Artikel Armeria Wijaya Disagreement

by Armeria Wijaya

Disagreement Strategies of Madurese Senior High School and College Graduates

Rahma Kristiyanti[a], Dwijani Ratnadewi[b,*], Armeria Wijaya[c]

[a] *Muhammadiyah University of Surabaya, Indonesia*
[b] *Muhammadiyah University of Surabaya, Indonesia*
[c] *Muhammadiyah University of Surabaya, Indonesia*
Corresponding author. E-mail address: dwijani_ratnadewi@fkip.um-surabaya.ac.id

ABSTRACT

Research on disagreement is always associated with politeness. Research on politeness strategies for native local language outside the actual location has not much observed. This research aims to identify the disagreement strategies in Indonesian used by Senior High School (SHS) and College (C) graduates of Madurese who have lived in Surabaya for more than five years. This study used a survey design (quantitative method) by applying a questionnaire and interview as the instruments. The subjects of this research were 25 SHS graduates and 25 C graduates. To analyze the data, SPSS version 2.0 was used. The results of data analysis showed that Madurese SHS and C graduates chose the disagreement strategy of expression of regret, contradiction, hedges opinion, counterclaims and token agreement. The expression of regret and counterclaims strategy served as the dominant strategies mostly expressed with the reason that they were common, easy and the most suitable strategy for disagreeing.

Keywords: disagreement strategies, Madurese, power and social distance.

INTRODUCTION

Language is the device to communicate with others, so everyone can convey what is on his mind. Every country has their own language, Indonesian is the national language used by Indonesian people. Indonesia has many various of ethnic groups and cultures and Indonesian is the national language to connect all the ethnic groups and cultures. In social life, people from any group need to underlined ethic to communicate, one of them language ethics. Through strategies, people can appreciate the similarities and differences with whom they talk. According to Avnon, "language ethics emerges a set of propositions that can guide parental and communal behaviour at a basic point of entry into social life" (Avnon, 2020). Education, gender, economics, and culture is the aspects that affects in the way people say something. By all of those aspects, education is one of the main factors that influence the character of the individual. Through education, everyone can get a lot of knowledge and improve his skills. It expands attitudes, mind and social life. Educated people have different politeness strategies to interact with whom they talk. Education makes people have morals, good manners and wise ethics. With values of morality, integrity, character, spirituality, and other values helps to be a good human being. It develops the qualities of humility, strength, and honesty (Bhardwaj, 2016).

One part of Indonesia with its own ethnic group and culture is Madura. Madurese is a large ethnic population in Indonesia, totaling 7.179.356 million or 3,03% (Statistik, 2011). Madura island is located very close to Java Island. It makes the Javanese and Madurese have almost the same cultures, including language. Madurese language and Javanese language have something in common, that is, levels of speech. According to Poedjosoedarmo mentioned that the levels of speech of Javanese language, namely *(Ngoko/*non-polite or informal)*, (Madyo/*middle or semi polite), and *(Kromo/*polite or formal) (Poedjosoedarmo, 1968). On the other hand, the Madurese language also has levels of speech there are *Énjék Iyéh (Bâsa Andhâp/*Low Level), *Énggê Éntén (Bâsa Tenga'an/*Mid-Level), and *Enggi Buntén (Bâsa Tenggi/*High Level) (Kinasih & Hawas, 2017). Agustin claimed that speech levels in the Madurese language depended on age, gender, social status, education, social distance, profession, and environment (Agustin, 2019). On the other hand, Samsiyadi et al. also claimed that background factor that were age, power and social distance affected the choice of speech levels (Samsiyadi et al., 2016). The Madurese language's speech levels make that language different from another language, especially the Indonesian language. The Indonesian language is a standard language, a national language. Adul in Yazidi said that the Indonesian language has characteristics: standardization, autonomy, historicity, intellectualism, and vitality (Yazidi, 2012). Indonesian language has a variety of languages. There are a variety of languages based on the situation of use (formal, semiformal and, nonformal) and a variety of languages based on the medium (written and spoken) (Sujinah et al., 2018). The Indonesian language is different from the Madurese language in the form of caused word form, word meaning, and pronunciation. So, it can create new problem, for example, there is a misunderstanding between Madurese speaker and hearer when they use Indonesian, because there is no speech levels in Indonesian, on the contrary Indonesian has formal and nonformal language. However, the two languages have something in common: the use of language itself based on the situations and the relation of speaker and hearer (power and social distance).

