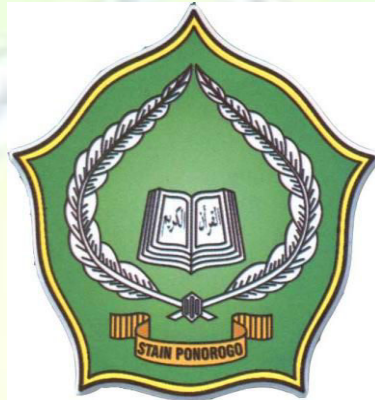# LANGUAGE FEATURES TENDS TO MALE AND FEMALE

(Descriptive Qualitative Research Of 10th Grade At Arrisalah Islamic Boarding School In Academic Year 2015/2016)

THESIS

By

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Nowdays, there are many International Standard School have been appeared in some places in Indonesia. International Standard School usually applies International bacic learning to educate students. The example is in Arrisalah Islamic Boarding School, all students must be able to communicate by using International Language (English and Arabic). Here the reseacher focuses on English Language. And will explain about language features between male and female students in the 10th grade of Arrisalah boarding school. The reseacher will explain about that problem. Because there are diverification in speaking between male and female students.

When speaking language between men and women, it is so difficult to say that the diversity in using a language just coused by their sexual differences [1].

Based on the observation all students in Arrisalah Islamic Boarding School must use English as their daily language in class and also in their daily

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[1] Journal : studi gender dan anak: " Ekspresi bahasa dan Gender" sebuah kajian sosiolinguistic: murjin.

activities every day. Therefore, in this boarding school has created English Community for males and females students. The roles of speaking English make both (male and female students) to try as good as possible in their speaking, by this activity they tend to overlook their English wether it is correct or not.

If we talk about gender and their different language, both male and female have different characteristics. One of that character is about the ability in communicative. The example is in grammatical speaking, between male and female students have a special language.

In fact, most of students are not aware that their English have their own features. There are differences in speaking English. Males student and females student will have their own English features. And usually this is not reliazed by people, most of students have their communities language to other students. And it can be seen by how the way they explore their English with other. When males and females student are talking, the different language will emerge.

Male students produce ungrammatical sentences when they speak. They often ungrammatical sentences. Most of them think that it will be better to speak up then considering grammar before speaking up. Its fact in male students, but in other side, sometimes female students are very attentive to have more attentions in their grammar. They will consider with the structure of their sentences before they express it. For them, grammar in language spoken is also very important.

This phenomenon has been discussed and debated for several years ago. Robin Lakoff, an American linguist explained that women's speech, was characterized by linguistic features. One of them hypercorrect grammar. In hypercorrect grammar poeple are consistent to use standards verb forms [2]. Other book was explained the differences on male and female, there are : " the contrast between male and female voices are presented here to highlight a distinction between two modes of thought and to focus a problem [3]. Than, between male and female there are different mood in their thinking and about their focus in a problem.

Women seems considerably more disposed then man to upgrade themselves into the middle class and less likely to allocate themselves to the working class, a finding which confirms the common observation that status concrousness is more pronounced among women [4]. Here, the women more interest in arranging some thing than the men, the women more attentions in their grammar structure when they speaking.

Based on reality in Arrisalah Islamic Boarding School, the students have problems in English Lesson, especially in linguistic features that focus on

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[2] Holmes , Janet : the handbook of *" an introduction to sociolinguistics"* second editions : 1990:286

[3] Carol, Gilligian, " in a different voice psycologic, 1996:2

[4] Kunsmann, petter, "Gender, status and power in discourse behaviour of men and women (linguistic online : www.linguistic.online.de/1-00/Kunsmann.HTM .

speaking. There are different language features between male and female students. Whereas they have learned English since the 7th grade.

Linguistic features is an extremely board phrase. In context of translating, the things would take particular note include :

1. A variety of a language used for a particular purpose or in a particular social setting, etc.

2. The technical terminology or characteristic idiom of a special activity or group.

3. Assumed social knowledge that is evident in certain language use, like detecting or displaying sarcasm, irony, and more nuanced tones in writing.

In my opinion, those are things that would be examples when translating. However, feature has a plethora of meanings in linguistics. In semantic, it could refer to a semantic class or category. In phonetics, say a place of articulation.[5]

From the description above, the writer is interested in conducting research about language features especially for the students in Arrisalah Islamic Boarding School the 10th grade on academic years 2015/2016. The aim for this reseach is not only to know about kind of language features used by males or females student in Arrisalah, but also to know what is the factors that support the

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[5] www//linguistics.stackexchange.com/question/11401/examples-of-linguistic-features.

appearing of the differents language features between them. So the writer carries out a research by title : "LANGUAGE FEATURES TENDS TO MALE AND FEMALE (Descriptive Qualitative Research Of 10th Grade At Arrisalah Islamic Boarding School In Academic Year 2015/2016).

B. RESEARCH FOCUS

Based on the problem above, this research focus on :

1. The different of language features between the 10th grade male and female students at Arrisalah Islamic Boarding School on academic year 2015/2016.

2. The factor that support the different of language features between the 10th grade male and female students at Arrisalah Islamic Boarding School on academic year 2015/2016.

C. STATEMENTS OF PROBLEM

Based on background of study and research focus, the writer will give some aspects to make the paper more specific, there are :

1. What are the language features tends to male students?

2. What are the language features tends to female students ?

3. What are the factors that support the differences in language features between male and female students?

D. OBJECTIVE OF THE STUDY

Based on the statements of problems above, the writer has objectives of study, there are:

1. To describe the language features on male students

2. To describe the language features on female students

3. To know and explain about the factors that support the differences in language features between the male and female students

E. SIGNIFICANCE OF THE STUDY

There are many significance of the study, not only for the writer but also for all people who read this paper and also for all who have related to this paper . The benefit or significance of this study is devided into two parts, there are theoritical and practical signify.

1. Theoritically

The benefit of this research is expected to enlarge knowledge about language features.

2. Practically

The benefit of this research practically is:

a. This research can give inspirations for teachers to use suitable methods in their class especially in speaking class.

b. For students, it can give more knowlegde to improve their speaking skills.

c. And also this study is expected to help to open people mind and their judgement about gender in the different language features between males and females based on scientific learning.

d. For STAIN university students its may help them to know and understand about different teaching between in boarding school and in Senior high school. (In Arrisalah boarding school, all students of Arrisalah for girls are thought by female teacher "ustadzah" and all students of Arrisalah for boy are taught by male teacher " ustadz").

F. RESEARCH METHODOLOGY

The existence of the research methodology has a goal of guiding the research as in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, research role, research location, source of data, technique of data collection, data analysis , checking of validity and research procedure.

1. Research Design

In this research, the writer used qualitative research.and the research design which used in this study was descriptive qualitative research. The researcher wanted to get the complete informations and understand about the problem. The goal of descriptive qualitative research is essentially, as its

name implies to describe something.[6] And the writer becomes the key instrument. According to Sarah. J. Tracy, Which qualitative mean is "about immersing oneself in a scene and trying to make sense of it –whether at a company meeting, in a community festival, or during an interview. Qualitative researchers purposefully examine and make note of small cues in order to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the culture " [7]. And according to Bogdan & Taylor in Hatch, qualitative research is " research procedures which produce descriptive data: people's own written or spoken words and observable behavior "[8]. It means that qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data.

2. **Research Role**

In this research, the writer came to the school, to observe and to get the data from the school. The writer did observation on Saturday, 10th of October 2015, and the result the writer found a problem in that school, that problem is in English Lesson especially in English lesson (speaking skill).

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[6] Parasurama, et al. Marketing Research : (Boston: George T. Hoffman, 2007) 64

[7] Sarah. J. Tracy , " qualitative researh method " col.bookzz.orgpdf:3

[8] J. Amos Hatch, Doing qualitative research in education setting (New York: state university of new york press, 2002) 6

3. **Research Location**

This research took place at Arrisalah Islamic Boarding School. It is located at Gundik Slahung Ponorogo East Java, 15 KM from Ponorogo to the South.

The reasons for selecting the school are :

a. The school is reachable, it enables the researcher to conduct the research more effectively.

b. This school is International standard school, which always used English Language every day.

c. There are different classes between male and female students, and also the teachers.

4. **Data Source**

To support this research, the writer needs sources. There are two sources to complete data: primary data source and secondary data source.

A. **Primary data source**

Primary data source is the direct data sources that is given for researcher [9]. The writer can get this data from the result of research. And here, the primary data is language feature that come from students. Every utterance that is produced by students is primary data for researcher.

