

Gender Differences in The Features of Conversational Style at Nommensen HKBP University

TM.Sanjaya H, Mery Silitonga
merysilitonga35@yahoo.com

Abstract

This study deals with Gender differences in conversational style at Nommensen HKBP University. It was aimed to find out gender differences features of conversational style and the process of conversational style found by males and females students at English department group c 2017 Nommensen HKBP University. This study was conducted by using qualitative descriptive research. The source of data was script of conversation used by males and females students at English Department Group C 2017. Data were analyzed word by word which contained features of conversational style and the process found by males and females at English Department Group C 2017. The different topic in the conversation is the factor underlying male and female make conversational. Males showed that they break the rule of turn-taking while females shift topic abruptly in conversation about anything than males. Also, it is obviously seen that females with have the strength in expressing their arguments while telling their story. It indicates that female are more aware with their surroundings than males because males are likely more considerate with their interlocutor/with whom. The dominant feature of conversational style used by females are topic, genre, and expressive paralinguistic while the dominant feature of conversational style used by males is pace. It indicates females were higher features of conversational style than males.

Keyword: Gender, Conversational Style, and Sociolinguistic

1.Introduction

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 in 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 use 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. Basirah Nazir (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.

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 javanese people get communication enclosed way. And not all of the Batakese people use language directly and straight to the point.

the objectives of study is to describe the features of conversational used by male and female students in conversation at English Department Group C 2017 of FKIP Nommensen University

The significance of this study divided into two, theoretical and practical significances. Theoretically, it is 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 Nommensen University, 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.

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 is 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.

Conversational Style

Style is the result of automatic linguistic and paralinguistic cues that seem selfevident 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.

There are many metaphors used to describe conversation structure. For some, conversation is like a dance, with the conversational partners coordinating their movements smoothly. For others it's like traffic crossing an intersection, involving lots of alternating movement without any crashes. However, the most widely used analytic approach is based, not on dancing (there is no music) nor on traffic flow (there are no traffic signals), but on an analogy with workings of a market economy. Conversational Style is a semantic process; it is the way meaning is encoded in and derived from speech.

The notion of conversational style grows out of R. Lakoff's work on communicative style as well as Gompers's on conversational inference: The function of paralinguistic and prosodic features, which he calls contextualization cues, to maintain thematic cohesion and signals how conversational contributions are intended. When a speaker says something, s/he signals what "speech activity" or "frame" is being engaged in, that is how the messages encoded is to be take.

Culture and Language

The intrinsic relationship of language and culture is widely recognized, but the ways in which the pattering 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 evidence 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 linguistics 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).

2.1 Gender Differences in Spoken Language

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 nongendered 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.

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 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 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.

Conversational Style

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

(a) prefer personal topics, (b) shift topics abruptly, (c) introduce topics without hesitation, (d) persistence (if a new topic is not picked up by others, reintroduce it. Data show persistence up to a maximum of seven tries)

Genre

(a) tell more stories, (b) tell stories in rounds, in which: (i) internal evaluation (Labov, 1972) is preferred over external (i.e., demonstrate the point of the story rather

than lexical items) (ii) omit abstract (Labov, 1972) (i.e. plunge right in without introduction; cohesion is established by juxtaposition and theme), (c) preferred point of story is the emotional experience of the teller

Pace

(a) faster rate of speech, (b) pauses avoided (silence has a negative value; it is taken as evidence of lack rapport—Tannen, 1984), (c) the rule of turn-taking, (d) cooperative overlap (the notion of back-channel response (Duncan 1974) is extended to include lengthy questions and echoes, resulting from a process of participatory listenership)

Expressive Paralinguistic

(a) expressive phonology, (b) pitch and amplitude shifts, (c) marked voice quality, (d) strategic pauses

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.

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 characteristics which differ between man and women in conversation based on Lakoff's theory, namely:

Women talk more/less than men

According to Lakoff, the amount we talk is influenced by whom 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.

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.

Women use more standard forms than men

In the literature, 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.

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:

