

Speech Styles of Male and Female Teachers in EFL Classroom Interaction

Tenriawaru Taslim¹, Murni Mahmud^{2*}, Muftihaturrahmah Burhamzah³

^{1,2,3}English Literature Department, State University of Makassar, Indonesia

*Corresponding E-mail: murnimahmud@unm.ac.id

Abstract

This research explored the dominant speech styles used by male and female teachers in EFL classroom interaction and investigated the factors influencing the use of speech styles by male and female teachers in teaching. This is a descriptive qualitative research. The subjects of this research were three male teachers and three female teachers in two Senior High Schools in Watampone, South Sulawesi, Indonesia. All of them were chosen by using purposive sampling. The researchers observed and interviewed all teachers to reveal the phenomena under investigation. Observation was conducted into two meetings for every teacher. The researcher conducted observation by using voice recorder and took field notes. Voice recorder was used to record teachers' utterances in the teaching and learning process. Meanwhile, field notes were used by the researcher to obtain more accurate data. It is revealed that male and female teachers used different speech style in every phase of classroom interaction, for different purposes. Dominant speech style used by male teachers was consultative style meanwhile dominant speech style used by female teachers was formal style. The speech style differences used by male and female teachers were influenced by social factors. Gender was the main factor and the other factor was age. In addition, there were specific factors that influence their speech styles related to the teaching and learning process in the classroom interaction. Based on data were obtained through interview, all teachers claimed that classroom situation and students' condition influence their speech style in teaching. In particular, some teachers noted that teaching experience also influenced their speech styles.

Keywords: *Gender, gender differences, speech styles, EFL Classroom Interaction.*

1. Introduction

Communication is the pivotal factor to build interaction in language teaching. Teachers use language verbally and non-verbally to communicate and interact with students in the teaching and learning process. Failure of communication in the class will result in failure of classroom interaction. Thomas and Malamah (1988) highlighted that the classroom communication done by teachers is required to transmit knowledge and skill to students.

In communicating, a teacher has his/her own speech style to express what he or she wants to communicate to students. No teacher speaks the same style although he or she speaks the same language. Adhalina (2011) through her research found some significant differences in using speech styles related to teachers and students of Indonesia in updating their status by using Facebook webpage. She found that students used casual speech style meanwhile teacher used formal speech style.

The differences of speech style used between students and teacher were influenced by some factors. Non-linguistic factors, participant and

function influenced students' casual speech style. Meanwhile participant, topic, and function influenced on teachers' formal speech style.

One of the crucial factors influencing teachers' speech styles is gender. Gender itself refers to the attitude of being male and female which is formed by social and cultural factors or opinion about the social and cultural roles of male and female (Mahmud, 2009:21). Mr Garrity (2008) claimed that social factors can influence speech styles. The social factors are social status or class, occupation, age, geography, education, gender, and ethnicity. Particularly, Wagner (2012) emphasized that one important factor that influenced male and female's speech style is age. Male and female use appropriate or more standard elements of language related to their age such as grammar, vocabulary, and etc. They use them to speak to people especially when they speak to the older one. In the teaching and learning process, interaction between male teacher to his students and female teacher to her students offer different speech styles through some classroom interaction for different classroom activities.

Many researchers have conducted research related to the influence of gender in teaching. Kamali & Estalkhi (2011) stated that gender is crucial variable which directly affected teachers' belief. The way teachers behaved or their beliefs can highly influence by their genders. Li (1999) also claimed that teacher gender affects teacher beliefs and behavior, and student beliefs, behavior and achievement. Gender differentiated teacher in teaching related to their politeness strategies and competences (Hadidi and Monsefi, 2015). Meanwhile the influence of gender in learning was proposed by Hadidi and Monsefi (2015) who noted that gender has a great influence on different aspects of human life including language learning and general education that can influences the quality and quantity of interactions in the classroom. Moreover, Mahmud (2015) found that male and female students of State University of Makassar have different strategies in learning English.

By those findings, the researcher pointed out that gender is considerable factor that should be investigated in the teaching and learning process related to teachers' gender on the use of speech styles in EFL classroom interaction. Hill (2010) highlighted that differences between male and female speech styles have been a popular topic of study throughout the twentieth century. There have been many research studies which investigated teachers' speech styles related to their gender as male and female teacher. Kuntjara and Ronsumbre (2015) found that the most dominant speech styles used by young female teacher is female speech style while the most dominant speech style used by young male teacher is male speech style. Moreover, Mostafa and Moghaddam (2013) analyzed the speech content of female teachers and found that female teachers were more emotional and friendly than male teachers. Furthermore, they stated that female teachers used fewer negative words. The differences of both researches can be identified since each of the research study conducted based on the different theory, different place, and even different participants.

