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# **AN ANALYSIS OF GENDER BIASED OF STUDENTS' INTERACTION IN SPEAKING ENGLISH CLASSROOM**

**A THESIS**

**Submitted to the 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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## ABSTRACT

*AnisaQordonKhasanah, 1411131009. An Analysis of Gender Biased of Students' Interaction in Speaking English Classroom.*

As far as the gender factor and interaction between teachers and students is concerned, various studies indicate that males and females are treated differently by their teachers. As researcher interviewed some peoples recently, it seems that formulated gender biased which still occurred in learning process in the classroom activity. Regarding such phenomenon, the researcher interested and challenged to make an analysis of gender biased in the classroom. This research to get the result the factors cause gender biased occur in the speaking English class interaction.

The aim of the research are to find out how student in different gender participate in the speaking English class interaction, to find out who are most dominant in the speaking English class interaction between male and female and also to find out the factors cause one of gender (male or female) students most dominant in the speaking English class interaction.

The researcher takes from observation in speaking English classroom males and females student who learn English as a foreign language in English department at the college of education IAIN Syekh Nurjati Cirebon. This research observation in speaking and conversation 4 in one of 4<sup>th</sup> semester class, the class is PBI-B include to 29 students which consists of 9 males and 20 females student. This research applied descriptive qualitative method, to describe the situation, phenomenon depend on fact. Methods and techniques in three categories: observations, interviews and study of documents.

The result takes a finding that The most of students participation through interaction in speaking English classroom with non-verbal interaction and the reason students willingness to participate because having knowledge, interesting in the topic, lack of confidence and condition of the mood. All of males and females student do participation with equal way. Then, researcher found that female students are more dominant than male students. Female students more dominant because many female students ask and answer question and female students always have chance to take part in discussion. Researcher also found gender biased occurs in this class because male and female student a judgment one of gender is low. Gender biased looks through perspective between male and female student. Here, male and female students equal underestimated each other. And the factors are caused student more be dominant in the classroom has two factors there are student factors and social factors. Besides that, the lecturers said factor student can be dominant in their class have a four factors there are critical thinking, confident, having a knowledge and motivation.

**Keyword: Gender, Gender Biased, Speaking English Classroom Participation**



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## RATIFICATION

This thesis entitled “An Analysis of Gender Biased of Students’ Interaction in Speaking English Classroom” written by Anisa Qordon Khasanah, student number 14111310009 has been examined on 06<sup>th</sup> August 2015. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teaching Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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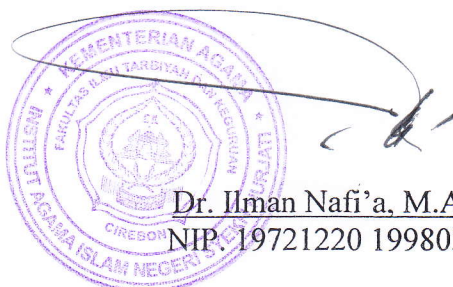
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## CHAPTER I

### INTRODUCTION

Chapter one outlines research background, formulation of problem, research questions, 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 from next chapter especially theoretical foundation. Introduction is like an opening of this research consists all things related to this research before discussing result.

#### 1.1 The background of the Problem

This research analyze of gender biased of student interaction in speaking English classroom. Interaction is not only running in a large social but can run in a little social, it is in the classroom. Interaction between teacher and students is important in the process of learning at the classroom. That is the most important manner to get a good communication between teacher and student in the classroom. “The way teacher talks to student the manner in which they interact with them” (Harmer, 2007: 37). During interaction in the classroom the main problem list on the first stage that is gender biased. As researcher interviewed some peoples recently, it seems that formulated gender biased which still occurred in learning process. It turns out that gender biased still occurred when people interacting in the activity of everyday. It is occurred phenomenon by our people. Especially, when students communicate and interaction in the classroom people still found gender biased.

People live in social environment need communication with each other, it also when people interaction. For communication, people use language. Language uses around society, it also in a small society like classroom. Language is the bridge instrument for communication. The position of language in social of human life is strongly important. According to Wardaugh (2006: 1), a language is what the members of particular society speak. It is clear that language involving in society. It is for their door of communication that will open the interaction of



speaking with each other. It should be emphasize that interaction in society is important.

Teacher and student do interaction when communication can be seen in the speaking class. Learning speaking is learning about communication and interaction with face to face. "Speaking is commonly performed in face to face interaction"(Widdowson, 1983: 58). A stated by Richard (2008: 19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Thus, speaking skill is important basic of language for communication that should mastery in the second-language or foreign language learners (ESL/EFL).Therefore, people can state that speaking is the important thing to communication.