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[9] Sugiyono, "metode penelitian pendidikan" (2009:308)

From their utterence, the writer is able to find and analyze language features used by them such as hedges, filler , tag question etc.

B. Secondary data source

Secondary data source is data source indirectly given for example by document [10]. There are some books that support this research such as "an introduction to sociolinguistics second edition by jonet holmes", "gender language and discourse by ann weatherall", etc.

5. Technique Of Data Collection

a. Observation

Observation is observing and documenting systematically toward indicati on which is appears object research.[11] From this study, the researcher observed directly in school. The researcher in involved in students activity, while the researcher doing observation, she also able to feel what the student do. Therefore the writer needs to fulfill every step of observation as follow :

1. Descriptive Observation

Before the writer did observation, the writer must take descriptive observation. In this level, the researcher has not brought problem that

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[10] ibid

[11] S. Margono , metodologi penelitian Pendidikan (Jakarta : PT Rineka Cipta,1996) 158

will be researched, so the writer explores every case and condition around of her.

The writer observed the condition and situation of Arrisalah Islamic Boarding School. Beside that the writer also tried to find a case. This step is called as grand tour observation, because these is no specific case but the researcher observed first than the researcher will find a case. By using this step, the writer got first conclution. First, Arrisalah Islamic Boarding School has used International Standard School to educate the students. Second, sometime male and female students use different style in their English. Although they speak in same context.

2. Focussed Observation

In this level, the researcher did mini observation. It is called by focused observation because the researcher more concern on the specific point. After doing descriptive observation, the reseacher focussed on student languages. In the first conclusion, the researcher found that both student (male and female) speak in different way although they speak in same context. So, the second the researcher found that male and female students have their own language features.

3. Selected Observation

This step is the last step of observation. The researcher got second conclusion from focus observation. So, the researcher more

concern to develop and to get new discovery. By analyzing of the point case, the researcher will find the characteristics of the language that used by male and female studens of Arrisalah, the similarity and the differences. It means the researcher will get the detail data and have hypothesis. The hypothesis is there is language features on male and female at the 10th grade of Arrisalah Islamic Boarding School.

All the steps above are done by the researcher. Again the researcher did participatory by join some students activities and involve in their class. The purpose is to get data reinforcement.

b. **Interview**

Interview is the other technique to collect data in this research. Morgan said that " interview is a purposeful conversation, usually between two people but sometimes involving more ". [12]

Beside the researcher did the observation, the researcher also did interview. But here, the type of interview is unstructures interview (automatically). It means due to research deeply about the object that is researched. And the object in this research is students, but the researcher

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[12] Robert C. Bogdan, qualitative research for education an introduction to theories and methods fifth edition (America : Pearson International Education, 2007: 103)

will only examine student's language. It means this interview as a tool for the researcher to make students speak and to know their speaking ability.

In this interview, the researcher did face to face interview. It is important to know students language directly. There are 35 students who interviewed. The researcher just give simple question for students because the first senior high school still learn simple question and answer. Bellow are the examples of interview question : what is your name ? , where do you live ? , what is your hobby? , what do you think about Arrisalah Islamic Boarding school? Etc.

6. **Technique Of Data Analysis**

According to Miles and Huberman, the analyzing data is done when collecting data began and after the collecting data finished. It is done continued. There are three activities to support this model. There are data reduction, data display and conclusion drawing/verivication.[13]

a. Data reduction

After collecting data from primary and secondary data, the researcher need to make data reduction. In data reduction, the researcher must make the summary from the data that is found from many sources. It has been

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[13] Sugiyono , "metode penelitian pendidikan"(2009:337)

explained that the researcher got the data by observation and interview students in Arrisalah islamic boarding school, and also got the source from the books.

Here, the data has gotten. Language features are produced by males and females student in Arrisalah. By doing observation the researcher found that males and females students speak in different way, from interview with students, the researcher know that the students without realize they have expressed their own language, and from the other sources or books, the researcher tried to analyze with the theory about language. So the researcher focused on language used by males and females student in Arrisalah Islamic Boarding School.

b. Data display

In data display, the writer made classification of the key term from this research. It is important to help the understanding of the writer to do further analysis. Here the classification :

First, the language used in Arrisalah Islamic Boarding School, Arrisalah islamic boarding school is known as International standard school, so they use English as their medium instruction to teach students. Second, English is more often used by students in the 10th grade. Third, it is found that students sometime do not consider with their English. They often do not pay attention that their style in English may bring a new case. Last, after the

writer conduct research, there is a fact male and female students absolutely have different features in English.

c. Conclusion drawing / verivication

Based on the explanation above, the writer conducted qualitative research. In qualitative research the writer must found undiscovered data from available data. It is expected to find new discovery. The writer does observation to find the problem After that the writer does interview to get data deeper.

To analyzing data the writer uses data reduction and data display. However, the analyzing data is done when collecting data began and after the collecting data finished. Finally, the writer find new discovery.

7. **CHECKING OF VALIDITY**

When the research with qualitative approach had been begun, the researcher had an effort to check the validity of data. This is to answer about the scientific on the result of data. Validity is the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests.[14] The levels of data validity can be done by using techniques:

a. The strenously observation

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[14] TOEFL iBTTM research insight validity evidence supporting the interpretationand use of TOEFL iBTM Scores, 3

It means that the researcher finds the characteristics and elements in the situation that relevant with the chosen issue. The researcher can conduct it by :

1. Observing the linguistic feature of male and female students at the 10th grade of Arrisalah Islamic Boarding School on academic years 2015/2016

2. Studying it specifically until the researcher finds the wanted data.

   b. Triangulations

   Vienna said : " triangulation is defined as the use of multiple research methods and an analysis of their finding in order to field more comprehensive picture of the phenomenon under investigation".[15] It can be reached by :

   1. Comparing between the collected data from observation with colleced data from interview.

   2. Comparing between what people say commonly with what researcher says personally.

   3. Comparing between the collected data from interview with the content of interlaced document.

8. RESEARCH PROCEDURES

There are four procedures in this research :

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[15] Vienna, focus assessment studies: A qualitative approach to data collection, (Austria: United Nations Publications, 2004), 48

1. Planning

   This procedure includes arranging the research plan. Choosing the place for observation, organizing permission, observing the research location and the subject of the research, doing observation and interview in the location.

2. Application

   In this procedure, understanding research preparation, the researcher prepare entering the field and interact with the subject while collecting data. Understanding research preparation consist of some actions sch as : understanding situation and condition of the research location, research subject, and the instrument and technique to collect data. Entering the field is the step where the researcher does the research and collecting the data about the topic. And the last is interacting with the subject while collecting dat, in this step the researcher interact with informants to collect data.

3. The procedure of data analysis

   It includes analyzing data along and after collecting data. In this step the researcher wrote the opinions about the phenomenon which is found in the field. Beside that, the researcher also gave the explanation about the research finding.

4. Research report

   It is includes reporting the result of the research in the form of thesis.

G. ORGANIZATION OF THESIS

This thesis report is organized in five chapters that interact one each other as describe in the following explanation:

Chapter I, it includes Introduction. Introduction consists of background of study, research focus, statement of problems, objective of the study, significance of the study, research methodology it consist of :research design, research role, research location, data source, technique of data collection, technique of data analysis, checking validity, research procedure.

Chapter II, it consists of theoretical background and previous research finding

Chapter III, it consists of data description .

Chapter IV consists of the data analysis and finding.

