

**GENDER DIFFERENCES IN STRUCTURING SPOKEN PERSONAL
EXPERIENCES AMONGST VOCATIONAL HIGH SCHOOL EFL
STUDENTS**

(A study at SMK Negeri 3 Padang)

THESIS

*Submitted As Partial Fulfillment of the Requirements for Obtaining Bachelor Degree of
Education (B. Ed) in English Language Education Program*



Written by:

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**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

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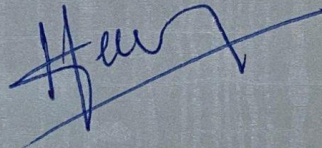
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ABSTRACT

Fitri, Yuliana. 2022. Gender Differences in Structuring Spoken Personal Experiences amongst Vocational High School EFL Students (A Study at SMK Negeri 3 Padang).

Although there have been many studies that have analyzed gender differences, only a few studies have compared the differences between male and female in structuring personal experiences according to the use of the generic structure and language features, especially in spoken mode. This research was aimed to (1) analyze the similarities and differences between male and female students in structuring spoken personal experiences based on generic structure and (2) analyze the similarities and differences between male and female students in structuring spoken personal experiences based on language features. In this research, the students asked to tell the personal experiences in two topics, namely; the most horrible experience and the most enjoyable experience. This research used a descriptive method. The finding of this research showed that in the use of the generic structure, both students tended to be complete on complicating action element, and were very lacking in completeness of abstract element from the male students and on evaluation element from the female students while structuring the most horrible experience. While, in structuring the most enjoyable experience both students also tended to be complete on complicating action element and were very lacking in completeness of evaluation element. In the use of language features, the male students were better in using the proper tenses in telling the most horrible experience, while the female students were better in using proper tenses in telling the most enjoyable experience. The male students were more expressive in showing their feeling while structuring the most horrible experience, while the female students were more expressive in structuring the most enjoyable experience. After that, the male students were more varieties in using the vocabulary in structuring the most enjoyable experience, and the female students were in the most horrible experience.

Key words: Speaking, personal experiences, gender differences.

ABSTRAK

Fitri, Yuliana. 2022. Gender Differences in Structuring Spoken Personal Experiences amongst Vocational High School EFL Students (A Study at SMK Negeri 3 Padang).

Meskipun sudah banyak penelitian yang menganalisis mengenai perbedaan gender, namun hanya beberapa penelitian yang membandingkan bagaimana perbedaan antara laki-laki dan perempuan dalam menceritakan pengalaman pribadi berdasarkan generic structure dan language features yang digunakan, terkhususnya dalam mode lisan. Penelitian ini bertujuan untuk (1) menganalisis persamaan dan perbedaan antara siswa laki-laki dan perempuan dalam menstruktur pengalaman pribadi lisan berdasarkan penggunaan generic structure dan (2) menganalisis persamaan dan perbedaan antara siswa laki-laki dan perempuan dalam menstruktur pengalaman pribadi lisan berdasarkan penggunaan language features. Pada penelitian ini, siswa diminta untuk menceritakan pengalaman pribadi dalam dua topic, yaitu; pengalaman yang sangat mengerikan dan pengalaman yang sangat menyenangkan. Penelitian ini menggunakan metode deskriptif. Hasil dari penelitian ini menunjukkan bahwa dalam penggunaan generic structure, dalam menyusun pengalaman yang paling mengerikan, kedua siswa cenderung lengkap pada elemen complicating action, dan sangat kurang dalam kelengkapan elemen abstract dari siswa laki-laki dan sangat kurang dalam kelengkapan element evaluation dari siswa perempuan. Sedangkan dalam menyusun pengalaman yang paling menyenangkan kedua siswa juga cenderung lengkap pada element complicating action dan sangat kurang dalam kelengkapan element evaluation. Dalam penggunaan language features, siswa laki-laki lebih baik dalam menggunakan tenses yang tepat dalam menceritakan pengalaman yang paling mengerikan, sedangkan siswa perempuan lebih baik dalam menggunakan tenses yang tepat dalam menceritakan pengalaman yang paling menyenangkan. Siswa laki-laki lebih ekspresif dalam menunjukkan perasaannya saat menyusun pengalaman yang paling mengerikan, sedangkan siswa perempuan lebih ekspresif dalam menyusun pengalaman yang paling menyenangkan. Setelah itu, siswa laki-laki lebih bervariasi dalam menggunakan kosakata dalam menyusun pengalaman yang paling menyenangkan, dan siswa perempuan berada dalam pengalaman yang paling mengerikan.

