



Premise : Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: [10.24127/pj.v12i1.5942](https://doi.org/10.24127/pj.v12i1.5942)

---

## DEXTERITY OF ACCEPTING AND DECLINING ORAL INVITATIONS OF SMK STUDENTS IN SPEAKING PERFORMANCE

by

**Anselmus Sahan\***

*English Study Program, Timor University, Kefamenanu, East Nusa Tenggara Province, Indonesia*  
[anselsahan@gmail.com](mailto:anselsahan@gmail.com)

**Hermelinda Azi Bulle**

*English Study Program, Timor University, Kefamenanu, East Nusa Tenggara Province, Indonesia*

**Febronia Lasi**

*English Study Program, Timor University, Kefamenanu, East Nusa Tenggara Province, Indonesia*  
[febry1202@gmail.com](mailto:febry1202@gmail.com)

\*corresponding author

*(Article History: Received: 2022-08-13 Revised1: 2023-01-16 Revised2: 2023-02-09 Accepted: 2023-02-14 Published: 2023-02-27).*

### Abstract

Accepting and declining invitations bridges the speakers and hearers involved in direct communication to get mutual understanding. In a classroom context, the knowledge of accepting and declining invitations is essential since both teachers and students should be able to create a dialogical relationship. Therefore, this study aims to determine whether the eleventh-year students of SMK Negeri Nibaaf, Kefamenanu, have mastered accepting and declining the invitation, describe their difficulties, and categorize their level of mastery. To describe the whole process, the researchers applied a quantitative method. To get the data, this study used an oral test given to eleven students learning English in the 2020/2021 school year. This study used mobile phones to record the oral test. Their performance was analyzed using the parts of accepting and declining an invitation and four aspects of speaking: fluency, vocabulary, grammar, and pronunciation. The result shows that their average score is 89.5. It indicates that their dexterity is categorized as very good, and their level of mastery is excellent. However, they made 109 (48%) right and 23 (8%) wrong answers. They also faced pronunciation difficulties (11 (or" 4%) right and 55 (or: 20%) wrong answers) and grammar20 (or: 7%) right and 46 (or: 17%) wrong answers). It implies that teaching speaking should pay more attention to accepting and declining an oral invitation.

**Keywords:** accepting and declining Invitation; SMK students; speaking performance

### Abstrak:

*Menerima dan menolak undangan menjembatani pembicara dan pendengar yang terlibat dalam komunikasi langsung untuk mendapatkan saling pengertian. Dalam konteks kelas, pengetahuan tentang menerima dan menolak undangan sangat penting karena baik guru maupun siswa harus dapat menciptakan hubungan dialogis. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah siswa tahun kesebelas SMK Negeri Nibaaf, Kefamenanu, telah menguasai menerima dan menolak undangan, mendeskripsikan kesulitannya, dan mengkategorikan tingkat penguasaannya. Untuk menggambarkan keseluruhan proses, para peneliti menerapkan metode kuantitatif. Untuk mendapatkan data, penelitian ini menggunakan tes lisan yang diberikan kepada sebelas siswa yang belajar bahasa Inggris pada tahun ajaran 2020/2021. Penelitian ini menggunakan ponsel untuk merekam tes lisan.*

---

### How to cite this article

Sahan, A., Bulle, H. A., & Lasi, F. (2023). Dexterity of accepting and declining oral invitations of smk students in speaking performance. *Premise: Journal of English Education and Applied Linguistics*, 12(1), 194–212.  
[https://doi.org/ 10.24127/pj.v12i1.5942](https://doi.org/10.24127/pj.v12i1.5942)

**Sahan, Bulle & Lasi (2023)**

*Kinerja mereka dianalisis menggunakan bagian-bagian menerima dan menolak undangan dan empat aspek berbicara: kelancaran, kosa kata, tata bahasa, dan pengucapan. Hasilnya menunjukkan bahwa skor rata-rata mereka adalah 89,5. Ini menunjukkan bahwa ketangkasan mereka dikategorikan sangat baik, dan tingkat penguasaan mereka sangat baik. Namun, mereka membuat 109 (48%) benar dan 23 (8%) jawaban salah. Mereka juga menghadapi kesulitan pengucapan (11 (atau" 4%) benar dan 55 (atau: 20%) jawaban salah) dan tata bahasa (atau: 7%) benar dan 46 (atau: 17%) jawaban salah). Ini menyiratkan bahwa mengajar berbicara harus lebih memperhatikan menerima dan menolak undangan lisan.*

*Kata kunci: menerima dan menolak Undangan; Siswa SMK; Pertunjukan Berbicara*

## INTRODUCTION

English is one of the international languages which is learned as a foreign language in Indonesia. It requires all people, particularly students of Indonesia who are learning English, to advance all aspects of their life, such as social, economic, educational, and cultural among the nations. It aims to equip them to communicate with international society. It becomes a chance for them to transfer science, knowledge, and art sources from foreign countries. Therefore, the aim of teaching a foreign language [English] is to make students able to communicate well (Sim and Pop, 2016)., They are also reminded to realize it is the answer to the need of Indonesian students to engage in the global world (Rao, 2019), which adopts English as a communication tool and plays a vital role in achieving success in all fields for running global communication. Students can communicate with people from different countries if this aim is achieved in teaching and learning English.

