VERBAL DISAGREEMENT STRATEGIES PRODUCED BY MALE AND FEMALE STUDENTS OF ENGLISH DEPARTMENT OF UIN SUNAN AMPEL SURABAYA

THESIS



BY:

CHOIRUN NISA'

REG. NUMBER: A03216010

ENGLISH DEPARTMENT

FACULTY OF ARTS AND HUMENITIES

UIN SUNAN AMPEL SURABAYA

DECLARATION

I am the undersigned below:

Name	: Choirun Nisa'
NIM	: A03216010
Department	: English
Faculty	: Arts and Humanities
University	: UIN Sunan Ampel Surabaya

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VERBAL DISAGREEMENT STRATEGIES PRODUCED BY MALE AND FEMALE STUDENTS OF ENGLISH DEPARTMENT OF UIN SUNAN AMPEL SURABAYA

By

Choirun Nisa'

Reg. Number: A03216010

Approved to be examined by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

> Surabaya, June 11th, 2021 Thesis Advisor

Dr. A. Dzo'ul Milal, M.Pd NIP. 196005152000031002

Acknowledged by: The head of English Department

Dr. Wahju Kusumajanii, M.Hum NIP.197002051999032002

EXAMINER SHEET

This thesis of Choirun Nisa' (Reg. Number: A03216010) has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya on 03rd August 2021.

The Board of Examiners are:

Examiner 1

Dr. A. Dzo'ul Milal, M. Pd. NIP.196005152000031002

Examiner 3

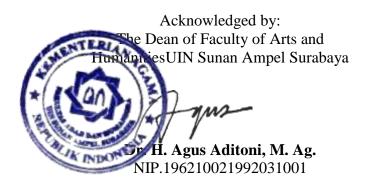
Suhandoko, M. Pd. NIP.198905282018011002

Examiner 2

Prof. Dr. Zuliati Rohmah, M. Pd. NIP.197303032000032001

Examiner 4

Tristy Kartika Fi'aunillah, M.A. NIP.199303182020122018





KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

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Nama	: Choirun Itisa'
NIM	: 403216010
Fakultas/Jurusan	: ADAB DAM HUMANIORA / SASTRA INGGRIS
E-mail address	: CHISA279@gmail.com
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ABSTRACT

Nisa', C. (2021). Verbal Disagreement Strategies Produced by Male and Female students of English Department of UIN Sunan Ampel Surabaya. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M.Pd

Keywords: disagreement, strategies, Discourse Compliment Task (DCT).

This study aims to analyze the verbal disagreement strategies used by female and male students at UIN Sunan Ampel Surabaya aimed at lecturers and their friends. In analyzing this research, the researcher used the theory of Muntigl and Turnbul (1998). In this study, the author answered several research questions: (1) what types of verbal disagreements are used by female and male students of English Literature at UIN Sunan Ampel Surabaya against their lecturers?, (2) What types of verbal disagreement are used by female and male English Literature students at UIN Sunan Ampel Surabaya against their lecturers?, (3) What is the comparison between the types of verbal disagreement strategies produced by male and female students of the Department of English Literature at UINSA against their lecturers and friends? This study used a discourse completion task that uses scenarios to get answers from female and male students.

This study used qualitative analysis methods in describing the research. The subject of this study is second and sixth semester. Then in this study researcher used DCT for collecting the data and the researcher divided into three tables and two charts for give an explanation to the results

The findings of this study indicate that both men and women use all the types, there is Irrelevancy Claim, Challenge, Contradiction, Counterclaim, Contradiction followed by Counterclaim, and Contradiction followed by Counterclaim and Challenge that have been presented to both the lecturer and his friends. However, there is a difference between the types used by men and women, namely challenge where is the female often used that's type. Moreover, in this study researcher found that men is more polite than women in expressing their disagreement.

ABSTRAK

Nisa', C. (2021). Strategi Ketidaksetujuan Verbal yang digunakan oleh mahasiswa pria dan wanita Jurusan Sastra Inggris UIN Sunan Ampel Surabaya. Sastra Inggris. UIN Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M.Pd.

Kata Kunci: ketidaksetujuan, strategi, tugas penyelesaian wacana.

Penelitian ini memiliki tujuan untuk menganalisis strategi ketidaksetujuan secara verbal yang digunakan oleh mahasiswa wanita dan pria di UIN Sunan Ampel Surabaya yang ditujukan untuk dosen dan temannya. Dalam menganalisis penelitian ini peneliti menggunakan teori Muntigl dan Turnbul (1998). Pada penelitian ini penulis akan menjawab beberapa pertanyaan penelitian, yaitu (1) Tipe ketidaksetujuan verbal apa saja yang digunakan oleh mahasiswa jurusan Sastra Inggris wanita dan pria UIN Sunan Ampel Surabaya terhadap Dosennya? (2) Tipe ketidaksetujuan verbal apa saja yang digunakan oleh mahasiswa jurusan Sastra Inggris wanita dan pria UIN Sunan Ampel Surabaya terhadap temannya? (3) Apa perbandingan antara jenis-jenis strategi ketidaksetujuan verbal yang dihasilkan oleh mahasiswa pria dan wanita Jurusan Sastra Inggris di UINSA terhadap dosen dan temannya?. Penelitian ini menggunakan tugas penyelesaian wacana yang dimana menggunakan scenario untuk mendapatkan jawaban dari mahasiswa perempuan dan laki-laki.

Penelitian ini menggunakan metode kualitatif analisis dalam menguraikan penelitiannya. Dalam penelitian ini menggunakan mahasiswa semester dua dan enam untuk menjadi subjek, lalu peneliti menggunakan DCT untuk mengkoleksi data dan peneliti membagi penemuan dalam tiga table dan dua grafik untuk menjelaskan pada bagian hasil.

Hasil dari penelitian ini menunjukkan bahwa baik pria maupun wanita menggunakan seluruh tipe yang telah disajikan baik terhadap dosen dan temannya. Namun adanya perbedaan dari tipe yang digunakan oleh pria dan wanita yaitu kontradiksi yang diikuti dengan tuntutan balasan dimana wanita sering kali menggunakan tipe ini. Disisi lain, adanya kategori langsung dan tidak langsung dimana pada siapa mereka berbicara, jika dengan teman yang sudah cukup dekat dan sering berinteraksi pria dan wanita akan menyampaikan ketidaksetujuannya secara langsung dan berani atau cukup terbuka begitu juga dengan dosen, namun jika dirasa mereka tidak cukup dekat dan jarangnya berkomunikasi mereka akan menyampaikannya secara tidak langsung. Pada penelitian ini peneliti memperlihatkan bagaimana wanita dan laki-laki berbicara dengan lawan bicaranya.

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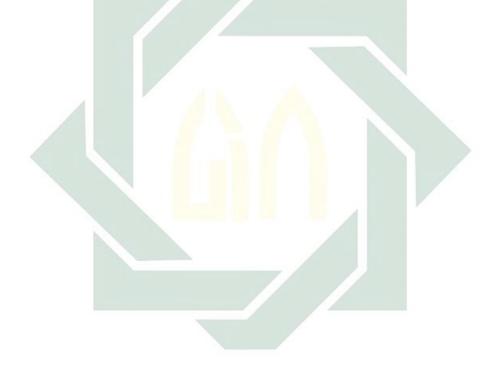


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CHAPTER I

INTRODUCTION

This chapter presents the critical fundamentals for researching disagreeing strategies in male and female students. Those are the background of the study, research problems, research objectives, significance of the study, scope, limitation, and definition of critical terms.

1.1 Background of Study

Pragmatics is an assessment of meaning, the application of language that depends on the speaker, the recipient, and other characteristics of a speech situation where pragmatics must only relate linguistic structures' descriptions. Such definition is the practical limit for learning specific aspects of linguistic structure, limiting the pragmatics for studying irrelevant aspects of grammar from using a language. So pragmatic is the science of the relationship between language and context relevant to writing grammar Brown and Levinson (1983, p. 34).

Language cannot be divided into individual activities because language is an important facility to deal with others. As individuals in society, it cannot be refused to keep conflicting responses, understandings, and bases about others while participating during the conversation. Disagreement cannot be avoided when there is a conversation between each individual. Complicated to refute, every individual holds an idea or a detailed view of a case that is in social relations. English has become the most communication language; innumerable

individuals employ this language throughout the world. English has become the dominant language in several fields of activity like industry, education, sports, business, tourism, military, transportation, mediation, etc.

Searle (1969) states that a speech act is a language act or linguistic act involving any essential linguistic communication specimen. In other words, it is the action the speaker does when saying a speech. Fernandez (2013) believes that a speaker can depend on their linguistic skills and pragmatic skills in understanding the specific purpose of speech acts. Linguistic skills are the knowledge of phonological ways, morphological ways, syntactic ways, semantic ways, and lexical items Yano (2003,p. 80). In contrast, pragmatic skills can use language appropriately in any socio-cultural context Kreutel (2007,p. 12).

Every conversation created always requires two individuals or more, which were usually a dispute that can arise when one of the interlocutors disagrees. This conversation requires an understanding between the speaker and the listener. In this study, the researcher used DCT, Researchers use DCT as an instrument because DCT learns stereotypes, feels the requirement for socially appropriate (not always polite) responses. DCT, as an explicit pragmatic instruction, was practically investigated for its effectiveness to facilitate English Foreign Language learners in developing their pragmatic competence. Which took the conversation that students usually do every day when they express a disagreement. They typically carry out student conversations naturally and flow, such as discussing simple things that happen in their lives. An opponent can be done with a woman, a man with a man, and a woman. This research uses both genders, which means that men and women are very different, where if their men will play competitively in front and supportively behind, it is different from women. Gender can be defined as an apparent dissimilarity between men and women observed in values and behaviour. From the many explanations that have existed, we can conclude that gender is an understanding of perception that used to be identified, namely the difference between men and women in terms of sociocultural influences. Gender here becomes a characteristic or grouping of two sexes. While the perception of gender is a character that attaches to both men and women socially and culturally designed, for example, women are usually associated with beautiful and gentle beauty. It does not exceed its limits when discussing that gender is a cultural definition of gender differences. Therefore, we can understand that gender focuses more on social, cultural, psychological, and other non-biological aspects. This matters, which means that gender is more pressing for masculinity or femininity in a culture. Thus, gender differences are a design that is built, socialized, strengthened, even validated socially and culturally. In time, gender differences are considered to be a degree of creating an imbalance in the sexes. So this research requires women and men to get precise and maximum results of a significant difference in developing our social environment.