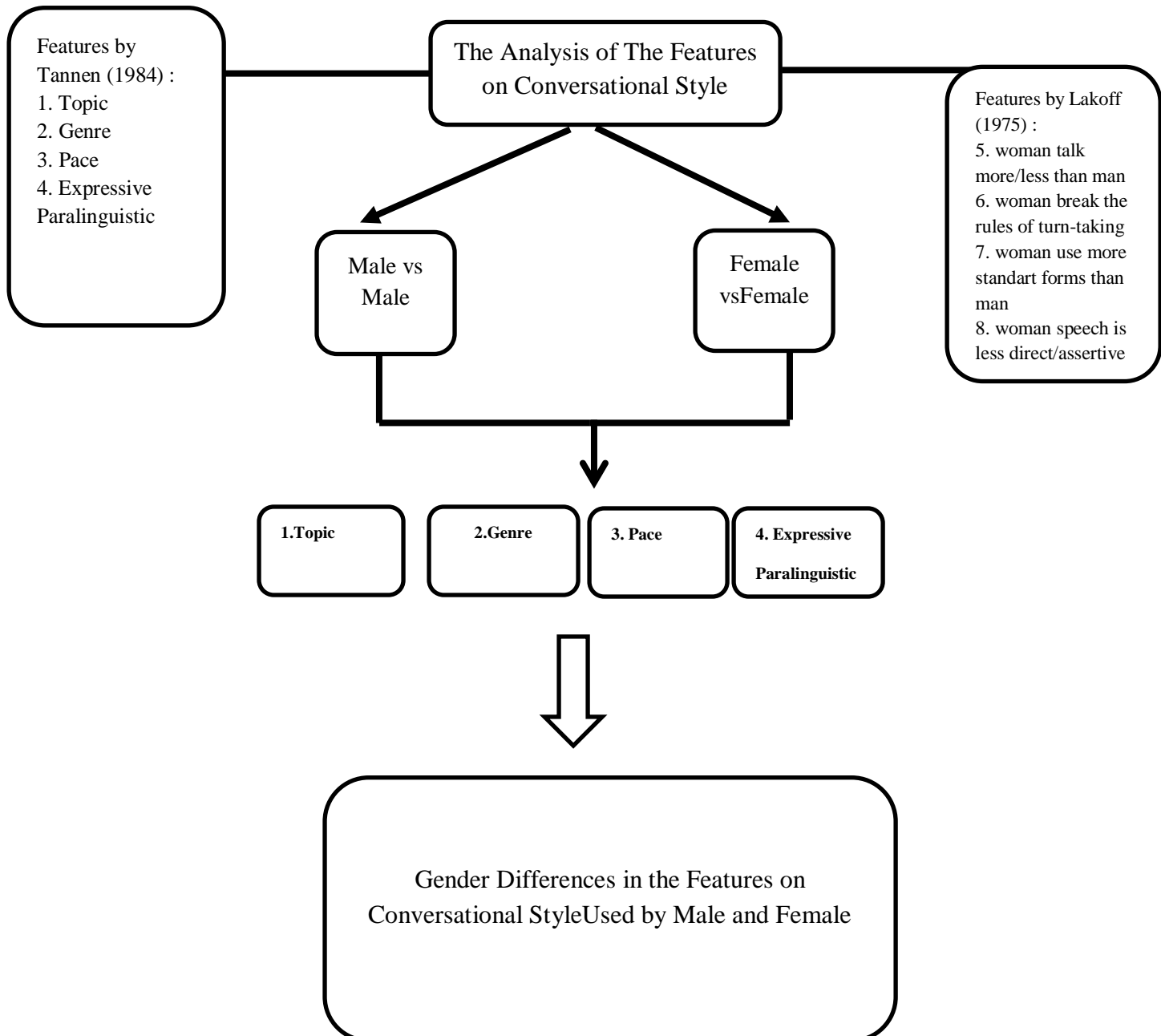
- 1) Hedge: using phrases like “sort of”, “kind of”, “it seems like”, and so on.
- 2) Use (super)polite forms: “Would you mind...”, “I’d appreciate it if...”, “...if you don’t mind”.
- 3) Use tag questions: “You’re going to dinner, aren’t you?”
- 4) Speak in italics: intonational emphasis equal to underlining 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.

Conceptual Framework

Male and female have different way in communication, studies that male tends to use his logic to tell something, where as female tends to use her emotion and feeling in conversation. Differences of communication between male and female, 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 way to communicate.



2. Research Design

In this research descriptive qualitative method was designed by applying naturalistic design. Donald 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

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 fieldnotes. The source data of this study was primary source. According to Donald 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.

The Technique of Collecting the Data

The data of this research is obtained by using the naturalistic method supported by Donald Ary (2010) that naturalistic method done by observing, making a conversation naturally, 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, male to male, and female to female. The observation is done when the subjects making a conversation for about 15 minutes with the same gender.

The Technique of Data Analysis

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

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.

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.

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 through and elaborate, with lengthy argumentation and review among colleagues to develop “inter subjective 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.

Data Triangulation

Data Triangulation (Miles and Huberman, 2014) is a method of cross-checking data from multiple sources to search for regularities in the research data. Data triangulation also validates your data and research by cross verifying the same information. This triangulation of data strengthens your research paper because your data has increased credibility and validity.

There are some part of triangulation techniques. Namely, interview, transcripts, recording, video data, reflection, or information from document. All of which be examined and interpreted.

Through this techniques, the writer will collect the data by using recording and t to analyzing the kinds of the features of conversational style (Deborah Tannen) which is used and the writer collects and comparing the result of the problem in the research with the contents related to the theory used

3.Data Analysis

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 by Tannen (2005).

