

**GENDER DIFFERENCES IN CONVERSATIONAL STYLE AT FKIP
UMSU**

SKRIPSI

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ABSTRACT

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This study deals with Gender differences in conversational style at FKIP UMSU. It was aimed to find out gender differences features of conversational style and the process of conversational style realized by males and females students at the seventh semester of English Education Program of FKIP UMSU. This study was conducted by using qualitative descriptive research. The source of data was script of conversation used by males and females students at seventh semester evening at FKIP UMSU at Academic Year 2016/2017. Data were analyzed word by word which contained features of conversational style and the process realized by males and females at seventh semester evening class at FKIP UMSU. The result showed females mostly break the rule of turn taking than males in conversation, females with higher use standard of form than male, and females use more direct than males. It indicates that females are more aware with their topic in conversation and surroundings than males because males are likely more considerate with their interlocutor. Hence, it is obviously seen that females with different social status have the strength in expressing their arguments. It is indicated by the various of types of features they used.

Keyword: Gender, Conversational Style, and Sociolinguistic

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CHAPTER I

INTRODUCTION

A. Background of the Study

Conversation is an activity which consists of a sender, a message, and a recipient to share some opinion, assumption, information, knowledge and so on. All people in the world have different style when they speak, whether male or female. Male and female are different not only in the sex but also in many things like how they speak, and interact. As Eckert (2003) stated that gender describe what female and male do, and how they make interaction in their society. Women and men have difference character when they speak or different conversation style such as gesture, expression, vocal and intonation. Language and gender issues are always exist around society. According to Lakoff and Spender in Rajend (2000), women's speech is characterized as more hesitant, less fluent, less logical, less assertive than men's speech. Women, in their view are more silent, interrupt less frequently than men, use tag questions and modal verbs more than men, and use cooperative strategies in conversations rather than competitive ones.

Communication cannot be separated by gender identity. Siahaan (2012) defines gender as a term used as a categorical division of human into male and female. In the way of talking there is a significant difference found between men and women. According to Tannen quoted by Paul (2000), there are fundamental differences between men's and women's ways of communicating, which she terms "genderlects," as a takeoff on language dialects. She maintains that a man's world focuses on competition, status, and independence (the guiding principle being

"we're separate and different"). Meanwhile, a woman's world focuses on intimacy, consensus, and interdependence (the guiding principle being: "We're close and the same.")

Moreover, Holmes (2001) said that women and men have different ways of talking and hence, of realizing and interpreting speech acts. She points out that women and men use language in a different way because they have different perceptions of what the language is for. But, style depends on a lot of things like where they come from, their educational background, age and also their gender. Generally, men and women talk differently although there are kinds of masculine and feminine speech characteristic in each of them. But men and women speak in particular ways mostly because those ways are associated with their gender. Recently, much less attention has been focused on individual words used by male and female and more their conversational style.

These two contrasting worlds may well lead to a communication breakdown when men and women talk to each other. Women want to be listened to more (especially with "um" and "yeah" listening signals) and lectured at less. Meanwhile, men want to be listened to in a quietly attentive way (without the "um" and "yeah" listening signals), and they also want women to be less passive and take more initiative.

In social life, gender difference issue can cause miscommunication between male and female. As Tannen (2005) stated that males and females in their ways of communication shows that males tend to use language to gain status, while females use the language to negotiate closeness and intimacy. Females use

rapport talk to build and maintain relationships, while men use report talk to communicate factual information. It can be inferred that male and female have different objectives in using the language and they differently treated the language in their communication. Therefore, being familiar with language and gender concept and understanding language and gender issues can help people acquire clearer and deeper understanding of gender differences in society.

Male and female uses the same language but they are interact with one another differently. It is just because male and female have their different aim in communicating. Males tend to show their status and powers while female just want to seek the close relationship to another. Besides, men's goals in using language tend to be about getting things done, whereas women's tend to be about making connections to other people. Men talk more about things and facts, whereas women talk more about people, relationships and feelings. That is why, the way of man in using language is competitive, reflecting their general interest in acquiring and maintaining status; women's use of language is cooperative, reflecting their preference for equality and harmony in interaction and communication.

There are some previous studies had discussed about language and gender in online communication or social networking. BasirahNazir (2012) in her study Gender Pattern on Facebook: A Sociolinguistic Perspective. This paper is summarized of tracing differences and similarities among the way sexes use internet particularly social networking site, Facebook. The differences exist on multiple levels and research shows that even on internet one is not a human being

rather a 'man' or a 'woman'. All these have been exhibited through language and the choices they make. The findings show that women are into Facebook for maintaining existing relationships by being polite while men are more likely to go for new relations and all. Huffaker (2004) found the significant differences gender and language use in teenager bloggers, that is female do not use a more passive, cooperative and accommodating in Lakoff proposed. Hasan and Khammat (2011) found that females use more simple sentence than males, whereas males tend to use more compound, complex sentences than females in their study gender differences in Computer Mediated Communication in Iraq. While, Amir et al (2012) found the gender differences in the language use of Malaysian teenager bloggers, that male and female bloggers in the frequencies of five language features which are 'intensifiers', 'hedging' 'tag question', 'empty adjectives' and 'adverbs'.

From some of the previous studies above, in reality not all women communicate to gain status and not all men communicate to negotiate closeness and intimacy. Not all people communicate in accordance with its cultural identity background. Each person has different character to communicate. It could be gender and culture influence the way people communicate but may not. For instance, not all of Sundanese people get communication enclosed way. And not all of the Bataknese people use language directly and straight to the point.

As it had been observed before, conversational style at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU showed a unique phenomenon. It showed that male spoke polite and passive meanwhile when

female spoke; it showed direct speech in giving information. This situation considers to being useful for further research.

So, based on that reason, the aimed of this research to investigate the feature used by male and female students at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU and how communication used between them, and this research was conducted under the title “*Gender Differences in Conversational Style at FKIP UMSU*”

B. Identification of the Problem

The problems of this study were identified as being related to:

1. In communication and interaction that conversational style can be affect by gender.
2. There were specific features used by males and females students at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU in conversation.
3. There was a unique characteristic between males and females students at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU in conversation.
4. People had tendency to compare by gender.
5. The way people talked based on differences background culture.
6. There were some features between males and females in conversation.