The Indonesian education curriculum of 2013, called KTSP (School-based Curriculum), has promoted the teaching and learning process of four English skills (listening, speaking, reading, and writing) to communicate well in English. It also encourages students to master three language subskills: pronunciation, vocabulary, and grammar. Its aims are seen in the decrease of number 36 the year Senior High Schools and number 60 the year in In these decrees. The Indonesian government has publicly declared the ways to master those skills and subskills in order to prepare and adapt the students to the global contexts through which they use English when they communicate with foreigners or people coming from different countries. Those skills are effectively introduced with speaking activities such as dialogue, group discussion, oral presentation, and storytelling.

Although English has been formally adopted as one of the subjects taught to students, many problems still exist. Based on our observation at one of the vocational high schools (SMK) in Kefamenanu, East Nusa Tenggara Province, the students could not speak English well. If some could speak English, they still had difficulties using correct words, responses,

*Sahan, Bulle & Lasi (2023)*

and polite questions and answers. They also faced disputes using the elements of English daily conversation such as greeting, introduction, expressing sympathy, attention, and happiness, giving instruction, accepting and canceling appointments, and accepting and declining invitations.

Those difficulties show us that they do not have the creativity to learn English seriously. In addition, seen from the length of time to learn English, Indonesian students have mastered it well. They still have many difficulties. They cannot understand one's statements or speak, read, and write (Rao, 2019). So, speaking is seen as one of the most challenging skills. Therefore, it needs a highly complex and dynamic skill, using several cognitive, physical, and sociocultural processes and the speaker's knowledge and skills (Sim and Pop, 2016).

Furthermore, many EFL students express inability and sometimes even acknowledge the failure to speak a foreign language. For instance, they mispronounce it and lack the confidence to share their opinions and ideas. Further, they lack imagination, critical thinking, inhibition, nothing to say, and low participation. They often use of mother tongue, feeling shyness and anxiety. They fear speaking because they fear making mistakes while practicing (Sim and Pop, 2016). In addition, psychological problems were the dominant factors that impeded the students from developing their speaking ability (Fitriani, Apriliawati & Wardah, 2015). They found that the students were lack of self-confidence, anxiety, grammar, vocabulary, and pronunciation.

To solve the students' problems, as has previously been revealed above, and to help them to master oral invitation of accepting and declining, many educational researchers on the teaching and learning process of English have developed some techniques. One of those studies used role play to improve 36 students' speaking skills in expressing offerings (Asramadhani & Murni, 2013). In addition, using a dialogue completion task made 27 students get average speaking ability in language function, particularly the expressions of opinion, agreement, and disagreement (Kurniati, Eliwanti & Novitri, 2015). Furthermore, small group discussions could effectively improve students' speaking skills. It can actively engage them in group discussion, encourage them to be independent learners who can expose themselves to learning activities, make them feel more relaxed at learning, and give them more opportunities to improve their speaking skills (Fitriani, Apriliawati & Wardah, 2015).

*Sahan, Bulle & Lasi (2023)*

Finally, Treffinger learning model could improve 26 students' speaking skills in teaching speaking (Akbarani, 2019).

Based on the work of earlier researchers on similar politeness formulae such as apologizing, compliment, and compliment responses, invitation-making and acceptance in English society can be analyzed according to a categorization of strategies comprising three basic categories: making an invitation, accepting an invitation, and declining an invitation (Grain & Mahd, 2021). They are making an invitation, accepting it, and declining it.

Therefore, the problems of this research are: "Have the students mastered accepting and declining oral invitations? What problems do they face in using accepting and declining oral invitations? and to what level is the students' mastery in accepting and declining oral invitations categorized?"

## METHOD

### *Design*

This study employed a descriptive quantitative method to collect and analyze the data. This Method effectively collects and analyzes information from EFL students' oral presentations (Sahan, Abi, Wisrance & Seran, 2022). Therefore, this study used a descriptive qualitative Method in order to describe the ability and identify difficulties and categorize the mastery level of eleven (11) students of SMK Negeri Nibaaf, Kefamenanu in learning English in the 2020/2021 school year in oral invitation.

### *Participant*

This study involved the eleventh-grade students of SMK Negeri Nibaaf as the samples to get actual data. They numbered 11 students, and they were chosen randomly. The school is in Kefamenanu, North Central Timor Regency, East Nusa Tenggara Province.

### *Instrument*

They could speak using oral invitations covering accepting and declining dialogues to know their ability and mastery. They consisted of six groups, and one student was matched with his friend who had presented before. Each group was given 3-5 minutes to practice their oral presentation.

**Sahan,Bulle & Lasi (2023)**

This study used mobile phones to record their oral performance. Their scores were taken from their fluency, vocabulary, grammar, and pronunciation competencies.

***Data collection technique***

Before taking the field research, some references related to the theories of the present study were studied. Then, the field study was focused on giving students the oral test, and the test covered a dialogue between accepting and declining an invitation.

Based on the national curriculum, SMK got an invitation in the odd semester (Bashir, Agustien & Emi, 2014). It is taught under the general topic of invitation. It provides some examples of dialogue dealing with a formal invitation. However, for the sake of this research, it provides another source of dialogue that entails the Invitation (Guswindari & Nailufar, 2020). It covers four dialogues. Two dialogues (entitled *Birthday Party Invitation* and *Invitation for Exhibition*) contain accepting, and two (entitled *Invitation to Barbecue Party* and *Invitation for dinner*) deal with declining invitations.

