

CHAPTER 1

INTRODUCTION

A. Background of the Study

Communication is important to people. Many people spend time communication with many other people. They talking about their daily lives, share information each other, and many other activities can be communicate. They communicate in informal with their friends or of the same age, and in formal communicate they talk with parents, co-workers, and the older than speaker. To make communication, they usually involve in communication process: in school, in the office, in home, in the social community, and so on.

Over our lives and particularly in our early formative years, we are conditioned, prompted and prodded to behave in acceptable ways so that our gender, and our community's acceptance of it, aligns with our ascribed sex. Gender is socially constructed definition of woman and men, gender has connection with language. Language tools of human to communicate with other. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society in public and in society. Moreover, there are communicative, strategies, and social motivations which influence our speech (Brown 1998:83). Woman and men has a different reported to use different communicative strategy with each other. Men and woman, even those within the same group, live in different or separate cultural worlds, and as a result, they promote different ways of speaking (Uchida, 1992). Gender can be investigated as a biological, a social, and a linguistic category. So that, this observations of the gender language features between way how to speak males and females in their daily activity, the researcher find the differences and similarities in their language features, such as the differences and similarities between masculine and feminine in many languages.

Among the communicative strategies find in conversational interaction, gender language features is the one phenomenon. Men and woman are often said to use make conversation with

another people differences and similarities. Not only about their language, also features in differences and similarities when they make a conversation each other.

In that moment the researcher was interested in doing a research about how gender of communication's implemented students' conversation, and students have differences and similarities gender also, so the researcher could to make sure the differences and the similarities gender on students to apply their language usage well. In other hand, the researcher would know how widely features the differences and the similarities between male and female students' conversation in their daily activity.

The research constitutes an analysing of gender differences in minimal responses in the conversations has been done by Ekstrom. 2009. From Ying He Kristianstad University. This thesis deals with the language and gender. The objectives of this study are to analyze the conversation in the two TV-series Growing Pains and Boy Meets World and to find out the Minimal Responses in the objectives is already her analyze. The current research focused Gender Language Feature between male and female conversations. The researcher hopes that this can help the readers especially, who understand about gender language features, especially in sociolinguistics skills in learning process. Based on the reason above, the researcher decided to create a research under the title of Gender Language Features in EFL Students' Conversational Practice.

B. Scope and Limitation

The scope and limitation of the research is:

Scope : Sociolinguistics in particular gender and language

Limitation : in this research, the researcher limit the analysis on the speaking activities of EFL Students in SMAN 15 Surabaya 2019 - 2020

C. Research Questions

Gender language features have become an interesting topic to be discussed. Based on the background above, the researcher tries to answer the following question that what are differences of Gender Language Features in the EFL conversations?

D. Assumption

The researcher believes that the male and female are linguistically different from each other. They have differences in language features to make conversational practices.

E. Purpose of the Study

The purposes of the research is to find out the differences the gender language features use in the students' conversational practices.

F. Significance of the Study

This research would benefit:

1. The Students: Who are studying and understanding about gender features language, especially in linguistics skills in learning process.
2. The Teachers: This research correlated with who are teaching gender features language to get more understanding in linguistics teaching learning process and can be distinguish about gender language.
3. The Readers: This research can be a reference for who want to understanding about gender feature language.

G. Definition of the Key Terms

The researcher gives some definition of key terms that are used in this proposal so the reader will understand easily.

1. Language
Language as a system of vocal symbols used for human communication (Wardhaugh, in Ramelan, 1984)
2. Conversation
Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively (Brenan, S. E, 2010)
3. Gender
Gender is the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution (FAO, 1997)

4. Male language features

Male use of language is said to express authority and power whereas woman. Male speech strategies are initiating receiving more verbal and non – verbal interaction than woman and they introducing more topics while talking with other people (Lakoff, 1975)

5. Female language features

Female more likely to use an interrogative sentence to express their idea, and they use tag questions, because can make the tone less tense (Lakoff. 1975)

6. EFL Students' Conversational Practice

English Foreign Language (EFL) is the teaching of English to people whose first language is not English. EFL is an ellipsis for “English as a foreign language”. Speaking is a major language skill that EFL learning programs have sought to develop to enable students to express their ideas appropriately and to communicate successfully. Speaking proficiency has become evidence that learning a language is achieved (Glover, 2011)