

**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 HUMANITIES

UIN SUNAN AMPEL SURABAYA

2021

DECLARATION

I am the undersigned below:

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

truly state that the thesis I wrote is really my original work, and not plagiarism/fabrication in part or in whole.

If in the future proven that this thesis result from plagiarism/fabrication either in part or in full, then I am willing to accept sanctions for such action in accordance with the applicable provisions.

Surabaya, June 11th 2021

Who make the statement

A yellow rectangular stamp with the text "METER TEMPEL" and a serial number "384AJX239742188". To the left of the stamp is a small logo. A handwritten signature in black ink is written over the stamp.

Choirun Nisa'

APPROVAL SHEET

**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. Wahyu Kusumajanti, 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 2



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

Examiner 3



Suhandoko, M. Pd.
NIP.198905282018011002

Examiner 4




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

Acknowledged by:

The Dean of Faculty of Arts and
Humanities UIN Sunan Ampel Surabaya




Dr. H. Agus Aditoni, M. Ag.
NIP.196210021992031001



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

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : CHOIRUN NISA'
NIM : A03216010
Fakultas/Jurusan : ADAB DAN HUMANIORA / SAstra INGGRIS
E-mail address : CHISA279@GMAIL.COM

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

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

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 14 Agustus 2021

Penulis

(CHOIRUN NISA')
nama terang dan tanda tangan

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 socio-cultural 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 6th-semester 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.

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.

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. 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.

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 **because** 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 **but maybe I'm not with your choose** **because** 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"

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 (43.2%), then a 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.

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 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.

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 off-campus 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

- Lips, Hilary M. 1993, *Sex & Gender an Introduction*, California, London, Toronto: Mayfield Publishing Company.
- Locher, M.A. 2004. *Power and Politeness in action: Disagreement in oral communication (Language power and social process)* Berlin Mouton de Gruyter LTD.
- Muntigl, P.A, Turnbull, W. 1998. Conversational structure and facework in arguing. *Journal of pragmatics*, 29 (3), 225-256
- Neufeldt, Victoria (ed.), 1984, *Webster's New World Dictionary*, New York: Webster's New World Cleveland.
- Pattawat, C. 2014. A Cross-Cultural Pragmatic Study: Politeness Strategies and Realizations of the Strategies Used to Perform Student-Lecturer Multiple Disagreements by Native Speakers of Thai and English. *Journal of Education and Social Research*. Vol. 4 No.1 pp 147-158.
- Pia, E & Diez, T. 2007. *Conflicts and the Politics of Human Right Invocations*. Berg of Conflict Research.
- Rohmah, Z. 2012. Promoting Harmony during Disagreements: A portrait of Adult Discussions in the Indonesian Context. *Theory and Practice in Language Studies*, Vol.2. No.3 pp. 440-449.
- Searle, J. 1969. *What is Speech Act!* New York: Cambridge University Press.
- Showalter (Ed.), Elaine, 1989, *Speaking of Gender*, New York & London: Routledge.
- Siafanau, M. 2012. Disagreement, face, and politeness. *Journal of Pragmatics*, 44, 1554-1556.
- Sofwan, A. , & Siwignyo, E. 2011. The Realization of Disagreement Strategies by Non-native speakers of English. *Language Circle; Journal of Language and Literature*
- Subroto. 1992. *Penelitian kualitatif*. Jakarta: Raja Grafindo Persada.
- Suroiya, H.M. 2017. *Various verbal disagreeing strategies applied by male and female villain in detective conan movie series*. Undergraduate thesis. UIN Sunan Ampel Surabaya.
- Trudgill, P. 2000. *Sociolinguistics: An introduction to language and society (4th edition)* London: Penguin Books.
- Umar, Nasaruddin 1999, *Argumen Kesetaraan Gender perspektif al-Qur'an*. Cet. I; Jakarta: Paramadina.
- William, C. 2007. Research Method. *Journal of Business and Economic Research* 5 (3), 65-72.
- Yano. Y. 2003. *Communicative competence and English as an international language*. *intercultural communication Studies*, 12(3), 75-83.