

**MALE AND FEMALE LANGUAGE VARIETY IN SPEAKING CLASS  
ACTIVITY**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Education in  
English Language Education



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**2020**

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*Wassalaamu 'Alaikum Wr. Wb.*

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## ABSTRACT

Title : **Male and Females Language Variety of EFL Learners In Speaking Activity**

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This study investigate language variety in English class that employed by male and female students. It explores male and female language variety as affected by gender and culture. The data collected in 2020 from 5 males and 5 females students of MTs Darul Ulum Ngaliyan. It also reveal male and female student's character that affected by gender differences which also affected their language variety. This study employed a descriptive qualitative method. Which the data were obtained through observation and interview and analyzed using interactive analysis model by Miles and Huberman. The result of this research showed male and female language varieties of eighth grade students of MTs Darul Ulum Ngaliyan. It is revealed that male students have a dominant and competitive attitude as indicated of masculine culture. Male students also disposed to use straightforward, attention-commanding and definitive language expression. Whereas, female students exhibit commodating and negotiative character that identical to feminine culture that is a. So their choice of languages is in line with variations in female's languages. Their thypical female students language variety, for example is frequently using question tags, qualifiers, and change statements to question.

**Keywords:** Feminine culture, gender differences, language varieties, masculine culture.

## ACKNOWLEDGMENT

I do thank to Allah SWT who has given me His mercy, blessing, and the whole things to finish this research. *Shalawat* and *salaam* are always give to the Prophet Muhammad SAW who teach love, humanity and *akhlaqul kariimah* and brings us from the darkness to the brightness.

Many people have parts in this research I do as a research. Without them, researcher exactly can not finish this research. The researcher especially thank and appreciate:

1. Dr. Hj. Lift Anis Ma'sumah, M.Ag., the Deans of FITK and all of the vice Dean I, II & III of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd., the head of PBI and Dra. Nuna Mustika Dewi, M.Pd., the secretary of PBI of UIN Walisongo.
3. Dra. Hj. Siti Mariam, M. Pd and Dr. H. Muslih, M. A.\_as the advisors who always gives motivation and technical support until this thesis is finished.
4. My parents who have provided me good education, and families who always give great love and motivation.
5. MTs. Darul Ulum Ngaliyan's teacher and comitee who allow me to learn in it.
6. Corps Nusantara, Geranat, PMII Semarang, AIMI Jawa Tengah and Inibaru.id crew, thankyou for taking me on a great journey and giving such valuable experience.

Semarang, 8 July 2020

The researcher,

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**MOTTO**

Khoirunnas anfauhum linnas

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## CHAPTER I

### INTRODUCTION

This chapter consists of background of the study, question of the research, objective of the research, and significance of the research.

#### **A. Background of The Research**

There are a lot of language varieties that have been examined and became a theory. One of them is language variety that needs to be explored by the researcher. One of the language variety is the difference of language that used by men and women. This variety called by men language variety and women language variety. Women tend to use feminine language and men tend to use masculine language.

Linguists believe that languages have accordance to gender differences. For this reason, a study of male and female language variety is emerged. Besides being influenced by gender, differences in language variations of men and women are also believed to be caused by biological differences. However, this view of differences in language variety between women and men is only considered a mere stereotype.

Instead of being considered merely a stereotype, the researcher wants to explore deeper into the language variety that is employed by male and female students. Her research in this field is the background of this research.

From research conducted by Murni Mahmud shows that gender differences can affect student performance in the classroom. Female students tended to be passive in class than male students. While male students seem to be active in the class. They also have different preferences in addressing opinion.<sup>1</sup>

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<sup>1</sup> Murni Mahmud, 'Language and Gender in English Language Teaching', *TEFLIN Journal*, 21.2 (2015), 172–85 <<https://doi.org/10.15639/teflinjournal.v21i2/172-185>>.

However, that is no deeper research that explores gender differences and their relationship to the use of language or culture that lies behind them. The factors that influence the varieties of male and female language varieties should be believed as social construct than biological.<sup>2</sup>

The use of language by men and women is also influenced by the character building and stereotype of the society where they grown. As stated by Richard Ely and quoted by Sugihastuti and Saptiawan, the differentiation of men and women was started since they were a baby. The treatment of their parents also have influence in the character bulding of the babies to determine a baby will grow as men or women and what language that appropriate to use by them.<sup>3</sup>

Language is varied into two kinds namely men's language variety and women's language variety that have accordance with gender. "Language is sometimes believed to be varied in accordance with the gender, namely men's language variety and women's language variety..."<sup>4</sup>

Jendra states that The influence of biological is assumed to be the factor of men's language variety and women's language variety beside the gender issue that originated of antropological ethnographer's works.<sup>5</sup>

The language's analysis just tend to analyze how the way of men and women in pronounce the language. There is no deeper analysis of men and women language varieties in accordance with gender.

Discourse of gender difference also exist in the use of male and females and females's language that makes them different. It makes them got different treat and have different response. Researcher believes that gender difference affected the style of student learning. In this case, the researcher is curious to the students in using language on their speaking class.

Differences in language choice of male and female students make them treated differently. The researchers feel this difference is unique and needs to be investigated in order to produce findings

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<sup>2</sup> Made Iwan Irawan Jendra, *Sociolinguistics Study of Societies' Language* (Jogjakarta: Graha Ilmu, 2010).

<sup>3</sup> Sugihastuti; Itsna Hadi Saptiawan, *Gender Dan Inferioritas Perempuan; Praktik Kritik Sastra Feminis*, ed. by Pustaka Pelajar Offset (Jogjakarta, 2007).

<sup>4</sup> Jendra.

<sup>5</sup> Made Iwan Irawan Jendra, *Sociolinguistics Study of Societies' Language*, (Graha Ilmu), p. 51

that can be considered educators in treating male and female students so that there is no inequality due to gender differences.

In this study, the researcher conduct a research in MTs Darul Ulum Wates, Ngaliyan, Semarang, to find the differences of language that used by EFL's male and female student so that the resercher can determine between men and women language. This research explored student's language variety as affected by men and women difference style of communication and culture.

The conducted a research related to the problem discussed with the research title "Male and females Language Variety of EFL Learners In Speaking Activity"

The researcher conduct a research at MTs Darul Ulum Wates, Ngaliyan, Semarang to know the phenomenon that happen in the English class about male and female language variety to be the field of the study. As the difference of men and women in convey a language is influenced their interaction to others could be observed by their speaking activity of EFL class.

The difference in conveying a language is happen in one's entire life, and its happen to the next generation. The researcher wants to find the difference between male and female students in using language on English class. It might be affected the communication among the students or between students and teacher.

## **B. Research Question**

There are many questions related to the theme, but in the way to focus to the study, the researcher decides to focus on the following research questions :

1. How is the eighth grade male language variety as EFL learners of MTs Darul Ulum, Ngaliyan, Semarang?
2. How is the eighth female language variety as a EFL learners of MTs Darul Ulum, Ngaliyan, Semarang?
3. What is the difference of eighth grade male and female language variety as a EFL learners of MTs Darul Ulum, Ngaliyan, Semarang?

## **C. Objective of The Reseach**

1. To explain the eighth grade male student's language variety as a EFL learners of MTs Darul Ulum, Ngaliyan, Semarang

2. To explain the eighth grade female student's language variety as a EFL learners of MTs Darul Ulum, Ngaliyan, Semarang
3. To explain the difference eighth grade male and females language variety as a EFL learners of MTs Darul Ulum, Ngaliyan, Semarang

#### **D. Definition of Key Terms**

There are some key terms of this study, as follows:

1. Male and and females Language Variety

The variation of language that have accordance with gender, namely male and females's and females's language variety<sup>6</sup>. Male tend to use devinitive, straight-forward and attention-commanding statements, while female students disposed to use tag question, qualifiers, desclaimers and turn statements into question.

2. Gender

Gender is a concept that differentiate between male and females's and females's role in a structural social behaviour. The terminology, gender as a concept about men and women's role in a period and certain culture that constructed socially, not biologically.<sup>7</sup>

3. EFL Learners

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students who are not using English as first language then learning English while living in their own country.

4. Speaking Activity

*Speaking* is ability to express in life situation, or the ability to converse, or the ability to report acts or situation in precise word or the ability to express a sequence of idea fluently. To obtain data, the researcher focused on student's direct speech when discussing and expressing opinions in class.

#### **E. Significance of The Research**

This research is hoped be able to give some following benefits for:

- A. The Researcher

The researcher will get some experiences and knowledges from the research that will be conducted. Also, this research will give contribution reference for next reserarch

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<sup>6</sup> Jendra.

<sup>7</sup> Elfi Muawanah, *Pendidikan Gender Dan Hak Asasi Manusia* (Jogjakarta: SUKSES Offset, 2009).

B. English Teacher

The research could give a new perspective in male and female language variety. So that the English teacher could be aware of the differences of male and female language variety. The research could be a reference to determine the right strategy in teaching without discrimination.

C. Language / Literature Departement Students

The research could be a reference for English language / literature departement student in case of men and women language variety knowing that is little number of research about it, especially in Walisongo State Islamic University.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The following statements are previously written about the relevant studies that discuss the similarity of author's topic. Also, this chapter describe a theory building used as a basis for research. This chapter contains theories that used as basis for research, relevant research studies and theoretical frameworks.

#### A. Literature Review

##### 1. Men And Women Language Variety

Language may have accordance with gender, it called men's and women's language varieties.

“The views about the gender language varieties have been long time considered by some as merely stereotypes. Most societies for example still hold that women talk more than men, though modern technology uses (e.g. internet) report it is totally wrong,” (Made Iwan Jendra, 2010)<sup>8</sup>

In regard to a specific language, English for example, there are many claims about male and female language variety. A research argued that female frequently use qualifiers than male. Another research found that men use more of modal auxiliaries that indicate attitude explicitly.

Language variety may be determined by lot of factors. As men and women language variety is socially constructed, it distinguished by context, purpose and audience. It specialized vocabulary and turn off phrases, colloquialisms, the difference of intonation and pace. Yet, the study of language variety is often based on judgements one group is regard to another.<sup>9</sup>

The fact is women use more variety intonation or euphemism rather than men. Women also use more indirect and polite word than men. While men found to be more acceptable socially to swear and use taboo words. The factors that influence the varieties between male

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<sup>8</sup> Jendra.

<sup>9</sup> 'Https://Www.Thoughtco.Com/Languagevariety-Sociolinguistics-1691100'.

and females language should be believed to be more of social than biological. Some of social perspective that influence them are followings:

- a. Discriminated acces to formal education for women and men
- b. Difference of traditional role of men and women

Those situation then believed as the factor that caused different function of the gender in the language innovation. <sup>10</sup>

## 2. Feminine and Masculine Culture

Culture will affect the attitude of men and women. It is influenced by gender roles as the formation of the society. Attitude of men and women is raises the cultural masculine and feminine culture. In masculine culture, men usually show agressiveness, strength, and material symbols of success. While in the feminine culture shows the attitude of a good relationship, tenderness in both sexes, and high quality of life. <sup>11</sup>

The studies in some countries, masculine culture also shows the individualism, domination and competitive. They tend to confront conflicts head-on and are likely to use win-lose conflict strategy. In contrast, the members of feminine cultures are more apt to compromise and negotiate to resolve conflicts, seeking a win-win solution.

