

CHAPTER IV
FINDINGS AND DISCUSSION

A. Finding

The research was conducted at the UIN Antasari Banjarmasin campus in the Department of English Education. The participants of this study were 6 students majoring in the English Education Department consisting of 3 male students and 3 female students. Research conducted by interviews that have been conducted with 3 different question topics on male and female students majoring in English Education Departement. In validating the data, the researcher developed coding as attached in Appendix 3 and 4 to make it easier to describe the data and to be more relevant based on the interview.

1. Male Students' Communication Style

Based on theory communication style proposed by Tymson about gender differences in communication style (1998), it showed that the male students used communication style, as follow:

Tabel 4. 1 *Male Communication Style*

No.	Male Communication Style	Number of Student
1.	Report style of speaking	3
2.	Goal driven	3
3.	Focus on information	2
4.	Succinct language	2

Report style of speaking, table above shows that all male students have the same communication style as Tymson's theory of report style in speaking. Men convertation mostly contain facts and they focus on exchanging

information with little emotional import because they prefer exchanging information in conversation rather than having to build an emotional connection with the other person. This style was found in student answers below :

“As I mentioned earlier, I prefer to buy pizza at "pizza pian" because I think the pizza is there. The bread is softer and not hard. And the price is pocket-friendly, so I can buy it once a month and compared to other pizzas. Delivery there is very fast and makes customers very satisfied. I have shopped at other pizza but the delivery was really very long and in the end the pizza that was delivered turned out to be hard and that was very disappointing for me personally.” (MRs1)

At the data, he suggesting his favorite pizza place provided information based on his personal experience that ordering at a pizza outlet that he like so much better than pizza service at other places, which sometimes took a very long time to deliver and the bread was hard because it took too long to deliver.

“My favorite food is fried rice. Because in my opinion fried rice is the most delicious food and very easy to get so it can be a solution when we are hungry at night. The second is indomie. Indomie in my opinion is very delicious and tastes very stable compared to other brands. And I think only Indomie can maintain its taste and even improve the taste even more delicious. For example, the others can taste fickle and inconsistent. But it's different from indomie which is always stable and fits in the heart.” (MRs2)

At the data, he gave information to his interlocutor when he said that the taste of indomie, the noodle brand he liked, had a distinctive and consistent taste compared to other noodles, he even said that the taste of other noodle brands changed a lot based on his personal experience.

“The English Education Department at UIN Antasari Banjarmasin is actually better than I thought, many people say that learning here is unsatisfactory but when I entered this department it turned out that it's not as bad as they say, it's deeper in explanation, more detailed and more suitable for us as a teacher or other profession.” (MRs3)

On this data, he tells between his estimation of the English Education Department from what other people said and the reality he felt after entering the department. He tells the facts by previously telling the estimates and words of others.

Goal driven, usually men are more focused on the ultimate goal of communication. Therefore, there are more men to the point than women. It's not that they don't care about the process, but not at the expense of the goal. Based on table above, shows that all male student use this style. This style was found in students answers below :

“I usually eat pizza once a year. Maybe even more. Because apart from the price being quite expensive, I usually eat this food only when I'm with my extended family. Because the portion is really big and I'm used to eating it together.” (MGd1)

At the data, he immediately answered that he can eat his favorite food once a year because the price is quite expensive. He immediately stated the reason straightforwardly.

“What is certain is that I can improve myself, both in terms of skills and knowledge. What really stands out now is in terms of kicking skills, in the past it was very difficult for me to talk to other people but now it's easier for me to get my point across to other people and have the courage to appear in front of many people” (MGd2)

At the data, he said that his abilities had increased more than before, here he answered to the point without much further ado but still gave supporting sentences or you could say to the point not that he forgot the process, it's just that he conveyed it in short sentences.

“The English Education Department at UIN Antasari Banjarmasin is actually better than I thought, many people say that learning here is unsatisfactory but when I entered this department it turned out that it's not as bad as they say, it's deeper in explanation, more detailed and more suitable for us as a teacher or other profession.” (MGd3)

Based on data, he gave his answer succinctly, saying that the reality was not like what he had heard from other people regarding the English Education Department. The sentences he uses are short so that he immediately focuses on the final result of his answer.