. The researcher collected the data by recording the conversation between male and female in English Department Group C 2017 in the class during teaching. The reseacher took some conversations data by recording it between several group at English Department 2017. The researcher classified data according to the following categories based on Tannen. There are some features of conversational style : 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 (expressive phonology). 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 because not all of the utterances are conversational style.

The researcher tried to select whether the utterances are conversational style or not. The next steps of data condensation was focusing the features of conversational style used by male and female students in conversation and the process of 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. 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. In analyzing the data, the data analysis can be seen as follows:

Features of Conversational Style

Topic Feature

In this study it determines what the parties talk about in conversation, the topic of conversation is a complicated matter. In natural conversation, we can never force what people are going to talk about. Based on Tannen (2005) describes that there are 4 types of topic, namely : 1. Prefer personal topic ; 2. Shift topic abruptly ; 3. Introduce topic without hesitance ; 4. Persistence

Data I below had described topic feature, it was uttered by female students naturally in the conversation.

1. Prefer personal topic

Kalau aku aku kurasa, kalau sampe tahun 2020 pun nggak bakalan kupake itu hahahahahaha (P6/L20)

(For me, i think i will never use those application even if today is 2020 hahahahaha)

Itu sebenarnya kepuasan bersama sih dek sebenarnya tiktok itu, kan senang senang aja.. itu.. kalau kita main tiktok, perlakuan mu yg nentuin sebenarnya. Kalau negatif yg dimasukin yaa orangpun mikir kita bakalan negatif juga (P7/L2)

(Tiktok app is made for our satisfaction actually, just for fun.. if we play Tiktok , your attitude is the point. What goes around comes back around)

2. Shift topic abruptly

Eh.. udah liat ini nggak.. fashionnya selen gomez yg terbaru ? (P2/L16)

(Eerhh..have you guys seen the newest fashion of selen gomez?)

Trus aku ini.. apa... aktor yaa yg sekarang terkenal gitu ? (P6/L1)

(And then. Hmm... is there an actor who becomes famous recently?)

Eh... update soal apa nggak sih.. apa namanya.. tenggelamnya KM Sinar Bangun tuh.. katanya sudah dihentikan ya? (P8/L4)

(Erhhh... are you guys uptodate about... what is it... the sinking accident of KM Sinar Bangun. They said they already stopped to look for the victims, do they?)

3. Introduce topic without hesitance

Ginikan, kamikan pernah belajar ini bahasa indonesia gitu.. tentang footnote gitu. Kami nggak tau banyak informasi tentang.. (P1/L13)

(So.. we have learnt about bahasa Indonesia.. about the footnote. We don't know much information about....)

Eh... akukan buka apa semalam... internet gitu, katanya aplikasi tiktok mau dihapus iya ?(P2/L4)

(Erhh., i just opened the internet last night.. i've read that tiktok application will be deleted.. is it real ?)

4. Persistence

akupun sebenarnya setuju, kenapa ? karena akukan pernah liat di aplikasi youtube, kalau dinegara lain.. aku pernah lihat orang india gunakan tiktok itu bukan untuk.. kayak lagu dizaman sekarang yakan .. gunakan ini itu segala macam, nggak jelas ! maunya kita gunakan

tiktok itu harus kreatif yakan.. harus sesuatu yg wow iya gitu,.. janganlah maunya kadang kala anak kecil yg gak pantas gunakan baju ini segala macam jadi menggunakan itu meniru niru orang yg ini gitu.. jadi aku setuju aja sih (P2/L10)

(I agree, why ? because i have seen someone in youtube from india was using tiktok verry very good not like indonesia users.. so uncontroll! It would be better if we use tiktok creatively, so is gonna be wow.. i disagree if children is using worst dress and imitating adults, so pathetic!! So i agree if tiktok is deleting..)

Tapi kalau kakak sih nggak setuju kalau tiktok itu diblokir, karena tiktok itu bukan perusak.. yg perusak itu narkoba dek.. ehmm narkoba dan penebar hoax. Kalau kakak punya adek.. kalau kakak punya adek nih yaa... kakak akan dukung dia main tiktok, karena sebenarnya kita terhibur kan sama tiktok (P2/L2)?

(but for me, i disagree if tiktok is being blocked, because tiktok is not a mental destroyer.. drugs and hoax spreader are the mental destroyer not a tik tok!! If i had a little sibling, i will support him to play tiktok because tiktok makes us satisfied right?)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

Data II below had described topic feature, it was uttered by male students naturally in the conversation.