Last, chapter V is closing. It consists of conclusion and suggestions for the study. The last part is bibliography and appendix.
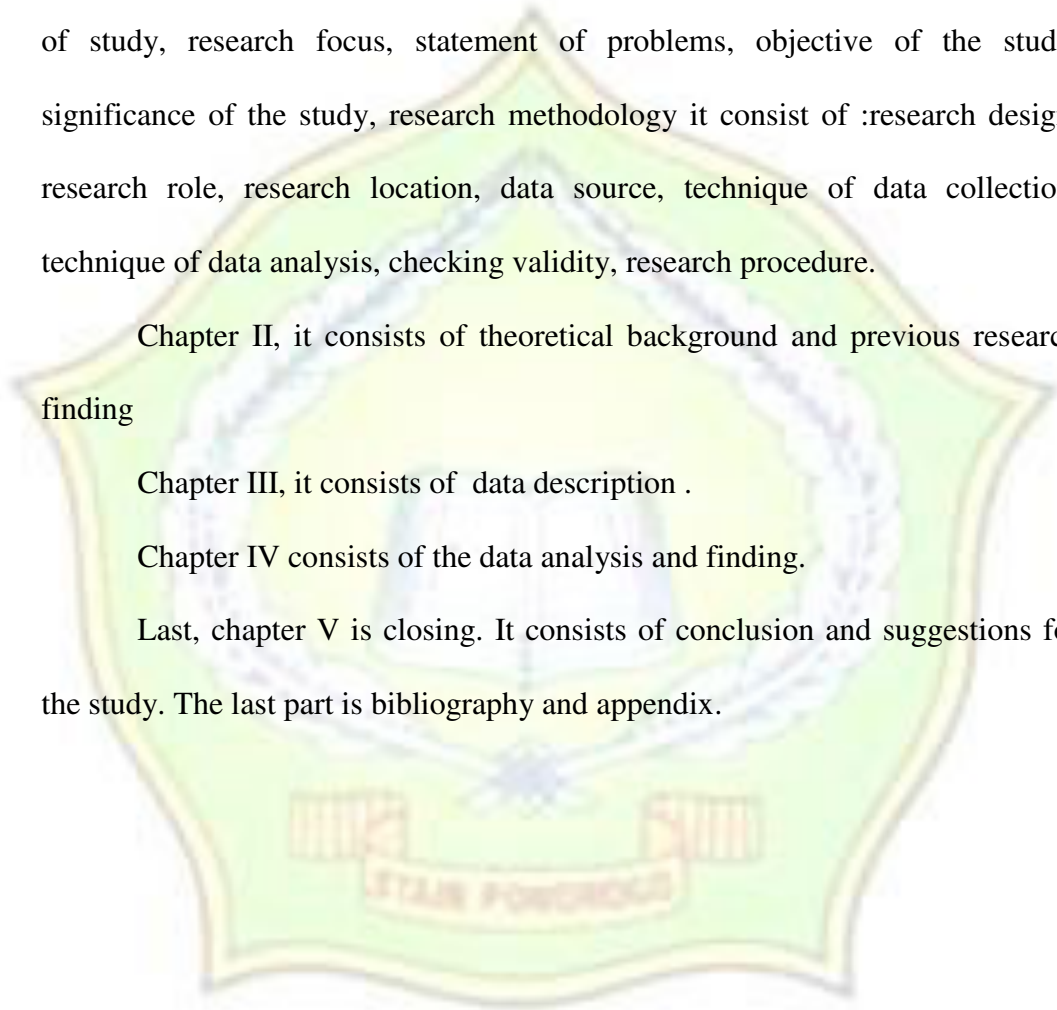
CHAPTER II

THEORETICAL BACKGROUND AND PREVIOUS RESEARCH FINDING

A. THEORETICAL BACKGROUND

This chapter presents review of related literature used in this study. The review of related literature have a goal of providing studies and information concerned with the research problems, including sociolinguistics, differences of language features on males and females and factors influenced males and females language. Linguistic features is an extremely board phrase. In context of translating, the things would take particular note include :

1. A variety of a language used for a particular purpose or in a particular social setting, etc.

2. The technical terminology or characteristic idiom of a special activity or group.

3. Assumed social knowledge that is evident in certain language use, like detecting or displaying sarcasm, irony, and more nuanced tones in writing.

In my opinion, those are things that would be examples when translating. However, feature has a plethora of meanings in linguistics. In semantic, it could refer to a semantic class or category. In phonetics, say a place of articulation.[16]

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[16] www//linguistics.stackexchange.com/question/11401/examples-of-linguistic-features.

1. Sociolinguistics

   Sociolinguistics concerns with the investigating and the relationship between language and society with [19] eing a better understanding of the structure of language and how language function in communication.[17] In short sociolinguistics studies the relationship between language and society. Society has made many variations of cultures. Then cultures from community to community have given big impact to language use.

   Sociolinguistics learns about the relationship between the language and the context in which it is use. Sometimes people use same words in the different social context. However it will bring different style in language. The different social context really influence the using of language. And also, the people use different styles in the different social context.

   Another concern on studying of sociolinguistics is sociolinguistics caused the different types of linguistic variation. Linguistics variations are used to express social context. The examples of linguistics variations are word choices, sounds, word-structure and grammar. Word choices, sounds, word-structure and grammar can be quite different when they are used in different social context. They are able to convey social information or

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[17] Wardhaugh, ronald, an introduction to sociolinguistic second edition, (oxford, 1992:13)

directive. Again people may use different pronunciation, vocabulary, grammar or style of a language for different purposes.[18]

By adopting the ideas of Holmes, in this paper the writer used the word gender rather than sex because sex has come to refer to categories distinguished by biological characteristics, while gender is more appropriate for distinguishing people on the basis of their socio-cultural behavior, including speech.[19]

In this paper, the definition of gender from sociolinguistics view is the distinction language features used by males and females based on the socio-cultural behavior, including speech. Since a long time ago gender has taken an important role to create language features.

2. The connection between language and gender

Sometimes people will not realize that there is connection between gender and language. Gender is not only used to distinguish people based on dress or performance but also their language. It has brought different language styles. In many contexts, gender creates differences in language. Moreover, the specific language features that vary between women and men are not the same across context. This case might happen because by

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[18] Holmes. Janet. " an introduction to sociolinguistic second edition, new zeland : 2000: 7

[19] Ibid : 150

considering the using of language, in fact, it is assumed that gender for women have low social status than men. Gender really influence towards language features that is spoken by men and women. Moreover language is both a medium for expressing gender identity and a reflection of the identity[20]

3. Differences of language feature on males and females

There is a serious question whether men and women who speak a particular language use it in different way or not. In fact, women and men do not speak exactly the same way as each other in any community. The differences in their speech not only in choice of words or grammar but also in the way they convey their speech. According to holmes "there are differences style and features of the language between men and women. Females and males are socialized in a very different condition and expectation so they produce very different language style".[21]

Based on all discovery from many research, there are four categorizes of the couse of appearing differences[22] there are :

a. Women are more sensitive on what they speak.

[20] Weatherall, Ann, *et al* , *Language, discourse & social psychology*, New York.2002:123

[21] Holmes. Janet "" an introduction to sociolinguistic fourth edition, new zeland : 2000: 77

[22] Kundjara , esther : 2003:7

Women tend to be sensitive in using language. In contrast, men tend to more pay attention with the informations that the fuction of language itself.

b. The discovery finds women often use intimacy words, but men less pay attention about the intimacy words. Men language point out their power to others speaker.

c. Men often do interuption. The purpose is to show their power. In other side, women more often dominate in home than men.

d. Women tend to use standard form than men. It is because standard form express high social status for user. It is assumed if women have low social status than men so they will use standard form in their speech to make equality.

Finaly, men and women use different language style in their speech. It is influenced with their position and status in society.

1) **Language features on male**

It was explained above that gender has brought differences in language features on males and females. Here in this part, the writer wants to give specific explanation about what language features on males is. It is assumed that males have high social status in society. Language seems like power for man. Men had

power over language to define meaning and they showed their power in the language they used during interaction[23].

Furthermore, based on explanation above, men use language as power. Power in language using is very important part of gender differences in speech. For example, men often do interruption than women. Commonly interruption will appear in interaction not only in same gender but also in cross-gender interaction. In fact, almost all the interruption comes from males [24]. So they use interruption as the way to show their power over women in conversation.

Another way power may be expressed in language by the way people address each other. It will be more respectful to using real name rather than nick name. In fact, men on the whole, are more likely to challenge norms of language and communication because they are generally in more powerful positions than women[25]. Therefore men ignore the norms of language to express their power.

Again, men use more of the vernacular forms than women do[26]. Men often use fewer-in pronunciations than women. For example, when a man wants to say "leaving", he tends to mention "leavin". There is no –ing in the end of word. Another example, in the words "killing" and "standing", men prefer to pronounciate

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[23] Jenifer, Coates, *Language and Gender a Reader,* Black Well, 1998 :5

[24] Holmes, Janet, *an Introduction to Sociolinguistic 2 nd Edition*, New Zealand.2000:294

[25] Weatherall, Ann*, et al* , *Language, discourse & social psychology*, New York.2007:4

[26] Holmes, Janet, *an Introduction to Sociolinguistic 2 nd Edition*, New Zealand.2000:153

"killin" and *"standin".* Those words are called vernacular form. They are often used by men. It was researched by a sociolinguist, Peter Trudgill.

2) **Language feature on female**

It has been explained and discussed about language features on males. Females also have language features. Robin lakoff an American linguist mentioned that women"s speech were characterized by linguistics features such as lexical hedges or filler, tag question, rising intonation or declaratives, empty adjectives, precise color, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words and emphatic stress[27].