Every English teacher has a tendency to use different speech styles in teaching related to his or her sex. Quoting Litoselliti (2013), "The speech styles used by female and male could happen everywhere including in the workplace context. One of the workplace contexts is educational setting or classroom in which interactions among male and female with different age, culture, and social identity as feminine and masculine also happen in the way people interact and communicate with one and another."

Kuntjara & Ronsumbre (2015) found that young female teacher applied six features of female speech styles and five features of male speech styles while the findings of the young male teacher showed that he only applied five features of male speech styles and applied six features of female speech styles. From the findings, it could be concluded that the most dominant speech styles used by the young female teacher is 'Female Speech Style' and the most dominant feature is 'Co-operative'.

Meanwhile, the most dominant speech style used by the young male teacher is 'Male Speech Style' and the most dominant feature is 'Co-operative' feature of female speech style. Mostafa & Moghaddam (2013) investigated the speech content of male and L2 female teachers. Four categories were investigated to find out the gender differences among male and female teachers. The categories are linguistic dimensions, prepositions, psychological processes, and pronouns. The results revealed significant differences among male and female teachers considering various categories of speech content. They found that the differences between male and female L2 teachers exist through not many. The speech of female teachers is more emotional and friendly. They use less negative words and sentences. Therefore, it was a fundamental requirement of the researcher to investigate the trends of male and female teachers' speech styles in the EFL classroom interaction. Specifically, the researcher gave limitation to the teachers' gender.

2. Literature Review

2. 1. Speech Styles

According to Joos (1982) the speech style refers to the form of language that the speaker uses. People may be having different speech styles although some of them speak the same language. Furthermore, he stated that speech style is influenced by the social factors. In the EFL classroom, interaction involves teacher and students. Teacher in teaching actually has different speech styles with students in learning. It cannot be ignored that both teacher and students are differentiated by some social factors. Some social factors could be the age, gender, educational background, and environment. Moreover, Chaika (1976) defined style is the selection of the linguistics forms to convey social or artistic effects. Style also acts as a set of instructions. Teacher has main roles in the classroom interaction. He or she is expected to select the best linguistics form in styling the speech to convey information and knowledge to students.

Certain speech style used in the classroom contains a set of instruction. A set of instruction should be had by the teacher as long as the teaching and learning process. Every teacher could be having different speech styles when he/she does pre-activity, whilst activity, and post-activity.

The concept of speech styles has been classified by some experts. In identifying the types and dominant speech styles used by male and female teachers in teaching, the researcher applied two theories, those theories are speech styles of Joos (1976) which include froze style, formal style, consultative style, casual style, intimate style whereas speech styles from Chaika (1982) include formal style, informal style, serious style, ironic style, humor style.

2. 2. Gender Differences in English Language Teaching

Particularly, Mahmud (2015) highlighted the impact of gender differences in English language learning by exploring the learning styles of English students of the State University of Makassar based on the notion of women's language as discussed in the discourse of language and gender by Lakoff (1976) and Tannen (1990). She found the data through interviewing the students by reveal their attitudes towards speaking to different sex, strategy to express opinion, group work preferences, activeness/passiveness, and their perception to increase English skills dealing with sex difference. She argued that male and female students have different strategies in learning English. Female students of State University of Makassar were reluctant to speak to different sex. They preferred the direct way to express opinions especially in writing, work with the same sex, and tended to be passive in the class. Besides, female students saw the high possibility to increase their English skill by working with the same sex. Meanwhile, male students preferred to indirect way and tended to active in the class.

The previous theories have shown that gender plays important role in the teaching and

learning process in the classroom interaction. Teaching English as foreign language needs special method and approach especially in Indonesia. Mahmud (2015) mentioned that in non-English speaking countries, such as Indonesia needs more intensive and integrated approach. She further stated that the personal identity of the teachers was also required by the students. They also wanted their teachers to be young and energetic to give them more inspirations. Good skills in English and high educational background were valued more than those who were not skillful and lower educational background.

