

Gender Analysis in Debate Class on Eleventh Grade Students of Vocational High School

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Abstract. Speaking is an English talent. Thus, we must talk well. Speech acts differ between men and women. It alters social standing. The statement states that this research will examine gender differences in debate class language and the linguistic features of male and female students in debate class used by teachers and students on eleventh-grade students at Vocational High School PGRI Purworejo in 2023/2024. This research is qualitative. First, observe eleventh graders who use English in that class; second, record the language used by educators and students; third, write down the language used by educators and students in debate class; and fourth, classify the script's language based on gender and linguistic differences between male and female students. The data were scripted. According to script data, debate class male and female students speak distinct languages. Gender impacts language in male and female pupils. Female pupils speak more formally. Male students interrupt and use more colloquialisms than female pupils. Additionally, male and female students have different language traits. Female students utilize more lexical hedges, 'hypercorrection', direct quoting, increasing intonation, and strong stress. Also, women are politer than men. Male students frequently talk about sports and facts and skip about in their speeches. Male students also like public speaking. Thus, the instructor models confident speech.

Keywords: Gender, Classroom, Interaction, Debate

1. Introduction

Language holds immense value in the global context. This phenomenon can be attributed to divine intervention. The ability to communicate with one another would be impossible for humans without the existence of language. English is widely utilized as a language in several regions around the globe. English possesses the most extensive colonial empire globally. English is widely spoken and serves as the dominant language in most parts of the world. The acquisition of English as a global language holds significant importance in contemporary society [1]. According to Ramelan, the decision has been made to prioritize the teaching of English as the initial foreign language at our educational institution, as opposed to alternative language options [2].

Oral communication is considered one of the fundamental abilities in the English language. The acquisition of speaking abilities is widely seen as being more challenging in comparison to other language skills [3]. The acquisition of proficient speaking skills is essential not only for achieving accuracy in the English language, but also for effectively expressing ideas, opinions, and providing advice and criticism. Indeed, a significant portion of the population possesses cognitive abilities that may be classified as intelligent; nonetheless, they have challenges in effectively articulating their thoughts and ideas through verbal communication [4]–[6]. The acquisition of speaking skills necessitates not just intellectual acuity, but also the presence of confidence or strong self-assurance, enabling individuals to communicate with fluency.

Interaction acknowledges the significance of a student's acquisition of knowledge from their teacher. Nevertheless, engaging in oral communication within an educational setting frequently presents several obstacles. The aforementioned limitation poses a significant challenge that necessitates resolution. The challenges frequently faced within the educational setting may typically be categorized into two distinct groups: internal restrictions and external constraints. It is important to remove these barriers in order to facilitate effective English communication among pupils.

It is important to address the limitations inherent in classroom engagement. In order to foster student engagement and motivation, it is imperative for educators to cultivate a sense of desire among their students inside the classroom setting [4], [7], [8]. The impact of gender disparities in language

can have implications for pupils' academic proficiency. The linguistic traits exhibited by male and female students in the debate class are influenced by several factors, resulting in observable differences. There is a propensity for pupils to exhibit passivity inside the classroom setting.

In order to enhance one's speaking abilities, it is important to possess an understanding of the latent potential that resides inside oneself, hence enabling its augmentation. In practice, it is common to encounter obstacles that impede progress, necessitating their removal. One common obstacle encountered in the context of speaking classes is a lack of self-confidence. Numerous challenges arise throughout the teaching-learning process, with gender-based factors being one such hurdle that hinders pupils from fully realizing their potential [9][10] [11].

2. Literature Review

Classroom Interaction

Classroom interaction refers to the spoken and non-verbal communication between teachers and students, encompassing the various ways in which teachers engage and interact with their pupils [12]. Students also acquire language skills for the purpose of engaging in classroom discourse with both their instructor and peers, as well as fulfilling the requirements of academic tasks [13]. By means of classroom engagement, learners will actively engage with concepts, ideas, and a variety of tools and resources for the purpose of language and culture acquisition. The teacher's position throughout these sessions is characterized by passivity, although it remains highly significant. The creation of a conducive learning environment within the classroom is under the purview of the instructor. The instructor is able to elicit answers from learners and inspire them to generate novel thoughts pertaining to the subject matter through these interactive sessions.

The role of the instructor is that of an observer who facilitates the learners in the construction of an original learning product through various activities such as group discussions and debates, among others. The instructor assumes the role of a planner, responsible for designing and implementing successful modules of interaction to engage learners in classroom discourse.

