CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is an important thing to do the communication in daily life. Without the language we cannot communicate with others. In daily life, each person has different style in communication with other people. Which is often founded from gender. Eggins (2004) stated that gender refers to values, rights and responsibilities socially and culturally given to someone due to the consequence of the fact she/he is male or female. It means that male and female have different social and cultural. Gender do not only have social and cultural differences but gender have many different of aspects. It can be simply viewed that gender determines roles someone is required to play as masculine or feminime. The way how people regard the roles has been rooted and ingrained in social practices.

Males and females have different in many ways. They do not only have social and cultural differences but they have many different of aspects. Which in our language depend on a lot of things: where we are from, how and where we were brought up, our educational background, our age and it also can depend our gender. Generally language, men and women are very different. But men and women language in particular ways mostly because those ways are associated with their gender.

Tannen (1990: 85) states that the male and females in their ways in communication, males tend to use language to gain status, while females use the language to negotiate closeness and intimacy. Females use rapport talk to build

and maintain relationships, while men use report talk to communicate factual information. It can be inferred that male and female have different objectives in using the language and they differently treated the language in their communication. Males use the language to gain the status while females use the language to negotiate closeness and intimacy. It shows that the styles that men and women use to communicate have been described as report and rapport type talk. Men often seek straight forward solution to problems and useful advice whereas women tend to try and establish intimacy by discussing problems and showing concern and empathy in order to reinforce relationships.

Gender differences are the fundamental facts of social life and human differences. For example, a male is considered stronger than a female. Tannen (1990) distinguishes male and female communication patterns. The male communication pattern is considered “report” type talk, while female communication pattern considered “rapport” type talk. Male use conversation as a means of establishing status and power, while female use conversation to make connections and establish intimacy and community. Conversation of male is more competitive, while conversation of female is more cooperative. Men focus on power and status, while women focus on feelings and building relationships. In problem solving, male take a straightforward approach, while female tend to establish intimacy, show concern and empathy. When thinking about the problem, male expect solutions, exerting power to accomplish to problem solving task. On the other hand, female use problem solving as a way to strengthen relationships, focusing on sharing and discussing the problem rather than the end result.

Based on the theory about male and female, this study focused on differences between male and female teachers in teaching learning process based on inquiry model. This is from their utterances. So, in this study analyzed the features of male and female teachers' utterances in teaching learning process based on inquiry model, the categories of male and female teachers' utterances in teaching learning process based on inquiry model and the reason of male and female teachers in teaching learning process based on inquiry model in the ways they are.

From the explanation often seen in both gender and occurred anywhere, such as society and other places. For example, gender also found in class like teaching learning process. In teaching learning process, teachers communicated with the students. Brown (2001: 192) stated that one of the important stages in a successful teaching and learning process is classroom management which encompassing the abundance of factors ranging from how the teacher physically arranging the classroom to how to create classroom energy. It showed that in teaching learning process teachers should be active because the teacher caused an energy for active students. The findings of the study proved that gender found anywhere as in teaching learning process.

Based on explanation, the study interested to analyzed gender differences in teaching learning process based on inquiry model. Model is a series of presentation of teaching materials used by teachers in teaching learning process both directly and indirectly. Hosnan (2014: 337) suggested that learning model is a conceptual/operational framework, which describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a

guide for instructors in planning, and carrying out learning activities. It is aims to achieve something. Because the teacher used model to achieved goals in learning.

As we known that many models in learning. But, in this study based on inquiry model. Inquiry is one of the model used in teaching learning process where this model is a model which students required to think critically and to find their own answers given by the teacher quickly. Inquiry is also a style or model of teaching where the learner guidanced from the teacher. It seeks to discover and create answers to recognized problem through procedure of making a search. Trianto (2014: 78) stated that inquiry means a series of learning activities that involve a maximum of all students' ability to investigate systematically, critically, logically, analytically, so that they can formulate their own authors with confidence. The main objectives of inquiry learning activities are (a) maximum student involvement in the process of learning activities, (b) the direction of activities logically and systematically on learning objectives, and (c) developing student confidence in what is found in the inquiry process.

In the study of gender differences, there were numerous studies described and raised many issues on the different their research. Jinyu (2014) concerns her study is difference phenomena in language reflect that the culture psychology and social environment stress but also family culture and experience, the gender differences in language are not invariable. They are influenced by age, education degree, occupation and status and change according to social development.

Svric and Jurcic (2014) discussed some male politicians show characteristic of female gender speech style in their political discourse and vice versa. The female politician also use mixing the speech style using report talk and

female politician more frequently use the discourse strategies which are typical for male politician than vice versa.