There are three main factors involved in the politeness (or face) system: power (P), distance (D), and degree of imposition (I), based on the expansion of these three aspects, conversational strategies develop (Scollon & Scollon, 2001); (Brown & Levinson, 1987). Power and social distance is part of politeness. Brown and Levinson argued that the relative power of the addressee over the speaker and the social distance between the speaker and the addressee were universal aspects of interpersonal situations related to politeness (Brown & Levinson, 1987). Power means "fundamental to psychology by tying it to broader theories of interdependence, close relationships, and construal level" (Magee & Smith, 2013) and is the variable permitting the speaker to attack the hearer's face. On the other hand, power is a value that is not attached to the individual, but to the individual's role in society, for example the role of manager/employee, or parent/child where the individual can find the value of relative strength of his interlocutor (Brown & Levinson, 1987). claimed that students used politeness strategies to show their respect to the teacher because the teacher has higher power than students in the English classroom interaction. Social distance means respect or deference, whereas social closeness is described in terms of friendliness or solidarity. Social distance is a perception of distance from another person, closeness in friendships, and family relations. Power relations, as Lammers argued, produced social distance, indicating that people in high power situations preferred independent and solitary interactions that created or established social distance more than people in low power situations (Lammers et al., 2012). In addition, social distance exists in power relations, because of the social interactions of individuals and their expectations that bonds will arise."(Magee & Smith, 2013).

Social distance may also be deliberately created with a specific purpose, for example, so that the person concerned is respected. In social status, for example, speakers use speech as a source of social distinction in communication to make other people know their status or position in society and listeners also judge someone from their speech style, so that social differences affect and classify variations in a person's language (Rahman, 2014). (Brownlow et al., 2017) mentioned that social status in social media, especially on Twitter, affected language users, Twitter users with many followers used more positive emotions than those with low followers.

In social interactions, problems such as disagreement often arise. The speech act of disagreement is one form of dispreferred feedback that raises reaction to others' actions. Disagreement means expressions of the opposite views (Sifianou, 2012). Locher in Sifianou states that the relationship between power and disagreement in which power is defined not only in terms of interlocutors' social status but also in terms of power over people as exercised in social practice, regardless of social status (Sifianou, 2012). The research of Aini also mentioned that the interlocutor with the higher power (the superior) used counterclaims and no disagreement strategies. Besides, to the speakers with the same level of power, the contradiction strategy is preferred. In the meantime, the speakers are likely to choose a challenge to the interlocutor with the lower level of power (Aini, 2015). From the two statements above, how people use disagreement strategies depends on the interlocutor's power.