**Table 2.1: The difference of masculine and feminine culture as stated by Teri Kwal Gamble in *Communication Works***

<b>Masculine Culture</b>	<b>Feminine Culture</b>
Agressive	High quality of life
Strength	Tenderness
Material symbol of success	Negotiation oriented
Dominant	Win-Win solution
Competitive	Value relationship
Win-Lose conflict strategy	

## 3. Gender and Speech Style

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<sup>10</sup> Jendra.

<sup>11</sup> Michel Gamble, Teri Kwall; Gamble, *Communication Works*, 11th edn (New York: Mc Graw Hill, 2013).



Sex of the communicator not only affects meaning, which received the interlocutors, but also the structure in every word. Women, for example, tend to use more tentative phrases, or qualifiers, in their speech than men do. Women also use phrases like “I guess”, “I think”, and “I wonder if” than men do. Past studies revealed that female cartoon characters use verbs that indicated lack of certainty (example: I suppose) and words judged to be polite.<sup>12</sup>

Women tend to turn statements into questions than men do. Men in contrast, typically respond with a more definitive. As stated by Lakoff (1972) and quoted by Gamble, women do not lay claim to their statements as frequently as men do. In addition women use more tag questions than men do.<sup>13</sup>

By seeking verbal confirmation for their perceptions, women acquire reputation for tentativeness. Similarly, C. Kramer (1978) reveals that women use more disclaimers than men do, prefacing their remarks with statements like “This probably isn’t important, but”. While men’s speech tends to be dominant and straightforward.

Bradley found that women who use tag questions and disclaimers or failed to support their argument, they were judged to be less intelligent and knowledgeable but men were not. Simply talking “like women” caused women to be judged negatively.

Nancy Henley and Cheri Kramarae believe that females face a disadvantage when interacting with males.

“Females are required to develop special sensitivity to interpret males’ silence, lack of emotional expression, or brutality and to help men express themselves. Yet it is women’s communication style is often labelled as inadequate and maladaptive.”<sup>14</sup>

**Table 2.2: The difference between men and women’s speech by Teri Kwal Gamble in *Communication Works***

<b>Men</b>	<b>Women</b>
Respond with a more definitive	Use more tentative phrase
Dominant	Use more qualifiers

<sup>12</sup> Gamble, Teri Kwal; Gamble.

<sup>13</sup> Gamble, Teri Kwal; Gamble.

<sup>14</sup> Gamble, Teri Kwal; Gamble.

Straightforward	Using word of uncertainly
Attention-commanding	Turn statements into question
	Use more desclainers
	Gentle, frienly and acomodating

#### 4. Gender Stereotype

The terminology written by Simone de Beaviour's is that women and men are not born, but they are created. The process of their forming is an unstopping process that start from prenatal moment. The process was happened before a baby was born and not having sex yet (English: it) until being a man (he) and women (she) (Judith Butler. 1993. Bodies That Matter: On the Discursive Limits of Sex . New York and London: Routledge).

The stereotype towards men and women happen in their entire life and always happen even in a language activity, e.g. name giving. This dichotomy was happened from the birth process. "This kind of activity likely organize how a human be a man or women, and teach them how to treat the others as men or women"(Sugihastuti and Saptiawan: 2007,16)<sup>15</sup>

An adult will apply the gender practice to their child, distinguish the treatment between boy and girl. Treat them as men or women. It will be happened all the time, years by years so that he/she is restricted by that treatment. When they are growing old to mature age, they will apply that way to anoter people (their child). This is an unbreakable pattern and there is repeated al the time.

#### 5. Gender Education and Human Rights

Gender consciousness is prested in all of life aspect. Gender being a new perspective that struggled to be a controll in a social life as a justice principle, respect to human status and same treatment in front of anything to momen and men. It is revealed in Holy Al-Qur'an that men and women's position is same, except in their pietiy. That principle of relationship between men and women are revealed in surah at taubah (9) article 71<sup>16</sup>

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

<sup>15</sup> Saptiawan.

<sup>16</sup> Muawanah.

71. And the believers, men and women, are protecting friends one of another; they enjoin the right and forbid the wrong, and they establish worship and they pay the poor-due, and they obey Allah and His messenger. As for these, Allah will have mercy on them. Lo! Allah is Mighty, Wise.

Another article in holy Al-Qur'an that explain men's and women;s position is Surah Al-baqarah (2) article 187 that the point is a wife as a "cloth" or protector for her husband, and a husband is a cloth or protector for his wife.

Yet, gender inequality will always happen because that phenomena are influenced of concepts' intepretation about men and women's history of equality. In religion, the interpretation of religion's text is dominated by men, so that it will make the interpretation is tend to men's perspective than women's perspective. It will caused bias in religion's text interpretation.

Yet, in modern holy Al-qur'an teaching, there is a lot of holy al-Qur'an interpretation that friendly towards gender. Below are some of al-Qur'an article that friendly to gender:

**a. Men and women are same as a servant surah Az-zariat (51) article 56**

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

56. I created the jinn and humankind only that they might worship Me.

It also said on Surah An-Nahl (16) article 97

مَنْ عَمِلْ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

97. Whosoever doeth right, whether male or female, and is a believer, him verily we shall quicken with good life, and We shall pay them a recompense in proportion to the best of what they used to do.

**b. Men and women have same potential to reach a maximal achievement without a difference Surah ali Imran (3) article 195**

فَاسْتَجَابَ لَهُمْ رَبُّهُمْ أَنِّي لَا أُضِيعُ عَمَلَ عَامِلٍ مِّنْكُمْ مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ ۖ بَعْضُكُمْ مِّنْ بَعْضٍ ۗ فَالَّذِينَ هَاجَرُوا وَأُخْرِجُوا مِنْ دِيَارِهِمْ وَأُودُوا فِي سَبِيلِي وَقُتِلُوا وَقُتِلُوا لَأَكْفِرَنَّ عَنْهُمْ سَيِّئَاتِهِمْ وَلَأُدْخِلَنَّهُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ ۗ تَوَابًا مِّنْ عِنْدِ اللَّهِ ۗ وَاللَّهُ عِنْدَهُ حُسْنُ النَّوَابِ

195. And their Lord hath heard them (and He saith): Lo! I suffer not the work of any worker, male or female, to be lost. Ye proceed one from another. So those who fled and were driven forth from their homes and suffered damage for My cause, and fought and were slain, verily I shall remit their evil deeds from them and verily I shall bring them into Gardens underneath which rivers flow – A reward from Allah. And with Allah is the fairest of rewards

Yet, some problematic issues that considered to be inequality (problematic in Islam) is that occurrence of womens, marriage concept, evidence, *aqidah*, *syariah*, womens reproduction, womens' public role and superiority concept of men.

## **B. Previous Study**

In this section, Literature review is used as a comparison against the existing research, both of the excess or shortage that existed before. In this study, there are some previous researches either from international journals are appropriate with this study, they are as follow:

### **1. Nira Erdiana, Syamsul Bahri Ys and Cut Nurul Akhmal (2019) “Male vs Female EFL : Who is Better in Speaking English Skill?”, *Studies in English Language and Education Journal*<sup>17</sup>**

A research titled *Male vs Female EFL : Who is Better in Speaking English Skill?* by Nira Erdiana, Syamsul Bahri Ys and Cut Nurul Akhmal (2019) . The study was conducted to investigate whether or not female EFL students' ability in speaking skill is better than male students.

The method of the study is descriptive quantitative approach. The subject of the research is ten male and ten female students of first grade at SMA Lab School Banda Aceh.

To collect the data, the researcher uses a recorded speaking test in order to know the ability of the male and female students in speaking English. The researcher determined the result through the students' scores. The scoring components were pronunciation, vocabulary, grammar, fluency and comprehension. The researcher applied t-test to know the differences between the two groups. The finding of the study was there are differences between male and female speaking ability which was proofed by the result score; female students score is 68.5 and male students score is 63.3.

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<sup>17</sup> Nira Erdiana, Syamsul Bahri, and Cut Nurul Akhmal, 'Male vs. Female EFL Students: Who Is Better in Speaking Skill?', *Studies in English Language and Education*, 6.1 (2019), 131–40 <<https://doi.org/10.24815/siele.v6i1.13024>>.

The similarities between this study and previous research is involving male and female students in research that allows the differentiation by gender is specific.

The difference: a) Study above using a qualitative approach, while researchers applying the qualitative approach to obtain data and results. b) Previous research used method recorded speaking test for collecting the data, while the researchers investigate the behavior of students in class speaking to get the data. c) Previous research examines the ability to speak students men and women, while the researchers examined the language of men and women that may be used in class speaking by students male and female.

**2. Selami Aydin (2017) "Age, Gender and Grade Effect on Foreign Language Anxiety Among Children", *TEFLIN Journal* <sup>18</sup>**

There was a little number of research about Foreign Language Anxiety (FLA) in the English as Foreign Language that related to demographic variable, age, gender, and grade. Most of the research are focused on adult language learners rather than young learners. The aim of this study is exploring the effect age, gender and rade differences on FLA and its types, communication comprehension, fear of negative evaluation and test anxiety among Turkishchildren who learn English as foreign language.

494 childrens that enrolled at primary and secondary school was participate in this research. There was 238 (48.2%) girls and 256 (51.8%) boys that aged between 7 to 12 years old as the participant of the study. The researcher uses a background questionnaire and Children's Foreign Language Anxiety Scale (CFLAS) to collect the data.

The researcher finds four conclusion of the study listed below:

1. Level of foreign language anxiety
2. Level of communication apprehension
3. Level of fear negative evaluations
4. Level of test anxiety

	Level of foreign language anxiety	Level of communication apprehension	Level of fear negative evaluations	Level of test anxiety
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<sup>18</sup> Selami Aydin, 'Age, Gender and Grade Effect on Foreign Language Anxiety Among Children', *TEFLIN Journal*, 2017.

age	Younger student smore worried during speaking activities, examinations, and teachers’ corrections, when compared to older learners	Younger learners feel more secure regarding oral communication and interaction with teachers and classmates, while older learners suffer more from anxiety regarding communication with their teachers when they encounter teachers’ corrections.	younger learners suffer more from being laughed by other students during conversations when compared to older students	both the youngest and the oldest ones suffer from failing in tests and examinations in English
gender	seem more anxious due to the fear of failure, teachers’ corrections and negative evaluations and unpreparedness, while they feel more secure during speaking when compared to	feel more secure regarding oral communication and interaction with teachers and classmates, while older learners suffer more from anxiety regarding communication with their	female students seem more sensitive to being laughed by other students and unprepared speaking in front of their friends	Female students are more confident of tests in English, while male learners feel less worried during test

	male	teachers when they encounter teachers' corrections. While male students felt less confident when they are volunteering themselves in speaking		preparation
Grade	lower grade students suffer more from anxiety due to examinations, unpreparedness, teachers' corrections, while they feel less worried during speaking activities, learning grammar and negative evaluations when compared to the students in higher grades	lower graders feel more nervous during grammar activities and when they are forced to speak and called by teachers, whereas higher grade students suffer more during speaking activities	lower grade students feel more anxious than higher grade learners when their classmates laugh at them when they speak	higher grade students seem more anxious during examination and unexpected questions, when compared to lower grade students

Based on the findings above, the teachers should aware towards age, gender and grade as the considerable factors that related to FLA among young learners. Researcher also wrote that

female students need more attention regarding test anxiety, used positive correction strategies and design test that facilitating effects on learning.