C. Scope and Limitation of the Study

The scope in this study focused on conversational style. And it was limited on the different way of males and females at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU at Academic Year 2016/2017 in communication which had different culture, and characteristic.

D. Formulation of Problem

Based on the background, the problems were formulated as the following.

1. What are the features of conversational styles used by male and female at English Education Program on UMSU?
2. How are conversational style of communication used between male and female realized at English Education Program on UMSU?

E. Objectives of the Study

Based on the problems above, the objectives of study were:

1. To describe the features of conversational style used by male and female students in conversation at English Education Program on UMSU?
2. To find out how conversatioal style used by male and female students at FKIP English Education Program on UMSU.

F. Significance of the Study

The significance of this study divided into two, theoretical and practical significances. Theoretically, it was expected that the findings of the study to

enrich the theories of sociolinguistics such as; Gender differences in due to conversation, especially for students who want to observe men's and women's styles in conversation, as we know that men and women have different styles in speaking.

Practically, the findings of this study are useful for:

1. The students' university as reference them who are interested in studying sociolinguistic and interested in conducting any further studies in conversational style.
2. The readers, especially for the students at FKIP UMSU, the results of the study can be purposed to introduce them which referred to conversational style and its realization in social life especially in communication between males and females.
3. The writer, to increase knowledge in sociolinguistic and can be guiding in communication between males and females.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Sociolinguistics

The word sociolinguistics derived from two basic elements, socio and linguistics. It means that sociolinguistics Study the relationship between language and society. There are two reason why we studying sociolinguistic; the first, explaining why we speak differently in different social contexts. The second, identifying the social functions of language and the ways it is used to convey social meaning. The language used by the participants is influenced by a number of social factors. Language and society → intertwined → impossible to understand one without the other.

According to Romaine (2000) that sociolinguistic patterns established by quantitative research on urban social dialects was that women, regardless of other social characteristics such as class, or age, use more standard forms of language than men. Although many reasons, such as women's alleged greater status consciousness and concern for politeness, have been put forward to try to explain these results, they have never been satisfactorily accounted for. Sociolinguistics actually is not discussed about structure of a language, but it focuses on how a language is used, so it could play its function well. So from this statement we can get a description that people also face language conflicts before sociolinguistics appears. So it is clear now that the role of sociolinguistics is to manage a language

as its functions in society, or in other words sociolinguistics deals with a language as a means of communication.

Sociolinguistics analyzes the language and language use and its relationship toward social and cultural aspects. That is why we have to understand the role of a language in social interaction. It is clear now that sociolinguistics is a branch of linguistics that take language and the relationship with society as the object of study.

Romaine (2000) explained that sociolinguistics is a study of relationship between language and society, it examines the way people use language in different social context and people signal aspects of their social identity. Holmes (2001) added that the way people talk is influenced by the social context in which they are talking. It matters who can hear us and where we are talking, as well as how we are feeling. The same message may be expressed very differently to different people. We use different styles in different context. Sociolinguistic study concerns about language and the context in which it is used, solidarity between speaker and hearer, and people's relative social status.

2. Conversational Style

Style is the result of automatic linguistic and paralinguistic cues that seem self evident and natural, based on previous interaction in a speech community (Gumperz) which has conventionalized their use. Although "style" is thus automatic, we may nonetheless seek to understand the broad strategies motivating stylistic choice.

Tannen (2005) who is mainly interested in how daily conversational styles affect our relationships to the others. It has a value of taking interests of scholars, students and anyone who is interested in how the microanalysis of a group of peoples whose daily conversation may have a role in comprehending and analyzing cross-cultural communication and discourse. By referring to the feeling of one's having the need to be independent and not to be isolated from people and the society as well. In conversation include of dialogue between listener and speaker.

Tannen describes the notion of conversational style as “a semantic process” and “the way meaning is encoded in and derived from speech”. According to Tannen, some features of conversational style are topic (which includes type of topics and how transitions occur), genre (storytelling style), pace (which includes rate of speech, occurrence lack of pauses, and overlap), expressive paralinguistics (pitch and other changes in voice quality).

Yule (1996) said that when a speaker who typically uses the first style gets into a conversational with a speaker who normally uses the second style, the talk tends to become one-sided. the active participant style will tend to overwhelm the other style. Neither speaker will necessarily recognize that it is the conversational style that is slightly different. There are two characteristics of conversational style, first conversational style that focuses on users, second conversational style that focuses in uses.

3. Culture and Language

The intrinsic relationship of language and culture is widely recognized, but the ways in which the patterning of communicative behavior and that of other cultural systems interrelate is of interest both to the development of general theories of communication, and to the description and analysis of communication within specific speech communities. Virtually any ethnographic model must take language into account, although many relegate it to a separate section and do not adequately consider its extensive role in society. The very concept of the evolution of culture is dependent on the capacity of humans to use language for purposes of organizing social cooperation.

There are still questions regarding the extent to which language is shaping and controlling the thinking of its speakers by the perceptual requirements it makes of them, or the extent to which it is merely reflecting their world view, and whether the relationship (whatever it is) is universal or language-specific. There is no doubt, however, that there is a correlation between the form and content of a language and the beliefs, values, and needs present in the culture of its speakers. The vocabulary of a language provides us with a catalogue of things of import to the society, an index to the of past contacts and cultural borrowings; the grammar may reveal the way time segmented and organized, beliefs about animacy and the relative power of beings, and salient social categories in the culture.

Hymes suggest a second type of linguistic relativity which sees in grammar evidance not only of static social categories, but also of the speakers' social assumptions about the dynamics of role-relationships, and about what rights

and responsibilities are perceived in society. While the first type of linguistic relativity claims that cultural reality in part results from linguistic factors. Hymes contends:

“ people who enact different cultures do to some extent experiences distinct communicative systems, not merely the same natural communicative condition with different customs affixed. Cultural values and beliefs are in part constitutive of linguistic relativity.”

Although language is unquestionably an integral part of culture, to assume specific cultural experiences and rules of behavior as invariable coordinates of specific linguistic skills is a naive oversimplification of the relationship of language and culture. The issue of their relationship is one which pervades the whole of the ethnography of communication (Troike, 1986).

