

Teachers' Language Style with Reference to Sex Differences in Teaching English

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Abstract— The Objectives of this paper were to describe the types of language styles used by male and female teachers in teaching English in the classroom and the reasons of the using those language styles by the teachers. The subjects were the teachers of SMP Negeri Pancurbatu, they were four English teachers, consists of two male teachers and two female teachers. It was qualitative explanatory research designs. The researcher observed the teachers while teaching in order to get the teachers language styles taking place during their teaching in the classroom related to the theory of Kirschner and Mandell, who divides language style into four levels, and they are slang, colloquial, informal and formal style. The results of the data analysis showed that the dominant language styles used by male and female teachers utterances in teaching English in the classroom is formal style which means using language in the formal situation which it is designed to inform and where there is the least amount of shared background knowledge. Based on the interviewed of the teachers after the teaching learning process, there were some reasons to use the language styles during the teaching learning process, such as to make the information clearer, to make the student understand easier, to remind the students about the topic of the lesson, and to encourage the students to reach the lesson competencies well.

Keywords— Language Styles; Teachers; Teaching; English

I. INTRODUCTION

The Language helps express the desires, queries and feelings to the world around us. The communication is built and the relationship is maintained by using language. It is very difficult and near impossible, to adapt and get along with people if there is no way to communicate with one another. Besides language is used to create the complex relationship, because language is a social phenomenon (Saragih, 2013). The implication is that use of language itself is determined by the social context. As a mean of communication, language plays a great role in human's life. When people attempt to achieve a communication purpose they have to choose which of language forms to use. A broad spectrum of emotion is portrayed by words, tone and gestures which are utilized in union and expressed by written and spoken language. According to Harmer (2001),

there are number of variables which govern the choice of choosing the language forms, they are: setting, participant, gender, channel, and topic.

The situation or place where the conversation takes place refers to the setting. Normally people use different language styles or variety according to the situation or place. Participant refers to the people involved in an exchange whether in speech or writing. Furthermore, gender also influences the language being chosen. Some researches show that men and women typically use language differently when addressing either members of the same or the opposite sex. The channel that affects the language chosen refers to the tools used in exchanging information such as telephone, microphone, paper, etc. The topic addressed also affects the lexical and grammatical choices.

Language is essentially a means of communication among the members of a society. Besides, language is a medium of teaching, so teachers need to know about the language of our discipline in order to communicate its knowledge and expectations. The teachers' ability to communicate in the classroom which use language as such a key aspect to setting up children for success in their future professional is very important.

Men and women are often said have differences in communication styles. It is in line with Nelson (2007) conclusion about the men and women differences are influenced by the perspective on life they learnt from their childhood that go with them. Dealing with the effect of the language styles use by the teachers in education field, according to Nelson (2007), teaching requires skill, insight, intelligence and diligence in which the faculty struggle and succeed in a variety of ways to meet the challenges of the classroom. It is in line with a research which has shown that students' evaluation can be significantly influenced by the gender of their teachers. Many students reveal that students tend to rate female faculty members' differently than male faculty members (Nelson, 2007). It shows that students perceived female teachers to be more sensitive and considerate of student's ideas whereas male teachers were

believed to be more knowledgeable. It could be understood that the effect of gender on teaching styles is important.

In addition, Braedyn (2010) states that there is the difference between the female communication patterns and traits from male. They tend to be nurturing, respectful and indirect. Female usually build relationships and make connections. Usually the female's communication behaviors are based on empathy, feeling, harmony, closeness, relationships, sharing and cooperation. They like to discuss the personal subjects like feelings, relationships and experiences, and build relationships first to accomplish their projects, and tend to talk aloud to others in order to process information to make decisions.

A. The Problem and the Objective of the Study

As presented in background of study, the language style of male and female English teachers' in teaching-learning processes are very interesting to be discussed. Therefore, to achieve the valuable input of this study, the research problem is posed as, what types of language style used by male and female teachers in teaching English are, and related to the problem the objective of this study is to investigate the types of language styles used by male and female teachers in teaching English

II. REVIEW OF LITERATURE

The term 'sex' is sometimes misunderstood by some certain people by considering it is the same as 'gender'. In fact, they have different definitions, sex is designation based on biology, whereas gender is socially and psychologically constructed by the process of interactions in the family, social and education settings.' In other words, gender is not something we have, but something we do, something we perform.

