

THE EFFECTS OF GENDER ROLES IN THE USE OF LANGUAGES BY TEACHERS AT EFL CLASSROOM

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ABSTRACT

FAJAR AKBAR. 2019. *The Effects of Gender Roles in the Use of Languages by Teachers at EFL Classroom (Supervised by Murni Mahmud and Kisman Salija)*.

This research aims to find out the characteristics of language used by teachers to communicate which are influenced by gender roles. This study applied qualitative research design. The participants of this research were two male teachers of SMP Muhammadiyah 1 Makassar and two female teachers of SMP Muhammadiyah 6 Makassar. The data of this research were collected by employing audio recording and observation checklist. The obtained data was analyzed in three major phases namely data reduction, data display, and draw conclusion. The result in this research is about characteristics of language used by teachers. There are fourteen features out of twenty two features of woman language and difference of male and female in speech appeared in EFL Classroom interaction spoken by four teachers namely lexical hedges, emphatic stress, question tag, hypercorrect grammar, avoidance of strong swear words, status, support, independence, intimacy, information, order, propose, conflict and compromised. The most frequent feature in classroom interaction is signal of order that was uttered 48 times in eight meetings of EFL classroom interaction. 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 question tag and signal of intimacy because women are identified with tenderness and closeness.

Key words: *effects of gender roles, language use, EFL classroom*

INTRODUCTION

A language is a communication tool in building relationships in society. Language indirectly gets influence from the users of languages that are regulated in the culture and social system. These rules play a role in language manners and language used by language users. Different cultural rules and community systems lead to different rules in the use of language, especially in Indonesia which has many tribes and cultures so that the rules related to language also have a different analysis. The different rules that bind to each culture and community system affect one's value in using language. These values are the basic determinants used by the community in assessing the merits of behavior, especially in language. In the unwritten rules related to the

language that binds every individual, both men, and women. Although the standard values used to measure these are slight differences between them.

Unwritten rules in a society that is binding on how should be male and female are called gender. Gender itself is born from an agreement with a community so that each person's words and actions have a value that is set in the gender difference. Gender also has an indirect influence on the use of language by men and women in all matters governed by society in relation to how men and women should be in the form of language dimension that reflects their personalities.

Language becomes a reflection of a person's character indirectly. Differences in characteristics held by men and women as well as the existence of rules governing how to be male and female cause the selection of different language characters between men and women. Even with the same goal, the character of this language is the main topic of this research. This research focuses on how men and women choose the characteristics of language that they think is most appropriate in the context that is happening. The object of research in this article is the English teacher in the EFL classroom. So the basic point in this study is related to the characteristics of language used by the teacher in communication that is influenced by gender roles.

LITERATURE REVIEW

Gender equality between students and teachers influence student involvement in teacher learning material (Dee, 2007). The implications of teacher understanding regarding gender concepts lead to an awareness of the similarity of tasks and efforts to respect gender differences, management of activities, competency-centered learning, and harmonious cooperation between teachers and students (Rahmawati, 2008).

Interactive, supportive and patient style was done more by female teacher than male teacher (Rashidi & Naderi, 2012). It indicates that each teacher have their own way in teaching. The way of teacher deliver their material is one way to increase students' interest. Monsefi and Hadidi (2015) stated that female teacher was more interactive then male teacher. Female teachers asked give more referential questions, give a lot of praise and use fewer forms of direction, although male teachers used more competitive styles in classroom, than female teachers. Sudirman (2016) found that female teacher gave more response to students by using some management talk while male teacher gave limited response to students during teaching and

learning process. The influence of gender role in using language also creates many variations in communication (Baquee, 2016).

The difference theory was also summarized in Tannen (1991) in an article in which she represents male and female language use in a series of six contrasts:

1) Status vs. support

This claims that men grow up in a world in which conversation is competitive - they seek to achieve the upper hand or to prevent others from dominating them. For women, however, talking is often a way to gain confirmation and support for their ideas. Men see the world as a place where people try to gain status and keep it. Women see the world as “a network of connections seeking support and consensus”.