4. Gender

The differences about man and women always become an interesting topic for people from many areas since long time ago until now. ‘The force of gender categories in society makes it impossible for us to move through our lives in a no gendered way and impossible not to behave in a way that brings out gendered behavior in others.’ Gender is a key component of identity. According to the Publication Manual of the American Psychological Association, Gender is cultural and is the term to use when referring to women and men as social groups. Sex is biological; use it when the biological distinction is predominant.

Gender is socially constructed definition of women and men. It is the social design of a biological sex, determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life. It is a culture-specific definition of femininity and masculinity and therefore varies in time and space. The construction and reproduction of gender takes place at the individual as well as at the societal level. Both are equally important. Individual human beings shape gender roles and norms through their activities and reproduce them by conforming to expectations.

Gender is embedded of thoroughly in our institutions, actions, beliefs and our desires, that is appears to us to be completely natural, Eckert (2003). Gender is a social concept that distinguishes the roles of men and women in various activities of life. Gender allows women or men to do something strongly. Unconsciously, everything we act, believe, desire are the natural behaviour that appears as the identity who we are (men or women).

It has been generally assumed that gender is the same with sex. Actually, gender is different from sex. Sex is given since people were born, while gender is something which is culturally constructed by society. Wood (2009:20) stated that although, many people use the terms gender and sex interchangeably, they have distinct meaning. Sex is designation based on biology, whereas gender is socially constructed and expressed.

In most cases, sex and gender go together; most men primarily show the gendered characteristic of male in their communication, and most women do. In some cases, however, a man expresses their idea in communication with gendered

characteristics of female, and vice versa. Wood (2009:23) said that biology influences how we develop, but it doesn't absolutely determine behavior, personality and so on. Wood's statements of sex and gender above are also supported by Holmes. In accordance with Holmes (1992:150), 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. Further explanation both of sex and gender will be elaborated below:

Eckert and Ginet (2003:10) stated that sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex. Sex is based in a combination of anatomical, endocrinal and chromosomal features. The statement above means that sex is biological characteristics which have given naturally since people were born. Sex is something which differs male and female physically and biologically.

According to West and Zimmerman in Eckert (2003:10), gender is not something inherent when someone was born with, and not something which someone has, but something which someone does. It means that gender is behavioral characteristics. People show their gendered characteristics through something which they do or act, such as the way they interact or communicate with other people.

Wood (2009:23) stated that gender is a considerably more complex concept than sex. Gender is neither innate nor necessarily stable. It is defined by society and expressed by individuals as they interact with others in their society.

Gender is a social, symbolic construct that varies across culture, over time within a given culture, over the course of individual's life spans, and in relation to the other gender. It is a social construction as the means by which society jointly accomplishes the differentiation that constitutes the gender order. Since gender is defined and constructed by society, gender is learned. From infancy on, people are encouraged to learn how to embody the gender that society prescribes for them. For examples: in interaction with other people, women are more polite than men. Then, men are more strictly to the point in delivering their idea while they interact with their communication partner.

But, although individuals learn gender and embody it, gender is not strictly personal. Eckert and Ginet (2003:10) said that gendered performances are available to everyone. In *Language and Gender*, Eckert and Ginet (2003:30) have explained that Gender development does not end with childhood or adolescence. Gender continues to be transformed as we move into the market place, as we learn to act like secretaries, lawyers, managers, janitors. And it continues to be transformed as our family argument changes, as we learn to be wives and husbands, mothers and fathers, aunts and uncles, sisters and brothers, grandmothers and grandfathers. As someone ages, he / she continues to learn new ways of being men and women: what's expected from the teenager is rather different from expectations for a woman in her mid-forties and those expectations differ from those for a woman approaching eighty. From their explanation, it can be concluded that gendered can be developed, it is developed since someone was born and it will be transformed by following their development.

Eckert and Ginet (2003:30) stated that learning to be male or female involves learning to look and act in particular ways, learning to participate in particular ways in relationships and communities, learning to see the world from a particular perspectives. Gender is by no means the only aspect of social identity that one learns in this developmental story. Gender interacts with other hierarchies based in such socially constructed categories as class, age, ethnicity, and race. From this statement, it is clear that gender is learned. Because gender involves a restriction of choice, severe constraints on behaviour for all, as well as asymmetric, it must be not just learned but taught, and enforced.

Gender is not an individual matter at all, but collaborative affair that connects the individual to the social order. As Eckert and Ginet (2003:31) have noted that children learn gender initially by having other people do gender for them, and eventually take over the responsibility for their own performances and supporting the performances of others. Gender is not something which someone has, but something that someone does. As they get older, they get better at masking the raw performances they are engaging in, but more importantly, their gendered performances also become second nature. The fact remains that gender requires work, and when aspects of gender are not consistently performed at levels of society they can wither away. From the statements above, it is concluded that gender is influenced by environment or society. Everyone has their own role to learn, teach and enforce gender. Gender is not an individual matter but social matter. Based on those theories, the researcher agrees that gender is different from sex. Gender is behavioral characteristics, it is not biological characteristics. It can

be developed and transformed by following human development. It can also be learned, taught and enforced, because gender interacts with other hierarchies in social life, such as: class, age, ethnicity, and race.

According to Hearn and Kimmel (2006), masculinity or femininity is not solely biological but it is constructed by the society and the surroundings we live in. Masculinity is demonstrated and expressed in various ways such as voice, physical appearance and behavior. It is also strongly associated with a deep voice, tall and wide shoulders, and a muscular body; sometimes it is portrayed in the posture and gait which require a bigger space than women. In today's world, gender roles are fast changing where stereotyping of men to masculine and women to feminine are no longer prominent. Women are adapting to masculine roles and jobs while men seem to be adopting feminine characteristics in their life. More and more language and gender stereotypes are becoming inapplicable to today's men and women.

In general, men and women are known to use language differently, but sometimes they may unintentionally exhibit feminine or masculine speech characteristics respectively when they talk. Mills (2003) referred to male and masculine are two different concepts: the first term refers to biology and the other refers to identity. Being male is not complete without the existence of masculinity. Even some features of masculinity are quickly recognized as being a biological part of being male.

