategies and thus require a high level of pragmatic competence (Chen: 1995).

3. Politeness

Politeness is the expression of the speakers intention to mitigate face threats carried by certain face threatening acts toward another (Mill, 2003).

4. Thirteen Reasons Why season 1

Thirteen Reasons Why is a teen drama mystery the United States based on the 2007 novel *Thirteen reasons why* by Jay Asher and adapted by Brian Yorkey for Netflix.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Pragmatics

Pragmatics is one of the linguistics branches that focus on the meaning of utterances. According to Yule (1996:3), pragmatics is the study of speaker meaning. It means pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. It analyzes what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. While as the study of contextual meaning, pragmatics is necessarily the interpretation of what people mean in a particular context and how the context influences what is said. It requires considering how speakers organize what people want to say by who talking to, where, when, and under what circumstances.

Leech (1983:6) states that pragmatics is defined relative to a speaker or user of the language to study a meaning concerning speech situation. In pragmatics, there are aspects of speech situation, namely, addresser or address, the context of an utterance, the goal (s) of a statement, the utterance as a form of act or activity (speech act), and the utterances as a product of verbal action.

Therefore, pragmatics is a study of meaning concerning the speech situation.

2. Speech Acts

Actions performed via utterances are generally called speech acts (Yule, 1996:47). According to Austin (1962) in Laurence, speech acts is someone says something; he also does something. Therefore, the researcher can conclude that speech acts are the action performed by producing an utterance. In pragmatic, speech acts there are three of related to actions, namely locutionary act (performing an act of saying something), illocutionary act (performing an act in saying something), and perlocutionary act (performing an act by saying something).

There are five types of speech acts classifications: declarations, representatives, expressive, directives, and commissives (Yule, 1996:53-54).

a. Declarations

Declarations are those kinds of speech acts that change the world via their utterance. The speaker has to have a unique institutional role, in a specific context, to perform a declaration appropriately. In using a declaration, the speaker changes the world via words.

For example:

- 1) Priest : I now pronounce you husband and wife.
- 2) Referes : You're out !

b. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions. In using a representative, the speaker makes words fit the world (of belief).

For example:

- 1) The earth is flat.
- 2) Chomsky didn't write about peanuts.

c. Expressives

Expressives are those kinds of speech acts that state what the speaker feels. The people express psychological conditions and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. It can be caused by something the speaker does, or the hearer does, but about its experience. In using an expressive, the speaker makes words fit the world (of feeling).

For example:

- 1) I'm really sorry!
- 2) Congraduations!

d. Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. The people express what the speaker wants. The people are commands, orders, requests, suggestions, and can be positive or negative. In using a

directive, the speaker attempts to make the world fit the words (via the hearer).

For example:

- 1) Could you lend me a pen, please?
- 2) Don't touch that.

e. Commissives

Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. The people express what the speaker intends, namely, promises, threats, refusals, pledges, and can be performed by the speaker alone or by the speaker as a group member. Using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

For example:

- 1) I'll be back.
- 2) I'm going to get it right next time.

3. Direct and Indirect Speech Acts

Direct and Indirect speech acts are phrases uttered by the speaker to others to express something done both directly and indirectly. Yule (1996:54) explained the differences between direct and indirect speech acts:

a. Direct Speech Acts

Direct speech acts occur when a direct relationship between a structure and a function. There are three structural forms (declarative, interrogative, and imperative) and three

general communicative functions (statement, question, and command/ request). A speaker who uses direct speech usually wants to report something that a person says so that the speaker's words are sure to use the right words to convey something.

For example:

- a. You are always wear a coat. (declarative)
- b. Do you always wear a coat? (interrogative)
- c. Wears a coat! (imperative)

b. Indirect Speech Acts.

Indirect speech acts occur when there is an indirect relationship between a structure and a function. In an indirect speech, usually, the speaker conveyed implied. Thus, it is the hearer's task to understand the meaning spoken by the speaker.

For example:

- a. You're standing in front of the refrigerator. (declarative)
- b. Do you have to standing in front of the refrigerator? (interrogative)
- c. Go home now! (imperative)

Indirect speech acts are generally associated with more excellent politeness in English than direct speech acts. According to Thomas (1995:143), various reasons have been put forward for the universal use of indirectness. They are:

- a. The desire to make one's language more or less attractive.

- b. To increase the force of one's speech.
- c. Competing goals.
- d. Politeness or regard for face.

Thomas (1995:124) also states that there are several factors which influence the speaker to use indirectness. They are:

1. The relative power of the speaker over the hearer.

The general point is the speaker tend to use a greater degree of indirectness with people who have some powers or authorities than to those who do not. Power classified into:

a) Legitimate power.

Legitimate power means someone's power over the other person by virtue of role, age, or status.

b) Referent power.

Referent power means someone's power over the other because the other person admires and to be like someone in some respect.

c) Expert power.

Expert power means someone's power over the other because it has some special knowledge or expertise which the other person needs.

2. The social distance between the speaker and the hearer.

According to Leech, the term social distance is seen as a composite psychologically real factors (status, age, sex, degree of intimacy, etc).

3. Size of imposition.

Size of imposition means the degree of request that we make.

4. Relative rights and obligations between the speaker and the hearer.

Right and obligations explain a situation in which a speech acts involving a major imposition is performed with a minimal degree of indirectness.

4. Component of Speech

Hymes in Holmes (2013:373) gives a concept of "Set of Components," which is used to produce a description of a context in speech. This set of components is known as "SPEAKING" formulas: settings, participants' end, action sequences, keys, instrumentalities, norms, and genres.

a. S (Setting and Scene)

Setting refers to the time and place or the concrete physical circumstances in which the speech event takes place. The

scene relates to the abstract psychological setting or cultural definition of the occasion, e.g., at home, in the classroom, in an office, etc.

b. P (Participant)

Participants are persons or individuals involving in a speech event. The participant consists of speaker and listener, addressor and addressee, sender and receiver. It generally fills specific socially specified roles such as sex, age, social status, role, and role relationship, e.g., mother-daughter, teacher-pupil, interviewee-audience.

c. E (Ends)

Ends mean the purpose of an event. The ends refer to conventionally recognized and expected exchange outcomes and the personal goals that participants seek to accomplish on particular occasions. E.g., to plan an event, to teach something, to persuade someone to help, etc.

d. A (Act Sequence)

Act sequence consists of message form (how something is said) and message content (what is said). It means any action can be considered a communicative action if it conveys meaning to the participants appropriately, e.g., greetings, ending a telephone conversation, describing how to make a cake, etc.

e. K (Key)

Key refers to the tone, manner, or spirit in which a particular message is conveyed: serious, mocking, sarcastic, precise, etc. Key also refers to the feeling, atmosphere, attitudes, and gestures.

f. I (Instrumentalities)

Instrumentalities refer to the channel through which communication flows can be examined, e.g., oral, written, or telegraphic, and to the actual forms of speech employed, such as the language, dialect, code, or register. Formal, written, legal language is one of instrumentality.

g. N (Norms)

Norms (N) refers to the rules used within a conversation and interaction. There are two kinds of norms, namely the norm of interaction and the norm of interpretation. Both of them are determined by the cultural aspects of a specific community. Norm of interaction refers to a set of non-linguistic rules which govern when, how, and how often speech occurs, while norm of interpretation tries to understand what is being conveyed beyond what is the actual word used: e.g., that how are you does not require a detailed response in most Western English-speaking societies.

h. G (Genre)

Genre refers to the categories of speech. It can be a poem, myth, tale, prayer, lecturer, editorial, commercial, letter, etc. E.g., phone calls, conversation, business meetings, lessons, interviews, blog, etc. The researcher uses the component of speech because the element of speech helps make it easier to analyze the researcher's research data. The speech element is also important for the reader to know the intent to be conveyed by the speaker.

5. Refusal

a. Definition

Refusal is a part of the discussion in speech acts, pragmatics studies where people avoid the other person's invitation. Refusal occurs when someone gives negative responses to what the speaker requests, demands, commands, offers, invites, and suggests. Refusal can be expressed directly or indirectly.

According to Patricia (2010: 140), refusal is the speech or action of the speaker directly or indirectly saying "no" to the other person for requests, invitations, or suggestions. In Patricia, it is supported by Chen (1996) that refusals often use indirect strategies to talk to the other person, so it is necessary to use pragmatic to make it easier to analyze.

b. Strategies of Refusal

Rubin (1983:3) states that one needs to recognize that a respondent has refused or denied that which the speaker has demanded, solicited, or offered. Based on his classification, there are nine ways of expressing "no" in refusal (Rubin, 1981:6-9).

a) Be silent, hesitate, show a lack of enthusiasm.

In many cultures in the world, being silent is a way of refusing an offer, an invitation or giving an answer.

For example :

Clay : Tony, am I side two?

Tony : (Tony doesn't give him an answer.

He gathers his lunch go).

b) Offer an alternative

In some cases in order not to offend or to direct the conversation away from the request, the addressee may divert attention by suggesting an alternative.

For example:

Justin : Why the fuck are you so worried about Alex?

Jessica : I'm not! Hey, can I stay here for a while?

c) Postponement (delaying answer)

Often in response to a request to perform something or to an invitation, 'no' is indicated by postponement.

For example :

Walker : I'm having a Halloween thing at my place, super mall. You should come, Alex will be there.

Clay : *I, uh, I'll think about it.*

d) Put the blame on a third party or something over which you have no control.

For example :

Mr. Porter : Clay, you can come along too.

Clay : *Uh, Coach Petrick sent me to the library. He has the wrong DVD for today, so the whole class is waiting.*

e) Avoidance

One way to answer a question or an offer is to avoid responding directly.

For example:

Zach : Come drink with us, buddy!

Clay : *I, uh. Thanks, but I gotta get home for dinner.*

f) General acceptance of an offer but giving no details.

For example :

1) In the United States, "drop in any time" is generally not taken as an invitation.

2) In Arabic speaking countries, the following is a negotiation:

Let's have a picnic next Saturday?

Inshaallah (God willing), (equivalent to ‘no’). But, inshaallah plus time and details (equivalent to ‘yes’).

g) Divert and distract the addressee.

One way expression for rejecting requests, orders, invitations, offers or suggestions is divert and distract the addressee.

For example :

Clay : Hey, why are you smiling?

Hannah : Why shouldn't I smile?

h) General acceptance with excuses.

One way expression for rejecting requests, orders, invitations, offers or suggestions is general acceptance with excuses. This method is a rejection with a positive response first and then give a reason to reject the invitation or something like that.

For example :

Justin : Ride home?

Hannah : Thanks, but no. My chariot awaits. Bye, Clay. See you, Justin.

i) Say what's offered is inappropriate.

One way expression for rejecting requests, orders, invitations, offers or suggestions is say what's offered is inappropriate.

For example:

Clay : You took off when you saw him. Does he know about the tapes?

Jessica : *Are you crazy? Shut your mouth.*

6. Politeness

a. Definition

According to Hill et al. (in Sifianou: 1992), politeness is one of the constraints on human interaction, whose purpose of considering other's feelings, establish levels of mutual comfort, and promote the report. It means that politeness is one of the ways to employ the expression. Meanwhile, according to Yule (1996: 60), politeness depends on the concept of "face." It also states that face means the public self-image of a person wants to claim for himself. Goffman also supported it in Brown and Levinson. The face is emotionally invested, and that can be lost, maintained, or enhanced, and must be continuously attended to in interaction. The speakers may give an alternative action to save another's face, called a face-saving act (Yule, 1996:61).

b. Types of Politeness

Brown and Levinson (1987: 331) has found that there are two types of face wants as follows:

1. Negative face

The basic claim to territories, personal preserves, rights to non-distraction, i.e., to freedom to action and freedom from imposition. So, a face-saving act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concerns, and even apologize for the imposition or interruption. This is also called negative politeness.

2. Positive face

Interactants claim a positive, consistent self-image or personality (crucially including the desire that this self-image is appreciated and approved). A face-saving act concerned with the person's positive face will tend to show solidarity, emphasize that both speakers want the same thing, and have a common goal. This is also called positive politeness.

7. The Thirteen Reasons Why season 1 TV-Series

The Thirteen Reasons Why is a teen drama mystery in the United States based on the 2007 novel *Thirteen Reasons Why* by Jay Asher and adapted by Brian Yorkey for Netflix. *The Thirteen Reasons Why* by July Moon Production produced season 1 TV-Series. Dylan Minnette stars play this series as Clay Jansen,

Katherine Langford plays as Hannah Baker, and other supporting players such as Christian Navarro, Alisha Boe, Brandon Flynn, Justin Prentice, Miles Heizer, Ross Butler, Devin Druid, Amy Hargreaves, Darek Luke, Kate Walsh, Brian d'Arcy James, Grace Saif, Brenda Strong, Timothy Granaderos, and Anne Winters. The Thirteen Reasons Why this movie has three episodes, namely, the first season was released on Netflix on March 31, 2017, the second season was released on May 18, 2018, and the last of the third season was released on August 23, 2019. In research, researchers only use *The Thirteen Reasons Why* season 1 for researchers thesis data. This series revolves around a high school student, Clay Jansen, and Hannah Baker, who committed suicide after experiencing intimidation by their school friends. Before committing suicide, Hannah Baker left a box of tapes recorded by Hannah Baker, which contained details of the events she had experienced and the reasons why Hannah Baker decided to commit suicide.

This series received a positive response from critics and audiences who praised the material and especially the two leading players who have successfully played Dylan Minnette as Clay Jansen and Katherine Langford as Hannah Baker. Dylan and Hannah also received the Golden Globe Award nominations for best actress category in the drama series. This series also received

14 nominations and three wins in the nominations namely, GMS (Guild of Music Supervisors) Award 2018 as Best Music Supervision in a Television Drama, Image Award (NAACP) 2018 as Outstanding Directing in a Drama Series, and Platinum Winner at the 2019 Muse Creative Awards as Social Media Campaign.

B. Previous Related Study

Previous related studies present some related studies from the other students on the same work or the same topic. The first related study is a graduating paper entitled "An Analysis of Refusal Expression in *Harry Potter and The Goblet of Fire Film*," Written by Irena Tomi Ansvari, 2010, Sebelas Maret University. In this research, the writer focuses on the kinds of refusal expressions employed by the characters in "*Harry Potter and The Goblet of Fire*" Film, how the name expresses the refusal expression, and why the character uses such a way to express the refusal. The results show that there are eight kinds of refusal expressions employed by the characters in the film. The refusals uttered by the characters in "*Harry Potter and The Goblet of Fire*" Film are expressed directly and indirectly. The similarities between this study and the author Irena's research are the refusal employed directly and indirectly by using refusal strategies from Rubin (1983). There are also differences from this study. Irena's analysis analyzed refusal strategies used in *the Harry Potter*

and *The Goblet of Fire* film. In contrast, the research analyzed Refusal Strategies in *The Thirteen Reasons Why* Season 1 TV-Series.