'Style' refers to a way of doing something (Coupland, 2007). It is the variable which independent but very important even though it is not as a central point. Relating to the style used by someone, it means that there is the difference thing from the others, and this is why the word 'style' leaks into expressions like 'having style' or 'being in style'. The style is the way in which features of the language are used to convey meaning, typically but not always within the constraints of more widely accepted conventions of usage, grammar, and spelling.

Research indicates men and women socialize differently and consequently, have diverse styles of speaking. The sexes often speak virtually different language. Tannen (1991: 97) describe men language style as follows; using direct request, longer talk in public context, speech including slang or swear words, teasing and banter, giving advice to solve problems, mixing business and non business talk, rarely giving praise or compliments and showing authority.

Women language styles according to Tannen (1991) are as follows: using qualifiers, appologizing, taking blame,

thankng, maintaining and appearance of equality, downplaying qualification, establishing relationship and downplaying authority.

Tannen (1992: 97) further says that men are more likely to engage in what is referred to which is primarily characterized by 'focus on content'. Men talk about affairs that are public matters, such as sports or politics, men demonstrate their knowledge about a subject and will give general information about the topic. Whereas women communicate to establish relationships and make people in the relationships feel closer to each other. Women are engage with more intimate matters includes topics such as family and marital relationships. Tannen classifies men language style to report talk and women language style as rapport talk.

Holmes (1992) also states that in generally speaking, girls and women tend to favor more polite and less direct forms of directives than males. In delivering their intension in interacting with others, men seek status, speaking most directly to the point, using no qualifiers and asking no taq questions. Their language can sometimes get offensive, but women try to be away from directing but threatening communication. They usually use qualifiers and taq questions aiming to make softer what they want to say. They exhibit their subordinate status by being polite and soft spoken and demonstrate their authority in the same way but with a little bit of discipline and straight face. In both cases they avoid direct and threatening communication. Women take turns communicating and tend to be indirect, tactful and use more courtesy words.

On the other hand, men often ignore indirect messages and do not understand nuances in the conversation. They view conversation as a mean to exchange information and problem solve. Men stay away from personal topics and discuss events, news, facts, and sports.they tell more stories and jokes than women as a way to show status and power. Men are direct, blunt and speech includes slang or swears words.

In addition, Climate (1997: 62) believed that female generally use speech to develop and maintain relationships. They use language to achieve intimacy. It is related to Tannen (1990) who states that women speak and view the language for connection and intimacy, while men speak and view a language by side status and independence.

Relate to the previous statement, Keith and Shuttleworth (2000: 222) states that women talk more than men, they are polite, complain, hesitant, nag aask more questions, support each other and cooperative. While men swear more, don't talk about emotion, talk about sport more, talk about women and machines in the same way, insult each other frequently, competitive in conversation, dominate conversation, speak with more authority, interupt more and give more commands.

Braedyn (2010) states that male have a tendency to be honest, factual and direct. They usually avoid or try to stay away from personal topics and instead will talk about news, sports, events, and facts. They usually tell more stories and

jokes than women. While working on a project, male tend to get straight to work on the assignment and built realtionships as they work on it. The behaviors of communication male posses are usually based on reason, power, logic, status, rank and competition. They want to communicate to exchange information and to solve the problems. Males process information internally for decision making and reflect within.

Keraf (2009) mention that style in the using of language may refers to some or all of the language habits shared by a group of people at one time, or over period time. While the variety of language (style) according to Llamas, Mullany and Stockwell (2007:95) is a dimension of language in which each individual has its own choice of words. Each conversation will be different in accordance with situations that also make a difference of social meaning. Kirszner and Mandell (2003) divide language style into four levels, and they are:

1. Slang styles. Slang is known as very informal language that includes new and sometimes not polite words and meanings, and is often used among particular groups of people and is usually not used in serious speech or writing.

2. Colloquial style. It is similar to slang, when used in writing it gives the impression of speech. It is not as radical as slang, and it is more relaxed and conversational than formal style. It uses constructions and shortened forms of words (ad for advertisement, sub for submarine). It is suitable for ordinary, informal or familiar conversation.

3. Informal Style. It is often used in writing tests, informal essays; reports can also be written this way. However, research papers are usually more formal. Informal style is halfway between colloquial and formal styles. Informal style is usually not following official or established rules and methods.