4.1 Gender Differences in Spoken Language

According to Lakoff quoted by Nazir (2012), women and men speak English in different ways. They have been taught to speak differently since young: girls should speak in a passive voice and boys should speak what is termed 'rough talk' or active voice. In this regard, women frequently use women's language such as empty adjectives, intensifiers and qualifiers, tag questions, hedges and polite forms. Sunderland (2006) said that women and men had their own languages which they used and understood among themselves. Although in real life, both sides understood each other's language, they refused to use it because if they used the language of the opposite sex, it would be viewed as inappropriate. For men especially, they would become the laughing stock of others.

Furthermore, Olsson (2000) also supports the belief that "Women have smaller vocabularies, show extensive use of certain adjectives and adverbs, 'more often than men break off without finishing their sentences, because they start talking without having thought out what they are going to say' and produce less complex sentences." In conversations involving both sexes, men could switch topics while women would take turns to speak, supporting others' opinions, complementing them, and trying to avoid interrupting others. When it is conversation among members of the same sex, women prefer to discuss personal topics while men prefer public issues and would avoid discussing private topics. The choices could be related to the nature of both sexes where women are more 'involved' and use emotional language pertaining to their feelings and thoughts.

Men, on the other hand, are more into seeking 'information' and speak in a more straightforward manner and use authoritative language.

Olsson (2000) looked at on women's and men's language into her study and used their characteristics to analyze her data. She found that even if there are differences between the languages used by the respective gender, these differences differ due to different types of discourse and other factors separating the persons communicating with each other.

James (2003) studied gender differences, focusing on specific linguistic characteristics such as usage of adverbials, repetition of the same words, especially nouns, and the use of synonyms and hyponyms. The findings showed that there were slightly noticeable differences in linguistic characteristics between the sexes. These features are lexical hedges, tag questions, intensifiers, and avoidance of taboo language.

5. Feature of Conversational Style

Men almost effortlessly raise topics which women most often support. Women's topics were not only less actively supported, but were frequently and actively discouraged. Women tend to give verbal responses to their interlocutor's statements and give compliments. These combinations of these behaviors appear to place men in the position of controlling conversation, while women do the "interactional housework" to keep the conversation going. For example, when a woman talked with a man, the woman usually would use the favorable languages

in order to gain better impressions from the man, while man would not avoid using the disfavored languages.

When speaking, men often emphasize their masculinity and other forms women use to symbolize femininity, and that this is more basic than social class. Women ask more questions than men. It is a reflection of general insecurity resulting from long-term oppression. There are some features which differ between man and women in communication based on Lakof's theory, namely:

a. Women talk more/less than men

According to Lakof, the amount we talk is influenced by who we are with and what we are doing. They also add that if we aggregate a large number of studies, it will be observed that there is little difference between the amount men and women talk. On the one hand, in a recent study, Dr. Brizendine (1998) states that women talk three times as much as men. On the other hand, Drass, in an experiment on gender identity in conversation dyads found that men speak more than women.

b. Women break the 'rules' of turn-taking less than men

Studies in the area of language and gender often make use of two models or paradigms that of dominance and that of difference. The first is associated with Dale

Spender, Pamela Fishman, Don Zimmerman and Candace West, while the second is associated with Deborah Tannen. Dominance can be attributed to the fact that in

mixed-sex conversations, men are more likely to interrupt than women. It uses a fairly old study of a small sample of conversations, recorded by Don Zimmerman and Candace West at the Santa Barbara campus of the University of California in 1975. The subjects of the recording were white, middle class and under 35. Zimmerman and West produce in evidence 31 segments of conversation. They report that in 11 conversations between men and women, men used 46 interruptions, but women only two.

c. Women use more standard forms than men

In the literature, Trudgill (1997) found a kind of sex differentiation for speakers of urban British English. His study demonstrated that “women informants”... use forms associated with the prestige standard more frequently than men”. His study also discovered that male speakers place a high value on working class nonstandard speech. He offers several possible reasons for the finding that women are more likely to use forms considered correct: (1) The subordinate position of women in English and American societies makes it “more necessary for women to secure their social status linguistically”; and (2) while men can be rated socially on what they do, women may be rated primarily on how they appear, so their speech is more important. As for American literature, research has not shown a noticeable difference in terms of the usage of standard forms by men and women.

d. Women's speech is less direct/assertive than men's

Lakoff published an influential account of women's language in her book entitled *Language and Woman's Place*. In another article she published a set of basic assumptions about what marks the language of women. Among them she made some claims that women:

- 1) Hedge: using phrases like "sort of", "kind of", "it seems like", and so on.
- 2) Use (super)polite forms: "Would you mind...", "I'd appreciate it if...", "...if you don't mind".
- 3) Use tag questions: "You're going to dinner, aren't you?"
- 4) Speak in italics: intonational emphasis equal to underlining words - so, very, quite.
- 5) Use empty adjectives: divine, lovely, adorable, and so on
- 6) Use hypercorrect grammar and pronunciation: English prestige grammar and clear enunciation.
- 7) Use direct quotation: men paraphrase more often.
- 8) Have a special lexicon: women use more words for things like colors, men for sports.
- 9) Use question intonation in declarative statements: women make declarative statements into questions by raising the pitch of their voice at the end of a statement, expressing uncertainty. For example, "What school do you attend? Eton College?"
- 10) Use "wh-" imperatives: (such as, "Why don't you open the door?") Speak less frequently

- 11) Overuse qualifiers: (for example, “I think that...”)
- 12) Apologize more: (for instance, “I’m sorry, but I think that...”)
- 13) Use modal constructions: (such as can, would, should, ought - “Should we turn up the heat?”)
- 14) Avoid coarse language or expletives
- 15) Use indirect commands and requests: (for example, “My, isn't it cold in here?” - really a request to turn the heat on or close a window)
- 16) Use more intensifiers: especially so and very (for instance, “I am so glad you came!”)
- 17) Lack a sense of humor: women do not tell jokes well and often don't understand the punch line of jokes.

