CHAPTER I

INTRODUCTION

A. Background of the Research

Clearly, one of the objectives of learning a foreign language is gaining the ability to communicate, to comprehend and to be understood by native speakers of the language for which linguistic accuracy is not enough by itself. Mastering the second language (L2) is not easy especially if L2 is studied not in the country where L2 comes from like Indonesian learner who study English at Indonesia. Interlanguage is the product of mastering target language. Actually, if the learner has problem in the mastering L2, an erroneous will be produced.

Two-ways process of communication whereby meaning is sent and received to gain shared understanding that requires sociocultural competence of language use as well as linguistic competence to perform the speech appropriately and minimizes misunderstanding. Therefore, the functions of speech have been the subjects of the investigation relatively few years yet for some researchers.

One of its functions is to cummuniate with others. These functions are employed as instruments to perform various actions such as expressing agreement and disagreement, refusing, making apology and requests, giving thanks, etc. Due to misunderstanding among people from different cultures, people often fail to have successful communications. Although being polite is a universally acceptable concept, the meaning of politeness might vary across culture, gender, and power relation.

Conflict may occur if there is a misunderstanding in communication, or it could be also caused by the differences of opinion or disagreement about something. This is because humans are unique, because there is never standard similarity between one another. This expression of disagreement can be one of the causes of the conflict. In an interaction it is impossible for a person to be in line with another person. For example, in a discussion in class, you and your group become a paper presenter. On one occasion, there was a friend of yours who tried to disrupt the discussion by asking things that actually did not need to be discussed in the discussion. You as a moderator interrupted and tried to straighten out the question to return to the main problem. But your friend (the questioner) thought your group was lame and not redy to answer the questions.

The phenomenon of politeness occurs when and where one interlocutor wants to disagree with what the other interlocutor have just mentioned. When one disagrees with what a person is saying or doing, one might, in one way or another, threaten that person is in his/her face. For example, *"What you say is non nonsense!"* usually say it directly to intimate someone. Maybe this sentence will make the speaker and the hearer have a conflict if the social power status not same. But if we express it to hearer with positive face, for instance: *"I am afraid it is not a good idea"* maybe the hearer feel not to be intimidated by our disagreement statement. In this way, the idea that is expressed is some basic aspects of politeness are universal. Therefore, it must be considered in the course of interaction.

Disagreeement has a crucial role in everyday interactions due to the fact that is almost imposible that all people,even those who live in the same community, have the exact similar opinion and perception on certain issues in various settings. Thus, people use disagreement in their communication to express their own opinion. The main point is the people try to politely turn down someone else's offer or to express their different opinion without hurting other people's feelings. Therefore, expressing disagreement is quite

challenging for EFL learners especially because it may threaten the interlocutor's face (feelings; facial expression).

In this regard, the use of politeness strategies is vital for maintaining the interlocutor's face and it can be said that applying an appropriate strategy to show disagreement can descrease the possible danger of threatening the face of the addresee. Considering disagreement as face threatening verbal behavior, people try to use different strategies to soften their disagreement, considering both concepts of politenness and hierarchy. It makes the dscussion of disagreement becoming more popular in several decades.

Like as Parvaresh and Eslami reserach, it shows the effect of solidarity and deference systems of politeness, proposed by Scollon and Scollon, on the use of strategy by women native speakers of Farsi while doing the speech act in disagreement. This study attempts to explore some of the differences that might appear between same-sex (female- female) and cross-sex conversation (male-female). The results indicated that in Iranian culture the adresee's gender highly affects the use of strategies while performing the speech act of disagreement even when there is a high amount of solidarity. It was

found that women employ conflictives, which have the most impolite intention, mostly when and where the addressee is of the same sex.[1]

Based on the statement above, the researcher curiosity is about the the expression that will be uttered by male and female in doing the disagreement and also investigates whether gender influences politeness in doing the disagreement and then investigates male and female which more polite. The issue would be discussed in this research entitle *"Disagreement Response Used By Male And Female Students"*

B. Formulation of Problem

In this case, the researcher formulated the problem in these following questions:

1. What are disagreement response mostly uttered by male and female students ?

2. Does gender difference influences politeness in expressing disagreement ?

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[1] Vahid Parvaresh and Abbas Eslami Rasekh, "Speech Act Disagreement among Young Women in Iran", *CLCWeb: Comparative Literature and Culture* , Vol. XI, No. 4. (December, 2009),6.