Disagreement is a term expressed for the speaker when he keeps a conflicting thought about the interlocutor Siafanu (2012, p. 1554). They may disagree based on conditions such as a topic, personality, actions, and character. Disagreement is an everyday guide because the individual cannot get rid of

disagreement with his daily conversation. Disagreement is generally likened to less comfortable acts because sometimes it is associated with impoliteness and matters that are similar to intimidation Aini (2015, p. 243). Disagreement cannot be avoided in a conversation; every individual is hard to deny that people have the same thought about a problem in social interaction Sofwan & Suwigno (2011, p. 42). According to Sofwan (2011, p. 41) Verbal Disagreement is important to know so that it is easy to express disagreements that they use to anyone and then giving the situation is an important key aspect of pragmatic competence. Therefore, disagreement is the biggest problem in everyday life and it will be confusing if we don't give an explanation to the listener. Four types of disapproval have been identified, consisting of Irrelevancy Claim (IC), Challenge (CH), Contradiction (CT), and Counterclaim (CC). On the other hand, various aspects impact the use of a disagreement strategy to compare an opportunity, an indirect comparison, strength, and inequality.

With more core, the disagreement strategy can impact various aspects, like comparing an opportunity, an indirect ratio, strength, and social distance Leech (1983, p. 250). In this study, researchers focused on a social distance caused by describing one of the social aspects that acted in this study's object. According to Holmes (2001), social distance attention over an individual bond with another, namely a close bond and a far-away bond. Locher (2004, p. 116) expresses that each individual who does not know each other will have a specific goal for each partner. Social distance can also occur to friends, lecturers, and family. For example, the social distance between students and lecturers where they might be

close or far. Associated with previous researchers, several researchers from approaches that use from an academic perspective or outside academic. Rohmah (2012) analyzes politeness strategies when expressing disagreement and reaction to what is applied to English doctoral students from various regions in Indonesia when conducting a discussion. Pattrawut (2014) researched a classroom where a researcher has confirmed a difference between Thai original speakers and British original speakers when presenting a disapproval strategy to the lecturer. In another academic section, Herdiana (2018) found that using Vocational School 5 Surabaya students became her subjects. She used a debate style that went straight to see how the issue conducted debates that would obtain verbal disagreements negatively Associated with everyday and natural conversations, including Aini (2015) analyzing Indonesian speakers' forms of dispute strategies. Bavarsad et al. (2015) investigated the disagreement strategy employed by Iranian male and female students. Heidary et al. (2014) analyzed the disagreement strategy between male and female Iranian students. Moreover, for research that uses a movie, including Hibatullah (2019), who analyzed the movie To All the Boys I loved Before, the script was taken from the female lead's daily conversation with friends and family. At the same time, Suroiya (2017) analyzed the discussions in the detective Conan film that applied verbal disagreement.

Many previous researchers have used their academic approach to utilize DCT (Discourse Completion Task) to obtain data results. Sofwan and Suwigno's (2011) used 60 respondents, each of 30 men and women, requiring 24 questions for an outcome used for DCT; they also used equal and non-equal status. Whereas Koczogh (2015) only used 30 female and male respondents, they focused solely on one gender, precisely disagreement. Faharani and Molkizadeh (2015) analyzed English Foreign Language learners 'from Iran who applied the disagreement strategy's politeness between 2 genders. Whereas Aisyah (2015), Bavard et al. (2015), and Heidari et al. (2015) where the focus is on gender and strength. Many disagreements have been researched in women, where they are generally more unsustainable than men. Faharani and Molkizadeh (2013) state that gender does not influence the element of impact to bear a polite nature. Their analysis does not show a significant difference between using a politeness strategy when describing a disagreement and gender strategy. Simultaneously, several studies such as Aisyah, Bavarsad, et al., and Heidari et al. (2015) explain where women lead to inconvenience, courtesy, and respect when throwing a disagreement. In Rohman (2011), Holmes reinforced a statement that a woman's conversation can be interpreted to be indirect and lead to success. The results of previous researchers are divided into two perspectives. In the first perspective, women are more direct, while the second perspective is men pressed so that both views have in common directly.

After analyzing all previous studies, researchers still found some incompleteness, imbalance, and inconsistency in choosing a focus and some weaknesses in selecting a subject. Also, previous research used an instrument that was almost precisely observational. The researcher was the core for analyzing data by only giving a highlight to a text, and getting data in it was a strategy of disagreement. Due to the lack of prior research in the section determining focus on the problem being analyzed, which only found one gender or one focus on students or lecturers. Researchers will also show the importance of further investigation in this field where both genders, women, and men use disagreements aimed at friends and lecturers. This study uses men and women to find a significant difference between the two genders. However, this study also seeks to fill the imbalance by using DCT to calculate responses from selected respondents. Here the researcher uses DCT as an essential instrument because DCT learns a stereotype, knowing the limitations to a socially appropriate answer and to get a form of disapproval in the speakers of that language Beebe & Cummings (1985,p. 199-218).

DCT, as clear, pragmatic teaching, effectively examined its efficiency to facilitate English students to expand their practical understanding. This research requires 2nd and 6th-semester students from the Department of English Literature at Sunan Ampel State Islamic University Surabaya as the data points. The respondents' selection was chosen from students in the 2nd and 6th semester because they were Foreign Language learners from the Department of English Literature at Islamic University at Sunan Ampel Surabaya. The respondents' selection because the researchers were willing to explore as students of English Literature at UINSA relate to using a foreign language mainly focused on giving a disagreement.

Women and men are differentiated because they have their characteristics. In terms of the amount produced, many experts say that women spend more on

words than men. In her book, Brizendine (2006) states that a woman can spend about 20,000 words per day while a man only uses about 7,000 words. Apart from that, the topic of conversation between women and men is quite different. Men tend to talk about sports, politics, and technology, while women prefer to talk about life with their families, food, and lifestyle.

Of course, differences in place, situation, and culture will make a difference in everyday language use. Therefore, this study aims to analyze the conversations used by male and female English Department students in their daily lives. This study investigates the differences in responses to the social distance used in everyday discussions, conversations between men and friends and lecturers, and conversations between women and friends and lecturers.

This research can also be a benchmark of meaningful value in understanding disagreement strategies and quality-related using pragmatics. This study intends to classify disagreement strategies and the kinds of disagreements used by third and fifth-semester students majoring in English Literature at the Islamic University of Sunan Ampel Surabaya. Composite data from 2nd and 6thsemester students using DCT (Discourse Completion Test). Then, this research choose verbal, because students often used for their conversation with their friend and lecturer. Researchers obtained data from DCT into the classification of disagreement strategies and a series of disagreements. After completing this research, it can increase understanding of English literature's disagreement strategy at the Islamic University of Sunan Ampel Surabaya.

1.2 Research Question

Based on the central problem of this research that has been outlined earlier, the writer has formulated the question as follow:

1.2.1 What types of verbal disagreeing strategies are produced by male and female students of the English Department in UINSA towards their lecturer?

1.2.2 What types of verbal disagreeing strategies are produced by male and female students of the English Department in UINSA towards their friends?

1.2.3 What is the comparison between the types of verbal disagreement strategies produced by male and female students of the English Department in UINSA towards their lecturers and friends?

1.3 Significance of Study

The study of verbal disagreement strategies can provide essential things to the reader. Theoretically, this study's results can give a role to foster studies and research in the field of linguistics related to verbal disagreement. The researcher hopes to provide readers with helpful knowledge about verbal disagreement strategies and know-how to show verbal disputes with the right and correct technique.

Practically, researchers hope this research can provide benefits and advantages for other study fields, especially in English Literature of the State Islamic University of Sunan Ampel Surabaya. Therefore, this research will help the reader learn more deeply and further about this analysis and analyze several other aspects of verbal disagreement strategies from different fields.

1.4 Scope and Limitation of the Study

In this study, the researcher examines male and female students of the second and sixth-semester to prove verbal disagreement. The researchers used the second and sixth-semester students because they wanted to measure the knowledge of students who had not received pragmatic material. In contrast, in the 6^{th} semester, they had completed practical learning. The data will be retrieved from the English Department Student at State Islamic University Surabaya. The scope of this study focuses on a pragmatic approach. The researcher limits this study by focusing on male and female second and sixth-semester verbal disagreement with their friends and lecturers because previous researchers have not used conversations between close, equal, and older friends. Likewise, with lecturers, how do they respond to disagreements towards their lecturers from the closest, middle, and distant lecturers. Specifically, verbal conflicts are attached to gender.

1.5 Definition of Key Terms

There are several important terms used in this research. To avoid misunderstanding the terms used, definitions of key terms help readers understand these terms.

- 1. Verbal is relating to spoken words rather than written
- 2. **Disagreement** is a matter of terms that usually express an idea that is contrary to the speaker.

- **3.** Gender is the sexes of men and women are different in terms of thought, social culture, and biology
- DCT is an open questionnaire in which an explanation has been included so that the respondent can answer the blank part which has been provided.



CHAPTER II

REVIEW OF LITERATURE

This chapter explains the theories used in this study, including disagreement, the definition of each type of disagreement strategy, women's and men's speech, results from previous studies about a debate in gender, and clarification of gender.

2.1 Disagreement

Disagreement sometimes becomes a common problem because humans are not far away from disagreeing in each day's communication. Conflict can be considered disagreeable because it is associated with politeness or a situation that brings dissatisfaction with something that is not approved Aini (2015, p. 239).

Disagreement strategies will occur when the interlocutors have opposing opinions. Disagreement can be identified as a conflict between them. Conflict is a struggle or contest between people with competing needs, ideas, beliefs, values, or goals Pia and Diez (2007, p. 02).

2.1.1 Types of Disagreement Strategies

Many attempts can be made to express a feeling. One way to express a feeling that shows a sense of dissatisfaction with others is using expressions of disagreement. Disagree is a speech activity that is used to tell a difference of opinion to the speaker. So, it can be said that the speaker makes an expression of disagreement when they have a difference of opinion. The listener will tend to express it by coming up with a reason why they disagree. According to Muntigl and Turnbull (1998, p. 229-231), there are five types, which are irrelevancy claim, challenge, contradiction, counterclaim, and contradiction followed by counterclaim.

2.1.1.1 Irrelevancy Claim

Irrelevancy is a type of disagreement strategy used when making a mistake and asking back or asking what the speaker said because a topic being discussed was not aligned. The speaker has emphasized a previous insistence that does not fit into the discussion. The listener is not there to clearly understand what is being discussed and what represents such reasoned-allowed participation. When the speaker requires this form, they will be more inclined to apply Turnbull (1998,p. 85). **Example:** What are you talking about?

That includes an answer to the type of irrelevancy claim because the listener asks again what the speaker meant, so why is he discussing something else while it is not relevant to what is being discussed.