6. Faculty of Teacher Training and Education Department

The Faculty of Education of North Sumatra Muhammadiyah University was established in 1968 which was originally called FIP (Faculty of Education). Onwards operating license for six courses, namely: Indonesia Education Program, Pancasila Education Program, English Education Program, Economic Education, Mathematics Education, Program Guidance Study counselling followed by registered status, followed by the given status recognized by minister of education and culture ri education and culture minister of the republic of indonesia nomor.0316 / 0/1989 concerning the status of recognized to the Faculty / Department / Study / majoring in Environmental Muhammadiyah University of North Sumatra in Medan. The Program who obtained Recognized status, namely:

Study Program Language and Literature Indonesia, English Language Study Program, Moral Education Program on Pancasila and citizenship Country, Accounting Education Program, Mathematics Education Guidance, and Counseling Program.

In English Education Program have many classes included of morning, afternoon, and evening. Related to the research, seventh semester (VII-A Evening) of English Education Program at FKIP UMSU is chosen by researcher. In this class consist of 4 boys and 26 girls. This class have different background, culture, and unique in communication.

B. Previous Related Study

Nazir (2012), *Gender Patterns on Facebook: A Sociolinguistic Perspective*. The research aims at tracing differences and similarities among the way sexes use internet particularly social networking site, Facebook. The differences exist on multiple levels and research shows that even on internet one is not a human being rather a 'man' or a 'woman'. All these have been exhibited through language and the choices they make. The findings show that women are into facebook for maintaining existing relationships by being polite while men are more likely to go for new relations and all.

Paul (2000), *Gender Differences in Teaching Style*. In this study, there are other variables that come into play besides the gender of a teacher when considering the most appropriate teaching style, including the gender balance, age range, and cultural backgrounds of the students. But the above findings on teacher

gender and teaching style can be useful in at least two ways. First, teacher trainers should be more aware of the possible correlation between a trainee gender and teaching style. Second, experienced teachers need to be aware of any residual gender influence in their teaching. In both cases, monitoring and adapting teaching styles can help.

Male and Female Differences in Communicating Conflict (2012) by Jessica Cinaro. Research suggests that males and females communicate using different styles of interaction. Men and women are biologically different, but evidence also demonstrates a social difference. The patterns displayed in cross-sex communication often reveal how men and women interact interpersonally. In conflict situations the contrasting behaviors between the sexes become more evident. This is a collection of research defining and explaining the differences which exist between males and females and how those differences develop within communication. Conflict is a prevalent element of all relationships and the manner in which it is handled is crucial to the survival of those relationships. This research can help those in troubled relationships understand how the opposite sex communicates in conflict scenarios. There is no study proving whether males or females are more effective in handling conflict. Further research on the exact mannerisms of males and females in conflict situations would improve current scholarship.

Gender Interaction in Online Debates: Look Who's Arguing with Whom. This study was conducted by Jeon (2003) who examined male and female's interaction in online debate, the results showed that female were

significantly less likely to engage in argumentation with other females than with males, providing one explanation for why females might post fewer messages than males. Males were equally likely to respond to females and males, with males showing a tendency to engage in more argumentative exchanges with other males than with females. The interactions that initiated the least to most discussion were female to female, male to male, female to male, and male to male interactions, with male to male exchanges generating 36% more messages in discussion threads than female to female exchanges.

C. Conceptual Framework

Male and female have different way in communication, studies that male tends to use his logic to tell something, whereas female tends to use her emotion and feeling in conversation. Differences of communication between men and women, such as; status versus support, independence versus intimacy, advice versus understanding, information versus feeling, order versus proposal and conflict versus comprise.

Males' conversation is the way to negotiate your status in the group and keep people from pushing you around; you use talk to preserve your independence, whereas female's conversation to negotiate closeness and intimacy; talk is the essence of intimacy so being best friends. It is concluded that male and female exactly have different cultural background.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The research was conducted at English Education Program of FKIP UMSU. It was located at Jalan Muchtar Basri. The reason for selecting the location that the writer had done observation at Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU before found many students using different conversational style during communication with their friend whether men and women.

B. Subject of the Research

According to Bogdan & Biklen (2007), data refers to rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis. Data include materials that people doing the study actively such as recording and field notes. The source data of this study was primary source. According to Ary (2010) that primary sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants.

So, the subject of this research was students of Seventh semester (VII-A Evening) of English Education Program at FKIP UMSU. It consisted of 4 boys and 26 girls. The writer takes the data include of men to men, men to women, and women to women.

C. Research Design

In this research descriptive qualitative method was designed by applying naturalistic design. Ary (2010), the design is used in the research refers to the researcher's plan of how to proceed. Design decisions were made throughout the study – at the end as well as the beginning. Further, a qualitative research has five features, namely having natural setting and making the researcher as the key instrument, using descriptive words, concerning with process rather than simply with products, analyzing data inductively and having meaning as the essential concern. So, based on this definition, the way in which this study conducted followed those items quoted.

This method was used in order to discover, identify, analyze and describe about the conversational style between male and female. Naturalistics design allowed the researcher to analyze the behavior of male and female in making conversation. Through naturalistic design, it is possible to define which methods tend to use to find the difference in conversational style between male and female.

D. The Technique of Collecting the Data

The data of this research was obtained by using the naturalistic method supported by Ary (2010) that naturalistic method done by observing, making a conversation, recording, and taking notes. In collecting the data, the writer takes an involvement with the subject's conversation every week whether as an active participant or only as an observer. The tool that used in collecting the data is a pen, a book, and a hand phone, this tools use for documenting the interaction

between male to female, and male. The observation was done when the subjects making a conversation with difference gender.

E. The Technique of Data Analysis

The data analysis of this research was analyzed based on Miles, Huberman and Saldana (2014), there are three steps of data analysis namely data condensation, data display, and drawing and verification conclusion.

1. Data condensation

It refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. Data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to Facebook status updates. Looking at displays helps us understand what is happening and to do something—either analyze further or take action—based on that understanding. The most frequent form of display for qualitative data in the past has been extended text. It is dispersed, sequential rather than simultaneous, poorly structured, and extremely bulky. Using only extended text, a researcher may find it easy to jump to hasty, partial, and unfounded conclusions. Humans are not very powerful as processors of large amounts of information. Extended text overloads our information-processing capabilities and preys on our tendencies to find simplifying patterns.

3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and

retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability—that is, their validity. Otherwise, we are left with interesting stories about what happened but of unknown truth and utility.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In order to answer the research questions in this study, the data collected from script of their conversation was analyzed by categories features of conversational style. This study aimed to know the features of conversational style used by male and female students in conversation at English Education Program of FKIP UMSU and to find out how conversatioal style used by male and female students at FKIP English Education Program at UMSU.