C. **The Objective of the Research**

Based on the formulation of the problem above, the specific objective of this research are :

1. To know the types of disagreement uttered by male and female students.

2. To explain the influence of gender differences on politeness in expressing disagreement.

D. **Significance of the Research**

It is expected that the findings of this study are significant theoretically and practically.

1. Theoretically

The research findings are useful for researchers to get information about politeness, disagreement expression, and appropriateness both in teaching learning process or daily interaction. In addition, it is hope that this result of research can be as references materials in Pragmatic subject which is developing students' interest with Pragmatic subject and it can be reference in conducting relevant studies. This also central to increase knowledge in the field of research that is from data collection, data processing up to presentation level

in the form of a report and also useful for fill the vacancy of pragmatics research about disagreement strategy.

2. Practically

Research findings are expected to be valuable for lecturers as input in improving student learning outcomes and also as a reference for educators to be a good role mode in giving speech act to students by applying the principle of decency.

E. Conceptual Framework

This study is conducted in english student department. This research focuses on the pragmatic study of disagreement. Thus, the analysis of this paper is limited only to the identification and classification the types of disagreement utterance used by students. No syntactic and phonological analyses were attempted in this present research.

There are nine scenarios was designed to asked the students answer the questionnaire. Each of the subjects was expected to disagree with their interlocutors in each situation. In order that respondents answered in each situation and each situation were

classified base on the taxonomy of Muntigl and Turnbulls' theory and also Samira Salehipour Bavarsad pattern in their research finding.

The Questionnaire modifies the design by DCT (Discourse Completion Test) which is taken the context from daily real life even where might happen. Selection of the context is in the questionairre in order to find out the naturalness of the answer in the questionnaire. The context is intended to limit the participants' respond with the questions. The DCT also use to control the variables and analyze the data accordingly. The DCT can be useful for providing a preliminary look at cultural preferences in the performance of disagreement analysis.

F. Previous Study

The following studies have been reviewed in relation to the present study

1. **A Comparative Study of the Use of Disagreement Strategies Among Iranian EFL Learners and Native Speakers of English**[2]

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[2] Seyyed Mohammad Hassan Sadrameli and Hamid Reza haghverdi, "A Comparative Study of the Use of Disagreement Strategies Among Iranian EFL Learners and Native Speakers of English", *Journal of Applied Linguistics and Language Research,* Vol. III, No. 6, (2016), 247

Seyyed Mohammad Hassan Sadrameli and Hamid Reza Haghverdi published the reserarch on 2016. This research explore the similarities and differences between Iranian EFL learners and English native speakers in terms of the pattern of using different disagreement strategies in relation to people with different social power status. This study was significant and relevance because the finding outs the types of disagreement response used by male and female.

The results of descriptive analysis of the data revealed that the Persian native speakers used direct contradictions more than the EFL learners and English native speakers who participated in the current study, whereas the English native speakers used counterclaims and contradictions followed by counterclaims more than their EFL and Persian native counterparts. That is, the English native speakers were more concerned with saving their interlocutors' positive face while expressing disagreement with people of higher, equal, and lower status. Besides, the findings of the study implied that despite the variation between the three groups of participants in terms of their

preferences for using different disagreement strategies, the only significant difference was found with respect to disagreement with people of equal status.

Based on the research above, the researcher finds the similarity with their research, such as this research discusses and clasifies the disagreement expression among the learners based on Muntigl and Thurnbull theory and indicates social power status. This research also uses English language in instrument of research and take the place in the campus setting. But, the difference is in this research compare the disagreement expression between EFL learners and Native speaker while my research only clasify the disagreement expression mostly uttered by EFL learner and this research doesn't investigate which more polite between male and female.

