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EXPLORING MIXED SEX CONVERSATION IN EFL CLASSROOM: A SOCIOLINGUISTIC PERSPECTIVE

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree



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2016



ABSTRACT

Nafila El Sa'idah, 14121320248. *Exploring Mixed Sex Conversation in EFL Classroom: A Sociolinguistic Perspective*

As far as the gender factor and language between male and female are concerned, various studies indicate that males and females speak in different way. As researcher observed some people recently, it seems that formulated the differentiation way of speaking and meaning still occurred in natural conversation in the classroom activity. Regarding such phenomenon, the researcher interested and challenged to make an exploring mixed sex conversation in EFL Classroom. This research to get the result the characteristics of mixed sex conversation and how intimacy or collaborative and independency or competitive communication of mixed sex conversation in EFL classroom.

The aims of the research are to find out what are characteristics of mixed sex conversation in EFL classroom, to find out who occupies intimacy or collaborative and independency or competitive between male and female. So that the characteristics in natural conversation of mixed sex conversation will be explored in this research.

The research method is qualitative research, this research applied ethnography communication research of qualitative method, to describe the situation, phenomenon depend on fact as the cultural event. Methods and techniques of collecting data are observation, interview, study of document, and documentation. The technique of analyzing data are writing memo, coding, and analytic file. The researcher takes from observation in natural conversation in daily activity of English day, males and females student who learn English as a foreign language in *Madrasah Aliyah Al Ishlah Bobos Cirebon*. This research observation in natural conversation in eleventh grade of senior high school who stays in Islamic studies or *Pondok Pesantren*, the classis IPA include to 6 students which consists of 3 males and 3 females students.

The research result shows that female talk more than male, female breaks the rules of turn taking, female use more standard form of language than male do, male use more repair than female, tag question appears more in female utterance, and minimal responses are baallance between female and male. Then, female occupies the intimacy or collaborative communication and male occupies the independency competitive communication, there does not seem to be a distinguishable difference with respect to the usage of language by male and female to make use of the code to maintain conversation.

Keyword: Mixed Sex Conversation, EFL Classroom, Sociolinguistic Perspective.



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RATIFICATION

This thesis which is entitled "EXPLORING MIXED SEX CONVERSATION IN EFL CLASSROOM: A SOCIOLINGUISTIC PERSPECTIVE" written by Nafila El Sa'idah, student number 14121320248, has been examined on 09 August 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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APPENDICES



CHAPTER I INTRODUCTION

Chapter one of the research is going to describe outlines research background, formulation of problem, research question, limitation of research, aims of research, usefulness of research, theoretical foundation, previous research, and research methodology. Research methodology consists of objective of research, place and time, method of research, source and type of data, instrument, technique of collecting data and technique of data analysis. This chapter is orientation of next chapter especially theoretical foundation. Introduction is as an opening of this research which consists all things related to this research before result is discussed.

1.1 Background Of The Problem

Sociolinguistics is branch of linguistics that is crucial for communication in society. It studies language in social area. Wray, Trott, Bloomer, and Shirley (2001: 88) demonstrate “sociolinguistics studies the relationship between language and society”. The sociolinguistics is main studies of linguistic. “Sociolinguistics has become thriving area within sociolinguistics since the 1960’s and there are now numerous subareas within it” (Wray, Trott, Bloomer, and Shirley, 2001: 88). So, sociolinguistics really need to create good of communication within society.

People live in social need communication each other. The language of social (Sociolinguistics) becomes a bridge for communication. The position of language in social of human life is strongly essential. (Wardough, 2006:1) defines that “a *language* is what the members of a particular society speak”. It is clear that language is involving in society. It is for their door of communication that will open the interaction of speaking each other. It should be emphasize that language in society is learned in sociolinguistics.



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Communication is not only running in large social but it can run in a little social. It is in classroom. There are two kinds of sex that are commonly in EFL classroom. They are man and woman. They speak differently. Wardaugh State that “differences in voice quality may be accentuated by beliefs about what male and female should sound like when they talk, and any differences in verbal skills may be explained in great part through differences in upbringing”. (Wardaugh, 2006: 316-317). It is clear that male and woman cannot speak the same. The differences may cause the ideology. “It simply was and still is true that male dominate public talk, and not just in village-level politics, and not just in non-Western societies. Even if this talk has been influenced backstage by female, whatever is accomplished by its production, in activities conceptualized as public ideologically, male are talking and female aren't” (Holmes and Meyerhoff, 2003:274).

There are some researches that have been conducted. The first, Stratford (1998) conducted research in exploring the nature of interruptions in therapeutic conversations in this light. Drawing upon two recent studies of therapists' interruptions, the researcher provided some preliminary ideas for consideration by therapists, clinical supervisors and researchers. The second, Zhang (2013) the researcher exploring the different conversational styles, way of speaking, topics, talk activeness and the intention of the conversation. The third, Lynh, Turner, Dindia, and Pearson (1995) The analysis uses the Kraemer-Jacklin (1979) statistic to isolate and test the effects of sex of subject, sex of partner, and their interaction while controlling for between partner correlation.

1.2 Research Formulation

1.2.1 Identification Of The Problem

The phenomaleon appears from researcher's own experience in senior high school, where students are using English on Monday, Tuesday, and Wednesday. So, we have three days for using English and we practice it in daily activity on those day. Also, the researcher met people in different



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town, culture, background, and gender. When the researcher learnt English conversation in EFL classroom the researcher found the differences of language. In the time, the teacher instructed students to practice speaking English by acting out drama, Imam was prefer to make drama script than involving in drama performance. Then, when she (another student) tried to ask him to involve in the drama “we are one group, all group should play in this session” he said “I have involved in this drama, let Enok acts as a boy”. Involving that she meant is asked him to act as an actor but he thought that he had involved by making the script.

