



CHAPTER I

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1.1 Background of the Study

Language cannot be separated from human life. People use it to communicate with others. It means they can contact with others as well as they can maintain relationship with them because of language. Language is the means which enables human beings to play their roles in society, to express their needs, to give and to get information and to learn about the people and their surroundings (Lehmann, 1983: 1).

In using language to communicate to others, people often exchange opinions. Sometimes, exchanging idea or opinion can create disagreement. Disagreement expressions are often used to encourage desired behavior and express the speaker's opinion that is different from other. For example: "I don't agree with you, because that is not a good idea." From this example it can be seen that one expresses disagreement verbally to other.

Relating to the way disagreement is expressed verbally; there are some factors that have to be taken into account. Coates (1994) says that firstly, it should be remembered that each person has her/his own strategy—she/he may express her/his opinion directly/indirectly. Secondly, the context of situation which refers to the environmental features- the people, the objects involved, the words used- that are relevant to a particular communication should be considered too. Thirdly,

gender consideration should be considered too; whether the speaker is male or female. In addition, Trudgill (1974:102) said that the status differences of the speaker and the interlocutor should be considered, too, because speech between individuals of unequal status and equals will be different. By considering those factors, the speaker can use an appropriate strategy. Thus, by using an appropriate strategy the speaker can maintain good social relationship with the interlocutor.

Furthermore, many aspects influence disagreement. They are the length, the flow or the stylistic devices used in disagreement. The length refers to the length of the sentences the speaker uses in expressing disagreement. It can be two sentences or more. While the flow refers to how the speaker end the disagreement. Would one stick to one's disagreement or agree at last. Stylistic devices show what linguistic choices the speaker uses in expressing disagreement whether order, prohibition, giving reason, denial, suggestion or anything else (Garcia, 1989).

Realizing that men and women differ in using language, some investigations have been done. Women tend to ask more questions than men, especially if the addressee is a man (Coates, 1994). Lakoff (1990) suggested that women speech sounds much more polite than men's. Lakoff also claimed that men language was assertive, adult, and direct, while women language was immature, unassertive and hyperpolite. Besides that (Fishman, 1990) said that women are seen as more insecure, dependent and emotional than men. Women are more status-conscious than men, too (Trudgill, 1974).

The writer is interested in conducting a study on verbal disagreement expressions of male and female SMUK Stella Maris students for four reasons. Firstly, humans are social beings who live together with others, who have different status, sex and many else. Those differences can be the potential causes of disagreement. Secondly, disagreement can cause serious problems; in some cases, it changes friends into enemies, so disagreement is an everyday problem that is important to be considered. Thirdly, there has been no study on verbal disagreement expressions done by the student of Widya Mandala University. Fourthly, as a teacher candidate the writer did her teaching practice program at SMUK STELLA MARIS Surabaya, so she is quite familiar with the school condition and she can conduct the study more objectively.

1.2 Statement of the Problems

This study attempts to find out the stylistic devices of disagreement used by male and female students of SMUK Stella Maris Surabaya, who were members of Kartini Celebration Committee at the Kartini Celebration Meetings. The problem of the research is:

What kinds of stylistic devices are used by the Kartini Celebration Committee of SMUK Stella Maris Surabaya in expressing disagreement during the Kartini Celebration Meetings?

This will be done by several preliminaries below:

- a. What kinds of stylistic devices are used by the first grade male students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings?
- b. What kinds of stylistic devices are used by the second grade male students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings?
- c. What kinds of stylistic devices are used by the first grade female students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings?
- d. What kinds of stylistic devices are used by the second grade female students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings?

1.3 Objectives of the Study

This study is intended to find out:

The kinds of stylistic devices used by members of the Kartini Celebration Committee of SMUK, Stella Maris Surabaya in expressing disagreement during the Kartini Celebration Meetings.

- a. The kinds of stylistic devices used by the first grade male students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings.

- b. The kinds of stylistic devices used by the second grade male students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings.
- c. The kinds of stylistic devices used by the first grade female students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings.
- d. The kinds of stylistic devices used by the second grade female students of SMUK Stella Maris Surabaya as the Kartini Celebration Committee in expressing disagreement during the Kartini Celebration Meetings.

1.4 Significance of the Study

The study is expected to be able to:

1. give contribution to the study of disagreement especially on the types of verbal disagreements by Indonesian students.
2. provide appropriate strategies for men and women in expressing disagreement based on status. By doing this, they can minimize conflict, and increase understanding between them. Also, related to the chosen sample, this study is expected to be able to provide appropriate strategies for teacher candidates who want to understand verbal disagreement expressed by SMU students. Hopefully, both teacher candidates and the SMU students can understand each other in order to maintain a good relationship,

which is very important to create an enjoyable teaching-learning atmosphere.

1.5 Scope and Limitations

The center of this study is verbal disagreement expressed by male and female students of SMUK Stella Maris Surabaya, as the Kartini Celebration Committee in the Kartini Celebration Meetings.

This research is limited in terms of the stylistic devices used in disagreement based on the status and gender as the variables.

The writer also limited her participants into 9 first grade male, 11 first grade female, 9 second grade male and 10 second grade female students of SMUK Stella Maris Surabaya, who were having Kartini Celebration Committee Meetings, which were held on April 13th and 27th 2002 at 13.45-16.00. The participants were chosen based on some criteria, namely that they were engaged in a conversational setting that was likely to induce disagreement among the interlocutors.

1.6 Theoretical Framework

Basically, the study uses the theory about disagreement and some factors that influence it. Those theories are considered to an essential base in analyzing the disagreement expressions of the Kartini Celebration Committee in the Kartini Celebration Meetings.

The theory of disagreement in this study discusses about the linguistic choices of disagreement proposed by Garcia (1989) based on Tannen's concept of stylistic devices (1982). Besides that, it discusses strong and weak disagreement proposed by Pomerantz (1984).

Besides the theory of disagreement, the study also discusses the theories of status and gender that influence disagreement.

1.7 Definitions of Key Terms

1. **Verbal disagreement expression** is a spoken word or phrase used as a dispreferred next action across a large diversity of initial assessments.
2. **Stylistic devices** are the linguistic choices speaker makes in different contexts to convey the message they want to get across (Tannen, 1982:12).
3. **Confrontational** is the clash of ideas that is likely to cause confrontation (Webster, 1991: 276)
4. **Nonconfrontational** is the clash of ideas that causes little or no confrontation (Webster, 1991: 802)
5. **Status** is the rank or position of an individual in a group or social system, for example: seniority, which is defined as a rank or position of a student in school based on his/her grade (Horton and Horton, 1982:19).
6. **Gender** is the term used to describe socially constructed categories based on sex (Coates, 1986:3)