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A SOCIOLINGUISTIC ANALYSIS OF GENDER ON ENGLISH USE AT THE THIRD GRADE OF MTSN 2 PALU

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ABSTRACT

The students at the third grade of MTs N 2 Palu have different social context in their life. Since different students in different societies have distinct ways of life, and language to a considerable degree is influenced by culture. The factors above against this background that this study is carried out to examine how the differences in English use of men and women and at the third grade of MTs N 2 Palu. This research discusses about the differences between men and women in using English. Considering the purpose of the research and the nature of the problem, this research was a qualitative-research. To collect the data the researcher used observation, interview, and video recording. The result of this study shows that the difference between the students in using English is influenced by the social context especially in cultural aspect. When the students use English, the accent of each culture follows into their English. It also affects the intonations and accent when they use English. While, the differences between men and women. Women found it easier to adjust their accents and distinguish accents from the culture and accents of the English. While, man found it difficult. So, when using English men are often carried away with accents from their own culture.

Keywords: *Gender; Sociolinguistic Analysis.*

INTRODUCTION

Language is used by human beings in social context, communicating their needs, ideas, and emotions to one another. Human language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Animals also have a communication system but it is not a developed system. That is why language is said to species-specific and species-uniform.

Language gives shape to people's thought; it guides and controls the entire activities. It is a carrier of civilization and culture as human thoughts and philosophy are conveyed from one generation to the other through the medium of language.

Ultimately, attitudes to language reflects attitude to the users and uses of the

language. People generally do not hold opinions about language in a vacuum. They develop attitudes towards language which reflects their view about those who speak the language, and contexts and functions with which they are associated. The topic that has come to the fore in sociolinguistics in recent years is the connection if any, between the structure, vocabularies and ways of using particular languages and social roles of the men and women who speak languages.

The social roles that men and women play, their different values and social network (who they talk the most), and their sensitivity to contextual factors including characteristics of the person they are talking to. More so, there are other reasons underlying the differences in the use of language of males and females. One of such factors is culture. Since different people in different societies have distinct ways of life, and language to a considerable degree is influenced by culture, their use of language will highly be influenced.

The factors above against this background that this study is carried out to examine the differences in language use of men and women and to do a sociolinguistic analysis.

LITERATURE REVIEW

Language

A language is a structured system of communication. Language, in a broader sense, is the method of communication that involves the use of – particularly human – languages. The scientific study of language is called linguistics. Questions concerning the philosophy of language, such as whether words can represent experience, have been debated at least since Gorgias and Plato in ancient Greece. Thinkers such as Rousseau have argued that language originated from emotions while others like Kant have held that it originated from rational and logical thought. 20th-century philosophers such as Wittgenstein argued that philosophy is really the study of language. Major figures in linguistics include Ferdinand de Saussure and Noam Chomsky.

Sociolinguistic

Language is related to interactions in the society. Language and society are so intertwined that it is impossible to understand one without the other. Language also maintains every social institution such as education, law and family, since it is their main medium of expression. In education institution for instance, language can make educational experiences more engaging for students. Language is not a thing to be studied but a way of seeing, understanding, and communicating about the world. In family, language has an important role since it helps the members learn things for the first time. In law, it is manifested in a certain way within rules and acts.

Sociolinguistics is analyzing the language use and its relationship with social and cultural aspect. That is why societies have to understand the role of language and social interaction. It is clear now that sociolinguistics is a branch of linguistic that takes language and the relationship with the society as the object of study.

Gender

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e., the state of being male, female, or an intersex variation), sex-based social structures (i.e., gender roles), or gender identity. Most cultures use a gender binary, having two genders (boys/men and girls/women); those who exist outside these groups fall under the umbrella term non-binary or genderqueer. Some societies have specific genders besides "man" and "woman", such as the hijras of South Asia; these are often referred to as third genders (and fourth genders, etc).

Language and Gender

Reflecting social status or power difference, Lakoff in her research claim that women's language as a whole reveals women's social powerlessness and is thus dominated by stylistic features significantly insecurity and lack of assertiveness. She further argues that female language is consequently heavily influenced by the pragmatic principle of politeness which basically rules adaptive social behavior.

The different views of language and gender as elicited above have come to a common ground that language and gender are inseparable and if any major difference exists, it becomes obvious in the intention of the user.

Language and society

Society is seen a "human being considered as a group in an organized community. It is also an organized community. It is also an organized community. It is also an organized group with common aim and interests. Human development has greatly been enhanced by language and its development.

Arises because language as a social phenomenon is closely related to social attitudes. Men and women are socially different in that society lays down different social roles for them and expects different behavior patterns from them. Language simply reflects social fact. Many ethnic groups use a distinct language associated with their ethnic identity, where a choice of language is available for communication, it is often possible for an individual to signal their ethnicity by the language they choose to use. Speech differences in interaction may be reflected in people's social network.