. The researcher collected the data by recording the conversation between male and female in 7 A Evening in the class during teaching. The reseacher took some conversations data by recording it between several group at 7 A Evening class. The researcher classified data according to the following categories based on Lakoff: Women talk more/less than men, women break the rules of turn-taking less than men, women use more standard forms than men, women's speech is less direct/assertive than men's. Each category has two columns, each of which is specified for males and females.

In data condensation, the first step was data selection. The data were selected from all utterances that uttered by male and female at Seventh semester (VII-A Evening) because not all of the utterances are conversational style. That's why, the researcher tried to select whether the utterances are conversational style or not. The next steps of data condensation was focusing where the researcher

focused on features of conversational style used by male and female students in conversation and the process conversational style used by male and female students from the data that have been selected in order to make sure that it was really suitable as the data. In this process, the bold-typed was used as the sign of utterances related to the strategies. Next, simplified the features of conversational style and the process of conversational style were classified in each category. The researcher placed them into table that presented in data analysis with each category by categorizing the utterances into features of conversational style. Then, data analysis was abstracted by describing in tabulation and together with research findings in this research. The last transformed the data have been displayed in tables.

In data display, the data were organized, compressed assembly of information that allows conclusion drawing and action. In this study, the researcher made the organization by showing the data in the table to put the categorization of conversational style utilized by male and female at seventh semester students. Then, concept made the data display into tables, some of the data were display and analyzed the detail description of the data that will be representative of each categories.

The last analysis, namely drawing conclusion and verification. In drawing conclusion, the data were interpreted and drawn a meaning from the data display. Data display and drawing conclusion step would be discussed deeply to answer the research problem. In this section, the first answer for the research problem about features of conversational styles used by male and female and the second

answer for the research problem about the process of conversational styles used by male and female. In analyzing the data, the data analysis can be seen as follows:

B. Data Analysis

In analyzing the data, the data analysis was done in line with Miles, Huberman, and Saldana (2014) who stated that there were three steps, namely: data condensation, data display and drawing conclusion and verification. Then, the data were analyzed as the following:

1. Feature of Conversational Style Used by Male and Female Students in Conversational Style at English Education Programme of FKIP UMSU

To answer this question, all utterances were analyzed to identify the differences between all male and female seventh semester. In this concept was found that women talk more/less than men, women break the rules of turn-taking less than men, women use more standard forms than men, women's speech is less direct/assertive than men's. Conversational style realized in conversation male and female in FKIP UMSU which described below.

a. Women break the rules of turn-taking

In this study it appears that the range of speech exchange systems found in our society (and possibly all societies) is constrained by some form of turn-taking mechanism.

In this concept, there were some examples about turn taking, namely:

Conversation 3, Female 12: ‘Hahaha, keren kaliiii!!! Hahahaha!! Gak sabar aku dengarnya, tau kau? Ttapi aku lagi pengen ke kamar mandi kali ini eh.. kawani lah aku! Macam geng-geng cewek yang di restoran itu kita loh.’

Hahaha, that's great!!!, hahaha!!! I can't wait to hear the rest of it, ya know?, but I really have to go to the bathroom so... Hey, come with me! Yeah, yeah, it'll be like we're gal pals, ya know, like at a restaurant.

Subsequently, the other speaker, continued the flow of her conversation:

Conversation 3, Female 13: ‘Astaga!! Astaga!!! Astaga!!’

Oh my God!!! Oh my God!!! Oh my God!!!

Meanwhile, in conversation 2, female 4 interrupted male 1 while he was still speaking with female 3, as shown below:

Conversation 2, Female 3: ‘Dan, senang kali aku tengok kau disini! Lagi ngapain kau disini?’

Dan, it's great to see you here! What are you doing here?

Conversation 2, Male 2: ‘Kerja aku, jadi guru aku sekarang, aku.....’

I am working, I'm a teacher now, I.....

Conversation 2, Female 4: ‘Guru? Udah ada job baru nih. Ciyee.. ciyeeee’

Teacher? It means that you have a new work. Ciyee.. ciyeeee.

The conversation showed a model of women’s turn taking in conversation as a “locally managed” system by which they mean that over a series of turns the rule-set operates to effect transitions between successive pairs of adjacent turns, one

turn at a time, the focus of the system being the next turn and the next transition. Turn size is also locally managed since the concatenation of unit-types to construct longer turns is also provided by the system's organization.

b. Women talk more/less

In this research, there were some examples about women talk more/less which is shown that female always has something to ask or to say in a conversation.

Conversation 1, Female 1: 'Dah siap kau untuk ujian?'

Have you done your preparation for the mid exam?

Conversation 1, Female 1: 'Mau liburan kemana?'

Any plans for holiday?

Conversation 1, Female 1: 'Betul lah?! Soalnya jadi pengen ikut aku. Kenapa ga ko ajak si Teguh, yok lah!'

Really? Because I feel like I want to come there. Why don't ya ask Teguh to join, come on!

Based on the examples, it is shown that women talk more than men, women talk too much, more polite, complaining, ask more question, supporting each others and more co-operative.

c. Women use of standard forms than men

Given the sociolinguistic aspect of spoken interaction, where participants' utterances were made in a freer atmosphere and having in mind that the analysis made comprised of spoken discourse, all observations made in the conversation sample are related to register rather than grammar deviation or slang lexis. Furthermore, according to the data collected, there does not seem to be a distinguishable difference in relation to the usage of standard forms and gender. The following utterances exemplify the use of informal register during the recording.

In this study, there were some examples that is shown the fact that women use more standard form than men, as following below:

Conversation 3, Male 6: 'Karna dia suka nyuri barang!'

Cause she steals stuff!

Conversation 3, Female 10: 'Teguh!!! Jahat kali loh!'

Teguh!!! That is horrible

Conversation 3, Female 6: 'Bisa ga kalian tenang dulu. Kita lagi ngomong serius sekarang.'

Could you guys please try to keep it down. We're trying to have a serious talk here.