Women use lexical hedges such as you know, sort of, well, you see to express their uncertain. In the same way their purpose of using hedges is they think if they will not be heard by men. So, women use hedges to show their lack of confidence.

Fillers also become a feature of female language. The examples of fillers are /...uh.../, /...um.../, /...mmh.../, /...ah.../, /...yeah.../, /...right.../, etc. By fillers women gave more conversational support than men. They expressed their interest in their partner"s conversation topic by using fillers. It can be concluded that women expect to keep conversation going. The function of fillers is to have

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[27] Ibid : 286

same equality with men where women can accomplish in every situated interaction or communication.

Next, tag questions describe language features on females. Sometimes men and women create tag question, but it is more done by women. Tag question such as /...isn't it.../, /...won't you.../, /...don't you.../, etc are used to give politeness, critics and forcefulness effect.

Women also employ empty adjectives for example adorable, charming, divine, lovely, sweet, precious, darling and fantastic. It was found that by six years, children statements are classified such as, "That's an adorable story" as more likely to be said by women[28]. It means since child, women are used to use empty adjectives. In other way, women use precise colour like magenta, beige, aquamarine, mauve, and lavender. They more often use those precise colours than men.

Language feature on females is super polite forms. In tag question, it can be one of example super polite forms. For women who used facilitative tags or standard form, it meant they show their uncertainly by polite forms.

In the other side, women also do avoidance of strong swear like oh my Goodness. Last the language feature on females is emphatic stress. To showing their attention or their feeling when they listening is by use emphatic stress like brilliant.

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[28] Weatherall, Ann, *et al* , *Language, discourse & social psychology*, New York.2007:187

4. Factor influenced male and female language

There are some supporting factors which is caused the appearing of the differences of language features on males and females. Since a long time ago gender has debated and discussed whether men and women speak in different way or not. Obviously gender is main basic of language formation. Men have power not only in their attitude but also in their language. Again, women in society are powerlessness then men. Men are powerful than women. Also in the linguistic differences between the speech of women and men may be just one dimension of more extensive differences reflecting the social hierarchy as a whole.[29]

Therefore women try to make equality in their status with men. For example women used standard form in their speech because they more aware their social status. So by using standard form men will realize if women also can get higher social status.

5. Culture and Sociolinguistics

Culture and sociolinguistics cannot be separated. Both culture and sociolinguistic relate each other. Culture is language tha is used by society and its becomes habit. Besides,language that become unique feature in society is called as culture. In other side sociolinguistics learn the relationships between

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[29] Holmes, Janet, *an Introduction to Sociolinguistic 2 nd Edition*, New Zealand.2000:152

language and society. So, culture the language has connections with sociolinguistics. The connections of culture and sociolinguistics is sociolinguistics discusses language with social language in society.

Therefore, culture and sociolinguistics coused the variations of language features. There are two aspects important in language, culture and sociolinguistics :

a) Language has functions to distinguish the social relationship.

Social relationship is very important in society. For example Jepersen said that males and females in Caribea tribe used different language. Females never use males" language. Otherwise males never use females" language. If these rules are broken by females, they will be given capital punishment.

Another example is Gross Ventre tribe from United of States. In Gross Ventre tribe, females cannot use males" language or vice versa. It happens because they will be judged as sexual disorder, if they break the rule.

Based on the examples above, Lakoff mentioned that females have been experienced on the discrimination twice. First, the discrimination on the way they use language and how language can be appropriate for them. Truly, culture has brought the differences on social relationship. Moreover, females are demanded to speak politely like a lady, if they do not speak like a lady, they will be judged as impolitely females

b) Language has function to deliver information by using language; people can know the social culture aspect.

For example, there is a culture to change name aftermarried. Mrs. Marry Brown married with Mr. Jack Smith So her name is Mrs. Jack Smith. This case gives effect that females have low power than males[30].

B. PREVIOUS STUDY

To support this study, the writer has previous research review with the previous research. There are two previous researche as follow :

1. The first research is "the role of gender and language learning strategies in learning English" by Oktay Aslan[31]. In his study intended to investigate the language learning strategies used by learners of English as a foreign language, aiming to find the amount of strategics and the domain differences of the strategic used; in his study focus on finding the difference in strategy use between genders and its influence on their achievement in English.[32] Then the different with the researcher study in the focus of study, as has explained above, but in the research study it focus on language features between males and females.

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[30] Kundjara , esther : 2003:5

[32] Aslan oktay, "the role of gender and language learning strategies in learning english. 2009:iv

2. The second research is Franziska Voegeli in her dissertation by titled " differences in the speech of men and women". Here she focused on explaining gender linguistics studies the way men and women speak or are spoken about[33].but its has a general contex. But, in this research study, she focuses on linguistict feature between males and females student of Arrisalah islamic boarding school.

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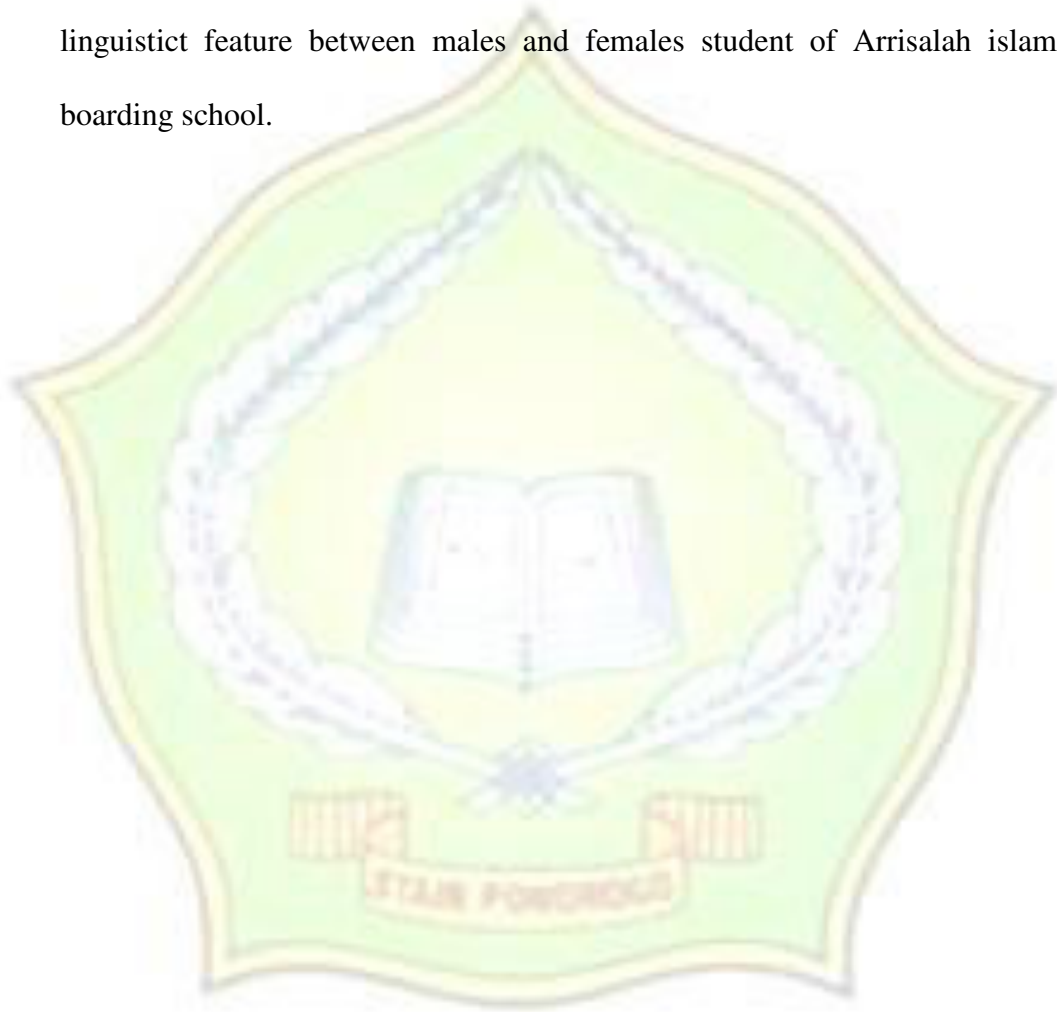
[33] Voegeli Franziska, " differences in the speech of men and women", dissertation:2005:ii

CHAPTER III

DATA DESCRIPTION

This chapter contain the general data description and the special data description. In this chapter, the researcher was conducting the data collection through observation and interview. The observation was about students activity in Arrisalah Islamic School on the 10 [th] grade(male and femal students) that focus on their linguistic feature in speaking. Here, the researcher was helped by the language center in the Arrisalah boarding school.