Focus on information, usually male students tend to say what they have to say, assuming the message is conveyed clearly and forward from the point they want to achieve. While female students like to waste time, talk a lot, and don't get to the point, on the other hand, boys tend to be more on the point. Based on the data, only 2 male student that use this style. This style was found. The proof can be seen in student answers below :

“Yeah, of course that is very necessary because we need someone we can admire and inspire us as well as a mood booster when we are down.” (MFi1)
“The hope for my idols is that they will always be healthy. Be happy and develop in terms of career and life. Of course I really want to meet someday. Either in person or just being greeted through social media.”

These data show male student focus on information, where all the answers are given in a clear and concise manner without rambling. They also use short sentences which reduce their answers to a few but still answer the questions.

Succinct language, the definition of succinct is getting to the point in just a few words. Men usually use short sentences that look relaxed but can still be understood by the other person. We can see this style was found in students answer below :

“Yeah, of course that is very necessary because we need someone we can admire and inspire us as well as a mood booster when we are down.”
“Yeah, I think that's really necessary because we need someone who can inspire us and see their achievements so that we can follow in their footsteps. In addition, idols, in my opinion, are mood boosters when we are feeling down or feeling down. They can be our mood booster to get back into the spirit of living our dreams and achieving them.” (MS11) and (MS12)

The two data above show that men like to use short words both to express their agreement with one thing or another.

2. Female Students' Communication Style

Based on theory communication style proposed by Tymson about gender differences in communication style (1998), it showed that the female students used communication style, as follow:

Tabel 4.2 *Female Communication Style*

No.	Female Communication Style	Number of Student
1.	Focus on realtionship	3
2.	Rapport style of speaking	3
3.	Process Oriented	3
4.	Storytelling style of speech	3

Focus on relationship, women primarily engage in conversation to form and maintain relationships. Communication depends on content and relationships, the way each gender chooses to communicate and how they perceive the interaction can make a difference in their relationships. From the table above, shows that all of female students use this style while speaking. This style was found in students answer below :

“First because I really liked English since I was small, then my late father also said that my English skills were also very good so he hoped I could continue my English education to a higher level. So my father used to really like English and was interested, but he didn't know how to channel it and study it more deeply, so he didn't study English seriously or in formal education.” (FFr1)

At the data, she conveyed something that could be considered private for her, but she conveyed it and this was to build a relationship in the conversation. There is mutual empathy for one another which can make the atmosphere in the conversation more intimate.

“Actually I am a gap year, I actually chose a booth in Jakarta and sacrificed a year to prepare myself to take the booth exam. So during that gap year I studied in an English village and maybe from there I started to like English even though I had been interested since high school, but studying in an English village made me even more curious and interested in English education. But because someone offered me to enter STAN and to enter there it required a high fee, so I focused more on myself and decided not to study at any campus. And it turned out that when registration was supposed to have been opened, STAN registration was not held due to the pandemic. Of course I was very sad and decided to study at UIN Antasari Banjarmasin because the campus is also in the city where I live and I also chose to major in English education as I liked before.” (FFr2)

Based on data, she said that she had a gap year in education. She conveyed the things she experienced which was the reason he entered the English department. She described many things in his past which were the reasons why he chose this major. The relationship in the conversation will be built from a lot of personal information stated by each other.

“Yes of course. I have to read more is the solution because I am a person who if I don't understand something then I will continue to try to understand it in any way. Because later if I don't understand it will come back to me too dizzy myself when the class is in progress so I try hard to make myself understand. For readign, I prefer to read a lot of easy articles first with light explanations so that I can easily understand them and then when I get used to them I will look for articles with more complicated discussions to understand” (FFr3)

Based on data from his answer, she described that she was a person what kind of weakness. Not everyone wants to talk about self-weaknesses which are one of the things that are private. She mostly talks about her feelings. However, in this conversation, she went into detail to build an emotional connection and gain mutual empathy and approval.