In the classroom, there are two kinds of gender that is commonly in EFL classroom. The two genders are male and female. In our society, language and gender have relationship. "Language and gender have a potential relationship," (Holmes and Meyerhoof, 2003: 17). According to Graddol and Swann (1989: 2-3), in addition to linguistics, there are many authors studying language and gender, for example in the area of women's studies and sociology. However, studies on gender related to the interaction between a student and a teacher in the language classroom are relatively few. So that, the researcher tries to analyze the gender biased phenomenon as an important reference in studied of that language use as means of communication in the classroom.

When people talk about language and gender is related with sociolinguistic. A stated by Wardaugh (2006: 315), "sociolinguistic have relationship between the structures, vocabularies, and ways of using particular languages and the social roles of the men and women who speak these languages." Sociolinguistic is branch of linguistics that is crucial for communication in society. It studies language in social area. The sociolinguistics is the main studies of linguistic and gender is the part of linguistic. "Gender it was a technical term in linguistics," (Wardaugh, 2006: 315). Sociolinguistic is study about gender in particular linguistic variable. "Sociolinguistic as study "sex differences" between men and women of particular linguistic variable," (Bucholtz, 2002: 33).



As far as the gender factor and interaction between teachers and students is concerned, various studies indicate that males and females are treated differently by their teachers. Properly, male and female students at the classroom should receive same knowledge and experience. However, gender biased still found in learning process in the classroom activity. That is the indicator within schools and society become point to the fact that gender biased is found in learning activity. According to Sunderland (1992: 46), operate at different levels in English as a Foreign Language (EFL) classrooms: classroom materials, English language itself, and classroom processes that always interact within a particular political, sociolinguistic and educational context.

In the last few years, the attention that has been paid to gender biased has been too little (Constantinou, in Männynsalo, 2008: 4). This research investigate gender biased in speaking English classroom. It is very important for us to define how gender biased is constructed in speaking English classroom. If gender biased 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). 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 males.

In the classroom, men dominate talking and women do not especially when talking a different ideology. "It was and true that men dominate talking in village-level politics and in non-Western societies. In activities conceptualized as public ideologically, men dominate talking and women do not" (Holmes and Meyerhoof, 2003: 274). Besides that, Holmes (1989) found in Australia and New Zealand, male students both responded more to the teacher questions and asked more questions themselves. Some previous studies have also investigated the impact of gender on student class participation (Crombie et al., 2003; Megan, 2001 and Fritschner, 2000). In this research will show in different gender participation. Students participation in the class can be dominated by one gender will reduce the participation of the opposite gender. Megan (2001) means that male students most active when participate more than their female students.



Regarding such phenomenon, the researcher is interested and challenged to make an analysis of gender biased in the classroom. The researcher takes from observation in speaking English males and females student who learn English as a foreign language in English department at the college of education IAIN Syekh Nurjati Cirebon. Because, when researcher interviews some people and sees the fact, it seems that formulating gender biased which still found in learning process here. What is the factor gender biased found in students' interaction of speaking English classroom at IAIN Syekh Nurjati.

## 1.2 The Formulation of the Problem

### 1.2.1 The Field of the Research

The field of this research is sociolinguistic. Sociolinguistic 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). The researcher wants to conduct the research in gender biased, because gender biased is found in learning activity.

### 1.2.2 The Kinds of the Research

The researcher would like to mention the kind of the research when students interaction in speaking English classroom. Gender biased still occurred when people interacting in the activity of everyday. Especially, when students communicate and interaction in the classroom people still found gender biased.

Some students are unable to interaction with their teacher and friends have different way. Their also have a different chance to be active in speaking English classroom. This indicated gender biased occurs in the classroom by many factors. It is occurred phenomenon by our people.



### 1.2.3 The Main Problem of the Research

Based on the phenomenon above, the researcher takes the main of phenomenon; it is about factor causes gender biased occurs in speaking English classroom. As far as the gender factor and interaction between teachers and students is concerned. As the researcher know that gender biased is very important thing in learning process. Thus, the researcher will analyze the factor causes gender biased occurs in speaking English classroom.

### 1.2.4 The Limitation of the Research

To make this research not too broad for the researcher, it needs scope and limitation to limits the discussion. So, the researcher would like to limit the scope of the phenomenon, There are some limitations in this study, those are:

- 1) This study focuses on how student in different gender participate in the speaking English class interaction, who is the dominant in the speaking English class interaction between male and female and the factor cause one of gender (male or female) students most dominant in the speaking English class interaction.
- 2) The researcher only done observation and interview in the speaking English classroom about the process in classroom about participate and interaction between lecturer, male and female students.
- 3) The researcher takes the respondents of this study for three lecturers and four students of speaking class.

Finally, by determining those limitations, the study will be easier to knowing the factor causes gender biased in speaking English classroom at IAIN Syekh Nurjati, because the researcher found the phenomenon in this college.