The interview was conducted first to the students of the 10th grade of Arrisalah Islamic Boarding School (male and female) and the second interview with the secretary, which purpose to get information about boarding school, all of data collection will be explained as follows.

A. The General Data Description

1) Research location

a) The History of Ar- risalah Islamic Boarding School.

Based on the appendix 1, Arrisalah is an Islamic educational institute, fully adopts Gontor curriculum ,its discipline, method of teaching the students and management. Historically, it was established by Drs. KH. Muhammad

Ma'shum Yusuf, and was opened by KH Imam Zarkasyi (the founder of Gontor Islamic boarding school) and his son KH. Abdullah Syukri Zarkasyi MA on February 26th, 1985, named by Madinatuth Thulab (student city).

It is located at Gundik Slahung Ponorogo East Java, 15 KM from Ponorogo to the South. It's campus is about 10 Ha. It has various facilities of education, such as : sport, praying, shops, cafeteria, telecommunication, internet network, office etc. Students are vary and the number are around 1.050 persons. They come from all over Indonesia such as Java, Bali, Kalimantan, Maluku and Irian Jaya, etc. and also from other country such as Malaysia, Africa etc. While the number of teachers are 184 persons. They are graduated from Arrisalah Islamic boarding school, Gontor Islamic boarding school and other universities outside Arrisalah Islamic Boarding School.

Since it's establishment, Arrisalah Islamic boarding school had carried out the mixed educational system of salafiyah and modern program, with considering importance of both balancing. In case the graduations had to balance as good aqidah and ethic, afterward supported by scientific own every student.

"Pemersatu Negara" Modern boarding school as the adhesive countries. This motto has been formed by students who comes from all over Indonesian province, certainly obliged to take out racial, groups, ideology, as mission "rahmatan lil'alamien". To increase educational system, Arrisalah

Islamic Boarding School has opened to foreign student for seeking science at Arrisalah Islamic boarding school, for increasing International program.

The special point of Arrisalah Boarding School is " Self Berdruifing System "[34]. It means that all students pay and use together.

In this boarding school there are differences of teaching and study method outside of pondok and the inside as bellow:

➢ The balance between the general science and religious science.

➢ Using arabic and English language.

➢ All students live in the dormitory disciplinally.

➢ Male teacher(ustadz) only teach for male students.

➢ And female teacher (ustadzah) only teach for female students.

b) **Geographical Position of Arrisalah Islamic Boarding School**

The condition of place where the students study can support the process of learning. It could be seen from geography location of the school that is beneficial.

In Ponorogo where Pondok Modern Arrisalah stand on $111^O 17$ - $111^O 52$ East longitude and 7° 49-8 20 ^{O} South latitude in the next section Southwestern region of East Java Province. Having altitude between 98 - 113 above sea level with temperatures ranging between $31^O C$ - $18^O C$. Ponorogo is bordered north by

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[34] " A Glance of Pondok Modern Arrisalah" : page 2

Madiun Regency, south to Pacitan Regency, east with Trenggalek regency, and west with the district of Wonogiri Central Java Province.

More precisely, Arrisalah located in Gundik village Slahung Subdistcrict about 14 KM to the west from Ponorogo city. The wide of this boarding school is up to 13 hectare and stand on three villages, they are :

1. West side, Nailan village.

2. North side, Gundik village.

3. East and south, Crabak village.

Geographically, Arrisalah Islamic Boarding school is located in strategic area, because the transportation to this boarding school is easy to access. This school is far from the noisy road. So the students can have quiet learning. The environment of this boarding school is very good and condussive to support learning process.

c) **The Characteristic of Arrisalah Islamic Boarding School**

a. On international programmed

b. Applying a Modern and Salafiyah system

c. Maintaining the balancing between common science and religion

d. Standing on and for all (rahmatan lil'alamien)

e. Active on international language (Arabic and English)

f. Discipline, the whole activities based on Islamic law

g. Getting certificate senior high school of Pondok Modern and certificate senior high governmental school

h. Based on ahli sunnah wal jama'ah aqidah.

i. Free from, syirik, drugs , smoking, pornography and freedom brotherhood

d) The Five pillars of Arrisalah Boarding School

To get a prosperous life in the world and in the hereafter, the five pillars of Arrisalah Boarding Schoolmodern must be owned by all inhabitant of Islamic boarding school. That five pillars are :

1) Sincerity

It means unshoping for prise, or not urging to get world profit but only for ALLAH and worship.

2) Simplicity

It means not to live in luxury, but be able to measure the force. To be simple is not miserable and poor but to train his self to face the difficulties and struggle for life.

3) Aotonomy or self-help

It means training to stand on his self and does not entrust his life to help and pity of others.

4) Islamic Brotherhood

It means the spirit of Ukhuwah Islamiyah or brotherhood that is based on equality of religion or Islam

5) Independence

It means unrestricted to other or his opinion that is not right yet.

e) Basic Education in Arrisalah

There are four basic education in Arrisalah Islamic boarding school. They are:

1. The comprehensive Islamic knowledge (kaffah).

2. General science and technology.

3. Arabic and English language used actively as the introduction of lesson, conversation, discussion, writing, etc.

4. Memorizing the holy Qur'an and al-Hadith and understanding it maximally.

In Arrisalah, all religious lesson using Arabic language, and all general lesson using English language after the student understood the basic language. All lessons started from the basic, so that there is no difficulties for the students because the student that are not able will be guided by the teacher.

f) Motto, Vision and Mission

1. Motto of Arrisalah Islamic boarding school

The motto of Arrisalah Islamic boarding school is "LILLAAHI ARRISALAH WA-R-RISALAH LILLAH". The meaning is everything in Arrisalah, soul and body is belong to Allah. And also Arrisalah with all his mission and activities are only for upholding the word of Allah, and only hope the reward to Him.

2. Vision

Got a comprehensive and useful knowledge from anywhere and can be used for the advancement and welfare of people throughout the world, in the world or in the hereafter.

3. Mission

a. In the far term

Accordance with the instruction of Allah, all students must emulate the prophet Muhammad PBOH.

1. Follow the leadership of Prophet Muhammad PBOH. (Imaman li-l-muttaqin, kholifatan 'alal ardli, Rahmatan lil 'alamin, and defender in Allah's way).

2. Produce the leader who set example to Prophet Muhammad PBOH.

b. In the near term

1. Strong devout, true worship, noble morality, wide knowledge, much experience, good attitude.

2. Can continue the study in various university in or out of country, general or religion, formal or informal. After graduated, student hoped to struggle everywhere with any professions based on Allah and His messenger guidance, to reach the happiness in the world and hereafter.

g) The activities of language movement section

The central of language movement has a function to maintain and develop the language in boarding school. With the motto "language is our crown" becomes a motivation to build the student ability in English language and Arabic language. There are many activities that routinely held to build students ability in learning language.

1) Daily activity

a. Language court

The function of language court is to judge the offender of language. In boarding school the students obligated to speak English and Arabic language, so that the students that not use English or Arabic language when they are speaking will be judged in language court.

b. Giving vocabulary

Every afternoon at 05:00 PM all students of Arrisalah are given the vocabulary to memorize. Everyday students gave 3 vocabularies. The purpose of this activity is to increase the students' vocabulary that very useful to improve their speaking.

c. Language course

Language course was held to improve students' language skill. The main purpose of language course is to make students be able to speak English and Arabic properly.

2) Weekly activities

a. Conversational Arabic and English language

Arabic Conversational and English conversation is the activity to build speaking skill of students. On this occasion the students are forced to use Arabic and English language properly in the dialog or discuss something. In this activity the students are divided in groups.

b. Listening to audio Arabic and English language

In this activity, the students should bring the paper to write the content of the video. The purpose of this activity is to know the ability of students in listening and writing.

3) Monthly activity

a. Watching cinema

To teach student's language responsive skill and their understanding in language, language section held watching cinema. The cinema is using Arabic or English language. By this activity students can learn their listening, and also the pronunciation.

4) Annual activities

a. Language skill competition.

The competition was held by language movement section. There are many kinds of competitions like storytelling, speed reading, breaking news, Fathur-Rohman, Fathul Mu'jam, debate contest, just guest who am I. The purpose of this competition is to stimulate students' creativity in using foreign language.

b. Drama contest.

