

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Life of human being is inseparable from communication. Communication makes information can easily be delivered from the speaker to listener. Communication requires a sender, a message, a medium and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication. The communication process is complete once the receiver understands the sender's message. One of the most effective ways to communicate is certainly through language. Language serves as a medium for the exchange of ideas and interaction that occurs between two or more objects to avoid misunderstanding. In other words the language which is used reflects the ideas in communication.

In daily communication, each person has different style of communicating with other people. Holmes (1992:4) states that language provides a variety of ways of saying the same thing. Male and female are different in many ways, both physiologically and psychologically. They are not only different in their physical appearance, but they are also different in the way they use their language. According to Speer (2002:347), women have a higher tendency than men in their speech such as the use of more compliments, more apologies, and more thanks. Basow & Rubenfield (2003) also state that women are more expressive, tentative, and polite in conversation, while men are more assertive, and power-hungry. Men

use their language to exert dominance and achieve tangible outcomes (Leaper, 1991).

In social interaction, people often criticize others when someone feels dissatisfied and disagree. It aims to change others' mind to be better. In giving criticism, someone may be afraid that the relationship with the people who are criticizing will alter. It happens not only in community surrounding but also at classroom. In classroom, teachers are people who are dominant in giving criticism due to teacher are people who educates the students, so teachers should criticize students' work as feedback for students. Brookhart (2008) says that feedback is an important component of the formative assessment process. It can be defined as the information that is given or is being given on how an action is being developed in terms of its quality of success (Sandler in Santos & Pinto, 2006). Hence, teachers should develop their awareness to save their students' face by giving criticism appropriately.

Previous study by Yanti (2013) found that women speak differently from men. The differences could be seen in terms of forms of words or vocabulary, and grammar. Women used notice, use in-group identity markers, seek agreement, give reasons, meanwhile men were pessimistic, be ironic, and use rhetorical questions. The other study conducted by Ardiyana (2014) showed male learners tend to use direct criticism. The reason they used direct strategy because they wanted to point out their criticism clearly without obscure the meaning. While female learners tend to use indirect criticism the reason they used indirect strategy to fix the errors by asserting specific alternative to hearer's choice.

Based on the observation which done, it was found that male lecturer didn't always criticize students in direct ways. As the example when students had finished their presentation, the lecturer stated criticism about the presentation indirectly. Lecturer said, *"Please, look at to the data analysis! What should someone tell if she or he see this work?"* This utterance showed that the male lecturer criticized by indirect criticism. He stated criticism by rhetorical question. But in other case was found that male lecturer criticized the students' presentation directly. He said, *"It's not a research. There is no data. Where is your data? What did you observe?"* In this case the lecturer used negative evaluation in criticizing his students.

But, it was different in other case found that female lecturer criticized in indirect way. In this case, she criticized by using advice strategy. In a case when she wanted to criticize the students' presentation which didn't run well as her expectation but she still kept her students' feeling by making the students felt good, she prefers to say, *"This is not bad presentation but it's also not too good. It would be better if you made it more detail."* In other female lecturer, she criticized differently. She stated criticism in direct way by using disapproval strategy, *"Last meeting, I had told to you the way to arrange well. You did differently. It's totally wrong. It's not as my expectation."*

These phenomena above describe that men do not always criticize in direct way and women are not always indirect way in telling something. In a classroom interaction, a teacher is a powerful participant who has a power to ask, command, or even forbid something to the students in the classroom. And in this case, the male and female lecturers have same position, they have higher position as

lecturer. So, it will be possibly happened if female lecturers will be as direct as male lecturers and vice versa.

Based on the phenomena, the researcher would like to investigate the strategies used by male and female lecturers in giving criticism. The researcher also would like to examine how they convey their criticism to their students whether the female lecturer will be as direct as male lecturer or she will be still indirect. The reason why the lecturers do the way will be found out in this study. And the result of this study can be used for teachers to reflect their method in criticizing their students and also as media for students – teacher.

1.2. The Problems of the Study

Based on the background in the previous part, the study attempts to answer the following questions:

1. What are strategies used by male and female lecturers in criticizing students' presentation?
2. How are those strategies used by male and female lecturers in criticizing students' presentation?
3. Why are the strategies used by male and female lecturers in criticizing students' presentation in the way they are?

1.3. The Objectives of the Study

The objectives of the study are:

1. To find out the strategies used by male and female lecturers in criticizing students' presentation.

2. To describe the strategies used by male and female lecturers in criticizing students' presentation.
3. To state the reasons of male and female lecturers use their strategies in criticizing students' presentation.

1.4. The Scope of the Study

The scope of the study is concern to the following aspect of criticism strategy. So the study is limited to the 2 types of criticism strategies, namely: *direct criticism* and *indirect criticism*. Besides, the location of the research was at English and Literature Department in State University of Medan.

1.5. The Significance of the Study

The result of this research is expected to give benefits theoretically and practically, as follows:

1. Theoretically, the result of this study is useful for the enrichment of linguistics knowledge in the field of sociolinguistics especially language and gender.
2. Practically, the result of this study can be used as reference for the researcher who is interested in conducting another similar study.