GENDER INEQUALITY: IRF PATTERN IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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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2015 M/1436 H

ABSTRACT

Risma Liyana Ulfa. 14111310058. Gender Inequality: IRF Pattern in English as a Foreign Language Classroom

This study is intended to: 1) find out teacher talk to students with different gender, 2) find out communication among students with different gender. Focus of study is focusing on language and gender which includes in sociolinguistics area. This research uses descriptive qualitative by using two techniques such as observation and interview which participants are a male teacher and around 39 students in a classroom. Also, the instruments of research are: 1) observational protocol, and 2) interview protocol.

The result shows that IRF pattern of male teacher talk to male students such as elicit (43%), inform (14%), re-initiation 1 (14%), listing (14%) and reinforce (14%). It is different from IRF pattern which also made according to male teacher and female students (FS) even they have 5 of 9 patterns such as elicit (64%), inform (4%), direct (18%), re-initiation 1 (9%) and reinforce (5%).

There are 16 data of students talk with different gender. Then, researcher found that female students are more dominance than male students. Female students have 68% while male students have 32%. It is agreed by male teacher that he talked more to female than male because the amount of female students are more than male student. So, gender inequality happens not only happen because amount of female students which much more than male but also the place where the person was arisen, sensitiveness, and who the person that made them comfortable to speak. Male students said they more comfortable with same gendered while female students is the opposite. They are comfortable with male because of logical thinking that male has and keeping female secret.

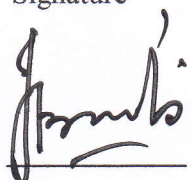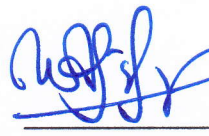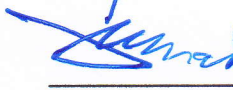Keywords: Gender, Inequality, IRF pattern, Female Dominance
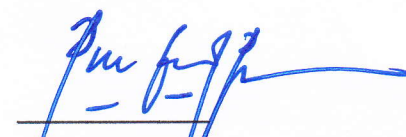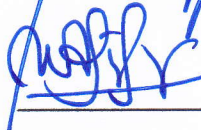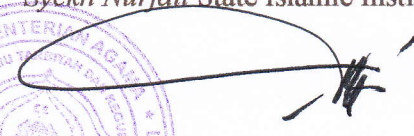
RATIFICATION

This thesis which entitled "**GENDER INEQUALITY: IRF PATTERN IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM**" written by Risma Liyana Ulfa student number 14111310058 has been examined on 10th June 2015. It has been accepted by the board examiners. It has been recognized as one of 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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CHAPTER 1
INTRODUCTION

This chapter consists of several subtopics such as researcher's background to do the research, focus of the study which concern about language and gender, the aims of the research, significance of research both theoretically and practically, previous studies, theoretical foundation, research method and research system.

1.1 Research Background

Sociolinguistic focuses on the relationship between language and society (Trudgil, in Wray and Bloomer, 2006:92). It has several topics that can be researched such as language and gender, accents and dialects of English, and history of English. The starting point from the researcher is language and gender. Language and gender are important because it can not be separated from social construction and Wardaugh (2006:316) states that "gender is also something we can not avoid; it is a part of the way in which societies are ordered around us."

Gender is a key component of identity (Wardaugh, 2006:316). In exploring gender inequality as not simple as we think because both teachers and students seem do not care about it because they think that gender refers only as female and male. In fact, gender is a social property: something acquired or constructed through your relationships with others and through an individual adherence to certain cultural norms and proscriptions (Meyerhoff, 2006:202). Also, gender is a social construct involving the whole gamut of genetic, psychological, social, cultural differences between males and females. Wodak says that gender is 'not…a pool of attributes "possessed" by a person, but…something a person "does." (in Wardaugh, 2006:315).

Our world is changing very fast, thus challenge individuals in a variety of discipline the ways in which changes in language use are linked to wider social and cultural processes (Bumela, 2014). Talking about language, it may refer to men or women who made interaction with their society. In this particular context is an educational institution, when teacher and students talk differs from normal

setting (Männynsalo, 2008). Ochs (in Schiffrin et al., 2001:557) who posits that ways of speaking are associated with stances that are in turn associated with women and men in a given culture. Thus, ways of speaking "index gender".

In the last few years, the attention that has been paid to gender bias has been too little (Constantinou, in Männynsalo, 2008:4). This research investigates gender inequality in English as foreign language classroom (EFL). It is very important for us to define how gender inequality is constructed in EFL classroom whether as teachers or students. If gender inequality affects teaching-learning process especially when males are more dominant, females will be quiet because they feel discriminative in the classroom; do not have the same chance to speak and etc (Sunderland, 1998). So, does gender inequality indicate gender-related pattern of teacher talk to their students? Also, do students talk among others with gender inequality?