2) Independence vs. intimacy

In general, women often think in terms of closeness and support, and struggle to preserve intimacy. Men, concern with status, tend to focus more on independence. These traits can lead women and men to starkly different views of the same situation

3) Advice vs. understanding

Deborah Tannen (1991) claimed that many men a complaint is a challenge to find a solution: “When my mother tells my father she doesn't feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his reaction. Like many men, he is focused on what he can do, whereas she wants sympathy.” (Tannen, 1984).

4) Information vs. feelings

Culturally and historically speaking, men's concerns were seen as more important than those of women, but today this situation may be reversed so that the giving of information and brevity of speech are considered of less value than sharing of emotions and elaboration.

5) Orders vs. proposals

It is claimed that women often suggest that people do things indirect ways - “let's”, “why don't we?” or “wouldn't it be good, if we...?” Men may use, and prefer to hear, a direct imperative.

6) Conflict vs. compromise

This situation can be clearly observed in work-situations where a management decision seems unattractive - men will often resist it vocally, while women may appear to accede, but

complain subsequently. In fact, this is a broad generalization and for every one of Deborah Tannen's oppositions, we will know of men and women who are exceptions to the norm.

a. Women use more standard forms than men

In the literature, Trudgill (1972) found a kind of sex differentiation for speakers of urban British English. His study demonstrated that "women informants"... use forms associated with the prestige standard more frequently than men". His study also discovered that male speakers place a high value on working class nonstandard speech. He offered several possible reasons for the finding that women are more likely to use forms considered correct: (1) The subordinate position of women in English and American societies makes it "more necessary for women to secure their social status linguistically"; and (2) while men can be rated socially on what they do, women may be rated primarily on how they appear so their speech is more important. As for American literature, research has not shown a noticeable difference in terms of the usage of standard forms by men and women.

Womens' language term was introduced by Lakoff (1973) article in *Language and Society*. Her 1975's book *Language and Woman's Place* has been enormously influential and cited by a lot of linguistics who study the search of sex in language use for the next two decades. She provided ten basic assumptions that are claimed as to be used more often by women than men in their communication, such as:

a. Lexical hedges

Lakoff decided hedging as one of characteristic of womens' speech features. She referred to the frequent use of such as *well, you see, sorta/sort of, like, you know, kinda/kind of, like, I guess, I think, and it seems like*. Meyerhoff (1992) stated the meaning of "hedge" is a word of phrase that makes the utterance seems less certain or less specific. Functions of hedges also elucidated into several situations, hedges become appropriate choice to let the utterances are vague or to express uncertainty and they use intensifying devices to persuade their addressee to take them seriously (Holmes, 1982). Hedges are linguistic features which express the speaker's certainty (uncertainty) and protect both speaker's and hearer's face. People use hedges like *I'm not sure, as far as I know* to mitigate the force of their utterances. The hedge is a linguistic feature that is regularly associated with female speech. Hedges are used to respect the face needs of all participants when they negotiate sensitive topics.

b. Question tag

The question tag is a syntactic device listed by Lakoff (1973) which may express uncertainty. We find that syntactically too women's speech is peculiar. There is no syntactic rule in English that only women may use it. But there is at least one rule that a woman will use in more conversational situations than a man. This is the rule of question tag formation (Lakoff, 1973). Holmes (2017) described four different functions of question tags, three of which do not follow Lakoff's original proposal of tags expressing tentativeness. They are expressing uncertainty, facilitative, softening, and confrontational.

c. Empty adjective

Similar sorts of disparities exist elsewhere in the vocabulary. There is, for instance, a group of adjectives which have, besides their specific and literal meanings, another use, that of indicating the speaker's approbation or admiration for something. Some of these adjectives are neutral as to sex of speaker: either men or women may use them. But another set seems, in its figurative use, to be largely confined to women's speech. This kind of adjectives called 'empty' adjectives, which means that those only convey an emotional reaction rather than specific information. Representative lists of both types are below:

<i>Neutral</i>	<i>Women Only</i>
<i>Great</i>	<i>adorable</i>
<i>Terrific</i>	<i>charming</i>
<i>Cool</i>	<i>sweet</i>

Lakoff (1973) said that these words aren't, basically 'feminine', rather, they signal 'uninvolved', or 'out of power'. Any group in a society to which these labels are applicable may presumably use these words; they are often considered 'feminine', 'unmasculine', because women are the 'uninvolved', 'out of power'.

d. Precise color terms

Women's language shows up in all levels of the grammar of English. We find differences in the choice and frequency of lexical items; in the situations in which certain syntactic rules are performed; in intonation and other super-segmental patterns. Women use color words like mauve, beige, aquamarine, lavender, and magenta but most men do not.

Fine discrimination of color is relevant for women, but not for men. Men find such discussion amusing because they consider such a question trivial, irrelevant to the real world.

e. Intensifiers

Lakoff (1973) and Wardhaugh (2010) believed that women have been denied access to power in the society, they use different linguistic strategies to express and secure their social status. Therefore, intensifiers are assumed to be used by women to indicate their different roles which they play in the society.

f. Hypercorrect Grammar

Lakoff (1973) stated that hypercorrect grammar is the consistent use of standard verb forms. Lakoff said that hypercorrect grammar involves an avoidance of terms considered vulgar or coarse, such as “ain’t”, and the use of precise pronunciation, such as sounding the final ‘g’ in words such as ‘going’ instead of the more casual ‘goin’.

g. Superpolite Forms

A request may be in the same sense a polite command, in that it does not overtly require obedience, but rather suggests something be done as a favor to the speaker. An overt order (as in an imperative) expresses the (often-impolite) assumption of the speaker's superior position to the addressee, carrying with it the right to enforce compliance, whereas with a request the decision on the face of it is left up to the addressee. The same is true of suggestions. Here, the implication is not that the addressee is in danger if he does not comply, merely that he will be glad if he does. The following phrases are kind of super polite forms:

Would you please...

I'd really appreciate it if...

Would you mind...

...if you don't mind...

h. Avoidance of strong swear words

Lakoff (1973) stated that as children, women are encouraged to be 'little ladies'. Little ladies do not scream as vociferously as little boys, are chastised more severely for throwing tantrums or showing temper: 'high spirits' are expected and therefore tolerated in little boys; docility and resignation are the corresponding traits expected of little girls. Women usually use softer forms such as 'Oh, Dear!' or 'Darn!', while the men use stronger ones such as 'Dammit!' or 'Shit!'

i. Emphatic stress

Women tend to use words which are used to emphasize the utterance or strengthen the meaning of an utterance.

For example:

It was a *brilliant* performance

The word *brilliant* is one of the examples of an emphatic stress. This word can be used to strengthen the meaning of the utterance. Features of womens' language which may serve as hedging devices are lexical hedges, question tags, question intonation, super polite forms, and euphemisms, while boosting devices are intensifiers and emphatic stress.

METHOD

Design of this reseach used qualitative research. Regarding formulating this short study, the researcher implemented discourse analysis to collect, identified, analyzed and interpreted the data of ongoing flow to communication. Discourse refers to more than just talk. It encompasses any meaningful uses of language as well as communicative gestures (Gee, 1999). This particular study was focused on the communication of EFL teachers at SMP Muhammadiyah 1 and SMP Muhammadiyah 6, Makassar. The research refered to all English teachers for English course at those secondary school. The researcher observed 2 male and 2 female teachers who taught at SMP Muhammadiyah 1 and SMP Muhammadiyah 6 Makassar which were 4 respondents in total. The teachers have different qualification and are being in charge with the same course.

