

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language helps express the desires, queries and feelings to the world around us. The communication is built and the relationship is maintained by using language. It is very difficult and near impossible, to adapt and get along with people if there is no way to communicate with one another. Besides, language is used to create the complex relationship, because language is a social phenomenon (Saragih, 2013). The implication is that use of language itself is determined by the social context. As a mean of communication, language plays a great role in human's life. When people attempt to achieve a communication purpose they have to choose which of language forms to use. A broad spectrum of emotion is portrayed by words, tone and gestures which are utilized in union and expressed by written and spoken language. According to Harmer (2001), there are number of variables which govern the choice of choosing the language forms, they are: setting, participant, gender, channel, and topic.

The situation or place where the conversation takes place refers to the setting. Normally people use different language styles or variety according to the situation or place. Participant refers to the people involved in an exchange whether in speech or writing. Furthermore, gender also influences the language being chosen. Some research show that men and women typically use language differently when addressing either members of the same or the opposite sex. The channel that affects the language chosen refers to the tools used in exchanging

information such as telephone, microphone, paper, etc. The topic addressed also affects the lexical and grammatical choices.

Language is essentially a means of communication among the members of a society. Besides, language is a medium of teaching, so teachers need to know about the language of our discipline in order to communicate its knowledge and expectations. The teachers' ability to communicate in the classroom which use language as such a key aspect to setting up children for success in their future professional is very important.

Men and women are often said have differences in communication styles. It is in line with Nelson (2007) conclusion about the men and women differences are influenced by the perspective on life they learnt from their childhood that go with them. Dealing with the effect of the language styles use by the teachers in education field, according to Nelson (2007), teaching requires skill, insight, intelligence and diligence in which the faculty struggle and succeed in a variety of ways to meet the challenges of the classroom. It is in line with a research which has shown that students' evaluation can be significantly influenced by the gender of their teachers. Many students reveal that students tend to rate female faculty members' differently than male faculty members (Nelson, 2007). It shows that students perceived female teachers to be more sensitive and considerate of student's ideas whereas male teachers were believed to be more knowledgeable. It could be understood that the effect of gender on teaching styles is important.

In addition, Braedyn (2010) states that there is the difference between the female communication patterns and traits from male. They tend to be

nurturing, respectful and indirect. Female usually build relationships and make connections. Usually the female's communication behaviors are based on empathy, feeling, harmony, closeness, relationships, sharing and cooperation. They like to discuss the personal subjects like feelings, relationships and experiences, and build relationships first to accomplish their projects, and tend to talk aloud to others in order to process information to make decisions.

Gu (2013) in a study entitled *Language and Gender: Differences and Similarities* concluded that female speak indirectly, implicitly and mildly, whereas male in contrary speak directly. This conclusion have the same idea with Braedyn's findings and similar to Joye and Wilson's conclusion in a study among the professors entitled Professor Age and Gender Affect Student Perceptions and Grades,(2016) stated that male professors were more effective than female.

Based on the observation conducted at January 29th, 2018 in grade eighth (8-3) the first preliminary data as in the following:

Male teacher : "The verb must be in past form, right?"

Female teacher : "Oalaaa..... Why don't you check your sentence again",  
come on..... Don't you find something wrong there?"

(Background: When the students are writing the sentences by using verb in present form for narative text in white board, recorded at January 29th,2018).

It can be seen clearly that the male teacher directly asked the student to change the infinitive verb into past, while the female teacher do not ask the student to change the verb but just asked her to check the sentence again. It is defined as non literal meaning which conveys other meaning out of its real meaning. it is called as indirect meaning (Keraf: 2009). Those two teacher's style

are also different even though for the same purpose. Those expressions are similar to Braedyn's research finding, Gu (2013) and Joye & Wilson 's (2016) conclusions that female speak indirectly, implicitly and mildly, whereas male in contrary speak directly and male professors were more effective than female. Female teacher has something implicit in her own sentence. Different from the male teacher whose instruction is direct to the problem. Effectiveness of language could be seen from those different utterances above.

Considering the language style are used by two different sex teacher above, female teacher did not use formal language, but the male one. It is contrary with the conclusion which was stated by Ali ( 2016) in his research entitled Gender Differences in Using Language in the EFL Classes Ali stated that female is more formal. The statement above is different from the second preliminary data on the observation conducted at January 31st, 2018 in grade eight (8-6) below:

Male teacher : "Keep silent, please! Do your work!, come on guys".