In such a view, gender must be learned anew in each generation. Cameron (in Wardaugh, 2006:316) states that view in a slightly different way:

> Men and women…are members of cultures in which a large amount of discourse about gender is constantly circulating. They do not only learn, and then mechanically reproduce, ways of speaking 'appropriate' to their own sex; they learn a much broader set of gendered meanings that attach in rather complex ways to different ways of speaking, and they produce their own behavior in the light of these meanings…

There are several literatures about language and gender which should be addressed in EFL classroom, especially in teacher-student interaction. Bernat and Lloyd (2007) said relating gender on language learning is premature, the difference may appear culturally and their limitations are contextual and institutional constraints. While in other literature, Duran (2006) reveals that interactions both males and females are imbalance; female had low self-esteem, and teacher showed inequality that favored boys.

The main activities in EFL classroom is facilitating interaction (Xiao-yan, 2006) – usually via IRF structure (teacher's initiate; students' respond; teachers' feedback). There are many research had been done in order to prove whether male or female more active in EFL Classroom, their interaction, and how teachers give feedback. Furthermore Holmes (1989) found in Australia and New Zealand, male

students both responded more to the teacher questions and asked more questions themselves.

Also, Astiti (2012) focuses on types of teachers talk, showed that teacher more dominance to speak in the classroom and she claimed that 75% of teacher talk was effective in the classroom. Several researchers had shown that male become dominance such as Hassakhah and Zamir (2013:8-9) state that teachers unaware of initiating talk equally, while Mannysalo (2008) reveal that men ask more questions, and Yepez says (in Hassakhah and Zamir, 2013:2) when men dominance could obstruct and harm knowledge acquisition for males and females. In contrary of those related reviews, an educational folklore believes a controversial statement had been stated "female are better learners than male" which less proven and reference but female also can be disadvantaged (Sunderland, 1991:89).

As the consequence of being inspired by research which conducted by Hassakhah and Zamir (2013). So, researcher has to find the differences between Indonesian and Iranian context. The differences are our country has four main languages use such as regional, national, variants of Indonesian and as a foreign languages with over 660 distinct languages exist in Indonesia (Lie, 2007:2); while Iran has 78 distinct languages (http://www.ethnologue.com/country/IR, retrieved 21 January 2015); classroom interaction between Iranian teachers' and students are affected by teacher's attitudes and expectations from gender, so that, teachers adapt their behavior, expectations, and teaching style based on students gender.

Three major themes that can be researched in gender inequality in EFL classroom (Sunderland, 1992) such as: English language, materials (grammars, textbooks, dictionaries, and teacher guides), and processes (learning styles and strategies, and teacher-learner and learner-learner interaction). There is a missing link among those literatures, which has connection to this particular topic. When people talk about teacher interactions, it should be linked with among student interactions. So, based on the gaps of review literatures above, researcher will focus on gender inequality in English as foreign language classroom as processes in teacher-student interaction and student-student interaction.

Sunderland (1992:88-89) says that teachers interaction consist of selection (who asks/answers a question? Who demonstrates), varying level of difficulty of questions by gender, and employing double standards for, for example, error identification and treatment, presentation of written work and acceptable classroom behavior. These may be neither intentional nor recognized, by either teacher or students. Also, inequality which happened between students to students can be found when they learned each other by grouping or pairing work.

The purpose of this research is only focusing on exploring gender inequality as sociolinguistic discourse analysis on IRF pattern (Initiation-Respond-Feedback) which other review literatures did not talk much about this and researcher only found a previous research in Indonesian context which had done in Bali (Astiti, 2012) which focuses on types of teacher talk in general and it was not sufficient enough to be claimed teacher talk is effective in the classroom. Researcher does not analyze their teacher selection, varying level of questions, acceptable behavior, turn-taking and coherence in teacher and student interaction.

1.2 Focus of the Study

Sociolinguistics which relate to language and gender area has several sub topics such as gender variable in linguistics research, attitudes towards male and female language, gender differences in accents and dialects, differences in conversation and style language use, gay language, explanations of difference, language and sexism, gender-differentiated language in first-language acquisition, language, gender and education (Wray and Bloomer, 2006).

In relation to language, gender and education which Sunderland (1992) concerns with three major themes that can be researched in gender inequality in EFL classroom (Sunderland, 1992) such as: English language, materials (grammars, textbooks, dictionaries, and teacher guides), and processes (learning styles and strategies, and teacher-learner and learner-learner interaction).

So, researcher will analyze teacher-student interactions of male teacher and among students communication with different gender, differences and similarities between them in the context of a college level especially in English

Department of IAIN Syekh Nurjati Cirebon by using **IRF pattern** (Initiation-Respond-Feedback) (Mercer, 2010 & Sinclair and Coulthard, 1992).