The researcher was the key instrument in this study to collect the data by observation. There were several procedures that had been completed in order to collect the data of this study. This research was a participant observation or internal observation. Hence, the researcher record

classroom interaction as observation, record data and gave some questions at interview section. After that, the researcher transcribed, coded, and labeled the data before analyzing them

FINDINGS AND DISCUSSIONS

The characteristics of the languages used by teachers to communicate which are influenced by gender roles

Table below shows those findings observed in the eight meetings of EFL classroom.

Table 4.1 Characteristics of Teachers' Language use in EFL Classroom

No	Features	Frequency			
		Male		Female	
		I	II	I	II
1.	Lexical Hedges	X	x	√	X
2.	Intensifier	X	x	x	X
3.	Rising intonation	X	x	x	X
4.	Emphatic Stress	X	x	x	√
5.	Super-Polite Form	X	x	x	X
6.	Empty Adjective	X	x	x	X
7.	Question tag	X	√	√	√
8.	Hypercorrect Grammar	X	x	x	√
9.	Avoidance of Strong Swear Words	X	x	x	√
10.	Precise Color Terms	X	x	X	X
11	Status	√	√	x	X
12	Support	√	√	√	√
13	Independence	√	√	√	√
14	Intimacy	X	√	√	√
15	Advice	X	x	x	X
16	Understanding	X	x	x	X
17	Information	X	√	x	X
18	Feeling	X	x	x	X
19	Order	√	√	√	X
20	Propose	√	√	√	√
21	Conflict	√	√	x	X
22	Compromised	X	x	√	X

Based on data collected, lexical hedge is spoken one time in eight meetings in the EFL classroom. Hedging is one of characteristic of womans' speech features. In this finding, the

researcher found that only female teacher 1 that used lexical hedge as a filler. This is adjusted to the conversations carried out between teachers and students. According to Rosanti and Jaelani (2016), Lexical Hedges "well" is included in the filler category in the lexical hedge. Filler occurs when the teacher changes the topic of the initial instruction, related to the task of working on the instruction by the student, becomes an instruction in the form of an order outside the previous topic in the form of an order to lift the chair so that the teacher directly used the lexical hedge as filler. This filler serves as the teachers' pause in the process of giving orders to students. This occurs because when the teacher gave direction related to the task, the teacher diverts her thoughts to other instructions outside the first instruction so that a pause is needed. So that students can do the order well in accordance with the order of orders made by the teacher. However, the use of hedging in the teachers' utterance did not indicate utterances that seems less certain or less specific as expressed but rather become a pause to think in giving instructions to students.

Emphatic stress used to boost and to ensure the message received and responded by the interlocutor. Lakoff (1975) suggested that woman use over –the-top emphasis because they anticipate not being taken seriously. Emphatic stress is used when women want to strengthen an assertion. The researcher found that male teacher 2 had used emphatic stress in his speech. Amanda (2017) found that the use of emphatic stress was intended to emphasize important ideas. Male teacher 2 placed more emphasis on the word "non-sense" as a strong emphasis signal by doing the repetition process. The researcher believes that this emphasis is made by the teacher so that students can pay attention to the motivation given by the teacher so students can seriously listen to the teachers' words. This is closely related to Lakoff (1975) who stated that the use of emphatic stress aims to anticipate not being taken seriously so the teacher emphasizes his utterance.

The researcher found that in the interaction of language use in the class there were 12 utterances in the form of a question tag for both male and female teachers even though the intensity of the use of question tag was mostly spoken by female teachers rather than men. Dubois and Crouch (1975) argued that one focus on the question tag was to give the impression of not being truly sure of themselves and looking at the recipient to confirm with not having their own views. The overall expression of the question tag that is spoken by the teacher is "*toh*" and "*kan*" as a form to ask students for confirmation in the utterance. The teacher also does not seem

to show their dominance by not presenting only their own views, but as if asking for student participation in the confirmation of the teachers' utterances. From the 12 expressions made by male and female teachers, there were not very significant differences found. This is in accordance with Nemati and Bayer (2007) who found that the use of question tag is one of the significant differentiation between men and women in communication.