Female teacher : "*Masih banyak yang menggossip Ibu lihat, aduhhhh.....kalau terus chatting, you can finish your work soon. (I see some of you are gossiping,.....huuuhhh... if you are still chatting on, you can finish your work soon, Ok, Very good ).*

(Background: when the class is noisy during the students are doing the task, recorded at January 31st, 2018).

Contrary with the data above, male teacher used more formal language style than female teacher. Female teacher expressed the idea by using the informal language. More over, based on Sapriyani (2013) in the research Analysis of Langage Style Found in Novel Last Tycoon Written by F. Scoot Fitzgeral

concluded that there are various language style found in the Novel, and the highest frequency is the informal style. So, there is no different between male and female language style. It could be happened because the expressions are written in a novel, but in another place or situation, the difference could be happened, so the research is needed to prove it clearly. The finding which stated that both male and female used informal language style, no different, contrary with the previous conclusion.

Another researcher, such as Taqil, Salwa, Darwish, Rahima, Akbar and Gharabali (2015) in the research entitled *Choosing an English Teacher: The Influence of Gender on the Students' Choice of Language Teachers* concluded that male is a positive personal, whereas Ali (2016) in his research entitled *Gender Differences in Using Language in the EFL Classes* found in contrast, female is more positive attitudes. A positive attitude makes happier and more resilient, it improves relationships, and it even increases chances of success in any endeavor. In addition, having a positive attitude makes more creative and it can help to make better decisions. Levine (2013) in the study entitled *Sex Differences in Behavior Ratings: Male and Female Teachers Rate Male and Female Pupils* do not reject Ali (2016) by stated male is more conservative. Conservative means not creative. On the other hand Taqil rejected it by stated that male is a positive personal.

Relate to the five language style stated by Martin Joos (1967), positive personal tends to be grouped to consultative one because according to English Oxford Living Dictionaries positive means constructive, optimistic, or confident.

so Taqil found that male's language style is consultative. Relate to this finding, the third preliminary data which the writer found as follows :

Male teacher : “Come on, you can do it. *Kamu bebas membuat kreatifitasmu Sendiri, kalau kamu mau belajar semua bisa kamu kerjakan.*  
(Come on, you can do it. You are free to make your own creativity. If you study hard , you can do everything.

Female teacher : “*Inipun tidak bisa kamu kerjakan?*, it is so easy, *lihat aja contoh diatas!*”. ( You can't do this? It's so easy, look at the previous example)

(Background: When the students ask to do the task as the example given by the teacher).

By seeing this situation, the male teacher is an integrative motivator , different from Ali's (2016) stated in the conclusion. It doesn't support Levine (2013) which found that male is more conservative, and it was the same with Taqil's findings which stated that male is a positive person. Taqil (2015). Integrative is contrary with conservative, so those two studies conclusion do not support each other. Male teacher gave the motivation to the students, whereas the female teacher just give the judgement. There are so many various sight which stated by the previous researchers, some are in the same research conclusion, but some are found the different case. Some research shows that men and women typically use language differently when addressing or changing the informations, even in the classroom during the teaching learning process. Language can be used to realize exchange, organize, motivate, think much better, etc. Men and women are often said have differences in communication style. It is in line with Tannen

(1992) conclusion about men and women differences are influenced by the perspective on life they learnt from their childhood that go with them. Normally, the men and women have the different community eventhough in the certain place or time, they are joined together.

Dealing with the effect of the language styles use by the teachers in Education field, teaching process requires skill, insight, intelligence, and diligence in which the faculty struggle and succed in a variety of ways to meet the challenges of the classroom (Nelson, 2007). Language styles are applicated by the teachers in the classroom can influence the teaching process and the result of the teaching learning process.

Ideally the teachers who teach English are fluent in speaking, reading, writing and listening in English, but some teachers in this study scope in SMP N 2 Pancurbatu where English is as Foreign language, the teachers still frequently use the native language or Bahasa Indonesia in teaching English and sometimes switches into English for some reasons. Besides, some of the students expressed their feelings by giving the statement that some of them feel comfortable when the male teacher handle the English subject in their class for some reasons.