The dialogue has been set up for the students. They were given a week to learn and prepare it at home and train themselves with their pairs. When they came to the classroom, they were asked to practice it in pairs. In practicing the dialogue, they were also warned to pay more attention to four aspects of speaking: grammar, vocabulary, fluency, and pronunciation.

Their presentation was recorded to know their mastery of the text given. Each pair spent about 3-5 minutes on their oral presentation.

***Data analysis technique***

This study used the following formula to analyze their speaking ability. The score is a total of score per aspect times 10%. To measure their performance, it applied the standard of measurement of speaking (Kurniati, Eliwarti & Novitri, 2015) and (Grain & Mahd, 2021) as follows:

***Table 1. Standard of score***

| Range of Score | Score | Level of Mastery |
|----------------|-------|------------------|
| 90 – 100       | 4     | Excellent        |
| 80 – 89        | 3     | Very good        |
| 70 – 79        | 2     | Good             |
| 60 – 69        | 1     | Enough           |
| 50 - 59        | 0     | Bad              |

*Sahan, Bulle & Lasi (2023)*

The students' scores are then analyzed based on four aspects of assessing speaking (Kurniati, Eliwarti & Novitri, 2015) and (Grain & Mahd, 2021). The four aspects of assessing speaking are described as follows:

**Table 2. Aspects of speaking**

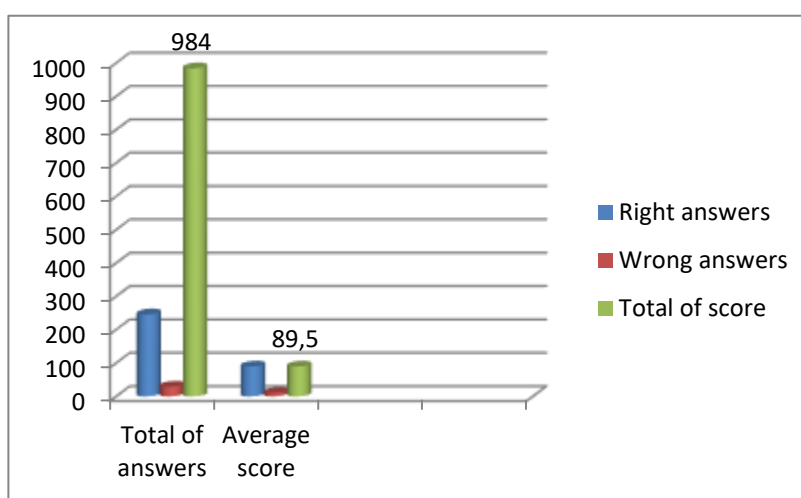
| No | Aspects of Speaking   | Score |
|----|---|-------|
| 1  | Vocabulary  |       |
|    | 1) Can understand and participate in any conversation with the range of his/her experience with a high degree of precision of vocabulary.   | 4     |
|    | 2) Able to speak the languages with sufficient vocabulary to participate effectively in most formal and informal practical, social, and professional conversations.   | 3     |
|    | 3) Has speaking vocabulary sufficient to express anything him/herself simply with some circumlocutions.   | 2     |
|    | 4) Speaking vocabulary inadequate to express anything but the most elementary needs.  | 1     |
| 2  | Grammar/structure   |       |
|    | 1) Able to use the languages accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare.  | 4     |
|    | 2) Control of grammar is reasonable. Able to speak the languages with sufficient structure/accuracy to participate effectively in most formal and informal practices and social and professional conversations. | 3     |
|    | 3) Can usually handle elementary construction quite accurately but does not have complete or confident control of the grammar.  | 2     |
|    | 4) Grammar errors are frequent, but a speaker can be understood by a native speaker using dealing with foreigners attempting to speak his/her language.   | 1     |
| 3  | Pronunciation   |       |
|    | 1) Occasional no-native pronunciation errors, but speakers are always intelligible.   | 4     |
|    | 2) Some consistent phonemic errors and foreign stress and intonation pattern, but the speaker is intelligible.  | 3     |
|    | 3) Frequent phonemic errors, foreign stress, and intonation pattern cause the speaker to be occasionally unintelligible.  | 2     |
|    | 4) Frequent phonemic errors, foreign stress, and intonation pattern cause the speaker to be unintelligible.   | 1     |
| 4  | Fluency   |       |
|    | 1) Speech is smooth and effortless, closely approximating that of a native speaker.   | 4     |
|    | 2) Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.  | 3     |
|    | 3) Numerous non-native pauses and or a non-native flow that interferes with intelligibility.  | 2     |
|    | 4) Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.   | 1     |
|    | Maximum score   | 16    |

## RESULT AND DISCUSSION

### Result

After giving them a test, we directly revised their answers. Their answers were counted to find their average score. The average score informed us that they had mastered two types of invitation: accepting and declining. The following figures will present the revision results and their scores under the three problems developed in this study.

#### 1. Students' dexterity in an invitation



**Figure 1. Students answer**

Figure 1 shows that the student's average score is 89.5, and they have passed the test, indicating that they have mastered the invitation. The average score is obtained from the total number of correct answers divided by the total number of the students' times the total number of the test items time 100% or 246 correct answers or 984.