On this occasion the students are develop in a groups and shown the theme of the story and then they develop it into a drama. The drama is using Arabic and English language. For that, students can learn and practice to speak English and Arabic properly.

c. Language game.

This quiz is like a quiz that we often watch it on TV, but this quiz is using Arabic and English language. The purpose of this quiz is to motivate students in using and learning Arabic and English language.

h) **School Facilities And Equipment In Arrisalah Islamic Boarding School**

Being an International Standard School, Arrisalah Islamic Boarding School has good quality. A good school is not only has good standardization system but also it has good facilities. To support learning

process, Arrisalah Islamic Boarding School provide good facilities and equipments.

In other sides, arrisalah islamic boarding school also offers proper classes for learning and studying process. It consist of 16 classes of male students and 18 classes for female students. It is started from ba' class until dal class. Here the data about the condition of class both in male or female students:

(table 3.1)

The condition	The amount of class
Good	30
Light damaged	4
Hard damaged	-
Completely damaged	-
The amount of class	34

From the table above, the conditions of class are good enough. There are only four classes that have light damaged.

In order to be more obvious, here are the kinds of buildings used and their conditions:

(table 3.2)

No	Building	The amount	Size	The condition

1	Library	1	7 x 12	Good
2	Meeting hall	2	18 x 25	Good
3	Art room	2	5 x 10	Good
4	Language center	2	4 x 6	Good
5	Mosque	1	20 x 23	Good
6	Security center	2	4 x 6	Good
7	Kitchen	1	10 x 12	Good
8	Computer laboratory	2	6 x 10	Good

It is also important to know data the teacher's room. Data teacher's room as follow :

(table 3.3)

No	Building	The amount	Size	The condition
1	The principle	2	7 x 9	Enough
2	The vice principle	1	5 x 7	Enough
3	Teacher	4	6 x 6	Enough
4	Administration	2	5 x 7	Enough
5	Guest	4	4 x 6	Enough
6	Etc			

i) **Data of students**

This is student's data from 2012 until 2015. And only for senior high school student's data.

(table 3.4)

Year	The amount of students

	X Class	XI Class	XII Class	Total
2012/2013	168	181	138	487
2013/2014	165	166	180	511
2014/2015	172	165	165	502
2015/2016	168	172	164	504

B. The Special Data Description

1. Subject Of The Study

Here, the writer concerns on the students of Arrisalah Boarding School. The writer has choosen X B / IV Ba'(males and females student) as the object of the research. Besides it is the best class in the 10 [th] grade in Arrisalah Boarding School. Students in X b / IV ba' are the selection students. They are smarter than other students in all the 10th grade. So, the writer carries out the researh in this class. The data of X B / IV Ba'(males and females student) are presented on appendix 3.

In this research the writer founds some evidences that students absolutely speak different. There are differences language features on male and female students used by Arrisalah students. By doing observation and and interview in tenth grade, the writer got information and it had connection with Lakoff Theory.

On other hands, this case also related with culture. Culture has brought the differences in language features on male and females. Students come from

different culture and social background. Therefore they bring differences in language features.

a. Language Features On Male Students

Here the researcher has practiced the some interview/ conversation on male students in Arrisalah Islamic Boarding School. And from the observation that has been done, male students at Arrisalah Islamic Boarding School dominated other students by language. This case has mentioned in some book that males always try to dominate in almost all aspects. It is not only in politic, economic or social but also in language. Further, men always dominate other because they want to show their power.

In this research sometimes male did not realize that the way they spoke would different from each others. It was because the place where they did conversation was different. They were two scopes which were caused the appearing of language features on male.

1. Inside Class

Class is principle place which is able to form student's characters not only in attitude but also in language. In this research, the writer took class Ba' as the subject of study.

There were 35 students. It consist of 18 male students and 17 female students. Male students more had high self confidence than felame students to speak English.

In fact, male students in Arrisalah Islamic Boarding School absolutely dominated others especially in speaking English. When the teacher explained and asked students, they would try to answer or to ask more often than female students though their sentences were ungrammatical. For example, when the researcher was given opportunity to come in X B class, they were active giving question.

Here several questions that were given In front of class are presented on appendix 4.[35]

From the conversation on appendix 4, it can be concluded if they (male students) more had high confidence in speaking English. Adelaide Hass said " Men may be more loquacious and directive; they use more nonstandard forms, talk more about sports, money, and business, and more frequently refer to time, space, quantity, destructive action, perceptual attributes, physical movements, and objects."

For example, when the writer was given time to join in X B class (male), and she explained past tense in front of the male students, but they did not pay attention. They were talking with others.

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[35] See appendix 4 "Transcript D*okumentation of interview" : 01/W/5/2016*

The writer   : what are you doing? Are you listening me?

Male students : we talked about past tense.

Male students more tent to speak then to listen the writer explanation. Male students sometimes used ungrammatical sentences, but they also kept trying to produce grammatical sentences. Their English were good enough for first grade of senior high school. There were only some of them who forget the structure or grammar.

There were the example of ungrammatical sentences which were produced by male students.[36]

Male students sometimes did not complate their sentences. They wanted to be seen as active students but they were confused what they should speak. So their sentences was incompletely. For example one of male students said *"the last step to make friend chicken egg is....., " we need to...."*, *" do you like...?" etc.*

Here the point is male students would do everything to be seen powerful. In addition male students often spoke out frankly. Even their English was mussy. Without considering their grammar they were confidence to speak English, for example was " hey.. are you like this ?" .actually it should be " hey, do you like this?".

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[36] See appendix 7 *"transcript Documentation of Interview": 06/W/5/2016*

Here, the evidence that the writer found, when male students were sitting together, they tend to speak everything. They were more interested in talking about lesson. The writer did observation in class and found that students more often asked each other about the answer of teacher question. This case has connection with theory language features on males. Holmes said in his book " in parallel situation the topics men discuss tend to focus on things and activities rather than personal experience and feelings."

Then, male students also did not realize about their pronounciation. It means, sometime male students read English word based on their own knowledge without trying to find out how to spell the words correctly. The example when they want to say " *last* ", they mentioned las or les.

2. **Outside the class**

When male students were outside class, male students would have language features that differ when they spoke in class. Outside class was place were students could explore their English as much as possible. Here some evidences that were found by the writer. Male students would produce fillers if they were outside class. Male students sometime produced fillers when they wanted to say something. Based on the research result male students produced less filler than female students.

Male students used fillerbin several sentences. For example, when they were asked about their hobby

In other side, male students did interruption with other male students. Below an example of male students conversation that presented on appendix 5.

From the dialog on appendix 5, it showed that male students did interruption among male students too.

Sometimes, male students did not pay attention to their grammar. This example would lead people to know if male students mixed English and Bahasa Indonesia in their sentences.[37]

b. **Language features on female students**

Female students also have their own language features. It is different with language features on male students. It is divided into two kinds based on the situation:

a) Inside the class

Female students tent to not dominate class. When the teacher gave questions, they answered slow respond or in other words " passive" when the teacher asked them, almost they would answer, but their answer were short answers. Here the example of their dialog presenten on appendix 6.

From the dialog on appendix 6 we know that female students more passive then male students based on the reality.

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[37]See appendix 5 "Transcript Documentation of interview": 05/W/5/2016

Some female students produced fillers and hedges. Holmes said " females use hedges and fillers when they are uncertain and it showed if females have lack of confidence. Here fillers were produced when female students were asked by teacher. Without realizing they produced fillers such as : /...a../, /....ehmm../, / ...ag../, / ..uh../, etc. Here the example in appendix 6.[38]

From the dialog in appendix 6, it was obvious if female students had fillers as their language features. It means female students pay attention to what their teacher explanation.

At the side of female students also used hedges when they were uncertain[39].

Here, hedges were used to show hesitancy. Female students felt uncertain about their answer, so she produced hedges. Last, female students spoke like there was no rhythm in their sentences.

b) **Outside the class**

Female students also had language features when they were outside class. Here several language features used by female students of Arrisalah

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[38]See appendix 6 "*Transcript Documentation of Interview*" : 06/W/05/2016

[39] Ibid

Islamic Boarding School outside class. Female students used tag question to express their mean. For example:

In class female students were talking with their friends.

" you got first rank, right?"

From the example above, tag question that was used by female students have own meaning. The meaning was female students had high curious. They wanted people to join in their conversation.

In the same way female students also produced other tag question.[40] From tag question that was used by female students of Arrisalah Islamic Boarding School, it had fuction to invite people to answer.

