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The Categories of Utterances Used by Male and Female Teachers

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ABSTRACT

This study focus on investigating utterances used by male and female teachers in teaching learning process based on inquiry model. It is a qualitative research design. The subjects were six teachers in SMP AL-Wasliyah 29 Medan. There are three male teachers and three female teachers. The data of this research is collected by recording, transcribing and analysing. Recording was applied to record utterances of male and female teachers in teaching learning process based inquiry model. Transcribing was applied to transcribe the utterances of male and female in teaching learning process based on inquiry model. And analysing was to analyse the utterances of male and female in teaching learning process based on inquiry model. The study proposed by Tanen's theory. The problem of the study are how the categories of male and female teachers' utterances realized and why realized in the ways they are. The data were analysed by using Miles and Huberman. The result of this study revealed that: Male and female teachers were different in delivering their utterances. It could be seen from the categories showed on their utterances. Male teachers showed the categories of male utterances, such as support, intimacy, understanding, feeling, and proposal in their utterances to their students. While female teachers showed status, advice, and orders.

Keywords: Gender Differences, Inquiry Model, Teaching Learning Process, Male and Female

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INTRODUCTION

Language is an important thing to do the communication in daily life. Without language we cannot communicate with others. In daily life, each person has different style in communication with other people. Which is often founded from gender. Tannen states that the male and females in their ways in communication, 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.

Based on the theory about male and female, this study focuses on differences between male and female teachers in teaching learning process based on inquiry model. So, in this research researcher analyzethe categories of utterances used by male and female teachers in teaching learning process based on inquiry model.

Gender can also be found in class like teaching learning process. In teaching learning process, teachers can control their students of communication. Teachers decide who talks, when they talk, and how to control the children when they are working together.

Brown (2001) states that one of the important stages in a successful teaching and learning process is classroom management which encompassing the abundance of factors ranging from how the teacher physically arranging the classroom to how to create classroom energy. It shows that in teaching learning process teachers must be active because the teacher cause an energy for active students. The findings of such research can prove that gender can be found anywhere as in the classroom which is certainly in teaching learning process.

Based on explanation, the researcher interest in analyzing gender differences in teaching learning process based on inquiry model. Model is a series of presentation of teaching materials used by teachers in teaching learning process both directly and indirectly. Hosnan (2014) suggests that learning model is a conceptual/operational framework, which describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for instructors in planning, and carrying out learning activities. It is aims to achieve something. Because by using the model the teacher can achieve goals in learning. It means that a way that aims to achieve something. Because by using the model the teacher can achieve the goals in

learning. It can be simply that model is a way that can facilitate us in something especially for students.

Inquiry is a style or model of teaching where the learner with minimum guidance from the teacher seeks to discover and create answers to a recognized problem through procedure of making a diligent search. Trianto (2007) states that inquiry means a series of learning activities that involve a maximum of all students' ability to investigate systematically, critically, logically, analytically, so that they can formulate their own answers with confidence. The main objectives of inquiry learning activities are (a) maximum student involvement in the process of learning activities, (b) the direction of activities logically and systematically on learning objectives, and (c) developing student confidence in what is found in the inquiry process.

In the study of gender differences, there are numerous studies that have described and raised many issues on the different their research. Svrlic and Jurcic (2014) discusses some male politicians show characteristic of female gender speech style in their political discourse and vice versa. The female politician also use mixing the speech style using report talk and female politician more frequently use the discourse strategies which are typical for male politician than vice versa.

Ubando (2016) conducted a study entitled Gender Differences in Intimacy, Emotional Expressivity, and Relationship Satisfaction found that males have a more positive perspective of their own intimacy in relationships while women have a more negative perception of their own intimacy and under the category of emotional expressivity, men self-reported higher for verbal and nonverbal affection while women self-reported higher for supportiveness.

The data taken from teaching learning process based on inquiry model in record and transcribed. As this research focus on utterances male and female teacher, the researcher analyzes and clarifies how the categories of utterances used by male and female teachers realized in teaching learning process based on inquiry model proposed by Tannen's theory.