The next expression is the hypercorrect grammar expression. According to Lakoff (1975), hypercorrect grammar is the use of language in a standard form consistently in communication. Standard forms include the integrity of grammar and clarity on pronunciation when speaking. This expression was found in the utterances of the female teacher 2 during the learning process in EFL classroom. The researcher found that the use of expression was caused by the condition of the teacher and the formal atmosphere in the teaching and learning process. This formal condition encourages teachers to present more formal expressions and impress politeness. This was in accordance with the result found by Pebrianti (2013), the hypercorrect grammar expression deal with politeness and the use of standard verb forms. Hypercorrect grammar also reflects the level of education status held by female teachers 2. This is different from the results found by Holmes (2001), women speak with standard forms more than men because they should avoid offending men.

The last language characteristic proposed by Lakoff (1975) is avoidance of strong swear words. This expression was found by researchers in the utterance of female teachers 2 when trying to reduce anger and surprise by avoiding speech in the form of swear or invective. According to Eckert (2003), to express extreme anger, women may use swear word because it has been considered a powerful expression. The use of swear words is a type of diction that is deemed inappropriate to be used by women and children because it has a low value when spoken by them. The use of a swear word often associated with men than women because men used it more often in his speech. In other words, swearing or cursing is a pure male habit that is used by a word synonym with the typical male language. Swear words are also considered inappropriate for use by teachers in the classroom, so that in a state of social pressure and professionalism of a teacher, it encourages female teacher 2 to avoid strong swear words in her speech when she is angry and shocked. It was related to Gati (2015) who found that the main function of swear word is to communicate expression of surprise, interjection, and anger

Tannen (1991) found that there are six contrasts between male and female in language use. From the recording, researcher found that only 5 of 6 contrasts occurred. This proves that not all differences in the use of language found by Tannen (1991) occur in the teachers' language used. The first finding is contrast language use in status vs support. Male tend to focus to keep and gain their status while female tend to seek support and consensus (Tannen, 1991). The researcher found that only male teachers 1 used status signals once in the learning process, while support signals were actually used also by male teachers 1 and were mostly used by female teachers both female teacher 1 and 2. Male tend to minimize the loss of status that results from the entry of others in the competitive arena built by himself (Kasumovic & Keznekoff, 2015). Therefore male teacher 1 used status signals because of a disruption process that appears to threaten his status or domination in the class so that he used utterances in maintaining his status. The discovery of the support signals by male and female teachers found that relevance to previous discoveries uttered by the teacher, however, according to Tannen (1991), woman refers to the understanding that the way to gain confirmation and support from their ideas. Both male and female teachers use utterances that have support signals in terms of finding confirmation from students even though the teacher already knows the answer to the question or simply conveys information and closed with a support signal such as "yah?" or "okay?" However, Tannen (1991) stated that powerless as a basic reason why someone needs support in building strength. This is not found in the teachers' words regarding their weaknesses so that they use support signals. The use of utterances with support signals by teachers tends to only strengthen the information or questions they convey by adding student confirmation even though the answer is clear because the teacher has the power to dominate students in the class.

Based on the finding above related to the concept of difference, Tannen (1991) believed that male tend to status and female tend to support then the next difference still has a relationship with previous differences. It claims that male tend to use independence and female use signal intimacy signals. This relationship was also found by Ubando (2016), women seek connections through communication while seeking status. Women are engaged in conversation to form and maintain relationships so that the impact of independent signals from men has an impact on the theory that male tend to maintain his status while female tend to maintain intimacy. The researcher found that male teachers used more expressions containing independence signals and the opposite results that female teachers used the intimacy signal most in their speech. In the