1.3 Research Questions

This research has several formulations in order to define gender inequality in EFL classroom which in case in English Department of IAIN Syekh Nurjati Cirebon:

1. How does teacher talk to students with different gender?
2. How do students talk with different gender?

1.4 Aims of Research

The aims of research are:

1. To find out teacher talk to students with different gender;
2. To find out the among students talk with different gender.

1.5 Significance of Research

1. **Theoretically**

   a) The result of this research is expected to make people understand gender inequality in teaching-learning process

   b) The result of this research will make a bridge between teacher talk and student talk in order not to discourage amount of population in the classroom

   c) The result of this research can be used as a reference for further research which relates to gender inequality in EFL classroom especially in teaching-learning process

2. **Practically**

   a) For teacher

   This result will make teacher readdress what they should do in the classroom in order to avoid females are being discriminated by giving the same chance to speak and interact each others.

b) For student

If this research is successful, researcher hopes that they will not some considerations who really closer friend is whether it females or males as long as they can discuss something each other.

c) For further research

The result of this research is expected to give valid data about how gender inequality in EFL classroom especially in English Department of IAIN Syekh Nurjati Cirebon.

1.6 Theoretical Foundation

1.6.1 Defining Gender

Ridgeway (2011:4) says that gender is similar to race because it gives and a form of a classification according to person's membership in a particular social group or category, such as males and females. Gender is not about someone's positions in an organization or institution (Ridgeway, 2011:9).

Talking about gender is more complicated rather than its chromosomes whether female or male, because gender is a social property: something acquired or constructed through your relationships with others and through an individual adherence to certain cultural norms and proscriptions (Meyerhoff, 2006:202). Also, gender is a social construct involving the whole gamut of genetic, psychological, social, cultural differences between males and females. Wodak says that gender is 'not…a pool of attributes "possessed" by a person, but…something a person "does." (in Wardaugh, 2006:315).

Shapiro (in McElhiny, 2003:22) says that he have to be careful to use term sex and gender. He uses 'sex' in term of biological differences between males and females while 'gender' when he was referring to social, cultural, psychological constructs that are 'imposed' upon these biological differences. Because people different from one language to another, one culture to another, in the way in which they order experience and action.

According to Meyerhoff (2006:202) because gender is something that people acquires through social relationship so that in particular research every

person has different way to interact each other. In a matter of educational setting, gender view is relatively different even people talk men are quite than women because the assumption of women are being talkative. It should be readdress in Indonesian context whether males or females that more dominance in the classroom, and how teacher talk pattern during teaching-learning process. So, gender means something can be gained through social interactions apart from a set of positions in an organization or institution whether males or females in a particular setting. Also, it can be seen from the language use and socio-cultural background.

1.6.2 Gender in EFL Classroom

Gender refers to the differences role males and females which are shaped, made and constructed by society and can change dynamically (Ampera, 2012:232). It relates to the role of each biological different between males and females in society. When 1970s, societies in western country showed that male lead in social, political, law and science. Meanwhile females were being undervalued and did not have chance to speak in public area. The role of females at that time viewed as nurtured while males were superior. Thus, most of feminists tried to have the same opportunities as males did.

> "Commonly teachers said that they treat students in the same way. However, in the reality gender bias occurs when people create assumptions based on behaviors, abilities or preferences. Also, occurs within subject areas and school activities according to their gender" (Scantlebury, 2009).

However, teaching and learning in the classroom is not always going as teacher wants to. Sometimes, when they said that he or she treated students equally the reality does not make them equal. People in the society are always linking the way how students are being masculine or feminine as they ought to. For some subjects, male students are still leading their dominance in mathematics and sciences. The reason because girls success due to hard work meanwhile males are naturally better learner and it is their talent (Scantlebury, 2009).

Teacher unconsciousness to gender bias towards students can affect students motivation and learner engagement in the classroom. Many researchers explore the major of language and gender with vary topics in order to find out inequalities both males and females such as different speaking styles, books, and children literacy (Swann, in Holmes and Meyerhoff, 2003: 625). In educational setting, Sunderland (1992) states that gender in EFL classroom consist of three mains area: language itself, materials and processes. In the context of EFL, viewing gender is very complicated because the nature of their speaking is not only using English language. Both teachers and students are involving to interact with bilingual. Even it is complicated and relative few, researchers who analyze gender as a part of interaction still have desire to capture what is going on in the classroom (Mannysalo, 2008 & Xiao-yan, 2006).

Sunderland (1992:88-89) says that teachers interaction consist of selection (who asks/answers a question? Who demonstrates), varying level of difficulty of questions by gender, and employing double standards for, for example, error identification and treatment, presentation of written work and acceptable classroom behavior. These may be neither intentional nor recognized, by either teacher or students. Also, inequality which happened between students to students can be found when they learned each other by grouping or pairing work.

