

CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, many researchers have interest in different linguistic behaviors of women and men in sociolinguistics topic. They have been observed the men and women speech and differ it based on form, topic, content, and use. According to Coates (2015, p.109), stated that previous researchers argue that the powerless language has been confused with women's language because in our societies, women are usually use less powerful language than men and women show more politeness in their language. The differences of male and female also stated in following pieces of surah An-Nisa verse 34:

الرِّجَالُ قَوَّامُونَ عَلَى النِّسَاءِ بِمَا فَضَّلَ اللَّهُ بَعْضَهُمْ عَلَىٰ بَعْضٍ وَبِمَا أَنْفَقُوا مِنْ أَمْوَالِهِمْ...

This verse explains the position of men is as a leader of women. It makes women sounds inferior and men the superior. In its connection with the research, in common, women also sound inferior rather than men such as they use more polite form rather than men that more frequently use taboo or rough words. Even though in this modern era women seem to use taboo or rough words rather than before, but still the domination of men

exists. Moreover, the expectation of society make the most of women keep their words in rule.

Furthermore, there are many researchers work in the field of language and gender found the different result from what Lakoff has claimed. Holmes (2013, p.159) stated that men and women use the different forms of linguistic in all speech communities. Coates (2015, p.97) stated that according to folk linguistic, men swear more than women and they use more taboo words. Men also more likely to interrupt others than women do.

Some studies about language and gender rarely discussed about men's language, previous studies mostly give greater attention to women's language features except for the work of Jennifer Coates. Women and men's language features that have been discussed by Coates are minimal responses or backchannel, hedges, tag question, question, command & directives, swearing & taboo language, and compliment. There are several differences of women and men's features such as who are more likely to use certain features.

Holmes (2013, p.307) actually found that men were more likely to use tag questions that indicated uncertainty. Mizokami (2001, p.149) also stated that each men and women talks differently depending on the situation and that the meaning of a specific linguistic behavior is not perpetually fixed but is negotiated within the participating group in each

interaction. Romaine (2000, p.102) stated the same. For example, a male costumer said '*How about meeting for a drink later, honey?*' to a waitress he does not know or said by a woman to her husband as they talk over their schedules for the day. Such examples suggest that we need to seek our explanations for gender differences in terms of the communicative functions expressed by certain forms used in particular contexts by specific speakers. We cannot simply propose to ban words like *sweetie* or *honey* from public communication because they can be construed as offensive in some contexts. Thus, we cannot claim directly the purpose someone using certain features. We have also analyzed in what condition the features appeared. Then, we can conclude whether the features appeared to show confident (strengthening function) or unconfident (weakening function).

Then, in the relation between gender and language in the field of education, Akbar (2019, p.8-13) stated that the use of speech which contains signals of status, order and conflict are mostly carried out by male teachers because men are identified with power while the utterances mostly pronounced by female teachers are utterances that contain tag question and signal of Intimacy as women are identified with closeness and tenderness. Besides, Monsefi and Hadidi (2015, p.10-11) stated that female teacher was more interactive rather than male teacher. Female teachers tend to give more referential questions, give a lot of praise and

use fewer forms of direction while male teachers used more competitive styles in classroom than female teachers.

In English Education Department of State Islamic University of Antasari Banjarmasin, there is a teaching practice II program in the sixth semester in order to prepare pre-service teachers experience teaching. In this teaching practice program, the student teacher or pre-service teacher has a role as a teacher and teach students at school. This teaching practice program make the students in English Department experience the practice of teaching English after they learned some theories and it helps them in developing their pedagogical skills.

Thus, in delivering knowledge to others, the teachers have to be confidence and delivering the correct information in order the students could gain the knowledge effectively. The information that will be caught by the students influenced by the way teachers delivering knowledge. According to Wahyuningtyas (2018, p.92), when teachers teach correctly but unconfidently, they will use the features more than one feature because they may feel that they need to clarify the information whether it is correct or not, or whether that information can be understood well or not by the pupils.

Hedges became the feature that appeared the most in pre-service teachers' utterances. Hedges such as *okay*, *well*, *aa*, or *uhm* appeared because usually pre-service teacher, both male or female need time to

think about the material or to decide the best word to deliver the material or information in order that the information that has been prepared by pre-service teacher can be transferred maximally (Wahyuningtyas, 2018, p.95-96). From what has been explained before, it showed the benefit of hedges because the feature can make the information maximally transferred such as following example: *The purpose of descriptive text is to describe and **aa** reveal a particular person, place or thing.* However, hedges have a weakness, it is because the use of hedges also can make the speakers avoid personal responsibility from statement that has been delivered that make them have a lack of confidence (Hyland, 2005, p. 101). Example: ***Maybe** you have learned about this lesson in middle school.*

According to Akbar (2019, p.8-13), from 2 male and 2 female in-service teachers' utterances that has been analyzed, there is only 1 female in-service teacher that used hedges. This feature appeared when the teacher changed the topic, to make a pause or give some time to think. In addition, tag question is the feature that appeared the most from in-service teachers. There are 2 female in-service teachers and 1 male in-service teacher that used tag question. The used of this feature showed that the teachers not only presenting their view but asked for students' participation to confirm their utterances. Thus, we notice that in-service teachers did not use many hedges as what pre-service teacher did. It can be happened because in-service teachers have more preparation and they have experienced teaching more than pre-service teachers.

Furthermore, in this research, the researcher analyzed language features that are used by women and men pre-service teachers in Antasari State Islamic University based on Coates theory; minimal responses or backchannel, hedges, tag question, question, command & directives, swearing & taboo language, and compliment.

Based on the background above, this study will focus on investigating what are the women and men's language features used by pre-service teachers of the sixth semester students in teaching practice II and the function of using those features.

B. Research Questions

1. What are the women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department?
2. How are the functions of women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department?

C. Objectives of Study

1. To investigate what are the women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department?
2. To analyze how are the functions of women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department.

D. Significance of Study

1. Theoretical

The researcher expected the result of this research can be a source for the next researcher as the additional information of their research.

2. Practical

a. For the learners

The researcher hopes this research will help the learners of English if they are faced by sociolinguistics topic about language and gender especially women and men's language.

b. For the teachers

The researcher hopes this study can be additional source for teaching and learning. Moreover, through this research, teachers can design and develop their teaching techniques based on the role of language and gender.

E. Definition of Key Terms

To avoid misunderstanding in this study, the researcher will give definition of some key terms that are important to understand as following:

1. Women and Men's Language Features

Some language features that could be found in women and men's utterances according to Coates theory; minimal responses or backchannel, hedges, tag question, question, command & directives, swearing & taboo language, and compliment.

2. Teaching Practice II

In this research, teaching practice II refers to a program obligated for student teachers or pre-service teachers in the sixth semester of English Education Students 2018 of State Islamic University of Antasari Banjarmasin, to practice teaching in school whether online or offline.

3. Utterances

Utterance is a unit of speech. In this research, utterances are the word or sentence that women and men pre-service teachers produce orally.