Rapport style of speaking, women are usually a mutual understanding, or empathy that makes communication possible or easy. So that in

communicating, women tend to prioritize comfort when talking to the other person. All of female students use this style while they are speaking. From the table above, shows that all female student use this style. This style was found in students answer below :

“Yes, I definitely spend it on the food I like, whether it's satay or gado gado. Because that's how much I like it to the point that if I am fed 3 times, I can eat satay one day because I like it so much, so if I have extra money, I will definitely give it to satay and if I want to give myself a self-reward, I will buy it. satay or gado gado for myself.” (FRs1)

From this answer she said how much he loved her favorite food, she expressed her feelings so that others would know that how much she liked his favorite food was also to gain mutual understanding from her interlocutor.

“Actually I am a gap year, I actually chose a booth in Jakarta and sacrificed a year to prepare myself to take the booth exam. So during that gap year I studied in an English village and maybe from there I started to like English even though I had been interested since high school, but studying in an English village made me even more curious and interested in English education. But because someone offered me to enter STAN and to enter there it required a high fee, so I focused more on myself and decided not to study at any campus. And it turned out that when registration was supposed to have been opened, STAN registration was not held due to the pandemic. Of course I was very sad and decided to study at UIN Antasari Banjarmasin because the campus is also in the city where I live and I also chose to major in English education as I liked before.” (FRs2)

At the data, she explains the reasons for the questions in detail from start to finish and in it she also tells her personal experience where she had to have a gap year in education before she finally decided to major in English. Mutual understanding is needed in this conversation because it involves a lot of emotional personal experiences and in order to make the conversation atmosphere more intimate and warm.

“Yes of course. I have to read more is the solution because I am a person who if I don't understand something then I will continue to try to understand it in any way. Because later if I don't understand it will come back to me too dizzy myself when the class is in progress so I try hard to make myself understand. For reading, I prefer to read a lot of easy articles first with light explanations so that I can easily understand them and then when I get used to them I will look for articles with more complicated discussions to understand” (FRs3)

Based on data she expressed all her complaints and shortcomings. Here, there are many meanings of sentences that show personal feelings so that understanding is also needed so that the atmosphere in the conversation becomes more comfortable.

Process oriented, women value the process of conversation more, such as enjoying the conversation by building relationships, for example, they are gradual in achieving communication goals. Based on the table above, all of the female student is process oriented while they are speaking. This style was found by the condition of female students is calmer and not in a hurry when speaking. This can also be seen from some of the answers they put forward in students answer below :

“There was one of my UPB teachers who became my idol because he had very good pronunciation when he taught. I really like listening to him speak English because his pronunciation is clear and very easy to understand. Even though in UPB learning at that time he used full English but I liked it and it was easy for me to understand what he was saying. So I am very happy to hear him and feel trained in English, especially in the field of listening by listening to him speak full English every lesson. And also because if for example we were told to also speak English. Whatever we said, even if it was wrong. But at least we had the courage to try and it would be appreciated by him no matter how small his mistake, he would definitely listen first and then correct it, never directly blaming it. I think I really admire him. And make him different from other lecturers or teachers.” (Fpo2)

“Because English is not our language, the main obstacle is vocabulary and meaning. People will not be eager to learn something if they don't understand what is being studied or are usually in full English in learning. By having a lot of vocabulary it will greatly facilitate us in learning and understanding English. For me personally, grammar is not too much of a headache because my teacher once said that the important thing about English is self-confidence, the important thing is to have the courage to try to speak even though the grammar is messy and there are lots of mistakes, but at least our speaking skills can be trained as long as what we say can still be done. understood by our interlocutors, grammar is not too big a thing to be concerned about, although I will still learn to improve my grammar.” (Fpo3)

“In my opinion, having an idol is fifty fifty, because I personally look more to myself. I'm pretend to see myself as a motivation for myself. But on the one hand if it's really stuck and I can't see. What else is there in me, I need someone else for me to set as a benchmark and. Give me encouragement through the achievements he has. Here. That person is one of the Indonesian actresses who is also extraordinarily smart is Maudy Ayunda. I like Maudy Ayunda because she is a very independent, educated, multi-talented person. As we can see he was able to continue his education even though he is an artist who we certainly know has played a lot and must be busy in the film world but he can still manage his time to continue his education, besides that he also has a very good manner. She is polite and low profile. And very suitable to be a public figure.” (Fpo4)