## 1.3 The Question of the Research

Based on the background of the problem and the identification have described accordance with the research of *“An Analysis of Gender Biased of Students’ Interaction in Speaking English Classroom”*.

Therefore the questions of the problems are as follow:





- 1) How do students in different gender participate in the speaking English class interaction?
- 2) Between male and female students who is the most dominant in the speaking English class interaction?
- 3) What are the factors cause one of gender (male or female) students most dominant in the speaking English class interaction?

#### 1.4 The Aim of the research

The Aim of the research is the purposes of the study that will obtain regarding the question of the research. The purposes of the research are:

1. To find out how student in different gender participate in the speaking English class interaction.
2. To find out who are most dominant in the speaking English class interaction between male and female.
3. To find out the factors cause one of gender (male or female) students most dominant in the speaking English class interaction.

#### 1.5 Usefulness of the Research

##### 1) For the lecturer

This research results can be useful to give the example references to update the educational about gender in teaching-learning process, especially in speaking English classroom.

##### 2) For the student

This research result can be useful to give learnt more knowledge about gender.

##### 3) For the researcher

This research can enrich the understanding of gender and develop the researcher knowledge about the characteristics of classroom interaction.

##### 4) For the further researchers

The results can be used for the further researchers to continue the research can be references for them to accomplish their thesis.



## 1.6 Theoretical Foundation

The researcher attempts to describe gender biased in speaking interaction classroom. The researcher will discuss gender biased, speaking and classroom interaction in generally.

### 1.6.1 Definition of Gender

Gender is social construct. Wodak (1997: 13) means that gender study is 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. Wardhaugh (2006: 316) means that gender is also something we cannot avoid; it is part of the way in which societies are ordered around us, with each society doing that ordering differently. As Eckert and McConnell-Ginet (2003: 50) say: "The force of gender categories in society makes it impossible for us to move through our lives in a non gendered way and impossible not to behave in a way that brings out gendered behavior in others." Gender is a key component of identity.

According to Sunderland (1992: 81), the word "gender", in the foreign language teacher, usually only complaints about the use of he and sexism in textbooks. She suggests that there are other levels where gender operates and they include "language itself; and classroom processes, including learning processes, teacher-learner interaction, and learner-learner interaction".

According to Meyerhoff (2006:202) because gender is something that people acquires through social relationship so that in particular research 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 Differences between Gender and Sex

Gender and sex has different meaning, people said what is socially constructed is gender and can be more easily transformed than what is biological that is sex. Gender is also something we cannot avoided, it is part of the way in which societies are ordered around us, with each society doing that ordering differently. As Eckert and McConnell Ginnet (2003: 50) means “The force of gender categories in society makes it impossible for us to move through our lives in a non gendered way and impossible not to behave in a way that brings out gendered behavior in others”. Gender is a key component of identity.

Sex is to a very large extent biologically determined whereas gender is a social construct (but still one heavily grounded in sex, as we can see in recent publications that use the term “sexuality,” e.g., Kulick, 2003, and Cameron and Kulick, 2003) involving the whole all of genetic, psychological, social, and cultural differences between males and females. Gender is a concept that is more than only the biological differences between male and female.

### 1.6.3 Gender on Class Interaction

Since 1970s, 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). Male and female students participate can be realized by a variety of things, such as activeness of student in the classroom and obedient to norm of learning. The activeness of student in the classroom such as actively participating in the class, understanding explanation from teacher, asking and answering question and etc. in beside that obedient to norm of learn such as, doing task from teacher, arrive on time into the classroom, using appropriate clothing and etc.

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.

According to Hassakhah and Zamir (2013: 7) Teacher's beliefs and behavior in the classroom are most probably influenced by the dominant bias that exists in Iranian society. Actually, Iranian society assigns abilities and characteristics to individuals on the basis of their gender (Moghadam, 2004). For instance, men are identified as responsible, strong, independent, self-confident, aggressive, and successful, whereas women are described as passive, emotional, nurturing, and warm.

The power of the teacher's time and attention means that boys reap the benefits of a more intense educational climate. In the class student (girls and boys) have different character. Such as means by Mc Cormick (2005) "We need to look at the stories we are telling our students and children. Far too many of our classroom examples, story books, and texts describe a world in which boys and men are bright, curious, brave, inventive, and powerful, but girls and women are silent, passive, and invisible."

According to Freeman (1996) "gender issues have been studied in different academic arenas and from different perspectives. However, for the EFL field this is an area that has been scarcely explored. This report addresses the topic of gender from an exploratory point of view that examines teacher and students' discourse and interactions." Research in the area, as well as trends like critical pedagogy, have shown the need to adopt positions regarding the ways a social formation like gender is linked to questions of power and inequality. Therefore, it becomes important to understand how male and female students and teachers position themselves and each other through their interactions in the language classroom.