Some findings from several studies on disagreement that are worth reviewing are that of Miller (2000) who found the use of linguistic markers of disagreement by power relationship between professors and students, the professors used more humor and positive comments when expressing disagreement with students, they used these kind of positive disagreement strategies to encourage students' excitement to participate in the class. Besides, Behnam & Niroomand (2011) also claimed that proficiency level affected how learners express disagreement, upper-middle learners were more careful about disagreement strategies than the middle group because of their linguistic proficiency, in addition the learners with the different proficiency level also more sensitive to use disagreement strategies to high status people than lower status people (Behnam & Niroomand, 2011). Many researchers found disagreement in power context, but not only power that is related with disagreement but also gender. A research by Salehipour Bavarsad et al., mentioned that gender also influenced the use of disagreement strategies. They found that women were more wary of using disagreement strategies than men although both tried to use the right strategy to show politeness and pay attention to the power status of the interlocutors (Salehipour Bavarsad et al., 2015). Other finding by Chen (2018) mentioned the role of disagreement on social media in influencing the spiral of silence process, although the use of political disagreement on social media should be carefully considered so as not to expose differences in political views easily. Muntigl & Turnbull divided disagreement strategies into four, namely 1) Irrelevancy Claims 2) Challenges 3) Contradictions 4) Counterclaims (Muntigl & Turnbull, 1998) while Kreutel claimed that there were desirable and undesirable features of expression of disapproval (Kreutel, 2007). Meanwhile, there are also several strategies related to disagreeing speech acts, including positive and negative politeness. (Brown & Levinson, 1987)

This research deserves attention because each language has its own different ethics. And Madurese with its unique origin language was observed based on their education, length of stay in other city and examined when they used Bahasa Indonesia, the national language. The objective of this study is to identify the disagreement strategies in Indonesian used by Senior High School (SHS) and College (C) graduates of Madurese who have lived more than

5 years in Surabaya based on the power and social distance. It also finds out the reasons that make respondents choose this strategy.

METHOD

This research used quantitative data that was analyzed using mathematical procedures, which is statistical analysis (Creswell, 2012). The subjects were 50 Madurese people who graduated from Senior High School (SHS) and College (C). The data was collected by using questionnaire and interview. Interview was done especially to the respondents from SHS and C graduates that chose the dominant and the minority answer of the questionnaires. The dominant answer of senior high school graduates is expression of regret strategy, whereas the dominant answer of C graduate is counterclaims strategy. The minority answer of SHS graduates is hedges opinion strategy, while contradiction is the minority answer of C graduates.

It is a survey design study in which a survey of a sample was carried out quantitatively to infer attitudes, opinions, behaviors, or characteristics of the population being studied (Creswell, 2012). This survey used questionnaires and interviews, statistical analysis was used to analyze the data to describe respondents' responses to research questions. Survey design was applied in this research because it needs to find a phenomenon of Madurese graduates in Surabaya, so it needs a number of samples.

The population of the research were Madurese Senior High School (SHS) and College (C) graduates who have lived in Surabaya for more than 5 years. This research used purposive sampling, while the respondent selection was stated in the respondent criteria in the demographic questions given. The research sample after being collected, selected and reduced were 50 Madurese SHS and C graduates

The first instrument was a demographic question used to collect and select the respondents based on their age, education, school/college location, parents' origin and length of stay in Surabaya. The second was a questionnaire that was created by synthesizing from the theory of power and social distance (Scollon & Scollon, 2001);(Brown & Levinson, 1987) and disagreement strategy theories (Kreutel, 2007);(Muntigl & Turnbull, 1998);(Brown & Levinson, 1987). It was a multiple choice questionnaire with several situation and questions (Roopa, 2012) under the expert validity. The questionnaire consist of nine situations based on power and social distance. They were 1) Situation Formula (+P/-D) means higher power but has a less distance. 2) Situation (-P/+D) means lower power but has a close distance 3) Situation (+P/+D) means higher power but has a close distance 4) Situation (-P/-D) means with lower power and the distance is less 5) Situation (=P/=D) means same power and also equal distance 6) Situation (+P/=D) means higher power but has equal distance 7) Situation (-P/=D) means lower power but has equal distance 8) Situation (=P/+D) means same power but the distance is closeness 9) Situation (=P/-D) means same power but not close distance. Each questionnaire consists of 1 situation above and 5 options for disagreeing strategies, namely: 1) Expression of regret, 2) Contradictions, 3) Hedges opinion, 4) Counterclaims, 5) Token agreement. The demographic question and questionnaire was distributed to the respondents through Google Form online platform. And the third was an interview carried out to obtain the respondents' reason in using certain strategies. The interview were mainly given to respondents who chose the dominant categories, to complete the phenomenon illustrated in the data from the questionnaire, this was conducted through Whatsapp call.