Hijri (2015) used by applying descriptive qualitative research. The data of this study were 60 utterances of male commentators and 44 utterances of female commentators which were selected from 3 episodes of Indonesia Idol 2014. The findings showed that male commentators tend to use report talk in delivering their idea in commentating contestant's performance, while female commentators tend to use rapport talk in commenting contestants' performance in Indonesian Idol 2014. Male commentators frequently show the characteristics of male communication. Such as: status, independence, advice, information and order in their way of commentating constants' performance. While female commentators show their support, understanding, feeling, proposal, and intimacy in their comments to the constants. The reason why male commentators use report talk whereas female commentators use rapport talk is because male the language as a way to give factual information, whereas female do the language as a way to negotiate closeness and intimacy.

Ubando (2016) conducted a study entaitled Gender Differences in Intimacy, Emotional Expressivity, and Relationship Satisfaction found that males have a more positive perspective of their own intimacy in relationships while women have a more negative perception of their own intimacy and under the category of emotional expressivity, men self-reported higher for verbal and nonverbal affection while women self-reported higher for supportiveness.

The data taken from teaching learning process based on inquiry model in record and transcribed. As this study focused on different between male and

female teachers' utterances, the study analyzed and clarified what the features of male and female teachers' utterances in teaching learning process based on inquiry model proposed by Tannen's theory. Besides that, Tannen (1992) states that in generally speaking, women tend to favor more polite and less direct forms of directives than males. In delivering this intension in interacting with others, men seek status, speaking most directly to the point, using no qualifiers and tag question aiming to make softer what they have to say. Men often ignore indirect the messages and do not understand nuances in the conversation. In this study, there are also the categories of male and female teachers' utterances realized and the reasons of male and female teachers in the ways they are. That was also proposed by Tannen's theory.

It could be seen from indirect utterance of male teacher, while direct utterance of female teacher. Those are different between male and female teacher. The following example is from male teacher as follows:

Male teacher: *Sebelum kita belajar, bapak ingin bertanya "apakah kita bisa mulai belajar hari ini?".*

(Before we study, I want to ask you "can we start to study today"?)

In the sentence, this is categorized as Establishing Relationship which is one of the features of in "Rapport" talk. Male speaks indirectly to the point in the study. From male's utterance, male teacher ask students "are they ready to study", and it could be seen male teacher become to know his students which the features of rapport talk is Establishing Relationship proposed by Tannen's theory.

The following example is from female teacher as follows:

Female teacher: *Apakah sudah siap belajar hari ini?*

(are you ready study today?)

By seeing female teacher, female teacher speaks directly. She use Direct Request in “Report” Talk. It could be seen that female teacher tried to avoid direct and threatening communication.

From the preliminary data, it could be seen different between male and female teachers. Male teacher used “Rapport” talk and female teacher used “Report” talk. Therefore, in this study, the study focused and deal with different between male and female teachers in teaching learning process proposed by Tannen’s theory.

1.2 The Problems of the Study

Based on the brief explanation, the problems of the study were formulated as following:

1. What are the features of male and female teachers’ utterances in teaching learning process based on inquiry model?
2. How are the categories of male and female teachers’ utterances realized?
3. Why are realized in the ways they are?

1.3 The Objectives of the Study

The objectives of this study were to answer the three research questions, as formulated. To be more specific, the objectives of the study were:

1. To investigated the features of male and female teachers' utterances in teaching learning process based on inquiry model.
2. To described the categories of male and female teachers' utterances realized in teaching learning process based on inquiry model.
3. To explained why the reasons of male and female teachers in teaching learning process based on inquiry model in the ways they are.

1.4 The Scope of the Study

This study talked about gender. In this study focused on the types of male and female teachers' utterances in teaching learning process based on inquiry model that used by six teachers. There were three male teachers and three female teachers who teach subject matter for the eighth grade junior high school in SMP AL-WASLIYAH 29 MEDAN Jl. Stadion Teladan No. 12 Kelurahan. Teladan Kecamatan Medan Barat. Medan Kota, Medan.

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1.5 The Significances of the Study

The findings of the study were expected to be relevant and significant theoretically and practically.

1. Theoretical Significance

   Theoretically, the findings of this study are expected to be useful as a means deploying and supporting the theories presented in the study, especially in the field of gender differences and inquiry model.

2. Practical Significances

   Practically, the usefulness of findings was described as the following:

   1) By knowing the inquiry model, it found the features of male and female teachers' utterances in teaching learning process based inquiry model.
   2) This study used as an illustration, reference, a source of understanding and study of the model and gender differences for researchers and anyone who is studying about it.
   3) This study contributed information and insight to applied linguistic practitioners, teacher, students and any others readers who are interested in studying about it.