The second related study is a graduating paper entitled "A Socio-Pragmatics Analysis on Refusal Strategies Used by Male and Female Characters in *Friends* Season 7," Written by Sisca Putri Saraswati, 2019, The State Islamic Institute of Surakarta. In this research, the writer focuses on indirect refusal utterance by all characters in *Friend* series season 7. The object of this research is the *Friend* series season 7, and this research applies the descriptive qualitative method. The result shows 79 data classified into the refusal strategies theory by Rubin (1983). The similarities between this study and Sisca's author's research are discussing refusal strategies from Rubin (1983). There is also a difference between the researcher and the writer's research is Sisca had analyzed indirect refusal utterances by all characters in *Friend* series season 7.

In contrast, the writer will interpret direct and indirect utterances by the main characters, Hannah and Clay, in *Thirteen Reasons Why* season 1 TV-Series. Then, the approach used by the two researchers is different. The researcher uses a pragmatic approach to analyze the research, while the writer's research is Sisca using the Socio-pragmatic approach.

The third related study is a graduating paper entitled "Refusals Used in *The Great Gatsby* Movie," Written by Fitria Ulfa HR, 2015, State Islamic University Sunan Kalijaga Yogyakarta. In this research, the writer focuses on finding out the movie characters' refusal strategies, the semantic

formula of refusal, and politeness strategies applied in their refusals. This research applies the descriptive qualitative method. The result shows that there are five types of refusals used by the characters, and there are six types of politeness strategies. The similarity of this research and research by Fitria is discussing refusal strategies. There is also a difference between the researcher. The writer's research is Fitria regarding the theory used to find out Beebe's refusal strategies. Takahashi and Ulises-Weltz are used by the characters in the *Great Gatsby* movie. Meanwhile, the researcher used Rubin's (1983) theory to analyze the refusal strategy in *Thirteen Reasons Why* season 1 TV-Series.

The fourth related study is graduating journal entitled, "Positive and Negative Politeness in Refusal in *Three American Drama Movies*," Written by Arie Charismawati, 2013. In this research, the writer focuses on identifying and classification refusals using positive and negative politeness strategies. The result shows that, from 73 refusals, 32 were expressed using positive politeness strategy, and the remaining 41 were described using negative politeness strategy. The similarities between the researcher and Arie's research are discussing refusal and politeness. There are also differences between the researcher and Arie's research writer in the research focus. This research focuses on the refusal strategies and politeness level, while the research writer Arie focuses on the identification and classification of refusals expressed using positive and negative politeness strategies.

Those four previous research show refusal and politeness on the scope of the professional field. Here, the researcher is only a complement and provides variations with politeness in the research. Therefore, the researcher tries to conduct research entitled Refusal Strategies in *Thirteen Reasons Why* Season 1 TV-Series.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is qualitative. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other calculation forms (Strauss and Corbin, 2007:1). In contrast, Bogdan and Taylor (1975:5) in Nugraheni, state that qualitative research is a research procedure that brings about descriptive data in written or spoken words and behavior available to be observed.

This research employs a descriptive method. The objective is to describe the phenomenon from the data analysis, out of which a research conclusion will be drawn. According to Surakhmad (2004:13), the descriptive method is a research method using searching, collecting, classifying, analyzing the data, interpreting them, and finally drawing a conclusion.

In qualitative research, the researcher tries to be involved in the situation and according to what is being studied. In some cases, qualitative research is more ethnographic to explore values within a society or grounded to explain the process, action, or interaction in society (Goets and LeCompete,1984; Creswell, 2008). The purpose of qualitative research is to understand the condition of a context by aiming at a detailed

and in-depth description of requirements in a natural context, about what happens according to what is in the field of study.

This research focused on TV-Series in *Thirteen Reason Why* Season 1. This qualitative research aims to find out the refusal strategies and describe the character's influence on refusal strategies' politeness level. As the researcher stated in *Limitation of the Problems*, the researcher focused on the use of refusal utterances and how are these strategies influence the politeness level of the main character in *Thirteen Reason Why* Season 1 TV Series. The researcher collected the data, analyzed it, and used his interpretation and other theories to analyze the object's data and draw conclusions.

Therefore, for the research used a qualitative method for the thesis entitled *Refusals Strategies in The Thirteen Reason Why* Season 1 TV-Series (Pragmatics Approach), because of the research only collected the data are a form of a word, sentences, phrases, quotations, and dialogues about refusal in *Thirteen Reason Why* season 1 TV-Series using the observation and documentation method. The researcher then analyzed the data using steps as Miles and Huberman (2004: 185) such as data reduction, data display, conclusion, and verification. Then decide on a conclusion.

B. Data and Sources of the Data

Zaim (2014: 73) states that the data are research material obtained by specific methods and techniques derived from data sources. The data form a word, sentence, phrase, quotation, and dialogues about the refusal. This research's data are the Thirteen Reason Why Season 1 TV-Series, which limited only the main characters, Hannah and Clay.

The data source is an important part for the researcher because the accuracy in choosing and determining the type of data source will determine the accuracy and feasibility of the information obtained (Nugraheni, 2014:108). The data would not be possible without a data source. In conducting research, the researcher employs a TV-Series entitled Thirteen Reason Why and the transcript of this series as the data source. The series has three seasons, but the researcher only uses the Thirteen Reason Why Season 1 TV series for this research. It was released on Netflix on March 31, 2017. Then, this series was produced by July Moon Production (<https://www.imdb.com/title/tt1837492/>).

The researcher used the series Thirteen Reason Why season 1 as the main source of data. While the transcript of the TV-Series written by the researcher is used to support the data to make the researcher understand the TV-Series' dialogue easily. Therefore, if there is a difference between the conversation in the series and the transcript, the researcher returns to using the main source of data that is the Thirteen Reason Why Season 1 TV-Series.

C. Research Instrument

The research instrument is a fact-finding strategy and a tool for data collection. In qualitative research, the most important is the researcher herself since human beings are considered to have the ability to reach and deciding the meaning of various interactions (Lincoln and Guba in Sutopo, 2002:36). The researcher needs a research instrument to complete this research, namely the main instrument and the supporting instruments. As Moleong (2004:131) states that the researcher was able to take part as the planner, collector of data, analyst of interpreting data, and reporter of the research result. In this research, the main instrument is the researcher as the framework or planner, knowledge, collector, and analyze the data of this research. This research's supporting instruments are laptops, movies, the internet, journals or books, and stationery. Those are things used in the research as supporting instruments that help make it easier to collect data so that this research is quickly completed.

D. Technique of Collecting Data

In collecting data, the researcher uses documentation methods. According to Moleong (1990:161), in Nugraheni, states that documents as data sources can be used to test, interpret, and predict. It is supported by Muhadjir (1996: 49) says that through documents can be captured information about the subject under study regarding the formation and transfer of behavior and patterns that take place through verbal

communication. This method is a data collection technique by utilizing records, image files, films, photographs, and other documents. There are several steps that the researcher used within this research, namely:

1. The researcher watched *Thirteen Reason Why* Season 1 several times and repeatedly to understand the TV-Series.
2. The researcher writes the transcript of the TV-Series *Thirteen Reason Why* season 1.
3. The researchers found strategies of refusal and types of politeness in *Thirteen Reason Why* Season 1 movie.
4. The researcher copied the sentence, which included strategy of refusal and types of politeness in dialogue *Thirteen Reason Why* Season 1 on paper.
5. The researcher classified and describes the strategy of refusal and politeness in the *Thirteen Reason Why* Season 1 in the TV-Series.
6. Coding the data.

1|E1|DD|Clay|00:05:50|PP|

Coding explanation:

1 : refers to the number of the datum.

E1 : refers to the episode in 13 *Reason Why* season 1.

DD : refers to the strategies of refusal.

Clay : refers to refusal user.

(00:05:50 : refers to the time)

PP : refers to the types of politeness.

Note:

The forms of strategies of refusal:

- BS : Be silent, hesitate, show a lack of enthusiasm.
- OA : Offer an alternative.
- DA : Postponement (delaying answer)
- PB : Put the blame on a third party.
- AE : Avoidance.
- GA : General acceptance of an offer but giving no details.
- DD : Divert and distract the addressee.
- GE : General acceptance with excuses.
- SI : Say what's offered is inappropriate.

The forms of types of politeness:

- PP : Positive Politeness.
- NP : Negative Politeness.

E. Technique of Analyzing Data.

Data analysis is a part of the research to analyze the data. Creswell (2008) states that data analysis is the observational data being analyzed in various ways in a search for patterns and themes. In analyzing the data, the researcher uses technique of analyzing data by data reduction, data display, conclusion, and verification. The researcher uses some steps as Milles and Huberman (2004: 189) within this research, namely:

1. Data reduction

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. In this case, the researcher sorts the data by focusing on the use strategies of refusal utterances and the politeness level by the main character in *Thirteen Reason Why Season 1 TV-Series*. The researcher focuses on the script and dialogue, which contain refusal utterances and the politeness level by the main character in *Thirteen Reason Why Season 1 TV-Series*.

2. Data Display

The data display is a series of information organizations that allow research conclusions to be carried out. The data display is intended to find meaningful patterns and provide the possibility of drawing conclusions and giving action. In these steps, the researcher used Spradley's (1980) data analysis. According to Spradley (1980), there are four deep data analysis stages in qualitative research; Domain, Taxonomy, Componential, and Cultural theme.

a. Domain Analysis

Domain analysis was acquired to find general and comprehensive social issues and social problems of the research object's situation. The researcher collects the data

from Thirteen Reason Why Season 1 TV-Series to find Thirteen Reason Why's a social background to analyze the general idea based on problem statements.

b. Taxonomy Analysis

Taxonomy analysis is the continuation of Domain analysis. The researcher only analyzed the strategies of refusal in the Thirteen Reason Why Season 1 TV-Series and analyzed how refusal strategies influence the level of politeness in the series.

c. Componential Analysis

The componential analysis is used to organize the differences in Domain analysis or gaps contrast in the Domain analysis. These data are searched through reading and watching the data source. The researcher classified it and made data reduction or selected documentation. In this case, the researcher makes a table to make the analysis more easily to understand. The researcher made the table to help the researcher know how many refusal strategies and these strategies influence the level of politeness in the Thirteen Reason Why Season 1 TV-Series.

Table 1 : Table of Componential by Spradley

Types of Politeness	Strategies of Refusal									Number
	BS	OA	DA	PB	AE	GA	DD	GE	SI	
PP	1	1	1	5	14	-	10	3	13	48
NP	-	-	1	3	12	-	1	1	5	23
Total										71

Table 1 is made to explain how many refusal strategies influence the level of politeness in the TV Series *Thirteen Reasons Why* season 1. From this table, the researcher knows the amount of politeness, the number of refusal strategies, and the level of politeness found in this analysis to find the dominant cultural and strategies themes in analyzing data.

d. Cultural theme analysis

Cultural theme analysis aims to find the “line” or “red thread” that integrate cross an existing domain. In this cultural theme analysis, the researcher will find most of the strategies of refusal and types of politeness that have to be found after the researcher collects all the data in the domain analysis. The researcher will describe and interpret the data to conclude the majority of strategies of refusal to influence the level of politeness in the *Thirteen Reasons Why* season 1 TV-Series in this thesis.

3. Conclusion and verification.

The conclusion is the interpretation of the results of the analysis and interpretation of data. Conclusions need to be verified during the research so they can be justified. The meanings that emerge from the data must always be tested for truth and suitability to guarantee their validity. The researcher created a conclusion based on the data reduction and data display of the researcher's data.

F. Trustworthiness of Data

The Trustworthiness of data needs to measure the researcher's purpose to present what should be presented in the thesis. Trustworthiness also means that the data should be relevant and in the same line with the subject matter that the researcher has. Thus, the researcher has to check the whole data to avoid misinterpreting. To make the data valid, the researcher needs to ask the data's validity to the advisors or the lecturers. In qualitative research, some ways can choose to develop the Trustworthiness of data. According to Moleong (2004:324), there are four criteria to check the data validation. There are; credibility, transferability, dependability, and conformability.

Credibility aims to achieve the data validation through carefully and comprehensively watching and re-watching the selected data by the research problem so that the data can be considered credible. The

researcher obtains data credibility by repeatedly watching the *Thirteen Reasons Why* Season 1 TV-Series repeatedly find suitable selected data based on the researcher's limited focus on refusal strategies from Rubin's (1983) theory. Transferability emphasizes the generalization of research findings that can be applied in every context. The researcher tries to classify the data so that it is easier for the reader to understand. Then, the researcher must also categorize the data based on their respective interpretations. There are nine ways of expressing 'No' as the strategies of refusal from Rubin (1983).

Dependability is the concept of consistent reliability in data. Dependability is the concept of consistent reliability in data. According to Sugiyono (2015: 377), dependability in qualitative research is carried out by conducting an audit of the research process. In this study, the researcher will conduct an audit by consulting with the supervisor. Then the supervisor will audit the whole research process. Here, the researcher will consult with the supervisor to reduce mistakes in presenting the research results on Refusal strategies in the *Thirteen Reasons Why* season 1 TV-Series and the process of researching before it is present to the validator.

The last criterion is the conformability. The researcher must ask the supervisor about the data's validation to determine the overall objectivity of the data. Suitability techniques require the objectivity of research by making decisions and discussions. The researcher confirmed to Mr. Vilya Lakstian Catra M. S.Hum., M.Hum to verify and validate the

data in this study, according to Rubin's (1983) theory of the refusal strategy and the types of politeness from Yule (1976). Here, the researcher chose him to be the validator of this research because of Mr. Vilya Lakstian Catra M. S.Hum., M.Hum is a graduate and lecturer at IAIN SURAKARTA majoring in English Literature with a concentration on Linguistics. Therefore, the researcher felt that he was suitable for the research study's validator entitled Refusal Strategies in the *Thirteen Reasons Why* Season 1 TV-Series.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In the research finding, the researcher describes and identifies the strategies of refusals in *Thirteen Reasons Why* season 1 TV- Series by main characters and impacted the strategies employed in the level of politeness in the *Thirteen Reasons Why* season 1 TV-Series. The data are divided into nine cases according to the strategy of refusal theory that is stated by the researcher in the Chapter II.