**3. Muhammad Nafi' Annury (2016), "Student's Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang", *Vision Journal*,<sup>19</sup>**

This research is aimed at knowing kinds of learning preferences the students intend most and types of learners' characteristics appear in ELT classrooms. This research was conducted through qualitative approach. In research this approach executed is through qualitative approach. So the purpose of this qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed and thoroughly.

Therefore, the use of qualitative approach in this research is to match between the empirical reality with the theory that applies to the use their descriptive method. According to Keirl and Moleong Miller in the definition of qualitative research is a particular tradition in social science is fundamentally dependent on observation in humans on its own, and connect with the people in their local language and its terms. Qualitative research method is used to examine the condition of natural objects, where researchers are as a key instrument, data collection techniques are combined, the data analysis is inductive qualitative research results, and more emphasis on generalization of meaning.

Based on the characteristics of this research and the concentrated attention to analysis, then the theoretical phenomenology described by Meltzer, Petras, and Reynold is that all qualitative researchers in some ways reflect the phenomenological perspective. Especially in re-searching to understand what the significance of events and experiences can be in some contexts for people. Meanwhile, the subjects of this study are students of the second semester of 2014/2015 at English Education Department of UIN Walisongo.

First, there were 11.20 % of A class TBI FITK UIN Walisongo Semarang students categorized as visual learners here. It had been seen from the pattern. Second, at this school, on the other hand, there was a 16.02 % student identified as audilingual or auditory. Third, the next characteristic is kinesthetic. It is possible to see that in this classroom; students who have approximately one kinesthetic-almost 5%. Fourth, the remaining students in the classroom who have different characteristic are 14.11 percent. There are a whole host of students

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<sup>19</sup> Muhammad Nafi Annury, 'Students' Language Learning Styles: An Ethnographic Case Study At Uin Walisongo Semarang', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 133 <<https://doi.org/10.21580/vjv5i1863>>.



The researcher decided to wear this article as one of the previous research because of the similarities in the concept of observation as well as can be a guide in the writing of research results.

**4. Siti Ulfah (2015) “An Analysis of Teacher And Student Talk in The Classroom Interaction of the Eighth Grade of SMP Negeri 18 Purworejo, Semi Sukarni and Siti Ulfah” Vision Journal<sup>20</sup>**

This thesis is a descriptive qualitative study on teacher and student talk in the classroom interaction, particularly on the participants' interaction in SMP N 18 Purworejo. The data of this study are the interaction between the teacher and the students in the classroom. The data was taken by recording the classroom interaction. The subject in this research was the grade VIII G of SMP Negeri 18 Purworejo, there were 40 students and one English teacher.

The result of this study shows that the teacher was more active in the interaction. Meanwhile, the student was less active than the teacher. Based on the finding, the researcher concludes that the teacher was dominant in the classroom interaction. The percentage of the teacher talk was 78.15%, whereas the students' participation was 21.16%.

The students do not balance between Indonesian and English. It shows that teacher used more Indonesian than English when she explains the material. The classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression by the teacher and students when they communicate without using words. Students learn not only through comprehensible input but also their own output. But a good lesson is not one in which students do all or even most of the talking.

Some lesson may be good if they are carefully structured in such away that students do a good deal of talking and at the same time get a lot of feedback from the teacher, both formally and informally. One of the guidelines to analyze the interaction activities is by using Flanders' Interaction Analysis Categories . FIAC is a concept which states that teaching will be effective depending to a large degree on how directly and indirectly teacher influences the students'

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<sup>20</sup> Semi Sukarni and Siti Ulfah, 'An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of Smp Negeri 18 Purworejo', *Vision: Journal for Language and Foreign Language Learning*, 4.2 (2015), 261 <<https://doi.org/10.21580/vjv4i21594>>.

behaviors. Teacher talk includes accept feeling, praises, accept or uses ideas of students, ask question, lecturing, giving direction and criticizing.

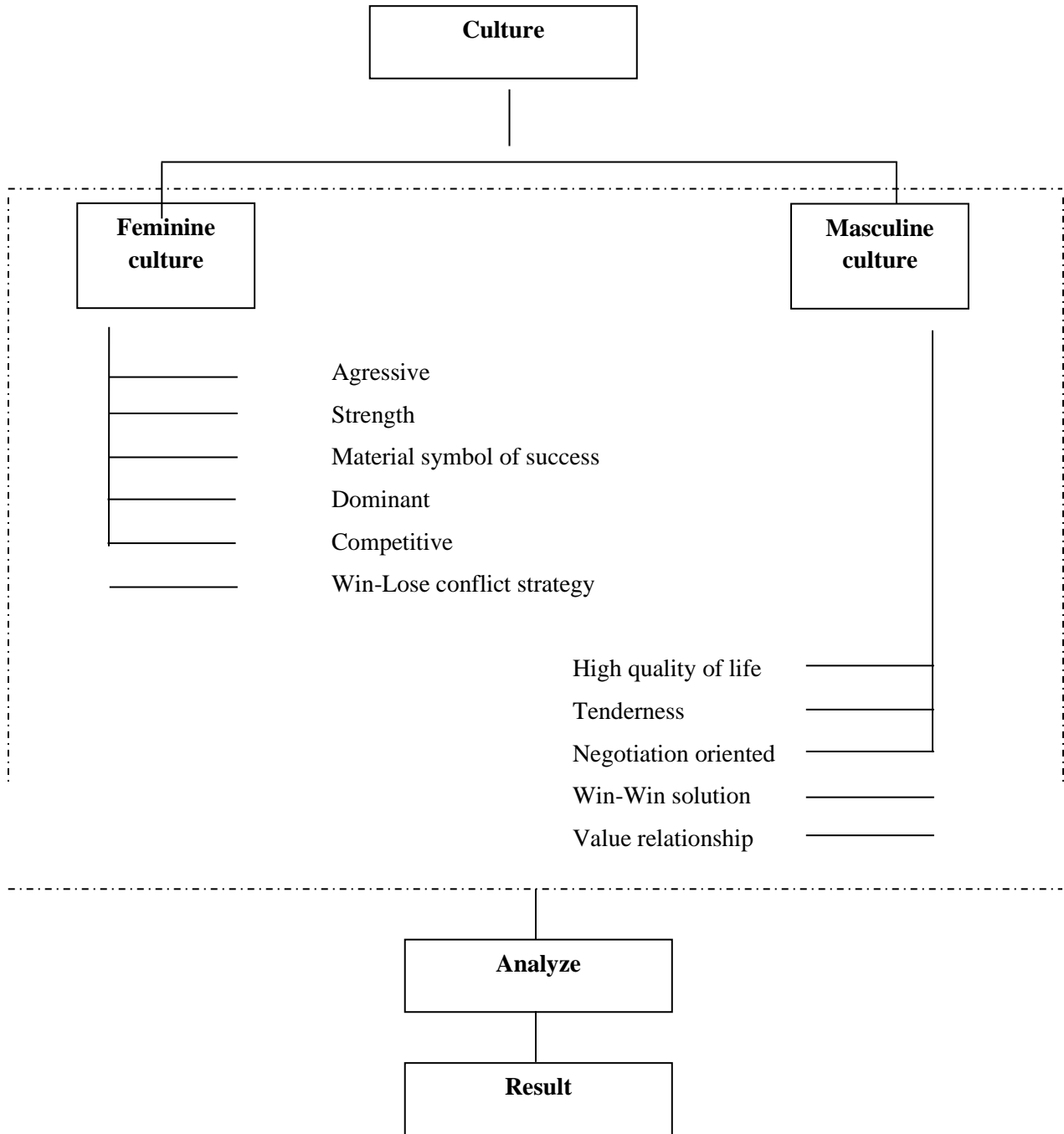
To identify the kinds of interactions based on the characteristics of the teacher-students' interaction in the classroom are. The researcher did the research in the class VIII G, there are 40 students and their English teacher.

The data collection activity was conducted through several steps. First, the researcher fulfilled some formal administrative procedure including getting the school principal's permission to collect data, that is doing observation in the school classrooms. The data in this research were in the form of words, phrases, sentences taken from the data resources. The data resources were taken by using observation.

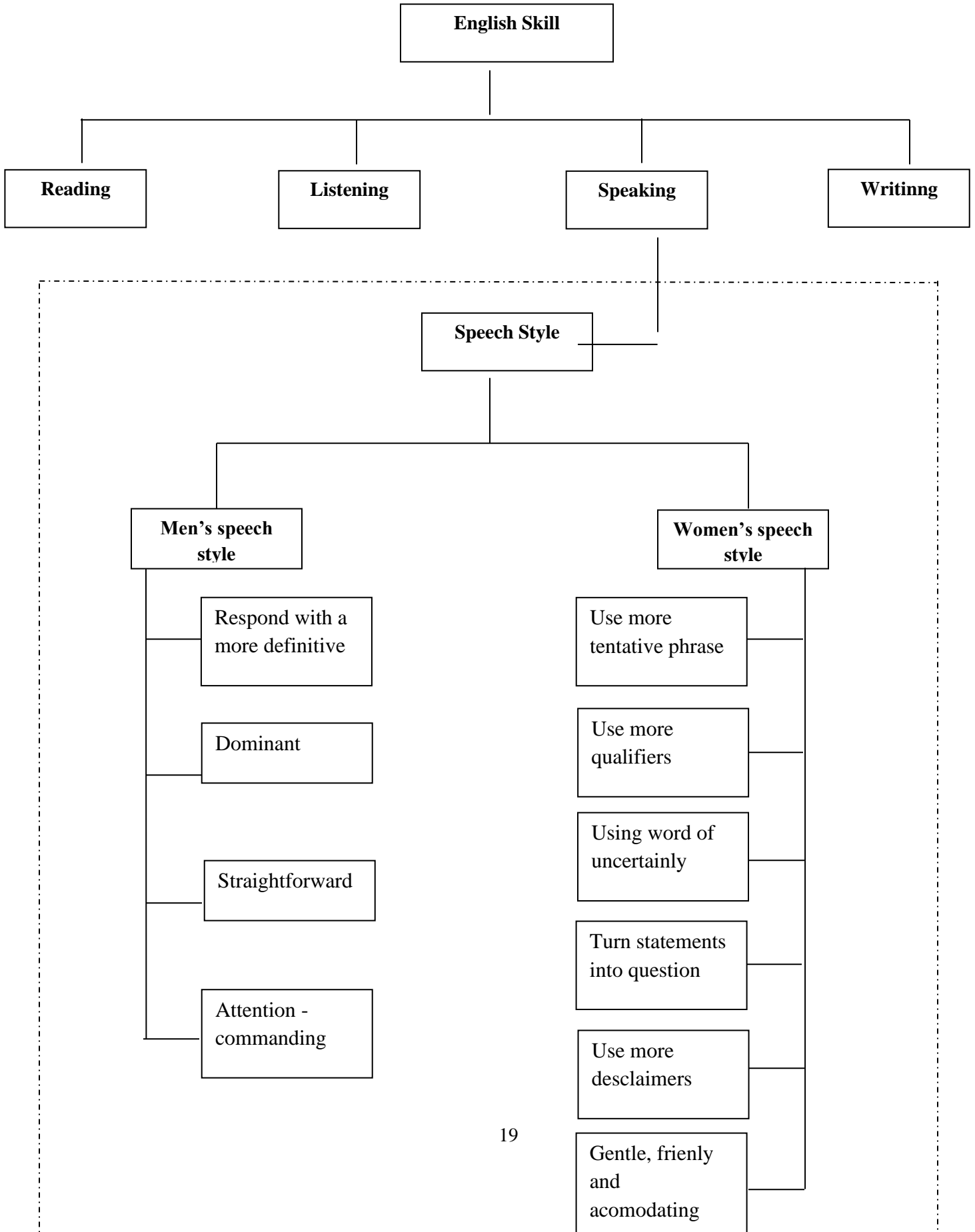
The data to be analyzed in this study were the data of the teacher-students interaction in the classroom. In this study, the researcher analyzed the observed data by using Flanders' Interaction Analysis Categories suggested by Alwright and Bailey.