Based on the data above it can be seen from the length of their answers where they explain coherently from beginning to end in accordance with a process oriented style, enjoying the process in conversation to get the final answer. They actually tell a lot of things beyond the question. Compared to men who are straightforward in answering

Storytelling style of speech, women uses a story as an example to get others' attention and illustrate their point. They will tell in detail the beginning of what happened or the reason behind it. From the table above, shows that

all student use storytelling style to describe their answer. This style was found in students answer below :

“Actually I am a gap year, I actually chose a STAN in Jakarta and sacrificed a year to prepare myself to take the booth exam. So during that gap year I studied in an English village and maybe from there I started to like English even though I had been interested since high school, but studying in an English village made me even more curious and interested in English education. But because someone offered me to enter STAN and to enter there it required a high fee, so I focused more on myself and decided not to study at any campus. And it turned out that when registration was supposed to have been opened, STAN registration was not held due to the pandemic. Of course I was very sad and decided to study at UIN Antasari Banjarmasin because the campus is also in the city where I live and I also chose to major in English education as I liked before.” (FSs1)

At the data she told how his confusion began with the major he had chosen. She also told how until finally she was able to get back up from the confusion she experienced. She recounted his educational life while in this department. In answering the questions, she tells his personal experiences coherently from beginning to end using a storytelling style to answer her questions. From the beginning of her choice to several events that forced him to turn around and decide to become what he is now.

“Personally, it's better to buy it, for example, far from mom, but when you're at home, it's actually made by mom. It's better than outside because we can request what we want. What's the level of doneness. Do you want it to be very cooked or not because I honestly prefer medium to overcook because there are satay which are usually very cooked so they shrink and turn black a lot. So I don't like it.” (FSs2)

In the answer at the data she gave an example when we are at home and when we are away from home, the level of worth it will be different according to each situation. The parable she gives can make the interlocutor well imagine the meaning of.

3. The differences between male and female students' communication style

Differences in communication styles between male and female students, below explained in more detail.

Difference in emphasize, from these data, it was found that male students used emphasis to clarify words and emphasize the intended point, while female students did not find significant emphasis to clarify meaning.

For example :

M : "For me, the obstacle is that several courses give **assignments** at the same time"

In the sentence above the male student emphasizes the SIGN part instead of being loudness.

Difference in fillers and discourse particles, The use of filler in men is more than women such as "like", "mmm", "aaa", etc. This style can found in student answer below :

Male Student :

*"Actually, many of my idols have died. Like the Prophet Muhammad sallallahu alaihi wasallam, then also the scholars, ustadz, kiai and others. But on the other hand, I like a character. He is a character in **aaa** which in the story he is forced by people to do work. On the other hand, I also like a YouTube creator content. His name is Dani Douglass whose content is about games.*

Female Student :

*"Maybe it's more grammatical and reading because I need to read a lot and that makes me need to struggle more for it. And grammar is also very **mmm** challenging because there you have to pay attention to whether it is past tense, present tense and that's only about tenses not about other components such as articles and so on."*

From the results of interviews conducted by male and female students using filler in expressing sentences, the difference is just that males use it more than females, this can be seen in students answer where during the interview male

students used filler 33 times while female students use filler 20 times in expressing the answer.

Difference in hedging, females use more qualifying or hedging phrases than male students. From the interview results, both men and women use hedging phrases such as "maybe" and "in my opinion" but the difference is that men use them more than women as seen in students answer below :

Male Student :

*“It's been very good and the lessons given are also appropriate **in my opinion**, but maybe there are a number of things that need to be improved such as mmm the existing facilities because to be honest several times when we want to use the projector there are often problems and it hinders our lecture process. Aaa so hopefully it can be paid more attention to in the future for mutual comfort in the teaching and learning process.”*

Female Student :

*“**Maybe** it's more grammatical and reading because I need to read a lot and that makes me need to struggle more for it. And grammar is also very mmm challenging because there you have to pay attention to whether it is past tense, present tense and that's only about tenses not about other components such as articles and so on.”*

In the overall results of the interviews it was found that male students used hedging phrases 19 times, while female students only used them 10 times to answer the questions given.