After the process of data reduction, the whole data of strategies of refusal and types of politeness level that occurs in the *Thirteen Reasons Why* season 1 TV-Series are 71 data. The results of this research explained as it follows:

Table 2 : Table Componential

Name	Refusal Strategies								Politeness Types	
	BS	OA	DA	PB	AE	DD	GE	SI	PP	NP
Hannah	-	-	-	2	4	3	2	9	10	9
Clay	1	1	2	6	22	8	2	9	38	14

The researcher has found 71 data that contain strategies of refusal in *Thirteen Reasons Why* season 1 TV-Series by main characters and impacted the strategies employed in the level of politeness in the *Thirteen Reasons Why* season 1 TV-Series. The researcher concludes that there are

8 strategies of refusal that found in *Thirteen Reasons Why* season 1 TV-Series, there are (1) Be silent, hesitate, show a lack of enthusiasm; (2) Offer an alternative; (3) Postponement (delaying answer); (4) Put the blame on a third party or something over which you have no control; (5) Avoidance; (6) Divert and distract the addressee; (7) General acceptance with excuses; (8) Say what's offered is inappropriate. Also, there are 2 types of politeness level that impacted the strategies of refusal, there are positive politeness and negative politeness.

1. Strategies of Refusal by main characters and impact the strategies employed in the politeness in *Thirteen Reason Why* season 1 TV-Series

a. Be silent, hesitate, show a lack of enthusiasm

In many cultures in the world, being silent is a way of refusing an offer, an invitation or giving an answer. There are only one data found in the *Thirteen Reason Why* season 1 TV-Series. The explanation of these data are below:

24|E4|BS|Clay|00:26:49|PP

Clay : You lied to me. You lied about where you were last night. I saw you with your brothers. I saw you beating up that guy or were you just “helping” him too?

Tony : Clay, Clay.

Clay : (keeps silent and leaved Tony)

In the datum 24, the conversation scene at Liberty High School's restroom. The participants are between Clay and his best friend, Tony. They already have the close relationship. The conversation happens when Clay is about to leave the restroom, then sees Tony coming out from behind the restroom door. Clay is still angry with Tony, who is considered to always follow him. Tony was silent for a moment while Clay was mad at him, after Clay started to calm down then, Tony explained about yesterday's incident at the convenience store and Bryce's friends. When Tony tries to explain, Clay is not enthusiastic about Tony's explanation, which indicates that Clay refuses with keep silent and leaves Tony.

The utterance is classified as the be silent, hesitate, lack of enthusiasm. In this scene, by being silent and leaving Tony, Clay shows that he refuses what Tony was trying to say. Clay is already disappointed and angry with Tony's attitude to him, so Clay doesn't answer when Tony calls him in Liberty High School's restroom. Clay assumed Tony had lied to him about his whereabouts that night, Clay also saw Tony and his brother fighting with someone in an empty warehouse. Therefore, Clay was less enthusiastic when Tony tried to explain it. It means that Clay refuses what Tony wants from him indirectly. Being silent and leaving someone is an impolite way to refuse something.

The effectiveness of communication in conveying the message was well conveyed by Clay who refused when Tony tried to explain something to him. Clay's refusal was conveyed to Tony and received by Tony with empathy for the refuses because Tony was well aware that Clay was angry because of him.

Clay uses positive politeness when refusal what Tony wants to say. Clay wants to have the same opinion or thought to generate solidarity with his friend and give reasons for his refusal. First, Clay was disappointed with his friend Tony who had lied to him. Second, Clay didn't want Tony to always follow him because Clay knew what to do. Besides that, Clay used positive politeness because they had a close relationship. Thus, Clay was okay with outright rejection and positive politeness because there was no social connection.

b. Offer an alternative

In some cases in order not to offend or to direct the conversation away from the request, the addressee may divert attention by suggesting an alternative. There are only one data found in the *Thirteen Reason Why* season 1 TV-Series. The explanation of these data are below:

59|E11|OA|Clay|00:27:11|PP

Skye : I've got a prosciutto mozzarella with red peppers. And a plain turkey with a tiny dab of

mayo, and an even tinier dab of mustard. No triple Americano for you?

Clay : *No, I'll just get some water or something*

Skye : Oh, my God. Sit. I'll get it.

In the datum 59, the participants in the dialogue are Clay and Skye when ordering a drink. The place is in a coffee shop Monet's near their college. The relationship between both of them is close because of a classmate at Liberty High School. Skye works as a waitress at Monet's. When Clay arrives, Skye approaches Clay to offer a drink at Monet's and says that the triple Americano coffee is empty. Then, Clay replies that he ordered not triple americano but plain water or available at Monet's. Directly, Clay refuses what Skye offered him by providing an alternative drink order.

The utterance is classified as offer an alternative. In this scene, saying, "No, I'll just get some water or something," means Clay refuses Skye's directly. Clay came to Monet's not wanting to order the coffee, which is usually triple americano. Clay to Monet's is not of his own accord but is invited by his best friend Tony after attending Jessica's party. When Skye said that the triple americano was empty and offered the menu available at Monet's. Then, Clay replies to provide the option to immediately leave Monet's because he is uncomfortable with Skye. Offer an alternative strategy was chosen because it can be seen from Clay's

expression, "No, I'll just get some water or something," which means offering an alternative answer to Skye because Clay is not interested in what Skye has to offer.

The effectiveness of communication in conveying messages has been described well and clearly. Clay's refusal to Skye by using an alternative offer. It means both try to create the same understanding in communication, namely openness and equality. Openness here means that Clay refuses Skye's suggestion and then offers an alternative in ordering a drink. Then, equality told that even though Skye was Monet's servant and Clay was a visitor, the two could match it. Thus, communication can be understood with each other.

Clay uses positive politeness to express rejection. He orients in a cheerful face to show solidarity to his friend. It can be seen when he says, "I'll just get some water or something," after a refusal expression. Then, Skye replies to Clay's rejection with "Oh, my God. Sit. I'll get it", which means they lack social distancing and have close relationships. Thus, Clay does not have a problem with direct refusal and positive politeness.

c. Postponement (Delaying answer)

Often in response to a request to perform something or to an invitation, "no" is indicated by postponement. There are only

two data found in the *Thirteen Reason Why* season 1 TV-Series.

The explanation of these data are below:

20|E4|DA|Clay|00:14:57|PP

Walker : I'm having a Halloween thing at my place, super mall. You should come, Alex will be there.

Clay : *I, uh, I'll think about it.*

Walker : What, you got something else to do?

In the datum 20, the participants in the dialogue between Walker and Clay. Walker is the chairman of the basketball organization, Tigers in Liberty High School. The relationship between Walker and Clay was not close due to social distancing. The dialogue occurs in the Liberty High School when Clay is looking for Tyler. In a few days, the school will have a Halloween event, as will Bryce Walker. Walker plans to celebrate a Halloween party at his house and invite Clay to come to the party. He also said that Alex would also be at his party. But, Clay refuses it.

The utterance is classified as the postponement (delaying answer). In this scene, by saying, "I, uh, I'll think about it," Clay shows the refusal indirectly. Walker is respected by his friends and teachers at Liberty High School because of his achievements at the Tigers. After Hannah's death, Clay disliked Walker because his best friend, Hannah, had gotten lousy treatment from Walker.

When Walker invited Clay to come to his Halloween party, Clay refused with a postponement (Delaying answer) because Clay did not know whether he would go or not at Walker's party. Therefore, Clay refuses to use the postponement strategy (delaying response) to relieve Walkers' hearts. Indirectly, Clay declined more politely.

The effectiveness of communication in conveying messages has been described well. Clay, who is afraid and respects Walker, chooses to refuse Walker's invitation with a postponement (delaying answer) so that Walker doesn't get offended. Walker well received the refusal submitted by Clay with audible. It means Walker could understand Clay's message.

The politeness, which is used by Clay to express refusal expression, is positive. It can be pointed out when he gives reason after describing it. The reason for his refusal expression occurs when he says, "Uh, I'll think about it." He orients in a positive face since he shows solidarity to him. Then, Walker responds to it by saying, is there anything else Clay would like to do until it refuses his invitation.

65|E13|DA|Clay|00:07:22|NP

Lainie : Clay.

Clay : Mom, soon. I promise.

Lainie : (sighs)

In the datum 65, the participants in the dialogue are Clay's mom and Clay. The relationship between both of them is mom and son. The conversation happens in the dining room of Clay's house. Clay's mom invites Tony to breakfast in Clay's house. Clay is surprised by the arrival of his mother, who is with Tony. Clay immediately moved from the dining table and invited Tony to talk in his room. When about to climb the stairs, Clay's mom calls Clay to eat first. But, Clay refuses it by postponement (delaying answer).

The utterance is classified as postponement (delaying answer). In this scene, by saying, "Mom soon. I promise," Clay indirectly shows the refusal. When Clay was about to go up the stairs with Tony, Clay's mom called Clay to eat first because Tony had just arrived, and Clay's mom invited Tony with his goal for breakfast together. But Clay refuses it by postponement (delaying answer) because Clay wants to talk to Tony immediately and promises Clay's mom to finish his affairs so he can have breakfast together immediately.

The effectiveness of communication in delivering messages has been conveyed well. The refusal that Clay submitted to Clay's mom for inviting Tony to his room even though Clay's mom accepted breakfast. Though, Clay's mom reluctantly allows Clay to board his room with Tony. Here, both are trying to create the

same understanding, namely by feeling empathy when communicating. Clay's mom accepted Clay with empathy because she already knew what kind of child his child was, so communication went well.

Clay uses negative politeness when expressing refusal. He orients in a negative face since he told it indirectly. It can be seen when Clay uses the word "promise" in his refusal expression. He makes minimal assumptions about getting Tony to go to his room. In the end, Clay's mom let his response, namely sighs.

d. Put the blame on a third party

12|E3|PB|Clay|00:18:58|NP

Mr. Porter : Clay, you can come along too.

Clay : Uh, Coach Patrick sent me to the library. He has the wrong DVD for today, so the whole class is waiting.

Mr. Porter : All right. Let's catch up later.

In the datum 12, the participants in the dialogue are Mr. Porter and Clay. Porter is a guidance counselor at Liberty High School. The relation between both of them is teacher and student. The discussion occurs in the Liberty High School. The conversation happens when Clay leaves the classroom to follow Alex, taking down Hannah's poster, who died of suicide. When Clay was calming Alex, Mr. The porter comes out of his office and sees Alex. Then, Mr. Porter called Alex to his office. Clay

was still quietly watching Mr. Porter and Alex, then suddenly Mr. Porter kindly offers Clay to come with him. But, Clay refuses it.

The utterance is classified as a blamed third party. In this scene, Clay refuses Porter's request indirectly. He refuses what Porter says by blaming a third party. Porter tells Clay to come to the office with Alex to talk about Hannah's death. But, Clay refuses his request by blaming a third party. In this case, he blames coach Petrick. Clay refuses what Porter says: Coach Petrick told him to go to the library for a DVD. It means that Clay refuses Porter's request indirectly. The indirectness is used because of the social distance between teachers and students, which Clay must respect. Therefore, Clay uses a put the blame on third party strategy to reject Porter's request.

The effectiveness of communication in conveying messages has been represented well. Clay's refusal to Porter because coach Petrick told him to go to the library to pick up a DVD was well received by Porter by responding, "all right." It means Porter already understood Clay's refusal.

Clay employs negative politeness. The orients to negative face because he wants to show his respect to him. It can be seen when he uses indirect to refuse it. As the response, Porter leaves Clay saying, "all right. Let's catch up later" while following Alex's steps into his office.

25|E4|PB|Clay|00:29:48|PP

Mrs. Baker : It's in your hand.

Clay : No, I was taking it down. Really. Mrs. Baker, I knew Hannah. We used to work together. I was riding by, and I saw these kids

Mrs. Baker : You knew Hannah?

In the datum 25, the conversation on the scene in the Hannah's house. The participants are Hannah's mom and Clay. The relation the characters is close since Hannah's death. On the way home, Clay heard a crowd in front of Hannah's house, and it turned out that an irresponsible person was trying to disturb Hannah's family. Then, Clay stopped and yelled for them to leave. Mrs. Baker, who heard someone shouting, then came out of the house and saw Clay was holding a paper. Mrs. Baker, who saw it all, said he would report Clay to the police because of his actions. But, Clay refuses it.

The utterance is classified as a blamed third party. In this scene, by saying, "No, I was taking it down. Really. Mrs. Baker, I knew Hannah. We used to work together. I was riding by, and I saw these kids", it means Clay refuses Mrs. Baker's request indirectly. Mrs. Baker and Clay had no closeness at all, just knowing. When Mrs. Baker wanted to report to the police, Clay quickly refused. Clay explained to Mrs. Baker that he was not the

cause of Hannah's messy house, and Clay also said that he knew Hannah and had studied together. Clay refuses Mrs. Baker's request by blaming a third party. In this case, he blames the condition that what did the front of Hannah's messy house was not herself but someone else, and when Hannah's mom reported to the police, Clay immediately stopped her by saying that he was Hannah's friend. In expressing the refusal, Clay uses directly because he heard Hannah's mom wants to report to the police. Therefore, Clay uses the Put the blame on a third party strategy so that Hannah's mom doesn't go to the police.

The effectiveness of communication in conveying messages has been described well. Hannah's mom's response can be seen by saying, "You knew Hannah ?" it means that Hannah's mom started to have empathy after hearing the word "Hannah." Then, Hannah's mom asked Clay to come into her house to talk about Hannah. It means the communication between Hannah's mom and Clay is well conveyed.

Clay uses positive politeness since he gives a reason after expressing refusal. The refusal's Baker's statement because he wasn't the person who destroyed Hannah's house but someone else. Clay also said that he knew Hannah. He orients a positive face to show solidarity to Hannah's mom. At the end of this conversation, Hannah's mom responds by offering Clay to enter

Hannah's house. Other put the blame on a third party strategy could be found on datum:

3|E1|PB|Clay|00:17:42|PP,22|E4|PB|Hann|00:19:56|PP,
28|E4|PB|Clay|00:39:19|NP, 29|E4|PB|Clay|00:41:24|NP,
42|E7|PB|Clay|00:34:18|PP, 46|E8|PB|Clay|00:23:46|PP.

e. Avoidance

One way to answer a question or an offer is to avoid responding directly.

6|E2|AE|Clay|00:08:20|NP

Coach Patrick: Tell me something. Justin, he in any kind of trouble?

Clay : I don't know.

Coach Patrick : Okay. Tell him to come and see me. No matter what, I'm here, okay?

The datum 6 is presented on the scene in the basketball court at Liberty High School. The participants are between Petrick and Clay. Petrick is a basketball coach at Liberty High School. The relation between both of them is teacher and student. Clay looks for Justin's whereabouts after what happened to Hannah. Clay did not meet Justin but met Coach Petrick in the field. Clay also asked Justin where he was, but Coach Petrick himself did not know Justin's whereabouts. Then, when Clay was about to leave the field. Petrick calls him and asks Clay if Justin

has a problem with someone else Petrick doesn't know. Clay refuses it by saying, "I don't know," to avoid Petrick's question.