2. **Disagreement Expressionss in the Discourse of Young Persian Speakers[3]**

This research conducted by Mehregan Masoumehet all. This research seeks to explore how the speech act of

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[3] Mehregan Masoumeh, Abbas Eslamirasekh and Azizollah Dabaghi, "Disagreement Expression in the Discourse of Young Persian Speakers"*, Procedia-Social and Behavioral Sciences*, Vol. LXX, (2013), 603.

disagreement is produced by Iranian male and female speakers in two contexts of formal and informal. This study is significant because its aimed to finding out the disagreement strategies mostly employed by male and female undergraduate students.

According the data, the result of the study is that the frequency of non-confrontational disagreement strategies used by female respondents is greater than male respondents. This mean respondents tend to be more indirect and less aggressive than the male respondents. In terms of confrontational strategies, it was also found that the male respondents were more confrontational in expressing disagreement than female group. The *strategy strong* denial was used much more frequently by male respondents tha female respondents. Also the gender variations influence the choice of disagreement strategies and supportthe argument on gender and language that the female is more polite than the male.

Based on the research above, the researcher finds the similarity with their research, such as, this research talks about the type of disagreement expression mostly

employed by male and female and investigate which more polite between male and female. This research also takes the place in campus setting. Here, the researcher also find the differences. In this research, the difference doesn't talk about the gender influence in choosing disagreement expression and using qualitative and quantitative method.

3. **The Speech Act of Disagreement By Indonesian EFL Learners : Politeness Strategy and Appropriateness**[4]

This research conducted by Dian Rianti and Nunung Nurhayati investigate the disagreement strategies elicited by Indonesian EFL learners, and evaluates the appropriateness of those strategies in L2 cultural context. Nineteen EFL undergraduate students took part in this research and filled out the discourse completion tasks (DCTs) concerning with disagreement expressions. The elicited responses were analyzed primarily by using disagreement strategies theories proposed by Brown and Levinson and Muntigl & Turnbull. In order to identify the appropriateness level of the expression, the data were

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[4] Dian Rianti and Nunung Nurhayati, "The Speech Act of Disagreement By Indonesian EFL Learners: Politeness and Appropriateness", *Konferesi Linguistik Tahunan Atmajaya 16,* (April, 2018), 129.

rated by an American native speaker by using the Likert scale. The study provides the practical outcomes regarding politeness strategies used by the EFL learners regarding power and social distance, and also the level appropriateness. Based on findings, several conclusions can be drawn. First, the politeness strategy used by the participants predominantly was counterclaim when they interact with higher and equal interlocutor. Second, contradiction strategy was frequently applied to the lower interlocutor. Third, most of the disagreement expression produced by students were inappropriate in term of felicity condition due to the influences of the L1 interference. Regardless of the shortcomings of this research, this study shows essential findings related to learning English as a foreign language. It is crucial for having pedagogical aspects of speech act disagreement to enable the EFL learners to encounter an undesired situation when having cross-cultural communication.

Based on the research above, the researcher found the similarity with their study, such as, this research talk about the the power and social distance in responses

disagreement. Here, the researcher also found the differences, that this research talk about the level of appropriateness while my study focused to the influence of politeness.

G. Organization of the Research

This research is divided into five chapters. Each point explained different matters in line with the topic that discussed :

Chapter I is Introduction. In this chapter the researcher describes background of research, formulation of problem, objective of the research, significant of the research, conceptual framework, previous study and organization of the research.

Chapter II is Literature review. It describes the theoretical used for supporting this research. All of them will serve the fundamental references in conducting and analyzing the research. It is divided into three parts. *First,* the part of theory disagreement. *Second part,* theory of politeness. *Third,* theory of gender.

Chapter III is Method of the Research. It focus on the qualitative method of investigation conducted by the researcher. It gives the description of the research method, place and time of the

research, participant of the research, instrument of the research, data collecting, and the data analyzing.

Chapter IV presents Result and Discussion. In this chapter consist the finding of data, the analyzing of data and the discussion.

Chapter V is Conclution and Suggestion which consists of conclusion and suggestion.