FINDINGS AND DISCUSSION

The finding discussed here is the identification of the power and social distance-based disagreement strategy of Madurese SHS and C graduates who have lived more than 5 years in Surabaya when they communicate in Bahasa Indonesia. It is also discussed the reasons that make respondents chose this strategy. The following findings are the results of the answers to the questionnaire distributed to the respondents, which consists of 9 situations of power and social distance and combined with 5 disagreement strategies for each situation.

Table 1
Kind of Disagreement Strategies

NO	DISAGREEMENT STRATEGY	SHS Graduates		DISAGREEMENT STRATEGY	College Graduates	
		%	Respondents		%	Respondents
1.	Expression of regret	36%	9	Expression of regret	41%	10
2.	Counterclaims	29%	7	Counterclaims	34%	8
3.	Token agreement	23%	6	Token agreement	16%	4
4.	Contradiction	9%	2	Contradiction	6%	2
5.	Hedges opinion	3%	1	Hedges opinion	3%	1

Table 1 shows that there are five types of disagreement strategies used by SHS and C graduates. Expression of regret strategy turns out to be the most common strategy used by these two groups to express their disagreement, it has been chosen by 36% of SHS graduates and 41% of C graduates. Counterclaims strategy is the second dominant strategy used by both graduates, it has been used by 29% of SHS graduates and 34% of C graduates. The third strategy is token agreement that has been chosen by 23% of SHS graduates and 16% of C graduates. The fourth strategy, contradiction, was chosen by 9% of SHS graduates and 6% of C graduates. Hedges opinion as the least used strategy by respondents because only selected by 3% of both graduates. The results showed the differences in disagreement strategies used by SHS graduates and C graduates based on nine different situations. From Table 1, it is known that C graduates used regret strategy and counterclaims strategy more often than SHS graduates, while Token agreement and contradiction was used by SHS graduates more than C graduates. And both groups equally rarely used hedging opinions to express disagreement.

From Table 1 it is clear that the types of strategic agreement chosen by the respondents are different, because from the questionnaire it can be seen that this difference is caused by various situations of power (P) and Social Distance (D). From the results of data analysis, especially by looking at the nine Power (P) and Social Distance (D) situations and seeing how the five disagreement strategies in each of these situations is, it can be found that there are the dominant and the minority of disagreement strategies that respondents have used. Of the nine situations, the dominant strategy chosen by SHS and C graduates is an acceptable strategy to express disagreement, while the least strategy is a strategy that is not an option for both graduates to express their disagreement. Each situation of P and D becomes the basis for choosing a strategy.

Table 2 illustrates that in each situation of (P) and (D) the type of disagreement chosen is also different, this illustrates how (P) and (D) is a determining factor in the decision to take the type of disagreement strategy. Here, based on each P and D situation, only the most and the fewest strategies chosen by the respondents are discussed, this is to make it easier to see the trend of each situation.

Table 2: The dominant and minority strategies

NO.	SITUATION	DOMINANT				MINORITY			
		SHS	(%)	COLLEGE	(%)	SHS	(%)	COLLEGE	(%)
1.	(+P/-D)	Counterclaims	64%	Counterclaims	56%	Hedges Op.	4%	Hedges Op.	4%
2.	(-P/+D)	Counterclaims	36%	Ex. of regret	48%	Hedges Op.	4%	Token Agr.	16%
3.	(+P/+D)	Ex. of regret	56%	Ex. of regret	60%	Counterclaims	12%	Hedges Op.	8%
4.	(-P/-D)	Ex. of regret	44%	Counterclaims	36%	Contradiction	12%	Contradiction	4%
5.	(=P/=D)	Contradiction	28%	Counterclaims	40%	Hedges Op.	12%	Token Agr.	12%
6.	(+P/=D)	Ex. of regret	44%	Ex. of regret	64%	Contradiction	4%	Counterclaims	12%
7.	(-P/=D)	Ex. of regret	56%	Ex. of regret	40%	Contradiction	4%	Contradiction	4%
8.	(=P/+D)	Ex. of regret	28%	Counterclaims	32%	Hedges Op.	4%	Contradiction	12%
9.	(=P/-D)	Ex. of regret	32%	Counterclaims	44%	Hedges Op.	4%	Hedges Op.	4%