It should be stated here that the average score is the same as the result percentage of the correct answer. While the percentage of the wrong answers, 10.5%, is from the total number of wrong answers divided by the total number of students times the total number of the test items time 100% or 29 wrong answers.

Both right and wrong answers and their scores are described as follows: Student numbers 1, 2, 4, 6, 7, and 10 made 22 correct and three wrong answers and got 88. Student numbers 3 and 11 made 24 correct and one wrong answers and got 96.

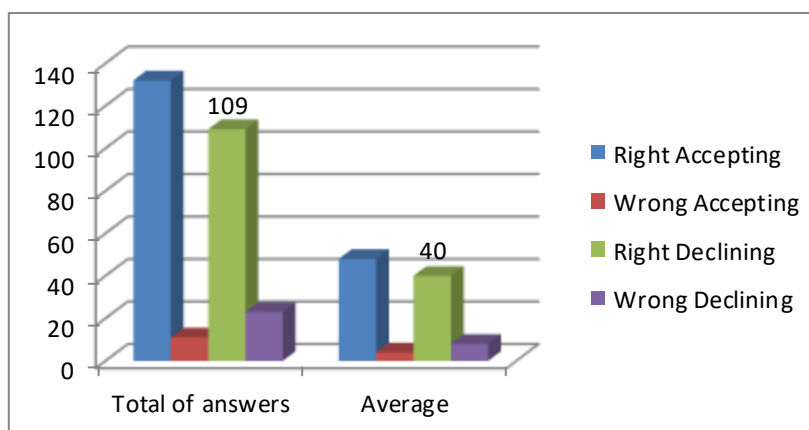
***Sahan, Bulle & Lasi (2023)***

Student numbers 8 and 9 made 23 correct and two wrong answers and got 92. Furthermore, student number 5 made 20 right and five wrong answers and got 80.

As exposed above, the student's mastery of invitation has different results with a study exploring the nature of Invitation making and acceptance in English society from a pragmatic point of view (Grain & Mahd, 2021). Their study showed that the invitation process is patterned, functional, and rule-governed. Is influenced by social distance concerning the sex and age of the individual speaker is an essential factor in determining the strategies used for inviting, accepting an invitation, or declining it.

It can be argued that native English speakers always have a particular pattern of invitation that can be understood and appreciated only by people from the same sociocultural background. In other words, Indonesian students' mastery of invitation cannot guarantee that they have been able to practice it in the context of Indonesian culture, but also a path for them to learn an effective way of communication.

**2. Students' disputes in a mastering invitation**



**Figure 2. Students' answers on the types of invitation**

Figure 2 shows that the students still find disputes in mastering the declaiming invitation. Based on the data, their correct answers are 109 (48%), and their wrong answers are 23 (8%). While accepting an invitation, they made 132 (48%) right and 11(4%) wrong answers.

Their right and wrong answers on accepting and declining the invitation will be described as follows: Student numbers 1, 2, 4, 6, 7, 8, 9, and 10 made 12 correct and one wrong answers in accepting the invitation, but they made ten right and two wrong answers in declining invitation. Student number 3 made 13 correct and 0 wrong



***Sahan, Bulle & Lasi (2023)***

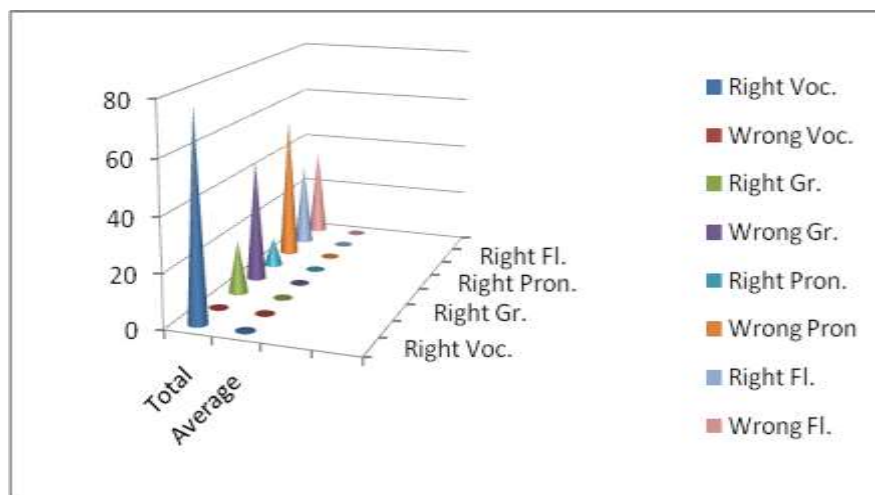
answers in accepting the invitation, while nine were correct and three were wrong in declining the invitation. Student number 5 made ten correct and three wrong answers in accepting the invitation, while they made ten right and two wrong answers in declining the invitation. Furthermore, student number 11 made 13 right and 0 wrong answers in accepting the invitation, while they made eight right and four wrong answers in declining the invitation.

The students' disputes in mastering accepting and declining invitations have also been promulgated in a study that involved three significant aspects of invitation: inviting, accepting an invitation, and declining it (Grain & Mahd, 2021). Nevertheless, they disclosed that social distance to the sex and age of the individual speaker is an essential factor in determining the type of strategies used for inviting, accepting, or declining an invitation.

It indicates that the students' disputes in the mastering invitation cannot be seen as a single factor in determining the quality of the invitation. Conversely, they are influenced by their intellectual and social competencies.