The utterance is classified as Avoidance. In this scene, the answer Clay shows that he refuses Petrick's request indirectly. Coach Petrick saw Clay enter the field with a confused face as if he was looking for someone. Coach Petrick also approached Clay and asked for his needs on the basketball court. After hearing that Clay was looking for Justin, coach Petrick replied that he did not know Justin's whereabouts. Then, Clay permission to leave the field and not until the exit. Coach Petrick called Clay to ask if Justin had a problem with him. Clay says, "I don't know." By saying, "I don't know," it means that Clay refuses the request directly. They avoid answering directly because there is a social distance between them since they do not have a close relationship. Thus, Clay avoids refusing directly since he wants to be polite and to show respect to teachers.

The effectiveness of communication in delivering messages has not been appropriately conveyed. Clay's refusal to Petrick has not been well received because of social distancing, and Clay does not want Petrick to know what is going on between him and Justin. It can be seen from the response given by Petrick saying, "Okay. Tell him to come and see me. No matter what, I'm

here, okay?" it means Petrick is still curious about the reason Clay is looking for Justin.

Clay uses negative politeness when expressing rejection. He orients in negative politeness since told it indirectly. When Clay says, "I don't know," it can be seen in his refusal expression. He makes a minimal assumption about finding Justin himself. At the end of this conversation, Petrick responds to Clay's refusal by saying, "Okay. Tell him to come and see me. No matter what, I'm here, okay?" it means that Petrick tells Clay if he meets Justin to meet him whatever the circumstances immediately.

11|E2|AE|Clay|00:35:56|PP

Marcus : Hey Clay. What's up man? need a ride?

Where you going?

Clay : I'm good, I got my bike

Marcus : Just throw it in the trunk.

We're gonna go hang at Bryce's. You should totally come.

In the datum 11, the participants in the dialogue are Marcus and Clay. Marcus is the self-centered student body president at Liberty High School. The dialogue occurs in the parking. The relationship between both of them is close since they joined the self-centered student at Liberty High School. The conversation happened when Clay was about to go home. Suddenly Zach and Marcus's car stopped in front of Clay's

parking lot to offer to go home together. However, Clay refuses it indirectly.

The utterance is classified as avoidance. In this scene, the answer Clay shows that he refuses Marcus's request indirectly. Clay avoids answering Marcus's request because he already brought a bicycle, so there is no need to ride other people to go home. Clay says, "I am good, I got my bike" it means Clay gives the code that he does not want to go home with Marcus. Therefore, Clay uses an avoidance strategy since he wants to be polite.

The effectiveness of communication in delivering messages has not been conveyed clearly. It can be seen Marcus's response by saying, "Just throw it in the trunk. We're gonna go hang at Bryce's. You should come" it means that he doesn't understand the meaning of Clay's refuses because he still persuades Clay to come Walker's home with him.

Clay uses positive politeness since he gives a reason after expressing refusal. He refuses Marcus' request because he brings his bicycle and does not want to be invited to Bryce Walker's house. He orients a positive face in order to show solidarity to Marcus. At the end of this conversation, Marcus goes and let him alone. Other avoidance strategy could be found on datum:

2|E1|AE|Clay|00:13:47|NP, 5|E2|AE|Clay|00:04:41|PP,
7|E2|AE|Clay|00:09:53|PP, 16|E3|AE|Clay|00:44:45|PP,
17|E3|AE|Clay|00:45:52|NP, 18|E3|AE|Clay|00:50:47|NP,
23|E4|AE|Clay|00:25:22|NP, 26|E4|AE|Clay|00:32:43|PP,
31|E5|AE|Clay|00:05:51|NP, 33|E5|AE|Clay|00:27:55|PP,
38|E6|AE|Clay|00:43:11|PP, 39|E7|AE|Clay|00:02:41|NP,
41|E7|AE|Clay|00:22:29|PP, 45|E8|AE|Clay|00:03:36|PP,
48|E8|AE|Clay|00:38:14|PP, 51|E9|AE|Clay|00:34:16|PP,
52|E9|AE|Clay|00:38:21|NP, 55|E10|AE|Hann|00:12:19|NP,
58|E11|AE|Clay|00:19:05|PP, 62|E12|AE|Clay|00:18:16|PP,
63|E12|AE|Hann|00:42:58|PP, 64|E13|AE|Clay|00:06:50|NP,
68|E13|AE|Hann|00:25:46|NP, 71|E13|AE|Hann| 00:32:20|NP.

f. Divert and distract the addressee

One way expression for rejecting request, orders, invitations, offers or suggestion is divert and distract the addressee.

8|E2|DD|Clay|00:10:02|PP

Sheri : You were looking for Justin?
Clay : *Have you seen him?*
Sheri : No, but Jessica’s a bit freaked because she’s his cheer escort to the assembly, and she missed the morning run through looking for him. This is her firsts even with the squad, and her round-offs are a bit shaky, so..

In the datum 8, the conversation at Liberty High School. Sheri and Clay become the participants in this dialogue. Sheri is a

student and cheerleader who forms a bond with Clay. The relationship between both of them is close. Sheri overheard Clay's chat with Coach Petrick on the basketball court discussing Justin, who suddenly disappeared after Hannah's photo, which was spread because of Justin's act. When meeting Clay, Sheri immediately asked where Justin was to Clay. However, Clay refuses it indirectly.

The utterance is classified as diverting and distract the addressee. In this scene, by saying, "Have you seen him?" Clay refuses Sheri indirectly. He refused the request by distracting/diverting the addressee. Sheri saw Clay in the field talking to Coach Petrick to find Justin. After cheerleading practice was over, Sheri was about to go home and meet Clay in front of the class. Then, Sheri asks Clay if he is looking for Justin. Clay answered by only responding to Sheri's questions by saying, "Have you seen him?" It means that Clay indirectly rejected Sheri's question. Then, Sheri replied that she did not meet Justin, but Sheri explained that today Jessica looks different. Therefore, Clay uses an indirect refusal by distracting/diverting to address because Clay does not want Sheri to interfere in his affairs.

The effectiveness of communication in conveying the message has been conveyed clearly. Sheri well received the refusal expressed by Clay. Sheri responds to Clay's refusal by

explaining Jessica's unusual state during cheerleading practice after Justin at Liberty High School's disappearance. The openness and supportive attitude made Clay and Sheri's communication clearly understood.

Through the analysis, Clay uses positive politeness in uttering refusal expression. He orients in a positive face since he shows solidarity to her. He refuses Sheri's question because he feels Sheri does not need to get involved in the problem, and there is a close relationship between Clay and Sheri. Then, Sheri responds to it by explaining Jessica's condition after the disappearance of Justin at Liberty High School.

27|E4|DD|Clay|00:38:49|PP

Mrs. Baker : Yes, it is. But you knew that already.

Clay : *I what?*

Mrs. Baker : I knew you looked familiar. I saw you standing outside that window.

The datum 27, the dialogue happens in Hannah's house. The participants are Hannah's mom and Clay. The relationship between the characters is close since Hannah's death. The conversations happen when at Hannah's house, Clay permits the bathroom. After finishing Hannah's room, he suddenly remembered Hannah's recording, where Hannah and Courtney's kissing photo was scattered. Mrs. Baker, who saw Clay standing in front of Hannah's room, asked if everything was okay, and

there was something in Hannah's room that Clay knew. However, Clay refuses it indirectly.

The utterance is classified as diverting and distract the addressee. In this scene, when Clay passed in front of Hannah's room, suddenly remembered the incident where Courtney played truth or dare in Hannah's room. Then, after they both enjoyed the game, suddenly, Tyler took pictures of Courtney and Hannah kissing scenes from outside the window. Mrs. Baker, who saw Clay standing in front of Hannah's room, asked if there was anything in Hannah's room that Clay knew. Clay says, "I what?" to Mrs. Baker. By saying "I what?" it shows that Clay refuses the request indirectly. Clay refuses Baker's statement, which says that Clay already knows Hannah's room, but Clay dodges it. Clay uses indirect refusal by distracting/diverting the addressee.

The effectiveness of communication in delivering messages has been conveyed clearly. Hannah's mom well received the refusal expressed by Clay. Hannah's mom responded by explaining that she had seen Clay outside Hannah's window observing Hannah's room even though Clay denied that he did not know anything about Hannah. Hannah's mom's openness makes communication run well and clearly so that both of them can understand.

Clay uses positive politeness in uttering refusal expression. The reason for his refusal expression occurs when he says, "I what?". He orients in a positive face he shows solidarity to her. Then, Hannah's mom responds by explaining that she is unfamiliar with Clay's face because she has seen him several times at Liberty High School, Monets, and stands outside the window of Hannah's room. Other diverting and distract the addressee strategy could be found on datum:

1|E1|DD|Clay|00:01:53|PP, 9|E2|DD|Hann|00:13:57|PP,
19|E4|DD|Clay|00:09:56|PP, 30|E4|DD|Clay|00:45:34|PP,
34|E6|DD|Clay|00:04:38|PP, 50|E9|DD|Clay|00:12:09|PP,
61|E12|DD|Clay|00:02:57|PP, 67|E13|DD|Hann| 00:21:30|PP,
69|E13|DD|Hann| 00:28:32|NP.

g. General acceptance with excuses

One way expression for rejecting request, orders, invitations, offers or suggestion is general acceptance with excuses. This method is a rejection with a positive response first and then give a reason to reject the invitation or something like that.

10|E2|GE|Clay|00:28:49|PP

Hannah : Can I ask you a super-needy, when did I become this kind of girll question? Oh my God, unfreeze. It's not about my period. Do you think I could ever be as pretty as Jessica Davis? Great, thanks, got it.

Clay : No, I just. I mean yeah, Jessica's pretty and all, but you're special.

Hannah : Special. Like retarded.

The datum 10, this dialogue happens in Crestmont. The conversation is between Hannah and Clay. Hannah and Clay became close because they had the same job and school. During work breaks, Hannah and Clay usually spend time together to eat or just stories about each other's lives. Hannah suddenly asked Clay if she could be beautiful like Jessica. Hearing Hannah's question, Clay was surprised and nervous when he answered that Jessica was beautiful, but Hannah was special. Therefore, there is no need to be like Jessica or anyone else because we also have something unique that no one else has.

The utterance is classified as general acceptance with excuses. Hannah and Clay are close friends in this scene, saying, "No, I just. I mean, yeah, Jessica's pretty and all, but you are special." Clay refuses indirectly and more polite because they are a close friend. Clay refused because he likes Hannah, so Hannah is unique and does not need to be like Jessica to be beautiful. It means Clay does not want Hannah to think that she is not beautiful and be insecure, even though she has her charismatic character that no one else has and is unique to Clay. Therefore, Clay uses direct refusal by general acceptance with excuses for

Hannah's request because Clay values Hannah as his close friend and does not want to hurt Hannah's feelings.

The effectiveness of communication in delivering messages has been conveyed well and clearly. Hannah well-received Clay's refusal. It can be seen from Hannah's response after Clay refuses her by saying, "Special. like retarded" it means that Hannah understands the meaning expressed by Clay. The latter explains after direct rejection for fear that Hannah will be offended and increasingly insecure. The supportive attitude and openness between Clay and Hannah made communication transparent and easy to understand.

Clay employs positive politeness to express her refusal strategies. He orients in the positive face to show solidarity to her best friend. It can be seen when he says, "No, I just. I mean yeah, Jessica's pretty and all, but you are special". He uses the word "special" to have close relationships and lack social distancing. Other general acceptance with excuses strategy could be found on datum:

4|E1|GE|Hann|00:34:20|NP, 49|E9|GE|Clay|00:09:31|PP,
66|E13|GE|Hann| 00:20:42|PP.

h. Say what's offered is inappropriate

One way expression for rejecting, orders, invitations, offers or suggestions is say what's offered is inappropriate.

15|E3|SI|Hann|00:40:06|NP

Jessica : He just broke up with me on his own. Enjoy it 'cause you will, won't you?. Cause that's what sluts do.

Hannah : Fuck you.

The datum 15, the participants the dialogue are Jessica and Hannah. Jessica is a student who started attending Liberty High School at the same time as Hannah. They already have a close relationship since his meeting with Mrs. Antilly. The setting of this scene at the Monet's. The conversation happens when Jessica accuses Hannah of taking and teasing Alex to turn away from him. Hannah, who heard Jessica's words, did not accept all of her accusations, Hannah also tried to explain what happened between her and Alex, but Jessica still did not believe it. Jessica instead said "slut" to Hannah. Hannah was angry and refused it directly.

The utterance is classified as say what is offered is inappropriate. In this scene, the answer Hannah shows that she refuses Jessica's requests directly. Jessica invites Hannah to meet at Monet's cafe, where they usually gather to talk about Alex. Hannah, who first arrived at Monet's, was followed by Jessica. Jessica went straight to the point of talking with Hannah. Jessica accuses Hannah of stealing Alex from her, only because Alex put Hannah's name on the Valentine list. Jessica also said "sluts" to Hannah. Hannah, who heard the word, immediately replied by

saying, "fuck you." By saying "fuck you," it means that Hannah is disappointed and angry with Jessica. Although they are friends but only because of Alex, their friendship is broken. Therefore, Hannah uses direct refusal by saying what's offered is inappropriate because she is disappointed with what Jessica said to her.

The effectiveness of communication in delivering messages has not been conveyed clearly. Hannah's refusal was met with a slap by Jessica. Hannah rejected the accusations made to her and tried to explain it, but Jessica still did not believe it and left Hannah alone. Communication between Jessica and Hannah could not be conveyed clearly because of Jessica's misunderstanding. So, whatever explanation Hannah gave was meaningless to Jessica.

Hannah employs negative politeness since she feels disappointed with her best friend, Jessica, who accuses her of stealing Alex from her. It can be pointed out when she expressed refusal expression directly. She orients in the negative face since she shows respect to her. As a response, Jessica slapped Hannah and left Hannah herself di Monet's.

32|E5|SI|Hann|00:23:18|NP

Hannah : Seriously, Tyler?

Tyler : It's for the yearbook. (Take a picture)

Hannah : I don't care. Don't put it in my face.

The datum 32, this dialogue happens at Jeff's party. The participants are Tyler and Hannah. Tyler is an avid photographer who can sometimes annoy his friends. The relationship between the character is not close since the spread of Courtney and Hannah's photos in the room caused by Tyler. The conversations happened when Hannah entered the party room. Hannah was greeted by Tyler, who was ready to take pictures of anyone who entered the room. Hannah, who had an unpleasant experience with Tyler regarding photos, refused when Tyler wanted to take her picture. Tyler says the photo was taken for the school yearbook. However, Hannah refuses it indirectly.

The utterance is classified as say what is offered is inappropriate. In this scene, Hannah comes to Jeff's party with Courtney's group. Then, Hannah and the countess entered the party room and was greeted by Tyler, waiting at the front to take pictures of every guest who came. First, who entered Courtney's group then followed by Hannah. When Hannah walks in to follow Courtney's group, Tyler immediately takes a picture of Hannah but, with a face that doesn't like Hannah, refuses by saying, "I do not care. Don't put in my face." By saying, "I do not care. Don't put in my face", it means that Hannah didn't want to be taken by Tyler. Although Hannah still did not want to be taken with the annual school photo, Hannah also immediately left Tyler.