2.1.1.2 Challenge

This type usually uses 5W + 1H who, where, what, when, why, and how. This type is used when showing doubt in a conversation with a strategy of disagreement with the interlocutor. Using this type, the speaker questions the previous matter and urges the interlocutor to prove his claim. So the speaker will corner the interlocutor so they cannot do it Muntigl and Turnbull (1998, p. 230).

Example: How would you know?

It includes the answer to the type of challenge because the listener asks the prefix of how to the speaker, so where the prefix uses how, when, where and so on belongs to the category of challenge types.

2.1.1.3 Contradiction

This type explains that a speaker is opposed to using a preposition refuted and stated by the previous claim. As well as Benham states, the contradiction will occur with harmful particles like no, and I can't entirely agree. And this shows that the claim is not valid. This type makes the listener seem unreasonable in a problem related to disagreement Muntigl and Turnbull (1998,p. 231). Suroya (2017,p. 12) states that contradictions have negative markers but can have positive polarities like yes, which can be contrasted with negatives and positive statements.

Example: Umm, I disagree with him

It includes answers to contradiction types, where the listener answers disagree with the speaker but do not provide any reason for answering this type.

2.1.1.4 Counterclaim

This type of approval is approved using a token or partial support uses (yes, but) Muntigl and Turnbull (1998,p. 244). In this type, negotiators use this type to emphasize the speaker, not using pure opposition that shows irrelevant claims. In this type will be seen the speaker who indirectly states their disagreement, but the speaker will give a reason why they disagree

Example: Yeah, you're right. But I never had those cookies.

This type includes answers to counter-claim types, where the listener's response does not agree with the speaker but provides reasons for answering this type.

2.1.1.5 Contradiction followed by Counterclaim

This last type of disagreement strategies, this type will begin with a contradiction by the speaker who gives a reason why not to agree with the speaker Muntigl and Turnbull (1998, p. 236).

Example: I don't think so because we all here can prove that.

This type includes answers to the contradiction followed by a counterclaim, where the listener's response disagrees with the speaker but gives an exact solution of this type.

2.2 Men and women speech

According to Brown (1987,p. 71), women mainly involve feelings of sensitivity and commonality after speaking, whereas men's speech is a lot of truth. However, according to Trudgill (2000,p.2), men and women do not speak a different language; however, they say different styles of a similar language. In other words, women and men did not use completely different kinds of speech. They use different amounts or frequencies of a similar type. This reality is more influenced by the social role they have in society. According to Holmes, there is another way, namely women's linguistics and the practice of discussing differently. He stated that women are more polite than men, like talking women, and men are more concerned with the function of speaking indifferently. Also, men and women always choose different views that appear from their language. Their ability causes this difference in outlook.

Holmes, 1992 also says that women use many standard styles of speech than men for many reasons. First, women are a lot of remembering will actual the absolute truth is how they talk signifies the background of their social class or social status in society. Second, people tend to expect 'better' behaviour from women than men. Third, women as a subordinate group must avoid offending men to speak carefully and politely. The final reason is that men like language kinds. As a result of they carry masculine connotations of masculinity and toughness, so women do not desire to use that form.

2.3 Disagreements in Men and Women based on the results of the previous studies

1. Molkizadeh and Faharani (2013)

In this study, women and men used a similar comparison to a disagreement strategy that was neither exaggerated nor transformed by a variety that lacked a composed understanding. This study uses several designs in which the process has similarities. Female and male subjects used contradiction types with sections of 27% and 31%, counterclaims with 54% and 57%, challenging forms of 1.7% and 2.5% and then formed irrelevancy produced 2.5% and 1.3% and the last part was contradiction followed by counterclaim of 10% and 13% in a row. From these results, it can be concluded that female participants chose a direct strategy in disagreeing than male participants did it. This study confirms the results of research by Kozcogh (2011).

2. Aisyah (2015)

This study shows where men and women are different when they answer a DCT. On this side, men explain their answers clearly and have very different from women. If women in this study are softer when responding to DCT that has been given. There they increasingly use counterclaims strategies more often than men.

At the same time, men use contradiction strategies more because men explain directly and clearly where the lack of decency is.

3. Bavarsad et al. (2015)

In this study, we get a form of strategy that includes disagreement and a new system to defuse a dispute when the debates between women and men have almost the same results. However, when the order makes a difference, men have fewer parts than women. When apologizing, women have 2% while men have a share of just 0.44%. At the time of conveying a reason, men had 22% while women got a more significant impact, which was 27.7%. This indicates that female students tend to reduce their disagreements. The results of this study indicate that women are more indirect than men in expressing disapproval.

4. Kozcogh (2012)

In this study, both women and men used almost exact comparisons of negative, minimal, and unvaried debate, with a few differences having no structured meaning. It has a value; getting the share of men using contradiction is 27.08%, mistrust is 8.1%, an explanation is 10.3%, but often disputes are considered superficial. On the other hand, women used contradiction of 30.1%, distrust 8.6%, and an agreement of 8%, where women in this study used a more direct strategy. Generally, women were more likely to use direct strategies when the overall distribution of strategies was considered, although the pattern was not found statistically.

5. Heidari et al. (2015)

In this study, it was shown that female participants tilted more indirectly than male participants. This matter can be seen from the acquisition of female participants who often use the counterclaim strategy with the highest yields of 34%. A counterclaim is a form of disagreement strategy that is defined as a kind of indirect way. The male participants tilted more directly than the female participants, with a 28% contradiction share and 22% female participants. The male challenge strategy had a result of 16%. In comparison, female participants only scored 10%.

Several previous studies have stated that researchers certainly have different results where some women are more direct, and men exaggerate when expressing a disagreement. There are also men more directly than women. Therefore, this study will investigate both genders and find an equivalence that neither magnifies nor reduces the results that have been obtained so that researchers can compare how big the difference is between men and women when using a disagreement.

2.4 Clarification of Gender

Gender issues are not a new problem in social, legal, religious, or other studies. However, the study of Gender is still actual and exciting, considering that there are still many people, especially in Indonesia, who do not understand this issue. There are still many imbalances in the application of Gender that lead to gender injustice. Understanding gender issues is not easy, but various studies are needed to lead to a correct understanding of Gender. Studies that are often used to

understand gender issues are studies in the social sciences, especially sociology. Various social theories emerged from these different social studies, which were later used as gender theories or feminist theories. Many more studies can approach gender issues and social studies, such as anthropological studies and psychological studies, economic studies. However, they are not as dominant as social studies. This short paper tries to describe several gender theories built on theories developed in sociology and psychology.

Gender is often identified with sex, even though Gender is different from sex. Gender is often understood as a gift from God or divine nature, even though Gender is not the case. Etymologically, the word gender comes from English, which means sex Echols and Shadily (1983,p. 265). The word gender can be defined as visible differences between men and women regarding values and behaviour Neufeldt (1984,p. 561). In terminology, gender can be defined as men and women Lips (1993,p. 4). According to Showalter, Gender is the distinction between men and women in terms of socio-cultural construction. Showalter (1989,p. 196) can be used to explain something Umar (1999,p. 34). It is more explicitly stated in the Women's Studies Encyclopedia that Gender is a cultural concept used to distinguish roles, behaviours, mentality, and emotional characteristics between men and women that develop in society Mulia (2004,p. 4). From the above definitions, it can be understood that Gender is a trait on which to base to identify differences between men and women in terms of social and cultural conditions, values and behaviour, mentality, emotions, and other non-

biological Gender, is different from sex. However, etymologically the meaning is the same as sex, that is, Gender Echols and Shadily (1983, p. 517).

In general, sex is used to identify differences between women and men. In terms of biological anatomy, women concentrate more on social, cultural, and other non-biological. In this case, gender studies emphasize the development of aspects of a person's masculinity and femininity. Gender can also be used as a concept of analysis in the history of gender differences between a man, and a woman occurs through a very long process. It is shaped by several reasons, such as socio-cultural conditions, religious conditions, and state conditions. With this long process, gender differences are often considered God's natural provisions or seemingly irreversible this is what caused the beginning of gender injustice in society.

Gender has an important position in a person's life and can determine the life experience he will go through. Sex can evaluate a person's access to education, the world of work, and other public sectors. Women and men can also specify a person's health, life expectancy, and freedom of movement. Gender will determine a person's sexuality, relationships, and ability to make decisions and act autonomously.

CHAPTER III

RESEARCH METHODS

This chapter presents the necessary research steps. Those are research design, instruments, data and data sources, data collection techniques, and data analysis techniques.

3.1 Design

The study analyzed the types of disagreement strategies produced by male and female students of the English Department of UINSA and comparing male and female students in applying their disagreement. The study used qualitative content analysis. Cole (1998,p. 55) stated that content analysis is used to analyze written, verbal, or visual conversation messages. The content analysis enables the researcher to test the theoretical problems to improve data understanding. Qualitative content analysis is under the qualitative descriptive design classification, which investigates the social phenomenon from the participant's preference William (2007,p. 67). The researcher used this method to answer and describe the research problems.

3.2 Subject of the Study

The study involved the second and sixth-semester students of the English Department of UNISA. They were selected because the second-semester students have not got a pragmatics subject while the sixth-semester students have completed the pragmatics subject. Therefore, the researcher could compare how extent they can use their English knowledge, especially verbal disagreement. This research measured the verbal disagreement strategies and communication skills of pragmatics. The total number of the second and sixth-semester students was 150 and 140 students, respectively. The researcher determined the subjects by using observations. The researcher used one-fifth of the total male and female students from the second and sixth semesters, 40 students. The researcher divided the students by 1/7 out of 290 students, both male or female, resulting in 40 students, and then was rounded into 40 students. The researcher divided the second semester into ten female and ten male students and the sixth semester into ten female and ten male students and the sixth semester into ten female students. The division was equalized to get the appropriate results.

The researcher used participant observation to choose the subjects. The researcher observed the students for several days. As stated before, the study involved male and female students who are currently in the second and sixth semesters of the English Department of UINSA. The average age of female students was 18 (eighteen) years old-21 (twenty-one) years old, while the male students were 18 (eighteen)-22 (twenty-two) years old. The second-semester students, both male or female, have not got a pragmatics subject while the sixth-semester students have completed the pragmatics subject. Then, the researcher gave a Discourse Completion Test (DCT) to the topics. The researcher gave them 15 minutes to complete the DCT test.

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3.3 Data Collection

3.3.1 Primary data

The conversation between male and female students from the second and sixth semesters of the English Department of UINSA was used as the study's primary data. It also used the result of the Discourse Completion Test (DCT) for supporting the data analysis. Subroto (1992) stated, 'the source data of qualitative research appears in discourse, sentences, clauses, phrases or words.