The case comes from in the classroom, when male and woman speak differently. Wray, Trott, Bloomer, and Shirley (2001: 146) state that “female are far less domineering in conversation and tend to favour cooperative or supportive participation, female use more politeness strategies than male”. There are four problems appear. First, the female often use politeness expression than male. Second, the female look powerful in speaking. Third, Female are more communicative than male. Four, different perception when male and female conversation.

1.2.2 The Field Of The Research

The field of the research is sociolinguistics, in which the language that uses in society. Wardaugh (2006: 11) demonstrates that “sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistics research have emanated from determining the social evaluation of linguistic variants. It is clear that sociolinguistics is the study that is still valuable to be conducted in a research. The part of sociolinguistics in this research include language and gender, the further research will observe how the differences between male and female conversation. Officially, language is a code for human being in doing communication. The complexity is more complex in a differences language between different gender of human being. So that, with this field,



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researcher will find out how mixed sex conversation is running in EFL Classroom.

1.2.3 The Main Problem

The main problem of the research is when someone in different gender speak in a time, there are so many misunderstandings or misscommunications, are running. Tannen (1990: 06) states that “some female fear, with justification, that any observation of gender differences will be heard as implying that it is female who are different from the standard, which is whatever male are. The male is seen as normative, the female as departing from the norm”. It may cause from some factors that they have. Social, environment, family, culture, etc. So, the further research will find out what are the characteristics of male and female communication and what are differences that is looked from amount words of talking time, turn taking, standard form of language, repair, tag question, and minimal responses. Next, collaborative and competitive communication that occupy in mixed sex conversation.

1.3 The Limitation Of The Research

People see a conversation between male and female is superficial and commonly. So, the researcher aims the research “Exploring Mixed Sex Conversation in EFL Classroom: A Sociolinguistics Perspective” to demonstrate the different characteristics of male-female conversation, it focuses on amount words of talking time, turn taking, standard form of language, repair, tag question, and minimal responses of male-female in EFL learners’ perspective while they are talking in mixed sex conversation.

As a sociolinguistics studies, this research will analyzes natural conversation of students EFL Classroom, based on language and gender discussion of sociolinguistics. Then, collaborative and competitive communication will be explored in this research.



1.4 The Questions Of The Research

The investigation that will be conducted is formulated by following research question such as:

1. What are the characteristics of mixed sex conversation in EFL classroom?
2. How do collaborative communication and competitive communication occupy in mixed sex conversation?

1.5 The Aims Of The Research

The aims of this researcher are:

1. To find out the characteristics of mixed sex conversation in EFL Classroom
2. To find out how collaborative communication and competitive communication occupy in mixed sex conversation.

1.6 The Usefulness Of The Research

Theoretically, this study adds the understanding of different conversation style male and female. Especially, the result of the research is to inform the teacher to understand the differences which can give the direction for teacher to determine the media of English learning in order to pursue a balance of active interaction in the classroom.

Practically, this study is to influence student-teacher conversation in applying the strategy of learning to get a great learning. Then, student-student can interact communicatively each other. Beside that, the result of this research is be able to be consideration of English Teaching to look teacher's performance in pursuing a ballance of active interaction among students in the classroom. So, it can be notion to make others progressif in English Teaching by taking note of this research.



1.7 Theoretical Foundation

The researcher attempts to explore mixed sex conversation in EFL Classroom: A sociolinguistics perspective. The researcher will discuss socioinguistic, conversation and conversation analysis, gender, Speech of Female and Male, Intimacy and independency, adjacency pairs, and repairs.

1.7.1 Sociolinguisticss

Sociolinguisticss is vital for daily life to study language of society. “Sociolinguistics the study of our everyday lives – how language works in ourcasual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language” (Wardough and Fuller, 2015: 1). “Sociolinguisticss is concernedwith investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languagefunction in communication” (Wardough and Fuller, 2015: 15).

Wardough (2015: 10)The possible relationships have long intrigued investigators. Indeed, if we look back at the history of linguistics it is rare to find investigations of any language which are entirely cut off from concurrent investigations of the history of that language, or of its regional and/or social distributions, or of its relationship to objects, ideas, events, and actual speakers and listeners in the ‘real’ world. That is one of the reasons why a number of linguists have found Chomsky’s asocial view of linguistic theorizing to be a rather sterile type of activity, since it explicitly rejects any concern for the relationship between a language and those who use it.

Next, Wardough (2015: 10)social theorists, particularly sociologists, attempt to understand how societies are structured and how people manage to live together. To do so, they use such concepts as ‘identity,’ ‘power,’ ‘class,’ ‘status,’ ‘solidarity,’ ‘accommodation,’ ‘face,’ ‘gender,’ ‘politeness,’ etc. According to Wardough and Fuller in their book *an introduction to*



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sociolinguistics; seventh ed (2015) the sociolinguistics studies discourse analysis (conversation analysis, interactional sociolinguistics and critical discourse analysis), sociolinguistics and social justice (language, gender, and sexuality), and also sociolinguistics and education. But, this research focuses only to gender in sociolinguistics field.