**i. Conceptual Framework**

a. Feminine and Masculine Culture as stated by Teri Kwal Gamble on Communication Works



b. Speech Style determined by gender differences Teri Kwal Gamble on Communication Works



## CHAPTER III

### RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, research setting, source of the data, focus of the research, data collection technique, data validity and data analysis technique.

Philosophically, the research methodology is part of science that observe the working procedure of the search for truth. As stated by Saratakos (1995) and quoted by Mazilati, methodology is a science about method that contains about the standard's principles that was built as a guide the choice, structure, process and the use of the method is determined by the paradigm that used by the researcher.<sup>21</sup>

#### A. Research Design

The research method is basically a scientific way to get data with a specific purpose and usefulness. In this research, the researcher uses the qualitative research that emphasized on descriptive result.<sup>22</sup> The qualitative approach considers reality as something that is objective, simple, positive, and consists of the impressions of the senses, and truth is universal.<sup>23</sup>

This research was conducted on natural objects. That is the object that developing as they are without being manipulated and influenced by the researcher itself. So that Sugiono states that the researcher is the research instrument itself, or also as called human instruments.<sup>24</sup>

“In qualitative research instrument is human instrument, namely the researcher's own. To be able to become the instrument, then the researcher should be equipped with the theory and extensive insight so as to ask, menganalisis, photographing and constructing the social situation under study becomes clear and meaningful.”<sup>25</sup>

Qualitative descriptive research aimed to describe behavior under less rigid controls, under more naturally occurring conditions.<sup>26</sup> Shortly, descriptive qualitative research is research that uses to describe an actual phenomenon based on the research. In this research, the researcher focuses to

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<sup>21</sup> Asfi Manzilati, *Metodologi Penelitian Kualitatif: Paradigma, Metode, Dan Aplikasi* (Malang: Universitas Brawijaya Press, 2017).

<sup>22</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&B)* (Bandung: Alfabeta, 2008).

<sup>23</sup> Manzilati.

<sup>24</sup> Sugiyono.

<sup>25</sup> Sugiyono.

<sup>26</sup> John W. Best James V. Kahn, *Pearson New International Research in Education*, 2014.

observe eighth grade male and female language variety as a EFL learners of MTs Darul Ulum, Ngaliyan.

To support the data, the researcher obtained the data from observation and interviewing the respondents that occurred in the field. The both methods aimed to observe phenomena that occur in the EFL speaking class at once explore deeper related the object of study of the respondents.

Because of all the research activities conducted the field, then the research was using field research as approach. While the data was presented in the form of descriptive as from the qualitative research from the observation of the eighth grade male and female language variety of MTs Darul Ulum Semarang.

## **B. Setting and Context**

### **1. Time of Research**

The research was conducted in May until July 2020. While the data was collected in 13<sup>th</sup> of May 2020. The participants of this research were male and female students of MTs Darul Ulum in Academic Year of 2019/2020.

Eighth grade students are more appropriate to explored because they are more accustomed and confident in expressing opinions in class, so it will make the researcher easily to observed language variations than seventh graders. While at that time the ninth graders who had completed the national exam.

The researcher involves 5 male students and 5 female students to observed the style of speech in the English class. 8th grade students of MTS Darul Ulum were divided into 3 classes.

### **2. Place of Research**

Due to corona virus pandemic, the learning process of MTs Darul Ulum Semarang was done by online so that the researcher decide to make a mini English class that followed both of male and female students. The mini class is followed by five male students and five female students in eighth grade of MTs Darul Ulum as the participants.

The mini class is aimed to observe the phenomenon in speaking activity directly. The mini class was held in the Hall of Boarding school of Iskandariyah, Wates, Semarang.

## **C. Source of Data**

In this research, the researcher took the data from eighth grade students of MTs Darul Ulum. The data needed by the researcher is about male and female language variety in speaking activity

as EFL learners. The data was taken by observing the activity of speaking of male and female students. In other hand, the researcher also interviewed participants to get specific data.

Gamble (2013:35) mentions that the behavior and speaking style of the practice of men and women may be influenced by feminine and masculine culture. Of speaking style is observed, then the researcher can distinguish the men language and women language used by the disciples male and female.<sup>27</sup>

Researcher used two source of data that obtained from observations and indepth interview with the respondents. Observation refers to the activity of giving total concern to research object by the sense. Observation is necessary done in every qualitative approach.<sup>28</sup> Meanwhile, interview refers to the questionanswer section between researcher and object of this research to know detail elicit information.<sup>29</sup>

#### **D. Research Focus**

This research focused on describing the male and female language variety that used by eighth grade students of MTS Darul Ulum.

#### **E. Data Collection Technique**

To support this qualitative research, researcher uses methods that suitable for qualitative data collection as well. According to Manzilati, there are three qualitative data collection methods. All three are observation, interview and group discussion.<sup>30</sup> In this research, researchers only used two data collection techniques in the form of observation and interviews.

The researcher gained the data through some techniques and instruments. The instruments were used by the researcher to get some data and information from the subject of the study. While the interview, used to explore in related things to be known by the researcher.

In gaining the data, the researcher attempts to employ these following methods.

##### **1. Observation**

It refers to the activity of giving total concern to research object by the sense. Observation is necessary done in every qualitative approach. Arikunto says that an

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<sup>27</sup> Gamble, Teri Kwall; Gamble.

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013).

<sup>29</sup> Michael Quinn Patton, *Metode Evaluasi Kualitatif* (Jogjakarta: Pustaka Pelajar, 2006).

<sup>30</sup> Manzilati.

observation is a way to get information by observing and taking notes systematically about observed phenomenon.<sup>31</sup>

The researcher used participatory observation, because the researcher will be involved directly in the class activity to observe the behaviour of the students. Specifically, the researcher conducted the passive participatory observation that the researcher presents in the scene of action but doesn't interact or participate in the activity<sup>32</sup>. By observation, the researcher is able to observe how the students express their language naturally to their friends and the teacher in the class.

The observations carried out during class. First, researchers observe how male and female students argue and convey ideas when they get questions spontaneously. Second, researchers observe them in their process of discussing with each other. In addition to choosing the variety of languages they use, researchers also observe some of their behavior.

## 2. Interview

To collect the data that needed in this research, the researcher interviewed some sample. In conducting the interview, the researcher conducted a deep interview. Deep interview means that the researcher asked some open question to the object of the research, listen to the answer while recording the interview process, and then follow it up by asking another question that related to the topic.<sup>33</sup>

It refers to the question-answer section between researcher and object of this research, in this case are some male and female students. The interview done to know detail elicit information about the reason to language variety that they use to interact on the English class.

Another documentation is transcript of student's speech during the class. The researcher also use observations notes that provide documentation for the researcher. This method is a complement to the observation and interview methods that have been conducted. from data collection technique.

## F. Data Validity

In this research, the researcher used triangulation to validate the data. As stated by Sugiono, triangulation is qualitative cross-validation.

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<sup>31</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013). P..272

<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan(Pendekatan Kuantitatif, kualitatif dan R&B)*, (Bandung:Alfabeta, 2008), 4<sup>th</sup> ed, p. 227

<sup>33</sup> Michael Quinn Patton, *Metode Evaluasi Kualitatif*, (Pustaka Pelajar), p. 184



“Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according the convergence of multiple data sources or multiple data procedures.”<sup>34</sup>

Triangulation is done by examining data to the same source with different techniques. Data obtained through interviews and then checked by observation to determine credible data.

### **G. Data Analysis Technique**

To analyze the data, the researcher used interactive analysis model by Miles and Huberman. This type of analysis has three stages. Those stage are: (i) data reduction,(ii) data display and (iii) conclusion drawing / verification. The stages are an activity that related one to another before, during and after the data collection in a same type to develop a general insight that called as analysis (Miles and Huberman, 1992)<sup>35</sup>

Before the researcher analyzed the data with those three stages, the researcher will collected the data carefully. Those thee analysis stages are called by interactive model, so that the researcher should be able to move from one stage to another stage back and forth. After collecting data by observation and interview, the researcher will be able to do the stages as follow:

#### **i. Data reduction**

Data reduction can be defined as a process of choosing, simplifying, doing abstract and transforming the whole data that comes from the written notes of field observation. The process of data reduction will be rolled until the complete research are done. In the stage of data reduction, the researcher will analyzed so that the researcher could determine which data should they coded, discarded, and determine which pattern that could help the researcher to resume that part.

Researchers reduce the results of observation notes and interview results by summarizing, taking the main points and categorizing them. From these data, the researcher grouping the data according to the focus of the research in the form of phenomena of language variation by male and female students and attitude in communication. Male students with definitive indicators of male language variety and have attitude that is in accordance with the masculine culture when communicating. Whereas female students with language variety indicators that full of doubts and show attitudes that are in line with feminine culture when communicating.

#### **ii. Data display**

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<sup>34</sup> Sugiyono.

<sup>35</sup> Muhammad Idrus, *Metode Penelitian Ilmu Sosial Pendekatan Kualitatif dan Kuantitatif*, (Jakarta: Erlangga, 2009), p. 148.

Data reduction as a set of composed information that give possibility to the making of conclusion and action. This kind of activity related to data reduction. Those activities related each other by the process of interactive data analysis model.

**iii.** Conclusion drawing / verification

This stage is the last step of data collection process. Conclusion drawing / verification defined as concluding the data that have been displayed before.