The teaching-learning connection elicits divergent lines of inquiry based on two distinct viewpoints. When considering instruction from the perspective of "interaction," it becomes important to examine the degree to which various input and interactional elements contribute to the process of acquisition. One may inquire, for example, as to whether the implementation of strict topic control contributes to the process of acquiring a second language. When considering teaching as "formal instruction," our focus lies on determining whether the endeavor to impart particular language traits leads to successful learning [13].

Speaking Class

Effective verbal communication is an essential component for fostering an engaged and engaging learning environment within the classroom setting. The environment in which speaking takes place is a significant factor in determining the level of fluency that may be attained in a speaking lesson [14]. Facilitating student participation in classroom discourse might occasionally out to be remarkably effortless. In an optimal learning environment characterized by positive interpersonal relationships among students, it is observed that students tend to engage in active and enthusiastic participation when provided with a relevant topic and assignment. However, for certain occasions, it proves to be challenging to motivate kids. One prevalent issue that arises more frequently than any other is the inherent reticence exhibited by certain pupils in engaging in verbal communication and active participation. Many students exhibit a reluctance to engage in verbal communication due to their inherent shyness and lack of inclination to openly express themselves, particularly when prompted to provide personal information or thoughts. There is often concern the potential for speaking inadequately and thus experiencing a loss of social standing in the presence of one's classmates. One of the activities commonly employed in a speaking class is the practice of engaging in debates. Debate class is an established and structured approach to engaging in interactive and symbolic discourse [15].

Gender

There exist several definitions pertaining to the concept of gender. Gender refers to the distinct patterns of behavior that are seen between individuals who identify as men and females [16]. Gender has a significant role in shaping cultural norms and individual cultural identities [17]. Coates (year) asserts that the concept of gender refers to socially created classifications that are based on an individual's biological sex [18]. In each given society, there exist discernible differences in the speech patterns between women and men. It is evident that there exist discernible distinctions in the speech

patterns of women and men within society. In general, women have a higher propensity to employ conventional linguistic forms across various social situations [19]. Normative language is often characterized by its written form and has undergone a certain level of control or standardization. Women tend to employ standard speech patterns more frequently than males due to their heightened awareness of social standing [20]. Standard forms are commonly linked to interactions that are characterized by formality and a reduced level of personalization. In formal contexts, it has been shown that women exhibit a greater inclination to modify their speech patterns tend a more formal manner compared to males. Females exhibit a higher propensity to engage in the linguistic phenomenon known as "hypercorrection," when they employ a linguistic form that they perceive to be right.

The topic of language and gender has significant relevance for educators in the classroom, since the manner in which we employ language with kids has the potential to impact their reactions and behaviors. The communication ability exhibited by boys empowers them to assert dominance within the educational setting. Females experience a disadvantage within educational settings. It is evident that the classroom environment tends to be more comfortable for a significant number of guys, whereas many ladies may see it as less pleasant. Boys exhibit distinct patterns of response to questions, characterized by active participation, frequent verbal engagement by calling out replies, and a propensity for making several guesses. Conversely, girls tend to adopt a more passive listening approach, displaying a greater inclination to absorb information without actively contributing to the discourse..

In classroom settings, there is a notable disparity in the amount of speech between male and female students, with male students exhibiting an average of almost two and a half times greater verbal participation than their female counterparts. The observed inclination of males to engage in more verbal communication than women inside educational settings aligns with the broader pattern of men tending to exert greater influence in hybrid gender conversations, despite the prevailing preconception that women are more inclined towards talkativeness. In educational settings when the instructor and a majority of the pupils are male, it is observed that male students tend to engage in more verbal participation. In contrast, it has been observed that female students tend to engage in more extensive verbal participation, almost three times longer, in educational settings where the instructor is also female, as opposed to classrooms led by male teachers. The observed disparities have given rise to conjecture on the potential significance of having teachers of the same sex for the educational experience of students, as engaging in classroom discourse appears to yield comparable advantages for both male and female students. One consequence associated with male students is an increased prevalence of disruptive and unruly behavior inside the school setting. Teachers tend to allocate greater attention to male pupils due to a perceived necessity to closely watch them in order to prevent potential misbehavior from occurring.