1. Prefer personal topic

Maksudku... kitakan udah masuk kuliah nantikan ? inikan kita libur... pas udah masuk nantilah baru disitu kita belajar. Kalau kita libur ini, bagus kita manfaatkan dengan mencari uang (P4/L9)

(I mean.. the date of school has come, hasn't it ? but now we already free.. we have to study when we go to school. Now is the holiday, it would be better if we use our free time by making money)

Menurut aku untuk mendapatkan nilai yg bagus itu sebenarnya dikeseharian aja, keseharian kita mau kayak mana kita mengerjakan tugas, serius dikelas ketika ditanya dosen dan kita tau jawabannya (P1/L6)

(Actually, if we want to achieve a great score i think it shows in daily activity. Like how we do the homework and know the answer for lecturer's question)

Itulah kalian nggak taukan.. waktu dulu aku SMA, banyak kali prestasi aku lho.. (P6/L14)

(You guys didn't know this.., but when i was in high school, i have got so many achievement)

2. Shift topic abruptly

Eh.. kemarin kita ada pertandingan main bola yakan? Juaranya kita kemarin ? (P5/L10)

(errhh... yesterday we had a football game right ? Do we won ?)

Ngomong-ngomong soal itu kan,, kita siap ujian tanggal 14 kan?
(P3/L6)

(By the way.. we will finish our exam on the 14th right ?)

3. Introduce topic without hesitance

Jadi gini guys.. Saat ini kayaknya kita akan dihadapi ujian yg akan terus membuat kita semakin.. hmm semakin apalah yaa.. semakin memberatkan pikiran lah (P1/L1)

(So guys.. right now i think we are going to face the exam and it keeps make us more.... hmm.. more stressful)

4. Persistence

Nggak.. kalian ngisi waktu libur itu kayak mana ? itu dulu!! (P5/L1)

(No... how do you guys spend your holiyday ? you have to answer it first!!)

Aku nggak hobi futsal, aku lebih hobi ke badminton, and volly.. and basketball (P6/L2)

(Futsal is not my hobby, i prefer badminton, and volly... and basketball)

Nggak.. bentar dulu. Dia duluan (P6/L17)

(NO.. Wait a second.. he is going to be first!)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

From data I and data II above it has been defined that female students like to shift topic abruptly and introduce the topic without hesitance in their conversation to show their excitement while male students prefer personal topic and persistence for giving a topic in their conversation to show their masculinity and more dominant.

Genre Feature

In this research, there were some examples about students story telling which is shown that female and male always have something to ask or to say in a conversation. Based on Tannen (2005) describes that there are 3 steps of genre feature namely : 1. Tell more stories ; 2. Tell stories in around ; 3. Preferred point of view (experience of the teller).

Data III below had described genre feature, it was uttered by female students

naturally in the conversation.

1. Tell more stories

Cuman emang penggunaanya aja yg... errhh kadang kurang.. inilah gitu (P2/L13)

Berarti, aku dapat simpulkan sebenarnya bukan tiktok itu yg salah tapi usernya (P2/L14)

(But the user itself ... errhhh sometimes like.. you know ?)

(So, i can make a conclusion that the problem is not on tiktok app but the user itself..)

Kalau korea sih oversize semua, besar besar bajunya.. kayak celana

juga mereka kadang suka pake yg gede gede (P3/L6)

Aku juga beli, sampe sekarang masih bagus bagus sih... (P3/L7)

(All the clothes in korea is oversize, even for the pants.. they kinda like to wear it)

(I have bought it too.. And still look good..)

kalau aku sih gimana yaa... memang kalau travel ini kan wow.. wow.. wow banget gitu yakan.. jadi aku suka banget sama yg namanya travel, jadi travel itukan kita mengunjungi suatu tempat tempat wisata gitu yakan. Jadi kayak di sumatera ini la, udah berapa tempat sih aku jalani, jadi misalnya kayak yg biasa terkenal di sumatera itu samosir, danau toba atau ..hmmm apa namanya... tongging (P4/L3)

(For me.. if we want to talk about travelling, is like WOW..WOW..WOW.. right? So i really love travelling, like you know if somebody talk about travelling means that we've been other place like tourist destination. Like in north sumatera, i have arrived in so many place, like samosir, lake toba or hmmm.. what was the name... tongging..)

2. Tell stories in around

Trus mengenai fashion, sekarang ini kan fashion itu kan udah bagian dari perkembangan zaman (P3/L21)

(About fashion again, recently.. fashion has been part of globalization)

Eh tapi kalian kenal awkarin nggak ? fashionnya lumayan oke jugakan? Awkarin ?? (P5/L17)

Kayaknya kakak lebih cenderung ke fashion yah ? hahahahaha (P5/L18)

(Errhh but do you guys know about awkarin right ?her fashion also soo damn lit right ? awkarin?)