One of the personal identities of the teachers is gender. Although male and female teacher use the same method and approach in the teaching and learning process but the way they communicate to students are different included the speech style they use. One notable research was conducted by Baxter (2010). Baxter made classification of male and female speech into two categories. They are male speech style and female speech style. He then reduced the classification related to the feature of speech. Female speech styles are featured into five, 'personal', 'compliant', 'polite', 'co-operative', and 'process-oriented'. Meanwhile, male speech style is featured into six, 'fact', 'assertive', 'aggressive', 'use of humor', 'ego-enhancing', and 'goal-directed'. Tannen (1990) also made comparison about speech between men and women related to their language use. He found that mostly language used of women's speech is used to make empathy, encouragement, details, questions, and concern. Further he stated that woman's speech is required them to show a greater concern to be polite and grammatical. On the contrary, men's speech is generally more hostile, they tend to interrupt and deride others more, and they use verbal expression of adversarial argumentative style, discouragement, and analytical critique.

3. Research Methodology

In this research, the researcher applied qualitative research design because it dealt with the data form of the dialogues among

male teachers and their students or female teachers and their students in the EFL classroom interaction. Miles et al (2014:28) defined: "*Qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations. The data is captured on the perceptions of local participants from the inside through a process of deep attentiveness, of empathetic understanding, and of suspending or bracketing preconceptions about the topics under discussion.*"

Based on the definition above, the researcher described naturalistic setting as classroom interaction that involves male or female teachers with their students in the teaching and learning process for different classes. The researcher conducted this research at senior high school that involves teachers and students together in the teaching and learning process. This research also as descriptive method because it described kinds of speech styles used by male and female teachers in teaching. This research was classified into a descriptive qualitative because the data were in the form of utterances. The data were analyzed descriptively based on the transcripts of audio recording of male and female teachers' utterances in EFL classroom interaction.

Descriptive qualitative research was appropriate design in conducting this research, which was aimed at describing speech styles that were constructed through interaction between male or female teachers with their students in the classroom. This design was flexible to answer the statement of the problems offered in the first chapter. Besides, the data were interpreted and displayed descriptively and systematically based on the supporting theory.

This research was conducted at two schools in Bone regency namely SMA Negeri 2 Watampone which is located on Jalan Jend. Gatot Subroto no. 56 Watampone and SMA Negeri 4 Watampone located on Jalan Hos Cokroaminoto Watampone. SMA Negeri 2

Watampone has four English teachers that consist of 3 male teachers and 1 female teacher. Meanwhile, SMA Negeri 4 Watampone has 7 teachers that consist of 4 male teachers and 3 female teachers.

In selecting the participants, the researcher used purposive sampling. Purposive sampling was the process of selecting a small member of individuals for a study in such a way that the individuals chosen that helped the researcher to understand the phenomenon under investigation. The purposive here laid on the teachers' gender. In conducting this research, the researcher chose 2 teachers of SMA Negeri 2 Watampone and 4 teachers of SMA Negeri 4 Watampone. The two English teachers of SMA Negeri 2 Watampone consist of 2 male teachers while the four English teachers of SMA Negeri 4 Watampone consist of 1 male teacher and 3 female teachers. So, the total number of the participants was 6 English teachers.

The primary instrument of this research was the researcher herself because the researcher acted as passive participant who conducted observation to find out the accurate data. Ary et al (2009:440-443) stated that the primary instrument used for data collection in qualitative research was the researcher him or herself, often collecting data through direct observation or interviews. Because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment. It is believed that only a human instrument is capable of this task. He or she talked with people in the setting, observes their activities, reads their documents and written records, and records this information in field notes and journals.

Furthermore, to get data more systematic, effective, and easier the researcher used some techniques. Miles et al (2014:30) mentioned that qualitative research is collected and analyzed based on the observations, interviews,

documents, and artifacts. These data collection activities typically are carried out in close proximity to a local setting for a sustained period of time. Such data are not usually immediately accessible for analysis but require some type of processing: Raw field notes need to be expanded and typed up, audio recordings need to be transcribed and corrected, and photographs need to be documented and analyzed.

Related to the above explanation, the researcher conducted several techniques. The first one is observation which was conducted by attending the teaching and learning process as passive participant. As passive participant, the researcher observed the phenomenon that happened in the classroom as long as teaching and learning process. The observation was documented through field notes and audio recording via mobile phone namely Samsung GT-5211.