Sociolinguistic study has revealed that male students in secondary school tend to engage in more frequent interruptions compared to their female counterparts. Research has shown that there is a tendency for males to interrupt women more frequently than women interrupt men [21]. Research suggests that there is a higher likelihood of female students experiencing interruptions compared to their male counterparts when they actively participate in classroom discussions. Research findings indicate that there is a notable disparity in speaking patterns between female and male students. Specifically, female students tend to engage in brief, intermittent bursts of speech lasting only a few seconds, whereas male students are often afforded the opportunity to talk until they have fully expressed their thoughts. It is noteworthy that female students have a higher likelihood of experiencing interruptions from fellow female students as opposed to their male counterparts. This phenomenon may be attributed to female students engaging in a competitive dynamic, wherein they vie for the limited opportunity to contribute during class discussions. The inclination to interrupt females is a contributing factor to their reduced participation in classroom discourse, as they are less inclined to contribute to subsequent discussions subsequent to experiencing interruption.

3. Method

Arikunto posits that the research technique refers to the approach employed by the researcher to gather data [22]. The process of obtaining and examining data is of utmost importance in the identification and resolution of the issue under consideration. Data is an essential element that researchers rely upon in their pursuit of knowledge and understanding. The data employed in this research is derived from the language exchanges between educators and learners in the eleventh-grade debate course at Vocational High School PGRI Purworejo during the academic period of 2023/2024.

The primary objective of this study is to investigate the gender discrepancies in language patterns utilized by professors and students in the setting of a debate classroom. Moreover, there are observable differences in language traits among individuals of different genders.

This study used a qualitative research methodology to investigate the research question. According to Nunan [23]. Qualitative research operates on the assumption that knowledge is inherently relative, encompassing a holistic perspective that acknowledges its specificity, while recognizing the presence of subjective factors within both knowledge and research endeavors. This study aims to investigate gender disparities in language usage and identify linguistic variations between males and females.

In this study, the investigator employs a basic random sample methodology. One method of employing a sample random sampling strategy is observing the English language classes offered during the fourth semester. Next, document the linguistic patterns employed by both the instructor and students in an eleventh-grade debate course. Next, document the linguistic patterns employed by both the instructor and the students enrolled in the eleventh-grade debate course. In addition, it is necessary to categorize the language employed in the script by considering the gender disparities in language usage and the divergent linguistic characteristics exhibited by males and females.

Technique of Collecting Data

A technique refers to a specific approach or specialized expertise employed in the execution of a task or activity. The term "technique" refers to the methodology employed by the researcher to facilitate the process of data collection. Qualitative research is the collecting of data in natural settings, utilizing primary data sources and employing participant observation as the approach for data collection. In this study, the researcher has a passive role in involvement. The researcher documented the linguistic patterns employed by both the instructor and the pupils. During the process of recording, the researcher utilized compact discs (CDs) with a duration of 90 minutes to capture the content of each lesson.

Upon the conclusion of the recording procedure, the researcher endeavored to transcribe the discourse delivered by the lecturer and the pupils. The duration of this stage was significantly extended due to the researcher's challenges in accurately transcribing all the words included inside the CDs. Furthermore, this issue may arise due to the researcher's limited expertise or the substandard quality of the recording.

The researcher conducted an analysis of the transcriptions obtained from the teacher and students' speech in a debate class, focusing on the gender variations in language and linguistic characteristics utilized by both males and females. Lastly, the data obtained will consist of English words, phrases, and sentences in the respective language.

Technique of Analyzing Data

The term "analyze" refers to the process of studying or examining a certain subject, with a specific focus on dissecting it into its constituent pieces. The term "it" in this context pertains to the process of conducting a methodical analysis of a subject matter in order to ascertain its constituent elements, the interconnections between these elements, and their overall association within the whole. Analysis is the systematic exploration and examination of data or information in order to identify and discern underlying patterns or relationships. The examination of data has significant importance within the qualitative research methodology. The development and evaluation of hypotheses and claims rely on the recognition, examination, and comprehension of interrelationships and concepts within data. There exist two distinct methods for examining data. There exist both statistical and non-statistical techniques. The statistical data analysis technique is a quantitative approach that is based on numerical criteria. A non-statistical approach is one that does not prioritize numerical analysis. This study employs a descriptive qualitative research methodology. The author places significant emphasis on the gender disparities in language and the linguistic characteristics employed by teachers and eleventh-grade pupils while engaging in verbal communication. When doing the analysis of the data, the researcher will incorporate explanations and provide examples derived from the language study.