1.7.2 Conversation and Conversation Analysis.

Conversation is part of human life. People use a conversation to communicate with other people. The conversation also is a way how people socialize in their daily life to share each other, inform each other, greeting each other and other things that connect from one to another. Liddicoat states “Conversation is one of the most prevalent uses of human language. All human being engage in conversational interaction and human society. Conversation is the way in which people socialize, develop and sustain their relationships with each other” (Liddicoat, 2007)

The conversation is running through spoken interaction, and it has particular theory of spoken interaction. Brian states that “the approach to the analysis of spoken interactions known as conversation analysis (CA) developed from work carried out by Harvey Sack, Gail Jefferson and Emanuel Schegloff in the early 1960s at the university of California. CA originated in the field of sociology and started with the examination of the telephone calls made to the los Angeles Suicide Prevention Centre” (Paltridge, 2000: 83)

Liddicoat, (2007: 06) Conversation analysis, as the name of an approach to studying talk in interaction, is in some ways a misnomer for the approach, as the focus of conversation analysis is actually much larger than conversation as it is usually understood. Conversation analysts do not see an inherent distinction between the formal and the informal, the everyday and the institutional; rather they see talk in interaction as a social process which is



deployed to realize and understand the social situations in which talk is used.

Conversation analysis is also a study of interaction. According to Liddicoat (2007: 6-7) Conversation analysis studies the organization and orderliness of social interaction. In order to do this, it begins with an assumption that the conduct, including talk, of everyday life is produced as sensible and meaningful. A fundamental assumption of such a programme of research is that in engaging in talk, participants are engaging in socially organized interaction. Human talk is a form of action, and is understood as action by participants in the interaction. This talk is presented and understood as meaningful because participants share the same procedures for designing and interpreting talk. Conversation analysis seeks to understand these shared procedures which participants in an interaction use to produce and recognize meaningful action.

1.7.3 Gender and Sex

Gender play role in social. Wardaugh (2006) says “gender, although based on sex categories, is culturally constructed. What is considered to be masculine or feminine differs from one society to another. (Wardaugh, 2006:313) So, gender is affected social around the individuals’ life.

The point of departure for gender studies is (or was) the critique of the assumption of binary sexuality, the presupposition that the differentiation between the two 'sexes' is a natural fact, 'evidently' represented in the body. The feminist movement criticized not this assumed biological, binary concept of sex but the frequently accepted biological determination of culturally conditioned traits as 'gender-typical qualities'. Here, above all, feminists criticized those traits employed in justifying the unequal and unjust treatment of female (Wodak, 1997: 2)

The British sociologist Anthony Giddens defines 'sex' as 'biological or anatomical differences between male and female', whereas 'gender'



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'concerns the psychological, social and cultural differences between males and females' (Wodak, 1997: 2). On the basis of these characterizations, it seems relatively easy to distinguish between the two categories. However, the definitions miss the level of perception and attribution, the way gender stereotypes often influence the interaction of self- and other assessment. It generally characterizes male and thus defines masculinity; or likewise, that there is one set of traits for female which defines femininity. Such an unitary model of sexual character is a familiar part of sexual ideology and serves to reify inequality between male and female in our society. It also makes possible numerous sociobiological explanations relating neurological facts with linguistic behaviour. Both femininity and masculinity vary and understanding their context-dependent variety is regarded as central to the psychology of gender. He argues also that, since masculinity and femininity coexist in the same person, they should be seen not as polar natural opposites but as separate dimensions. 'Femininity and masculinity are not essences: they are ways of living certain relationships. Gender categories thus are seen as social constructs. They institutionalize cultural and social statuses and they serve to make male dominance over female appear natural (Wodak, 1997:3).

However, the current vogue is to use *gender* rather than *sex* as the cover word for the various topics discussed in this chapter and I have therefore adopted it here. Sex is to a very large extent biologically determined whereas gender is a social construct involving the whole gamut of genetic, psychological, social, and cultural differences between males and females (Wardaugh, 2006:315).

Most feminist researchers would concur, for example, that gender dynamics deal with more than mere surface differences in female's and male's speech; they are about power constructions of gender (Wodak, 1997:38). Gender is also something we cannot avoid; it is part of the way in



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which societies are ordered around us, with each society doing that ordering differently (Wardough, 2006:315).

1.7.4 Speech Of Female and Male

Different speech happens in speech of male and female. “In performances of gender, speakers draw on ideologies about what it means to be a man or a woman; for instance, female may give each other compliments on their appearance, while male exchange ritual insults, speech acts which draw on stereotypes of female seeking solidarity and male constructing hierarchy in conversation” (Wardough, 2006: 313). There are many characteristics of male-female conversation.

Many theorists, both feminists and anti-feminists, have attempted to prove that female speak in a different way from male (note again that male are the norm and female defined in relation to them); female’s speech is thus seen as a deviation from the norm: the human, i.e. the male (Mills, 1995:34). Next, Lakoff and Spender characterize female’s speech as more hesitant, less fluent, less logical, less assertive than male’s speech. Female, in their view, are more silent, interrupt less frequently than male, use tag-questions and modal verbs more than male, use cooperative strategies in conversations rather than competitive ones, and so on (Mills, 1995:34). More recent work by feminist linguists such as Deborah Cameron (1985) and Jennifer Coates (1986) has shown that in the sort of research just mentioned, feminists simply followed the ground-rules laid down by male linguists before them. They implicitly accepted that research into sex difference should try to prove that female are, in fact, inadequate males. Cameron says: ‘Many sex difference studies are simply elaborate justifications of female subordination’ (Cameron 1985: 50).

The findings of many of these studies have since been questioned; it would seem that these researchers simply concentrated on data which confirmed their preconceptions and ignored evidence which suggested that



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male speech also contains elements of hesitancy, deference and irrationality. Another important flaw in this type of research is that where specifically female elements can be identified in speech, they will usually be classified negatively. Thus, Peter Trudgill, based on his work analysing dialect usage in a working-class community in East Anglia, asserts that British working-class female attempt to use language elements from a higher class position than their own and can therefore be classified as essentially conservative in their speech habits; working-class males, however, maintain dialect-use more and attain 'covert prestige' through this usage (Trudgill in Mills, 1995:34).