While, in the past few decades have seen an improvement in the treatment of female in classroom methods and curricular materials, it would be premature to issues of bias gender. Today, our girls and boys remain the victims of gender stereotypes in the text and recourse materials. They are confident that they treat all their students same. However, many teachers who analyze their own attitudes and behavior discover the subtle and pervasive nature of gender inequity in the classroom.

Besides that, according to Sadker (2004) said “Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations”. Boys and girls may have different experiences when they are at school. It can affect a variety of factors such as the level of participation in class and the achievement of learning outcomes. Social and cultural values and gender stereotypes can accidentally occur in the classroom. In the school look through interaction between teachers and students and among students when they doing learning process. Teaching approaches and methods used in teaching, assessing, and interact with students can make boys than girls as favorites.

Some previous studies have also investigated the impact of gender on student class participation (Crombie et al., 2003; Megan, 2001 and Fritschner, 2000). In this research will show in different gender participation. Students participation in the class can be dominated by one gender will reduce the participation of the opposite gender. Megan (2001) means that male students most active when participate more than their female students.

#### 1.6.4 Definition of Gender Biased

Gender biased is an insidious problem that causes very few people to stand up and take notice. Biased is “a predisposition or a preconceived opinion that prevents a person from impartially evaluating facts that have been presented for determination a prejudice” (Chaturvedi, 2010: 1). Come from Baron (2000: 188) said gender is the part of the self-concept that involves the identification of the individual as a male or female. In the other hand, Santrock (2003: 365) argued the terms of gender and sexual difference in terms of dimensions. Fill sex (gender) refers to the biological dimensions of a male and



female, while gender refers to the socio-cultural dimensions of a male and female.

The victims of this bias have been trained through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving. According to Sadker (1994) “Over the course of years the uneven distribution of teacher time, energy, attention, and talent, with boys getting the lion’s share, takes its toll on girls.” Teachers are generally unaware of their own biased teaching behaviors because they are simply teaching how they were taught and the subtle gender inequities found in teaching materials are often overlooked.

Girls and boys today are receiving separate and unequal educations due the gender socialization that takes place in our schools and due to the sexist hidden curriculum students are faced with every day. Unless teachers are made aware of the gender-role socialization and the biased messages they are unintentionally imparting to student every day, and until teachers are provided with the methods and resources necessary to eliminate bias gender in their classrooms, girls will continue to receive an inequitable education.

### 1.6.5 Classroom Interaction

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Brown (2000: 165) say interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interactions occur every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Chaudron (1988: 10) stated:

Interaction is viewed as significant because it is argued that:



- a. Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles) and
- c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Besides that, Allwright and Bailey (1991: 25) stated that through classroom interaction, the plan produces outcomes (input, practices opportunities and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process. Furthermore, Rivers (1987: 6-9) stated that the teacher in teaching learning process should not be too focus on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

According to Allwright and Ellis, classroom teaching should be treated as interaction. Now it is clear that the language used in classroom affects the nature of the interaction, which in turn affects the opportunities available for learning, the study of interaction is therefore critical to the study of language classroom learning. Van Lier (1988) points out: if the keys to learning are exposure to input and meaningful interaction with other speakers, we must find out what input and interaction the classroom can provide we must study in detail the use of language in the classroom in order to see if and how learning comes about through the different ways of interaction in the



classroom. He also pointed out that interaction is essential for language learning which occurs in and through participation in speech events, talking to others, or making conversation (Van Lier, 1988:77-78)

Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions. These two types of interaction are summarized by Robinson (1997): "Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing, etc." (Robinson, 1994:7)

#### 1.6.6 Factors Influencing Classroom Interaction

In the classroom, there are many factors influencing classroom interaction. According to Fawzia (2002), factors are divided into two categories: student factors and social factors.

##### a) Student factors

Student factors contain student's attitudes, language factors, and learning styles factors. In Tatar's study (2005), classroom interaction is influenced by the factors: learners lack of language skills as well as inadequate content knowledge, avoiding making mistakes in front of the teacher as well as their friends, and avoiding any embarrassing situations that can make them lose their face. Therefore learners silence is an effective face-saving strategy.