Therefore, Hannah uses indirect refusal by saying what is inappropriate because she doesn't believe Tyler anymore.

The effectiveness of communication in delivering messages has been conveyed well and clearly. Hannah's refusal was responded well by Tyler silently and diverted, taking pictures of the other guests. Communication between Tyler and Hannah goes well because Tyler has a supportive attitude towards what Hannah did to him. Therefore, the message is conveyed clearly.

Hannah employs negative politeness since she feels Tyler is interrupting her life by spreading her photo with Courtney while playing truth or dare in Hannah's room. She orients in negative politeness since she expressed it indirectly. It can be seen when Hannah says, "I do not care. don't put in my face", in his refusal. She makes a minimal assumption about Tyler about to take the picture. At the end of this conversation, Tyler responds to the refusal by silently and directs the other guests' captured photos. Other say what is offered is inappropriate strategy could be found on datum:

13|E3|SI|Clay|00:19:41|NP, 14|E3|SI|Clay|00:29:52|PP,
21|E4|SI|Hann|00:17:38|PP, 35|E6|SI|Hann|00:35:38|PP,
36|E6|SI|Clay|00:37:26|PP, 37|E6|SI|Hann|00:41:03|PP,
40|E7|SI|Hann|00:13:59|PP, 43|E7|SI|Clay|00:41:34|PP,
44|E7|SI|Clay|00:45:46|PP, 47|E8|SI|Clay|00:26:41|PP,

53|E9|SI|Clay|00:53:08|PP, 54|E9|SI|Clay|00:53:48|PP,
56|E10|SI|Hann|00:22:48|PP, 57|E10|SI|Clay|00:46:27|PP,
60|E11|SI|Hann|00:38:12|NP, 70|E13|SI|Hann| 00:29:19|NP.

B. DISCUSSION

Finally, the researcher discusses this study based on the research findings above that talk about strategies of refusal employed by main characters in *Thirteen Reason Why* season 1 TV-Series and find out the impact of refusal strategies employed by main characters toward the politeness in *Thirteen Reasons Why* season 1 TV-Series.

1. The strategies of refusal in *Thirteen Reason Why* season 1 TV-Series

Based in the data finding, the study reveals 71 data of strategies of refusal by the main characters in *Thirteen Reason Why* season 1 TV-Series. Joan Rubin (1983) classified of strategies of refusals. They are (1) Be silent, hesitate, show a lack of enthusiasm; (2) Offer an alternative; (3) Postponement (delaying answer); (4) Put the blame on a third party or something over which you have no control; (5) Avoidance; (6) Divert and distract the addressee; (7) General acceptance with excuses; (8) Say what's offered is inappropriate. The refusal is performed direct and indirect by main characters because of some reason. The directness is used by the speaker wants to convey the meaning of what he

says explicitly. In contrast, the indirectness is used by the speaker aims at showing respect and politeness. It occurs in the conversation in which there is a relation between all characters.

At the research, Clay's character used any kind of refusal strategies than Hannah's character. Clay's character used 8 kinds of refusal strategies and Hannah's character used 5 kinds of refusal strategies. Clay's character often refuse a request by avoidance and Hannah's character often request by say what's offered is inappropriate. It means, an avoidance strategy is mostly used by Clay's character that are followed by close relationship. It happens because the setting of the series "*Thirteen Reasons Why* season 1" is the portrayal of friendship, bullying, and sexual violence in school circles, family, and society. Thus, the Clay's character use an avoidance strategy for refusal so that the interlocutor is not offended and more appreciate it because some of the interlocutor has social status than Clay's characters.

2. The impact the strategies employed in the politeness in *Thirteen Reasons Why* season 1 TV-Series

From the analysis of the data, the researcher finds that there are two types of politeness by Brown and Levinson that are employed by the speakers in the series "*Thirteen Reasons Why* season 1" in expressing refusal. The first type is positive politeness. The purpose of the types is to achieve solidarity from

others. In the research, the positive politeness is uttered in a situation where the relationship between the characters is close and has equal status. It suits the theory from Brown and Levinson (1987) about positive politeness is approach based; it 'anoints' the face of the addressee by indicating that in some respects, S wants H's wants.

The second type is negative politeness. Negative politeness has specific differences from Positive politeness. Positive politeness is free-ranging, negative politeness is focused and has space in the social dimension between the speaker and the hearer. Since they are the characters that have a distant relationship, they tend to use negative politeness. Moreover, negative politeness is often used by the speaker who has a lower position than the listener.

At the research, the positive politeness used by Clay's character is more dominant than the positive or negative politeness used by Hannah's character. Clay's character is more dominant in using positive politeness in every refusal strategy, especially Avoidance. In contrast, Hannah's character from the overall refusal strategy is more dominant in using positive politeness than negative politeness. When using avoidance strategies by speakers and interlocutors affects the effectiveness of communication. The rejection message that the speaker wants to convey has not been

received well and clearly by the interlocutor because some of the interlocutor there is a social distance between the characters. Thus, Clay's character uses positive politeness to strengthen his relationships with others and maintain a harmonious relationship with the other person. And, also Clay has a desire, purpose, or background to be appreciated/accepted by others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The last chapter describes some conclusions that are drawn from data analysis in Chapter IV. The conclusions become the answer of the problem statements that are raised in the first chapter. The conclusion are as follow:

1. There are eight kinds of refusal strategies which are employed by Clay's character in Thirteen Reason Why Season 1 TV-Series namely: be silent, hesitate, lack of enthusiasm; offer an alternative; postponement (delaying answer); put the blame on a third party or something over which you have no control; avoidance; divert and distract the addressee; general acceptance with excuses; and say what's offered is inappropriate. Then, there are five kinds of refusal strategies which are employed by Hannah's character in Thirteen Reason Why Season 1 TV-Series namely: Put the blame on a third party or something over which you have no control; avoidance; divert and distract the addressee; general acceptance with excuses; and say what's offered is inappropriate. It means, an avoidance strategy is mostly used by Clay's character that are followed by close relationship.
2. The main characters use two politeness levels, as suggested by Yule and Brown & Levinson, namely, positive politeness and

negative politeness. There are 71 data levels of politeness in the Thirteen Reason Why Season 1 TV-Series classified into nine refusal strategies. The most dominant politeness in the Thirteen Reason Why Season 1 TV-Series is AE– PP or Avoidance – Positive politeness. Strategies of refusal avoidance are most dominant than other strategies because the researcher found the avoidance strategies used by Clay’s character for refusal. It happens so that the interlocutor is not offended and more appreciative. After all, some of the interlocutors have the social status of Clay’s characters. The positive politeness types are also most dominant than negative politeness types because Clay has a desire, purpose, or background to be appreciated/accepted by others. And the character Clay also wants to make a good impression on other people and show that Clay’s character wants to strengthen his social relationships with other people.

B. Suggestion

Based on the conclusion of *Refusal Strategies in Thirteen Reasons Why Season 1 TV-Series*, the suggestions can be drawn as follows:

1. The researcher hopes the readers will understand refusal strategies and how these strategies influence level of politeness in the series, drama, movie, etc.

2. Researchers suggest that researchers who want to study this case as a whole should study refusal strategies and the level of politeness, especially in the movie or series.
3. To analyze the indirect strategy that appears in almost every conversation, it is necessary to look at the aspects of the speech situation, the aspects of the speech in the conversation as a speaker and the interlocutor, the aspects of the speech context as a form of activity. These supporting factors will help researchers to understand the speaker's intent.
4. The researcher wishes that all of us use indirect refusal strategies to refuse something, because the conversation between us becomes more polite and it can prevent the speaker's feeling not to get hurt.

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Appendices

Appendix 1 : Validation Sheet

VALIDATION SHEET

The thesis data entitled REFUSAL STRATEGIES IN *THIRTEEN REASON WHY* SEASON 1 TV-SERIES (Pragmatics Approach) had been checked and validation by Vilya Lakstian Catra M, S.Hum., M.Hum., on:

Day : Monday

Date : August 03th 2020

The statement made truthfully in accordance with the theory and applicable rules without coercion.

Sragen, August 03th 2020

Validator,



Vilya Lakstian Catra M, S.Hum., M.Hum.

Appendix 2 : Curriculum Vitae of The Validator



CURRICULUM VITAE

PERSONAL BIO

Name : Vilya Lakstian Catra Mulia, S.Hum., M.Hum.
E-mail : vilyalakstian@gmail.com
Profession : Lecturer in Linguistics and English
Additional roles : 1) Researcher in *Balitbangdiklat*, Indonesian Ministry of Religious Affairs, Jakarta
2) Writer for national mass media
3) Speaker and tutor in scientific forum and workshop
4) Reviewer and Researcher for national scientific journal

EDUCATION

2009 – 2013 Bachelor Degree in English Letters Department, IAIN Surakarta
2013 – 2015 Master Degree in Descriptive Linguistics, Universitas Sebelas Maret Surakarta

ACHIEVEMENTS

As winner in competitions in 2018 and 2019; invited speaker in 2017 and 2018; writer for mass media, scientific journal researcher and reviewer from 2015 to this year. The details are provided in the table below.

Year	Titles	Categories	Types	Activities/Events/Place
2020	<i>Kajian Kebahasaan pada Iklan Cetak Pada Masa Pandemi Covid-19</i>	Publication	✓ Journal Article ✓ SINTA-Accredited National Journal ✓ Research	<i>Widyaparwa</i> , December 2020
	<i>Sharia Hotels in Surakarta and Yogyakarta for World Citizens: A Linguistic Study</i>	Publication	✓ Journal Article ✓ National Journal ✓ Research	<i>Dialog</i> , Balitbangdiklat Kementerian Agama Republik Indonesia, December 2020
	<i>Where We Are Today</i>	Publication	✓ Book	<i>Fakultas Adab dan Bahasa</i> , October 2020 (ISBN 978-623-218-643-9)
	<i>Lingkungan Belajar dari Rumah di Masa Pandemi Covid-19</i>	Publication	✓ Book Chapter	<i>Pengalaman Pembelajaran Bahasa Inggris Daring di Perguruan Tinggi pada Masa Pandemi Covid-19</i> (ISBN: 978-623-02-1624-4)
	<i>Toleransi Melalui Jalur Kebahasaan</i>	Publication	✓ Book Chapter	<i>Antologi Pemikiran: Menangkis Intoleransi Melalui Bahasa dan Sastra</i> (ISBN 978-623-92745-1-1) published by Balai Bahasa Yogyakarta, Kementerian Pendidikan dan Kebudayaan Republik Indonesia
2019	<i>Sang Pencerah Kehidupan</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , Nov 25 th 2019
	<i>Makna Pengalaman Menelusuri Keluhan Konsumen terhadap Pelayanan Jasa</i>	Publication	✓ Research Result Seminar ✓ Proceeding	Balai Bahasa Jawa Tengah, Nov 6-7 th 2019
	<i>Ruang Publik di Kota Solo</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , Oct 5 th 2019
	<i>Buku Harus Terjangkau</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , May 14 th 2019
	<i>English and</i>	Reviewer	✓ Linguistics	UIN Alauddin, Gowa,

	<i>Literature Journal (ELITE)</i>		Journal	Sulawesi Selatan
2018	<i>Perpustakaan dan Arah Kualitas Hidup Masyarakat Wasis</i>	Competition	✓ 1st Winner	Writing Competition in <i>Dinas Kearsipan dan Perpustakaan (Disarpus)</i> , Surakarta
	<i>Bahasa Indonesia dan Xenomania</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , October 13 th 2019
	National Language Sovereignty in Public Sphere	Publication	✓ Presentation ✓ Seminar and Workshop ✓ Invited	<i>Badan Pengembangan dan Pembinaan Bahasa, Kemdikbud bekerjasama dengan Fakultas Ilmu Budaya, Universitas Sebelas Maret</i> , August 7 th -10 th 2018.
	<i>Refleksi Kondisi Bahasa Ibu di Indonesia Melalui Analisis Teks Media</i>	Publication	✓ Research ✓ Scientific Journal	<i>Jurnal Penelitian dan Kajian Keagamaan</i> , Indonesian Ministry of Religious Affairs, Vol. 1, No. 41, June 2018
	Fiction Writing Training	Invited Speaker	✓ Workshop	<i>Muslim Smart Club</i> , IAIN Surakarta
2017	<i>Leksema</i>	Reviewer	✓ Linguistics Journal	IAIN Surakarta
	<i>Strategi dan Keutuhan Teks Bacaan dalam Mengoptimalkan Kepedulian Anak Terhadap Lingkungan Sosial</i>	Publication	✓ Research ✓ Scientific Journal	<i>Jurnal Penelitian dan Kajian Keagamaan</i> , Indonesian Ministry of Religious Affairs, Vol. 40, No. 1, June 2017
	<i>Pengajaran Bahasa Indonesia Bagi Penutur Asing: Sukses, Optimal, Dan Sesuai Dengan Kebutuhan</i>	Publication	✓ Simposium ✓ Provided in Compiled Essays	<i>Pengajaran BIPA Simposium Internasional Pengajaran BIPA 2017</i> , Development Center of Language Strategy and Diplomacy, Indonesian Ministry of Education and Culture
	<i>Menduniakan Bahasa Indonesia</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , October 28 th 2017
	<i>Hak Berbahasa</i>	Publication	✓ Essay Writing-Opinion	<i>Solopos</i> , December 18 th 2017
	<i>English Writing</i>	Invited	✓ Workshop	<i>Muslim Smart Club</i> ,

	<i>Training</i>	Speaker		IAIN Surakarta
	<i>Students' Consciousness On Learning Grammar In English Tutorial Class</i>	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Scientific Journal 	<i>Leksema Journal, Vol. 2, No. 2, 2017</i>
2016	Applying Active Listening Skill For Students' Listening Assessment By Systemic Functional Linguistics Approach	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Seminar ✓ Proceeding 	<i>Seminar Nasional Kajian Bahasa dan Pengajarannya, Universitas Muhammadiyah Surakarta, April 2016</i>
	<i>Motif Ketertarikan Pembaca: Aspek Internal Teks hingga Metakognisi</i>	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Scientific Journal 	<i>Jurnal Penelitian dan Kajian Keagamaan, Indonesian Ministry of Religious Affairs, Vol. 39, No.1, 2016</i>
	The Contributions Of Literacy Skills To National Development	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Scientific Journal 	<i>Leksema Journal, Vol. 1, No. 2, 2016</i>
2015	<i>Keluarga Masa Kini: Dua Anak Cukup?</i>	National Competition	✓ 2 nd Winner	<i>Kompasiana and the National Population and Family Planning Board</i>
	<i>Kedudukan Daerah Bersama Masyarakat dan Pengembangan Bahasanya (Studi Kasus: Bahasa pada Ranah Publik di Kota Solo)</i> ” pada Seminar Nasional “Kebijakan Bahasa Pascaorba: Sebuah Penguatan Identitas	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Seminar ✓ Invited ✓ Proceeding 	<i>Seminar Nasional “Kebijakan Bahasa Pascaorba: Sebuah Penguatan Identitas?”, Indonesian Center of Science (LIPI), Jakarta</i>
	Social Relationship in Comic from Language Perspective (The Analysis of Interpersonal Meaning in Amazing Spiderman by	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Scientific Journal 	<i>Jurnal Sastra dan Bahasa, Vol 13, No. 1, 2015</i>

	Systemic Functional Linguistics Approach)			
	<i>Pembelajaran dan Aplikasi Makna Interpersonal: Transaksional: Proposal by HK and FB Staff</i> (Language understanding by housekeeping and food and beverage staff in encountering request by foreign guests)	Publication	<ul style="list-style-type: none"> ✓ Research ✓ Scientific Journal 	<i>Journal of Linguistics Studies</i> , Vol. 4, No.1, 2015

Appendix 3 : Data Validation

Validator : Vilya Lakstian Catra M, S.Hum., M.Hum.