1.6.3 Classroom Discourse: IRF Pattern

Discourse analysis refers to the study of how language-in-use is affected by the context of its use. In the classroom, context can range from the talk within a lesson, to a student's entire lifetime of socialization, to the history of the institution of schooling (Rymes, 2008:12). Classroom discourse analysis is an aspect of classroom process research, which is one way for teachers to monitor both the quantity and quality of students' output (Yu, 2009:152). However, the "context" for classroom discourse analysis also extends beyond the classroom, and within different components of classroom talk, to include any context that affects what is said and how it is interpreted in the classroom. In this view, discourse means language in the context which is put in social situations, not the

more idealized and abstracted linguistic forms that are central concern of much linguistic theory (Bucholtz, in Holmes and Meyerhoff, 2003:44).

There is no precise definition about an ideal definition about discourse analysis (Mercer, 2010). Then, Classroom Discourse Analysis could be paraphrased as "looking at language-in-use in a classroom context (with the understanding that this context is influenced also by multiple social contexts beyond and within the classroom) to understand how context and talk are influencing each other (Rymes, 2008: 17)." While Canada and Pringle (in Rashidi and Rafieerad, 2010:93-120) found that gender had a role to play in the interaction patterns between teachers and students in *mixed-gender* classrooms where males express their opinions more than females do.

In the classroom discourse analysis there are three dimension of language in use that context affect each other (Rymes, 2008: 31-32).

1) Social context—the social factors outside the immediate interaction that influence how words function in that interaction.
2) Interactional context— the sequential or other patterns of talk within an interaction that influence what we can and cannot say, and how others interpret it within classroom discourse.
3) Individual agency— the influence an individual can have on how words are used and interpreted in an interaction.

According to Sinclair and Coulthard (in Mannysalo, 2008:22) interaction has its characteristic classroom interaction which consists of an initiation, following by respond from pupils and feedback to the pupils from teachers. They have modeled system of analysis with different types of ranking of discourse which well-known as IRF-structure. It is based on teaching exchange with the elements of initiation, response and feedback. The structure is also classified as opening, answering and follow- up.
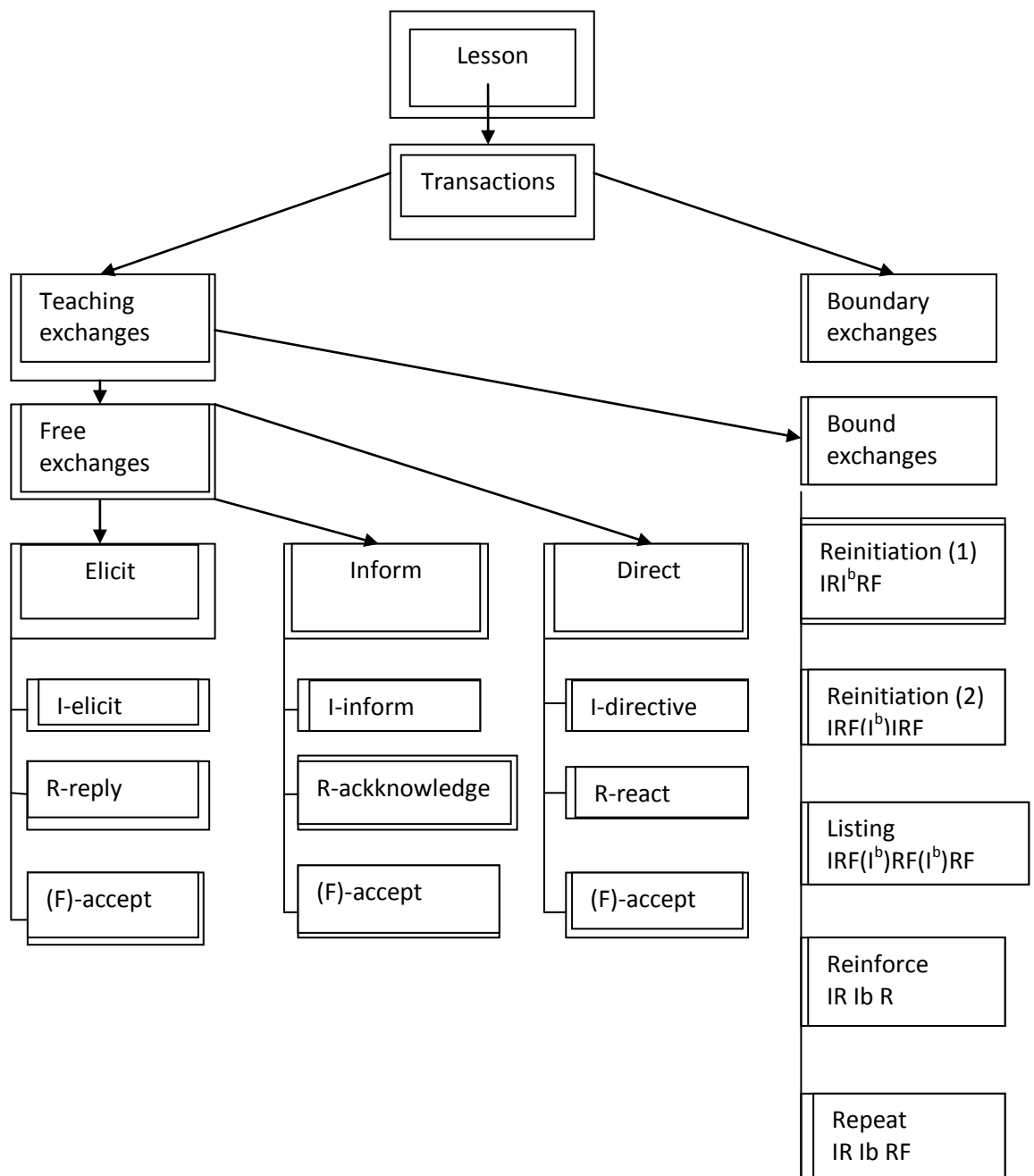
Figure 1: Sinclair and Coulthard's IRF Model (Atkins, 2001)