Here the interesting factor is that male language-use is classified in a positive way and female usage is classified negatively. In Madagascar, however, where the male are seen as linguistically conservative, conservatism magically transforms into a positive quality. Deborah Cameron suggests that in many sociolinguistics studies, sexism is operating at the level of hypothesis formation and at the level of interpretation of the results . In this type of linguistic analysis, phallogentrism is clearly at work, whereby male speech is considered to be positive or the norm and female's speech is classified as deviant. This is analogous to the situation which obtains in the analysis of female's writing (Mills, 1995:34).

Next, the differences appear from phonological side. Phonological differences between the speech of male and female have been noted in a variety of languages. In Gros Ventre, an Amerindian language of the northeast United States, female have palatalized velar stops where male have palatalized dental stops, e.g., female *kjatsa* 'bread' and male *djatsa*. When a female speaker of Gros Ventre quotes a male, she attributes female pronunciations to him, and when a male quotes a female, he attributes male pronunciations to her.



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Moreover, any use of female pronunciations by males is likely to be regarded as a sign of effeminacy. In a northeast Asian language, Yukaghir, both female and children have /ts/ and /dz/ where male have /tj/ and /dj/. Old people of *both* genders have a corresponding /ʎj/ and /jj/. Therefore, the difference is not only genderrelated, but also age-graded. Consequently, in his lifetime a male goes through the progression of /ts/, /tj/, and /ʎj/, and /dz/, /dj/, and /jj/, and a female has a corresponding /ts/ and /ʎj/, and /dz/ and /jj/. In Bengali male often substitute /l/ for initial /n/; female, children, and the uneducated do not do this. Likewise, in a Siberian language, Chukchi, male, but not female, often drop /n/ and /t/ when they occur between vowels, e.g., female *nitvaqenat* and male *nitvaqaat*. In Montreal many more male than female do not pronounce the *l* in the pronouns *sil* and *elle*. Schoolgirls in Scotland apparently pronounce the *t* in words like *water* and *got* more often than schoolboys, who prefer to substitute a glottal stop (Wardaugh, 2006:318).

Haas (1944) observed (in Wardaugh, 2006:318) that in Koasati, an Amerindian language spoken in southwestern Louisiana, among other gender-linked differences, male often pronounced an *s* at the end of verbs but female did not, e.g., male *lakáws* 'he is lifting it' and female *lakáw*. What was interesting was that this kind of pronunciation appeared to be dying out, because younger female and girls do not use these forms. That older speakers recognized the distinction as gender-based is apparent from the fact that female teach their sons to use the male forms and male narrating stories in which female speak employ female forms in reporting their words.

According to Wardaugh (2006: 318). This practice is in direct contrast to the aforementioned situation in Gros Ventre, where there is no such changeover in reporting or quoting. There is also a very interesting example from English of a woman being advised to speak more like a man in order to fill a position previously filled only by male. Margaret Thatcher was told



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that her voice did not match her position as British Prime Minister: she sounded too ‘shrill.’ She was advised to lower the pitch of her voice, diminish its range, and speak more slowly, and thereby adopt an authoritative, almost monotonous delivery to make herself heard. She was successful to the extent that her new speaking style became a kind of trademark, one either well-liked by her admirers or detested by her opponents (Wardough, 2006:318). Then, In the area of morphology and vocabulary, many of the studies have focused on English. In a paper which, although it is largely intuitive, anecdotal, and personal in nature, is nevertheless challenging and interesting, Lakoff (1973), claims that female use color words like *mauve*, *beige*, *aquamarine*, *lavender*, and *magenta* but most male do not. She also maintains that adjectives such as *adorable*, *charming*, *divine*, *lovely*, and *sweet* are also commonly used by female but only very rarely by male.

According to Wardough (2006: 319) female are also said to have their own vocabulary for emphasizing certain effects on them, words and expressions such as *so good*, *such fun*, *exquisite*, *lovely*, *divine*, *precious*, *adorable*, *darling*, and *fantastic*. Furthermore, the English language makes certain distinctions of a gender-based kind, e.g., *actor–actress*, *waiter–waitress*, and *master–mistress*. Some of these distinctions are reinforced by entrenched patterns of usage and semantic development. For example, *master* and *mistress* have developed quite different ranges of use and meaning, so that whereas Joan can be described as *Fred’s mistress*, Fred cannot be described as *Joan’s master*. Other pairs of words which reflect similar differentiation are *boy–girl*, *man–woman*, *gentleman–lady*, *bachelor–spinster*, and even *widower–widow*. In the last case, whereas you can say ‘She’s Fred’s widow,’ you cannot say ‘He’s Sally’s widower.’ Lakoff cites numerous examples and clearly establishes her point that ‘equivalent’ words referring to male and female do have quite different associations in English. A particularly telling example is the difference



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between ‘He’s a professional’ and ‘She’s a professional.’ Other investigators have documented the same phenomenon in other languages, for example in French uses of *garçon* and *fille*. One of the consequences of such work is that there is now a greater awareness in some parts of the community that subtle, and sometimes not so subtle, distinctions are made in the vocabulary choice used to describe male and female.