METHODOLOGY

This study used qualitative research design in this research because the research was intended to be describe information about certain phenomenon that happened when

a research is being conducted. Qualitative design is conducted in this study to answer the research questions of this study. Miles, Huberman, and Saldana (2014) explained text by applying this design, one can preserve chronological flow, see which event led to which consequences clearly and also get faithful explanation. Bogdan and Biklen (1992) state that qualitative is descriptive, where the data is in the form of words or pictures rather than numbers. It means that qualitative design can be used as method of this research. The research data attempted to analyze different between male and female teachers in teaching learning process based on inquiry model that gotten from record transcription of teaching learning process.

The data take from record male and female teachers in teaching learning process based on inquiry model. In this research the researcher transcribed and then analyzed. The data of this research were sentences that contains of different between male and female teachers in teaching learning process based on inquiry model. Bogdan and Biklen stated that the term data refers to the rough material basis of analysis. The data includes such as utterances transcripts and interview transcripts. There were six teachers, means the teachers who teach subject matter in SMP Al-Wasliyah 29 Medan. Which three male teachers and three female teachers. Guy and Dhiel stated that the minimum sample size of descriptive qualitative research that is acceptable will be 10% of population. It means that from 12 teachers, the researcher chooses 6 teachers to be recorded in teaching learning process. Because the subject matter of the teacher, there are six teachers so researcher takes all the teachers as the subject of this research.

These were initial of teachers as subject in this research, DA is the first teacher, and he was graduated from Stok Binaguna. DA is 26 years old. The second teacher is MT graduated from Unimed. MT is 35 years old. MAN is the third teacher graduated from Unimed. MAN is 30 years old. The fourth teacher was FN graduated from Unimed and she is 37 years old. MZ is the fifth teacher graduated from USU and he is 23 years old. The sixth teacher was ZNO and she graduated UMN. She is 24 years old. These teacher as the subjects in this research. This research is at SMP AL-Wasliyah 29 Medan on Jl. Stadion Teladan No. 12 Kelurahan Teladan Kecamatan Medan Barat. Medan Kota, Medan. Academically, the researcher choose the location of this research is at SMP Al-Wasliyah 29 Medan, namely the choice of location was based on several things: this school is a school that is in the field region is very close to reach the researcher,

researcher know that in this school has process and different learning times such as general lessons and Islamic lessons have no comparison, which are generally found in kindergarten, elementary school, junior high school and vocational high school education. In addition this school is an Islamic school with the majority of all Muslim and this school aims to create a noble child who also makes a great child. For this reason, researcher choose the research site.

In this research, eighth grade is as subject of this research because these classeshave use curriculum 2013 which in this research use inquiry model, it is learning model in curriculum 2013 and eight grade the students are more responsive because in this model they are required to think critically. Bogdan and Biklen states that qualitative research has the natural setting as the direct source of the data and the researcher is the key of instrument, the instrument of this research is the researcher himself. The data of this study collected in observation. This research used observation method as proposed by Sudaryanto and document analysis method as suggested by Bogdan and Biklen. The researchers used observation and documentation technique to collect the data. The data of this research were between male and female teachers found in the record of teaching learning process based on inquiry model. The data of this research was collected by following steps:

1. Recording
2. Transcribing
3. Analysing

Bogdan and Biklen explain the analysis in qualitative involves working with data, organizing them breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what explained. In this research, it is the process to select the utterances of male and female teachers in teaching learning process based on inquiry model in record as the data based on Tannen's theory. Then, the researcher made data display by listing male and female teachers utterances and display it.

Miles, Huberman and Saldana (2014) mentioned that in analysis of qualitative data consists of three concurrent flows of activity namely 1) data condensation, 2) data display, and 3) conclusion drawing or verification.