The function of boundary exchange is signaling beginning or end of what teacher starts a step in a lesson while teaching exchanges are the individual steps by which lesson progresses. Boundary consists of two exchanges moves: **framing** and **focusing** (Coulthard, 1992). Often the two occur together, the framing move frequently occurs on its own while focusing move does so on rarely. Then,

teaching exchanges have two subcategorized: six **free exchanges** and five are **bound**.

1. Free exchanges

The six free exchanges are divided into four groups according to function, and two of the groups are subdivided according to teacher or pupil initiates, because there are different structural possibilities. Six free exchanges are divided into four main functions: informing, directing, eliciting, and checking and they are notable by the type of act which realizes the head of the initiating move, informative, directive, elicitation and check respectively.

Each exchange type is given a number and a useful label and the characteristic structure is noted. The structure is expressed in terms of Initiation (I), Response (R) and Feedback (F); moves are coded across the page with three main columns for Opening, Answering and Follow-up, while the narrow columns give the move structure in terms of acts (Coulthard, 1992).

a) Teacher inform

This exchange is used when teacher is passing on facts, opinions, ideas, and new information to the students. Students may, but usually they do not directly give verbal response to teacher initiation. Thus the structure is I(R).

b) Teacher direct

This category covers all exchanges intended to students do what teacher says. Feedback is not an essential element of this structure even it frequently occurs. So, the structure is IR(F).

c) Teacher elicit

This category is intended to give verbal contributions from students. The elicit exchanges occur in the classroom have a different function from most occurring outside. Generally, when people ask a question, people do not know the answer or rarely teacher does not know the right answer and students become annoyed. So, this is the reason why feedback is very essential in eliciting exchanges in the classroom. Then, this structure is F.

d) Students elicit

In the classroom students are rarely have question. When they have a question, they have to get attention and ask permission to speak from teacher. The prominent different between teacher and students elicit that there is no feedback. So, the structure is IR.

e) Students inform

Rarely students offer information which they think is relevant or interesting. They usually have comments as well. Then, the structure is IF.

f) Check

Sometimes, teacher wants to check what students have understand during the lesson whether they can follow the instruction or hear what teacher say in the learning process. Thus, the structure is IR(F).

2. Bound exchanges

The bound exchanges have function is set because they either have no initiating move or having an initiation without a head which minimally serves to restate the head of preceding free initiation but simply consist of nomination, prompt, and clue. From five bound exchanges, four exchanges belong to teacher elicit and one is belong to teacher direct.

a) Re-initiation (i)

When teacher have no student responses to an elicitation, teacher tries to re-initiate students by giving another or same question. So, the structure is IRI^bRF where I^b is a bound initiation.

b) Re-initiation (ii)

When students give wrong answer, teacher can stay with a student that they gave a question or round the right answer or stay with the same question. The structure is $IRF(I^b)RF$.

c) Listing

Sometimes, teacher wants to make sure that some students will know the answer of the question or giving multiple questions. The structure is $IRF(I^b)RF(I^b)RF$.

d) Reinforce

Bound exchanges occur when teacher give students instruction but one of the student is slow or does not really understand what teacher means. The structure is IRI^{b}R.

e) Repeat

In some cases both teacher and student need several times to repeat sentences because unclear statement or people do not really hear what speaker's means. So, teacher or students can repeat it. This structure is IRI^{b}RF.