Difference in intensifiers or boosters, men tend to use quantifiers, while women tend to use qualifiers. In this case, it can be seen in student answer below:

Male Student :

*“Even though I've **never** met my idol, I feel happy when I see him, mmm whether it's from his YouTube channel or Twitch earlier. Not because he's funny, but because of his character and what the content is positive. Although there are also negatives, but it's just for entertainment and jokes.”*

Female Student :

*“So first, the English Education Department at UIN Antasari Banjarmasin has many courses that are not only about English but also from a religious perspective and so on. Second, in this department it's not only **always** about English but also studying a lot of Islamic subjects. Then, the existing facilities might be equipped again, for example, now we have started learning teaching media where learning media are really needed to support the learning process, so it would be better if we could provide examples of various kinds of existing media so that we know and are familiar with media and can apply it to our students when we teach later.”*

Both male and female students use quantifiers in conveying their sentences. The male students used it 11 times and the female students also used it 11 times in answering the questions given.

Difference in question, asking questions according to women is a way to build relationships, while men rarely use it because it is considered incomprehensible and incompetent. This style can be found in student answer below:

Female student :

*“Yes, I have an idol named Habib Jafar al. Husein. He is a lecturer where he is very social among young people, very famous. **And why do I like him?** That is because when he delivers a lecture he never uses words like that are difficult to understand or standard words so that the target for teenagers can more easily understand what he means. And especially personally I feel very understanding and very understanding of the lecture he delivered and I really like it. His style of lecturing. He is also able to answer questions that are difficult to answer. I think it is difficult to answer because nowadays there are many questions that can be said to be beyond reason. But he can answer them again in simple language to understand. And he can connect between reason and religion.”*

Based on data women use questions to build relationships in a conversation while male students were not found to ask something back in answering the questions given.

Difference in credit claiming, usually, men tend to use the word "I" instead of "we" to express or liken something. As can be seen in student answer below :

Male student :

“The English Education Department at UIN Antasari Banjarmasin is actually better than I thought, many people say that learning here is unsatisfactory but when I entered this department it turned out that it's not as bad as they say, it's deeper in explanation, more detailed and more suitable for us as a teacher or other profession.”

Female student :

“There was one of my UPB teachers who became my idol because he had very good pronunciation when he taught. I really like listening to him speak English because his pronunciation is clear and very easy to understand. Even though in UPB learning at that time he used full English but I liked it and it was easy for me to understand what he was saying. So I am very happy to hear him and feel trained in English, especially in the field of listening by listening to him speak full English every lesson. And also because if for example we were told to also speak English. Whatever we said, even if it was wrong. But at least we had the courage to try and it would be appreciated by him no matter how small his mistake, he would definitely listen first and then correct it, never directly blaming it. I think I really admire him. And make him different from other lecturers or teachers.”

From the results of the interviews male and female students used the word "we" to compare something but the difference was that male students used the word "we" 27 times while female students used it 29 times in answering questions during the interview.

Difference in topics, between men and women usually have different topic tastes, men tend to prefer to talk about sports, achievements, work etc. whereas women tend to like to talk about relationships, feelings, clothes and children. From the data obtained as can be seen in student answer below:

Male student :

“Get a job, become a teacher. Another hope might be to become a freelance translator because many aspects will be understood and can also help other people to translate sentences from one language to another.”

Female student :

*“What is certain is that first, from learning now, **I hope I can apply it to my children** so that they can speak English from a young age, mmm then they can become civil servant teachers, hehehe realistic sis. Then it could also be the ministry of language and I also have a dream to be able to go abroad and get a scholarship to continue my education.”*

When asked questions about expectations from studying in the English Education Department, male and female students have different answers, many of the female students answer so they can teach it to their children someday while male students answered in order to get a job.

B. Discussion

1. Male Students' Communication Style

Based on finding, there were 4 communication style used by the male students using Tymson's theory about gender difference in communication style.

Report style of speaking, the male students answered the questions by giving some information such as suggestions that came from their personal experiences and they like to provide information related to what they know to their interlocutors while men with report style, men engage in "report-talk" a style focused on exchanging information with little emotional import whose primary function is to generate solutions to problems (Tannen, 1990). Their speech contains facts, data, and aims to solve problems, and they tend to leave out a lot of the personal information and this is also in line with Tymson's theory which states that men tend to prefer to exchange information rather than build relationships in conversation.