Table 2 describes the respondent's tendency to choose a disagreement strategy in each situation. Under the first situation of (+P/-D) meaning 'higher power but less distance', most respondents used counterclaims disagreement strategy to express disagreement that is 64% of SHS graduates and 56% of C graduates. In addition, both chose hedges opinion as the minority answer with the percentage 4%. In the second situation of (-P/+D) which means 'lower power but has close distance', C graduates preferred to use the expression of regret disagreement strategy (48%) compared to SHS graduates who preferred to use counterclaim strategy (36%) to express disagreement. Meanwhile the least chosen strategy by respondents is token agreement strategy chosen by 16% of C graduates and Hedges opinion strategy chosen by the SHS graduates (4%).

In the third situation of (+P/+D) which means 'higher power but has a close distance', 56% of SHS graduates and 60% C graduates preferred to use the expression of regret disagreement strategy when they expressed disagreement. Counterclaims strategy was chosen by SHS graduates and hedges opinion by C graduates as the minority answer. While as it is seen in situation 4 where (-P/-D) means 'lower power and less distance', SHS graduates chose expression of regret strategy as many as 44%, then C graduates preferred counterclaims disagreement strategy (36%), meanwhile contradiction strategy was the least used by both groups (4%). In situation 5 with (=P/=D) which means 'same power and also equal distance', counterclaims as the dominant strategy used by 40% of C Graduates to express disagreement. At the same situation, SHS graduates preferred to use the contradiction strategy (28%). Meanwhile, the token agreement and hedges opinion was the least chosen strategy by both parties (12%). The sixth situation with (+P/=D) means 'higher power but has equal distance' most respondents used the expression of regret to express disagreement, where SHS graduates used this (44%) and C graduates 64% to respond to the sixth situation. In responding this situation contradiction as the minority answer has been chosen by 4% of SHS graduates. Meanwhile, 12% of C graduates chose the counterclaims strategy to respond to this situation.

In the next situation which (-P/=D) means 'lower power but has equal distance', the expression of regret strategy became the highest frequency of use that was 56% of SHS graduates and 40% of C graduates. The lowest use strategy for both group was contradiction strategy that was as many as 4%. The most often chosen disagreement strategy for this situation was expression of regret for SHS graduates (28%), and counterclaims strategy for C graduates (32%), meanwhile, the lowest frequency for both groups was hedges opinion, SHS graduates was 4% and C graduates was 12%. In the last situation with (=P/-D) means 'same power but not close distance', it can be seen that 32% of SHS graduates preferred to use the expression of regret disagreement strategy, but C graduates preferred to use counterclaims disagreement

strategy (44%). Both groups chose hedges opinion strategy as the least answer given in the relating situation.

Table 2 shows a tendency for each of these groups. The SHS graduate group, in all situations of Power and Social Distance, used the expression of regret strategy more (65% of the dominant strategy) and only 20% used the counterclaims strategy. So this group tends to avoid or be careful when faced with uncomfortable situations such as conflicting opinions or disagreeing. Although there were times when they expressed their disagreement quite clearly by choosing a contradiction strategy, yet the frequency is small. While in the C graduate group, the tendency is to use a balanced strategy between the counterclaim strategy (55% of the dominant strategy) and the expression of regret (45%), so that this group of C graduates is not only careful not to contradict other people, but also behaves fairly, namely by giving reasons, choices and possibilities in disagreeing.