This study took the data in Figure 1 as previously exposed that their average score is 89.5. to know their level of mastery in the invitation. It shows that they have passed the test given. However, they also face problems mastering four speaking aspects, as published in the following figure.

***2.1 Students' difficulties on the aspects of speaking***



***Figure 3. Students' answers on the aspects of speaking***

**Sahan,Bulle & Lasi (2023)**

Figure 3 shows that the students still find difficulties in mastering pronunciation and grammar. The data show that they made only 11 (or" 4%) right and 55 (or: 20%) wrong answers in pronunciation and 20 (or: 7%) right and 46 (or: 17%) wrong answers in grammar. It is followed by fluency. In this aspect of speaking, they made 32 (12%) right and 34 (12%) wrong answers. Finally, they made 77 (or: 28%) right and 0(or: 0%) wrong answers.

A study about speaking ability revealed that the students' speaking and speaking abilities were categorized well (Kurniati, Eliwarti & Novitri, 2015). Nevertheless, they reminded the teacher to give the students more opportunities to practice expressing opinion, agreement, and disagreement, especially to initiate/ask using those expressions. While in a different study that measured the students' speaking using WhatsApp (Rahmawati, Sihombing, Ginting & Arimonnaria, 2021), it was disclosed that the students had increased their face-to-face speaking experience during the pandemic. However, the students still had problems with pronunciation, fluency, vocabulary, and accuracy.

**2.2 Students' difficulties with the types of dialogue**

As mentioned in Method, this study gave students four kinds of dialogue they should memorize before presenting orally in the classroom. Their responses will be portrayed in the following figure.

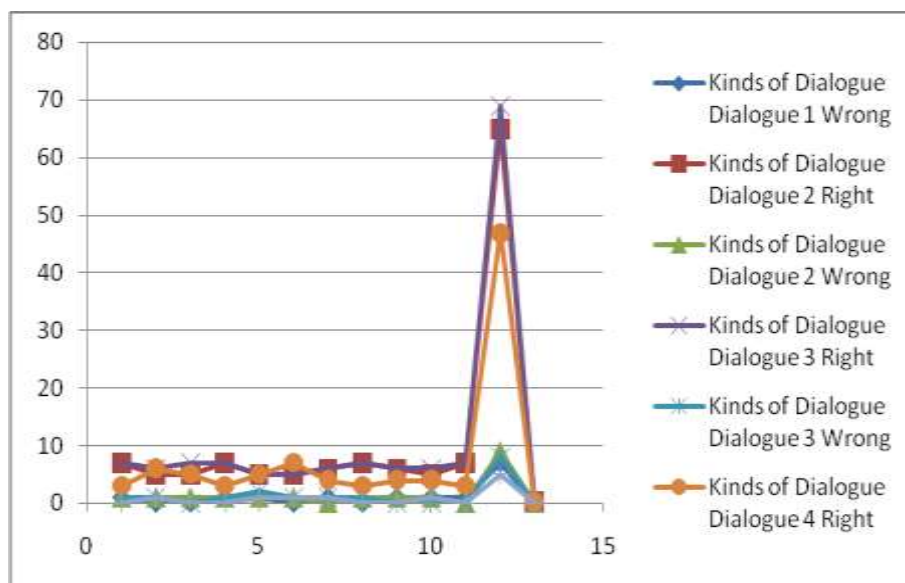


Figure 4. Students' disputes on four kinds of dialogue

**Sahan, Bulle & Lasi (2023)**

Figure 4 shows that students made 66 (24%) correct answers and 7 (2%) wrong answers in dialogue 1 (*Birthday Party Invitation*), 65 (24%) correct answers, and 9 (3%) wrong answers in dialogue 2 (*Exhibition Invitation*), 68 (24%) correct answers and 8 (3%) wrong answers on dialogue 3 (*Barbecue Party Invitation*), and 47 (17%) correct answers and 5 (2%) wrong answers on dialogue 4 (*Dinner Invitation*). It indicates they had good abilities in dialogues 1 and 3 but enough abilities in dialogues 2 and 4. So, it can be inferred that they still faced memorization and oral presentation disputes. They always forgot the sentences on oral presentations, took a long time to speak, and mispronounced them.

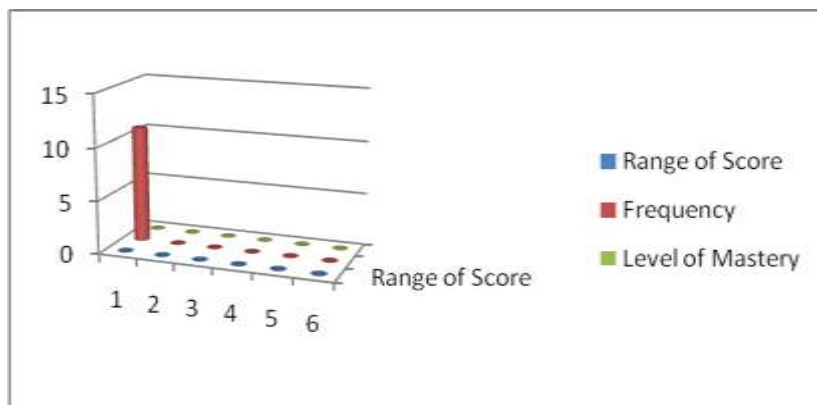
Studies about dialogue or conversation of inviting friends or relatives have also attracted many researchers. For example, it is reported that inviters talk doing invitations during phone call conversations in French construct the invitation in an incremental way (Traverso, Ticca & Ursi, 2018). It features their orientation towards the delicate character of indirect formulations (e.g., indirect questions), use of past tense, and the occasional use of more natural formulations (using verbs describing an action like *proposer*). In addition, invitations in Farsi made in informal telephone conversations between close friends and family members involved two distinctive grammatical constructions that speakers use to compose invitations in the data corpus (Taleghani-Nikazm, 2018). It is accompanied by the delivering the reason for calling, typically constructed in the imperative construction to get the recipient to participate in a joint activity (such as having tea or dinner together) they had planned and made arrangements for before the phone call. It denotes the relationship between the particular grammatical format of invitations and the interactional and sequential environment in which they are delivered.