1.7 Previous Studies

The first previous studies, Bernat and Lloyd (2007) investigated 155 female and 107 male about beliefs in relation to language learning and gender in Macquarie University. The data had shown they have similar belief about language learning which one item is being marginalized. They said relating gender on language learning is premature, the difference may appear culturally and their limitations are contextual and institutional constraints. While in other literature, Duran (2006) researched that interactions both males and females are imbalance; the crucial point from its literature showed female had unconfidently to talk within interaction and teacher showed inequality that favored boys. Duran suggests a further research about the lack of teacher awareness of preferential since institutions and language use within them are powerful of gender inequality.

The main activities in EFL classroom is facilitating interaction (Xiao-yan, 2006) – usually via IRF structure (teacher's initiate; students' respond; teachers' feedback) and this study is done in China. The results are teacher talk has important role to language input and learners are happy when they have a chance to speak to. The lack of the research is used a small data. She recommends a further research of taking a large scale, other aspects of teacher talk, and efforts to reinforce a more general mode of teacher awareness toward teacher talk.

Also, Astiti (2012) focuses on types of teachers talk, showed that teacher more dominance to speak in the classroom and she claimed that 75% of teacher talk was effective in the classroom. She did the research in SMKN 1 Denpasar.

Several researchers had shown that male become dominance such as Hassakhah and Zamir (2013:8-9) state that teachers unaware of initiating talk equally, while Mannysalo (2008) reveal that men ask more questions, and Yepez says (in Hassakhah and Zamir, 2013:2) when men dominance could obstruct and harm knowledge acquisition for males and females. Furthermore Holmes (1989) found in Australia and New Zealand, male students both responded more to the teacher questions and asked more questions themselves. In contrary of those related reviews, a controversial statement had been stated "female are better learners than male" which less proven and reference. At the same time female also can be disadvantaged (Sunderland, 1991:89).

Male dominance or female dominance has not been explored in Indonesian context. So, the difference of this research is trying to expand a clear point of view and make a bridge to comprehend among teacher and student interaction and student to student interaction based on IRF pattern, similarities and differences of teacher talk and student talk with different gender. Also, this research has different subjects, contexts, and characteristics which will be researched in English Department of IAIN Syekh Nurjati Cirebon.

1.8 Research Method

This part will tell about the objective of research, place and time that will be spent to finish this thesis, research design which will be used by researcher, and participants which involve in this research.

1.8.1 The Objective of Research

The objective of research, generally to explore "Gender Inequality in English as a Foreign Language Classroom (Qualitative Study in English Education Department). Because a classroom may represent different pattern of gender inequality even male teacher has give the same chance for students to speak or to give their opinion about materials which are given by their teachers.

1.8.2 Place and Time of Research

The place of this research is English Department of IAIN Syekh Nurjati Cirebon because the reason of choosing this place because the phenomena may happen in our department and researcher wants to explore the difference between Iranian and Indonesian context especially for constructing gender inequality from each social background. Researcher takes listening and speaking 4 which is taught by a male teacher. Because researcher wants to find out the pattern of male teacher according to Classroom Discourse: IRF pattern in order to analyze gender inequality as a part of teacher and student interaction in an undergraduate level which has not explored yet in Indonesian context.

This research needs for about 11 weeks which starts from middle of February to the end of April to finish this research. First week for preparing all research stuffs such as camera, recorder, and observation sheet and interview protocol. Second week till fifth week, researcher has to do recordings and observations. Sixth week till eighth week, researcher has to do interviews with male teacher and students in listening and speaking 4. Meanwhile, from ninth to eleventh week, researcher will analyze the data for finishing this thesis.

1.8.3 Research Design

This research uses descriptive qualitative research. Because qualitative research which is based on descriptive data that does not use statistical procedures (Mackey and Gass, 2005:162). In general, because of the nature of qualitative research, the researcher has close contact with the participants. Qualitative researchers seek to create respectful and close relationships with participants that involve either active participation in the participants' daily activities or in depth learning about their lives through observations and interviews (Lodico, Spaulding, Voegtle, 2010). Three mains techniques of qualitative research such as observation, interview, include content analysis.

1.8.4 Participants

The participants of the research are male teacher who has qualification such as has postgraduate degree, has experienced teaching around 6 years, and

they can engage students activities in the classroom, having schedule and responsibility to teach 4th semester for about 40 students in a class which courses is listening and speaking 4. Delimitation of students as participants is taken from a classroom in order to be more focus on collecting the real data through multiple observation and interview.

1.9 Research System
1.9.1 Instrument of Research

Instrument of the research is researcher herself because person who knows better in the matter of gender inequality as a part of classroom discourse which adopted from Coulthard (1992). Theory which defines by both of them is using IRF pattern which had used also in China by Xiao-yan (2006).