“ Some way that could be done in this process is taking notes for the same pattern and theme, grouping, and looking for negative cases (special case, different, or another case that deviate from the habit of society)”

According to Miles and Hubberman (1992) that quoted by Idrus, the qualitative resercher should be able to looking for the means of things, taking notes of arragement, the possible configuration, cause and effect and proposition start from the data collection.<sup>36</sup>

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<sup>36</sup> Muhammad Idrus, *Metode.....*, P.150

## CHAPTER IV

### FINDING & DISCUSSION

After looking back at the introduction, investigating theory building and verifying research methods, in this chapter the researcher describes and elaborate the results of research that has been done in the field. This chapter contains research findings and discussion.

#### **A. Findings**

In the mini speaking class that has been done by researchers, not all aspects of the instrument checklist can be observed. This causes the researcher to be limited in presenting the findings. However, other substantive matters in this study have been observed well.

Through observation, interviews and documentation, the researcher not only observes the language of male and female students but also some of the behaviors exhibited by both. The attitudes or behaviors of male and female students in this class are cultural formations that also have an influence on gender as said in the book *Communication Works*.

"Cultures differ in their attitude towards gender roles,"<sup>37</sup>

For researchers, observing student behavior is easier than observing variations in the language used. However, this does not affect the essence of research. Researchers believe that the behavior and choice of language variations exhibited by male and female students are a process that occurs due to the dichotomy they experience during their lives as expressed by Sugihastuti and Saptiawan.

"This kind of activity might organize how a human being a man or women, and teach them how to treat the others as men or women"<sup>38</sup>

Through observation and interviews, the researcher can clearly observe the language variety used by male and female students who represent male and female languages. the observation process is done by observing the speaking activities of the students.

This speaking activity is carried out with two stages namely quiz and discussion. Through the quiz, the researcher can observe students' language variety directly. From this process, researchers

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<sup>37</sup> Gamble, Teri Kwall; Gamble.

<sup>38</sup> Saptiawan.

can clearly witness the different variations of language used by male and female students and also behavior based on gender that is influenced by culture.

To verify the truth of the observation process, the researcher conducted interviews to find out more closely related gender roles that affect the behavior and language variety of male and female students. Seperyti said by Ulin et al (2002) quoted by Manzilati suggested that in-depth interviews were unique data collection techniques.

"In-depth interviews are one of the unique data collection techniques in qualitative research because of their interactive nature, in contrast to standardized survey interviews. Because of this uniqueness, the interview process requires a strong mentality of researchers, sensitivity, and practice to get used to in-depth interview techniques."<sup>39</sup>

However, the researcher do not merely use interviews as the main reference for compiling research results. This is because it could be what the respondent said during the interview is different from the observations made by the researcher.

So that researchers only use interviews as additional data that can provide reinforcement of data according to what is needed by the researcher. While the results of observations that have been documented in video form are the main things that will be processed by the researcher in compiling findings.

In addition to referring to the observation sheet, the researcher uses the observation documentation in the form of video to be observed repeatedly until the data is saturated. This is just like what was stated by Miles and Huberman (1984) quoted by Sugiono that qualitative data analysis is carried out continuously until the data is saturated.

"Activities in qualitative analysis are carried out interactively and continue continuously until the data is completely saturated."<sup>40</sup>

### **1. Eighth Grade Male Language Variety**

From the observations made by the researcher, the speaking style of 8th grade MTS Darul Ulum Semarang students has a straightforward speaking style. This allows them to express his opinion with a pause in thinking between one word to another is very short.

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<sup>39</sup> Manzilati.

<sup>40</sup> Sugiyono.

However, the researcher observed male students talking less when responding to the teacher or discussing with other students. In short, the process of thinking of male students can be influenced by their capacity, but the speed of answering also shows the competitive nature caused by masculine culture as mentioned by Gamble.

"Masculine cultures socialize members to be dominant and competitive. They tend to confront conflicts head-on and are likely to use win-lose strategy " <sup>41</sup>

The masculine culture that was formed as a result of this culture was clearly shown by male students in the class. From observations and interviews, the researcher can clearly observe how male students try to be dominant, and competitive.

From the observations of male students look authoritarian in the classroom. This can be observed clearly from the discussion process which lasted for 15 minutes by the students. The researcher believes that male students who exhibit this authoritative nature are one of the observable features of dominance.

This is evident from the results of interviews that show that male students showed 40% of male students claimed to want to dominate in class. The average who claims to be a dominant person is a student who has high self-confidence and capacity. So they assume that if they have capacity, why not dominate the (dominant) forum?

While 60% of students who claim to be not the dominant type of students are those who consider that they do not have the capacity or limitations of mastery of the material. Some of them also claimed to be embarrassed if they were someone who stood out in the class. This 40% rate is very significant when compared to the results shown by female students, namely 0% who claim to be dominant.

As for competitive points, it can be seen from the results of interviews that show that 80% of male students are competitive people. This trait is shown by their behavior in the class in the form of trying to be the fastest in answering questions than others. This speed cannot be seen from female students.

Akmal Um. Fauzi, for example, claimed he was a competitive person. He claimed to always want to excel in its achievements, especially in value. So to make it happen, Akmal will

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<sup>41</sup> Gamble, Teri Kwall; Gamble.

try as much as possible to achieve what he wants to achieve This raises a competitive nature in them.

The nature of this competitiveness is also clearly demonstrated by Munic Elsy. This male student claimed to have a target to get a champion in the class. So it is important for them to instill the spirit of competition in the classroom.

The nature of this competition is very visible from the nature of male students which is shown by their behavior. Of the average competitive male student, the remaining 20% is someone who has no competitive spirit. According to this male student who does not have a competitive spirit, he does not like to be involved in competition. He prefers to accept what he has done the results.

**Table 4.1: Percentage of masculine culture by male students**

No	Name	Question of interview								Percentage
		Yes	No	Yes	No	Yes	No	Yes	No	
	Akmal Um. Auzi		v	v		v		v		Male Students  Dominant: 40% Negotiations: 100% Accomodative: 100% Competitive: 80%
	Mahardika Wahyu	v		v		v			v	
	Fahril Ariansyah	v		v		v		v		
	Amin Riski Risdianto		v	v		v		v		
	Munic Elsy Verdhiandika		v	v		v		v		

If the competitive spirit is an ambition, the researcher sees that this male student who has no competitive spirit is someone who is not ambitious. Although according to the researcher he is a student who is quite competent and has the capacity in the EFL class.

Compared to the results obtained by female students, of all female students, only 20% of female students have a competitive nature.

Two indicators of culture can be clearly observed by researchers from male students. But unique, researcher also found that male students also have traits that include feminine culture in the form of negotiating and accommodating.

Surprisingly, 100% of male students claimed to also negotiate and be accommodating of input and ideas from learning partners. All male students say that they like to negotiate to reach the best agreement, especially when studying in groups. But unfortunately they cannot explain in more detail why they chose the negotiation path.

Although male students claimed to like to negotiate, the researcher found the fact that there were male students who forced ideas to be presented by the group. This contrasts with the students' acknowledgment. This can be seen clearly from the group consisting of male and female students. Male students who were seen as dominant also did not seem to prioritize negotiations in getting agreement, as a result it was certain that the ideas presented were ideas from the male students' thoughts.

While other male students seemed to enjoy communicating and discussing with other students despite being of different gender. Akmal for example, he seemed not to impose ideas and more calm in discussion.

As for the accommodating points, 100% of male students admit that they are someone who is accommodating. This is reflected in their acknowledgment that listening to ideas from others and accommodating them is something good. They can also compile ideas from friends with their ideas to find the best.

This trait is reflected in one of the male students who seems to pay attention and appreciate other students who are expressing an argument.

The qualities of male students who are also influenced by gender differences and shaped by the culture also affect their speaking style. Some of the characteristics of male language observed from speaking style are definitive, straightforward, attention and attention commanding. In addition, men are also said to use less tag questions, less qualifiers, and less disclaimers.

**Table 4.2: Masculine culture of male students**

<b>Gender</b>	<b>Culture</b>
<b>Male</b>	<b>Masculine</b>  Trying to be the fastest students who answer the question from teacher then female students (Competitive) Lazy to discuss idea More authoritative in giving ideas (dominant) Good listener Eg: “ I think my own because I’m able to do it!” (Independence) Eg: “I love to compete, I also think I can always go beyond my friends” (competitive)

**a. Definitive**

Observations of several speech styles that are influenced by gender differences are done carefully, thoroughly and repeatedly by researchers. In addition to relying on observational notes, the researcher also plays back the video speaking activity of students to get the desired data.

From observations, the researcher found male students who were responsive in expressing opinions. They are seen immediately responding to questions without the need to discuss with other friends. In this case, the researcher believes that male students are more confident when they want to express their opinions. This was very visible to one of the male students who had quite good knowledge, throughout the session, he tried to respond to the teacher's questions deftly.

Male students only need a moment to think of questions from the teacher and respond immediately to their answers. this is very contrast when compared with the female student's speaking style.



In addition, male students who have good capacities show a confident attitude with their own answers. He responded with a nod to the teacher's question, showing that he mastered the material. Of course after the teacher finishes asking questions, this one male student answers the question correctly.

Not only that, this male student gave a long explanation without hesitation. This doubtless nature encourages male students to submit arguments and speak definitively.

This definitive trait also makes male students able to strengthen their arguments. so that after one of the male students made an argument definitively, no other opinion was able to refute it. This definitive style is closely related to the dominant trait shown by men.

Therefore, researcher found this definitive style from a male judge like what Gamble said that male students in contrast would respond definitively.

"Men in contrast, typically respond with more definitive," <sup>42</sup>

**b. Straightforward (blatant or honest)**

Gamble in his book said that male speech tends to be dominant, straightforward, and attention commanding. It is not excessive if the researcher presents some facts that the style of speaking displayed by male students of MTs Darul Ulum also shows the same thing, namely straightforward.

This style was found by researchers in the process of observation and interview. Based on Cambridge online straightforward means easy to understand and simple. In the other hand, straightforward also means honest. As both are adjective, the researcher could identify them at once.

This easy to understand and simple nature is shown by male students by expressing short but easy words to understand. Like what Mahardika said when answering questions about corona transmission, he briefly said, "corona is airborne" or when he revealed "corona virus could be transmitted when someone is handshaking". These two simple and uncomplicated expressions can make the whole class understand what they are saying and agree immediately.

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<sup>42</sup> Gamble, Teri Kwall; Gamble.

Aside from being simple, straightforward which means being honest can also be seen from what the male students are saying during the interview. With open-ended questions, male students can freely answer the researchers' questions.

One of the questions that requires honesty or frankness from students is the point "do you a competitive student's in the class". Without doubt, male students respond with honesty in their hearts, that they are competitive students for several reasons.

Some of the reasons posed are related to wanting to be a class champion or getting good grades. According to researchers this is a reasonable thing. Then the following is an example sentence of a male student showing a straightforward style.

"Like to compete in grades, I maximize my ability to get good grades,"

"So I think for myself because I am able"

Or

"I like to compete, I also think I can always surpass my friends"

**c. Attention-commanding**

According to Gamble, one of the characteristics of male speech style is attention commanding. Attention commanding is a command to give attention. This was revealed by Gamble.