THE STRATEGY REASON

In choosing the strategy of disagreeing, the Madurese from these two groups always considered the power and social distance of the interlocutors. For example, when they used a strategy of disagreement with an expression of regret, for example in the sentence *'Mohon maaf tetapi saya kurang setuju dengan pendapat bapak'* (I'm sorry but I don't agree with your opinion) they chose to use this strategy because they considered this strategy is easily accepted, common or appropriate to express their disagreement politely. An apology is a form of expression that is considered polite in Indonesia for many occasions. And when they used counterclaims to express their disagreement, they were actually giving feedback on the choices or opinions given to the other person. For example, in the following speech *'Mungkin bapak benar, namun kedua hal tersebut memiliki kelebihan dan kekurangan'* (Maybe you are right, but both have advantages and disadvantages). They tried to explain why they disagreed and this disagreement was expressed fairly by providing alternatives to the interlocutors' statement. When they chose to use the contradiction strategy to express their disagreement, they considered this strategy easy to accept to contradict the other person's opinion indirectly. For example the sentence, *'Belum tentu benar apa yang bapak katakan, saya yakin pilihan saya yang terbaik'* (It's not necessarily true of what you say, I'm sure my choice is the best). It seems that they were more open in expressing their disagreement.

In the strategies found, most of them still maintained politeness and respect for their interlocutors. The results of the interview stated that most of the respondents who graduated from SHS expressed their disagreement with paying attention to the way the other person spoke, such as the use of words, intonation and response of the other person. If the opponent expressed impolite or hard words, they might also respond the same way. On the other hand, respondents expressed disagreement politely if the other person showed his good communication. Meanwhile, respondents who graduated from C expressed their disagreement with regard to the position, age, and distance of the interlocutor's relationship. Even though the interlocutor has poor communication, respondents with bachelor's degrees still responded politely to show respect and appreciation for the interlocutor.

Some respondents expressed difficulties when expressing their disagreement, especially to interlocutors with P+ because Indonesian does not recognize the level of speech such as Madurese, thus they preferred to express disagreement with apologizing. Indonesian only recognizes formal and informal languages. Therefore, both of these groups use expression of regret more often, especially to start their expression of disagreement, because this expression reduces tension due to differences of opinion without compromising respect for interlocutors.

DISCUSSION

This study shows that the use of disagreement strategies for SHS graduates and C graduates is different. Educational background may make the difference between the two graduates in expressing disapproval to the other person. SHS graduates and C graduates expressed disagreement depending on the power and social distance between speaker and listener. For example, in a situation where P+D- Counterclaim and Expression of Regret turn out to be the strategy disagreements that were chosen the most by these two groups, the counterclaim is a disagreement strategy that do not strongly contradict or seize the others' claims (Muntigl & Turnbull, 1998). It is a disagreement by giving explanation and reason of why one disagrees. Disagreement strategy here can be seen as showing concern rather than being related to politeness (Sifianou, 2012). Expression of regret is a disapproval strategy by uttering an apology not for making a mistake but as an expression of care for not agreeing with the interlocutor's opinion. So the two groups were quite careful in expressing their disagreement so that neither of them felt offended. This can be related to the research of (Widana et al., 2018) finding that students use politeness strategies to show their respect for teachers for their higher power in social interactions.

Although some of the respondents from the two graduates found it difficult to express their disagreement through Indonesian, many other respondents felt that their disagreement could be expressed in Indonesian because this habit was ingrained in them, considering that they have lived in Surabaya for a long time. Because Indonesia is a country with a high-context culture, the Indonesian language is also influenced by the culture of its speakers, including Madurese. When they speak, they will definitely follow the accepted rules, namely by paying attention to social variables, power and social distance. While education has an important role in the selection of strategies that describe disagreements with interlocutors. Power, social distance and educational background have an important role in how the respondent conveys his/her disapproval to the interlocutor.