When female students of Arrisalah Islamic Boarding School were outside class, they sometimes talked about gossip. Here female students often talked about gossip. It could be telling someone story. It was found by the writer that female students talked about someone.

In addition, female students used intensifier, like "very". It fuctions is to emphasize their sentences.[41]

Here, female students tried to emphasize her sentence that Arrisalah Islamic Boarding School is really good school. So, by her answer, the people would assume if Arrisalah must be favorite school.

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[40]See appendix 7 *"transcript of interview"* : 06/W/05/2016

[41]ibid

c. Factors influenced male and female students language

There are factors influenced male and female students' language. Male and female students created their own language styles. there factors were influenced culture and sociolinguistics.

Culture in sociolinguistic view has brought variation of language features. It happened to students in XB class. The male students always have high power then females. This case can be seen from culture perspective. In Java traditions, male always be the leader.

In addition, males are powerful than females because males have strong, dynamic and active characteristics. Therefore males in over the world tend to dominate.

In contrary, female students would not dominate other students because they realized their status. They were powerless then males. In tradition, female do not have more rules in society. Females usually have more rules in family. They have obligation to raise their children. This thing has been adhering in female's soul. So, female students did not active inside the class.

Next, male students often did interruption in communication. It happened because male students had high power. They wanted to show their power by using language.

Male students had term of address. They prefer to call someone by other name not real name. It was because they like to ignore the norm to addressee people. However, term of addressee can be different in society because it brings social connotation.

Female students also produced tag question. Female students did it because they wanted to invite someone to join in their conversation. The function of tag question is to show their claim.
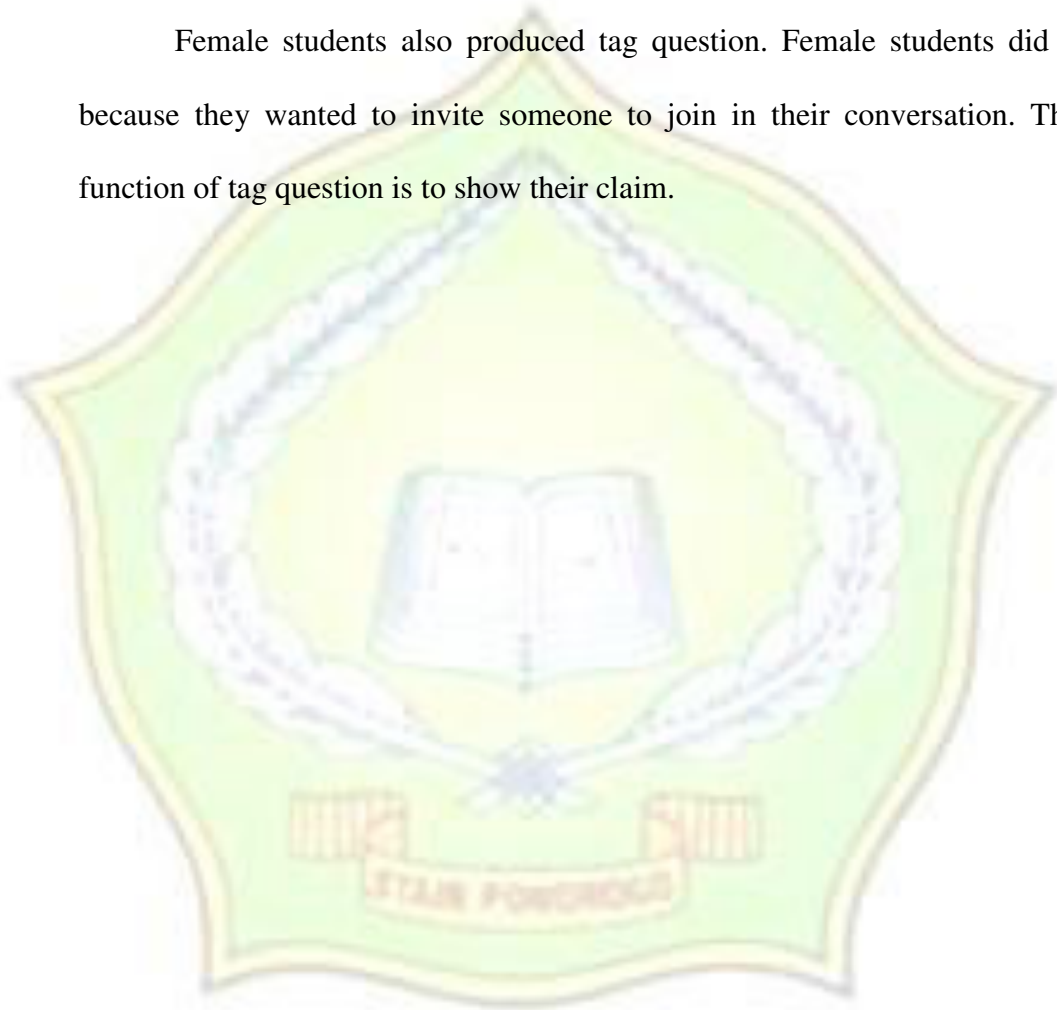
CHAPTER IV

DISCUSSION

Commonly, as what the researcher has talked, all students both male and female in Arrisalah Islamic Boarding School use English and Arabic as their daily language. But here, the researcher focusses on English. All teachers convey their lesson by English. Therefore, this school has created English activity for all students. The example of English activity in this school are daily conversation, giving vocabularies etc. This activity not only when the students are inside class but also outside class.

In this research the writer found some evidences that students absolutely different speak. There are differences language features on male and female students used by 10th grade of Arrisalah Islamic Boarding School. By observation and interview with the students in 10B, the writer got information.

In other hands, this case also relates with culture. Culture has brought the differences in language features on male and female students in Arrisalah Islamic Boarding School, which students are come from different culture and social background. Therefore they bring differences in the language features.

1. **An Example of Linguistic Features between Observer and Male students**

Male students at Arrisalah Islamic Boarding School dominated other students by language. This case has been mention in some book that males always try to dominate in almost all aspects.] 53 y in politic, economic or social but also in language. There are two sc h were coused the appearing of language features on male.

A. Inside the Class

Class is participle place which is able to form student's characters not only in attitude but also in language. In this research the researcher took class X B as the subject of the study.

There were 35 students in X B (male and female). It consist of 17 male students and 18 female students. Male students more had high self confidence than felame students to speak English.

In fact, male students in Arrisalah Islamic Boarding School absolutely dominated others especially in speaking English. When the teacher explained and asked students, they would try to answer or to ask more often than female students though their sentences were ungrammatical. For example, when the researcher was given opportunity to come in X B class, they were active giving question.

They more had high self confidence than female to speak English. Lakof mentioned :

That men have high social status than women, so they always try to dominate.

This theory was proved by the researcher, when she did observation, she found evidences.

Male students had more high confidence in speaking English. Adelaide Hass said :

> Men may be more loquacious and directive; they use more nonstandard forms, talk more about sports, money, and business, and more frequently refer to time, space, quantity, destructive action, perceptual attributes, physical movements, and objects.

For example, when the writer was given time to join in X B class (male), and she explained past tense in front of the male students, but they did not pay attention. They were talking with others.

Male students more tent to speak then to listen the writer explanation. Male students sometimes used ungrammatical sentences, but they also kept trying to produce grammatical sentences. Their English were good enough for first grade of senior high school. There were only some of them who forget the structure or grammar.

There were the example of ungrammatical sentences which were produced by male students. Male students sometimes did not complate their sentences. They wanted to be seen as active students but they were confused what they should speak. So their sentences was incompletely. For example one of male students said *"the last step to ma*ke friend chicken egg is......" *we need to...." " do you like...?"* etc.

Holmes said :

> This case has connection with theory language features on males. In parallel situations the topics men discuss tend to focus on things and activities rather than personal experiences and feelings.

Here, the evidence that the writer found, when male students were sitting together, they tend to speak everything. They were more interested in talking about lesson. The writer did observation in class and found that students more often asked each other about the answer of teacher question.

Then, male students also did not realize about their pronounciation. It means, sometime male students read English word based on their own knowledge without trying to find out how to spell the words correctly. Holmes said :

> Boys used more vernacular forms such as consonant cluster simplication, example las' rather than stantard last.

B. Outside the class

When male students were outside class, male students would have language features that differ when they spoke in class. Outside class was place were students could explore their English as much as possible. Here some evidences that were found by the writer. Male students would produce fillers if they were outside class. Male students sometime produced fillers when they

wanted to say something. Holmes said "male students produced less filler than female students".

Male students used filler in several sentences. For example, when they were asked about their hobby.