The findings of previous studies seem to underline the social fact that each ethnicity brings different ways of inviting friends or relatives. This difference will remind teachers of English to select dialogue of invitation carefully and use it in the classroom. It means that the dialogue should at least cover the global communication patterns in society.

### **3. Students' level of mastery**

Sahan, Bulle & Lasi (2023)

Based on the data presented in Figures 1 and 4 above, we would like to categorize their score in the range of score and level of mastery provided, as seen in the following figure.



**Figure 4. Students' level of mastery**

Figure 4 shows that all scores of the 11 students are in the range of 80-100. Therefore, it can be asserted that their level of mastery is categorized as excellent. In other words, none is categorized as good, enough, poor, bad, or very bad.

Another related study reveals that students primarily cannot produce utterances of Invitation (Hussein, Hussein & Kareem, 2020). However, they could use modality, imperatives, and interrogatives in most situations. It also reveals that most Iraqi EFL 4th students can identify the speech act of invitation. In contrast, other students resort to offering, questioning, advice, etc. strategies rather than an invitation.

It indicates that although invitation is a small part of students' daily classroom communication, teachers should see it as an important way of changing how students communicate with their friends and teachers. This signaling orients to students' ability to speak English.

**Discussion**

We have analyzed the students' responses to the test given. As previously analyzed, we found that the students have mastered accepting and declining invitation strategies. The data indicate that their average score is 89.5. However, they still find difficulties in mastering declining invitation strategies. It is seen from the data that they made 109 (or: 48%) right and 23 (or: 8%) wrong answers, and it is lower than accepting an invitation, namely 132 (or: 48%)

*Sahan, Bulle & Lasi (2023)*

right and 11 (or: 4%) wrong answers. They also still face pronunciation and grammar as problematic aspects of speaking. In pronunciation, they made only 11 (or: 4%) correct and 55 (or: 20%) wrong answers and 20 (or: 7%) correct, and 46 (or: 17%) wrong answers in grammar. Finally, based on their average score, their level of mastery is excellent because their scores are in the range of 80-100.

The results of our study, as shown above, are the answers to three problems of this study. In the first problem, students have mastered accepting and declining invitation strategies. The first problem of the present study gets the same results as the study of (Sahan, Abi, Wisrance & Seran, 2022), who revealed that the students had mastered the oral presentation because their average score was 82 based on their correct answer was 144/150.

The second problem, that is, mastering invitation and aspects of speaking got the same results as the studies of (Sahan, Abi, Wisrance & Seran, 2022), who revealed that the students faced two significant problems in pronunciation (13%) and fluency (5%). It is also reported in the previous study (Franscy and Ramli, 2022) claiming that Indonesian EFL learners experienced problems in linguistic aspects (77%) comprising comprehension, pronunciation, vocabulary, grammar, and fluency, while non-linguistic (23%), including nervous about speaking, no motivation, afraid of making errors, and low participation in class.

The third problem dealing with the student's level of mastery also got the same result as the study, which investigated English language speaking anxiety among Malaysian undergraduate learners (Miskam & Saidalvi, 2019). They revealed that 32 (76%) participants have a moderate level, 5 (12%) participants have a high level, and 5 participants (12%) have a low level of English language speaking anxiety.

They are at least the same in accepting and declining invitation strategies. The first study explored the nature of invitation-making and acceptance from a pragmatic point of view. It attempted to systemize the various strategies for inviting and highlighted the socio-pragmatic constraints governing their use in English society (Grain & Mahd, 2021). They show that social distance concerning the sex and age of the individual speaker is an essential factor in determining the type of strategies used for inviting, accepting, or declining an invitation. English people have a remarkable pattern of inviting, and only people sharing the same sociocultural background can understand and appreciate it.

**Sahan, Bulle & Lasi (2023)**

Refusing or declining invitations is identified by saying no to invitations, direct and indirect, and it is influenced by sex differences as well as age and social status (Sarfo 2011, Alghmaiz 2018, and Rahayu 2019). It is realized using a preference for politeness strategies (Félix-Brasdefer 2003, Yadav 2011, Hartuti 2014 & Farenkia 2019). It is also determined by variables of the speaker's gender, education, age, and dialect (Al-Ghamdi & Alrefae, 2020). It is exposed in six strategies: alternative, set condition, hedging, the promise of future acceptance, solidarity, and positive opinion. Sometimes, it is frequently uttered (Farenkia, 2019).