Through field notes, the researcher made notes about all phenomenon happened in the classroom especially the interaction among male teachers and their students or female teachers and their students, their gestures, activities during the teaching and learning process. The notes were taken when the teacher allowed the researcher to attend the class. The allowances should be considered in obtaining the data. Because some teachers argued that when the researcher attended to their class, the teaching and learning process would be interrupted. It also caused the data obtained were not natural. Moreover, when the researcher attended the class as passive participant, it made the teachers feeling hard in teaching. Based on the situation described, the researcher observed the teaching and learning process inside the classroom but sometimes did outside the classroom.

Through audio recording, the researcher recorded the speech used by male and female teachers in their own classroom during teaching and learning process. The researcher recorded male and female teachers' utterances

started from they open the class till end the class in every meeting.

The second is an interview (semi structure interview) which was conducted to the male and female teachers to obtain information and to explore their ideas and opinions about speech styles they used in the teaching and learning process in the classroom. The questions of interview used in English and Indonesian language. Most of questions were in interview setting. The interview was

recorded to store the teachers' answers, so it was presented as enclosure data.

4. Findings

4. 1. Dominant speech styles of male and female teachers

Based on the data from audio recording and classroom observation, the researcher emphasized that dominant speech styles used by male and female teachers. This can be seen in the following table:

Table 1. Dominant speech style used by male teachers

No	Types of Speech Style	The accumulation of utterances	
		Meeting I	Meeting II
1.	Formal	300	100
2.	Consultative	312	242
3.	Casual	200	85
4.	Intimate	1	2
5.	Informal	15	3
6.	Seriously	2	9
7.	Ironic	5	4
8.	Humor	5	1
Total	840	446	

Table 1 above shows the accumulation of all utterances used by male teachers for every speech style in two meetings. In the 1st meeting, male teachers used many utterances for formal style and only one utterance for intimate style. Whereas, in the 2nd meeting, male teachers used 242 utterances for formal style and one utterance for humor style. The accumulation of all utterances for formal style

in every meeting is highest. The highest accumulation reveals that consultative style was dominantly used by male teachers in EFL classroom interaction.

The following table 2 shows the accumulation of all utterances used by female teachers for every speech style in two meetings.

Table 2. Dominant speech style used by female teachers

No	Types of Speech Style	The accumulation of utterances	
		Meeting I	Meeting II
1.	Formal	142	70
2.	Consultative	133	48
3.	Casual	108	32
4.	Intimate	16	28
5.	Informal	5	1
6.	Seriously	8	1
7.	Ironic	5	4
Total		417	184

In the above table shows that female teachers used some types of speech styles and every

style consists of some utterances. Female teachers mostly used formal style in every

meeting. In the first meeting, they used 142 utterances for formal style and only 5 utterances for informal style and ironic style. In the second meeting, they used 70 utterances for formal style and only 1 utterance for informal and seriously style. From the description above, it can be seen that the total accumulation of all utterances for formal style in two meetings was highest.

Male Teacher A

Extract 1: Entering the classroom and registering the students

MTA: *Ok, siapkan dulu!*

[Ok, prepare first!] Who is not in today?

Who is who is not in today? Yes?

Ss: *Fatur sir...*

MTA: *Fatur? Running number? Huh... Running number?*

Ss: *Twenty three... Dua tiga...*

[Twenty three... Twenty three...]

MTA: *Twenty three? Ya, Ok!*

Ss: *Thirty two.*

MTA: *Thirty? Thirty two. Ya.... Ok. Thirty two. Ya... Fatur. Ok. Huh...What is the matter? What is the matter with him? Is he absent?*

Ss: *Yes...*

Ss: *Sick...*

MTA: *Yes... No information?*

Ss: *No sir....*

MTA: *Ok, right! Who else? Who else? Who else? Eee... all the girls present?*

Male teacher 1 (MT1) entered to the classroom. After putting his bag on the table, the chairman of the class prepared his friends to welcome the teacher. In the extract 1 above, it shows that male teacher A used consultative style to do pre-activities in the teaching process. Consultative style he used identified by the utterances *ya* [yes] and *Ok*, *huh*, *right!* The consultative style was found when he took the register of the students. He took the register by asking *Who is not in today?* He then asked *Huh... What is the matter? What is the matter with him? Is he absent?* The students answered it by saying *Yes*. He replied the students' respond by saying *Yes*, *no information?* The

question was to obtain the detail information about the student who didn't come. After other students said *No, Sir!* He replied it by saying *Ok, right!* His reply shows that he already sure that the student was absent because he didn't have any information. Another example can be seen in extract 2 below:

Extract 2: Checking the time

MT1: *Ya, ok. Saya kira sampai disini anak-anakku sekalian. Dan semua tadi handoutnya dikumpul. Ya. Kumpul disatukan. Disatukan. Satukan. Satukan disitu.*

[Yes, ok. I think that all kid. And the handout should be collected. Yes. Collect it all. Make it all. All. All there.]