1.9.2 Technique of Collecting Data

In this research is using two techniques of collecting data such as observation and interview. The data from this research is not simply to be done because researcher needs at least for people to record during the course begin which seat in each corner with 4 cameras. Besides that each researcher has to be scrupulous to take a note.

1.9.2.1 Observation

The best way to answer research question about how people take action or how people look is by observing (Fraenkel, Wallen & Hyun, 2012). Observation as a tool of research requires systematic and careful examination of the phenomena being studied (Lodico, Spaulding & Voegtle, 2010). Specifically, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information. In an observation, researcher wants to do a non-participant observation. Non-participant observation refers to researcher who does not involve directly. Researcher sits on a sideline and watches the participants. The observation will do in 8 meetings which two teachers has 4 meetings per each observation.

Things that involve in this research are teacher-student interaction which consists of two teachers who have fulfilled the qualification has been stated at the

point of participants. Also, student-student interaction according to gender view which generally divided into groups, similarities pattern of male and female students talk, differences of male and female students talk. This research is using field notes and recordings which can be seen in Appendix 1 (Lodico, Spaulding & Voegtel, 2010).

These are following key features of observation adopted from Lodico, Spaulding & Voegtle (2010):

- An explanation of the physical setting. This is an overall physical description of the space. For example, in a classroom, this description includes the number of desks, the teacher's work station, the number of students, whether or not there were computers and, if so, how many, and any other unique features the researcher feels should be noted.

- A description of the participants in the setting. Careful description of the participants includes not only who is in the setting but also why they might be there and what their roles might be. In addition, any relevant demographic information should be included.

- Individual and group activities and group interactions. The researcher should observe the activities the participants are engaging in. What is going on in the setting? Are there rules that are being followed? Special note should be made of the activities that will help to answer the sub-questions.

- Participant conversation and nonverbal communication. Because qualitative data often include direct quotes, conversations should be observed in such a way as to note not only what is being said but also how it is being said.

- Researcher behavior. Because the researcher is part of the setting, careful attention must be paid to the influence the observer has on the behavior of the participants. Does the researcher's presence in any way influence what is occurring in the setting?

1.9.2.2 Interview

An interview is a conversation which intended to gain the purpose (Rossman & Tallis, in Lodico, Spaulding & Voegtle, 2010). Interviews can provide much more depth and explore more complex beliefs, knowledge, or

experiences than can a survey. The advantages of interview are: can be focus on small group, flexible, and data can be extended in depth information. Interview about teacher-student and student-student interaction as a part of gender inequality is used as secondary data. Interview protocol for teacher has six questions as first based question which can be extended depend on turn-taking in interviewing process while the students interview protocol has eight questions and can be extended depend on the context. Researcher uses semi-structured interview because it has two advantages: 1) gives interviewer degree of power and control more about the course of interview, and 2) it becomes more flexible (Nunan, 1992). Interview protocol can be seen in Appendix 2 which adapted from Lodico, Spaulding, Voegtle (2010).

These are several steps of qualitative research which adapted from Fraenkel, Wallen & Hyun (2012):

1) Identifying the phenomena

Before this research begin, the first thing that researcher have to do is identifying the phenomena which is interested to be investigated. Because this research is talking about gender inequality as a part of teacher and student interaction, so, the researcher try to look for the phenomena which may occur such as teacher to students interaction, students to students interaction, similarities interaction between male teacher and female teacher, differences among them and students to students interaction.

2) Identifying the participants

The participants in this research mean who will be observed or the subjects of the research. Then, the subjects of this research are two teachers, one is male and the one is female teacher, and around 40 students in a classroom.

3) Data collection

In qualitative research, there is "treatment" rather than collecting data through from observing people, events, and occurrences, often supplementing the observation with a depth interview of selected participants, documents and records based on the phenomena which chosen by researcher.

4) Data analysis

Analyzing data in a qualitative research essentially involves analyzing and synthesizing the information which researcher obtains from various sources (observation, interview, and content analysis) into a coherent description of what researcher has observed. Data analysis in qualitative research relies heavily in description even when certain statistics are calculated, it still to be described.

5) Interpretations and conclusions.

In qualitative research, interpretations are made continuously through out course of a study. Researcher has to formulate their interpretations as they go along. As a result, one finds the researcher's conclusions in a qualitative study more or less integrated with other steps in research process.

1.9.3 Technique of Data Analysis

Data analysis in qualitative research which adapted from Lodico, Spaulding & Voegtle (2010) has several steps such as:

- Prepare and organize the data

  The first step for qualitative researcher is making sure all the preparation in order to make easier data to be analyzed. It depends on time and resource available.

- Review and explore data

  Mostly qualitative researchers have their take notes during the research which means they ready to begin the process of reviewing data itself. They also do multiple reading for different purposes to capture what is going on during the research.