Date/Time : August 03, 2020.

No	Number of Data	Data	Context	Refusals strategies	T/F	Politeness types	T/F
1	1 E1 DD Clay 00:01:53 PP	Justin : Looking for something? <i>Clay : What would I be looking for?</i> Justin : You tell me.	Justin suddenly approached Clay, who was looking at Hannah's locker and asked whether Clay was looking for something with a face that disliked Clay, then Clay with a confused face answered what to look for while he did not know anything about Hannah.	Divert and distract the addressee.	T	Positive politeness	T
2	2 E1 AE Clay 00:13:47 NP	Mrs. Jensen : Cassettes are history now? Hm, of course they are. Can I listen? <i>Clay : No uh, it's dumb. I'm gonna head</i>	When Clay was looking for a radio in the workshop and listened to the tape that was placed in front of his house, suddenly Mrs. Jensen entered the workshop room and grabbed Clay's shoulder. Clay, who was listening	Avoidance.	T	Negative politeness	T

		<p><i>up to my room. Homework.</i></p> <p>Mrs. Jensen : Clay, school emailed again today.</p>	<p>carefully was very surprised by the presence of his mother and immediately turned off the radio. After hearing Clay's explanation of why he was at the workshop, Mrs. Jensen also wants to listen, but Clay refuses and avoids the excuse of wanting to do Homework in the room.</p>				
3	3 E1 PB Clay 00:17:42 P P	<p>Tony : Sure you don't want to stay for dinner?</p> <p><i>Clay : No, thanks. My mom's making pork chops. If I'm not home soon , she'll call the cops or something.</i></p> <p>Tony : They emailed all the parent again.</p>	<p>When Clay wanted to hurry home from Tony's house. Tony offers to have dinner with his family, but Clay refuses because his mother is cooking at home and is waiting for him.</p>	<p>Put the blame on a third party or something over which you have no control.</p>	T	Positive politeness	T
4.	4 E1 GE Hann 00:34:20 NP	<p>Justin : Ride home?</p> <p><i>Hananh : Thanks, but</i></p>	<p>When Hannah and Clay were going home and they were talking while on</p>	<p>General acceptance with excuses.</p>	T	Negative politeness	T

		<p><i>no. My chariot awaits. Bye, Clay. See you, Justin.</i></p> <p>Justin : You guys go.</p>	<p>the road, Zach's car suddenly stopped near Hannah and Clay. Justin, who joined Zach, offered Hannah to go home with him, but Hannah refused because the bus that drove her home was waiting for her.</p>				
5.	5 E2 AE Clay 00:04:41 P P	<p>- Clay's Dad : You don't drink coffee?</p> <p>- <i>Clay : I don't eat breakfast either, so.</i></p> <p>- Lanie : It has been almost two weeks, since we sat for dinner together as a family. I am nothing if not a realist, so I am proposing that we have family breakfast every day instead. We just each have to get up a little bit early.</p>	<p>Every morning the Clay family always had breakfast together in the dining room and talked about their routines. Mr. Jensen asked Clay why he didn't drink coffee in the morning and Clay replied that he didn't eat breakfast either.</p>	Avoidance	T	Positive politeness	T

6.	6 E2 AE Clay 00:08:20 NP	<p>- Coach petrik : Tell me something. Justin, he in any kind of trouble?</p> <p>- Clay : <i>I don't know.</i></p> <p>- Coach Patrick : Okay. Tell him to come and see me. No matter what, I'm here, okay?</p>	<p>After what happened to Hannah, her picture was spread by Justin. then Justin disappeared somewhere and Clay was looking for Justin on the basketball court but could not find it. And finally, Clay asks the basketball coach Justin to ask about Justin's whereabouts, but the coach doesn't know either. When Clay was allowed to leave Coach Petrick also questioned why he was looking for Justin and if there was a problem he could tell the problem to Coach Petrick.</p>	Avoidance	T	Negative politeness	T
7.	7 E2 AE Clay 00:09:53 PP	<p>- Sheri : How is everything?</p> <p>- Clay : <i>Everything is everything.</i></p> <p>Sheri : I saw you and coach Patrick this</p>	<p>When Clay looked for Justin it turned out that Sheri was watching him. And, when class was over and meeting Clay, Sheri asked about what happened on the basketball court, but Clay refused to answer and</p>	Avoidance	T	Positive politeness	T

		morning. What a jerk, right?	preferred to avoid the question.				
8.	8 E2 DD Clay 00:10:02 PP	- Sheri : You were looking for Justin? - Clay : <i>Have you seen him?</i> - Sheri : No, but Jessica's a bit freaked because she's his cheer escort to the assembly, and she missed the morning run through looking for him. This is her firsts even with the squad, and her round-offs are a bit shaky, so..	Sheri questions Clay's whereabouts of Justin. And, he also answered by questioning whether Sheri saw Justin.	Divert and distract the addressee	T	Positive politeness	T
9.	9 E2 DD Hann 00:13:57 PP	- Clay : Hey, why are you smiling? - Hannah : <i>Why shouldn't I smile?</i>	After class, Hannah meets Clay in front of the class. Clay saw that happy, smiling Hannah asked the reason why she was smiling to	Divert and distract the addressee	T	Positive politeness	T

		- Clay : No, I mean, you should. I was just asking if there was an immediate recent cause or something?	herself and Hannah answered by asking back why she shouldn't smile.				
10.	10 E2 GE Clay 00:28:49 PP	- Hannah : Can I ask you a super-needly, when did I become this kind of girll question? Oh my God, unfreeze. It's not about my period. Do you think I could ever be as pretty as Jessica Davis? Great, thanks, got it. - Clay : No, I just. I mean yeah, Jessica's pretty and all, but you're special. - Hannah : Special. Like retarded.	During recess, usually, Clay and Hannah spend breaks together to eat or tell stories. Hannah, who had problems with her friend Jessica, suddenly asked Clay if he could be like Jessica who has a beautiful face. And, Clay, with a surprised expression at the question, answered nervously and agreed to what Hannah said by giving a reason that he was so special that he didn't need to be like Jessica.	General acceptance with excuses.	T	Positive politeness	T

11.	11 E2 AE Clay 00:35:56 PP	- Marcus : Hey Clay. What's up man? need a ride? Where you going? - Clay : I'm good, I got my bike - Marcus : Just throw it in the trunk. We're gonna go hang at Bryce's. You should totally come.	When Clay was about to take the bike in the parking lot, suddenly Marcus and Zach stopped in front of Clay offering to go home together, but he refused because he had brought a bicycle.	Avoidance	T	Positive politeness	T
12.	12 E3 PB Clay 00:18:58 NP	Mr. Porter : Clay, you can come along too. Clay : Uh, Coach Patrick sent me to the library. He has the wrong DVD for today, so the whole class is waiting. Mr. Porter : All right. Let's catch up later.	Alex, who was upset with people who accused him of being a spy, put up posters about Hannah who died of suicide. Clay tries to calm Alex down and finally, Alex wants to reveal how he feels. Suddenly Mr. Porter comes out of his room and calls Alex to his room, and so does Clay, but Clay refuses on the grounds of being told by Coach Petrick to go to the library.	Put the blame on a third party or something over which you have no control.	T	Negative politeness	T
13.	13 E3 SI Clay 00:19:41	- Ryan : Oh, hardly. Just	After Alex and Mr. Porter leaves the	Say what's offered is	T	Negative politeness	T

	NP	<p>the usual angst, despair, lovelorn crap. Uninspired, but I am planning a special issue in memory of Hannah Baker, maybe you have something to add?</p> <p>- <i>Clay</i> : <i>Uh, no, not really.</i></p> <p>.</p>	<p>information board. Then came Ryan, who took a poetry writing on the information board. And, when Ryan said he planned to make a poem related to Hannah Baker and asked if Clay wanted to offer something, Clay replied he didn't want to add anything.</p>	inappropriate.			
14.	14 E3 SI Clay 00:29:52 PP	<p>- Alex : What were you saying to Tony?</p> <p>- <i>Clay</i> : <i>Nothing, really. Why?</i></p> <p>Alex : Mr. Porter's asking questions. Don't tell him anything. And stop talking to Tony about it.</p>	<p>When he was playing volleyball, Alex noticed Clay and Tony were talking about something because they talked in a low voice until they were not focused on the volleyball training. After the gym lesson was over, Alex approached Clay, who was changing his clothes and questioned what was discussed with Tony, but Clay did not answer it.</p>	Say what's offered is inappropriate.	T	Positive politeness	T

15.	15 E3 SI Hann 00:40:06 NP	- Jessica : He just broke up with me on his own. Enjoy it 'cause you will, won't you?. Cause that's what sluts do. - Hannah : Fuck you.	Jessica misunderstood Hannah. He thought Hannah snatched Alex from him when he didn't. When Hannah wants to explain what happened to herself and Alex. Jessica has been already furious to the point of saying rude words to Hannah that she was a prostitute. Until finally they fought and Jessica left Hannah in Monet alone.	Say what's offered is inappropriate.	T	Negative politeness	T
16.	16 E3 AE Clay 00:44:45 PP	- Walker : Stuff's not good for you, man. What you need's something all-natural. Malt liquor made from barley. - Clay : Um, I don't have I.D. - Walker : Stand on your tippy-toes. Look old. I got both. You don't have	Clay still listened to the tape and followed what Hannah had done while alive. After school, Clay stopped by a convenience store to see what happened with Hannah through the tape. While choosing a drink, the walker also stopped by the convenience store and offered Clay to take beer that could only be bought if he had an I.D, but Clay	Avoidance.	T	Positive politeness	T

		to. There he is! Jensen.	refused because he did not have an I.D.				
17.	17 E3 AE Clay 00:45:52 NP	- Zach : Come drink with us, buddy! - Clay : <i>I, uh. Thanks, but I gotta get home for dinner.</i> - Justin : Oh, that's cute. Come on, you come all the way out to Blue Spot. You let Bryce-y buy you a beer.	Walker finally bought a beer for Clay. When Clay was about to throw the beer away, it turned out that Walker and his friends were inside the convenience store and called Clay to join him, but Clay refused on the grounds of having to go home to dinner.	Avoidance	T	Negative politeness	T
18.	18 E3 AE Clay 00:50:47 NP	- Clay's Dad: Okay, before we get to the sentencing phase, let's all just sit down to dinner. You need some food and water in you, and then we can talk about - Clay : <i>No, I don't,</i>	When Clay got home, his parents were waiting at the dinner table. Clay, who looked a little drunk after drinking beer, walked toward the dining room. Seeing Clay it was like that Mrs. Jensen was furious with Clay. Mr. Jensen also mediates the ongoing debate and tells Clay to	Avoidance.	T	Negative politeness	T

		<i>actually. I'm not that hungry. Um, I think I'm just gonna go to my room. I'm sorry.</i>	drink and eat to relieve his nausea, but Clay refuses because he wants to rest in the room immediately.				
19.	19 E4 DD Clay 00:09:56 PP	- Clay's Dad: How bad is it? - <i>Clay : Uh, Um, hey Dad. How bad is what?</i> - Clay's Dad : I'll never forget my first hangover.	The next day after Clay was better, Mr. Jensen also visits Clay's room to see how he is and asks how bad things happened last night. Clay, who did not want his parents to know what happened, also answered by questioning what was meant by his father.	Divert and distract the addressee.	T	Positive politeness	T
20.	20 E4 DA Clay 00:14:57 NP	- Walker : I'm having a Halloween thing at my place, super mall. You should come, Alex will be there. - <i>Clay : I, uh, I'll think about it.</i>	Walker planned to celebrate the Halloween party at his house and invited Clay to come to his party, but Clay was still thinking whether he would come or not.	Postponement (delaying answer)	T	Positive politeness	T

		- Walker : What, you got something else to do?					
21.	21 E4 SI Hann 00:17:38 PP	- Courtney : Obsessing over the history exam? - Hannah : Uh, no. - Courtney : About who you're going to take to Winter Formal?	During class time and the teacher was explaining the material to one of the students, Courtney's classmate Hannah invited to chat to the teacher and her friend rebuked her to be quiet because it was quite noisy when they were chatting. Hannah, who was watching her teacher, became unfocused as Courtney continued talking. Courtney, who felt a little neglected by Hannah, even mocked Hannah if she was obsessed with history, but Hannah quickly refused.	Say what's offered is inappropriate.	T	Positive politeness	T
22.	22 E4 PB Hann 00:19:56 PP	- Courtney : Weird. - Hannah : Exactly. My money's on him. - Courtney : He's gonna need more than an	After Courtney's father left them both in the warehouse, they then talked about Courtney's father. And, Courtney questioned whether Hannah was afraid of her father.	Put the blame on a third party or something over which you have no control.	T	Positive politeness	T

		umbrella to block the rays of this thing. Wanna see? You may want to look away.	And, Hannah agreed that she was afraid because of the money she was asking for parents.				
23.	23 E4 AE Clay 00:25:22 NP	- Tyler : The way they celebrate themselves and just their whole group. It's better to stay outside of it all. You know? - Clay : No, I don't know.	Clay attends the Halloween event held by the school. When the program began, Tyler approached Clay, who was sitting in the basketball court's audience, and Tyler talked about Genk Walker, who was very enthusiastic about celebrating the Halloween event to Clay, but unfortunately, Clay did not want to discuss what Walker and his friends were doing.	Avoidance.	T	Negative politeness	T
24.	24 E4 BS Tony 00:26:49 PP	Tony : Clay, those guys are using you. They just want to shut yo down and whatever they're offering you, they're lying.	When Clay was in the toilet, he accidentally met with Tony. Clay, who still thought that Tony was following him, approached him and questioned what had happened	Be silent	T	Positive politeness	T