- 1) Data condensation refers to the process of selecting, simplifying, abstracting and transforming data.
 - a. Selecting in this research means choosing the data. Utterances can be write in words or phrases.
 - b. Focusing means to pay in the particular attention to the suitable data. In this study, the researcher only focuses on different between male and female teachers from record in teaching learning process based on inquiry model.
 - c. Simplifying means make the data simpler or easier to understand. In this study, the data that has been collected need to be simplified in order to make it easier to be analyzed. To simplify, the data is classified into some classifications of different between male and female teachers.
 - d. Abstracting means summarize the data. To summarize the data in this research, the researcher used the data which is based on existing theories about gender differences.
 - e. Transforming means to make a through or dramatic change in the form and appearance. In the last step the data as male and female teacher's utterances from record and it is analyzed into next step. In this study, male and female teacher's utterances in record and it is analyzed that appears is condensed by grouping the data, coding the data, focusing it to different between male and female teacher.
- 2) Data display means to organize assembly of information that permits conclusion drawing. Related to this study, after identifying the data, the data are displayed as organized information leading to the conclusion drawing. In this step, the researcher makes data display by listing the classification of different between male and female teachers. Then, the data are displayed in the form of table and figure.
- 3) Verification/conclusion drawing means that the analysis should be allowed to begin to develop conclusions regarding the study. In this study to enhance this procedure, the conclusions of the data are drawn and verified through studying the theories. The researcher clarifies and concludes the classification of different between male and female teachers found record in teaching learning process based on inquiry model, the way male and female teachers in teaching learning process based on inquiry model, and reveal the reason of male and female teachers in teaching learning process based on inquiry mLincoln and Guba [14] stated that

trustworthiness of a research study is important to evaluating its worth. The aim of trustworthiness of a research study is important to support the argument that the inquirt's finding are worth paying attention to Lincoln and Guba. It can be achieved through checking the credibility, transferability, dependability, and conformability, as the following:

- a. Credibility
- b. Transferability
- c. Dependability
- d. Conformability

FINDINGS AND DISCUSSIONS

After analyzing the data, the data are classified based on the categories of utterances used by male and female teachers. It could be seen that male teachers only used the categories, which were support, intimacy, understanding, feeling, proposal, and compromise. The detail percentage of categories used male teachers would be presented below.

Table 1. Percentages of Categories Used by Male Teachers

No.	Categories	Talk	Percentages (%)
1	Support	22	24
2	Intimacy	5	6
3	Understanding	16	18
4	Feeling	12	13
5	Proposal	17	19
6	Compromise	18	20
	Total	90	100

Table 1 showed the categories used by male teachers. The most dominant used by male teachers were support. Because in this study male teachers support the students so they want to study. In this table is total percentage of all the categories used by male teachers, it could be seen that there are 22 (24%) of support, intimacy is 5 (6%), understanding is 16 (18%), feeling is 12 (13%), proposal is 17 (19%), and compromise 18 (20%). In Table 2 showed that male teachers have characteristic always give support

to their students so their students study, building relationships or closeness, give sympathy, and suggest.

Female teachers did not also include all of the categories. The detail percentage of categories used female teachers would be presented below.

Table 2. Percentages of Categories Used by Female Teachers

No	Categories	Talk	Percentages (%)
1	Status	32	24
2	Independence	0	0
3	Advice	7	5
4	Information	22	17
5	Orders	71	54
6	Conflict	0	0
	Total	132	100

Table 2 showed the percentages of categories used by female teachers. The most dominant used by female teachers were orders. Because the teachers see their status as a teacher has power to order. In this table was total percentages of all the categories used by female teachers, it can be seen that there are 71 (54%) of orders, status is 32 (24%), information is 22 (17%), advice is 7 (5%), independence and conflict are nothing to be used. Because in teaching learning process, the teacher cannot talk conflict and independence.

CONCLUSIONS

After analyzing all the data based on the theory used that Male and female teachers were different in their utterances. It could be seen from the categories which were showed on their utterances. Male teachers frequently showed the categories of male teacher utterances, such as support, understanding, feeling, proposal, compromise and intimacy, while female teachers showed status, advice, information and orders.

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