3.3.2 Instrument

3.3.2.1 DCT

DCT is considered as a modified classification of the disagreement strategy proposed by Muntigl and Turnbull (1998, p. 225), including challenges, counterclaim, contradiction, contradiction followed by counterclaim. DCT is an open test where the scenario consists of 6 (six) situations presented to the respondent to determine the respondent's response about how severe the 6 (six) conditions are. The situations can be changed if the Discourse Completion Test (DCT) is included in the types of verbal disagreement. However, the most important thing is to what extent the respondents understand the situations provided. Respondents were asked to write their responses or feedback on the blank spaces provided in the test. There were 27 (twenty-seven) written conversations with different situations, contexts, and statuses. Therefore, it was more likely to trigger a mental prototype of the respondents. The respondents were given a copy of the Discourse Completion Test (DCT) and asked to write down their responses to each situation to find the most common strategies for disagreement. The ten conditions were presented in English, ranging from low to high and high to subordinate status. Indirect or direct message.

Situations	Types	Respondents	
1 st situation	Irrelevancy Claim		
2 nd situation	Contradiction		
3 rd situation	Counterclaim		
4 th situation	Challenge		

Table 3.1 Situations in the Discourse Completion Test

3.3.3 Data Collection Techniques

The data collection techniques are scrutinizing documents. The procedures

of the data collection are as follows:

- The researcher sought several students in the English Department of UINSA.
- 2. The researcher selected 40 students as the subject of the study.
- 3. The researcher modified the Discourse Completion Test (DCT) proposed by Beebe et al. (1998). *See appendix 1*.
- 4. The researcher selected data from the correct answers, which have been disseminated through the DCT by highlighting students' subject

answering disagreements with friends and lecturers. The researcher

begins to analyze the entire data. Examples of underlining, such as in:

Figure 1.1 Example underlining the data containing the disagreement

strategy

(Scenario) You disagree with the concept used at the big event this year, and you ask your friend why a concept like this.

Friend: I think the concept this year is we can make a medium tent

You: <u>Such a good idea, but I think we should look for another concept because this is the big</u> event of this year, so we have to well prepare.

(Scenario) Your friend that day forgot to bring a journal that must be collected, and of course, you ask what he did last night

Friend: OMG, I forgot I did not bring a journal that miss Ayu give last week.

You: How can you forget it, what did you do last night?

In Figure 1.1, the underlined answer is an example of a disagreement strategy. In the response, the disagreement strategy appeared in various types, such as challenges, contradictions followed by counterclaim. In this section, the researcher only pays attention to and underlines utterances that contain disagreement strategies in collecting data. Then, the researcher sorted all the statements with disagreement strategies, corrected all speeches and revised several parts of the speech that did not include disapproval strategies.

3.4 Data Analysis

After collecting the data, the researcher analyzed the data with the following steps:

3.4.1 Classifying the data:

After identifying the data, the researcher categorized the data into tables and charts. Three tables and one chart were provided to identify the data. The first table was for the male and female students' utterances toward their lecturers. The second table was for male and female students' statements toward their friends. The third table was for comparing the types of produced utterances between male and female students towards their lecturers and friends. The final chart provided proof of the verbal disagreement strategies created by male and female students towards their lecturers and friends. Then, the researcher provided the code in the test column. After that, the researcher explained the analysis in the last column.

 Table 3.2 Verbal Disagreement Strategies Produced by Male and Female

 Students towards their Lecturers.

No.	Gender		Review					
		IC	СН	СТ	CC	CT+CC	CH+CC+CT	

 Table 3.3 Verbal Disagreement Strategies Produced by Male and Female Students towards

 their Friends.

No.	Gender	Categories of Disagreement Strategies							
		IC	СН	СТ	CC	CT+CC	CH+CC+CT		

Notes:

CT: Contradiction CH: Challenges IC: Irrelevancy Claim CC: Counterclaim

CT + CC: Contradiction followed by Counterclaim

CT+CC+CH: Contradiction followed by Counterclaim and Challenge

Based on the analysis used, the researcher had several methods to examine numbers one and two regarding the verbal disagreement strategies used by male and female students towards their lecturers and friends. To answer research question number 3, the researcher does the investigation aimed to calculate the level of the recurrence for each content using the equation below:

The number of specific categories of disagreement strategies The total number of all disagreement strategy categories

100%

After calculating the percentage difference of responses, the researcher recorded the results on the following table:

Table 3.4 The recurrence and level of verbal disagreement Produced betweenmale and female Students towards their Lecturers and Friends.

Variable			Se	ction o	Section of Disagreement Strategies									
		IC	СН	СТ	CC	CH+CC	CT+CC+CH							
Male students	Т													
towards their														
lecturers	%	/												
Male students	Т		1											
towards their														
friends	%				\wedge	-								
Female students toward their	Т													
lecturers	%													
Female students	Т													
toward their														
friends	%													

A comparison between male and female students was made. The

comparison was based on the percentages of each type from the chart. The sample of the graph can be seen below:

Figure 3.5 Chart to compare the percentages of each type between male and

female students towards their Friends.

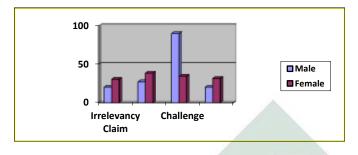
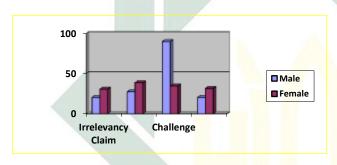


Figure 3.6 Chart to compare the percentages of each type between male and



female students towards their Lecturers.

The percentage of all verbal disagreement types compared between male and female students was presented in the chart above. Based on the chart above, we can see the subjects that produce clearer verbal disagreement utterances. The researcher concluded based on the results of the observation. The researcher concluded the three research questions of the study: types of students' verbal disagreement towards lecturers and friends and comparison between verbal conflict towards their lecturers and friends. The researchers not only compared in the presentation section but also compared the types of verbal disagreements, where comparisons were found between one kind and another.

CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the researcher provides their findings and discusses the research. These findings present the verbal disagreement strategy used by students of English Literature at UINSA Surabaya. Furthermore, the author also compared the types of verbal disagreement strategies used by male and female UINSA Surabaya students.

4.1 Findings

The results have been obtained from the data analysis in this study. The findings obtained from females used six types or all types of disagreement strategies to convey disagreement with the lecturer. Like Challenge, contradiction, counterclaim, irrelevancy claim, contradiction followed by counterclaim, rejection followed by counterclaim and challenge. Then the females also used all types of verbal disagreement strategies with their friends.

Whereas with males, they use verbal disagreement with their lecturers, if with their friends and lecturer. So the second finding is that the researcher compares the female and the male who uses the verbal type of disagreement to the lecturer and his friends. Then there was a third finding, namely, the researcher compared all the types of verbal disputes found. The further explanation about this will be explained later in the next part.

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4.1.1 Types of Verbal Disagreement Strategies Produced by the Female and Male Student toward their Lecturer

The answers to the first and second research questions in this study are shown in this section. Verbal Disagreement Strategies used by female students to their lecturers are six types, namely challenge, contradiction, counterclaim, irrelevancy claim, disclaimer followed counterclaim and challenges followed by release and counterclaim. Meanwhile, the verbal disagreement strategies used by female and male students against their lecturer are six types of strategies, including all types found by the researcher. The full findings can be seen in table 4.1.1.1, which is listed below:

 Table 4.1.1.1 Verbal disagreement strategies used by student towards their

 lecturer

No.	Utterances	Categories of Disagreement Strategies							
		IC	СН	СТ	CC	CT+ CC	CH+ CC+		
							СТ		
1.	Female students towards their lecturer	~	1	1	~	1	1		
2.	Male students toward their lecturer	~	1	1	~	\checkmark	1		

Note:

CT: Contradiction CH: Challenges IC: Irrelevancy Claim CC: Counterclaim

CT + **CC**: Contradiction followed by Counterclaim

CT+CC+CH: Contradiction followed by Counterclaim and Challenge

4.1.1.1. Irrelevancy Claim

Irrelevancy Claim is a strategy that the researcher will explain; an irrelevancy claim is used by female students when their conversation is not relevant to the topic being discussed. This section often emphasises both the speaker and the listener that what is being said is off-topic. Data on irrelevancy claims submitted by female students to their lecturers can be seen in the explanation below:

4.1.1.1.1 Irrelevancy Claim Toward their Lecturer

Data 1 (Female, 6th semester)

(Scenario) You're asking about the code to join the web class, but your lecturer answered out of the topic, and you asked what she meant? (You: Maam, can I know the code for join the class on web?) (Lecturer: You can find on the book page 154.)

Answer: Sorry, maam. What do you mean?

From data 1, the reader can read where the speaker asks the lecturer about a code. Still, they are not continuous, which results in the speaker emphasizing "what do you mean?" which is where the speaker and the listener do not get the point each other, so the speaker asks what the listener means, which in the scenario is a lecturer. This conversation is usually used by students and lecturers who have enough interaction with their students, but not as often as lecturers who are close to their students.

Data 2 (Male, 6th semester)

(Scenario) You are giving an idea of the exam that will run this month, but your lecturer suddenly discusses out of the topic you mean, and of course, you ask the meaning of your lecturer's answer. (You: This month I think we can do the exam via the web) (Lecturer: Did someone post their video on the link?).

Answer: What do you mean Mrs?

From data 2, here, students who are discussing an idea for the exam but the lecturers or listeners do not get attention to the student, so why do the speakers say "what do you mean?" where these two parties are equally unsustainable, which results in this conversation being included in the irrelevance category.

Then usually, conversations like this occur with lecturers who are already close to their students. Usually, most of the students are very enthusiastic about having very close interactions with their lecturers.

Data 3 (Male, 2nd semester)

(Scenario) You are giving an idea of the exam that will run this month, but your lecturer suddenly discusses out of the topic you mean, and of course, you ask the meaning of your lecturer's answer. (You: This month I think we can do the exam via the web) (Lecturer: Did someone post their video on the link?).

Answer: Excuse me maam, <u>I'm talking, at least respond to my question</u> whether you agree or not. From data 3, here, we can see the speaker presses back on the lecturer to get the attention or focus for one by one first, so that there is no miss of communication like what happened in the scenario and this section, the speaker begs not to put off the topic, then why this answer is categorized as Irrelevancy Claim. Usually, this conversation is carried out with students to their familiar lecturers or often interact to express their disagreements directly.

Data 4 (Female, 2nd semester)

(Scenario) You are giving an idea of the exam that will run this month, but your lecturer suddenly discusses out of the topic you mean, and of course, you ask the meaning of your lecturer's answer. (You: This month I think we can do the exam via the web) (Lecturer: Did someone post their video on the link?).

Answer: **Sorry maam, but it's out from the topic we discussed.** But it's like we can discuss it after discussing the topic of the exam.