(It sounds like you are more interesting to fashion, am i right? Hahaha)

3. Preferred point of story (the experience of the teller)

Oh yah ? sama siapa dek ? hahahahahaha hayooo (P4/L18)

Sama uncle.. hahahahahaha (P4/L19)

(Really ?? with whom ? hahahahaha hayooo)

(I'm with my uncle.. hahahahahaha)

Soalnya gini, waktu itukan bukannya sengaja lewat dari situ, mau ngantar kakak ke bandara, dia mau berangkat ke jakarta.. terus akunya nginap dirumah uncle jadi (P5/L2)

Ohhh... manggilnya uncle yaah hahahaha (P5/L3)

(So, at that time we just pass over, we want to take my sister to the airport, she wants to go to jakarta.. and then i just slept over in my uncle's house)

(Oh,, you call him uncle yes ? hahahahahaha)

Tulang itu bagian dari tubuh yah ? (P5/L5)

Hahahahahaha nggak !! (P5/L6)

(Tulang is the part of body, am i right ?
 (Haahahahahahahahaha No!!)
Kayaknya kakak lebih cenderung ke fashion yah ? hahahaha
 (P5/L18)
hahahahahahahahaha Kenapa ? (P5/L19)
Soalnya nampak sih kan, gaya kakak gitu hahahaha (P5/L20)
 (It sounds like you are more interesting to fashion, am i right?
 Hahaha)
 (Hahahahahahaha why did you say that ?)
 (Because your style tells everything hahahahahahaha)
Hahahahahahaha Sering kesibolga tapikan ? (P7/L19)
Hahahahahahaha Sering kak (P7/L20)
 (hahahahaahahaha Do you often go to sibolga right ?)
 (hahahahahahaha yes.. I do)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

Data IV below had described genre feature, it was uttered by male students naturally in the conversation.

1. Tell more stories

Aku setuju lho sama si andre ini (P1/L14)
 (I totally agree with Andre though)
Dilihat dari keseharian, bagaimana dengan kehadiran, berapa persen, tingkah laku dikelas.. (P2/L3)
Yaa kepribadian yaa (P2/L4)
Keaktifan, pertanggungjawaban, kerapian, mungkin itu faktor terbesar selain dilihat dari hasil ujian (P2/L5)
Yes.. of course !! (P2/L6)
 (Based on daily activity, percentage presence, behavior)
 (Personality right ?)
 (Creativity, responsibility, tidiness,.. maybe that's the biggest factor beside the result of exams)
Bukan hanya kita belajar disekolah ya, seperti banyak orang yg bermaksud, lagi belajar baca buku.. bukan cuman itu. Jadi banyak dari setiap momen, kejadian kita tetap belajar
 (Not only we are studying in school, but also like everybody else. So from every moment, we have to learn)
Karena sekarang aku sudah tidak memikirkan tentang lomba diluar akademik, aku lebih memikirkan yg akademik (P7/L8)
 (Because right now, i have done with competition non-academic.. i prefer academic first)
Untuk saudara kita andre, bolehlah menampilkan salah satu dari non akademik yg diceritakan dia (P7/L20)
 (For our brother Andre.. please show us one of your non-academic skill that you said)
2. Tell stories in around
 NONE

3. Preferred point of story (the experience of the teller)

Iya pra... jadi aku dengar ini ketika aku masih kecil pra, jadi katanya gini pra.. karena keseharian oranglah yg menentukan keberhasilan kita, itu dia pra (P3/L17)

(Yes bro.. so i heard this when i was kid, it said like this.. our daily life is our success.. that's it bro)

Kita juara menang (P5/L14)

Menang apa ? (P5/L15)

Iya kita juara disitu.. juara menangkap ikan kami disitu (P5/L16)

(We are the champion of Menang)

(Menang what ?)

(We were the champion at that event, the champion of Menangkap ikan)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

From data III and data IV above it has been defined that female students like to tell stories in around and preferred point of story because they didn't assert status and to maintain the harmonies of discussion/conversation while male like to tell more stories because they want to be seen understand and also assert their status for leading the way of conversation.

Pace Feature

In this research, there were some examples about pace feature. When two people attempt to have a conversation and discover that there is no flow or smooth rhythm to their transitions, much more is being communicated that is said. Based on Tannen (2005) describes that there are 5 steps of pace feature namely : 1. Faster rate of speech ; 2. Pause avoided ; 3. The rule of turn-taking ; 4. Cooperative overlap ; 5. Spoken question

Data V below had described Pace feature, it was uttered by female students naturally in the conversation.

1. Faster rate of speech

marisiana (P1/L1)

1 Second

Hmmm ? (P1/L2)

0.5 Second

aku maunya, tapi aku sebenarnya nggak bisa renang gitu kan.. aku maunya ke raja ampat, raja ampatkan terkenal dengan lautnya yg indah tuh.. pengen banget kesana sometimes.. tunggu punya uang gitu maskudnya , karena bagaimana sih keindahan bawah laut itu nyatanyaa gimana gitu, insecure aja sih, penasaran banget gitu.