In different contexts, the inviting process is influenced by social distance and sociocultural background concerning the sex and age of the individual speaker (Salih and Mahdi, 2013). The use of the head act interrogative strategy mostly in making an invitation and in refusal to the invitation is stated in forms of regret and excuse/reason (Putri, Hamzah & Refnaldi, 2018). The use of ostensible refusal functions to delay acceptances in learner production (Su, 2021) and interactional resources and a generic pattern of acceptances in lower-level learners' production.

After comparing our study's results with previous ones, it is seen that the present study explores the students' ability in a real classroom by asking them to memorize the given dialogues in pairs and reporting their inabilities in presenting the dialogues orally. So, the present study confirms the previous ones.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

After analyzing the data, the writers conclude that the second-year students of SMK Negeri Nibaaf have mastered accepting and declining invitation strategies in their oral presentations. Although they still faced declining disputes, their mastery level was excellent. Their mastery is also seen in their speed to finish the test given and the scores they got.

This study only focused on students' mastery of accepting and declining the invitation, describing their difficulties and categorizing their mastery level. To get the data, it involved the 11 seventh-grade students of SMP. Based on its scope and limitation, this study cannot show the mastery of all the seventh-grade students of SMP. Therefore, its conclusion does not guarantee that all students have the same difficulties in mastering oral invitations.

**Sahan, Bulle & Lasi (2023)**

Consequently, the teaching and learning process of English at high schools should force students to speak English. Moreover, the subsequent researchers are expected to expand the research focus on natural conversations. The students apply casual dialogues to make their dialogues, ask them to find a text of dialogue, memorize it, and present it in the classroom, mainly to increase their mastery of accepting and declining invitation strategies.

***Limitation***

As is stated in the title and the full description of this study, it just analyzes, discusses, and describes the dexterity of accepting and declining an oral invitation. There are still many speaking skill activities that should be paid more attention. In addition, its data were only taken from printed texts and asked the students to memorize. Naturally, speaking should give students more chances to create their oral speaking competence, demonstrating their speaking characteristics. Based on the two limitations of this study, it is hoped that subsequent studies should uncover the activities and strategies of speaking that touch on the natural development of speaking.

***Implication***

The results of this study have shown that the 11 seventh-grade students of SMK Negeri Nibaaf, Kefamenanu, have mastered the uses of accepting and declining an oral invitation, found their disputes in using it, and categorized their excellent level of mastery. To get the data, it just involved the 11 students of SMK. Based on its scope and limitation, this study cannot show the mastery of all the seventh-grade students of SMK. Therefore, its conclusion does not guarantee that all students have the same difficulties in mastering oral invitations. Consequently, The results of this study imply that the teaching and learning process of English at high schools should force students to use all aspects, activities, and strategies for speaking English. Moreover, the subsequent researchers will be expected to expand the research focus on natural conversations through which the students can apply casual dialogues to make their dialogues, ask them to find a dialogue text, memorize it, and present it in the classroom. It mainly aims to boost their mastery of accepting and declining invitation strategies.

**ACKNOWLEDGEMENT**

This study is the extraction of our student's article. Of course, we cannot count how much money we spent on this research. Nevertheless, we thank Hermelinda Azi Bule, our student,

*Sahan, Bulle & Lasi (2023)*

dan Ms. Feronia Lasi, who has furnished this article. Our thank is also addressed to SMK Negeri Nibaaf, which has let our students take school data.

**BIO-PROFILE**

**Anselmus Sahan** is an English lecturer in the English Study Program at the Faculty of Educational Sciences, Timor University. He finished his master's degree from Unnes Semarang in 2010 and taught grammar and writing. His corresponding email is [anselsahan@gmail.com](mailto:anselsahan@gmail.com).

**Hermelinda Azi Bule** is a former student of the English Study Program at the Faculty of Educational Sciences, Timor University. She finished her strata one in 2022. She teaches at a junior high school in North Central Timor Regency, East Nusa Tenggara Province.

**Febronia Lasi** is an English lecturer in the English Study Program at the Faculty of Educational Sciences, Timor University. She finished her master's degree from Hawaii University in 2012 and now teaches listening.