CONCLUSION

From the results obtained, this survey research has analyzed the disagreement strategy used by SHS and C graduates of the Madura Community in Surabaya through questionnaires and interviews. Questionnaires were obtained from 50 respondents from SHS and C graduates and the data were analyzed using SPSS version 2.0. Each respondent filled out the questionnaire through Google form platform application. The results of the interview showed the reasons why the respondents chose the disapproval strategy. Interview was given to the respondents who chose the dominant answer from the questionnaire.

There were several disagreement strategies used by SHS graduates and C graduates of the Madurese community living in Surabaya, they were: expression of regret strategy, contradiction strategy, hedges opinion strategy, counterclaims strategy and token agreement strategy. Based on the results of the questionnaire, the strategies that were mostly chosen by respondents from SHS graduates and C graduates were the expression of regret strategy, the counterclaims strategy and the contradiction strategy. While the disagreement strategies that were rarely used were the hedges opinion strategy and the token agreement strategy.

The respondents' reasons for using the three dominant strategies are 1). The expression of regret strategy was chosen because it is considered easy to accept, common and feasible to express disagreement politely, 2). The counterclaims strategy is considered appropriate to provide feedback, namely the opinion or choice suggested by the other person. This strategy is considered fairer because the rejection is given in the form of options, 3). Contradiction strategy is used to show disapproval because it is considered easy to accept to contradict the

other person's opinion indirectly. Power and social distance become the basis for determining the selection of a strategy of disagreement.

The researcher uses the theory of disagreement strategies based on (Muntigl & Turnbull, 1998); (Brown & Levinson, 1987), and (Kreutel, 2007). From those theories, five types of disagreement were adopted. The results show that the respondents used almost all types of disagreement strategies. Education background influences respondents when they deliver disagreement, especially when the respondents had to express disagree opinions to the interlocutor who has more power and higher social distance. They deliver the disagreement by using the receivable strategy and reason to minimize the negative response from interlocutors.

Both graduates with same culture have similarities in expressing disagreement strategies to the interlocutor in Indonesian. Even though there is a difference in speech level between Madurese and Indonesian, the two graduates generally expressed disagreement easily and politely with the other person's opinion in different situations.

REFERENCES

Agustin, N. A. (2019). *Pemakaian Tingkat Tutur Bahasa Madura di Kalangan Masyarakat Desa Baruh Kecamatan Sampang Kabupaten Sampang: Kajian Sosiolinguistik*. Airlangga University.

Aini, W. N. (2015). Realization of Disagreement Strategies By Indonesian Speakers. *English Review: Journal of English Education*, *3*(2), 1–8. http://journal.uniku.ac.id/index.php/ERJEE

Avnon, D. (2020). What Is (or "Are") Language Ethics? *Language Ethics, October*, 31–53. https://doi.org/10.2307/j.ctv15d7z03.5

Behnam, B., & Niroomand, M. (2011). An Investigation of Iranian EFL learners' Use of Politeness Strategies and Power Relations in Disagreement across Different Proficiency Levels. *English Language Teaching*, *4*(4), 204–220. https://doi.org/10.5539/elt.v4n4p204

Bhardwaj, A. (2016). Importance of Education in Human Life: a Holistic Approach. *International Journal of Science and Consciousness*, *2*(2), 23–28. www.ijsc.net

Brown, P., & Levinson, S. C. (1987). Politeness: Some Universals in Language Usage (Studies in Interactional Sociolinguistics 4). In *TESOL Quarterly* (Vol. 22, Issue 4). https://doi.org/10.2307/3587263

Brownlow, S., Beach, J. C., & Silver, N. C. (2017). How Social Status Influences "Affect Language" in Tweets. *Psychology and Cognitive Sciences – Open Journal*, *3*(4), 100–104. https://doi.org/10.17140/pcsoj-3-130

Chen, H. T. (2018). Spiral of silence on social media and the moderating role of disagreement and publicness in the network: Analyzing expressive and withdrawal behaviors. *New Media and Society*, *20*(10), 3917–3936. https://doi.org/10.1177/1461444818763384

Creswell, J. W. (2012). *Educational Research : planning, conducting, and evaluating quantitative and qualitative research* (Fourth Edi). Pearson.