##### b) Social factors

Social factors include the gender of students in class and nature community feelings in a group. The lecturer, the course and the topic are





all related to pedagogical factors. In Fassinger (1995), there are three main factors class traits, student traits and teacher traits to oral interaction. Class traits include interaction norms and emotional climate. They are pressures from other students in class such as discouragement, attention and supportiveness. Student traits come from themselves such as lack of confidence, pre-preparation, organization skills as well as communication apprehension and fear of offending. The last trait is teacher traits which are the supportiveness, the attention and the evaluation from the teacher. The study of Liu (2001) social factors showed four main categories: cognitive, pedagogical, affective, and linguistic.

a) Cognitive

Cognitive category consists of learning experiences and learning style that learners are applying, their preparation before entering classes, their knowledge of subject matter, and their interest in the topics.

b) Pedagogical

Pedagogical category refers to teachers encouragement, class size, peer support, and the way that the teacher conducts the lesson. The research has proved that learners are more willing to participate in pair or group discussion than in whole-class discussion. Thus, student-centered classroom encourages more participation as compared to teacher-centered classroom. (Barry, King & Burke, 2000).

c) Affective

The affective factors contain learners' personality, motivation, attitude, anxiety, and risk-taking. In Morrison and Thomas (1975), personality is described as "self-esteem". It is the set of evaluative attitudes that a person has about himself or his accomplishments.

d) Linguistic

The last factor is linguistic factors denoting students linguistic abilities and communicative competence. Many students are reluctant to interact with others because of their poor speaking skill, whereas others with good speaking skill feel eager to join oral interaction activities in classroom.



## Results of Classroom Observation\*

### Teacher-Student Interaction

1. Male students were likely to have more interaction with teachers than female students did, regardless of whether the interaction was positive or negative.
2. Male students were usually asked more teacher-initiated questions than were female students.
3. Male students drew the teachers attention by calling out more or behaving more conspicuously.
4. Male students had more opportunities to do demonstrations, such as science demonstrations, in front of the class.
5. Female students were likely to be praised more for the outward appearance of their work. (Examples: neatness, obedience toward teachers directions, etc.)
6. Male students were more likely to be praised for the intellectual quality of their work.
7. Male students were more likely to be disciplined than female students, even when the female students were doing the same misbehavior.
8. Teachers provided much more specific feedback to male students on their responses. (Examples: praise, criticism, correction, etc.)
9. Teachers had the tendency to respond differently to requests for assistance by male and female students. They were more likely to tell the answers to female students directly, but they tended to guide male students more so that they could find the answers on their own.

\* These results were excerpted from the classroom observation research of Chung & Jung (2005)

### 1.6.7 Definition of Speaking

Speaking is as a skill that develop in the children life through listening skill and in that time can learn about this skill spontaneously imitate from adult person thus it will mastered by doing practice and training



everyday they say everything. As stated by Richard (2008: 19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Thus, speaking skill is important basic of language for communication that should mastery in the second-language or foreign language learners (ESL/EFL).

Pollard (2008: 33) stated that speaking is referred to as the communication elements. Because of speaking is as part of daily life to communicate with other people, thus it is as social activity that should interact with other people. Added by Thornbury (2003: 1) defined that speaking is so much a part of daily life that we take it for granted. Thus, the ability of speaking is habit in daily life that every person produced many words and languages in everyday. Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

#### 1.6.8 Types of Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) stated six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

##### a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the



students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001: 272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. This activity is almost fail when this is doing by student because of they are not confidence to give an opinion when they discuss. But, there is a buzz group that is way in which a teacher can avoid difficulties in discussion activity. All it means is that student have a chance for quick discussions in a small group before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them before being asked to talk in front of the whole class.

d. Prepared talks

A popular kind of activity is the prepared talk where the student (or students) makes a presentation on a topic of their own choice. such talks are not designed for informal spontaneous conversation, because they are prepared, they are writing. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the





teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials.

### 1.7 Significance of the Research

Theoretically, the result of the study should provide understanding on student problem sociolinguistic. It should provide also how to overcome student problems in sociolinguistic.

Practically, this research attempted to investigate the gender biased in speaking English class interaction. It is a good enrichment of study discourse analysis and give contribution in a study of linguistic, especially in sociolinguistic. Besides, the researcher hopes that this study will be useful for other researchers as references for further researcher.

### 1.8 The Method of the Research

The method of this research is qualitative research. Ludico (2006) stated that “Qualitative research is characterized by flexible, naturalistic methods of data collection and does not use formal instruments to record data. Qualitative data are often gathered in the form of words, pictures, or both”. The researcher attempt to gets naturalistic data collection and the data collected in the learning process in the classroom. The researcher also concern to descriptive data, because the writer designed this research in descriptive qualitative method and the purpose of the research is analyze gender biased that are found in speaking English class interaction where teacher and student learning process activity.

In this research the researcher using qualitative method types of descriptive qualitative, as stated by Ary, et al (2010: 424) the descriptive qualitative inquirer



deals with data that are in the form words and pictures rather than number and statistic. Data in form of quotes from document, filed notes, and interviews or excerpts from videotapes, audiotapes, electronic communications are used to findings of the study.

Qualitative research feel strongly that a person's experiences, perceptions, and social interactions are not reducible to numbers and categories they are much too complex and situated in the context of person's life. The researcher attempting to understand experiences, perception, and social interaction must enter into a person's life world and let the participant's words and accounts lead the researcher to understandings that would remain hidden without deep and open-minded exploration.