From the documentation of the observation and interview process conducted by the researcher, unfortunately the researcher could not find an explicit statement by the male student in the form of an order to pay attention. But from observations made, the statements expressed by male students can make other students pay attention. Male students who strengthen their arguments precisely by confidently make other students pay attention to them. According to researchers this is also one of the tricks to attract attention without the need to throw a command.

This is also evident from 60% of male students who claim to not be dominant. This can also mean not liking being the center of attention by asking attention directly to others.

Through observation, the researcher distinguishes several things that are found related to what is shown by male students in the class. The researchers then differentiate them into two groups, namely those which include masculine culture and male students speech style.

**Table 4. 3: Male students language variety**

<b>Gender</b>	<b>Speaking Style</b>
<b>Male</b>	<b>Male Language Variety</b>
	Giving complete and right information to support argument (definitive)
	Confidence and calm in giving opinion or ideas (definitive)
	Provide additional information which is clearly to strengthen the argument as a form of attention commanding so that students in the class noticed, this trick successfully seized the attention of the other students (Attention commanding)
	Giving additional explanation (attention commanding)
	Answer as best he could without doubt or even work together (straightforward)
	Catapult argument of a question without discussing the question first, which indicates the nature of belief. (Definitive)
	Eg: “Corona is airborne!” (straightforward)
	Eg: “The virus could transmitted when people handshaking!”“(straightforward)
	Eg: “Love to achieve the good score, I maximize the ability to be good value,” (straightforward)

## 2. Eighth Grade Female Language Variety

From the observations made by the researcher, the speaking style of female students in class 8 MTS Darul Ulum Semarang has a uncertainly speaking style. This shows the lack of confidence or lack of capacity when you want to talk or express opinions

This observation is reinforced by the nature of women who always discuss what they want to say to their closest friends first. This shows the disbelief of what was said.

However, the researcher also sees the positive side of the behavior of female students when they want to express their opinions. This could be the influence of feminine culture that forms their personalities. as Gamble said, followers of feminine culture tend to be someone who likes to negotiate.

"The members of feminine culture are more apt to compromise and negotiate to resolve conflicts, seek win-win solutions." <sup>43</sup>

Feminine culture that was observed through observation showed suboptimal results. However, the researcher was very satisfied with the results of the interview which showed very significant data. Through interviews, the researcher can dig out the characteristics of women in communication formed by feminine culture. This is believed by the researchers in influencing their speaking style.

It can also be observed from the discussion process that involves students conversing with each other without teacher intervention. This allows researchers to be able to observe their behavior more specifically.

In line with what Gamble said, women tend to compromise and negotiate to reach agreements that benefit both parties. <sup>44</sup>here the researcher uses the words negotiation and accommodative as keywords to represent the points expressed by Gamble.

Based on the results of the interview, 100% of the female students claimed to be someone who put forward negotiations in discussions. They believe this is the right way to reach an agreement.

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<sup>43</sup> Gamble, Teri Kwall; Gamble.

<sup>44</sup> Gamble, Teri Kwall; Gamble.

Like what was said by a respondent (Rima), that negotiating according to them is a way to make everyone in a group accept a joint decision. "I prefer to discuss to take the best ideas. The results of the discussion will make members and study partners more receptive. "

This was also observed by the researchers who saw women as having high ability in negotiating to reach agreement. In group discussions, female students seemed to be more active in discussing topics and offering ideas to provide input.

They do not forget to discuss the ideas that come in to get the best. Researchers see two groups that are very contrasting in negotiating a topic. The first group (female-female) looks more connected to negotiate ideas and does not cause confrontation.

Whereas the second group (male-female) was seen to be full of connection and confirmative. Male students seem to impose ideas while female students want their ideas to be heard as a consideration.

A contrasting scene between male and female students. however, other groups (male-female-female) seem to be able to negotiate ideas well without confrontation. This is possible because of the number of men who are out of balance or maybe the inheritance of men who are different (confrontational and seeking win-lose solution).

From what the researcher observed, this tendency of women to be negotiable by men is also very small. But according to the results of the interview, 100% of male students also claimed to be someone who likes to negotiate.

Furthermore, the accommodative points are very thick with the nature of the win-win solution for female students from the interview results showing 100%. All female students in the class make it a necessity to accommodate peer counselors or study partners. This shows that they are good listeners.

**Table 4.4: Percentage of feminine culture by female students**

No	Name	Question of interview								Percentage
		Dominant		Negotiation		Accomodative		Competitive		
		Yes	No	Yes	No	Yes	No	Yes	No	
	Rima Erna		v	v		v			v	Female students Dominant: 0%

Anggun Nicky W		v			v			v	Negotiations: 100% Accommodative: 100% Competitive: 20%
Alvia Azahra		v	v		v			v	
Salsa Vera		v	v		v		v		
Ucik Anindia Astika P.		v	v		v			v	

According to the Cambridge dictionary, accommodating also has the same meaning to thoughtfulness that means think carefully about something.<sup>45</sup> This can be seen from the answers of female students regarding their accommodative nature. when acting, girls think deeply about other people's feelings and how they respect others.

One of them is their openness in accepting other people's ideas. Ucik, one of the students claimed that accepting other people's ideas was a way to respect others.

"I like to accept other people's ideas as part of respecting friends."

In addition, this thoughtfulness attitude was also expressed by Alvia. He claimed that accepting other people's ideas was a way to make his group cohesive.

"Accepting other people's ideas, my idea is not used, it's okay to be compact,"

In addition, Cambridge online dictionary also means accommotive as attentive (listening carefully).<sup>46</sup> This can be seen from the attitude of female students in accepting other students' input well. This also shows that they are good listeners.

This attitude is recognized by Alvia. He admitted that listening to other people's ideas is a good thing for them. Evidently, in class he listens a lot without interrupting when his other friends talk.

"Hear the ideas of others first, if the good ones are used," said Alvia.

<sup>45</sup> <https://dictionary.cambridge.org>.

<sup>46</sup> <https://Dictionary.Cambridge.Org>.

This accommodative attitude was not only shown by women, but by male students. Especially in the discussion session, other students seemed to help female students who had difficulty understanding the topic given by the researcher to be discussed.

Although with a more dominating and authoritative style, male students are not reluctant to provide assistance. Yet from the results of the interview, 100% of male students felt that they were someone who was accommodating to other students even though observations were vague.

**Table 4.5: Feminine culture of female students**

<b>Gender</b>	<b>Culture</b>
<b>Female</b>	<b>Feminine</b>
	A good listener (accomodative)
	Discuss more before answering, showing insecurity as well as being negotiative (negotiative)
	In discussions, girls are more active in offering ideas (Negotiative)
	Active deliberation (Negotiative)
	Tend discuss topics with friends to ensure the truth (negotiative)
	Accepting other people's ideas, my idea is not used, it's important that you can be compact, "salsa (accommodative)
	Eg: "I like to accept other people's ideas as part of respecting friends," ucik (accommodative)
	Eg: "I prefer to discuss to take the best ideas. The results of the discussion will make members and study partners more receptive, "Rima (negotiative)
	Explain well (speaking)
	Eg: "Listen to other people's ideas first, if the good ones are used," alvia (accommodative)
	Eg: "Accepting other people's ideas, ifmy idea is not used, that's doesn't matter. the important thing is the group could be the best one," Salsa (accommodative)

**a. Turn statements into a question and Using More Tag Questions**

Bradley cited by Gamble in the Communication work found that women used tagged questions and disclaimers of failed less intelligent and knowledgeable - a women to be judged negatively.<sup>47</sup>

This is according to the researchers related to the lack of confidence and confidence. Female students tend to be embarrassed and doubtful when expressing opinions. From the attitudes identified by the researchers, female students tend to be angry when answering questions.

Instead of directly answering a question and expressing their opinions directly, they choose to discuss it with fellow friends. This shows self-confidence and uncertainty.

This attitude was clearly shown by Rima in the interview. He who did not want to be the least dominant person in the class admitted that he was afraid in answering questions. Scared wrong!

"I want to answer the fear of being wrong"

This is the same as what was found in several studies which were later quoted by Gamble. Gamble said that this pattern was found in the card display. In the cartoon shows, female characters, compared to male characters, are used verbs that indicated lack of certain.

What the rhyme is saying is not the use of the word of uncertainty, but the acknowledgment of his uncertainty about what he will say.

In addition, the facts discovered by the researcher are the use of tag questions by female students. A tag is midway between an outright statement and a yes-no question.<sup>48</sup>

The researcher can observe the use of tag questions by these female students easily. This is because the average of them did throw tag questions several times.

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<sup>47</sup> Gamble, Teri Kwall; Gamble.

<sup>48</sup> Gamble, Teri Kwall; Gamble.



Usage, "right", "is not that", or "is that right?" is an example that can be clearly observed.

**b. Using More qualifiers and disclaimers**

At this point, the use of qualifiers such as "I think", "I guess," or "I wonder if" cannot be observed clearly. But the researchers found another form of word qualifiers. In one statement, graciously adding qualifiers in the form of "I think so", "as far as I know", "in my opinion"

The use of qualifiers by female students is very dominant compared to male judges who do not use a single qualifiers. If the researcher is not spared, the use of these qualifiers is used by female students in conversations between teacher and student or between students. Although most inferior female students in class answer questions, the use of qualifiers can be found in the few sentences they make.

The use of qualifiers may be a female student's lack of confidence in expressing opinions so that they add the qualifiers.

While in the use of disclaimers, the researcher did not find any disclaimer that was raised by female students during the learning session. The use of disclaimers like "this s probably ...," "its not important, but ..." can't be observed at all.

**Table 4.6: Female Language Variety**

<b>Gender</b>	<b>Speaking style</b>
<b>Female</b>	<b>Female language Variety</b>
	Issued many opinions (speaking/ turn statements to question)
	Eg: Droplets, right? (tag question)
	Eg: "Is it right? (Uncertainly)
	Eg: "It's easy for everyone to get soap, isn't it?" (queation tag)
	Female students are hesitant and angry before answering answers / doubt (speaking / uncertainly)
	Eg: "want to answer, but afraid if I'm wrong" (Uncertainly)

### **3. The difference between male and female language variety**

From observations and interviews, the researcher was finally able to clearly distinguish the male and female languages used. Not only different in terms of the language used, men and women also have different communication styles in the classroom.

The choice of language and behavior found in this speaking class are trusted by the researcher as a result of the influence of gender differences. This is what causes different genders to show different behaviors and language choices.

From the observations, the researcher found a significant difference in the language used by male and female students. In speaking, male students exhibit definitive or doubtless styles of language. This can be seen when they respond to teacher questions and raise arguments with confidence. They quickly answer questions deftly without needing to discuss them with other students. This is in sharp contrast to what is shown by female students who often discuss a question or argument that they want to raise with other students. This shows a doubt. Besides this not definitive behavior of women is also strengthened by the choice of language that shows uncertainty as in my opinion, or in my opinion that shows some doubt.

In class, boys also use straight-forward words and sentences. They appear to be straightforward in expressing opinions. When the teacher raises a question, male students who answer or submit an argument, they will answer it straightforwardly without complicated frills.