Goal driven, male students are more focused on the final goal, namely the final answer to the question without being interested in explaining the origins and details of the reasons why this happened, they answered straight to the end, not out of the topic or discussion. Even though they tell something, it must be related to the topic, whether it's the reason, or the supporters of the story as Tymson (1998) stated that men are more focused on the end of communication, although that does not mean they do not enjoy the process of the conversation.

Focus on information, male students answered straightforwardly and briefly in line with Tymson (1998) where males will focus on information when speaking and are straightforward in conveying something. Men will answer in a straight line with the ultimate goal of the answer, not leading off the topic of conversation. Communication allows humans to convey information (Effendi, 2003). Men's conversational styles are usually centered on their independence, women's communication styles reflect their need for connectedness (von Hippel, Wiryakusuma, Bowden, & Shochet, 2011). Although not all of their answers were brief, sometimes they answered in length when they liked the topic of conversation or the questions asked. This is also in line with Xia (2003) theory which says that men have topics they like to talk about men will be more interested in talking about what they like. Men have topics of conversation they like like sports, autos, work, politics, etc. Men may be more inclined to talk about things and activities like cars, sports, work and mechanical things, whereas women may be more likely to talk about people, relationships, clothes, feelings, children etc. (Eunson, 2013).

Succinct language, many of them use short and slang language. They prefer to look relaxed when speaking, so they use a lot of vocabulary which tends to be shorter, this is also in line with Xia (2003) which states that there are differences in vocabulary choices between men and women where they differ in choosing the vocabulary that will be used to convey something, one of which is in response or at least responses. For men short sentences or

minimal responses they can already signal understanding, show approval, show skepticism or critical attitude, demand clarification or show surprise.

2. Female Students' Communication Style

Based on the findings, there are 4 communication styles used by female students based on Tymson's (1998) theory regarding communication styles between male and female.

Focus on relationship, all female students in this study talk to build relationship. And from all the interviews conducted by all female students, building relationships in conversation can be seen from the many responses and jokes in the conversation, although there is one male student who also builds emotional relationships by telling lots of stories and joking, but not as much as the female student. They use feelings a lot in speaking by sharing their personal experiences and describing themselves, the quality of a woman's connections and her feelings define her sense of self. (Mahmud & Nur, 2018, p. 53). Making their personal stories to gain empathy for each other and become a tool for building relationships as stated by Richard and Graeme (1998) that way we can establish and maintain relationships. We communicate to engage with others, women use communication to enhance social bonds and form relationships (Leaper, 1991; Maltz & Borker, 1982; Wood, 1996; Mason, 1994) as cited in (Merchant & College, 2012, p,17). In talking to each other they tend to use their feelings and empathy to make the conversation atmosphere more comfortable and intimate. Many minds agree that women are more careful, sensitive and more caring than men (Xia, 2013).

Rapport style of speaking, most of the answers from female students are accompanied by presentations that involve feelings and personal experiences. Most people agree that women are more careful, sensitive to their surroundings, and more caring and considerate than men (Xia, 2013) so that the two communicators must understand and empathize with each other in order to build a relationship in conversation, by using rapport style in conversation, the atmosphere will be more comfortable, relaxed and open to

suggestions and criticism (Tannen, 1990). Talking about their problems and feelings for women is seen as a solution to solving their problems, so they hope to get empathy and understanding from others. Women will also feel comfortable talking more openly to people they have built a relationship with in conversation because women tend to be more reserved in public compared to how they are more active in front of their close friends or their own interlocutors. (Spender, 1980).

Process oriented, during the interview, female students were more calm in answering questions and seemed to enjoy the conversation more, which could be seen from the details and the number of answers they gave. For women, collecting information by knowing the details from the beginning to the end is the preferred way rather than getting information from a short and instant communication. Besides that, women are more concerned with feelings when having a conversation so they will think about their words before speaking, when a woman talks, she often takes what others think into consideration (Xia, 2013).