Kalau kau novel ? (P4/L2)

30 Second

tapi kalau kakak sih nggak setuju kalau tiktok itu diblokir, karena tiktok itu bukan perusak.. yang perusak itu narkoba dek.. ehmm narkoba dan penebar hoax. Kalau kakak punya adik... kalau kakak punya adik nih yaa.. kakak akan dukung dia main tiktok, karena sebenarnya kita terhibur kan sama tiktok ? (P2/L10)

25 Second

2. Pause avoided

Tapi kalau kakak sih nggak setuju kalau tiktok itu diblokir, karena tiktok itu bukan perusak.. yg perusak itu narkoba dek.. ehmm narkoba dan penebar hoax. Kalau kakak punya adek.. kalau kakak punya adek nih yaa... kakak akan dukung dia main tiktok, karena sebenarnya kita terhibur kan sama tiktok ? (P2/L11)

(but for me, i disagree if tiktok is being blocked, because tiktok is not a mental destroyer.. **Ehmm** drugs and hoax spreader are the mental destroyer not a tik tok!! If i had a little sibling, i will support him to play tiktok because tiktok makes us satisfied right?)

Errhh natly... kamu orang mana ? cuman kamu yg kakak belum tau (P7/L11)

(**Errhh** natly.. where do you come from ? i don't recognize you yet)

*Cuman emang penggunaanya aja yang.. **errgghh** kadang kurang, inilah gitu.. (P2/L13)*

(But the user itself ... **errgghhh** sometimes like.. you know ?)

3. The rule of turn-taking

Kalau kita liat sih, kebanyakan orang orang sekarang fashionnya, terutama indonesia nirunya gaya gaya orang korea.. dari boot.. dari.. (P3/L1)

Baju besarnya... (P3/L2)

(If we see indonesias fashion recently following korean style though.. from the boots.. the...)

(The oversized clothes...)

Eh seriuslah, kau mungkin udah kau kerjakan tapi biar aku nggak tau , kau.... (P1/L7)

Nggak lho serius... soalnya kan waktu kita.. apasih namanya.. bahas mengenai makalah itu, yg bahas footnote yg waktu itu aku lagi nggak fit jadi belajarnya juga nggak konsen. Nyatatnya juga malas jadi nggak taulah (P1/L8)

(Eh.. make it serious please.. maybe you already done but to make me didn't know, you..)

(No.. i'm serious!! At that time, what was that... we discussed about footnote, and i wan't fit so i'm not fully concentrate not even for writing the texts)

4. Cooperative overlap

Oh iya... Bali lestari! (P4/L13)

(Oh yes,, Bali lestari! Hahahahahaha)

Oh gitu yaa (P7/L3)

(Ohh if that's so)

Iya kak (P8/L13)

(Yes sis..)

5. Spoken question

Nanya apa ? (P1/L4)

(What do you want to ask ?)

Eeh eeee, kau roma bagaimana ? (P1/L9)

(Eeh eee, how about roma ?)

Jadi ngikut fashion siapa dek ? (P2/L19)

(So.. which fashion do you follow ?)

Kalau kau novel ? (P4/L2) /in the last of her utterance/

(How about you Novel ?)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

Data VI below had described Pace feature, it was uttered by male students naturally in the conversation.

1. Faster rate of speech

Jadi gini guys.. Saat ini kayaknya kita akan dihadapi ujian yg akan terus membuat kita semakin.. hmm semakin apalah yaa.. semakin memberatkan pikiran lah (P1/L1)

13 Second

Ujian gimana sih maksudnya ? (P1/L2)

3 Second

Dari toko yg berasal dari.... apa pra, belanda,, belanda pra.. yg katanya itu tiada hari tanpa belajar. Itu yg kutahu pra kan, gini artinya... tiada hari tanpa belajar, berarti saat momen momen yg sekalipun tidak penting kita belajar juga pra (P3/L20)

17 Second

Siapa tang ping ? (P2/L22)

3 Second

2. Pause avoided

Nggak gini ya, kalau misalnya kita belajar.. kita belajar nih, ya kan ? Terus kita nggak ada.. kayak mana ya, nggak ada macam apa yg mau kita pelajari nggak ada gitu.. jadikan sia sia kita belajar, untuk apa ? Bagus kita tunggu.. aahh... misalnya ada,, (P4/L5)

(No.. if we are studying right... and we've got no.. what can i say.. nothing that we want to learn and we've got none, for what ? it would be better if we wait something like.. aahh... like...)