The use of short, clear sentences is proof that a man is a straightforward person.

Sentences made by male students are sentences that show the main idea without convolution. Unlike women who sometimes go through additional sentences or words like qualifiers or tag questions that show that they are not straightforward.

Lakoff also revealed that women tend to use words like umm, err, which give a pause from one sentence to the next. Sometimes the female students who were observed by the researcher were seen to be wordy and not clear enough to convey an idea in class.

One more feature of the language used by men is the style of attention commanding. Even though this phenomenon cannot be observed explicitly, from the communication style of

male students, the researcher can determine that what is raised by male students is something that makes others throw attention to them.

According to the researchers' observations, male students will make convincing opinions so that other students are encouraged to pay attention to them. one of the behaviors displayed by them is also mastery of the forum by providing arguments that explain a topic in a gambling manner.

This makes other students or even the whole class pay attention to boys. So without verbally ordering, what this male student is doing includes the attention of other students.

Meanwhile, the researchers find it easier to observe male students' language variety. Because most female students hurl some words or sentences that according to the sentence gamble are sentences that are full of female language characteristics.

In communicating in class, female students do not look endless. Likewise in the interview, the researcher can observe that female students tend to be shy or talk less. No wonder they become inferior figures in the classroom compared to male students. But this does not prevent the rerearcher from finding various distinctive languages of women in the classroom.

According to the researchers' observations, it is true that female judges speak with great self-confidence and unconsciousness. This can be seen from the use of question tags and qualifiers.

The researcher is well aware of the frequent use of tag questions from female students. some of which can be observed by the researchers are "right", "not so", or "right?"

While changing the statement to question could not be found by the researcher. One student in the interview admitted that he was someone who was hesitant in answering questions or asking ideas. So honestly he feels afraid when he wants to answer the teacher's question.

This is what criticized by Lakoff that women tend to be labeled negative and less intelligent than men.

In addition, female students are also seen to use various qualifiers in their sentences. The use of "I think so", "as far as I know", "I think is an example that female students use the qualifiers in their conversations. this may not be exactly the same as what was written by Lakoff

or Gamble, but this is believed by the researcher to be natural because each country even has a different language.

Besides language variety, gender differences are also related to male and female behavior. In this case, the researcher observed it through the results of interviews that revealed surprising results.

In contrast to the choice of language that is so contrast between men and women, the behavior of men and women caused by feminine and masculine cultures apparently does not only belong to one particular gender.

**Table 4.7: Male and Female Language variety that shown by students**

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>Speaking Style</b>	<b>Male Language Variety</b>	<b>Female Language Variety</b>
	Giving complete and right information to support argument (definitive)	Issued many opinions (speaking/ turn statements to question)
	Confidence and calm in giving opinion or ideas (devinitive)	Eg: Droplets, right? (tag question)
	Provide additional information which is clearly to strengthen the argument as a form of attention commanding so that students in the class noticed, this trick successfully seized the attention of the other students (Attention commanding)	Eg: "Is it right? (Uncertainly)
	Giving additional explanation (attention commanding)	Eg: "It's easy for everyone to get soap, isn't it?" (queation tag)
	Answer as best he could without doubt or even work together (straightforward)	Female students are hesitant and angry before answering answers / doubt (speaking / uncertainly)
	Catapult argument of a question without discussing the question first,	Eg: "want to answer, but afraid if I'm wrong" (Uncertainly)

	which indicates the nature of belief. (Definitive)	
	Eg: “corona is airbornes!” (straightforward)	
	Eg: “The virus could transmitted when people handshaking!” “(straightforward)	
	Eg: “Love to achieve the good score, I maximize the ability to be good value,” (straightforward)	

Referring to Gamble, the researcher categorizes the results of the formation of feminine and masculine culture into four different points. Dominant and competitive as masculine culture. Negotiative and accommodative as feminine culture.

From the interview results, male students showed a level of dominance of 40% and a competitive rate of 80%. But surprisingly, they also call someone who is accommodating and negotiative.

From the results of the interviews of 5 male students, 100% of them claimed to be someone who was negotiative and accommodating. This is quite surprising the researchers in the field. The researcher also thinks this is not mere nonsense when finding male students is quite helpful when asked for a friend's form that is not quite relevant to a material. This shows the accommodative nature. They also do not hesitate to negotiate their ideas even though they seem to dominate the conversation and sometimes force ideas.

From the results of interviews of female students it appears that 100% of them claimed that they were someone who was accommodating and negotiative. This is natural because women tend to prefer deliberation to determine what they want to be presented to their group. most of them claim that the best idea is the idea obtained from a mutual agreement. So it is important for them to negotiate every thought that enters. One female student also admitted that for her to discuss or negotiate something was a good thing to avoid division within the group. He wants the group to be peaceful.

The accommodative nature is shown by female students who are helpful in interacting with other students. When discussing, they are reluctant to help answer or help friends who have trouble understanding something. They also take the initiative to offer assistance and divide group assignments well.

Even so, it does not mean female students do not have a competitive spirit. From the results of the interview, 20% of female students claimed that they were always eager to compete with others. While others claim they have no desire to compete. While the point of dominance, 0% of women do not desire to be someone who dominates the forum or stands out in the class.

**Table 4.8: Feminine and masculine culture’s character that shown by students**

<b>Culture</b>	<b>Masculine</b>	<b>Feminine</b>
<b>Gender</b>	<b>Male</b>	<b>Female</b>
	Trying to be the fastest students who answer the question from teacher then female students (Competitive) Lazy to discuss idea	A good listener (accomodative)
	More otoritative in giving ideas (dominant)	Discuss more before answering, showing insecurity as well as being negotiative (negotiative)
	Good listener	In discussions, girls are more active in offering ideas (Negotiative)
	Eg: “ I think my my own because im able to do it!” (Independence) Eg: “I love to compete, I also think I can always go beyond my friends” (competitive)	Active deliberation (Negotiative)
		Tend discuss topics with friends to ensure the truth (negotiative) Accepting other people's ideas, my idea is not used, it's important that you can be compact, ”salsa (accommodative)

		Eg: "I like to accept other people's ideas as part of respecting friends," ucik (accommodative)
		Eg: "I prefer to discuss to take the best ideas. The results of the discussion will make members and study partners more receptive," Rima (negotiative) Explain well (speaking)
		Eg: "Listen to other people's ideas first, if the good ones are used," alvia (accommodative)
		Eg: "Accepting other people's ideas, if my idea is not used, that's doesn't matter. the important thing is the group could be the best one," Salsa (accommodative)

## B. Discussion

Gender differences, which are socially and culturally constructed, are one of the interesting phenomena in contemporary society. Their impacts can not only be seen in political life, where women fight their political rights, or in households, in which women fight to reduce household harassment.

Discourse on gender differences, in fact, also exists in the use of language for communication, highlighting that men and women are different in their ways of communication, and therefore they should be treated differently. As promoted by Lakoff (1976) and Tannen (1990, 1994) the way male and female expressed their language also affect the successful strategies of English students in learning English.

From the points on findings, it can be seen that male and female students have different styles of speaking and language choices. As seen in the interview results, male students indicate behavior that is loaded with masculine culture. Did not rule out the possibility, the culture also made their language choices also used language which is typically used by men.

Male students claim to be dominant and competitive in class. From the interview results, 40% of boys claimed to be someone dominant in the class. In addition, 80% of male students are also competitive.

Yet, as said by Mahmud, male students are influenced by their need to challenge and develop strength as men can use their English ability as the way to show their status as men. It also tries to be shown by male students in the choice of language and behavior that they display in class.<sup>49</sup>

Whereas in terms of language selection, male students appear to be definitive, straightforward and attention commanding even though they do not display certain language choices. Male students show independence by processing information before answering questions.

But what they say in the class indicates all three of these things even if they are explicit. Their dominance in the class makes it easy for the researcher to observe the language variety phenomena that used by them. Unfortunately the researcher has difficulty identifying language choices or specifically in the form of words or sentences that are full of male-specific languages.

This is reasonable because it is like what the Gamble says. It is said that male use fewer claimants, question tags or qualifiers as what are used by female.<sup>50</sup>

Meanwhile, female students appear to be non-dominant and uncompetitive in class, variations in the language of them are easier to observe because they are spoken directly. Referring to the feminine culture written by Gamble, rather than being dominant and competitive, female students tend to be someone who is negotiative and accommodating.

Female students prioritize negotiation and accommodation. They seem to want to avoid conflicts with other students and maintain good relations as Gamble said. Feminine culture shows the attitude of a good relationship, tenderness in both sexes, and high quality of life.<sup>51</sup>

From the results of the interview, 100% of female students claimed to be someone with these two feminine traits. They seem to avoid conflict by seeking discussion to reach an agreement and are not reluctant to accept other people's ideas and are easy to help others.

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<sup>49</sup> Murni Mahmud and Sahril Nur, 'Exploring Students' Learning Strategies and Gender Differences in English Language Teaching', *International Journal of Language Education*, 2.1 (2018), 51 <<https://doi.org/10.26858/ijole.v2i1.4346>>.

<sup>50</sup> Gamble, Teri Kwall; Gamble.

<sup>51</sup> Gamble, Teri Kwall; Gamble.



This feminine culture is not only reflected in the behavior of female students, but also the choice of language when communicating. The researchers found that female students often use question tags like "isn't it?" or "right?" this indicates uncertainty. No wonder Gamble mentioned that this was caused by women who lack of certainty.

Aydin also found that female students is more sensitive than male students. Female students also unprepared when they're asked to speak in front of another students.<sup>52</sup> It indicates that female students are labeled as less intelligent one.<sup>53</sup>

Doubt in expressing this opinion can also be seen from the way they respond to a topic. Rather than answering directly like a male student, female students in class 8 choose to discuss with other students (in case they are female students too). to support the fact that most women show uncertainty in their arguments is the answer to an interview of a student who said he was reluctant to answer or argue for fear of being wrong.

In addition to using question tags, female students also occasionally use qualifiers. In some statements, female students appear to add their sentences with "I think" or "In my opinion".

The use of qualifiers is what makes women's statements different from statements made by men. In fact, none of male students use qualifiers in their statements. Although only found in the statements of a few female students, this is enough to prove that women did add qualifiers to their statements.

As stated by Bradley that quoted by Gamble, women use tagged questions and disclaimers or failed to support their arguments, they were judged to be less intelligent and knowledgeable but men were not.<sup>54</sup>

Meanwhile, the tendency of women to turn statements into questions cannot be clearly observed by the researcher. But by looking at the phenomenon that female students always discuss what they will say in a forum or class, the researcher believes that they are changing statements into questions to discuss.

Gamble said that female students seeking verbal confirmation for their perceptions, women acquired reputation for tentativeness. This is good for female students to explore information as clearly as possible. The use of question tags by female students can also open a

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<sup>52</sup> Selami Aydin.

<sup>53</sup> Gamble, Teri Kwall; Gamble.

<sup>54</sup> Gamble, Teri Kwall; Gamble.

space for discussion between themselves and their interlocutors so that the choice of language is good for two-way communication.