From data 4, we can see that she has revealed that what her lecturer was explaining was not discussed. Here, the student is exact and immediately expresses her disagreement with the listener, underlined in the Irrelevancy Claim category.

4.1.1.2 Challenge

The type involved in this second disagreement is Challenge. This type begins with an interrogative syntactic form with an element of a question such as why, who, where, what, when, or how. Here students use interrogative parts to convey their disagreement with their interlocutors. Both male and female students

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wear this type when they ask their interlocutors. Students use this type with their lecturers. In this type, women often use it compared to men, either to their lecturers. Data on the types of challenges used by students against their lecturers are clearly available below:

4.1.1.2.1 Challenge toward their Lecturer

Data 5 (Female, 2nd Semester)

(Scenario) The lecturer asks your classmates about changing hours, and you disagree and ask why the class hours changed. (Lecturer: Hello, can you ask your friend can make the class start earlier than before?)

Answer: Sorry, ma'am. <u>But why have to changing hours of our class</u>? The other students might have other plans or things to do. They may be in another class too.

From data 5, we can see that this answer is included in the challenge category because she disagrees with the words of her lecturer. After all, other students already have different schedules. She expresses her disagreement directly where she asks the question "why," which means that this conversation falls into the challenge category. Then usually, this conversation is used between lecturers and students who are pretty close or often interact.

Data 6 (Female, 6th semester)

(Scenario) The lecturer asks your classmates about changing hours, and you disagree and ask why the class hours changed. (Lecturer: Hello, can you ask your friend can make the class start earlier than before?)

Answer: I'm sorry miss, with all of my respect, <u>may I know why we</u> <u>should start our class earlier?</u> Because some of us have another class at that time.

From data 6, she states her disapproval through the question "why," which is included in the challenge category. She explains to the lecturer politely that her other friend already has the class at the hour the lecturer asked for, so why is this included in the challenge category. Then usually, this conversation is used by students who often interact with their lecturers. Here we can see that she is politely using direct messages to be understood by the lecturer.

Data 7 (Male, 6th semester)

(Scenario) The lecturer asks your classmates about changing hours, and you disagree and ask why the class hours changed. (Lecturer: Hello, can you ask your friend can make the class start earlier than before?)

Answer: I'm sorry maam. All of us have another subject. Moreover, <u>why</u> you changed the schedule of our class maam?

From data 7, we can see that he disagrees with the class change because there is a class at the hour set by the lecturer. He asks "why," which is included in the Challenge category, so he is not rejecting but disagrees with the change, so he asked his lecturer politely and directly.

4.1.1.3 Contradiction

The verbal disagreement strategies presented by the female and male students are discussed in this section. Various kinds of data responses to irrelevancy claims submitted to friends are shown below:

4.1.1.3.1 Contradiction toward their Lecturer

The types of verbal disagreement strategies that the lecturer discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below.

Data 8 (Female, 6th semester)

(Scenario) Your lecturer told you that there was graduation through the drive-thru and online with the exact cost of 1 million, you chose online, but you disagreed because so far you didn't use the campus facilities. (Lecturer: Graduation will be held with two systems, namely drive-thru and online, provided that the facilities accepted by students are the same).

Answer: it is so wasting money, **<u>I don't agree.</u>**

From data 8, she did not agree with her lecturer regarding the funds used for graduation, because according to her, it was too much money. This answer contains a contradiction category because she answers "I don't agree," which has been stated like the previous answer that this is an answer that the interlocutors convey. Usually, this conversation is used with lecturers who rarely interact.

Data 9 (Male 6th semester)

(Scenario) Your Lecturer gives an idea about the journal given to you but is too different from your material, and you disagree about it. (Lecturer: This journal Brown&Levinson for your journal).

Answer: <u>No</u>, thanks, sir.

From data 9, He used a contradiction strategy. He said, "No, thank you, sir", because he disagreed with the lecturer and thanked him for recommending a journal for him. He used the arguments they negated to refute the previous lecturer's claims. He immediately contradicts his lecturer to deny that the journal given by his lecturer is sufficient, and another contradiction is presented in the following data.

Data 10 (Female 2nd semester)

(Scenario) Your lecturer gave you an idea about a chapter where subject A fits your research, but you disagree. (Lecturer: I think this material is suitable for your research).

Answer: **I don't think so**, ma'am. I think the other material more suitable.

In data 10, she has made a statement regarding her disapproval in the conversation "I don't think so", where she has explained to her lecturer directly that she disagrees if the lecturer gives an idea of the material she will use. And she is demonstrating that other materials are more suitable for the research she uses. These conversations usually occur between lecturers and students who are not familiar or rarely interact. In this conversation, she is explained that there was disagreement with her lecturer.

Data 11 (Male, 2nd semester)

(Scenario) Your Lecturer has an idea about the contest, which has long been eliminated and held again, and of course, you, as the head of the event, disagree with it. (Lecturer: If we can debate in English, I think it will be great).

Answer: **<u>I disagree with that ma'am</u>**, sorry.

In data 11, he is politically apologetic regarding the disagreement he has made directly to his lecturer, regarding the lecturer having an idea that the event will repeat the current event. As chairman of the program, he did not approve of it and was polite to act his disapproval. Usually, this conversation is used with students close enough to the lecturer to ask for ideas about the event to be held.

4.1.1.4 Counterclaim

This type of disagreement is used by both male and female students where the lecturers are equal, if, with friends, women use this type more often. Students pronounced this contradictory data against their friends and lecturers. It can be seen below:

4.1.1.4.1 Counterclaim toward their Lecturer

The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

Data 12 (Male, 6th semester)

(Scenario) Your lecturer told you about the direction for "Go Clean" procurement on the campus on Tuesday. However, as student coordination, you didn't agree because many students had returned home during the day. (Lecturer: I want you to know that our clean go program will be held on Tuesday afternoon)

Answer: Forgive me sir, <u>but</u> a lot of student had go to home on Tuesday after study

From data 12, he stated that he disagreed with his lecturer, who held an event on Tuesday. The answer is included in the counterclaim category. The answer was "but", where he apologized. Then the members rebutted about the number of students who have returned that day; then, he apologized for not agreeing to the apology that his lecturer had submitted. He also expressed his disagreement directly to his lecturer. This conversation usually happens to students who are pretty close and frequent.

Data 13 (Male, 2nd semester)

(Scenario) Your lecturer gave you an idea about a chapter where subject A fits your research, but you disagree. (Lecturer: I think this material suitable with your research).

Answer: Thank you ma'am, **<u>but</u>** I got another suitable subject

From data 13, he claims if the lecturer gives him an idea about his research, he is grateful for being given an idea about a suitable subject. Still, he also disagrees with the sentence "but," which is intended because he has found a more relevant issue for his research. Usually, this conversation is used by students and lecturers who interact pretty often.

Data 14 (Female, 6th semester)

(Scenario) You disagree with your professor about the data she correction, and you give an reason to your Lecturer if you have tried other students before. (Lec: I think this is not biological data. Try again more thorough).

Answer: I'm sorry **<u>but</u>** I've tried collection the data from other student

From data 14, she tries to understand her lecturer about the data she uses. The lecturer gives her corrections and try more but disagreed about that because she tried to another student. According to him, the sentence "but" expresses his disapproval of his lecturer, which has tried to find data as naturally as he can. This conversation often occurs with a close enough lecturer to be brave enough to express a disagreement that he is trying to communicate.

Data 15 (Female, 2nd semester)

(Scenario) Your lecturer gave you an idea about a chapter where subject A fits your research, but you disagree. (Lecturer: I think this material suitable with your research).

Answer: <u>The material that you suggested looks good. But</u> for me, I can't understand the material that you gave that the material I have studied.

From data 15, she sounds grateful to the lecturer to give the material. Still, there is a sentence "but," which makes her answer a disapproving sentence because she does not understand the material that has been given by her lecturer rather than the material she has learned; she is quite polite in expressing it. Its disagreement with the lecturer. This conversation occurs usually occurs by students who are pretty close and often interact about the subject matter that they know. Then he tends to express this conversation more clearly and directly.

4.1.1.5 Contradiction followed by Counterclaim

This type is where the speaker starts disagreeing with the contradiction, followed by a claim response that explains why there is disagreement with the other person. The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

4.1.1.5.1 Contradiction followed by Counterclaim toward their Lecturer

Data 16 (Male, 6th semester)

(Scenario) Your Lecturer has an idea about the contest, which has long been eliminated and held again, and of course, you, as the head of the event, disagree with it. (Lecturer: If we can debate in English, I think it will be great).

Answer: your suggestion is interesting, <u>but sorry we don't agree</u>, <u>because</u> we already have a concession that we have thought of and that's not one of them, maybe it can be used in the next year

From data 16, here he is claiming that the idea from his lecturer sounds good. Still, he gave sentences "but sorry we don't agree" and following his reason "because we already .." which has been proven that he disagrees with the lecturer Regarding what has been said. He gave right the condition with the existing scenario that what has been mentioned is clear and sufficient. This conversation can be listened to between students and lecturers who are close enough to give ideas, and students dare to take their own opinion.

Data 17 (Male, 2nd semester)

(Scenario) You disagreed with your Lecturer about Video Application with the reason many accounts suspend suddenly and propose use Video by link (Lec: For video cam, you guys can download the application on your phone or windows). Answer: wouldn't it be better if you just gave us the the link? <u>Because</u> many of our accounts were suspended because they opened videos from the app

From data 17, he indirectly expressed his disapproval but still gave the best solution to use the video application from his lecturer. The part of the sentence "because many of .." is why he did not agree with his lecturer to use the application. This conversation occurs between students and lecturers who do not feel that they interact very often with their students.

Data 18 (Female, 6th semester)

(Scenario) Your lecturer told you that there was graduation through the drive-thru and online with the exact cost of 1 million, you chose online, but you disagreed because you didn't use the campus facilities so far. (Lecturer: Graduation will be held with two systems, namely drive-thru and online, provided that the facilities accepted by students are the same).

Answer: Sorry sir, I disagree because it is so wasting our money.

From data 18, here, she claims do not agree with straightforward ways. She spoke about her disagreement very clearly and directly, followed by why she disagreed; she also clearly answered that what was announced with her lecturer about graduates was a lot of money. This conversation occurs with lecturers who have less interaction with their students.

Data 19 (Female, 2nd semester)

(Scenario) You disagree with your Lecturer because if two groups in one presentation combined will be confusing, you disagree if it is two groups in one presentation. (Lec: For group on this day can we do 2 group presentations?).