The differences Between Men and Women in Using Language

The difference between men's and women's use of language is particularly thoroughly discussed in sociolinguistic studies. Modern sociolinguistic research traditions put particular weight on conversation, and use the term vernacular to mean "the language used by ordinary people in their everyday affairs" and "the style in which the minimum of attention is given to the monitoring of speech"

It was shown that women students preferred using more adjectives such as soft, wonderful, sweet, good, nice, and so forth. On the other hand, men seldom use adjectives. The use of more adjectives indicates that when women would like to describe their feeling and everything in the world, they tend to be more heedful and sensitive to the environment. In addition, women were fond of expressing their emotions by using vivid words that men seldom used. From their conversation, it was found that women used 11 words of adjective, while men just used one adjective. Thus, this is in line with Wardhaugh's claim that women tend to use linguistic devices that is the use of more adjective in their conversation to show their solidarity and more vivid conditions.

METHOD

Considering the purpose of the research and the nature of the problem, this research was a descriptive qualitative one. It is descriptive because the objectives of this study are observing and finding the information as many as possible related to Phenomenon. It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion.

Qualitative research uses semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. They also drew upon and utilize the approaches, methods, and techniques of ethno methodology, phenomenology, hermeneutics, feminism, deconstructionism, interview, psychoanalysis, cultural studies, survey research, and participant observation, among others.

Qualitative research method was developed in the social sciences to enable researchers to study social and cultural phenomena: observe feelings, thoughts, behaviours and the belief of the mass society.¹⁸ Qualitative data sources included observation and participation observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions.¹⁹ The research was dealing with human interaction and perspectives hence it is highly encouraged to use qualitative method. It could be a more accurate finding as the interviewee is perceived to give a more honest answer and opinions through personal interaction with the interviewer. This research method of the study deviated to observation, interview and audio recording.

This research has been done for the students of MTsN 2 Palu. This research was conducted to the third grade students. The third grade student which consists of From the total of the third grade students of MTS N 2 PALU, the researcher limits to ten students consist of five boy students and five girl students. Five boys and five girls were taken randomly from class representative. The researcher limited the number of the students because the school did not allow students to meet face to face more than ten students given the covid-19 condition and to implement health protocols.

To get data, which is needed in this study the writer did the data collection techniques as follows. The researcher observed about the school condition, the school life, the activity of the students, and the important one is how they do their communication in daily activity with their differences in culture. After the researcher observed, the researcher found that in ten students they have three culture differences. They are

Kailinese, Buginese, and Javanese.

Questionnaire was used to collect data about students' differences in using English. The kind of this instrument was direct questionnaires by giving questions to all respondents directly. The researcher gives questionnaire for 10 students at the third grade of MTS N 2 Palu. The researcher utilizes the document related to the object research such as video recorder.

The data are analyzed through the following steps: The data of this study comes from the result of collecting the data which is being done in the students answer from the questionnaire. The researcher observed and wrote down every object of researcher based on what researcher has found during the research took place. The data from questionnaire of interview were given code to helped researcher identified the data. After answering all the students' questionnaires, the researcher started to make a classification based on students' answer from the questionnaire.

After classifying the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicts the result, identification & evaluation. However, before interpreting the data, the researcher has to analyze the result of the data from the questionnaire that already being given to the students by descriptive text.

FINDINGS AND DISCUSSION

Vocabulary differences

From the students' conversation, it shows that men and women students had different style of choosing words in order to express their feelings. These differences of vocabulary choices can be seen in the numerous aspects below:

1. Adjectives

From the transcript, it was shown that women students preferred using more adjectives such as soft, wonderful, sweet, good, nice, and so forth. On the other hand, men seldom used adjectives. The use of more adjectives indicates that when women would like to describe their feeling and everything in the world, they tend to be more heedful and sensitive to the environment. In addition, women were fond of expressing their emotions by using vivid words that men seldom used.

2. Color Words

A sense of feminism usually belongs to women and they tend to use more color words to make something more vivid and colorful that men rarely use. For example: wow, amazing, extraordinary, unique, and so forth.

3. Adverbs

The language usage of differences between men and women could be seen in using adverbs. In this case, women more prefer using a number of adverbs as "so", For instance: of course. Heeemmm mathematics is so difficult. Meanwhile, men tend to prefer using adverb "very". For example: mathematics is very difficult.

Expletives and swear statements Women perhaps are stylistically more flexible and

gentle than men. Hence, they try to avoid uttering swear words because these words are considered to be uncomfortable and they belong to taboo words for women. Besides, those words are considered to be able to annoy the friendship with their friends. Indeed, women tend to apply linguistic devices that focus more on solidarity than men do. From the conversation, it shows that the woman students rarely utter swear words as “damn”. They used “oh my god” instead to express their feelings. For example: Wow Oh, my God! It’s so wonderful view!. Consequently, women more focus on the manners and politeness of using language. From the conversation, it also finds that man students did not use swear words like “damn” at all. They may consider that the environment where they study is based on religious study. Therefore, neither men nor women students use both swear words and expletives.

