

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Gender influences the language being chosen. Some researchers clearly show that men and women typically use language differently when addressing either members of the same or the opposite sex. Gender differentiation make a different linguistic characteristics of male and female, both of them have their own linguistic characteristics.

Based on Nunuk (2004) biologically, men and women have been different. Women can get pregnant, so it is considered her job is at home. It is also because of the dominant of men. She noted that psychologically men and women are different. As a social construction, girls and boys are educated in accordance with their gender, making it clear that women should be feminine, and men should be masculine. Women should be silent at home, besides men earn money outside. It is different in each region and change over time. When someone asked the differences between women and men should consider the role of factors customs, tradition, law, politics, culture, religion and so on. Women as a human being learn about life through her experiences. But the biological reality has distinguished experience. Women experience pregnancy, childbirth, and breastfeeding lessons for women how to preserve life, both for her and the children were born. Based on this culture, men put a higher status than women. It can be concluded that men and women are different in biologically, psychologically and sociologically.

Similar studies about language and gender, Rezeki (2013) found that the report talk is always used by male, to show the power and status, while female use the rapport type talk, to show the cooperation and show the feelings. While Yulia (2013) found that male are dominantly used amount of talk, interruption, and conversation support than female presenters do in the talk show news, amle presenters are able to communicate by female like strategies in “Apa Kabar Indonesia Talk Show News Program on TvOne”, and vice versa female presenters are able to communicate by male like strategies in the talk show news, and the last male and female presenters used style differently, because they have different characteristics in social life.

In addition, Zare-ee and Kaur (2012) discussed about linguistic variation across gender on oral language. The finding that female learners are weaker in content and organization scores and tend to be less assertive and less argumentative supports Lakoff’s (1977) contention that there are gender – specific discourse techniques shaped from childhood. It is similar with Lakoff’s theory; the differences of language between men and women are caused by social factors, not the language itself. He said, there are 4 reasons social factors, first, men and women’s social role is different – the society is made up of men and women whose the sex differences – men and women carry out different social responsibilities in social activities. Second, social discrimination – the society is men-centered - men’s will represent the whole society’s will. Third, value – the core of culture – different values will also influence men and women’s vocabulary

selection because of value can directly influence language and culture. Fourth, psychological elements. (Lakoff, 1973)

Related to the power, in Indonesia there are two systems in the family, there are patriarchy and matriarchy. In the patriarchy system means that system or country that is ruled or controled by men. In this system, men is powerful in one family. And they are more important in the society, patriarchy system influence the condition between man and women, it makes men will dominate in the society. Men's parental right are abridged by judicial views of women as the primary caretakers of children, while in matriarchy system means that a social systems that gives power and authority to woman rather than man, and this system woman will be powerfull than man, they are superior in that family.

The previous theories were contradictory with Sembiring (2016) findings'. She was conducted the research about linguistic characteristics of male af female in families with different ethnics and social status. The result of the study are there are no consistent linguistic characteristics of male and female in families with different ethnics and social status, some men may characterize their language to represent either, their powerfullness and powerlessness. Meaning that a man may use language in the way as the powerful man does or in the way as woman does. The same thing also happens to the woman. It caused by the (1) social status which is divided into two there are economic status and cultural status and (2) personality traits.

The data were given to support the reason of contradictory above. The woman who has low status and javanese ethnic use man's linguistic

characteristics; 1) Direct “Ahh.. ga tahu lah, pokoknya umi palak kali, besok ayah cari gantinya!” 2) Judgement Adjectives “Iyalah, emang harus gitu kok, karna yang ayah beli aneh-aneh semua.” 3) Brief Sentences “Jangan lagi banyak kali kasih ke anak uang itu Yah, manja nanti jadinya.” 4) Self References “Gitulah kalo mau beli apa-apa gak bilang-bilang sama umi.” 5) Less of Politeness “Ayah ini belinya entah dimana-man gak bilang-bilang pula itu.” (Sembiring: 2016)

The data was shown that woman with low status and javanese ethnic also show their power in communication in family interaction. Based on Sembiring’s findings, it was realized that man and woman used both man’s and woman’s linguistic characteristics in family interaction with particular factors; social status and personality.

The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a psocess that involves reasoning, evaluation and persuasion. The genre of arguing is a fundamental language process for learning how to give an opinion of a story, write about a topical issue, or give reasons for a viewpoint. Students should employ the genre of arguing. By writing argumentaive paragraphs, they know how to express their opinion and to give reasons for a particular point of view. Comments such as ‘I didn’t like that, it was scary’ and ‘I liked that book because it was funny’ are in fact early examples or argument and provide the foundation for developing the genre in its written form. Besides, by writing argumentative paragraphs, students learn how to persuade by applying the grammatical features of arguing. (Knapp and Watkins, 2005)

Based on the previous data, it was assumed that linguistic characteristics of male and female can be happened in expressing their written language specifically for students. The recent research found that male and female students will have their own linguistic characteristics in expressing their argument in writing argumentative paragraphs. In addition, male students across the three groups tended to emphasize their own opinions more than was the case for the female students. The female students expressed more emotion and experiential reference in their writing whereas the males relied more on logical argumentation. Male students also used more judgmental adjectives than female students did. Specifically, the writing of males has been characterized as more assertive, more assured, more direct, less polite, and more authoritarian while the writing of females is described as less assertive, more hesitant, more polite, less authoritarian, less confrontational, more emotional and more personal (Brody, 1993; Graham, 2002; Mulac, 1990, Oxford, 2004) in Fu Jing (2011).

Based on the background above, it is realized that male and female senior high school students have their own linguistic characteristics in argumentative paragraphs writing based on some factors.

1.2 The Problems of the Study

Based on the background of the research, the problems of the research are formulated as the following:

1. How are the linguistic characteristics of argumentative paragraphs written by male and female senior high school students?

2. Why are the linguistic characteristics of argumentative paragraphs written by male and female senior high school students used the way they are?

1.3 The Objectives of the Study

In carrying out the research, it is necessary to state clearly the objectives of the study in the relation of the problem posed. The objectives are:

1. To find out the linguistic characteristics of argumentative paragraphs written by male and female senior high school students.
2. To describe the reasons of linguistic characteristics of argumentative paragraphs written by male and female senior high school students.

1.4 The Scope of the Study

The study belongs to the scope of linguistics. Sociolinguistics covers a wide range of aspects, such as language shift, language maintenance, etc. This study is limited to the power of language and the factors determine it.

1.5 The Significances of the Study

Findings of the study are expected to be significantly relevant theoretical and practical aspects:

1. Theoretically, the findings of the study are expected to wider and strengthen the theory of language and power in sociolinguistics.

Specifically to enrich the theories about Gender in Language on how the

linguistic characteristics used by male and female in writing argumentative paragraphs in they way they are.

2. Practically, the findings will be expected to be usefull for English language learners in their attempt to improve their communication strategy and to the lectures in their attempt to enrich their instructional material of sociolinguistics and speaking subject. Specifically, are expected to contribute faithful information about language and gender that can be practiced or to avoid misunderstanding of how male's and female's writing.