Answer: I'm sorry sir <u>but</u> we better do it by ourselves <u>because</u> the material is quite different

From data 19 here, we can see that he disagrees with his lecturer regarding presentations with two groups simultaneously; the part of the sentence "but we..." states that they can do it separately. Then the part of the sentence "because the material..." is why they disagreed because the material they conveyed was quite different, so why is this sentence included in the above category. This conversation occurs between students and their lecturers, who are pretty close and usually interact.

4.1.1.6 Contradiction followed by Counterclaim then Challenge

So, in this section, the researcher found three types in one answer from the students, both male or female. This type typically means they answer contradiction and claim by using the reason included in the counterclaim, then together with their opinion or suggestion, which makes it into the challenge category. The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

4.1.1.6.1 Contradiction followed by Counterclaim then Challenge toward their lecturer

Data 20 (Male, 6th semester)

(Scenario) Your lecturer told you that there was graduation through the drive-thru and online with the exact cost of 1 million, you chose online, but you disagreed because so far you didn't use the campus facilities. (Lecturer: Graduation will be held with two systems, namely drive-thru and online, provided that the facilities accepted by students are the same).

Answer: I'm sorry sir, **why** we should pay 1 million? If the facility is not fully used. You need to consider **our financial that is worsen during the pandemic.**

From data 20 here, he disagrees with the lecturer that payment of graduation is not fair, he claims that his disapproval is indeed indirect, but if it is read and understood, the answer. He said is included in disagreement, then accompanied by the reason "our financial is .. "which proves this answer contains three types of dispute. These conversations occur with students and lecturers who are not too close and lack interaction.

Data 21 (Female, 2nd semester)

(Scenario) Your Lecturer gives an idea about the journal given to you but is too different from your material, and you disagree about it. (Lecturer: This journal Brown&Levinson for your journal). Answer: **<u>why</u>** should this journal, mam? **<u>What'</u>s** discuss in the journal is too different from the material that I discussed. I think we should get another journal that relate to my material.

From data 21, here she is a claim disagreement indirectly and the reason that what the lecturer gave was not relevant to the material he was researching. Then, she gave the lecturer suggestion, and this conversation occurs between students and their lecturers, who are pretty close and often interact.

4.1.2 Types of Verbal Disagreement Strategies Produced by the Female and Male Student toward their friends

The answers to the second research question in this study are shown in this section. Verbal Disagreement Strategies used by female students to their friends are six types: challenge, contradiction, counterclaim, irrelevancy claim, rejection followed counterclaim, and challenges followed by disclaimer and counterclaim. Meanwhile, the verbal disagreement strategies used by female and male students against their lecturer are six types of strategies, including all types found by the researcher. The full findings can be seen in table 4.1.2, which is listed below:

Table 4.1.2 Verbal disagreement strategies used by the students towards their friends

No.	Utterances	Categories of Disagreement Strategies									
		IC	СН	СТ	CC	CT+	CH+				
						CC	CC+				
							СТ				

1.	Female students towards their friends	1	\checkmark	1	1	\checkmark	1
2.	Male students toward their friends	\	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

Note:

CT: Contradiction CH: Challenges IC: Irrelevancy Claim CC: Counterclaim
 CT + CC: Contradiction followed by Counterclaim
 CT+CC+CH: Contradiction followed by Counterclaim and Challenge

4.1.2.1. Irrelevancy Claim

Irrelevancy Claim is a strategy that the researcher will explain. Irrelevancy claims the type used by female students when their conversation is not relevant to the topic being discussed. This section often emphasises both the speaker and the listener that what is being said is off-topic. Their friends more widely use irrelevancy Claims that female students have used compared to their lecturers. Data on irrelevancy claims submitted by female students to their lecturers and friends can be seen in the explanation below:

4.1.2.1.1 Irrelevancy Claim Toward their Friend

The verbal disagreement strategies presented by the female and male students are discussed in this section. Various kinds of data responses to irrelevancy claims submitted to friends are shown below:

Data 22 (Female, 6th semester)

(Scenario) (Friend: Yes, we know the consequences).Answer: <u>What do you mean</u> by the consequences? Oh! <u>You're out of</u> <u>the topic</u>

From data 22, from this data, it is clear that the speaker realizes that the listener has left the topic they are discussing by asking the listener "what do you mean" again, followed by "you're out of topic," which has been stated as a category of disagreement types irrelevancy claim. Female students usually use this conversation with their peers, which sometimes occurs when there is a miscommunication or misunderstanding. With this, the speaker immediately states that there is an irrelevance in the conversation.

Data 23 (Female, 2nd Semester)

You: You have to share a photo to show that we are present in class

Friend: I don't think you had anything else going

Answer: Why you said that? Do you mind?

From data 23, here the reader can see that the speaker has expressed her disagreement by asking, "why you said that?" because the listener has left the topic they have been talking about, there is no relation between the speaker and the listener and followed by the speaker asking "do you mind?" who asked if he had any objection to what the speaker had said. Indirectly, the speaker has succeeded in conveying his disapproval. Then this conversation is usually used by female students who are not too close and do not know each other even though they are their peers.

Data 24 (Male, 6th semester)

(Scenario) Your friends did the material on sociolinguistics, but your friend gave the material on pragmatics. Of course, you asked why you gave the material because is not relate (Friend: You can read the material that I send to you).

Answer: Bro, what do you mean? Fix less coffee.

From data 24, his friend has provided material that is different from what it should be; why is this included in the Irrelevancy Claim category. Because he is already answering, "what do you mean?" he can ascertain that their conversation is out of the topic. He suggests "fix less coffee" for their conversations to become relations. The researcher can prove that men are more relaxed than women from their conversations; this conversation is usually used with peers who are also not very close. Just a slight acquaintance.

Data 25 (Male. 2nd semester)

(Scenario) You are talking about class attendance to share with the lecturer, but your friend gives a different response to the topic, and you ask why he said that. (You: We have to share a photo to show that we are present in class). (Friend: I don't think you had anything else going).

Answer: Hey bro, why do you say it, it different from what I say

From data 25, the researcher found a mismatch between the speaker and the listener, where the speaker had asked again, "why do you say it", followed by an explanation. His friend answered he was different from what he was saying, so why was it found that there was an Irrelevancy Claim category.

4.1.2.2 Challenge

The type involved in this second disagreement is Challenge. This type begins with an interrogative syntactic form with an element of a question such as why, who, where, what, when, or how. Here students use interrogative parts to convey their disagreement with their interlocutors. Both male and female students wear this type when they ask their interlocutors. Students use this type with their friends and lecturers. In this type, women often use it compared to men, either to their friends or lecturers. Data on the types of challenges used by students against their friends and lecturers are available below:

4.1.2.2.2 Challenge toward to their Friend

Data 26 (Female, 6th semester)

(Scenario) Your friends did the material on sociolinguistics, but your friend gave the material on pragmatics, and of course, you asked why you gave the material because is not relate. (Friend: You can read the material that I send to you).

Answer: Why are you sending material that is different than it should be? Out material is pragmatic not sociolinguistics.

From data 26, she openly uses the sentence "why" to question her friend who wrongly sent the material file. Here the researcher has claimed that the answer that has been expressed is included in the type of Challenge because it begins with an interrogative element, which has been mentioned in the explanation. In this scenario, it usually occurs with peers or close friends because there is a lack of thoroughness on one of the parties. Then, clearly, she is expressing her disapproval head-on.

Data 27 (Female, 2nd semester)

(Scenario) Your friend that day forgot to bring a journal that must be collected, and of course, you ask what he did last. (Friend: OMG, I forgot I did not bring a journal that miss Ayu give last week). Answer: OMG, <u>what are you doing last night</u>? Did you put it in bag? You must tell Miss Ayu about this or you need a time take it from your home.

From data 27, she is asked by her friend and interrogates "what," which makes this answer into the challenge category. And she also includes several opinions, which make this answer the only one who has an idea, usually aimed at close and close friends to state his friend. Then, he also directly conveyed his disagreement to her friend.

Data 28 (Male, 6th semester)

(Scenario) Your friend has an idea to buy a book, but you disagree because he has collected quite a lot and you tell her the reason. (Friend: I think I will buy a books in their store).

Answer: <u>Why do you buy it?</u> you have already had a lot of book but you haven't read them all. It's better to read the rest of your book, then if it is done you can buy another one.

From data 28, the researcher found the question and answer the question "why" and his friend's opinion fascinating because there was an opinion from him to his friend who bought too many things in this answer. Usually, this conversation takes place with a very close friend. This disagreement is communicated directly by him as a close friend.

Data 29 (Male, 2nd semester)

(Scenario) You have disagreed with your friend with reason Yogyakarta too far for information exchange, and you give some suggestion so that Surabaya did not spend a lot of money. (Friend: I have the contact number of the Yogyakarta Student. How about going there?)

Answer: <u>Why should we go to yogya?</u> We have a lot of connection here in Surabaya and it will cost less money.

From data 29, we can note that he disagrees with his friend who suggested that he make an exchange in Yogyakarta because, according to him, he has many connections in Surabaya, with the ideal reason is not to spend a lot of money. Why is this answer included in the Challenge category? Because there is an initial 'why' question where he states his disagreement using a question followed by an opinion. This conversation is commonly used by an organization between older and the same age friends. Here we can note again that men are more direct in conveying something so that everything is more evident in direction and meaning.

4.1.2.3 Contradiction

The verbal disagreement strategies presented by the female and male students are discussed in this section. Various kinds of data responses to irrelevancy claims submitted to friends are shown below:

4.1.2.3.1 Contradiction toward their Friends

The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

Data 30, (Male, 6th semester)

(Scenario) Your friends did the material on sociolinguistics, but your friend gave the material on pragmatics, and of course, you asked why you gave the material because the topic is not relate. (Friend: You can read the material that I send to you).

Answer: <u>No mate</u>, you send wrong material.

From data 30, he delivers the sentence "no mate," in which he disagrees with his friend. He disagrees because his friend sent the context of the material that is different from what he intended. This category is used to oppose directly and contradicts the previous claims of the interlocutor. This type tends to use propositions negated in contradiction, such as or not, making the other person's claim appear misguided or wrong.

Data 31, (Male, 2nd semester)

(Scenario) Your friend invited you to choose the place for years forum, and she chooses the same place as the year before and of course, you disagreed. (Friend: We can contact the place we use before. How?)

Answer: **<u>I disagree with you</u>**, we can choose another place to use.

From data 31, in the first sentence, which confirms that "I disagree," automatically the answers he has mentioned fall into the contradiction category but is followed by the opinion that they can use other places. Here, he disagrees with his friend because he has ideas about the same place. This context is commonly used with friends of the same age. Here the reader can see clearly that he directly expressed his disapproval of using this category.