### 1.8.1 The Place and Time of the Research

This research is conducted in IAIN Syekh Nurjati will seek information that related to research in the fieldwork of gender biased, from this phenomenon the researcher be able to know the factors cause gender biased occur in IAIN Syekh Nurjati.

To get the data, the researcher divides data in from of primary source data and secondary source data. This data is the result of observation and interview. In the research, the researcher uses both two data; primary data and secondary data. Researcher take observation in PBI-B fourth semester of English department in IAIN Syekh Nurjati, about the process in classroom about participate, interaction between male and female and many others. After that researcher interview speaking lecturer and speaking students of there to get the deep data, this research will take time from March to May 2015.

### 1.8.2 The Object of the Research

Object of this research are one of speaking lecturer and all members of PBI-B in fourth semester, they will be object in this research. The researcher take the data using interview three lecturers of speaking and the researcher choose four students who will be interview to take a deeply information, observation learning process in speaking English classroom. That is primary data, primary data is the research takes to be analyzed and discussed in the research. Kothari states



(2004: 95) that the primary data are those which are collected afresh and for the first time, and thus happen to be original in character. These data are the main source in doing research and investigated by the researcher.

Not only participants, meanwhile researcher take secondary data are data that are already available, they refer to the data which have already been collected and analyzed by someone else (Khotari, 2004: 111). The data are used to support the research regarding the research problem. Kind of secondary data from book, thesis, paper, journal, conference result, internet page and any other sources that can support and enrich research data.

### 1.8.3 Research Design

A research design is a strategy to arrange the setting of the research in order to get the valid data that are suitable to all variable characteristics and the objectives of the research. In this research design, the researcher uses descriptive qualitative, this research is designed to obtain information concerning the current status of phenomenon and directed toward determining the nature of situation, as it exists at the time of the research. This research is conducted to analyze gender biased in speaking English classroom. Ary (1985:295) states:

“Descriptive research studies are designed to obtain information the current status of phenomenon. They are directed toward determining the ature of a situation, as it exists at the time of the study. There is no administration of control of treatment as it is found in experimental research. The aim is to describe ‘what exist with respect to variable or conditions in a situation.’”

Because of the research design that used in this research is descriptive qualitative this research needs to discuss deeply. It is formulated to get information concerning to the current status phenomenon and directed toward determining the nature of situation, as it exists at the time of the research. This research is to find out gender biased in speaking English classroom interaction. in teaching learning process at the class of second grade students in IAIN Syekh Nurjati Cirebon. How student in different gender participate in the speaking English class interaction, who is the most dominant in the speaking



English class interaction between male and female and the factors cause one of gender (male or female) students most dominant in the speaking English class interaction at fourth semester at IAIN Syekh Nurjati.

## 1.9 System of the Research

### 1.9.1 Steps of the Research

There are some steps that conducted the research, the researcher adopted the theory of Fraenkel et al., (2012: 429-431) 1) identification of the phenomenon to be studied, 2) identification of the participants in the study, 3) data collection, 4) data analysis, 5) interpretations and conclusion.

The researcher uses 5 of steps in conducting the research are: identification of phenomenon to be studied, identification of the participant in the study, data collection, data analysis, and interpretations and conclusions.

### 1.9.2 Source and Type of the Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns and secondary data is the source of the data acquired in which support the researchers' idea that regard to the research problem. It means that, the collected data must be relevant with the formulated problem. Addition, Sugiyono (2008:153) stated that based on the sources, data classified into two those are primary data and secondary data.

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data source came from the conducting of observation and interview with the subject of this research such as students and lecturers of speaking English class which is done by the researcher.

Besides, secondary data source is a source of data that is taken by the researcher indirectly from the subject. And this data also were accepted to complete the primary data. It was from any relevant book, form of journals, journal of school, school archives about the history of school, and the other source that relevant to support this research.





### 1.9.3 Instruments of the Research

Instrument of the research is researcher herself because person who knows better in the matter of gender biased as a part of speaking English classroom. The researcher is a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory. According to Moleong (2007:34) The instrument of this study is the researcher herself with her knowledge and other references which is related to the study.

### 1.9.4 Techniques of Collecting Data

Qualitative research its mean, the researcher should to observe society in order to know the real condition, habitual, problem, get data from interaction with the society and another source such as from theories beside on the expert. Methods and techniques in three categories: *observations*, *interviews* and *study of documents*. These are also the basic methods used in cultural anthropology (Bernard, 1988:62).

To get the result from qualitative method of research there are some steps or kinds of techniques such as observations, interview, and study of document we can use both of them, choose that can be appropriate with the problem and the function of this method or technique is to get the data analysis.