Aku menanggapi yg dibilang Hesekiel tadi, bahwasanya, janganlah kita nggak belajar saat kita libur.. Nah disatu sisi Andre juga ngomong bahwasanya kita perlu belajar tapi kita juga jangan... hmmm.hmmm.. maksudnya gini, eh,, bisa juga bekerja waktu libur, dalam artian kita bisa menggunakan waktu kita saat libur. Jadi aku maksudnya disini, yg dibilang Kiel itu benar, nggak salah... yg dibilang Andre juga benar.. nggak salah juga, hanya saja aku mengambil kesimpulan.. mungkin pribadi Andre eh.... apa namanya ? Lebih menikmati belajar pada saat masuk kuliah nah tanggapan Hesekiel tadi, dia bilang dalam artian itu dia maksud janganlah maunya kita saat belajar aja yg belajar, pas lagi libur ya libur (P5/L2)

(I want to respond what hesekiel already said.. that... we don't have

to learn while it is holiday.. and andre said that we need learn but also not... **hmmm..hmmm...** i mean like,, **ehh...** we can get a job on holiday, which means we can use our holiday. So what i want to say is, what hesekiel already said isn't wrong.. what andre also said is right.. both of them are right.. i just make a conclusion that it depends on personality.. maybe andre's personality **ehh...** more enjoy studying in class and hesekiel side is still studying even if today is holiday)

3. The rule of turn-taking

Jadi selama... ahh.. (P1/L7)

Absen juga menentukan... (P1/L8)

(So, after all.. ahh...)

(Presence also the point...)

Menguji wawasan yang sudah kita... (P2/L10)

Ya.. betul pra (P2/L11)

(To explore our insight that we already...)

(Yes.. that's correct bro..)

Terus tanggal 15 nya itukan kita ada libur panjang sampai satu setengah bulan, kurang lebih.. (P3/L8)

Ini... ini hal yang nggak bisa kutolerir tadi, (P3/L9)

(Then.. on the 15th, we have an long holiday is about one month and an half or more...)

(That is... this is something that i can't stand with)

4. Cooperative overlap

WOW... luar biasa (P6/L3)

(WOW... Unbelievable)

Ohhh hahahahahahaha (P6/L15)

(Ohh hahahahahahaha)

WOW... (P6/L19)

(WOW...)

WOW... (while they're laughing) (P7/L1)

(WOW...)

WOW (P7/L9)

(WOW)

5. Spoken question

Iya... kepribadian salah satunya kan ? (P1/L11)

(Yes.. personality is one of the point right ?)

Siapa tang ping ? (P2/L22)

(Who is tang ping ?)

Iya pra, apa itu pra ? (P3/L19)

(Yes bro,,, what is that ?)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

From data V and data VI above it has been defined female students use

more spoken question to get more interaction to each other, while male students has more cooperative overlap also has the rule of turn-taking to control the scarce of commodity and operates in accordance with an environment systems that is conventionally known by member of society, less pause avoided but in one utterance, and faster in rate of speech than female students do.

Expressive Paralinguistic

In this research, there were some examples about expressive paralinguistic feature. People in the conversation has to express their feeling while talking, or we called it now enthusiasm constraint. Based on Tannen (2005) describes that there are 1 step of expressive paralinguistic feature namely Expressive phonology.

Data VII below had described Expressive paralinguistic feature, it was uttered by female students naturally in the conversation.

1. Expressive phonology
Hmm ? (P1/L2)
eeeh eeee... (P1/L9)
eerrrhgg... iiikkhhh hahahaha (P3/L5)
..... juueesshhh.... (P3/L13)
Siiiiibooolllgaaaa (P7/L12)

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

Data VIII below had described Expressive paralinguistic feature, it was uttered by male students naturally in the conversation.

1. Expressive phonology
Hmm... (P2/L2)
**Cough* (prentend) (P8/L9)*

Note : first code is signed by initial name of the females speaker, P (Page) , and L (Line of sentences)

From data VII and data VIII above it has been defined that Female students has more open to give expressive phonology than male students do.

Matrix 1.1

The Total Occurrences Of Conversational Style Which Are Uttered By Male And Female Students In The Conversation

Speakers	The Features of Conversational Style				TOTAL
	Topic	Genre	Pace	Expressive Paralinguistic	
Males	9	7	14	2	33
Females	9	10	13	5	37

Research Finding

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:

The features of conversational style used by male and female students in conversational style at english department group C 2017 of FKIP Nommensen HKBP University.

To answer the question of all utterances were analyzed to identify the differences between all male and female students in second semester. In this concept was found that female students like to shift topic abruptly and introduce topic without hesitence while male students prefer personal topic and presistence for giving a topic, female students like to tell stories in around and preffered point of story while male students like to tell more stories, female students use more spoken question while male students has more cooperative overlap and has the rule of turn-taking, less pause avoided, and has lower rate of speech than female students do, and last female students has more expressive phonology than male students do.

The following matrix was the data of the features of conversational style used by male and female students in 15 minutes of conversation. These features were used by male and female students in the conversation occured in different topics.