Storytelling style of speech, on average, female students provide illustrations when answering the questions, besides that they also tell the beginning of the incident in great detail and coherently, they use storytelling style to describe their answers. This is in line with Tymson's theory which says that women tend to use a storytelling style when they speak or create something.

3. The Differences Between Male And Female Student In Communication Style

According to Eunson (2020), there are 28 different communication styles, while based on the findings, it was found that there were 7 different communication styles between male and female students.

Difference in emphasize, in emphasizing points, male students use their pitch to clarify their meaning, while female students do not emphasize

anything. Male student stressed the word instead of being loudness. This finding was different from the theory that stated men tend to use loudness to emphasize points, while females tend to use pitch and inflection to emphasize points (Eunson, 2020, pp. 7.12-7.14).

Difference in fillers and discourse particles, knowing the difference can be seen from how much fillers are used in answering the questions. Both of them used fillers in answering the questions asked, male students used more fillers than female students, this is in line with (Eunson, 2020, pp. 7.12-7.14) which say that boys use fillers ('uh', 'aaa', 'mmm', etc.) more when they speak than girls. Most of them use fillers in their sentences because they don't remember or maybe because they don't know what to say. This is in line with the theory put forward by Foss and Hakes (1978) hesitations are pauses which increase in the places of a sentence when a speaker has difficult decisions in using the words. They use fillers when they are confused about words and need to put words together as stated by Wu (2001) clarified that these fillers occur when the speaker has to stop and think about what he is going to say next and when he is constructing sentences.

Difference in hedging, in conveying their sentences, male and female students use hedging, but male students use it more ('maybe and in my opinion') than female students. This is not in line with the theory presented by Eunson (2020, pp. 7.12-7.14) that females more than males tend to use qualifying or hedging phrases ('maybe', 'perhaps', 'you know', 'in my opinion', 'it seems to me'). Female students use hedging according to the context of the sentence they use, but even so, male students only use it according to the context of the sentence they want to convey, this is in line with the theory that hedging is a pragmatic phenomenon and its interpretation depends on the context (Vlasyan, 2019).

Difference in intensifiers or boosters, boys and girls both use quantifiers ('always', 'never', 'all', 'none'), in conveying their answers. From all the results of the interviews, male and female students used them the same 11 times. This is not in accordance with the theory which says that men tend to use

quantifiers and women tend to use qualifiers in speaking. (Eunson 2020, pp. 7.12-7.14) between the two, both male and female students speak according to the context of the existing sentences and what they want to convey.

Difference in questions, based on the finding, it was not found that male students asked questions while female students found questions that led to convincing and to build relationships in the conversation. This finding in line with a theory (Eunson 2020, pp. 7.12-7.14) which says men may be more likely to interpret conversation as a win-lose contest in which you are above or below. Men may be more likely to view questions as an admission of ignorance and therefore a one-way strategy. Women may be more inclined to view questions as neutral information seeking or relationship building. Some men may perceive a woman's questions as a sign of inadequacy and uncertainty.

Difference in credit claiming, In the findings, male students used the word 'I' more often than 'we' both in illustrating and telling something. Conversely, women use the word 'we' more often in conveying or illustrating something, in line with the theory that men may be more inclined to appreciate their own achievements and even the achievements of others. Bragging rituals are important in some male groups. Boys may be more likely to use the singular 'I' rather than the plural 'we'. Women may have traditionally been more reluctant to claim credit, although this is changing in some professional circles (Eunson 2020, pp. 7.12-7.14).

Difference in topics, when asked about their hopes after studying at this campus, male students answered to get a job while female students answered to be able to teach their children someday. From this, it can be seen that male students are directly focused on work and female students are directly focused on the family. This is in line with the theory which says that men may be more prone to talk about things and activities such as cars, sports, jobs and mechanical things, while women may be more prone to talk about people, relationships, clothes, feelings and children (Eunson 2020, pp. 7.12-7.14). In another theory Xia (2013) says that when men talk, they are more likely to

discuss politics, the economy, stocks, sports, and current events. Women, on the other hand, are more interested in discussing family matters such as children's education, clothes, cooking and fashion. Men's conversation is associated with the outside world and economic pursuits, while women's talk is associated with the home and domestic chores.