In other side, male students did interruption with other male students. It showed that male students did interruption among male students too. Holmes said :"Men interrupt others more than women do".

2. **An Example of Linguistic Features between Observer and Female students**

Female students also have their own language features. It is different with language features on male students. It is divided into two kinds based on the situation:

a. Inside the class

Female students tent to not dominate class. When the teacher gave questions, they answered slow respond or in other words " passive" when the teacher asked them, almost they would answer, but their answer were short answers.

Although Lakoff mentioned if "women always consider with hypercorrect grammar, but in fact sometimes in class female students produce

ungrammatical grammar". They were less pay attention with the structure of sentences.

Some female students produced fillers and hedges. Holmes said " females use hedges and fillers when they are uncertain and it showed if females have lack of confidence." Another theory that support this problem is Mestrie,Rajend, 2000:273 said :" by fillers female gave conversational support". It means female students pay attention to what their teacher explanation.

At the side of female students also used hedges when they were uncertain. Here, hedges were used to show hesitancy. According to Lakoff, "female use hedges to show their lack of evidence (Wofson, Nessa,1989:176)". Female students felt uncertain about their answer, so she produced hedges. Last, female students spoke like there was no rhythm in their sentences.

b. Outside the class

Female students also had language features when they were outside class. Here several language features used by female students of Arrisalah Islamic Boarding School outside class. Female students used tag question to express their mean. For example:In class female students were talking with their friends.*" you got first rank, right?"*

From the example above, tag question that was used by female students have own meaning. The meaning was female students had high curious. They wanted people to join in their conversation.

According to Mestrie, Rajend :" their tag question invite people to give contribution in the conversation". In the same way female students produced other tag question. The example " you know her, don't you? It also belonged to facilitative tag. It had function to invite people to answer.

When female students of Arrisalah Islamic Boarding School were outside class, they sometimes talked about gossip. Here female students often talked about gossip. It could be telling someone story. It was found by the writer that female students talked about someone.

In addition, female students used intensifier, like "very". It fuctions is to emphasize their sentences. Here, female students tried to emphasize her sentence that Arrisalah Islamic Boarding School is really good school. So, by her answer, the people would assume if Arrisalah must be favorite school.

Holmes said :"Other language feature is super polite form. Female are more linguistically polite than male". When the writer did interview, some of them answer by polite form. They used I would like to when they introduced their self.

3. Factors influenced male and female students language

There are factors influenced male and female students' language. Male and female students created their own language styles. there factors were influenced culture and sociolinguistics.

Culture in sociolinguistic view has brought variation of language features. It happened to students in XB class. The male students always have high power then females. This case can be seen from culture perspective. In Java traditions, male always be the leader.

In addition, males are powerful than females because males have strong, dynamic and active characteristics. Therefore males in over the world tend to dominate.

In contrary, female students would not dominate other students because they realized their status. They were powerless then males. In tradition, female do not have more rules in society. Females usually have more rules in family. They have obligation to raise their children. This thing has been adhering in female's soul. So, female students did not active inside the class.

Next, male students often did interruption in communication. It happened because male students had high power. They wanted to show their power by using language.

Male students had term of address. They prefer to call someone by other name not real name. It was because they like to ignore the norm to addressee

people. However, Kuntjara said :"term of addressee can be different in society because it brings social connotation".

Female students also produced tag question. Female students did it because they wanted to invite someone to join in their conversation. The function of tag question is to show their claim.

CHAPTER V

CLOSING

A. CONCLUSION

Regarding of discussion in chapter IV there are different language used by male and female students in Arrisalah Islamic Boarding School.

1. Language features on male students

    (a). Most of male students produced ungrammatical sentences.

    (b). Male students more active.

    (c). Male students sometimes did not complete their sentences.

    (d). Inside class they tent to speak about lesson.

    (f). The pronounciation still needen improvement.

    (g). Male students still used ungrammatical sentences.

    (h).Male students addressed someone by other name.

2. Language features on female students

    (a). Female students still passive.

    (b). They would give short answer if teacher asked them.

    (c). Sometimes they still less paid attention about the structure of sentences.

    (d). Female students would produce hedges and filler when they were asked to answer question from teacher.

(e). Female students used tag question to persuade someone to join in the conversation.

(f). They would produce hedges and fillers.

3 Factors that support the differences between language features on male and female students:

a. Culture would influence student's language

b. Males had power over language not only in politic, economic but also in social culture.

c. Females were demanded to be polite in their language.

d. Males liked to ignore the norm to addressee someone.

B. SUGGESTIONS

This research has many significances of study, such as for teacher, students and other researchers.

1. Teachers

Teacher should help female students in order to make them becomes more active inside class. Also teacher have to more concern about students grammar.

2. **Students**

Male students must tolerate others. Alongside,male students have to be more consider with their language, whether it is grammatical or not. For female students should try to be confidence in speaking English, especially when they are inside the class.

3. **Upcoming researcher**

For upcoming researcher, this research will help them to get new insight if language features can connected with motivation theory. They can conduct further research based on this research. Moreover, this research also becomes new science that especially in soc
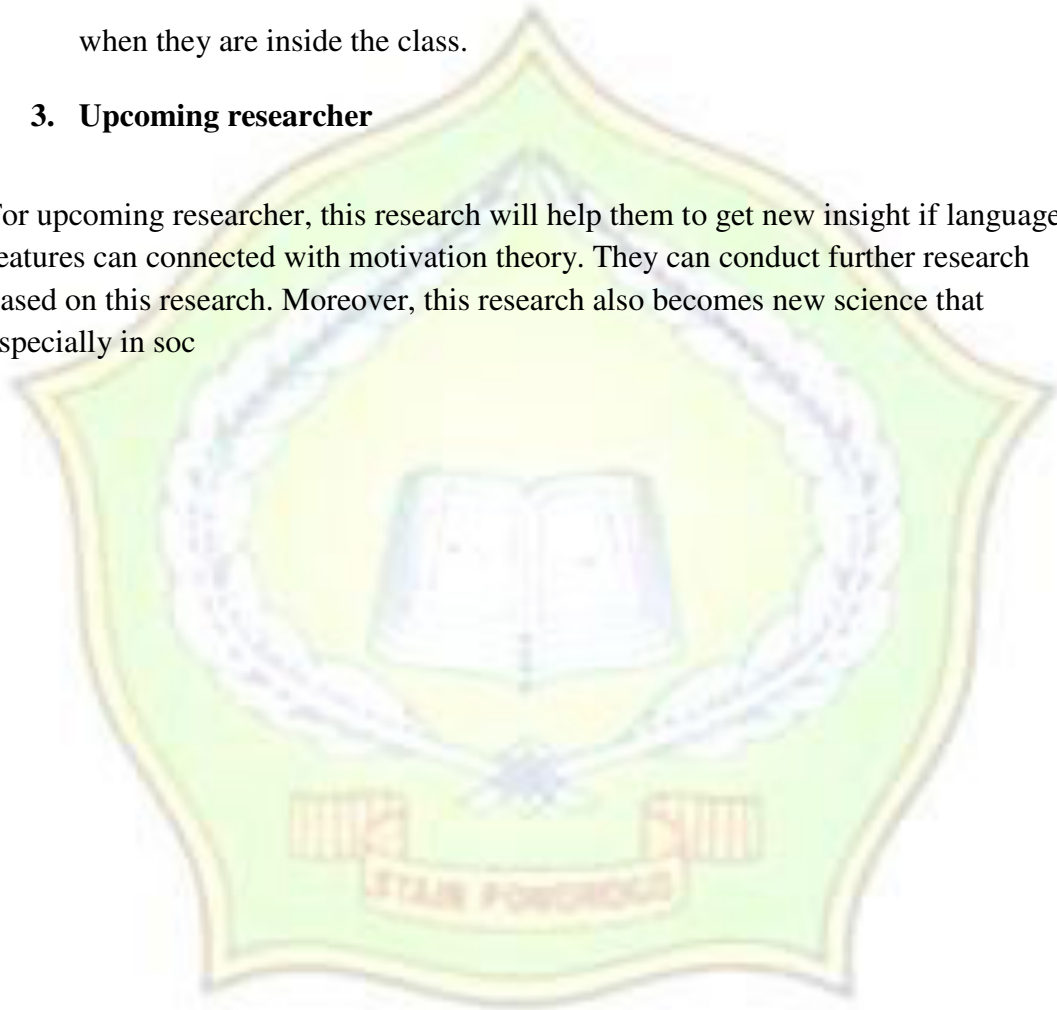
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