To know the students interaction in learning process researcher used observation and interview to collecting data of this research.

#### 1) Observation

The first step is observation. Kothari (2004: 96) defined that the observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation is an activity to measure by using some instrument or questions to get the data. The researcher observed the interaction between teacher and students in teaching learning process. This observation was done to explore the classroom interaction characteristics and to observe teaching effectiveness in teaching- learning process. Camera video was settled in the best position to record the classroom interaction, while the researcher sat at the back of the classroom to take back up notes on students' responses.



As state by Lodico (2006; 119) “To control for observer bias, qualitative researchers usually record both descriptive field the following information: (1) Time, date, location, and length of observation, (2) List of participant, (3) Detailed descriptions of person, (4) Verbatim conversation and direct quotes. Reflections field notes include descriptions of the observing. These are often recorded as observer”.

Researcher will enter one of class which learning speaking that occur interaction and participation. Then from the observation researcher can get information about how student in different gender participate in the speaking English class interaction are who most active in the speaking English class interaction between male and female and the factors cause one of gender (male or female) students most active in the speaking English class interaction at fourth semester at IAIN Syekh Nurjati. To get the observations data the researcher follows the form of recording observation from Lodico (2006: 122) there are some point: (1) setting, (2) activities, (3) observation (4) questions for guiding researcher in observing the condition learning and teaching English. in this research, there are five questions as guideline in observing the implementation curriculum in English teaching learning. (*see Appendix A*)

## 2) Interview

The second step is researcher want to interview. State by Hancoc et al (2009: 16) “Interviewing can, at one extreme, be structured, with questions prepared and presented to each interview in an identical way using as trict predetermined order. At the other extreme, interviews can be completely unstructured, like a free-flowing conversation”. In here, the researcher can be completely unstructured because the researcher will be get and explore the clear answer. The object of interview is teacher and student as participant observation use experience question.

There are researcher take interview one of speaking lecturer and four speaking students of there. The interview is needed because the researcher wants to get information from the lecturer and students deeply about his or her feeling or knowledge about bias gender. The research made and matched



the list of interview questions with the topic that the research wants to know, namely: three categories that researcher analyzed such as students attitude, student motivation and background of knowledge that have influence to student interactions in the classroom. The question of this interview consists of 25 questions for students and 8 questions for lecturer that relate to the topic (*see Appendix A*), and researcher will ask another questions to the lecturer and students if in observation, the research find some questions. So, other questions are needed to be asked.

### 3) Documentation

In this research the researcher need some documents to support the result of observation. Documentations is search data from the documentation such as book and journal (Arikunto, 2002: 206) in this research the researcher using documentation such as journal, book and the other source.

## 1.9.5 Technique of Data Analysis

Data analysis in qualitative research adapted from Lodico, et al., (2006: 304), there are six steps of data analysis, such as: (1) preparing and organizing the data, (2) reviewing and exploring the data, (3) coding data into categories, (4) constructing descriptions of people, places, and activities, (5) building themes, (6) reporting and interpreting data. To get the result of observation the first steps is researcher will be preparing and organizing all of data that can be support such as the result of observations, interview, and documentation, the second steps researcher reviewing and exploring the data, the third create a coding to make easier see the data. "Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names (Lodico, et al., 2006: 305). Coding is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the information contain in the data itself. Also, with the codes the reader can be understood easily. So, in this case, the writer provides a coding as follows:



**Table 1.1.Code names and categories**

Code Names	Code Categories
S1	Student 1
S2	Student 2
S3	Student 3
S4	Student 4
L1	Lecturer 1
L2	Lecturer 2
L3	Lecturer 3

Then, researcher constructing about the people, place and activities than describe, next building the themes and the last reporting and interpreting data. The result of observation will be presented in (*Appendix A*) in the thesis. For the result of interview to get deep information from lecturer and students that will be presented in( *Appendix A*), and do not forget the researcher using document to support data analysis the document such as, absence and picture when the researcher do the research will be presented in (*Appendix B*). For all of data if has been collected the researcher will make description and the researcher will give interpretations and conclusions of those research finding.

### 1.10 Literature Review

To support this research especially on gender biased area the researcher compares with previous studies. The first researcher is Christie (2011) that title is “Recognizing (almost) Invisible Gender Bias in Teacher Student Interaction”, this research discussed about recognizing (almost) invisible gender bias in teacher student interaction. She examine the teacher of role she pertuating or trying to eliminate gender bias in her interaction with student at elementary high school. Even in a classroom firmly grounded in feminist pedagogy, gender bias was almost impossible to eliminate.