4. Formal style. It is used at special occasions that call for dignity and seriousness. It does not use constructions and it strives for absolute grammatical accuracy. The used of formal style is based on or done according to correct or accepted rules.

III. RESEARCH DESIGN

This research was conducted by using qualitative research. Bogdan and Biklen (1992) explained that qualitative research is descriptive which describes what exists and may help to uncover new facts and meaning. Descriptive qualitative research is intended to describe certain objects such as people, places, or conversations deeply in words rather than numerical or statistical way.

This research was conducted in descriptive case study. It means that it exposes the real condition of the sources of data and give detail description in the form of written report based on the real situation. There were four English teachers consist of two male and two female as subjects or as data resources in this study. They were chose as the subjects in

this research because they have taught in that school for many years and graduated from the different universities.

This research was limited to the language styles used in teaching of English by the male and female English teachers in SMP N 2 Pancurbatu. This research described the types and realization of language styles which occured in pedagogic discourse. Moreover the reasons of male and female English teacher using language styles while teachign English in the classroom

IV. DATA ANALYSIS

The data of this study were taken from the utterances of male and female English teachers which contained two male and two female teachers. The data of this research were the transcriptions of both recorded observation and interview. This data was analyzed by identifyg and classifying the data by the theory which proposed by While Kirszner and Mandell (2003) who divides language style into four levels, and they are: slang, colloquial, informal and formal style.

The percentage of male and female utterances represented as the following;

TABLE 4.3 Language Style in Male and Female Utterances

Male's Language Style				Female's Language Style				
Slang %	Colloquial %	Informal %	Formal %	Slang %	Colloquial %	Informal %	Formal %	Mix styles
21.2	24.2	36.4	18.2	5.9	11.8	14.7	58.8	8.8

It can be seen obviously in the table that The findings show that: Female teachers use formal style more than male teachers do (58.8% : 18.2%). Male teachers use informal style more than female teachers do (36.4% 14.7%). Male teachers use colloquial style more than female teachers do (24.2% : 11.8%). Male teachers use slang style more than female teachers do (21.2% : 5.9%).

The data show that there were five styles that occured while teaching in the classroom. The slang style, colloquial style, informal style and formal style are appropriate with the language styles proposed by Kirszner and Mandel (2003) but the mix style was a findings in this research. This mix style is the combination of one style to another one, for instance the formal style and the informal style and the utterance was repeated for the same intention. Those language styles used that people to communicate, in this case the language styles which used by the male and female English teachers while teaching in the classroom.

V. FINDINGS

Based on the analysis were found, the findings in this research are as follows: It is found that the language styles uttered by the male teachers while teaching process were slang, colloquial, informal and formal styles, whereas the female teachers used five language styles, they were slang,

colloquial, informal, formal and mix style. The male teachers were dominant in using informal, colloquial and slang styles than female teachers in English teaching process. The female teachers used more formal style than male teachers' did while teaching.

The teachers used the different language styles because of many reasons, they could be as internal factors and external factors. Internal factors such as the effort of the teachers to give the more explanation in order to help the students could reach the competencies of the lesson, the external factors, for example the condition of the classroom.

VI. DISCUSSION

After analyzing the data, there are some points that are considered as the important ones to be discussed. They are: Based on the theory of language style proposed by Kirschner and Mandell (2003), dealing with this research, there is a language style which can be categorized into two categories of language theory. They are colloquial and informal language styles. These two language styles just have a slight difference, and almost could not be found thir different. There are some factors influence the teachers to use the certain language styles, they are internal factor and external factors. The factors influenced the teachers used the different language styles are different. Eventhough they used the same language styles, they have the different reasons to use them.

VII. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, conclusions are the following: The dominant language style used by male and female teachers' utterances in teaching English in the classroom id formal style which means using the language in the formal situation and it is designed to inform and share the knowledge to the students.

The teachers use the different language styles because of many reasons, they could be as internal factors and external factors, such as the effort of the teachers to give the more explanation, the condition of the classroom, to avoid the anger, to stop the noisy in the classroom, and others factors.

B. Suggestion

Due to the conclusions stated above, it is necessary to give suggestions as the following: English teacher who play an important role in teaching language should maximize the use of language styles in the teaching learning process in the classroom interaction. It is suggested to other researchers to do further research about language styles from different emphasis. Especially for the language teachers or lectures, it is needed to introduce the theory of gender differences in communication in teaching learning process to their students so that it can enlarge their students' understanding of how to behave positively through language.

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