In extract 2 above, male teacher A was checking the time. He realized that the time was over. So, he asked his students to stop the activity and collect the handout. The extract shows that the consultative style used by male teacher 1 to tell the students that time was over through the utterance *Ya, ok. Saya kira sampai disini anak-anakku sekalian* [Yes, ok. I think that all kid.] The consultative style he used continued after he asked the students to collect their handout. The special term that indicates consultative style he used is *ya* [yes].

Male Teacher B

Extract 3: Revising the last material

MT B: *Ok students, how are you today?*

Ss: *I am fine thank you.*

MT B: *I am fine too, thank you. Good! Hmm... Before... The last meeting, we have a discussion right?*

Ss: *Yes.*

MT B: *Ya... That is if conditional. If Conditional, right? In Indonesia we say kalimat pengandaian. Ok. For example if you drop an egg, it breaks. If you drop an egg, it breaks. Kalau kau menjatuhkan telur, akan pecah atau pasti pecah?*

[Yes... That is if conditional. If Conditional, right? In Indonesia we say kalimat pengandaian. Ok. For

example if you drop an egg, it breaks. If you drop an egg, it breaks. If you break an egg, will break or breaks?]

In the above extract, Male teacher B said *hmm...* after saying everyday greeting to the students. It has no meaning but it is indicated that there is information that students have to remember. That was that material of the last meeting. He then asked the students to make it sure. The students affirmed that they studied about conditional sentences. It was responded by male teacher B by saying *Ya...* That is if conditional [*Yes... That is if conditional*] to correct the students' answers. If conditional, *right?* was spoken by him to affirm the answer of his question. The terms *hmm...*, *yes [Yes]*, and *right?* are identified as consultative style he used.

Extract 4: Making things clear

MT B: Saya pasti ketemu dia atau saya akan ketemu dia?

[I meet him or I will meet him?]

Ss: Akan...

[Will]

MT B: That's right! Akan... Because this is not general true. Karena ini bukan kebenaran umum. Yang kebenaran umum itu, that is if you drop an egg it breaks. Kalau kau menjatuhkan telur, pasti... pecah.

[That's right! Will... Because this is not general true. Because this is not general true. The general true is, that is if you drop an egg it breaks. If you drop an egg, certainly... break.]

Ss: Pasti pecah...

[Break...]

MT B: Kebenaran umum. Ya... Kebenaran umum. That is we call natural... natural... Ya... That is we call natural. Alami...

[General true. Yes... General true. That is we call natural... Natural... Yes... That is we call natural. Natural...]

Male teacher B taught about if conditional. He told the real situation to make students understand it easily. In the extract 14 above,

male teacher B gave choice to students. The choice was expected to be answered by students. The students' answer was correct and he responded it by saying *That's right*. After a short explanation he said *ya [yes]* again to affirm that the answer is right. The terms are strongly indicated consultative style.

Male Teacher C

Extract 5: Checking students' progress

Male teacher C assigned his students to do a task on their handout. The assignment only needs to be check listed. Male teacher C then checked the students' progress.

MT C: Langsung saja ditandai itunya. Ok? Finish?

[Just make a checklist. Ok? Finish?]

Ss: Not yet, sir.

MT C: Aduh, kok lama? Tidak usah pake lama.

[Why it's too long? It doesn't need a long time.]

Ss: Difficult, sir.

MT C: Difficult? No! You have a formula in your notebook. Itu saja liat dibuku catatannya kemarin. Ada dibuku catatannya rumusnya.

Ok! Let's look at. Kita liat ya. Number one.

[Difficult? No! You have a formula in your notebook. Just look at your note you write yesterday on your book. The formula is on your notebook. Ok! Let's look at. Yes, let we see. Number one]

Ss: Type two.

MT C: Ya? Type two. Ok! Number two?

[Yes? Type two? Ok! Number two?]

Ss: Type two.

The above extract shows that male teacher C used consultative style to check his students' progress by asking them question *Finish?* It was replied *Difficult* by the students. The students' respond made him unsatisfied because they have spent a long time to do the assignment. He then replied them by saying *Difficult? No!* The utterances were spoken with high intonation and classified as consultative style. The utterances indicated that he was unsatisfied with the students. They have the formula on their notebook but still

couldn't do the assignment. The consultative style continued when he tried to explain the assignment for number one. Kita liat ya. Number one [Yes, let's we have a look. Number one] when the students mentioned their answer, he noticed that the answer is true. He affirmed it by saying Ya [Yes].