Consequently, we can understand why there is a frequent insistence that neutral words be used as much as possible, as in describing occupations e.g., *chairperson*, *letter carrier*, *salesclerk*, and *actor* (as in ‘She’s an actor’). If language tends to reflect social structure and social structure is changing, so that judgeships, surgical appointments, nursing positions, and primary school teaching assignments are just as likely to be held by female as male (or by male as female), such changes might be expected to follow inevitably. This kind of work does two things: it draws our attention to existing inequities, and it encourages us to make the necessary changes by establishing new categorizations (e.g., *Ms*), and suggesting modifications for old terms (e.g., changing *policeman* to *police officer* and *chairman* to *chairperson*). However, there is still considerable doubt that changing *waitress* to either *waiter* or *waitperson* or describing Nicole Kidman as an actor rather than as an actress indicates a real shift in sexist attitudes. Reviewing the evidence, (Romaine, 1999:312–13) concludes that ‘attitude toward gender equality did not match language usage. Those who had adopted more gender-inclusive language did not necessarily have a more liberal view of gender inequities in language (Wardaugh, 2006:319).

Then, still other gender-linked differences are said to exist. Female and male may have different paralinguistic systems and move and gesture differently. The suggestion has been made that these often require female to appear to be submissive to male. Female are also often named, titled, and addressed differently from male. Female are more likely than male to be addressed by their first names when everything else is equal, or, if not by



first names, by such terms as *lady, miss, or dear*, and even *baby* or *babe*. Female are said to be subject to a wider range of address terms than male, and male are more familiar with them than with other male. Female are also said not to employ the profanities and obscenities male use, or, if they do, use them in different circumstances or are judged differently for using them. (However, the successful American television series ‘Sex and the City’ might seriously challenge that idea!) Female are also sometimes required to be silent in situations in which male may speak. Among the Araucanian Indians of Chile, male are encouraged to talk on all occasions, but the ideal wife is silent in the presence of her husband, and at gatherings where male are present she should talk only in a whisper, if she talks at all (Wardaugh, 2006:322).

Wardaugh, (2006: 322). In setting out a list of what she calls ‘sociolinguistics universal tendencies,’ Holmes (1998) does offer some testable claims. There are five of these:

1. Female and male develop different patterns of language use.
2. Female tend to focus on the affective functions of an interaction more often than male do.
3. Female tend to use linguistic devices that stress solidarity more often than male do.
4. Female tend to interact in ways which will maintain and increase solidarity, while (especially in formal contexts) male tend to interact in ways which will maintain and increase their power and status.
5. Female are stylistically more flexible than male.

Then Also, further studies on language and gender and even before examining the procedures and results of this study, a brief review of the literature with respect to male’s and female’s speech will also be mentioned in this paper.



1.7.5 Differences in Male's and Female's Speech

1.7.5.1 General Comments

The issue of female interacting differently from male has been discussed for hundreds of years. However, feminist movements in the 1960s realized that language was one of the instruments of female oppression by males. As a matter of fact, language not only reflected a patriarchal system but also emphasized male supremacy over female. Most of the works analyzing language were to do mostly with male language production. Labov's works (1972a, 1972b), for instance, described mostly the speech of male. However, other linguists, such as the ones cited below, started to become interested in observable differences in language production depending on the sex of the speakers.

1.7.5.2 Female Talk More/ Less Than Male

According to Cameron and Coates (1985), the amount we talk is influenced by who we are with and what we are doing. They also add that if we aggregate a large number of studies, it will be observed that there is little difference between the amount male and female talk. On the one hand, in a recent study, Dr. Brizendine (1994) states that female talk three times as much as male. On the other hand, Drass (1986), in an experiment on gender identity in conversation dyads found that male speak more than female.

1.7.5.3 Female Break The 'Rules' Of Turn-Taking Less Than Male

Studies in the area of language and gender often make use of two models or paradigms - that of dominance and that of difference. The first is associated with Dale Spender (1980), Pamela Fishman (1980), Don Zimmerman and Candace West (1975), while the second is associated with Deborah Tannen (1984). Dominance can be



attributed to the fact that in mixed-sex conversations, male are more likely to interrupt than female. It uses a fairly old study of a small sample of conversations, recorded by Don Zimmerman and Candace West at the Santa Barbara campus of the University of California in 1975. The subjects of the recording were white, middle class and under 35. Zimmerman and West produce in evidence 31 segments of conversation. They report that in 11 conversations between male and female, male used 46 interruptions, but female only two. The difference theory was also summarized in Tannen's book *You just don't understand* (1990) in an article in which she represents male and female language use in a series of six contrasts:

- Status vs. Support

This claims that male grow up in a world in which conversation is competitive - they seek to achieve the upper hand or to prevent others from dominating them. For female, however, talking is often a way to gain confirmation and support for their ideas. Male see the world as a place where people try to gain status and keep it. Female see the world as "a network of connections seeking support and consensus".

- Independence vs. Intimacy

In general, female often think in terms of closeness and support, and struggle to preserve intimacy. Male, concerned with status, tend to focus more on independence. These traits can lead female and male to starkly different views of the same situation.

- Advice vs. Understanding

Deborah Tannen claims that, to many male a complaint is a challenge to find a solution:

"When my mother tells my father she doesn't feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his reaction. Like many male, he is focused on what he can do, whereas she wants sympathy." (Tannen 1984:180)



- Information vs. Feelings

Culturally and historically speaking, male's concerns were seen as more important than those of female, but today this situation may be reversed so that the giving of information and brevity of speech are considered of less value than sharing of emotions and elaboration.

- Orders vs. Proposals

It is claimed that female often suggest that people do things in indirect ways - "let's", "why don't we?" or "wouldn't it be good, if we...?" Male may use, and prefer to hear, a direct imperative.

- Conflict vs. Compromise

This situation can be clearly observed in work-situations where a management decision seems unattractive - male will often resist it vocally, while female may appear to accede, but complain subsequently. In fact, this is a broad generalization - and for every one of Deborah Tannen's oppositions, we will know of male and female who are exceptions to the norm.