As the participants in the case study are all friends, it was observed that there was a sense of solidarity between them which allowed their use of the language to be more relaxed and intimate.

d. Concept of Directness and assertiveness

Directness and assertiveness refers to a collection of hedges and tag questions which are considered language features that express indirectness and uncertainty. Some of them were observed in the recording and are summarized.

Based on table above, independent of the number of words spoken, the use of hedges does not seem to vary drastically. As shown above, there does not seem to be a considerable quantitative difference between the number of words uttered and the number of hedge devices used. In this research, there were examples that shown about directness below:

Conversation 3, Male 3: 'Kenapa kau selalu kalo ada ulang tahun selalu makanannya dimsum?'

Why in every birthday you always choose dimsum as food?

Conversation 3, Female 6: 'Mau kau jadi pengurus tentang semua makanannya?'

You wanna be in charge of the food committee?

Conversation 3, Male 4: 'Kenapa lah kita ga makan pizza atau minum bir aja yak an? Biar seru loh!!'

Really?! Why can't we just get some pizzas and get some beers? It's gonna be fun!!

Conversation 3, Female 8: 'Iya setuju kali pun aku!!! Kau tau? Menurutku sih acara mewah yang have fun itu kalo kau memang dari orang mewah, tapi kalo kami-kami ini enggak mewahnya!!'

Yeah, I agree!!! You know? I think fancy parties are only fun if you're fancy on the inside and I'm just not sure we are!!!

2. The Reason Conversational Style Realized

Based on the theory of types of conversational style proposed by Lakoff included of women talk more/less than men, women break the rules of turn taking than men, women use more standard form than men, women's speech is less direct/ assertive than men. The result showed that females were higher features of conversational than men. Women talk three times as much as men. It concluded that females are more aware with their topic in conversation than males because males are likely more considerate with their interlocutor. Women talk more than men, women talk too much, more polite, complaining, ask more question, supporting each others and more co-operative. Hence, it is obviously seen that females break the rules of turn taking more than men. Women always has something to say or ask in conversations. Also, women use more standard forms

more than men and talk directness in every conversation. It is indicated by the various of types of conversational style they used.

C. Research Finding

In short, some claims can be made about the study: 1) The data collected showed a very slight difference with respect to the utterance of conversational style used by women and men. In the present study, women talked roughly less than men. As mentioned above, some factors can influence this difference in the some of conversation used by women and men. 2) Turn-taking was roughly distributed in the conversation which followed a natural flow of interruption, silence and overlaps as a naturally occurring conversation. As noted, Female 4 in conversation 2 was the only one to have interrupted the other participants. 3) Language was used by both men and women in a very informal way on account of the relaxed atmosphere created in the social setting in question their activities. Both men and women used informal forms almost equally and therefore there is not a correlation with gender. 4) There was not a discrepant difference between directness/assertiveness speech in relation to gender.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was obtained some conclusion as follows:

1. The different of topic that is used in conversation is the factor underlying male and female make conversational. Females showed that they break the rule of turn taking than males, females with higher use standard of form than male, females talk more than males, and females always talk directly in conversation about any topics than males. It indicates that female are more aware with their surroundings than males because males are likely more considerate with their interlocutor. Hence, it is obviously seen that females with have the strength in expressing their arguments. It is indicated by the various of types of features they used. Females were higher features of conversational style based on Lakoff.
2. The process conversational style of communication used between male and female realized at seventh semester evening class at FKIP UMSU, namely women break the rule of turn taking less than men, use of Standard of form, and women use more direct, assertive speech than men.

B. Suggestion

There are some points which suggested as follows:

1. The students' university as reference them who are interested in studying sociolinguistic and interested in conducting any further studies in conversational style.
2. The readers, especially for the students at FKIP UMSU, the results of the study can be purposed to introduce them which referred to conversational style and its realization in social life especially in communication between males and females.
3. The writer, to increase knowledge in sociolinguistic and can be guiding in communication between males and females.

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<http://fkip.umsu.ac.id/sejarah/>

Appendix I

| No. | Gender | Aspect of Conversational Style | | | |
|-----|--------|--------------------------------|-------------|---------------------------|-------------|
| | | Talk more | Turn Taking | Use more standard form | Talk direct |
| 1. | Male | 45 | 6 | 13 | 10 |
| 2. | Female | 96 | 20 | 25 | 30 |

APPENDIX II

Conversation 1

Female 1: Have you done a preparation for the mid exam

Female 2: Just a little. I even don't think about it. Because in my mind there are so many plans for holiday

Female 1: Any plans for this holiday?

Female 2: Yes of course. I am going to go to Toba Island.

Male 1: Toba? What will you do there? it's boring.

Female 2: only holiday because I want to go to BIS.

Male 2: Really? Of course I want.

Female 2: Excellent. Your problem is solved right?

Male 1: Yeah. Thank you Put.

Female 2 : You are welcome ndre. Nadya and Tomi, do you want?

Female 1 and Male 1: yes!

Conversation 2

Female 3 : Dan, it's great to see you here. What have you been?

Male 2 : I am working, I'm teacher now. I....

Female 4 :teacher? It means that you have a new work. Ciye..ciyee

Male 2 : Yes, How's you? What do you do for a living right now?

Female 3: I don't have because I focused on study now.

Female 5: Me too. I don't have work.

Conversation 3

Female 6: So, I'll get the candles, and since it's Syntia's birthday, I mean, we want it to be special, I thought I'd get a dimsum.

Female 7: Really?!

Male 3: Why in every birthday you always choose dimsum as the food?

Female 6: You wanna be in charge of the food committee?!

Male 3: Why do we always party with someone runs as a committee?!

Male 4: Really?! Why can't we just get some pizzas and get some beers and have fun?

Male 5: Yeah!!

Female 8: Yeah, I agree. You know? I think fancy parties are only fun if you're fancy on the inside and I'm just not sure we are.

Female 7: Alright, if you guys don't want it to be special, fine! You can throw any kind of party you want!!!

Female 9: Ok.. so.. umm.. We still have to invite Nadra, Izhidar, and Yessi.

Male 6: Woah! Woah! Woah! No Yessi!

Female 10: Why not her?

Male 6: Cause she steals stuffs!

Female 10: Teguh! That is horrible!

Male 6: Hey! I liked her, alright? But not too much. I don't now I guess I just got scared.

Female 11: Oh my God! I didn't know about it.