Kata kunci: Speaking, personal experiences, gender differences.

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TABLE OF CONTENT

LIST OF TABLE	vi
LIST OF FIGURE	vii
LIST OF APPENDIES	viii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem	7
D. Formulation of the Research Problem.....	7
E. Research Questions	7
F. Purpose of the Research	8
G. Significance of the Research.....	8
H. Definition of the Key Terms	9
CHAPTER II	10
LITERATURE REVIEW	10
A. Review of Related Theories	10
1. Speaking	10
2. Spoken Language.....	13
3. Personal Experience	15
4. Gender Differences	18
5. Gender and Language	20
B. Review of Related Studies	23
C. Conceptual Framework	28
CHAPTER III.....	29
RESEARCH METHOD.....	29
A. Research Design.....	29
B. Subject of the Research.....	29
C. Instrumentation of the Research.....	30
D. Validity.....	31
E. Technique of Data Collection	31

F. Technique of Data Analysis.....	32
CHAPTER IV	35
FINDINGS AND DISCUSSIONS	35
A. Data description	35
1. Generic structure	35
2. Language features	58
B. Findings.....	91
1. Generic Structure	91
2. Language Features	100
C. Discussions.....	127
1. Similarities and differences in the generic structure spoken by male and female students.....	127
2. Similarities and differences in language features spoken by male and female students.	129
CHAPTER V.....	134
CONCLUSIONS AND SUGGESTIONS	134
A. Conclusions.....	134
B. Suggestions.....	136
REFERENCES.....	137

LIST OF TABLE

Tabel 1. The distribution of the elements of the generic structure in the most horrible experiences of the male and female students.....	91
Tabel 2. The distribution of the elements of the generic structure in the most enjoyable experiences of the male and female students.....	96
Tabel 3. The distribution of tenses in grammatical feature for the most horrible experience by the male and female students.....	101
Tabel 4. The distribution of passivity in grammatical feature for the most horrible experience by the male and female students.....	103
Tabel 5. The distribution of type of sentence in grammatical feature for the most horrible experience by the male and female students.....	105
Tabel 6. The used of other related features in grammatical feature for the most horrible experience by the male and female students.....	106
Tabel 7. The distribution part of speech in lexical feature in for the most horrible experience by the male and female students.....	108
Tabel 8. The used of other related features in lexical feature in for the most horrible experience by the male and female students.....	110
Tabel 9. The type token ratio for the most horrible experience by the male and female students.....	112
Tabel 10. The distribution of tenses in grammatical feature for the most enjoyable experiences by the male and female students.....	114
Tabel 11. The distribution of passivity in grammatical feature for the most enjoyable experiences by the male and female students.....	116
Tabel 12. The distribution of type of sentence in grammatical feature for the most enjoyable experiences by the male and female students.....	118
Tabel 13. The used of other related features in grammatical feature for the most enjoyable experiences by the male and female students.....	119
Tabel 14. The distribution of part of speech in lexical feature for the most enjoyable experience by the male and female students.....	121
Tabel 15. The used of other related features in lexical feature for the most enjoyable experience by the male and female students.....	123
Tabel 16. The type token ratio for the most enjoyable experience by the male and female students.....	125

LIST OF FIGURE

Figure 1. Conceptual Framework of Gender Differences in Spoken personal experiences.	28
Figure 2. The distribution of type token ratio in the curve for the most horrible experience by the male and female students.....	113
Figure 3. The distribution of type token ratio in the curve for the most enjoyable experience by the male and female students.	126