1.7.5.4 Female Use More Standard Forms Than Male

In the literature, Trudgill (1972) found a kind of sex differentiation for speakers of urban British English. His study demonstrated that "female informants"... use forms associated with the prestige standard more frequently than male". His study also discovered that male speakers place a high value on working class nonstandard speech. He offers several possible reasons for the finding that female are more likely to use forms considered correct: (1) The subordinate position of female in English and American societies makes it "more necessary for female to secure their social status linguistically"; and (2) while male can be rated socially on what they do, female may be rated primarily on how they appear - so their speech is more important. As for American literature, research has not



shown a noticeable difference in terms of the usage of standard forms by male and female.

1.7.5.5 Female's Speech is Less Direct/ Assertive Than Male's

In 1975, Robin Lakoff published an influential account of female's language in her book entitled *Language and Woman's Place*. In another article she published a set of basic assumptions about what marks the language of female. Among them she made some claims that female:

- Hedge: using phrases like “sort of”, “kind of”, “it seems like”, etc.
- Use (super)polite forms: “Would you mind...”, “I'd appreciate it if...”, “...if you don't mind”.
- Use tag questions: “You're going to dinner, aren't you?”
- Speak in italics: intonational emphasis equal to underlining words - so, very, quite.
- Use empty adjectives: divine, lovely, adorable, and so on
- Use hypercorrect grammar and pronunciation: English prestige grammar and clear enunciation.
- Use direct quotation: male paraphrase more often.
- Have a special lexicon: female use more words for things like colors, male for sports.
- Use question intonation in declarative statements: female make declarative statements into questions by raising the pitch of their voice at the end of a statement, expressing uncertainty. For example, “What school do you attend? Eton College?”
- Use “wh-” imperatives: (such as, “Why don't you open the door?”)



- Overuse qualifiers: (for example, “I think that...”)
- Apologize more: (for instance, “I’m sorry, but I think that...”)
- Use modal constructions: (such as can, would, should, ought “Should we turn up the heat?”)
- Avoid coarse language or expletives
- Use indirect commands and requests: (for example, “My, isn't it cold in here?” - really a request to turn the heat on or close a window)
- Use more intensifiers: especially so and very (for instance, “I am so glad you came!”)
- Lack a sense of humor: female do not tell jokes well and often don't understand the punch line of jokes.(Lakoff, 1975:45-79)

Holmes (2001) and O’Barr and Atkins (1998) have both constructed similar lists of Lakoff’s work on “female’s language”. As can be noted, some of these statemalets are easier to verify by investigation and observation than others. It is easy to count the frequency with which tag questions or modal verbs occur.

However, Lakoff's remark about humor is much harder to quantify - some critics might reply that notions of humor differ between male and female. In their study, O’ Barr and Atkins (1980) looked into courtroom cases and witnesses' speech. Their findings challenge Lakoff's view of female's language. Doing some research in what they describe as “powerless language”, they show that language differences are based on situation-specific authority or power and not gender.

It is also evident that there may be social contexts where female are (for other reasons) more or less the same as those who lack



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power. As a matter of fact, this is a far more limited claim than that made by Dale Spender (1980), who identifies power with a male patriarchal order - the theory of dominance. As a result of their study, O'Barr and Atkins (1980) concluded that the quoted speech patterns were neither characteristic of all female nor limited only to female.

Therefore, the female who used the lowest frequency of female's language traits had an unusually high status (according to the researchers). They were well-educated professionals with middle class backgrounds. A corresponding pattern was noted among the male who spoke with a low frequency of female's language traits. O'Barr and Atkins tried to emphasize that a powerful position might derive from either social standing in the larger society and/or status accorded by the court.

1.7.6 Intimacy and Independency

Intimacy and independence are keys of connection people in social. Tannen (1990:10) "Intimacy is key in a world of connection where individuals negotiate complex networks of friendship, minimize differences, try to reach consensus, and avoid the appearance of superiority, which would highlight differences. In a world of status, independence is key, because a primary means of establishing status is to tell others what to do, and taking orders is a marker of low status". Tannen states that "If female speak and hear a language of connection and intimacy, while male speak and hear a language of status and independence, then communication between male and female can be like cross-cultural communication, prey to a clash of conversational styles" (Tannen, 1990: 18). If intimacy says, "We're close and the same," and independence says, "We're separate and different". So, the female applied intimacy more than male and the male applied independence more than female.



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Tannen points out in the publication *You just don't Understand* (1992) that women use conversation and communication to build relationships and for purposes of cooperation and collaboration. Men, on the other hand, use conversation and communication to show dominance, to protect themselves from others and generally seem to view conversation as a contest, a struggle, in order to preserve independence and avoid failure (1992:24-25). In conversation many strategies are used. Depending on how these strategies are used by participants during a conversation it is shown whether they are cooperative or competitive. There are some strategies which have a more central function than others in conversation, and these are minimal responses, interruptions and overlaps.

According to Tannen (1990: 11) Communication is a continual balancing act, juggling the conflicting needs for intimacy and independence. To survive in the world, we have to act in concert with others, but to survive as ourselves, rather than simply as cogs in a wheel, we have to act alone. In some ways, all people are the same: We all eat and sleep and drink and laugh and cough, and often we eat, and laugh at, the same things. But in some ways, each person is different, and individuals' differing wants and preferences may conflict with each other. Offered the same menu, people make different choices. And if there is cake for dessert, there is a chance one person may get a larger piece than another--and an even greater chance that one will think the other's piece is larger, whether it is or not.