From the fourth preliminary data below, we could see there is the different acceptance among the students when they are taught by different teacher. When they diffrenciated their their teacher based on the sex difference, it might because of there is the different of the language style used by their male or female teacher. The dialogue as the fourth preliminary data is recorded at the school yard of SMP Negeri 2 Pancurbatu, February 5th 2018.

Student A : “*Siapa guru Bahasa Inggris kalian. Kami Ma’m X, gak enak.*” (Who teach you English? We are taught by Mrs. X, unfomfortable).

Student B : “*Iya,,syukurlah yang masuk di kelas kami Mr X. (Yeachh,,,Luckily, Mr X teaches us English).*”

(Background: The students conversation the beginning of the year academic).

The difference of male and female teachers above in the students sight could be because of many reasons. The impacts of the teachers’ language style which directly touch the students during teaching learning process could be as a factor in diffrenciate the view sight of the students about male an female teachers. Some or most of the students could give the negative respond to the teachers (male or female) not because of their ability in comprehending the subject or the lack of the teachers’ knowledge for the certain teaching material, but because of the way or the style used by the teachers in transferring the knowledge to reach the goal or the teaching learning purpose.

The difference in the teachers’ language style could be as the important factor influence the way to handle teaching learning process especially in English subject. There were some researches about the difference between male and female language style and the findings are various. So beyond understanding how men and women teachers teach differently, it is essential to examine whether and how gender differences (male and female teachers) used the language styles differently. Understanding the effect of gender on language styles in order to improve the students’ learning achievements, it is important to study about the different of the style used by male and female teachers in the same location, the

same subject to the same students. The writer found some data relate to the difference language style used by the male and female teachers, and there is a gap between the theories about male and female language style and the reality that the witer found in the research location.

Dirgayasa (2017) states that some weaknesses and failure factors for the students are because of they are not able to keep their thoughts and ideas run logically and chronologically, limited vocabulary, limited patterns of sentence and lack of learning strategy and lack of motivation as well. It can be concluded that how complex the problem that the students face without the guidance from their teachers. So, the language styles which the teachers, male and female teachers use during teaching English process in the classroom are expected could help their students able to keep their thoughts and ideas run logically and chronologically, could help them to enlarge their vocabularies, to be able to have the strategy in learning and they have the strong motivation in learning.

Based on those preliminary data above and the theories by some experts the research will investigate teachers' language style with reference to the sex difference in English teaching learning process.

## **1.2 Problems of the Study**

As presented in background of study, the language style of male and female English teachers' in teaching-learning processes are very interesting to be discussed. Therefore, to achieve the valuable input of this study, the research problems are posed below.

1. What types of language style are used by male and female teachers in teaching English?
2. How are the language styles realized by male and female teachers in teaching English?
3. Why do male and female teachers use the language styles in the way they are?

### **1.3 Objectives of the Study**

Related to the problems, the objectives of the are:

1. To investigate the types of language styles used by male and female teachers in teaching English.
2. To describe the realization of language styles by male and female teachers in teaching English in the classroom.
3. To explain the reasons why the teachers use the language styles while teaching English in the classroom.

### **1.4 Scope of the Study**

This research was limited to the language styles used in teaching of English by the male and female English teachers in SMP N 2 Pancurbatu. This research described the types and realization of language styles which occur in pedagogic discourse. Moreover the reasons of male and female English teacher using language styles while teachign English in the classroom. The types of language styles used by male and female teachers are studied based on Kirszner and Mandell theory (2003) which divide the languages style into four levels, they are: slang, colloquial, informal, and formal.

### **1.5 Significance of the Study**

The findings of this study are expected to be useful and give contribution whether theoretically and practically.

Theoretically the findings of this research are expected to provide new contribution to the theory of language style in foreign language teaching. They are also expected to have contribution as guiding information for linguistics students who are interested in the study of language styles to enrich the references or as the relevance of study for other researcher who wants to conduct further research in language style or sex differences.

Practically, the finding of this research are expected to be useful for the English teachers in selecting the language as an input in language teaching foreign language and for the students to be aware of the input they receive and to understand the factors that underlie language styles in the teaching of English.