LIST OF APPENDIES

Appendix 1. Instrument.....	140
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CHAPTER I INTRODUCTION

A. Background of the Study

Language has become one of the important tools to live the life as a human being. Language is a tool used to be able to relate to other people because by using language people can show what is in their minds. Language is a tool for expressing self-expression and for expressing everything that is implied in the thoughts and feelings of the speaker so that it can be understood by the interlocutor. In fact, language is a system of arbitrary vocal symbols used for human communication. Due to it has an arbitrary nature, therefore based on their agreement, each region can invent their own words and symbols that will be used as language. Due to as a communication tool, language is used to create and maintain a relationship with others and has an important role in society. Speakers of a language are bound by social rules that apply in the speech community, therefore it cannot be separated from the social context and language also has its social function. Language can be expressed both orally and written and it can be organized in the form words, groups of word, clauses, and sentences. The main functions of language are ideational functions, interpersonal functions, and textual functions and these three functions create meaning which is called meta-functional meaning.

The way people speak especially for each gender of people has been an interesting topic for this research. Sex is a biological difference or male and female reproductive organs that exist from birth and cannot be changed naturally. Meanwhile, gender is the characteristics of male and female that are formed and built in the surrounding environment or society, and it is not simply to a biological or physiological sex. Meanwhile, gender is created and arranged by humans through social processes, it is made by society which is much influenced by social institutions, customs, traditions, geographical, demographic and environmental factors, not natural and not God's destiny. Gender is usually used to show the division of labor that is considered appropriate for male and female so that gender is actually a mental and cultural interpretation of gender differences. Therefore, gender can change, can vary from one region to another, can be revised at any time, and even can change roles between male and female.

In other cases, male and female also have differences in using language. Gender differences can also indirectly have an effect on students' language use. The use of language is the major things that can be distinguished the human being from the animal. By language both male and female have their words to express the specific things, emotions and other expression. In spoken language, the language that is softer, friendlier, respectful and sympathetic is more likely to be used by females, while the language used by males tends to be more apathetic, unfriendly and does not

involve personal feelings (Park, Yaden, Schwartz, Kern, Eichstaedt, Kosinski, et al., 2016). Therefore in this case, it is not impossible that they do it in a different way because their role in society has given a huge impact for their life particularly in the use of language. According to Wardhaugh (2006) he stated that the kinds of evidence that have been looked at strongly suggests that male and female have differences in the kinds of language they use because both male and female often fill distinctly different roles in society. These differences can arise from the use of vocabulary, in voice and tone, form, structure, syntax, in conversational style and so on. Since the 1970s the discussion of language and gender and their relationship has become one of the main topics in sociolinguistics. In the use of vocabulary, the colorful words tend to be used by the female like beloved, love, sweet, happiest, and excellent these are not likely to be used by male. In the structure used of language, Jinyu (2013) “gender differences reveal the relationship between gender and language. The interaction between language and gender as well as the existence of objective gender differences makes the gender difference of language users, while the phenomenon of gender differences in language encourages and increases new requirements and conditions for language users of different genders for language in socio-cultural life at the turn”. In short, men and women have different styles in language use because they were raised in different ways and they have different roles in society.

Based on the background they have and their different roles in society, it would also affect how their personal experiences have been. It also could not be denied if they were possible to have a different way of narrating their personal experiences. Therefore, male and female certainly had their own characteristic of forming the structure of their experience, which tended to produce a natural structure because it was bound by cultural and social influences thus each male and female could be see how their background influences this case, was it possible that they tended to have the same or even different structures?. As with the use of language features, they naturally tended to use the language features that allow the listeners of the story to feel the experience they are experiencing.