Data 32 (Female, 6th semester)

(Scenario) You bought an old storybook at a shop, and when your friend found out that you bought it, he said it was out of date, and you disagreed. (Friend: Oh! I think that book so outdated).

Answer: Yuh, I disagree about what you talk, nothing book is outdated.

From data 32, She has expressed her disapproval to her friend because of what she said about her book, which has expired. According to her, no book has passed. So why is this answer included in the contradiction category? Because there is "I disagree" included in this category. It was clear that he had conveyed his friend's disapproval, along with an opinion that she understood. This conversation happens to be used by friends of the same age who are pretty close.

Data 33 (Female, 2nd semester)

(Scenario) Your friend has an idea to buy a book, but you disagree because he has collected quite a lot and you tell her the reason. (Friend: I think I will buy books in their store).

Answer: I don't think that's good idea.

From data 33, she claims, "I don't think that's good", as a previous claim stating that he disagrees with her friend and thinks it is not the right idea to buy books at the place, this conversation is usually used by students with their friends who are pretty good. So that the answer appears as above, the data above is included in the contradiction category.

4.1.2.4 Counterclaim

This type of disagreement is used by both male and female students where the lecturers are equal if, with friends, women use this type more often. Students pronounced this contradictory data against their friends and lecturers. It can be seen below:

4.1.2.4.2 Counterclaim toward their Friends

The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

Data 34 (Male, 6th semester)

(Scenario) Your friend invited you to choose the place for years forum, and she chooses the same place as the year before and of course, you disagreed. (Friend: We can contact the place we use before. How?).

Answer: That might be good, **<u>but</u>** I prefer more than good to held the meeting for this years.

From data 34, it can be seen by the existence of "that might be good" where he stated that it sounded excellent and he gave "but" where he also disagreed then gave the reason why he did not agree with his friend. In this category, the listener agrees, but there is also disagreement that occurs in this conversation. Usually, these conversations occur by friends the same age or with older people, with an outright dispute.

Data 35 (Male, 2nd semester)

(Scenario) Your friend suggested that using the theme in the debate competition was quite interesting, but you disagreed because it was too general and often used. (Friend: I think our theme this time is quite interesting, right?).

Answer: **Such a good idea**, <u>but</u> we have to look for another theme, we have to make this event more interesting than others.

From data 35 here, he agrees with his friend about the idea for their theme on the event, and he gave a claim of "but", which on the other hand also disagreed with his friend and gave suggestions to look for different themes was to make the current event more enjoyable. It is clear that he expressed his disapproval directly and gave his friend a solution so that the article this time was more hype than the others. Usually, this conversation is used with students who are already close enough with their friends.

Data 36 (Female, 6th semester)

(Scenario) Your friend invited you to choose the place for years forum, and she chooses the same place as the year before and of course, you disagreed. (Friend: We can contact the place we use before. How?).

Answer: It was a good place, but it is not a bad idea to find another place

From data 36, it can be seen that she claimed that the place she was dreaming of with her friend was good, but the "but" she said fell into this category where she gave an opinion back about there was nothing wrong with looking for another position. This conversation can be focused on that there is disapproval from the listener and expressed directly by her. This conversation usually occurs with students who have close enough friends but not too closely.

Data 37 (Female, 2nd semester)

(Scenario) You bought an old storybook at a shop, and when your friend found out that you bought it, he said it was out of date, and you disagreed. (Friend: Oh! I think that book so outdated).

Answer: This book is not out of date, even though this book looks old, <u>but</u> <u>the knowledge it's still same.</u>

From data 37, she stated that she disagreed with her friend what meant by "but" here she gave her friend an excuse if there were no outdated books, then here she gave a clear explanation to her friend about disagreeing with the speaker's claim. Usually, these conversations are made with students close to each other and open enough to talk in the scenario described above.

4.1.2.5 Contradiction followed by Counterclaim

This type is where the speaker starts disagreeing with the contradiction, followed by a claim response that explains why there is disagreement with the other person. The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

4.1.2.5.2 Contradiction followed by Counterclaim toward their Friend

Data 38 (Male, 6th semester)

(Scenario) Your friend suggested that using the theme in the debate competition was quite interesting, but you disagreed because it was too general and often used. (Friend: I think our theme this time is quite interesting, right?).

Answer: I think <u>no</u>, <u>because</u> your theme too formal and often used and we can get the better theme

From data 38, you can understand that he has expressed his disagreement with "no," then followed by the reason why he disagrees where there is "because" in the sentence he utters, so because the theme used by his friend is too formal and often used, and the members of the opinion that they could have a better article than that. These conversations occur usually used by older students because they are like a listener guiding their siblings.

Data 39 (Male, 2nd semester)

(Scenario) Your friend suggested holding an event on Saturday, and you disagreed because many friends were unable to attend. (Friend: I think this event can be held on Saturday).

Answer: I think many students will not come on that day <u>because</u> there is a big event in the city, we better have it on Sunday.

From data 39, we can see the answer where he has not agreed to hold the event on Saturday, and he has given the reason why he does not agree with his friend. The sentence "because" shows there is a reason there why he disagrees with it. He had expressed his disapproval directly and at the same time gave an opinion to his friend. Usually, this conversation occurs or is used by students who are the same age and close enough so that they often interact.

Data 40 (Female, 6th semester)

(Scenario) Your friend invited you to choose the place for years forum, and she chooses the same place as the year before and of course, you disagreed. (Friend: We can contact the place we use before. How?).

Answer: I'm sorry **<u>but</u> maybe I'm not with your choose <u>because</u> why we use the same places? Isn't there any better place than before? I think we should make a new concept with new place to make it better.**

From data 40, she claims that she disagrees with her friend's choice. She has put forward the answers in this category because of the "but" and "because"

where she has definitely disagreed and then gave reasons why she opposed, and she gave them too existing opinion. He responded responsively to his reasons for his disapproval straightforwardly and clearly, and this conversation sounds like a reasonably close peer.

Data 41 (Female, 2nd semester)

(Scenario) Your friend invited you to choose the place for years forum, and she chooses the same place as the year before and of course, you disagreed. (Friend: We can contact the place we use before. How?).

Answer: <u>I disagree</u> with that <u>cause</u> the cost is expensive I think you can invite Mr. Dito the cost more cheaper and he a professional speaker

From data 41, where she expresses her disagreement with her friend in the sentence "I disagree" and then continues with giving reasons in the sentence "cause the place .." which is included in the category of contradiction followed by counterclaim, where she disagrees and is then given an excuse, he also gave a solution for his friend. These conversations occur between students and peers of the same age, who are close enough to create conversations as they are.

4.1.2.6 Contradiction followed by Counterclaim then Challenge

So, in this section, the researcher found three types in one answer from the students, both male or female. This type typically means they answer contradiction and claim by using the reason included in the counterclaim, then together with their opinion or suggestion, which makes it into the challenge category. The types of verbal disagreement strategies that students discuss are discussed in this section. The various contradictory data files that students send to their peers are presented below:

4.1.2.6.2 Contradiction followed by Counterclaim then Challenge toward their friend

Data 42 (Female, 6th semester)

(Scenario) Your friend suggested holding an event on Saturday, and you disagreed because many friends were unable to attend. (Friend: I think this event can be held on Saturday).

Answer: <u>No</u>, many people cannot attend if its held in Saturday. I am afraid there will be no many people if we held it on Saturday. <u>What</u> about the day after Saturday?

From data 42 here, she claims about disagree in the sentence "no". It is proven that there is a reason included in the counterclaim category followed by the suggestion thereof in the sentence "what ..." so in one answer.

She conveyed three types of disagreement at once; here, it is apparent that there is direct disagreement. This conversation occurs between students and friends of an organization who are not too close.

Data 43 (Female, 2nd semester)

(Scenario) You have disagreed with your friend with reason Yogyakarta too far for information exchange, and you give some suggestions so that Surabaya did not spend a lot money. (Friend: I have the contact number of the Yogyakarta Student. How about going there?).

Answer: I think Yogyakarta is too far. <u>How</u> about in Surabaya? <u>Because</u> it will not cost you a lot of money.

In data 43, she is claiming her disagreement indirectly. It can be noted in the section "Yogyakarta is too far" that is where she has claimed it, then gives the suggestion "how about in Surabaya?" this answer becomes the point as a challenge. She gave her friend why Surabaya is the reason she chose, in the sentence "because it will ..." is a reason that is a counterclaim type. This conversation occurred between students and friends who are already quite close.

Data 44 (Male, 6th semester)

(Scenario) You disagree with the concept used at the big event this year, and you ask your friend why a concept like this. (Friend: I think the concept this year is we can make a medium tent).

Answer: I'm sorry, now I disagree with that. Why didn't you make a large tent? Because this is big event.

From data 44, he is claiming his disapproval directly on the sentence "I disagree" then followed by "why .." which shows his question to his friend and then with the reasons for the sentence "because .." which is quite clear on the disagreement he threw to his friend. This conversation takes place between students and friends of the same age.

4.2 The Comparison of the Verbal Disagreement Strategies Used by the student toward their friend and lecturer

After discussing the types of disagreement, the researcher compared verbal disapproval strategies conveyed by female or male students to their friends and lecturers. To explain it in detail, the researcher explains the comparison of each category of verbal disagreement strategies, which were revealed by the students one by one in the next section. To make it easier for researchers to present the results of a comparative analysis of the types of disagreement strategies used by female or male students, the researchers used the table below:

Table 4.2 The frequency of verbal disagreement strategies used by the student female and male toward their friend and lecturer.

Variable		Section of Disagreement Strategies					
		IC	СН	СТ	CC	CT+CC	CT+CC+CH
Male students towards	Т	15	10	3	43	53	1
their lecturers	%	12	8	2,4	43	42,4	0,8
Male students towards	Т	21	20	3	34	53	1
their friends	%	16	15,2	2,4	25,9	42,4	0,8
Female students toward	Т	25	14	3	43	104	1
their lecturers	%	13,1	7,3	1,5	22,6	54,7	0,5
Female students toward	Т	40	45	7	55	113	12
their friends	%	15,3	17,2	2,6	21	43,2	4,5

Notes:

CT: Contradiction CH: Challenges IC: Irrelevancy Claim

CC: Counterclaim **CT** + **CC**: Contradiction followed by Counterclaim

CT+CC+CH: Contradiction followed by Counterclaim and Challenge

Here, the researcher presents a chart to determine how high the difference between males and females uses the verbal disapproval strategy used by UINSA students. After delivering a graph, the researcher will present in detail the percentage that has been analyzed.

Chart 4.1.2.1 Chart to compare the percentages of each type between male and female students towards their Friends.