Meanwhile, the use of a disclaimer is not found at all in the statements used by female students. These findings supported the arguments on women's language showing men and women differences in communications as expressed by Gamble.

Felame students usually behave according to feminine culture. Gamble said that feminine culture is characterized by an attitude of a good relationship, tenderness in both sexes, and high quality of life.<sup>55</sup>

However, these findings on female language are currently being contested. For example, Crawford (1995: 34) argues that female language cannot be adequately understood by counting features and assigning them to fixed categories of meaning'. Connell (2002: 51) also affirms that language use is situational and is shaped by the relations of power.<sup>56</sup>

Meanwhile, limitations in identifying male and female languages may occur due to differences between the theory and the object under study. Phillips (1980: 541) states that gender differences in speech in our own society varies, depending on the social context of speech.<sup>57</sup>

This does not mean that this culture only inspires the behavior of one gender, but also characterizes another gender. For example 100% of the male students studied claimed that they were all accommodating and negotiative people. Whereas 20% of women claimed that they were competitive student.

This shows that feminine and masculine culture is not only a specific characteristic of gender behavior. But it can also be another characteristic of gender behavior. Even one gender can have characteristics of both cultures.

However, this does not occur in the selection of language variations. The researchers found that male students appear to use variations in the language typical for male, while female students also use variations in the language specifically for female. both of them do not display switch language variety like what is seen in feminine and masculine cultures.

Biber and Burges (2000) further states that basically, the focus of conversations of men and women are different. Women focus on personal and interactional aspects of conversation,

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<sup>55</sup> Gamble, Teri Kwall; Gamble.

<sup>56</sup> R. W. Connell, *Gender* (Cambridge: Polity Press in Association with Blackwell Publishing Ltd., 2002).

<sup>57</sup> S. U. Philips, 'Sex Differences and Language', *Annual Review of Anthro- Pology*, 1990.

whereas men focus more on transferring information.<sup>58</sup>

Meanwhile, women are more tentative while men tend to be certain, using more persuasive strategies. The passiveness and tentativeness of women in communication are affirmed by Vanfossen.<sup>59</sup>

From the points above, it can be seen that female and male students have different language varieties based on male and female language varieties. These differences could be caused by different perceptions on men and women style in communication.

Another difference is that female students are more passive than male students. If they are talking, they tend to show that they are not sure about what they are saying. This is contradictive to the findings from Aydin. From the findings it can be seen that male students feel less confident when they are volunteering themselves in speaking.

One more thing found by the researchers is the communication style of male and female students. In discussions, students' responses to the same gender and different genders may have differences. Researchers found that students of the same gender (male-male) were more connected in discussions and looked more compact. Male students who are members of a female student group appear to be ostracized but still provide input.

Two female students look more connected in discussions so that the male student looks marginalized. This discovery is exactly what was suggested by the results of Pure Mahmud's research. In his research, Mahmud said that female students are better at working with the same sex than different sex because. According to them working with the same sex can create an atmosphere that is more disciplined, accommodating, and reliable conditions, so that they could be free to learn, in this case is the English subject.<sup>60</sup>

While the group with female and male members did not seem to get along with a fairly rigid discussion style. Researchers think this is a human nature that makes men and women have a shy nature when paired with a different gender with a style of discussion that is quite rigid.

These characteristics can be found in the learning styles of female and male students as observed above. These differences could be caused by different perceptions on men and women

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<sup>58</sup> Douglas Biber and Jen Burges, 'Historical Change in the Language Use of Women and Men: Gender Differences in Dramatic Dialogue', *Journal of English Linguistics*, 2000.

<sup>59</sup> Beth Vanfossen, *Gender Differences in Communication* (ITROW's Women and Expression Conference., 2001).

<sup>60</sup> Mahmud.

style in communication. According to Stanton (2001), women see conversations as the way to develop and preserve intimacy, while for men conversations are negotiations to achieve and maintain power.<sup>61</sup>

Generally, life for men is like a contest, a struggle to preserve independence. Therefore, women may tend to think of interactions in a non-hierarchical way while men typically view the world in a hierarchical way such that, during any interaction, one person is in a superior position and the other in an inferior position.

From the various phenomena observed by the researcher, it is true that male and female students have differences in the variation of language in communication. Male student language tends to use straightforward, attention-commanding and definitive language even though it is not explicitly stated.

Male students also display characteristics that they are adherents of the masculine culture of their answers and behavior that they are competitive and dominant. It also might affect their style of communication who choose male language variety.

Whereas female students, even though they are lacking in speaking especially in expressing arguments and ideas, the characteristics of their language show that they use female language such as the use of qualifiers such as “I think” or “In my opinion”. They also use question tags like “isn't it”, or “right?”.

100% of female students also admit that they are accommodative and negotiative. It is also seen from their behavior in class that they really like what they say. These characteristics of feminine culture may also influence the choice of the specific language of their women.

According to Stanton (2001), women see conversations as the way to develop and preserve intimacy, while for men conversations are negotiations to achieve and maintain power.<sup>62</sup>

Finally, the researchers agree that these findings supported the arguments in women's language showing men and women differences in communications as stated by gamble about masculine and feminine culture as well as gendered languages that show the characteristics of variations in male and female languages.

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<sup>61</sup> A. Stanton, *Men and Women in Conversation: Finding a Way to Bridge the Gap* (University of Massachusetts, 2001).

<sup>62</sup> Stanton.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is the final part of the study. This chapter is divided into two parts: conclusion and suggestion. Each will be explained as follows:

#### A. Conclusion

In this research, the researcher have discussed male and female language variety in English speaking class as the impact of gender differences in language. It is revealed that differences on the ways male and female communicate as discussed on the literature of gender.

From the findings, male students claim to be dominant and competitive in class. From the interview results, 40% of male students claimed to be someone dominant in the class. In addition, 80% of male students are also competitive. This characteristic characteristics means that they are adherents of the masculine culture of their answers and behavior that they are competitive and dominant. It also might affect their style of communication who choose male language variety.

Whereas in terms of language variety, male student tend to be definitive, straightforward and attention commanding even though they do not display certain language choices. Male students show independence by processing information before answering questions. But what they say in class indicates all three of these things even if they are explicit

Meanwhile, Female students appear to be non-dominant and uncompetitive in class. Yet, variations of female students language variety are easier to observe. From the results of the interview, 100% of female students claimed to be someone with these two feminine traits. They seem to avoid conflict by seeking discussion to reach an agreement and are not reluctant to accept other people's ideas and are easy to help others.

This feminine culture is not only reflected in the behavior of female students, but also the choice of language when they communicate. The researchers found that female students often use question tags like “isn't it?” or “right?”.

Doubt in expressing this opinion can also be seen from the way they respond to a topic. Rather than answering directly like a male student, female students accustomed to discuss a topic or question with other students (in case they are female students too). In this case, female student must be chage a statement to question.

In addition to using question tags, female students also occasionally use qualifiers. In some statements, female students appear to add their sentences with “I think” or “In my opinion” that indicates uncertainly.

The difference of male and female students in EFL Speaking class in the case of behavior and language variety could affect their echoes. The male students do show less variation in male language, but from the dominance and competitive spirit that can bring male students can achieve good performance in class. While female students prioritize negotiation and accommodative. They seem to want to avoid conflicts with other students and maintain good relations.

## **B. Suggestion**

This subchapter presents suggestions or feedback which are relevant to the conclusions or research findings. A description of this suggestion contains arguments or reasons from the researchers providing advice in this study. The best suggestion is a suggestion that a solution of the problem that has been found. This suggestion can be both practical and theoretical.

Therefore, to obtain more data to support research, the researcher suggests that there be more research in relation to the topic of male and female language variety. This can be done by observing how intensive the English class is so that more data is collected.

Meanwhile, the use of a media recorder to record students' speaking activities is very appropriate because the researcher can repeatedly play recordings and observe phenomena that occur. If the researcher is currently playing one recording repeatedly to get data, then if the research is conducted in several English classes, more time is needed to identify the recorded document.

In addition, the theory researchers or previous research in accordance with the speaking culture in Indonesia need to be adjusted. This is because it can be that what is said by certain theories produced by researchers and writers in other countries is not necessarily relevant to what is observed in the field.

In addition, the English language teacher might be aware of the differences in male and female language and behavior. This can be a reference to determine the right strategy in teaching so that they can both develop optimally without discrimination.

Finally, this is an important suggestion, for the next researcher, need to conduct further work, as the research conducted by this researcher has still not been fully completed. Besides, since after this research was completed new problems emerged.

## **C. Implication for Further Research**

This research can be said to be very far from perfect, but although a little, hopefully the results of this study can be taken the advantage of and used as a reference to be developed in a better research. Researcher is well aware that there are limitations in this research. Below are the limitations of this research:

1. Limitation of Time

To cope the maximum result of the research may requires a long time. However, due to limited time, researchers must have experienced limitations. But from various obstacles, the reaeacher tries as much as possible to present good research.

The researcher spent about two months searching for supporting documents, libraries, observations, interviews and questionnaires. In fact, the researcher is still not satisfied with the results of the research obtained. For that, to reach maximum results in research, it needs more to collect the data to process it into a deeper research

2. Limitation of Place

This research was conducted at the *MTs Darul Ulum Ngaliyan*. Because the time of research is very limited, researchers are still lacking in elaborating places outside of MTs Darul Ulum Ngaliyan. In addition, variative object could serve different phenomenon and different data. It might be a variousity of male and female language variety.



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**Appendix 1:** Classroom observation sheet

<b>Gender</b>	<b>Aspect</b>	<b>Yes</b>	<b>No</b>	<b>Description</b>
Male Students	Dominant in the class			
	Agressive			
	Competitive towards another students			
	Using a win-lose strategy in the face of conflict / competition			
	Using definitive / certain statement			
	Using less tentative phrases or qualifiers			
	Using less tag questions			
	Using less disclaimers			
Female Students	Tenderness in communicating to others			
	Using negotiations with interlocutors			
	Not dominant in the class			
	A Win-Win solution in deal with conflict			

	/competition			
	Turn Statements into questions			
	Using more tentative phrases or qualifiers			
	Using less tag questions			
	Using more disclaimers			

**Appendix 2: Interview sheet**

**Student's Interview Question**

**Name :**

**Gender:**

**Class :**

<b>No</b>	<b>Question</b>	<b>Answer</b>
1.	Whether in a discussion and respond to teachers ' questions in class, are you a dominant student ? Why	
2.	In the discussion, whether you like to negotiate to reach an agreement? Why?	
3.	In the discussion, do you accommodate other people's ideas with your idea, or tend to use your idea of course? Why (win-win / win-lose strategy)	
4.	Whether you are a competitive class? Why?	

### **Appendix 3: List of tables**

#### **LIST OF TABLES**

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- Table 4.1 : Percentage of masculine culture by male students
- Table 4.2 : Masculine culture of male students
- Table 4.3 : Male language variety
- Table 4.4 : Percentage of feminine culture by female students
- Table 4.5 : Feminine culture of female students
- Table 4.6 : Female language variety
- Table 4.7 : Male and Female Language variety that shown by students
- Table 4.8 : Feminine and masculine culture's character that shown by students

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