4. Findings

In the context of the debate class, both the instructor and the students employ bilingual language. The objective of this practice is to facilitate comprehension for those who lack knowledge about the subject matter, enabling them to grasp the discourse between the teacher and pupils. In the context of the debate class, the students are organized into two distinct groups. In the debate class, each group is assigned a distinct topic to serve as the subject of their discourse. Each group is divided into two teams: the positive team and the negative team.

The author's primary emphasis lies in the examination of gender disparities in language usage between teachers and students in the eleventh grade. Furthermore, the author also examines the language characteristics employed by teachers and students in the eleventh grade to differentiate between males and girls [24]. Teachers and students opt to choose particular subjects with the intention of fostering engagement in discussions. The team actively participates in a collective dialogue, utilizing the information obtained from the book.

The author employs a handheld camera to document the linguistic patterns employed by both instructors and students throughout the fourth semester. The author organizes the linguistic elements to get insights in gender disparities in language and shared linguistic characteristics among both males and females [25][26]. Moreover, the outcome of the recording is a written document. The language employed within the context of education encompasses the discourse utilized by both educators and pupils.

5. Discussion

The outcome of the discourse pertaining to the documentation of language will be succinctly elucidated in the subsequent description:

The vocabulary utilized by male and female students in an eleventh-grade debate class is influenced by gender disparities in language. Females tend to employ a greater degree of standard language in their speech, as standard forms typically encompass written language that has undergone regulation or standardization. This implies that females exhibit a higher degree of status-consciousness compared to males. In the realm of linguistic expression, it has been observed that females tend to have a higher propensity for employing grammatically accurate structures in their speech compared to their male counterparts [27]. Standard speech forms are commonly linked to encounter social standing. Consequently, based on this rationale, females employ a greater frequency of standard speech forms as a means of asserting their position [28]. Standard speech is commonly linked to encounters that are more official and less personal in nature. On the contrary, males tend to employ non-standard linguistic forms, since they have a greater propensity for utilizing vernacular language in their spoken discourse [29].

In the classroom setting, it has been observed that female students tend to exhibit more passive behavior, while their male counterparts tend to engage in active participation. The author's observations do not align with the idea that suggests female students tend to be more passive in the classroom while male students actively participate in debate classes. The author observes a higher level of engagement among female pupils in the classroom setting. The author observes the presence of engaged female pupils in both classes. Female students exhibit higher levels of engagement and participation within the classroom setting. During the course of the debate, individuals provide commentary upon the performance of their acquaintances. The present circumstance arises from variations in the makeup of the class. In both classes, the female student population exceeds that of the male students. According to observations, it appears that female students exhibit a higher degree of dominance inside the classroom setting.

On the contrary, male students tend to employ a greater amount of colloquial language. The term often denotes a language that lacks standardization and formal recognition. Males tend to employ a greater amount of colloquial language, as it is associated with notions of masculinity and resilience [30][31]. The vernacular is employed as a means of communication within intimate social circles. The utilization of this particular tool predominantly by males can be attributed to its inherent simplicity and ease of comprehension. Female students tend to employ less colloquial language due to their heightened awareness of social standing in comparison to their male counterparts. Women tend to employ a greater amount of formal English in their verbal communication.

Research studies have shown that males tend to engage in a higher frequency of interruptions compared to females. Females exclusively engage in interrupting other females. The user's text does not contain any information to rewrite in an academic manner. Research has shown that there is a

higher probability of female students experiencing interruptions compared to their male counterparts when engaging in classroom discussions. There appears to be a discrepancy in the speaking patterns between female and male students, with female students often limited to brief, fleeting moments of speech, while male students are often afforded the opportunity to talk until they have completed their thoughts. It is noteworthy that female students have a higher likelihood of experiencing interruptions from other female students as opposed to their male counterparts. This phenomenon might perhaps be attributed to female students engaging in a competitive dynamic, driven by the scarcity of class time allocated for their participation. The inclination to interrupt females is a contributing factor to their reduced participation in classroom discourse, as women are less inclined to participate discussions subsequent to being interrupted. [32] It is apparent that girls are taught from a young age to anticipate being interrupted. As a result, individuals tend to relinquish their speaking privileges with minimal or negligible objection.

Females tend to employ hedges more frequently than males, since there exists a direct association between the usage of hedges with the specific speaking style and types of conversations that females engage in [33][34]. The use of hedging devices is associated with the expression of a lack of confidence. The use of hedging devices suggests that females may not be fully committed to the statements they make. The use of hedging devices also serves to convey the emotional state of the recipient. Males tend to refrain from employing hedging devices in their speech. They demonstrate their speech with pronounced intonation in order to convey a sense of assurance in their discourse.