findings, male and female teachers use the independence expression signal in the form of the use of pronouns such as "kalian" so that they seem to separate themselves from students so that there is an independence signal presented by the teacher. The most intimacy signal is done by female teachers who use pleasant greetings to students to build good personal communication even though male teachers also use intimacy signals but with a small amount. This proves that both male and female teachers use independence and intimacy signals with different amounts for each. This is slightly different from Tannen (1991), asserted expression that women and men have contrasting ideas of intimacy, and therefore have contrasting ideas of independence. The results of the findings found the same signal between male and female teacher on independence in the form of "kalian" signal and intimacy in the form of greeting signals such as "nak" "anak-anakku" even though with different amounts.

Information vs feeling is a difference theory proposed by Tannen (1991). This difference explains that male focus on the topic of discussion on information that they think is important to their interlocutors while female tend to be careful in expressing speech because there is a lexical meaning that refers to feeling so that sometimes the meaning of talking needs to be interpreted more deeply than what it sounds. In the findings, the researcher only found information signals in the utterances of the male teacher that connected the learning material with information on experiences related to the material he explained, while the feeling signal was not found in all speech signals of both male and female teacher. In the learning process the teacher in a professional manner must use the type of speech that leads to information, this is because the function and task of a teacher is as a center of information for students in the class.

The next finding relate to one of the duties and functions of the teacher as a regulator of conditions in the classroom. Tannen (1991) claimed that direct imperative is one of style of men in communication while women tend to give indirect command by using suggestion such as "let's" or "why don't we". This difference holds that in terms of asking for something both male and female have their own ways. Male teachers use the mostly order signals by giving direct orders, while the use of utterances containing propose signals are mostly used by female teachers. This is consistent with the findings of Mufazah, Sumarti, and Nazaruddin (2017), female teachers give more imperative sentences to invitations and proposals than order. Male and female teachers give orders by stating direct orders in the hope that students will carry out directly, on the other hand the teacher uses their power in terms of giving orders so that the

resulting signal is a direct command. The use of proposal signals by both male and female teachers leads to efforts to build relationships with students by presenting signals in the form of invitations or in this case the teachers have direct involvement in the commands that they said.

The last finding related to the theory of differences in male and female language use by Tannen (1991) is conflict vs. compromised. The opinion that male will vocally express rejection of something that is not appropriate to him while women tend to accept it even though they complain. According to Dildar and Amjad (2017), both men and women can collaborate in resolving conflicts, but men tend to be competitive then women. In the results of the findings in the class, it is known that the users of speech containing conflict signal are only male teachers while female teachers only use compromise signal. When the findings of Tannen (1991); Dildar and Amjad (2017) stated that conflict vs. compromise originated from the strength and role of someone, the results of this findings indicate that conflict signals were made into jokes by male teachers while female teachers making compromise as a tool for building good relationships with students.

CONCLUSION

The second objective of this reseach is to identify the characteristics of the languages used by teachers to communicate which are influenced by gender roles. There are fourteen features out of twenty two features appeared in EFL classroom interaction spoken by four teachers namely lexical hedges, emphatic stress, question tag, hypercorrect grammar, avoidance of strong swear words, status, support, independence, intimacy, information, order, propose, conflict and compromised. Meanwhile, intensifier, rising intonation, super-polite form, empty adjective, precise color terms, advice and understanding were skipped by the teachers. The most frequent feature in classroom interaction is signal of order that was uttered 48 times in eight meetings of EFL classroom interaction. The use of utterance that contained signal of order in the form of direct imperative sentences such as "raise your voice", "bring my pen", "back to your seat" and "put your pen". These commands sentence emphasizes the power of the teacher in giving orders to students, so that the teacher has a role as superior while students have inferior role. In addition, the use of speech which contains order signals is mostly carried out by male teachers because men are identified with power and status, while the utterances mostly pronounced by female teachers are utterances that contain intimacy signals because women are identified with tenderness and closeness.

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