**REFERENCES**

- Akbarani, R. (2019). Treffinger learning model in teaching speaking. *Academic Journal Perspective: Language, Education and Literature*; 7(1) , 18-23. DOI: <http://dx.doi.org/10.33603/perspective.v7i1.1801>.
- Al-Ghamdi, N., & Alrefae, Y. (2020). The role of social status in the realization of refusal speech act: a cross-cultural study. *The Asian ESP Journal*.16 (1),207-221
- Alghmaiz, B. (2018). The development of refusals to invitations by L2 learners of Emirati Arabic: Language proficiency and length of residence in the target community. A dissertation: Department of Near Eastern Languages and Cultures, Faculty of the University Graduate School, Indiana University. Retrieved from <https://www.proquest.com/openview/b8f0576811ba383f07ee128fe55e1373/1?pq-origsite=gscholar&cbl=18750>.
- Asramadhani & Murni, S. M. (2013). Improving students' speaking skills in expressing offering by using role play technique. *Transform: Journal of English Language Teaching and Learning of FBS Unimed*; 2(2) .
- Asramadhani, A., & Murni, S. M. (2013). Improving Students' Speaking Skill In Expressing Offering By Using Role Play Technique. *Transform Journal of English Language Teaching and Learning*, 2(2), 221780.
- Bashir, M., Agustien, H. I. R. & Emi, E. (2014). Bahasa Inggris untuk Kelas XI SMA/MA/SMK/MAK Semester 1. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kementerian Pendidikan dan Kebudayaan.
- Bewa, I. (2013) Teaching SMP Students Using A Total Physical Response (TPR) Method. . *Bulletin Pendidikan Edukasi Edisi 10, Majelis Pendidikan Daerah (MPD) Aceh Utara*.
- Mulo Farenkia, B. (2019). Canadian English speakers' choices in refusing invitations. *International Journal of English Language and Linguistics Research*, 7(1), 19-32.
- Fauzi, I. (2017). Improving students' speaking ability through small-group discussion. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 2(2), 130-138.
- Febriyanti, R. M. (2016). Classroom techniques used by the teacher to develop students' English speaking skill: A NATURALISTIC STUDY. *JoLLIET*, 3(1).
- Félix-Brasdefer, J. C. (2003). Declining an invitation: A cross-cultural study of pragmatic strategies in American English and Latin American Spanish. *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, 22(3) , 225-255. DOI: [10.1515/mult.2003.012](https://doi.org/10.1515/mult.2003.012).
- Fitriani, D. A., & Apriliaswati, R. (2015). A study on student's English speaking problems in speaking performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(9).
- Franscy, F., & Ramli, R. (2022). Problems Encountered by Indonesian EFL Learners in Mastering Speaking Skills. *Pioneer: Journal of Language and Literature*, 14(1), 1-14.

**Sahan, Bulle & Lasi (2023)**

- Grain, H. & Mahd, H. A. A. (2021). Strategies adopted in making, accepting, and declining invitation, retrieved from <https://www.researchgate.net/publication/349945396> Strategies Adopted in Making Accepting and Declining Invitation.
- Guswindari, R. & Nailufar, N. N. (2020). Contoh dialog inviting someone. *Kompas.com*, 18/11/2020, 16:25 WIB. Retrieved from <https://www.kompas.com/skola/read/2020/11/18/162534569/contoh-dialog-inviting-someone?page=all>, on January 13, 2021.
- Hastuti, M. (2014). A study of refusal strategy used by English teachers in Madiun regency in declining an invitation, an offer and a suggestion. *Jurnal Penelitian Humaniora*, 15(2), 168-180.
- Kurniati, A. K. (2015). A study on the speaking ability of the second year students of SMK Telkom Pekanbaru. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan*, 2(2), 1-14.
- Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1-7.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 61 tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan (KTSP) pada Pendidikan Dasar dan Pendidikan Menengah. *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* tentang Kurikulum Satuan Pendidikan tahun 2013.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 103 tahun 2014 tentang Kurikulum 2013.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 160 tahun 2014 tentang perubahan kurikulum 2006 dan pemberlakuan Kurikulum 2013.
- Putri, D. E., Hamzah & Refnaldi (2018). Investigating Students' Strategy on Making Invitation and Refusal to the Invitation at LB LIA. *International Journal of Science and Research (IJSR)*: 7, 426.
- Rahayu, N. S. (2019). Refusal strategy performed by Indonesian EFL learner. *Indonesian EFL Journal*, 5(1), 67-76. DOI:10.25134/ieflj.v5i1.1612.
- Rahmawati, R., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The effect of e-learning on students speaking skill progress: A case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal*; 7(1), 69-78.
- Rao, P. S. (2019). The importance of speaking skills in English classroom. *Alford Council of International English & Literature Journal (ACIELJ)*; 2(2), 6-17.
- Sahan, A., Abi, . K., Wisrance, M. W. & Seran, Y. (2022). REiLA: Journal of Research and Innovation in Language, 4(3). *Exploring Oral Presentation Performance: Level of Mastery and Common Problems of EFL Students from Selected University*. 4(3), 335-343.
- Salih, H. M. J. and Mahdi, H. A. A. (2013). Strategies adopted in making, accepting and declining invitation. *IASJ - Iraqi Academic Scientific Journals*, 1(14), 273-283.
- Sarfo, E. (2011). Variations in ways of refusing requests in English among members of a college community in Ghana. *African Nebula*, 3.

*Sahan, Bulle & Lasi (2023)*

- Sarfo, E. (2002). Ways of refusing invitations in English among members of a college of education community in Ghana. Retrieved from <https://ir.ucc.edu.gh/xmlui/bitstream/handle/123456789/6577/WAYS%20OF%20REFUSING%20INVITATIONS%20IN%20ENGLISH%20AMONG%20MEMBERS%20OF%20A.pdf?sequence=1&isAllowed=y>.
- Sim, M. A. and Pop, A. M. (2016). Teaching speaking skills. *Annals of Faculty of Economics, University of Oradea, Faculty of Economics; 1(1)* , 264-273.
- Su, Y. (2021). Accepting invitations and offers in second language Chinese: Effect of proficiency on pragmatic competence in interaction. *Journal of Pragmatics, 180* , 131-149. DOI: <https://doi.org/10.1016/j.pragma.2021.04.033>.
- Yadav. (2011). Extending, accepting and declining Invitation in English and Maithili. A thesis: Faculty of Education Tribhuvan University, Kirtipur Kathmandu, Nepal. Retrieved from <https://elibrary.tucl.edu.np/bitstream/123456789/717/1/thesis.pdf>.