Matrix 1.2

The Occurrences Of Conversational Style Which Are Uttered By Male Students In The 15 Minutes Of Conversation

Speakers	The Features of Conversational Style			
	Topic	Genre	Pace	Expressive Paralinguistic
HB	1	1	6	0
AT	6	1	5	1
AL	1	7	6	0
OZ	1	3	6	1
TOTAL	9	12	23	2

Note :

Topic : 1. Prefer personal topic ; 2. Shift topic abruptly ; 3. Introduce topic without hesitence ; 4. Presistence

Genre : 1. Tell more stories ; 2. Tell stories in around ; 3. Preffered point of view (experience of the teller)

Pace : 1. Faster rate of speech ; 2. Pause avoided ; 3. The rule of turn-taking ; 4. Cooperative overlap ; 5. Spoken question

Expressive Paralinguistic : 1. Expressive phonology

Matrix 1.3

The Occurrences Of Conversational Style Which Are Uttered By Female Students In The 15 Minutes Of Conversation

Speakers	The features of conversational style
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	Topic	Genre	Pace	Expressive Paralinguistic
NP	3	6	3	2
MS	2	6	7	2
RS	1	0	5	1
MH	3	7	5	0
TOTAL	9	19	20	5

Note :

Topic : 1. Prefer personal topic ; 2. Shift topic abruptly ; 3. Introduce topic without hesitence ; 4. Persistence

Genre : 1. Tell more stories ; 2. Tell stories in around ; 3. Preferred point of view (experience of the teller)

Pace : 1. Faster rate of speech ; 2. Pause avoided ; 3. The rule of turn-taking ; 4. Cooperative overlap ; 5. Spoken question

Expressive Paralinguistic : 1. Expressive phonology

From the matrix 1.1 and matrix 1.2 above, it can be seen that female students were uttered topic from the conversation with the total 9 utterances and male students do in the conversations which are uttered topic with the total 9 utterances. Based on these total of the topic feature which were expressed by female and male students, it can be concluded that female students are dominantly to build a topic like male students do in the conversation. The genre feature which uttered by female students with the total 19 utterances, while male students were uttered it with the total 12 utterances. It is also displayed that female students are more largely in telling stories than male students do in the conversation.

The pace feature was uttered by female students with the total 20 utterances, whereas male students were uttered it with the total 23 utterances. From these total it can be assumed that male students are extending the conversation with include has more cooperative overlap, more short to give an opinion, has the rule of turn-taking and resulting from a process of participatory listenership. And in the last of feature, the Expressive Paralinguistic feature was uttered by female students with the total 5 utterances while male students were uttered it with the total 2 utterances. It is also display that female students are the highest frequency of expressive paralinguistic than male students do in the conversations.

Discussion

Based on the analysis of Tanen's theory about conversational style (there are some features of conversational style namely : topic (which includes type of topics), genre (storytelling style), pace (which includes rate of speech, occurrence lack of pauses, and overlap), expressive paralinguistics (expressive phonology). The result showed that females were higher features of conversational than men. Females like to introduce topic without hesitance and like to shift topic abruptly to show their excitement and want to be heard. Then,

female raised the same story twice and preferred point of story from their experience because they are very thorough and make it sure what they have told is being listened. After that, female like to make pause avoided to show their concern of something and use more spoken question also has more lengthy of rate of speech to get more interaction to each other. Last, female is giving more expressive phonology to show that they are more open and to show cheerfulness.

In the other side, male prefer personal topic to show that they are dominance and persistence for giving a topic to show their masculinity. And then, male like to tell more stories because they do not like much discussion. After that, male like to do a cooperative overlap and more fast in rate of speech because to establish their power and surprisingly it appears that males have the rules of turn taking more than females. The reason is to control the scarce of commodity and operates in accordance with an environment systems that is conventionally known by member of society.

In short, some claims can be made about the study in the data collected showed a very slight difference with respect to the utterance of conversational style used by male and female. In the present study, 1) male prefers personal topic in conversation but very persistence to keep what they want to say, meanwhile female shift topic abruptly in the conversation 2) male tell more stories than female do but female tell stories in around and preferred point of story 3) females more polite, complaining, and ask more question but males to show their dominant they kind a like to do a cooperative overlap, has shorter rate of speech while giving an opinion and has the rule of turn-taking. Both male and female used informal forms almost equally and therefore there is not a correlation with gender. 4) female students has more open to give the expressive phonology than males students do.

4. Conclusion

1. The process conversational style of communication used between male and female realized at english department group C 2017 FKIP Nommensen HKBP University, namely 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 (expressive phonology)
2. The different topic in the conversation is the factor underlying male and female make conversational. Males showed that they have the rule of turn-taking while females shift topic abruptly in conversation about anything than males. Also, it is obviously seen that females with have the strength in expressing their arguments while telling their story.. It indicates that female are more aware with their surroundings than males because males are likely more considerate with their interlocutor/with whom. The dominant feature of conversational style used by females are genre, and expressive paralinguistic while the dominant feature of conversational style used by males is pace. It indicates females were higher features of conversational style than males based on Tannen.

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