The second researcher was done by Zamir and Hassaskhah (2013) that title is “Gendered Teacher-Student Interactions in English Language Classrooms: A Case of Iranian College-Context”, this research discussed about differences





between how females and males are treated by EFL (English as a Foreign Language) teachers. The purpose of this study was to illustrate, analyze, and discuss aspects of gender bias and gender awareness in teacher-student interaction in the Iranian college context. This study also revealed teachers perception of gender, the problems they associate with gender and the attitudes they have to gender issues.

The third researcher is Sri Wahyuni (2013), that title is “L2 Speaking Strategies Employed by Indonesian EFL Tertiary Students Across Proficiency and Gendered”, this research discussed about what strategies the students use in relation to L2 and speaking proficiency, as well as gender, how the students use the strategies and why they use them in specific ways. The study also demonstrates that the students used strategies consciously, confidently, effort fully, or persistently because of the usefulness of the strategies or pleasure in using them. Implications for Indonesian EFL teachers, curriculum developers, and students are made.

The fourth researcher is Mannynsalo (2008) the title is “Gender in the EFL Classroom: Differences in the Teacher’s Reactions to Boys and Girls Responses”. Mannynsalo discussed about gender in EFL classroom. In here, she explained how to make teachers more aware of their own practice in maintaining stereotypes and gender bias in the classroom. These are often very hard to recognize without closer interactional analysis. The situation in the classroom is always unique and in this case the age of the pupils (16-17 years old), might have been a factor in generating a more relaxed interaction between the teacher and the boys. However, the interaction with the teacher and the girls in this specific classroom, during those specific four lessons was undoubtedly much more cautious and sparse compared to interaction with the boys.

It is interesting to say that in this four previous researchers equally researching in the classroom, but the researcher found many ways to explain and explore about bias gender. Christie (2011) has a research about bias gender between teacher and student firmly grounded in feminist pedagogy. Then, Zamir and Hassaskhah (2013) have research about study was to illustrate, analyze, and discuss aspects of gender bias and gender awareness in teacher-student interaction



in the Iranian college context. In other hand, Sri Wahyuni (2013) have a research about what strategies the students use in relation to L2 and speaking proficiency, as well as gender, how the students use the strategies and why they use them in specific ways. While Mannynsalo (2008) has research about how to make teachers more aware of their own practice in maintaining stereotypes and gender biased in the classroom.

The researcher is interested to analyze about gender biased in the classroom as same as with the four previous researchers. Because, gender biased phenomenon is important reference in study of language use as mean of communication in the classroom. But the differences of this research, it focused on how student participate between male and female student, and who are most dominant and the factor cause gender biased occur in student interaction especially in speaking English classroom when they are activity in the classroom.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter outlines analyze of gender biased of student interaction in speaking English classroom, the researcher would like to make a conclusion and suggestion, because there's no perfectly word that can designed by the researcher.

#### 5.1 Conclusion

The finding of the research showed, student in different gender participate with equal way in the speaking English classroom interaction. Male and female student participation can be realized by variety of things, such as: activeness of student in the classroom and obedient to norm of learn. The activeness of student in the classroom such as actively participating in the class, understanding explanation from teacher, asking and answering question and etc. in beside that obedient to norm of learning such as, doing task from teacher, arrive on time into the classroom, using appropriate clothing and etc. All of males and females did participate with equal way. The most of students participation through interaction in speaking English classroom with non-verbal interaction and the reason students willingness to participate because having knowledge and interesting in the topic, lack of confidence and condition of the mood.

Actually, female students are the most dominant in the speaking English class interaction. Female students are more dominant than male students. All of respondents said female students are dominant in the classroom. They argued female be dominant because in his class many female students to asked and answered question and female student always have chance to take part in discussion. Researcher found gender biased occurs in this class because male and female student a judgment one of gender is low. Bias gender looks through perspective between male and female student. Here, male and female student equal underestimated each other.

Besides, the factors are caused student more be dominant in the classroom has two factors there are motivation and attitude of her/his students. The researcher found that students most dominant in the speaking English class interaction by some factors such as internal factor and external factor. The factors

caused student more be dominant in the classroom has two factors there are student factors and social factors. Besides that, the lecturers said factor student can be dominant in their class have a four factors there are critical thinking, confident, having a knowledge and motivation.

## 5.2 Suggestion

When researcher interview some people and see the fact, it seems that formulating gender biased which still found in learning process. So, the researcher hopes for this thesis are:

### 1) For the Lecturer

Hopefully, this research results can be useful to give the example references to update the educational about gender in teaching-learning process, especially in speaking English classroom.

### 2) For the student

Hopefully, this research result can be useful to give learnt more knowledge about gender.

### 3) For the researcher

Hopefully, this research can enrich the understanding of gender and develop the researcher knowledge about the characteristics of classroom interaction.

### 4) For the further researchers

Hopefully, the results can be used for the further researchers to continue the research can be references for them to accomplish their thesis.







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