		<p>Clay : You lied to me. You lied about where you were last night. I saw you with your brothers. I saw you beating up that guy or were you just “helping” him too?</p> <p>Tony : Clay, Clay.</p> <p>Clay : (Leaved Tony)</p>	<p>yesterday. Tony was quiet at first, but because Clay had begun to get angry, finally Tony explained about Genk Walker. Hearing this explanation, Clay grew angry and immediately left Tony.</p>				
25.	25 E4 PB Clay 00:29:48 PP	<p>- Mrs. Baker : Drop it, right now! You stay right there while I call teh police. It’s in your hand.</p> <p>- Clay : No, I was taking it down. Really. Mrs. Baker, I knew Hannah. We used to work together. I was riding by, and I saw these kids.</p>	<p>When Clay was on his way home, he passed by Hannah's house being bullied by irresponsible people. Then, Clay immediately stepped in front of Hannah's house and shouted to drive the people away. Mrs. Baker, who heard the scream immediately went out to see what was happening in front of his house, and saw Clay, who was holding the paper, Mrs. Baker thought he had done it and</p>	<p>Put the blame on a third party or something over which you have no control.</p>	T	Positive politeness	T

		- Mrs. Baker : You knew Hannah?	would be reported to the police, but Clay refused that it was not him who did it and said that he knew Hannah well.				
26.	26 E4 AE Clay 00:32:43 PP	- Mrs. Baker : Yes, they can. Did you want a soda or something? - Clay : I'm really fine, thank you. - Mrs. Baker : Hannah didn't have many friends, so I'm thrilled to finally one. Clay, was it?	After Clay told him that he knew Hannah, Mr. Baker did not report Clay and instead told him to enter the house. Mr. Baker offers Clay if he wants something to drink, but Clay refuses.	Avoidance.	T	Positive politeness	T
27.	27 E4 DD Clay 00:38:49 PP	- Mrs. Baker : Everything okay? - Clay : Sorry, I just got turned around on my way back from, this is Hannah's room? - Mrs. Baker : Yes, it is.	After Clay came from the toilet, he accidentally remembered the tape when he passed Hannah's room. When something was being lined up, suddenly Mrs. Baker approached him and asked if everything was all right, Clay was surprised that Mrs. Baker	Divert and distract the addressee.	T	Positive politeness	T

		<p>But you knew that already.</p> <p>- <i>Clay : I what?</i></p> <p>- Mrs. Baker : I knew you looked familiar. I saw you standing outside that window.</p>	<p>replied by pretending not to know what was happening.</p>				
28.	28 E4 PB Clay 00:39:19 NP	<p>- Mrs. Baker : No, no,no. Please, Clay. I'm just trying to piece things together. You don't need..</p> <p>- <i>Clay : My parents are expecting me home.</i></p> <p>- Mrs. Baker : No, we never got a note. We never got a reason. So now my daughter might as well be an acquaintance to me, too. I have some of her things,</p>	<p>Mrs. Baker asks for Clay's help to explain what he knows about Hannah, but Clay rejects it because his parents are waiting for him at home.</p>	<p>Put the blame on a third party or something over which you have no control.</p>	T	Negative politeness	T

		some of her photos, and, um, her notes. We could look at them together. Wait, wait here?					
29.	29 E4 PB Clay 00:41:24 NP	- Mrs. Baker : Wait. Please, I just want to talk. - <i>Clay : I'm sorry, my mom's waiting for me. I'm sorry.</i>	Mrs. Baker still forced and begged Clay to tell a little about Hannah, but Clay still refused on the grounds his parents were waiting at home.	Put the blame on a third party or something over which you have no control.	T	Negative politeness	T
30.	30 E4 DD Clay 00:45:34 PP	- Tony : Where are you going? - <i>Clay : What are you doing here?</i> - Tony : Your mom invited me.	The next day when Clay came down from his room and was about to have breakfast, suddenly Tony came to his house to join breakfast with his family. Tony, who saw Clay was in a hurry asked where he was going, and Clay did not answer, but instead asked what he was doing early in the morning to his house.	Divert and distract the addressee.	T	Positive politeness	T
31.	31 E5 AE Clay	- Lanie : Clay, honey. I	At breakfast with the family in the	Avoidance.	T	Negative politeness	T

	00:05:51 NP	need to discuss something with you. - Clay : Oh, shit, I gotta go. I'm meeting someone at Monet's for a school project. Love you guys.	dining room. Mrs. Jensen began the conversation with Clay, who wanted to talk about something serious, but because Clay already knew what his mother wanted to talk about. Finally, Clay avoids going to school because there is a project.				
32.	32 E5 SI Hann 00:23:18 NP	- Hannah :Seriously,Tyler? - Tyler : It's for the yearbook. (Take a picture) - Hannah : I don't care. Don't put it in my face.	When Hannah and the Courtness entered the party room, Tyler immediately took a photo of all the invited guests who came, Hannah loved, he refused to be taken a photo of his face, even though Tyler had explained that his photo would be used for the school yearbook.	Say what's offered is inappropriate.	T	Negative politeness	T
33.	33 E5 AE Clay 00:27:55 PP	Tony : I'm aware. Listen, clay, what you did to Tyler, that's Clay : I don't want to hear it, Tony.	When the sport is over, Tony and Clay are still resting on the basketball court. When Tony approaches Clay, he informs him that what Clay did to Tyler could endanger himself. Before	Avoidance.	T	Positive politeness	T

		Tony : I feel you, brother, but still. That shit's not helping.	Tony could explain, Clay had refused to talk about Tyler.				
34.	34 E6 DD Clay 00:04:38 PP	- Justin : Where you going, Clay? - Clay : <i>Where's my bike?</i> - Justin : I'm gonna hold onto it for a while. And you're gonna keep quiet, right?	Early in the morning in front of Liberty High School, there was a commotion between Alex and Montgomery. All crowded around Alex and Montgomery, including Clay. When the commotion was handled by Mr. Porter, all students disbanded and returned to their activities. And, Clay too, when Clay was about to go to class, Justin suddenly asked from the back where he was going, Clay did not answer by changing the conversation leaving the existence of his bicycle that had been taken by Justin.	Divert and distract the addressee.	T	Positive politeness	T
35.	35 E6 SI Hann 00:35:38 PP	- Marcus : Okay. Well, then fries? A	Hannah, who had been waiting for Marcus for almost an hour at the cafe	Say what's offered is inappropriate.	T	Positive politeness	T

		<p>cheeseburger? A stomach pump?</p> <p>- Hannah : Damn it, Marcus.</p> <p>- Marcus : Come on, come on, what do I have to do to make you forgive me?</p>	<p>because of the school program, Dollar Valentine. Marcus finally came to invite Genk Walker. Before sitting down, Marcus apologized to Hannah for being late. Later, he offered Hannah some food, but Hannah refused.</p>				
36.	36 E6 SI Clay 00:37:26 PP	<p>- Sheri : What happened? Did I do something?</p> <p>- Clay : No, no. God, no. It's I don't know.</p> <p>- Sheri : Look, it's okay if you don't like me like that.</p>	<p>Clay invites Sheri to play at his house. When they were busy chatting a lot of things in Clay's room, Clay suddenly carried away with Sheri. Sheri, who enjoyed Clay's treatment, was also carried away, and suddenly Clay stopped his activities when he remembered something about Hannah. Sheri who did not feel she was doing anything immediately asked if she was doing something that made Clay stop her activities,</p>	Say what's offered is inappropriate	T	Positive politeness	T

			then Clay answered that he did not know what he was thinking while moving away from Sherri.				
37.	37 E6 SI Hann 00:41:03 PP	<p>- Hannah : You're such an asshole.</p> <p>- Marcus : Come on.</p> <p>- Hannah : No. Stop it, no. Get off me. Don't touch me! Get off!</p> <p>- Marcus : Hey, what the fuck?</p>	Hannah was feeling bad when Marcus glanced at his friends and moved to be close to Hannah. Marcus, who changed his position, immediately acted. Even Hannah, who felt harassed refused Marcus's action by refusing and shouting.	Say what's offered is inappropriate.	T	Positive politeness	T
38.	38 E6 AE Clay 00:43:11 PP	<p>- Lanie : You would never be a bully.</p> <p>- Clay : How do you know?</p> <p>- Lanie : Because I know you. Because you're a good kid.</p> <p>- Clay : Maybe there aren't any good kids. I</p>	Mrs. Jensen is now a school lawyer for the Hannah case chosen by Mr. Bolan Mrs. Jensen tried to approach Clay, who was resting in his room and asked questions like a parent asking about school. Suddenly, Mrs. Jensen talked about bullying with Clay and there was little debate between the two of them. When Mrs.	Avoidance.	T	Positive politeness	T

		<p><i>have to get ready for bed.</i></p> <p>- Lanie : Clay, honey. If this case could hurt you in any way then I won't take it. But, you have to tell me why. You have to tell me what's going on. I can't help you if you don't talk to me.</p>	<p>Jensen said that Clay would never get bullied because he knew Clay was a good boy, then Clay brushed off his mother's words and said that he had to sleep.</p>				
39.	39 E7 AE Clay 00:02:41 NP	<p>- Lanie : I haven't made your lunch yet.</p> <p>- <i>Clay : I'll be lunch.</i></p>	<p>When Clay was about to leave school, he overheard the debate of his parents discussing suicide. Mrs. Jensen was surprised to see Clay, who was standing at the kitchen door and tried to explain what he had heard to Clay, but Clay was not enthusiastic about hearing it and went to school.</p>	Avoidance.	T	Negative politeness	T
40.	40 E7 SI Hann 00:13:59 PP	<p>- Hannah : Zach, I don't know if you're doing this</p>	<p>After yesterday's incident at the cafe. Zach apologizes for what happened</p>	Say what's offered is inappropriate.	T	Positive politeness	T

		<p>on a dare or whatever.</p> <p>Zach : It's not a dare. It's not, I just I know you think every guy likes you because you've got this great ass. But, I like you for so much more than that.</p> <p>Hannah : Oh, my God, you're such an idiot.</p> <p>- Zach : What? What'd I say?</p>	<p>to Marcus Hannah. And, Zach met with Hannah determined to express her heart, but because Hannah had negative thoughts about Genk Walker. So, Zach's good intentions were rejected by Hannah.</p>				
41.	41 E7 AE Clay 00:22:29 PP	<p>- Tyler : Hey, Clay.</p> <p>- Clay : Go away, Tyler.</p> <p>- Tyler : You know, I get that a lot. Especially lately. But today I'm on official yearbook business.</p>	<p>When Clay is watching a basketball game. Tyler tries to say hello to Clay, but Clay asks Tyler to leave with a dislike face.</p>	Avoidance.	T	Positive politeness	T

42.	42 E7 PB Clay 00:34:18 PP	<p>- Skye : Want me to clear these?</p> <p>- Hannah : <i>No, I'm waiting for someone.</i></p> <p>- Skye : Clay?</p>	Hannah waited for Jessica at the cafe where they used to gather. Skye who was a waitress at the cafe tried to offer Hannah's table to be cleaned, but Hannah refused because she was waiting for someone.	Put the blame on a third party or something over which you have no control.	T	Positive politeness	T
43.	43 E7 SI Clay 00:41:34 PP	<p>- Zach : I'm sorry, Clay. I'll always be sorry. Do you want to read it?</p> <p>- Clay : <i>I don't think I could. I don't think I ever could.</i></p>	Zach and his mother come to Clay's house to take responsibility for Clay's actions which tore Zach's tires during a basketball game last night. When Clay's parents offer them to enter the house, Zach asks Clay to go outside for a moment because he wants to have something to talk about Hannah. Zach admitted that he took the letter in Hannah's box and asked Clay to read it, but Clay refused to read it.	Say what's offered is inappropriate.	T	Positive politeness	T
44.	44 E7 SI Clay 00:45:46 PP	<p>- Tony : Let me help you.</p> <p>- Clay : <i>What, like</i></p>	Clay felt he could no longer listen to all of Hannah's recordings. Then, he	Say what's offered is inappropriate.	T	Positive politeness	T

		<i>you've been helping me so far? No, thanks. But, look on the bright side you don't have to follow me anymore.</i>	went to Tony's house, intending to return all the records. But until there, Tony instead refused to accept the recording and he offered to help Clay if anyone made Clay feel confused by what happened. Clay, who didn't want to think about Hannah all the time and wanted to live a normal life like a normal person, refused Tony's advice to continue listening to the recording.				
45.	45 E8 AE Clay 00:03:36 PP	- Tony : Get in the car. I have something I have to show you. - Clay : <i>Tell me how you know what you know. Tell me what I did to Hannah. See you, Tony. Actually, I hope I don't. Ever.</i>	Clay increasingly confused with what was happening, then there was Tony who was waiting for him in front of the Liberty Lab and asked him to go straight in the car because there was something Tony wanted to show. Clay, whose situation was disappointed with Tony, refused the Tony's invitation.	Avoidance.	T	Positive politeness	T

		- Tony : Clay, get in the car.					
46.	46 E8 PB Clay 00:23:46 PP	- Tony : Shit. You brought your phone on a climb? - Clay : No, I brought my phone on a walk. That's my mom's ring. - Tony : Be a good son or plunge to the rocks below.	Tony invites Clay for rock climbing without safety equipment. Amid the trip, Clay's cell phone rang and Tony was angry at Clay for carrying a cell phone while climbing. Clay also explained that he brought a cell phone when he was just traveling because his parents always worried about him when he didn't come home on time.	Put the blame on a third party or something over which you have no control.	T	Positive politeness	T
47.	47 E8 SI Clay 00:26:41 PP	- Tony : All right, I'm gonna throw this. Grab it, pull yourself up. - Clay : Tony, I can't. - Tony : Of course, you can. One foot at a time. Come on.	Tony almost reached the top of the cliff, but when he was about to reach the rock to climb, it fell on Clay's head. Then, Tony hurried to the top so he could help Clay. And, at the top, Tony held out the rope to hold Clay to get to the top, but Clay gave up, desperate because he could see	Say what's offered is inappropriate.	T	Positive politeness	T

			nothing.				
48.	48 E8 AE Clay 00:38:14 PP	<p>- Tony : Clay, you know I'm gay, right?</p> <p>- Clay : <i>What? No, I didn't know that. How was I supposed to know that?</i></p> <p>- Tony : I thought everyone knew it.</p>	<p>On the way home, Tony told Clay that he was gay, so there was no way he liked Hannah as Clay had alleged. Hearing this, Clay was shocked and he had no idea about it before.</p>	Avoidance.	T	Positive politeness	T
49.	49 E9 GE Clay 00:09:31 PP	<p>- Hannah : Gonna turn in a project late?</p> <p>- Clay : <i>Uh, maybe. No, I'm not gonna do that. But I might half-ass a paper now and again.</i></p> <p>- Hannah : Whoa, careful there.</p>	<p>When Hannah had just arrived at work, Clay was stunned to see Hannah in her new hairstyle and commented if she liked Hannah's new look. Later, Clay asked if he would go to Jessica's party, but Hannah still didn't know whether to leave or not. And, Hannah also reminded me that there is a final project that must be submitted, then Clay replied that he might be late, but</p>	General acceptance with excuses.	T	Positive politeness.	T

			he would try to submit the final project even though it was only half done.				
50.	50 E9 DD Clay 00:12:09 PP	<p>- Marcus : Yo, Clay. What's up? How are you doing today?</p> <p>- Clay : <i>What do you want, Marcus?</i></p> <p>- Marcus : Did you and Tony talk yesterday? We sure did. Okay, and you're just doing your own thing.</p>	Clay, who had just entered the canteen, was immediately greeted by Marcus with suspicious gestures by asking what about today, but Clay, who already knew what Marcus meant was straight to the point asking what Marcus wanted without answering the Marcus's question first.	Divert and distract the addressee.	T	Positive politeness	T
51.	51 E9 AE Clay 00:34:16 PP	<p>- Lanie : Clay, who's hurting you?</p> <p>- Clay : <i>No, it's not me. It's a hypothetical. Just it's a hypothetical.</i></p> <p>- Lanie : All right. Hurting them how?</p>	Clay and Mrs. Jensen are at the police station. Suddenly, Clay asked his mother about legal matters and gave an example while explaining. Mrs. Jensen, who heard it was shocked by Clay's question, and immediately asked who hurt him.	Avoidance.	T	Positive politeness	T