If intimacy says, "We're close and the same," and independence says, "We're separate and different," it is easy to see that intimacy and independence dovetail with connection and status. The essential 16 element of connection is symmetry: People are the same, feeling equally close to each other. The essential element of status is asymmetry: People are not the same; they are differently placed in a hierarchy Tannen (1990: 11).



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This duality is particularly clear in expressions of sympathy or concern, which are all potentially ambiguous. They can be interpreted either symmetrically, as evidence of fellow feeling among equals, or asymmetrically, offered by someone one-up to someone one-down. Asking if an unemployed person has found a job, if a couple have succeeded in conceiving the child they crave, or whether an untenured professor expects to get tenure can be meant--and interpreted, regardless of how it is meant--as an expression of human connection by a person who understands and cares, or as a reminder of weakness from someone who is better off and knows it, and hence as condescending. The latter view of sympathy seems self-evident to many men. For example, a handicapped mountain climber named Tom Whittaker, who leads groups of disabled people on outdoor expeditions, remarked, "You can't feel sympathetic for someone you admire"--a statement that struck me as not true at all.

Next, Tannen (1990: 11) The symmetry of connection is what creates community: If two people are struggling for closeness, they are both struggling for the same thing. And the asymmetry of status is what creates contest: Two people can't both have the upper hand, so negotiation for status is inherently adversarial.

According to Startfod (1998) the categories of speech event

| Code | Definition |
|------------------|--|
| Vocalized pauses | “ah”, “er”, “um”, etc. |
| Number of word | number of complete words |
| Questions | a sentence with an interrogative form |
| Intensifier | intensity word of the following sentence “so”,etc. |
| Justifier | is evidence of reason given for a statemalet. |
| Agreemalet | direct statemalet of agreemalet |



1.7.7 Adjacency Pairs, and Repair.

Antony J Liddicoat (2007: 106) states that “In conversation we notice that many turns at talk occur as pairs. Agreeing is conventionally followed by another greeting, a farewell by a farewell, a question by an answer. Schegloff and Sacks (1973) called these sorts of paired utterances *adjacency pairs* and these adjacency pairs are the basic unit on which sequences in conversation are built. Adjacency pairs have a number of core features which can be used by way of a preliminary definition. They (1) consist of two turns (2) by different speakers, (3) which are placed next to each other in their basic minimal form, (4) which are ordered and (5) which are differentiated into pair types”.

For example (Brian Paltridge, 2000: 87)

| | |
|-------------|-------------------------|
| A: Greeting | Hello |
| B: Greeting | hi |
| A: Farewell | Ok, see ya |
| B: Farewell | So long |
| A: Question | is that what you mmean? |
| B: Answer | yes |

It can be emphasized that adjacency pairs are the utterances from second speaker that relate to the utterances of the first speaker.

Then, repair refers to an utterance that is followed by corrected utterance. Brian paltridge (2000: 95) says “an important strategy speakers use in spoken interaction is repair. That is, the way speakers correct things that have been said in a conversation. This is often done through self repairs and other repairs. For example, we might correct what we have said (self repair) as in:



A : I'm going to the movies tomorrow.... I mean, the opera

Or the other person might repair what we have said (other repair):

A : I'm going to that restaurant we went to last week you know the Italian one in Brunswick Street.

B : you mean Lygon Street don't you?

A : yeah. That's right Lygon Street

Antony J Liddicoat (2007:173) In combination, these possibilities allow for four types of repair:

- *Self-initiated self-repair*, in which the speaker of the repairable item both indicates a problem in the talk and resolves the problem.
- *Self-initiated other-repair*, in which the speaker of the repairable item indicates a problem in the talk, but the recipient resolves the problem.
- *Other-initiated self-repair*, in which the recipient of the repairable item indicates a problem in the talk and the speaker resolves the problem.
- *Other-initiated other-repair*, in which the recipient of the repairable item both indicates a problem in the talk and resolves the problem.

1.8 Literature Review

Startford (1998) conducted investigation about interruption in mixed sex conversation. In this conversations male more likely to interrupt female than female interrupt male. This research use introspective method of qualitative research. This is not much attention of others characteristic in conversation except interruption like the coming research. The coming research will conduct the research of the intimacy and the independency of learning and also how gender influences classroom interaction.

Furthermore, Zhang (2013) which use analytic method of qualitative research reports that different conversation style male and female. Include the



way of speaking, topics and talkativeness and intention of conversation. First, the ways of speaking reports that female tend to speak in a polite, indirect and affective way, while male speak in a blunt, rough and direct way. Female tend to use more tag questions (*Mary is here, isn't she?*) and hedges (kind of, sort of, somehow). They also use more question intonation patterns in declarative sentences than male do. Second, topics and talkativeness Female like to talk about their families, feelings, personal experiences, food and clothes. Gossiping Male, however, have quite different topics when they are together. Politics, for business, sports are often what they care about. For talkativeness, female are more talkativeness than male. However, the number of studies demolished mix sex conversation globally. In contrast, this study focuses on EFL learners' characteristic when they learn in the classroom. It will be more attention to the interaction of EFL learner's. How students are different gender interact each other in the classroom. Lynh, Turner, Dindia, and Pearson (1995) who use method of this research is qualitative research, which use statistic of Kraemer Jacklin (1979) statistic. Coding system also was applied in this research reported the confirmation the importance of using a methodology that enables us to test the separate effects of sex of subject, sex of partner and their interaction. It is not much attention to focus on how male-female in intimacy and independency.

1.9 The Methodology Of The Research

1.9.1 The Objective Of The Research

The objective of the research to find out the exploration mixed sex conversation in EFL Classroom: a sociolinguistics perspective.

