CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a very complex human phenomenon. Chowdhury (2012: 17) states "language is an 'organized noise' used in actual social situation". Sociolinguistics is an extremely broad field within linguistics. This study deals with communication in society. It includes variety of features, or variables, in the languages and dialects with which they work; they may be lexical, phonological or grammatical, or features of discourse or of code selection. It incorporates topics as different in scope as the study of policy in multilingual states, the role of "linguistic markets," the different linguistic behavior of male vs. female, middle-class vs. working-class and other social groups, and the analysis of individual conversations. Sociolinguistic factors are relevant to the understanding of linguistics features at a variety of different gender. Holmquist (2008: 18) states "gender as a factor typically does not act alone but rather in association with other social factors such as age, class, and ethnic or network groupings."

Language is an inherently social phenomenon and can provide insight into how men and women approach their social worlds. Ning (2010: 127) state that for most women, language is mainly helpful to establish harmonious interpersonal relationship, for most men it is a means to preserve authority and maintain status in a competitive society and the reason for their different communication styles is that in fact the purposes they use language in conversation are not the same. Women used more words related to psychological and social processes. Men referred more to object properties and impersonal topics. Within the social sciences, an increasing consensus of findings suggests that men, relative to women, tend to use language more for the ins urpose of conveying information; women are more

likely to use verbal interaction for social purposes with verbal communication serving as an end in itself (Newman, 2008: 233).

Language use is one of the important elements in conveying effective communication in the environment. It is the key to developing and maintaining positive interactions and relationships with others. Joos (1967: 278) states there are two types of variations in language, first variations according to the user (defined by variables such as social background, geography, sex and age), and variations according to use, in the sense that each speaker has a range of varieties and choices between them at different times. The variation is called by style. It is a range of varieties and choices between one speaker to another speaker at different time. In addition, Joss (1967: 278) states there are five language styles, such as: frozen, formal, consultative, casual and intimate style. Here are the examples of the utterances which uttered by male and female teachers in school interaction;

Here are examples of formal style at school interaction which is spoken by male and female teachers;

> A male teacher said "*Ada suatu pertanyaan yang susah untuk dijawab dengan pemikiran kita sebagai manusia.*" (There is a question which is hard to answer for us as a human).
>
> A female teacher said "*Diberitahukan kepada semua guru untuk menghadiri rapat yang akan membahas tentang sistem baru penilaian hasil ujian siswa*" (Kindly informed for all teachers to attend the meeting about new scoring system of the students' result examination).

Here are examples of casual style at school interaction which is spoken by male and female teachers;

> A male teacher said ""*Pulang sekolah nanti kita nonton rame-rame yuk, terus kita makan, kan besok udah liburan sekolah*" (Let's go to the theatre after school, then we take a meal because tomorrow is holiday).
>
> A female teacher said "*Dah siap ngolah niai anak-anak kalian? Malas kali pun ku rasa."* (Have all of you done computed student's grades? I feel so lazy).

Here are examples of intimate style at school interaction which is spoken by male and female teachers;

> A male teacher said ""*Hadoh… malas kali kalau udah ekskul!*" (*Hadoh*...I am so lazy to teach *extracurricular* activity).
>
> A female teacher said "*Jadi gimana masalah diklat di Binjai tuh?"* (So, what about the *diklat* which is held in Binjai?).

Based on the examples of utterances uttered by male and female teachers in different language styles, there must be the difference between male and female teachers in presenting their language in communication. This study will find the difference between them and also the factors which affect it.