Male 7: I didn't think anyone would believe it.

Male 6: How could you know?

Female 12: So, what happened?

Female 13: Ok guys, enough! Should we invite her parents to join the birthday party surprise?

Female 10: How about just her mom? I can call her now.

Female 14: Anyway, did you guys ask Nisa to join?

Male 6: No! She also steals stuff!

Female 11: Hey guys! Here are the birthday candles, but... where is the cake???

Female 6: We're not having birthday cake. We're having birthday dimsum party! It's a traditional Chinese food.

Female 11: Really? It'll look nice, so festive, and also all the balloons...

Female 12: Hahahaha! That's great. Hahaha! I can't wait to hear the rest of it, you know? But, I really have to go to the bathroom, so... hey! Come with me. It'll be like we're gal pals like at a restaurant.

Female 13: Oh my God! Oh my God! Oh my God!

Female 8: Could you please send some male friends to the party?

Male 7: Ok. They're coming, don't worry!

ALL: SURPRISE!!!!!!!!!!!!!! Happy birthday!!!!!!!!!!!!

Female 14: Oh my God, you guys! I had no idea!

Male 6: Really?

Female 14: No! I didn't know!

Male 5: Alright!

Female 6: Ok, everybody! There's food and drinks on the table.

Female 14: I can't believe this is happening!

Male 4: You know what? This is your birthday, this is your party!

Female 14: Well, I have to be. I mean, you know, I could look at the bright side, I get two birthday parties and two birthday cakes.

Male 7: Actually, just one birthday dimsum.

Female 6: What?

Male 5: It's a traditional Chinese food... Look at Putri! She's on the food committee.

Male 7: Quick volleyball question

Male 8: Volleyball?

Male 7: Yeah, we set up a court in your room. Uh, you didn't really like that grey lamp, did you?

Female 9: Ok people, I want you to take a piece of paper, here you go, and write down your most embarrassing memory. Oh, and I do ask that when you're not using the markers, you put the caps back on them because they will dry out.

Male 6: Why is it have to be so difficult?

Female 9: Listen you guys, I don't mean to be pain about this but, umm.. I've noticed that some of you are just placing them on. You wanna push the caps until you hear them click.

Male 4: I was sorta thinking maybe I need to

Female 8: No! No! No! You can't go! This is fun! We're just getting started.

Female 9: Listen, if you wanna go, just go.

Male 4: No, she'll yell at me again.

Female 8: I can get you out!

Male 4: WHAT?

Female 9: Shhh!!! In a minute, I'm gonna create a diversion. When I do, walk quickly to the door and don't look back.

Female 15: I think I need a drink.

Female 16: Hey! Where have you been?

Male 8: I have been in the bathroom. Stay clear of the dimsum food.

Female 10: Why are you smoking here? Get the hell out of here!

Male 8: I was just warming up. Relax!

Female 9: Could you guys please try to keep it down? We're trying to have a serious talk here.

Female 6: Thank you guys so much for coming and participate in this party. I hope you guys had fun!

Female 14: I have to heading to my house. First of all, thank you guys so much for coming. It means a lot to me.

Female 6: You're welcome!

APPENDIX III

Transcript of Conversation Tour Guide and Foreign Tourist

Tour guide : You have some any questions and there a jungle or and there so many orang utan.

Tour Guide : You know this ?

Foreign Tourist : Yes, to make this. How to say in english ? the material ?

Tour Guide : Rubber, so the rubber should in the morning the people. Come the cutting of the rubber, the cutting little by little everyday. Because in here one time take the market here only in Friday. Every Friday the people collect all the rubber and put the some of the box and keep it to the market. But as a known the price of the rubber is cheaper is not so enough sell for the people work rubber the price of the rubber as a known 10.000 for one kilo. Not same 2 years ago the rubber is until 20.000 per kilo. I don't know why the price.

Tour guide : Going to the lake toba. This is dark fruit and the open take inside and eat some red colours in teeth. I think in India also. But I known this one for medicine for help something stomachache and take the fruit and eat. Take inside and put in the glass for can some for water and wait for 3 minutes and drink, good for stomachache.

Tour Guide : The meaning of orang utan, orang meaning people, utan meaning is jungle. That's meaning of orang utan people of the

jungle. Just the way I think the culture of orang utan similar like a human.

Foreign tourist : Look a similar?

Tourist guide : Ya is similar, In other orang utan get a pregnant same like a human also nine months ten days. Balik lagi the population of orang utan it's not much, because why the life orang utan only just 3 or 4 baby not more. Because the baby stay with her mother until 6 or 7 years in this place. Before the mother, mother never make not some more sex.

Foreign Tourist : So, the male stay without humans house for long time ?

Tour guide : This is for the male or orang utan is good life for them and the female get pregnant get away find some other people is a good life.

Foreign tourist : So why, orang utan stay close to the city ?

Tour guide : This is like a village. This is like a resort national park. The orang utan home, that one the name is pesek. Is from a park one. You know park one ? so that why is the name of orang utan the famous to see a people.

Foreign tourist : See use how to you put from the human?

Tour guide : A long time ago people independent center is give for the pesek is the like orang utan. So it is learning it is easy for them and his remember because a some like us banana, milk, and everything.

Foreign tourist : As why as like him for the food

Tour guide : It sometimes he go to move the jungle but normally this is her area. That one her name pesek. This one of the some orang utan agresif. We have a mina.

Foreign tourist : Mina is the most agresif

Tour guide : You know mina ?

Foreign tourist : Yeah, I saw the internet and jecky is the one of like mina.

Tour guide : You can saw is the mina bite my finger.

Foreign tourist : When ? is real ?

Tour guide : It's a one month ago

Foreign tourist : Hurt ?

Tour guide : You know mugly ? I murder mugly. So I'm strong
It's okey, possible but if you bring the stick is make you also agresif. Because is it drinking.

Foreign tourist : When the way school we like choose like this

Tour guide : You just can pulling down

Foreign tourist : You ever been bite by mina ?

Tour guide 1 : I ever been bite from mina 7 years ago

Tour guide 2 : And then mina not just bite guide or assitant guide also turis.
So, be careful not make you scary, but just make take care yourself.

Tour guide : It's okey, sometimes mina have bad mood sometimes mina good mood like playing, singing.