1.9.2 Place and Time Of The Research

This study will be taken in MA Al-Ishlah because it is appropriate to be investigated. Students of MA Al-Ishlah Cirebon are variety. They come from the different town, culture, background, sex and gender. It is effectively to be investigated. Then, they have schedule for English day on



Thursday, Saturday, and Sunday. The conversation time is held in a whole those three days, and in the morning they performed any kinds of English performance, individually and group, such as drama, telling poem, story telling, English singing, and speech. After that, every single conversation that is talked in those three days are using English. The schedule have run from the first time they got in to that school. So, MA AL ISLAH facilitates student to develop English skill in daily life and it is appropriate with the research that investigates.

Then, this study will be conducted in three months. Two month for observation, it include three weeks for taking the record of mixed sex conversation, three weeks for observation in the classroom, two weeks for interview, a month for analyzing data of record from document analysis, interview and observation. Finally, a month for writing the report of research.

| No | Time of conducted research | Activities |
|----|---|--|
| 1. | 14 th January-14 th of March 2016 | The researcher observes the participants' (male-female) conversation in around by using record tape, |
| 2. | 14 th March-16 th May 2016 | The researcher transcript the conversation that have been recorded. |
| 3. | 16 th May -29 ^{nt} of June 2016 | The researcher analyze the result of videotape in the classroom |
| 4. | 01 st June-11 st of August 2016 | The researcher analyzes the data and The researcher writes down the result of observation, and document (record) analysis. |



So, this research is begun from April till July, the time will be flexible for faster research.

1.9.3 The Method Of The Research

This study is qualitative research, “Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data” (Ary, et al., 2010: 29). Then, this research investigates a natural phenomenon of mixed sex conversation in EFL Classroom. It is an ethnography qualitative research.

“Ethnography is an in-depth study of naturally occurring behavior within a culture or social group. Social scientists sometimes call ethnography field research because it is conducted in a natural setting or “field.” The researcher observes group behavior as it occurs naturally in the setting, without any simulation or imposed structure. Ethnography requires a variety of data-gathering procedures, such as prolonged observation of the setting, interviewing members of the culture, and studying documents and artifacts. Researchers interpret the data in the context of the situation in which they gathered the data” (Ary, et al., 2010: 30).

The researcher will do an observation Creswell (2002) “Likewise, with the use of various observation methods, extended descriptions of cultural behaviour, knowledge and artifacts can be obtained”. To answer of research question of this research, researcher will provide the research subject. They are students of MA Al Ishlah Cirebon.

1.9.4 The Source Of Data

The source of data in this research will be taken from informal conversation, it will be from foreign language learner’s speaking. It will be from students with their friends. From the differences the researcher will need Research Subjects in the study are 6 students (3 males and 3 females)



of 11th of MA Al Ishlah. It is because they have practiced to speak English from a year ago, so they are in fluent level of speaking. So, the researcher will be easy to get the characteristics of male and female conversation

1.9.5 The Instrument Of The Research

The instrument of collecting data is the researcher her self. “The primary instrument used for data collection in qualitative research is the researcher him- or herself” (Ary, et al., 2010: 421).

1.9.6 The Technique Of Collecting Data

1.9.6.1 Observation

Alwasilah (2000) argues that this technique (observation) will possibly bring the researcher to conclude about respondent’s view, event, phenomaleon, or process that is observing.

1.9.6.2 Interview

Alwasilah (2000) explained that interview is used to collect information that is not available in observation. So, interview will be done by the researcher to collect the data.

1.9.6.3 Document Analysis

The document that researcher uses is recording. According to Alwasilah (2000) in qualitative research states that documentation analysis is to understand categorization of respondent. Document and record are used in this coming research. Alwasilah (2000) demonstrates that document is every single note or every single videotape that provides to prove reader an event of research. Whereas, record includes note evidence, letter, diary, journal, etc.



1.9.6.4 Documentation

The reseracher needs some documents to support the result of observation. Documentation is searching data from the documentation such as book and journal, book and the other source (Arikuntoro, 2002: 206) in this research the researcher using documentation such as journal, book and the other sourcer.

1.9.7 Technique Of Analyzing Data

1.9.7.1 Writing Memo

Note field and the result of observation or interview should be written in the memo and when researcher has idea in every single time it is importance to make memo. According to Alwasilah (2000) by writing the memo researcher could develop the thinking. At the momalet researcher actually begins analyzing data.

1.9.7.2 Coding

Coding is to help researcher in some cases such as

- To identify phenomaleon easily
- To make easy in counting frequency of phenomaleon appearance
- Code frequency appearance shows inclination finding
- Help researcher in arranging categorization and sub-categorization.



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The examples of Some codes that will be used are

| | | | |
|-------------------------|--|------|--------------------------------|
| C1-C30 | : Conversation 1 – Conversation 30 | VP | : Vocalized Pause |
| M | : Male | SFOL | : Standard Form of Language |
| FM | : Female | Its | : Intensifier |
| 5 th Jan'16 | : 05 th January 2016 | TQ | : Tag Question |
| 8 th Feb'16 | : 08 th February 2016 | PF | : Polite Forms |
| 17 th Mrc'16 | : 17 th March 2016 | R | : Repair |
| IR | : Interruption | AP | : Adjacency Pairs |
| SS/O | : Simultaneous Speech/ Overlapping | MR | : Minimal Responses |
| DA | : Directness & Assertiveness | In | : Intimacy |
| | | Id | : Independency |

1.9.7.3 Analytic Files

Researcher will classify the file by file. Alwasilah (2000) states that Analytic files make reference to file processing data analytically when the researcher is collecting data. The researcher obviously classify file by file. For example, interview question file, respondent file, and place or surface files.



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