Women tend to exhibit a higher frequency of 'hypercorrection' compared to men, as they tend to employ linguistic forms that they perceive as being right. In a formal situation, it has been shown that females have a greater inclination to modify their speech patterns into a more formal manner compared to males [35]. The utilization of standard form in speech by females is attributed to a specific rationale. It is argued that the use of hypercorrection or standard language prompts individuals to contemplate their social standing. Females have a preference for employing conventional linguistic forms and engaging in hypercorrection in their speech, leading to the perception that they possess a greater level of knowledge. There is a lack of usage of 'hypercorrection' in the speech of male pupils. Males employ colloquial language due to its inherent ease of comprehension.

Research suggests that there may be differences in politeness levels between females and guys. The speech patterns of females are often seen as more pleasant compared to males. This perception stems from the commonly observed inclination of females to adhere to prescribed grammar and accents, as well as their frequent use of politeness markers such as 'please' and 'thank you'. The increased utilization of politeness devices by females might be seen as an additional manifestation of their attentiveness towards the recipient. The explanation pertaining to the distinctions in speech behavior between females and males, specifically focusing on the dimension of status or power, is expected to be sufficient. The language employed by females is characterized by the use of positive politeness techniques as a means of showing solidarity. It has been observed that males tend to employ a greater amount of colloquial vocabulary in their speaking. Males exhibit a decline in societal politeness due to their failure to adhere to the usual linguistic conventions that are employed to convey politeness [36][37].

Women employ direct citation in their verbal communication as they tend to offer a notably higher amount of supportive and optimistic comments to their interlocutors compared to men [38]. The disparity in the inclination of females compared to males to expand upon and elaborate on the views put out by a prior speaker, rather than engaging in challenging discourse, can be attributed to a variety of factors. However, a more comprehensive understanding may be achieved by examining the impact of environment and patterns of socialization. On certain occasions, guys employ direct citation as a linguistic device in their verbal communication. Moreover, male students may employ direct citation as a means to establish a connection with the preceding speaker's discourse, later offering their own perspective based on the content of the aforementioned speech.

Females employ rising intonation in their speech as a means to attract attention from their interlocutors. This finding suggests that women exhibit a higher degree of cooperation in conversational interactions compared to men. The use of rising intonation by females in their speech has been shown to capture the attention of the interlocutor during a discussion. The rules governing female discourse may align with the norms observed in small group interactions inside private settings, when the primary objective of the discourse is to emphasize solidarity. In contrast, male students tend to have a greater inclination towards disregarding preceding statements and emphasizing their own perspective. Moreover, it has been shown that males exhibit a comparatively lower level of responsiveness towards the verbal communication of their counterparts [39].

Women often employ dramatic stress or express compassion as a means to navigate challenges in their lives, since they tend to rely on their emotions in such situations. Women tend to rely on their emotions when confronted with challenges in their lives. Women typically engage in conversations centered around emotions, relationships, or topics that are closely associated with emotional experiences. In societal structures, women are often positioned in a subordinate status relative to men, mostly due to their traditional role as caretakers and guardians of the family unit. In many traditional family structures, males are typically seen as the leaders. In the context of family dynamics, males are often regarded as possessing a higher social rank. It is commonly seen that guys like to engage in discussions related to sports, a subject matter that exhibits a link with cognitive processes. Furthermore, males consistently provide arguments that are grounded in factual evidence [39].

Males tend to have a propensity for transitioning abruptly between topics in order to bolster their arguments. They are inclined to disregard previous statements and emphasize their own perspective. Males generally exhibit a lower level of responsiveness towards the speech of others and their conversational requirements. The aforementioned speakers engage in a comprehensive discussion, drawing upon their knowledge and expertise to bolster their opinion. However, they abruptly go from discussing Moto GP to the topic of flowers and education. The argument lacks a focused and comprehensive analysis of specific materials. Males also employ direct quotations as a means of establishing connections between different speeches. However, it has been shown that females tend to employ a greater number of direct quotations compared to males.