4. Pronouns

Based on the conversation, woman students are fond of using first person plural pronouns to express something. On the other hand, the man students are more likely to focus on using first person singular pronoun and the second person pronoun. Example: Women : **We** like mathematics Men : No, **I** don’t. It is just **you**

Table 1

No	Vocabulary Differences	Men	Women
1	Adjectives	Seldom use adjectives	More adjectives
2	Color words	Rarely use color words	More use color words
3	Adverbs	Prefer using “very”	Prefer using “so”
4	Expletives and swear statements	• Rarely flexible and gentle • Apply linguistic devices that did not focus on solidarity • Did not use swear words (sensitive words)	• More flexible and gentle • Apply linguistic devices that more focus on solidarity • Utter swear words (sensitive words)
5	Pronouns	Focus on using first person singular pronoun and the second person pronoun	Fond of using first person plural pronouns to express something

Attitude Differences

Man and woman students tend to have different style and attitude when they express something. In certain moments, men and women show their differences in uttering the expression. Men usually try to find out solutions directly when they have problems. Meanwhile, women tend to show their sympathy by expressing panic statements and melancholic gestures. Further, women often protest or complain when they find unlucky situations supported by emotional expression, instead of solutions. As it has been expressed by the woman students of MTsN 2 Palu in their conversation in which they felt panic when her friend sick.

For example:

Men : everyone, I got some bad news Other women : what is is? What happened?

Men : Hafid is sick and he is at the hospital now, he had very high fever

Other women : oh my god! How can he get sick?

Other men : let's go visit him afterschool

From the above conversation, it shows that men do not get panic when they find such problem. Indeed, they are fond of trying to find a solution by asking someone else. Besides that, women tend to get more attention to use standard language than men. Therefore, they are reluctant of breaking the language rules. From the conversation, it also indicates that power is quite fundamental for men's linguistic behavior.

Correction grammar

The research shows that women tend to use more a standard grammar of English than men do. This indicates that women focus more on the correctness of grammar by using clear utterances of precise grammar.

Example:

Women : Good Morning, I want to introduce myself, my name is Aulia

Men : Good Morning, let me introduce myself, my name is Rafi

Non-verbal Differences

As it has been described previously that women tend to show politeness and pay more attention to correctness of grammar in their conversation than men seldom do. From the students' videos, it is found that women used more expressive gestures in their utterances by moving their hand, face, and other parts of body signifying the feeling, emotional and psychological state in their conversation, while men used less gesture

The conversation involved ten men and ten women. After having transcribed, the scripts of the video were analyzed from the vocabulary, attitude, correctness of grammar and non-verbal aspect using sociolinguistic analysis. The interview and dialogue was done at MTs N 2 Palu. The researcher found that there are the differences caused by the culture differences. Generally, at the third grade of MTs N 2 Palu especially have three kinds of culture. There are Kailinese, Bugisnese, and Javanese. These differences culture also make differences in their communication. Not only in Indonesian use, the differences also affected the student's use of English. There are several different aspect from men and women. Firstly, the vocabulary differences shows that women were fond of expressing their emotions by using vivid words that men seldom used. Secondly, attitude differences shows that men do not get panic when they find such problem. Indeed, they are fond of trying to find a solution by asking someone else. Besides that, women tend to get more attention to use standard language than men. Thirdly, correction grammar differences shows that women tend to use more a standard grammar of English than men do. Finally, non-verbal differences shows that women used more expressive gestures in their utterances by moving their hand, face, and other parts of body signifying the feeling, emotional and psychological state in their conversation, while men used less gestures.

CONCLUSION

Based on the result of the research, the differences in the use of English in MTs N 2 Palu especially at the third grade students are greatly influenced by sociolinguistic aspect. If the students come from different culture, men and women speak differently. When the students used English, the accent of each culture follows into their English. It also affects the intonation and accent when they use English. Women found it easier to adjust their accent and distinguish accents from the culture and accents of the English. While men found it difficult to distinguish. So, when using English men are often carried away with accents from their own culture. If the students come from different social and economy, the students have different stage of English. The students which come from the high social and economy status had a good ability in using English. It caused their ability to do the extra learning such as courses out of the school time.

While, the students which come from the low social and economy status had a less ability in using English because they did not get extra learning out of the school time.

After describing, it shows that in MTs N 2 Palu especially at the third grade students, the factors of sociolinguistic analysis that most influences students use of English is sociolinguistic aspect such as social and economic status. Because of the sociolinguistic aspect differences that each student has, it also affected their use of English.

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