- Code data into categories

  The coding refers to taking steps the researcher takes identify, arrange, and systematize the ideas, concepts and categories uncovered in the data (Given, 2008). It is "inductive process" of data analysis which involves small pieces of information and abstracting a linkage between them (Lodico, Spaulding, & Voegtel, 2010: p.183). Steps of coding are and the coding tables which adapted from Lodico, Spaulding & Voegtel (2010) and Sinclair and Coulthard (1992) can be seen in Appendices:

> Select an interview or set of field notes to review.

> Review the data and think about ideas, behaviors, or other issues that seem important

> Highlight part of the data that relates to this idea and create a code word or phrase. Write the codes in the margin.

> Continue creating codes for the entire interview or field note.

> Make a list of all codes created for this data set.

- Construct thick descriptions of people, places, and activities

Thick description aims to have rich and detail of people, places, and events in the study in order to well represent data.

- Report and reported data

Writing the research data is the final step of qualitative data analysis. It includes researcher's interpretations of what do the data mean. In order to make reader enjoy read the report, most qualitative researchers use narrative manner.

Below an example of analyzing data in this research:

1	Elicit	I	M1.1	Why you come late?
		R	MS_1	Em.. I'm sorry, Sir. I…wake up late
		F	M1.2	Then, you should set alarm before you sleep. Don't come late again!

CHAPTER IV

CONCLUSION

4.1 Conclusion

From the discussion in two previous chapters, in the matter of gender inequality in English as a Foreign Language classroom in English Department of IAIN Syekh Nurjati Cirebon is quite unique. First, IRF pattern which was made according to male teacher (M1) with male students (MS) has 5 of 9 patterns such as elicit (43%), inform (14%), re-initiation 1 (14%), listing (14%) and reinforce (14%). It is different from IRF pattern which also made according to male teacher and female students (FS) even they have 5 of 9 patterns such as elicit (64%), inform (4%), direct (18%), re-initiation 1 (9%) and reinforce (5%).

Second, there are 16 data especially students with different gender during researcher collect the data. To find IRF pattern from students talk is a little bit difficult to be implemented in this classroom, so, researcher decides to make the data become natural. Then, in Chapter 3, in this case female students are more dominance than male students. Female students have percentage (68%) while male students have lesser than it which is about 32%. The dominance of female students is same as male teacher argument *'female is about 80%, so, that's why I initiates and talks more to them'*.

Besides that, One of gender bias that happened in the classroom is *"perempuan tuh….suka lebay-lebay gimana ya"*. The sentence indicates a gender bias because male teacher takes stances in his opinion that females are too much in expressing something. In the other side, it is not only females who can be too much in expressing something because males can do the same way.

On interview session, researcher concludes that male students more comfortable with same-gendered because even they give jokes to his friends, they will not be hurt but when they talks to female they have to be polite and use the right intonation because females are more sensitive. Also, they think that they will talk when they need. Meanwhile, female students more comfortable to speak with male because they feel male more logic than female, they give appropriate suggestion and can keep secret when they ask them not to talk to other.

Meanwhile, Duran (2006) had different result showed that an English teacher and eleventh grade students showed that teacher favored boys than females and female students become have low-self esteem because such indifference towards students. It happened when female students were disrespected by their male peers and teacher has less awareness of her attitudes towards gender and affect to female students as English language learner.

Also, Hassakhah and Zamir (2013) researched 20 teacher and 500 students in Iranian context. Then, they got result that even teachers said that they treated students equally and gave the same chance to speak but ironically that teacher-student interactions were shown to be 'overwhelmingly' male dominated. In relation male dominance, Mannysalo (2008) also observed that male students much more with teacher during the lessons than the girls did. Besides that probably teacher let the male students dominate the interaction. She had stated that male students had 145 turns while female students had only 17 turns which some of them are active while another students were waiting to be called in order to speak.

Therefore, the causes of gender inequality in English Education Department are the amount of female students much more than male students, teacher unconsciously favors to female and male students think that sometimes they will talk if they want to, male students sit on back line. Besides that, male students are more comfortable with same-gendered because no matter what the joke is, they will not easily hurt which is different from female students.

4.2 Suggestion

This study is hopefully can be benefit for further research that focuses on gender inequality in English as a foreign language classroom. However, this current study still has weaknesses such as lack of female teacher data which may be different from male teacher, limited time to conduct the research and limited resources that can be found for enriching the theory of IRF pattern itself.

Then, researcher hopes that teaching-learning process in this special case will be improved in order not to discourage students' motivation as English learners. Relation to gender inequality, researcher recommends for male students

to be more involved during discussion in the classroom and they can do learning as unity classmates who can learn and share their knowledge together without gender boundaries. Also, researcher hopes that male teacher will give same chance to initiates and talk to male students or may set the male students' seat in front chair in order to be more active.

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