In formal settings, it is seen that males tend to engage in more verbal communication. This might be attributed to the higher level of confidence exhibited by male students in such contexts, such as in debate classes. In the context of a debate class, male participants employ the strategy of establishing eye contact with the audience as a means of conveying their self-assurance. [40] Nevertheless, female students tend to only focus on reading the text without establishing eye contact with the audience. Female students often articulate a dearth of self-assurance within the context of public environments. The individuals in question lack a sense of commitment to their verbal assertions. Male students tend to engage in more extensive discussions on factual explanation, since they frequently rely on cognitive processes to address challenges in their daily lives. Furthermore, it is observed that males tend to engage in more discussions pertaining to sports such as Moto GP, boxing, football, and several other athletic activities. They have a tendency to infrequently engage in discussions on their emotions or personal difficulties. In the realm of social dynamics, males engage in competitive behavior to establish dominance, wherein certain individuals have a higher propensity for verbal expression compared to their counterparts [41]. They do not perceive a necessity to establish connections between their individual efforts and those of others. In contrast, female students engage in discussions pertaining to their experiences and perceptions of emotions and interpersonal dynamics within their own societies. In linguistic terms, it may be observed that females are positioned as subordinate to males. This disqualifies individuals from assuming positions of power and responsibility. Language, in this manner, may be regarded as a mechanism of subjugation. The acquisition of femininity is acquired via the process of socialization, when women are subjected to cultural expectations, ultimately serving to reinforce traditional gender roles and maintain women's subordination [42][43][44].

Following the examination of the writer's study, the below findings may be presented regarding the gender analysis of classroom interaction in the debate class of students at Vocational High School PGRI Purworejo during the academic year 2023/2024.

6. Conclusion

This study examines the linguistic disparities exhibited by male and female students in the context of a debate class. The linguistic disparities between male and female students are the underlying reason. The present study examines the gender disparities in language utilization among male and female students. Female students tend to employ a greater degree of formal English in their verbal communication. According to the findings, female students exhibit a higher degree of status consciousness compared to their male counterparts. In the context of the debate class, it can be observed that female students exhibit a higher level of engagement and participation. This may be attributed to the fact that the instructor and a significant proportion of the student body are female. The students get a sense of enjoyment during their time in the classroom. In contrast, there exist gender variations in the vocabulary employed by males in their speaking [45]. Male pupils employ vernacular language in their verbal communication. Those tend to engage in communication mostly with their acquaintances or those with whom they share a deep bond. Moreover, male students have a sense of

dominance within the classroom setting, leading them to exhibit a propensity for interrupting their female counterparts [46]. As a result, the inclination to interrupt females is a contributing factor to their reduced participation in classroom discourse. It is noteworthy that female students have a higher likelihood of experiencing interruptions from other female students compared to their male counterparts. This phenomenon may be attributed to female students engaging in competition for the limited opportunity to contribute during class discussions.

Debate classes incorporate language qualities exhibited by both male and female pupils. This suggests that there is really a presence of gender-based linguistic disparities between males and girls. In the context of debate classes, several language traits employed by female participants may be seen. One notable example is the utilization of certain linguistic patterns and strategies by women. Female students tend to employ a greater number of hedges in their speech, such as the phrase "you know" or the use of tentative language, as observed in statements like "I think" or "you all here have a relationship with your partner."). Female students often employ "hypercorrect" grammar in their verbal communication. For instance, an illustration of this may be observed in the following statement: "In fact, a well-articulated perspective was presented by Puspita, a member of the positive team." In the context of student behavior, it has been shown that female students tend to exhibit higher levels of politeness compared to their male counterparts. Nia, kindly go with the presentation of your point). Female students employ direct citation, indicated by Suci Siska's statement that being in a committed relationship before marriage brings about a sense of comfort for our parents). In academic contexts, it has been observed that female students tend to employ rising intonation while making statements. Please provide feedback on the performance, dear audience. Everyone. What is your opinion on the matter? Please provide any comments or feedback). Female students employ emphatic stress and sympathetic language, shown by phrases such as "I mean, that's really unfortunate" or "Oh, that's such bad news, you know."

In addition to females, males also possess linguistic traits. Male students tend to have a tendency to transition between various topics throughout their speech. For instance, they may express their preference for television programs that provide enjoyment and relaxation, such as humor-based shows like OVJ or Extravaganza, or music programs that facilitate relaxation and enjoyment through auditory stimulation. It is well confirmed that love has a positive impact on our overall well-being and health. In public settings, there is a tendency for male pupils to engage in more verbal communication. Male students tend to have a greater inclination towards discussing sports and objective information, as opposed to engaging in conversations concerning emotions or personal issues. Research conducted in Indonesia indicates that over 60% of teenagers engage in premarital sexual activity or engage in sexual relations without commitment).

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