			Clay also replied that it was not about him only a hypothesis.				
52.	52 E9 AE Clay 00:38:21 NP	<p>- Lanie : Even if a crime can't be prosecuted, it shouldn't stay a secret.</p> <p>- Clay : Mom, I'm sorry, but I've got to go.</p> <p>- Lanie : What? Clay, no.</p>	Clay finally told his mother everything about him and Hannah. He felt useless because he could not do anything for Hannah. Mrs. Jensen, who felt sorry to see Clay also gave advice, and after Clay remembered something, he immediately permission to leave his mother, even though the affairs in the police had not been completed.	Avoidance.	T	Negative politeness.	T
53.	53 E9 SI Clay 00:53:08 PP	<p>- Clay : Why is everyone protecting Bryce. Why are you?</p> <p>- Tony : I'm doing it for Hannah.</p> <p>- Clay : Fuck that, Tony! Fuck that! Jessica got raped! And Justin's</p>	The truth about Hannah's recording began to unfold, Clay, who could not hold back his emotions after knowing everything about Tyler, Jessica, and Bryce immediately looked for Tony's whereabouts. After meeting with Tony, Clay's emotions became more and more unbearable and	Say what's offered is inappropriate.	T	Positive politeness.	T

		<p><i>got her brainwashed. Everyone at school is covering it up. That is beyond fucked up!</i></p> <p>- Tony : You don't know the whole story yet.</p>	<p>immediately hit Tony's face. He was disappointed with Tony, who already knew everything but he pretended to not know anything.</p>				
54.	54 E9 SI Clay 00:53:48 PP	<p>- Tony : Just take a breath, okay?</p> <p>- Clay : Fuck you, Tony. Fuck you.</p> <p>- Tony : What the fuck are you doing, Clay?</p>	<p>Tony asked Clay to calm down so that he could think clearly and speak slowly to find a solution, but Clay couldn't. He kept getting angry and blamed Tony, why he kept all this stuff that made Clay go crazy while thinking about Hannah.</p>	<p>Say what's offered is inappropriate.</p>	T	<p>Positive politeness.</p>	T
55.	55 E10 AE Hann 00:12:19 NP	<p>- Police : Is there anything else I can do for you?</p> <p>- Hannah : No, that's all. Thank you.</p>	<p>Sherri invites Hannah to go home early before Jessica's party is over. On the way, Hannah borrowed a charger from Sherri because her cell phone was dead. When Sherri is looking for a charger while driving a car. Suddenly the Sherri's car crashed</p>	<p>Avoidance.</p>	T	<p>Negative politeness.</p>	T

			into a stop sign on the side of the road. They both went down to check the state of the car. Hannah asked Sherri to contact the police to tell her that the stop sign was broken, but Sherri refused and immediately left Hannah. Later, Hannah sought help to contact the police. When they were connected to the police, it turned out that someone had reported the incident to the police. And, the police asked again if there was anything they could help, Hannah also said there was none.				
56.	56 E10 SI Hann 00:22:48 PP	<ul style="list-style-type: none"> - Clay : What are you crying about? You barely knew him. - Hannah : No. Clay, you don't understand. - Clay : I do understand. 	Hannah approached Clay while crying. He wanted to say something that happened about him to Clay, but Clay was already disappointed with all the drama performed by Hannah. Therefore, Clay refused to listen to	Say what's offered is inappropriate.	T	Positive politeness.	T

		<p>Every drama has to be your drama, or it doesn't count. Somehow this is all about you. It's incredible.</p> <p>- Hannah : <i>No, Clay!</i></p> <p>- Clay : Please, just don't, okay?</p>	<p>an explanation from Hannah.</p>				
57.	57 E10 SI Clay 00:46:27 PP	<p>- Tony : Don't you know what happened?</p> <p>- Clay : <i>No, clearly, I don't. So tell me.</i></p> <p>- Tony : You know I'm not going to do that.</p>	<p>Clay is listening to Hannah's recording in the park. Suddenly Tony came over to Clay, who was confused by everything that happened. Later, Clay tells Tony that he already knows about Jeff who died in an accident. After talking about Jeff, Clay said that he couldn't finish recording by the end, but Tony was sure he could get through it all. Tony also asks if he already knows what happened, after listening to the 10th recording. And, Clay replies</p>	<p>Say what's offered is inappropriate.</p>	T	<p>Positive politeness.</p>	T

			that he doesn't know what happened and asks Tony to explain all the truth from the recording.				
58.	58 E11 AE Clay 00:19:05 PP	- Troy : Hannah. Clay, you two are gonna come over there and you're gonna play beer pong. - Clay : <i>Actually, I'm not really big into sports with balls.</i> - Troy : All sports have balls.	Clay invited Hannah to sit outside because it was so crowded inside. While engrossed in conversation, Troy approached the two of them to offer to play ping pong with him. Clay rejects Troy's invitation because he does not like sports games using the ball.	Avoidance.	T	Positive politeness.	T
59.	59 E11 OA Clay 00:27:11 PP	- Skye : I've got a prosciutto mozzarella with red peppers. And a plain turkey with a tiny dab of mayo, and an even tinier dab of mustard. No triple Americano for you? - Clay : <i>No, I'll just get</i>	Tony invites Clay to go eat at Skye's Cafe. When he arrived at the cafe, Skye delivered food orders for Clay and Tony's table. Skye also told Clay that her favorite American coffee, triple was empty and Clay had asked to be replaced with water or whatever was available.	Offer an alternative.	T	Positive politeness.	T

		<p><i>some water or something.</i></p> <p>- Skye : Oh, my God. Sit. I'll get it.</p>					
60.	60 E11 SI Hann 00:38:12 NP	<p>- Clay : You all right?</p> <p>- Hannah : I don't want you here. Get out.</p> <p>- Clay : Hannah.</p>	<p>When at Jessica's party, Clay invites Hannah to see the room provided by Jessica. When in the room, they were chatting and getting carried away, Clay began to kiss Hannah and they enjoyed each other. Suddenly Hannah pushed Clay and cried when she remembered the previous incident that had happened to her. Clay, surprised by Hannah's attitude, apologizes for the incident, and Hannah asks Clay to leave her alone in the room.</p>	<p>Say what's offered is inappropriate.</p>	T	Negative politeness.	T
61.	61 E12 DD Clay 00:02:57 PP	<p>- Lanie : Why would you need to lie?</p> <p>- Clay : If I knocked down a stop sign and a</p>	<p>Clay and family always had breakfast together in the dining room. Mr. Jensen always asked Clay about school. And, Mrs. Jensen, who is</p>	<p>Divert and distract the addressee.</p>	T	Positive politeness.	T

		<p><i>kid got killed, is that manslaughter?</i></p> <p>- Lanie : Clay, what the hell are we talking about?</p>	<p>currently busy dealing with the Hannah case, also asked Clay about his conversation last time about the prosecuted and the hypothesis. Mrs. Jensen is disappointed with Clay, why should lie about the Hannah case to his mother. Then, Clay answered by shifting the subject about crashing into a stop sign.</p>				
62.	62 E12 AE Clay 00:18:16 PP	<p>- Tony : Mind telling me why the switch?</p> <p>- <i>Clay : I'm sorry. I'm not at liberty to discuss it</i></p> <p>- Tony : We had a deal that we would do this together.</p>	<p>Tony and Clay meet in the classroom. Clay asks Tony to bring a tape of Hannah's tape and preferably. When Tony asked why he had to trade, Clay replied he didn't want to discuss at school for fear that someone would hear.</p>	Avoidance.	T	Positive politeness.	T
63.	63 E12 AE Hann 00:42:58 PP	<p>- Hannah : And I qualify as "cool people"?</p> <p>- Walker : Hell, yeah, you do. Coolest chick in</p>	<p>That night Hannah delivered pizza to Bryce Walker's house because there was an event at the house. When he arrived in front of Walker's house,</p>	Avoidance.	T	Positive politeness.	T

		<p>the junior class and the hottest.</p> <p>- Hannah : Well, uh, I'd better get going. My parents are probably super worried by now.</p> <p>- Walker : You just get here.</p> <p>- Hannah : Sorry, I gotta go.</p>	<p>Jessica and the others were playing in the pool while joking. Jessica, who saw Hannah called out to join her. And, when Hannah joined, a few moments later Jessica and the others left her in the pool. Suddenly, when Hannah closed her eyes, Walker came up to her and asked to speak, but Hannah refused that she had to leave.</p>				
64.	64 E13 AE Clay 00:06:50 NP	<p>- Clay's Dad : Are you giving me the silent treatment, or is it the other way around? Shouldn't it be the other way around?</p> <p>- Clay : I'm just eating breakfast.</p> <p>-Clay's Dad : You disappeared again. There are consequences when</p>	<p>At breakfast at the dining table. Clay's father was angry at Clay's attitude of silencing him as if it was his father's fault when in fact the opposite. Clay only answered that he was having breakfast, so he didn't talk, not silence him.</p>	Avoidance.	T	Negative politeness.	T

		you disappear.					
65.	65 E13 DA Clay 00:07:22 NP	- Lainie : Clay. - Clay : Mom, soon. I promise. - Laniie : (sighs)	Mrs. Clay came into the house with Tony. Clay is surprised to see Tony, who is coming with his mother's home. And, Clay immediately moved from the dining room and invited Tony to go up to his bedroom. Clay's mother who was talking immediately stopped and looked at Clay and Clay also said that he promised he would immediately finish his conversation with Tony.	Postponement (delaying answer).	T	Negative politeness.	T
66.	66 E13 GE Hann 00:20:42 PP	- Porter : You don't care about what? - Hannah : About anything. School, myself, the people here, my parents. - Mr. Porter : Your parents?	Hannah met with Mr. Porter in his office to tell what he has experienced and felt. When Hannah started talking about family, friends, and others, Hannah suddenly said that she didn't care about everything, including her parents. Mr. Porter, who heard this, then asked again	General acceptance with excuses.		Positive politeness.	T

		<p>- Hannah : <i>I mean, I care about them, but I'm not who they need me to be.</i></p> <p>- Mr. Porter : Well, who do they need you to be?</p>	<p>what he had heard, then Hannah explained again the intentions that were said to Mr. Porter.</p>				
67.	67 E13 DD Hann 00:21:30 PP	<p>- Mr. Porter : Uh, no. Listen, what about your friends? Do you care about them?</p> <p>- Hannah : <i>Friends? What friends?</i></p> <p>- Mr. Porter : Now, I know you have friends. I see you in the halls.</p>	<p>When Mr. Porter asks about Hannah's friends who have been close to her, such as Courtney, Jessica, Clay, and Justin. Hannah answered that she doesn't have friends, even she doesn't know what friends are like.</p>	<p>Divert and distract the addressee.</p>	T	<p>Positive politeness.</p>	T
68.	68 E13 AE Hann 00:25:46 NP	<p>- Mr. Porter : Hannah, what did you mean when you said you needed life to stop?</p> <p>- Hannah : <i>I don't</i></p>	<p>Hannah told me that he wanted to end his life, but gave no reason. Then asked by Mr. Porter was the reason too, Hannah said she did not know because she did not want anyone to</p>	<p>Avoidance.</p>	T	<p>Negative politeness.</p>	T

		<p>know.</p> <p>- Mr. Porter : Cause that seems like a very serious thing to say.</p>	<p>know the reason why she wanted to end her life.</p>				
69.	69 E13 DD Hann 00:28:32 NP	<p>- Mr. Porter : A decision to do something with a boy that now you regret.</p> <p>- Hannah : Oh, my God, no! That's just what you assume?</p> <p>- Mr. Porter : No, I'm just asking you.</p>	<p>Mr. Porter continues to pressure Hannah that she is doing something or drama, so that everyone's attention to her. Hearing this, Hannah was furious in rejecting what was alleged to her and said that it was all untrue and that it was only an assumption or a summary of Mr. Porter after listening to Hannah's story.</p>	<p>Divert and distract the addressee.</p>	T	Negative politeness.	T
70.	70 E13 SI Hann 00:29:19 NP	<p>- Mr. Porter : Maybe you consented, then changed your mind.</p> <p>- Hannah : No, it's not like that!</p> <p>- Mr. Porter : Should we involve your parents or</p>	<p>Mr. Porter continues to interview Hannah about the party that night at Jessica's house. When Hannah was asked by Mr. Porter, he always said No, until finally Mr. Porter offended him and he immediately answered in a high tone indicating that he did not</p>	<p>Say what's is inappropriate.</p>	T	Negative politeness.	T

		the police? - Hannah : No.	do that.				
71.	71 E13 AE Hann 00:32:20 NP	- Mr. Porter : Okay. There's more talk about, other resources. - Hannah : No, I think we figured it out. I need to move on and get over it. - Mr. Porter : Hannah, I didn't say get over it. But sometimes that's the only other option.	When Hannah tried to let her know that the culprit was senior, Mr. Porter also said that he could not help because they would soon be leaving school. Then, Hannah left the room. Porter, although Mr. Porter tries to prevent him from leaving Hannah is already disappointed with Mr. Porter. Therefore, Hannah left the room, Mr. Porter.	Avoidance.	T	Negative politeness.	T