There were several previous studies which were related to the language and gender. The first study was from Putri (2017) in her study about Language and Gender: A conversation analysis in the difference of language related to gender. This study aimed to find out the differences of male and female in some aspects, namely the amount of talk and turn taking. The participants were a couple and one other female as the couple's friend and the result showed that in the amount of talk the man talk the most followed by the female and one other female. Next in turn taking (other-selection and self-selection), it was found that the female had the smallest amount of other-selection but had the highest amount of self-selection, and one other female had the highest amount of other-selection and lowest in self-selection. The

second study is from Saragih (2019) in the study about Comparative Analysis of Male and Female in Writing Recount Text. The purpose of this study was to give an idea of what is the difference between male and female and focused on what errors are commonly made by each male and female in making recount text. Then, the results showed female students are better in writing recount texts than the male students. The next study is from Wahyuningsih (2018) in the study about Men and Women Differences in Using Language: A Case Study of Students at Stain Kudus. The study aimed to investigate the differences of gender in using a language especially the students' conversation. The aspects were including vocabulary, attitudes, syntax and non-verbal differences. This study found that both male and female have showed differences in their form, contents, and uses. While the male students tend to be more directives and use more simple words and the female students are more expressive and polite in using the language, they also use more gestures and words which signifying the emotional, feeling, and psychological states.

Based on the previous studies above, it could be concluded that what have been studied in previous studies were commonly about gender differences in doing the conversations with the aspects how the amount of talk, turn taking, vocabulary, attitudes, syntax and non-verbal differences and other was about telling the past experiences by writing mode in the context of

recount text, with the aspect to know the common errors which are made by the students of each gender in telling their recount.

Some aspects that have not been studied were to know how the naturalistic of male and female students' differences in structuring and using the language features in spoken personal experiences, how the different strategy between male and female in deciding the topic, and how the male and female error differences in telling the spoken personal experience.

Therefore, in this research, the researcher was interested in analyzing the naturalistic of how male and female students naturally form the structures in narrating their personal experiences which were the most horrible and also the most enjoyable they have ever experienced. Then how the language features that they naturally used to express how detailed and how they felt about the experience.

Based on the background above, the researcher was interested to conduct the research about “Gender Differences in Structuring Spoken Personal Experiences amongst Vocational High School EFL Students (A Study at SMK Negeri 3 Padang)”.

B. Identification of the Problem

Some research topics that could be developed based on the background above were as follows:

1. To find gender differences in structuring and using the language features in spoken personal experiences.
2. To find different strategy in deciding the topic based on gender.
3. To find error differences based on gender.

C. Limitation of the Problem

In this study, the researcher would choose one aspect, namely; male and female students' differences in structuring spoken personal experiences based on generic structure and language features. With a limited scope were the 10th grade vocational high school students at SMK Negeri 3 Padang. The topic of the personal experiences that would be devoted was to narrate the most horrible and the most enjoyable experience.

D. Formulation of the Research Problem

Related to the focus of the problem above, the problem was formulated as; how are the significant differences in students' structuring spoken personal experiences based on gender?

E. Research Questions

In this research, the researcher formulated the questions as follows:

1. How are the similarities and differences between male and female students in structuring spoken personal experiences based on generic structure?

2. How are the similarities and differences between male and female students in structuring spoken personal experiences based on language features?

F. Purpose of the Research

1. To find out the similarities and differences between male and female students in structuring spoken personal experiences based on generic structure.
2. To find out the similarities and differences between male and female students in structuring spoken personal experiences based on language features.

G. Significance of the Research

1. Theoretically, the results of this study were expected to contribute useful information about gender differences in structuring the personal experiences.
2. Practically, the results of this study were expected to be the development of discourse with the speaking of people who have studied English for three years in education.

H. Definition of the Key Terms

1. Speaking: is an alternative communication tool to convey messages or information which can be generated through systematic verbal speech to convey meaning so that it can be understood by listeners.
2. Personal experience: is a series of events and actions that happened in the past time.
3. Gender differences: is more than about biological differences between male and female, and it not only can affect the social and cultural roles, but also affect in the language used, and the differences between them may affect the way students learn.