Kinasih, A. K., & Hawas, M. (2017). Speec Levels of Madurese Language: A Socio-pragmatic Study of Bangkalan Dialect. *International Seminar on Language Maintenance and Shift*, 3–10.

Kreutel, K. (2007). "I'm Not Agree with You." ESL Learners' Expressions of Disagreement. *Tesl-Ej*, *11*(3).

Lammers, J., Galinsky, A. D., Gordijn, E. H., & Otten, S. (2012). *Power Increases Social Distance*. https://doi.org/10.1177/1948550611418679

Magee, J. C., & Smith, P. K. (2013). The Social Distance Theory of Power. *Personality and Social Psychology Review*, *17*(2), 158–186. https://doi.org/10.1177/1088868312472732

Miller, J. rees. (2000). Power , severity , and context in disagreement. *Journal of Pragmatics*, *32*, 1087–1111.

Muntigl, P., & Turnbull, W. (1998). Conversational structure and facework in arguing. *Journal of Pragmatics*, *29*(3), 225–256. https://doi.org/10.1016/S0378-2166(97)00048-9

Poedjosoedarmo, S. (1968). *Javanese Speech Levels*.

http://www.sciencedirect.com/science/article/pii/0165212581900251

Rahman, A. (2014). *The Influence of Social Classes on Language Variations: A Study on the people of Dhaka city*. BRAC University, Dhaka, Bangladesh.

Roopa, S. (2012). *Questionnaire Designing for a Survey 1*. *46*(December), 273–277.

Salehipour Bavarsad, S., Eslami-Rasekh, A., & Simin, S. (2015). The Study of Disagreement Strategies to Suggestions Used by Iranian Male and Female Learners. *International Letters of Social and Humanistic Sciences*, *49*, 30–42. https://doi.org/10.18052/www.scipress.com/ilshs.49.30

Samsiyadi, Kusnadi, & Badrudin, A. (2016). *Penggunaan Tingkat Tutur Bahasa Madura di Lingkungan Pondok Pesantren Nurul Falah di Kabupaten Bondowoso: Suatu Tinjauan Sosiolinguistik* (Vol. 1, Issue April).

Scollon, R., & Scollon, S. W. (2001). LANGUAGE IN SOCIETY 21 Intercultural Communication Culture. In *SocioLinguistics*. http://books.google.com/books?id=Sy81ZI4n214C&pgis=1

Sifianou, M. (2012). Disagreements, face and politeness. *Journal of Pragmatics*, *44*(12), 1554–1564. https://doi.org/10.1016/j.pragma.2012.03.009

Statistik, B. P. (2011). *Kewarganegaraan, Suku Bangsa, Agama, dan Bahasa Sehari-hari Penduduk Indonesia: Hasil Sensus Penduduk 2010*.

Sujinah, Fatin, I., & Rachmawati, D. K. (2018). *Ajar, Buku Indonesia, Bahasa Revisi, Edisi*.

Widana, I. M., Swandana, I. W., & Wedhanti, N. K. (2018). an Analysis of Politeness Strategies Used By Teacher and Students of X Ibb in Sman 1 Sukasada During English Classroom Interaction. *Journal of Psychology and Instructions*, *2*(2), 77. https://doi.org/10.23887/jpai.v2i2.15980

Yazidi, A. (2012). Bahahsa Indonesia Sebagai Identitas Nasional Bangsa Indonesia. *Jurnal Bahasa Dan Sastra*, 163–177.

Artikel Armeria Wijaya Disagreement