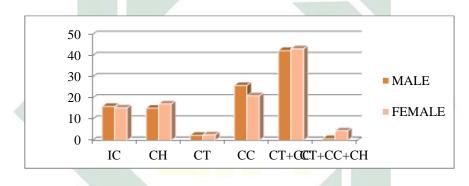
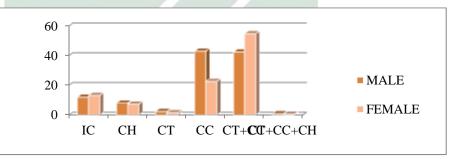


Chart 4.1.2.2 Chart to compare the percentages of each type between male and female students towards their Lecturer



In this section, the researcher compares each type of disagreement used by female and male students to their friends and lecturers. The table above explains where male and female students use the same kind of lecturers and their friends. Here women use all six types available to their lecturers; she is used (12.6%) for the irrelevancy claim type, then (7.3%) for the challenge type, the contradiction type only (1.5%), followed by the counterclaim as much as (22.6%). In contrast, contradiction followed by counterclaim was (54.7%), and the last contradiction followed by counterclaim then challenge was (0.5%). Then found it for friends on irrelevancy claims of (15.3%), then for the type of challenge found (17.2%), followed by contradiction (2.6%), there was a counterclaim with the result (21%). In comparison, contradiction followed by counterclaim, then challenge (4.5%).

Here, the female is divided into two parts, namely the 2nd and 6th semester, where the first type, namely Irrelevancy claim, shows (12.6%) of the 2nd or 6th semester. The reader can pay attention again that women often speak directly even though the lecturers can be sure they use a more polite way towards their lecturers. Whereas with their friends, it was found (13.1%) where it was more significant for the lecturers because the researchers found that their answers were more often not related to their friends. They also expressed their disagreements more directly and informally because some talked to friends the same age.

In contrast to men, the researcher found that the claims category was irrelevant (12%), but they did not explain in detail or could be an indirect sentence claiming the disagreement they used conversations that their answers had taken occurred with lecturers who were quite close and often reliable. Then the researcher found conversations with friends (16%) to be greater than women. Still, in contrast to those who conveyed to their friends more about their

disagreement, the conversations quoted were usually those that took place with friends of the same or younger age.

Then (7.3%) in the challenge category, were using this category is often asked the lecturer why and what, it is to women to express their disagreement they tend to describe their dispute in a direct way and on average they dare to say their conflict with sufficient lecturers close and often can. For women with friends, the researcher found that (17.2%) in this finding, they often use "why" or "what" to claim disagreement. They also often interact that causes or raises opinions and suggestions, then they are also more direct to their friends.

However, the researcher found the challenge in this category for men (8%) greater than women. It was found in this category that men were more polite, and there was indirectness in expressing something, however, with lecturers who are more familiar or who rarely interact. Then, the researcher found that on the part of friends (15.2%), they used the direct method again when they were with friends and were more flexible when talking with messages. Because there may not be any pressure when they are with friends, they are more relaxed when having conversations.

The third category, namely the contradiction here, found that (1.5%) to the lecturers, while men (2.4%) In this category women and men alike did not convey their disagreements indirectly, because in this category what was needed was only statement "no". Then, the dispute with friends for men was (2.4%), and meanwhile, women (2.6%) also did not express their disagreement directly.

Conversations that occur with friends represent that they are talking to friends who are the same age as them and often. But if they also often interact or interact.

In the fourth category, namely counterclaim, the researchers found (22.6%) for women to disagree and for men (34.4%) to their lecturers. Here we can see quite a difference because, in this category, the lecturers often interact, but they also do not state it directly. Then women use this category to express their disagreement, which is quite interesting because there are differences between women and men that you can see in this category. In part with lecturers, they express it with lecturers who interact pretty closely. Then, it was found that there was a disagreement towards their friends for women (21%). In comparison, men (25.9%) had a significant difference between these two genders, and they more often gave their suggestions or opinions in conveying their disagreement with listeners. They also express disapproval along with the same status or age as them.

The fifth category is a contradiction, followed by a counterclaim, where the researcher found (42.4%) for males and (54.7%) for females researcher found the results in a verbal disagreement with the lecturers. In this category, women have a more excellent value because they use this category more often. They often express their disapproval directly for not too detailed reasons where they disagree with their lecturers and communicate it with lecturers who don't interact very often. As for men, they tend to express directly and in more detail and are certainly more relaxed in dealing with conversations they disagree. Then for the findings to friends, men have a value (42.4%) while women have a value (54.7%), here women have a more excellent value than men, this strategy reaps quite a lot

of results that women use against friends who have a distance or age that is not too far away. It happens that women or men create clear and easy understanding to the speaker. By expressing disagreement with speakers who are not very socially distanced, they lead to indirect disapproval and reason enough to speak for careful reach.

Categorized is where the researcher finds this type, namely contradictions followed by counters then challenges. This category is he does not agree on how the speaker expresses, followed by why he does not agree and then is given a question or suggestion from themselves. As the researchers found, namely (0.5%)for women and (0.8%) for men for their lecturers, there was only one student who answered entirely with all three categories in 1 answer. For men, he is more indirect towards his lecturers and then asks questions and reasons why he disagrees with his lecturers. Then for women in the second semester, they provide more understanding and understanding of their lecturers. Then it was found that (4.5%) of the women answered questions. From semester 6, he explained in more detail that he disagreed, given reasons and suggestions for friends or speakers. As for the 2nd semester did not use the direct method, but if we look again for the discussion section there, they did not agree but still gave their reasons and opinions regarding disagreeing with the agreement. They also do not have a significant enough difference with their friends. Then in this last category, males were found (0.8%), which is only one student from semester 6, where he disagreed with the story that was mentioned directly, along with questions so that

the speaker could answer were given a clear enough reason so that the speaker could understand clearly.

4.3 Discussion

The results that pins have found will be discussed in this section. The results of the research described in detail are divided into 3 points, namely, male and female disagreement of their friends and lecturers. Secondly, the percentage is made to make it clearer to see the comparison between women and men thirdly there is a chart. The fourth is closed by comparing each verbal disapproval used by men and women towards lecturers and communication. The analysis that has been stated can provide new results from the findings that have been created.

The first point of this analysis is to answer the first and second research questions regarding the disagreements women and men expressed towards their lecturers and friends, as discussed in previous findings. Women and men equally use all categories included in this type irrelevancy claim, contradiction, counterclaim, challenge, and contradiction followed by Muntigl and Turnbulls (1998) taxonomy. That is, they use all the classes in the theory that have come before. The type they use is irrelevancy claim, contradiction, challenge, counterclaim and contradiction followed by counterclaim, including the researcher found one type that other researchers have not found, namely contradiction followed by counterclaim and challenge. The second point is the explanation of the third research question. Where is the comparison between the disagreements used by both female and male students? The findings show that men do not always use direct methods to talk to their friends and lecturers, while women are more likely to continue their conversations with their friends and lecturers. Because here, women always curious about what will happen to what has happened, therefore in this study it was found that in the Challenge type category there are many women who use this type.

This research implies a limit in the DCT (Discourse Completion Task) section, which has 27 conditions for English Department students. Still, this research reaches for other types. Previous researchers based on Bavarsad (2015) have limits as well for the scenarios. There are nine situations but still found four types in Muntigl and Turnbull's taxonomy (1998) where in this study found one type that is different from previous researchers there is contradiction followed by counterclaim and challenge.

Then, from the findings that have been confirmed and the results of previous researchers where Molkizadeh and Faharani (2013), Aisyah (20125, Bavarsad et al. (2015), Kozcogh (2015), and Heidari et al. (2015) have different results, of course. Where there are men who are more direct than women or vice versa. The results have revealed that the role of gender forces can result in women or men throwing disapproval, and from the effects, they find women who are more polite than men in conveying agreement.

This study has a weakness because the researcher's DCT (Discourse Completion Task) does not include the type found by Suroiya (2019). After all, the sentences created by the researchers in this study where the penalties are intended for the second and sixth semesters are easier to understand than they can get the gist of the scenario for them.

Thus, researchers have provided new results from the disapproval strategy of social distancing. At the same time, women use the category of contradiction followed by a counterclaim. They are not very polite but dare to express it directly to their peers and lecturers who are not too close if the man is polite, clear, and direct in expressing his disapproval at all distances to them Friends and lecturers. They can understand that social distancing also influences men in explaining the disagreement strategy with the speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

This section describes the end of the study in response to the events presented in the central unit. Then, there are suggestions for future researchers to foster a sustainable understanding of knowledge between this research, which is focused on distance and social fields.

5.1 CONCLUSION

It depends on this study, monitoring the verbal disagreement strategies used by UINSA students, both female and male, against lecturers and their friends. This study also compares females and males in using verbal disapproval aimed at the lecturer and his friends.

The researcher collects all the findings above and uses Muntigl and Turnbull's taxonomy (1998) to complete the main and second research questions. From this taxonomy, the researcher has found that females and males towards their friends and lecturers use all verbal disapproval types: Challenge, contradiction, counterclaim, irrelevancy claim, contradiction followed by counterclaim, and contradiction followed counterclaim and challenge.

There is one focus where the comparison between women and men in using disapproval. In this study, women and men equally often use contradictions followed by counterclaims, which this type can reach has a reasonably high percentage. Because this strategy is the most straightforward model to answer, look at the disagreements and reasons for students conflict with lecturers and friends. There is a difference between females and males, namely in the challenge category where females use this category more often than males, females more often question what it is. If men use the challenge category less often, they don't seem to ask what happened.

The existence of direct and indirect disagreements for women and men indicated that the closest person, not how close, and far enough or never interacted. If using immediate disapproval where the boy or girl is talking to someone, they are pretty close. Here, men are more polite, clear, and direct in using objections socially and of all ages. At the same time, women are not very polite but dare to express their disapproval to friends and lecturers who do not interact often. Where the findings of this study are that Male is more polite than female in expressing their disagreement.

5.2 SUGGESTION

Suggestions in this section are intended for views by future researchers on verbal disagreement strategies. Here the researcher advises that those who are pretty attached to this topic can better understand females and males using verbal disagreement strategies that focus on a broader scope using other theories. So here, the researcher is quite evident in analyzing females and males using the verbal disagreement strategy category expressed for the lecturer and his friends. Hopefully, future researchers can examine verbal disagreements with theoretical studies, subjects, and scopes different from what this study has tried to convey. The next researcher can research from different scopes; it can be offcampus and disagreements between the high school, junior high school, and others that can be understood by the reader who read the research. For research results, students can get a lot of information and knowledge in pragmatic analysis. The focus is on disagreement, politeness, direct and indirect, and the necessity to understand it. But, if the next researcher has the same instrument, can give some details for this verbal disagreement to clarify the type of disagreement expressed by each person using verbal disagreement



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