Holmes (2006: 6) states context is crucial as the evident throughout in the discussion of the many examples analyzed. But gender is an important component of that context. Gender may move into the foreground or retreat into the background at different points in an interaction, but it is an omnipresent influence, and always potentially relevant to the interpretation of the meaning of an interaction. We may use language in ways which index femininity or masculinity at different points in any interaction at work, and the styles of discourse which predominate in a particular community of practice contribute to the impression of a relatively feminine or relatively masculine workplace culture. Effective employees, both female and male, draw extensively on both normatively masculine and feminine discursive resources and gendered norms to achieve their transactional and relational objectives in different workplace contexts, and such flexibility is undoubtedly advantageous in managing workplace interaction. The management literature suggests that, in many contexts, masculine norms continue to prevail, 'and women are expected to adjust to this male model if they are to be successful in the workplace'. In male-dominated workplaces, then, with masculine norms of interaction, the feminist question is essentially

‘the difficulties for women to develop skills in adversarial and confrontational ways of responding in discussion’.

Further, Holmes (2001: 8-9) suggests there are four factors affecting language style, they are setting, participant, topic and function. The main differences between communication styles of men and women are as follows: Men are goal-oriented; they define their sense of self through their ability to achieve results. Women, on the other hand, are relationship oriented as they define their sense of self by their feelings and by the quality of their relationships. Men and women also differ in their communication style when they are faced with resolving a crisis or coming to a mutual conclusion (Gray, 1992: 87). Further, Tannen (1992: 62-77) finds six differences between male and female in terms of communication, they are; status versus support, independence versus intimacy, advice versus understanding, information versus feelings, orders versus proposals and conflict versus compromise.

In line with the research about language style and gender, Gustiany (2012: 60) found that frozen, formal, consultative, casual and intimate style used in Facebook status. The language style dominantly used by male and female Facebook users in their status is consultative style. She also found that the ways of male communicating are giving advice, information and raise conflict, while the ways of female communicating are understanding, feeling and compromise.

School is one of the workplace interactions which have employee’s men and women. At school educators need to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables the work group to maintain positive relations and model the type of communication they want to develop. Educators also need to use positive communication with others educators at school in order to create a responsive and inclusive environment for all. *Community Child Care Victoria* (2008: 11) states

educators need to practice positive and respectful communication with each other in order to communicate effectively with each other. This helps to build a consistent and cohesive team approach within the service and provides a role model for the type of communication they want children to develop. The interaction between teacher and student at school as the learning environment needs to be placed on the development of positive teacher–student interaction effects on students' academic outcomes and behavior, because a positive interaction between teachers and students is the fundamental aspect of quality teaching and student learning (Liberante, 2012: 8). Language style used by educators especially teachers at school are considered as models for the students, because school is a formal situation as the second environment for the students. So, the teachers tend to use formal style in teaching learning process in the classroom, while the interaction among teachers at school is considered as the interaction in the workplace. Based on the explanation above, it is as challenge to conduct a study about language style used by male and female teachers in school interaction.

1.2 The Problems of the Study

The problems which explored in this study are formulated as follow;

1. What types of language style is used by male and female teachers in school interaction?
2. How are language style used by male and female teachers in school interaction?
3. Why do male and female teachers use language style in school interaction?

1.3 The Objectives of the Study

Based on the research problems formulated above, this study has some objectives as follow;

1. To describe the language style used by male and female teachers in school interaction.
2. To explain the ways of language style used by male and female teachers in school interaction.
3. To explain the factors cause the differences of language style used by male and female teachers in school interaction.

1.4 The Scope of the Study

This research is limited to the language uttered by male and female teachers at a school. The language observed and recorded at school.

1.5 The Significance of the Study

This research is expected to have both theoretical and practical significance for the readers.

a. Theoretically
    1. The result of the study is considered to provide valuable understanding and to enrich the theories of gender and language style in linguistic study.
    2. The result of the study can be used as reference for those who want to conduct a study in gender and language style.
b. Practically

    The result of this study is expected to contribute faithful information about gender and language for students, teachers or lecturers, researchers.

    1. Firstly, for the students, so they can enrich their knowledge about gender and language style.

2. Secondly, for the teachers and lecturers, so they can use it to support the teaching and learning materials related to the gender and language style.
3. Thirdly, the result of the study can be useful for researcher to gain a deep insight especially in gender and language style used in school interaction.
4. Fourthly, the result of this study can be useful for teachers to enhance their awareness to be more appreciative with their language.