Extract 6: Checking time and ending the lesson

MT C: Ok, thank you. May be in the next time kita pindah lagi ke materi baru. Because time is over. Ok, just study hard. Belajar. Ya, tinggal sedikit waktunya. Ok, thank you.
[Ok, thank you. May be in the next time we move to a new material. Because time is over. Ok, just study hard. Study. Yes, there still a few minutes left. Ok, thank you.]

Male teacher C realized that time was over. He then asked the students to stop the activity and gave important announcement. The consultative style used by male teacher C on the above extract, shows when he said Ya, tinggal sedikit waktunya [Yes, there still a few minutes left] to affirm that the time was almost over. The utterance also addressed to students to stop the activity because he found that there still some students keep doing the assignment. The term yah [yes] is clearly consultative style.

Female Teacher A

Extract 7: Preparing the class

FT A: Ok, disiapkan dulu.

[Ok, prepare the class first.]

Chair: Ready! Stand up please! Great!

Ss:

Assalamualaikumwarahmatullahi wab arakathu...

FT A: Sit down please! Eh ananda, have you received your book? Sudah terima bukunya?

[Sit down please! Eh kid, have you received your book? Have you received the book?]

Ss: Belum...

Not yet...

Ss: Sudah...

[Yes, I have...]

FT A: Yang belum berarti belum kumpul. Buktinya nggak ada. Ok, yang belum, yang tidak kumpul buku, tetap ditunggu bukunya. Dengan sanksi, ada sanksinya... Karena anda lalai waktu pengumpulan dengan denda dengan menulis 200 irregular verb.

[For whom who haven't submitted? No proof. Ok. Who hasn't submitted, who didn't submit the book, I am still waiting. He/she will be fined, there is a fine... Because you have ignored the deadline to submit it (assignment), write down 200 irregular verbs.]

In the extract 7 above, female teacher A came to the class and asked the chairman of the class to prepare his friends before studying. Female teacher A used formal style when she entered to the class, responded students' greeting, and got down to start the lesson. The formality of her speech lies on the sentences she used. When she entered to the class, she said Ok, disiapkan dulu! [Ok, prepare the class first!] the utterance is formal style. The formality lies on his intonation when she said it. Sit down please! was addressed to all students to sit down after the chairman of the class prepare his friends. The formality continued when she asked the students about their books by using the utterance Have you received your book? Those utterances are well grammatical and received short respond from the students. The short respond from the students affirmed that she only need clarification from the students about the book. The formality also found when she gave punishment to students who didn't submit their assignment. Karena anda lalai waktu pengumpulan dengan denda dengan menulis 200 irregular verb [Because you have ignored the deadline to submit it, write down 200 irregular verbs] strongly indicated formal style. And her punishment got short respond by students. Short respond strongly affirm formal style.

Extract 8: Making revision and telling the objective

FT A: Ok. Sudah selesai untuk masalah remedi-remedian UTS. Now, we are going to enter to our material. Kita masuki materi baru sekarang. Jadi setelah UTS ada dua materi yang akan kita bahas. Yang pertama adalah narrative text. Yang kedua adalah song. Untuk narrative text ini insya Allah kita akan pertemuan enam kali. Jadi sini adalah proyek besar. Untuk narrative ini kita akan berdrama. Penghuni kelas ini ada berapa?

[Ok, It has been clear about UTS remedial. Now, we are going to enter to our material. We enter to our new material now. So, after UTS there will be two materials that should be discussed. The first is narrative text. The second is song. Insya Allah, we will discuss narrative text for six meetings. This is a big project. We will have drama for narrative text. How many students here?]

Ss: Empat puluh..

[Fourty..]

Female teacher A (HN, 42) made revision about students' score on mid semester then he told the objective of the lesson. Extract 39 above describes female teacher A in doing pre-activities, she began to revise the material in last week formally. It's about students score on daily examination and the steps that should be done by students to pass the score. After made revision, she told the students about the objective of the lesson on the day formally. Her formality not only lies on the grammatical of her utterance but also lies on her intonation of speech.

Female Teacher B

Extract 9: Greeting the students and get down to start

FT B: Hello! Assalamualaikum warahmatullahi wabarakatuh.

Ss: Waalaikumsalam warahmatullahi wabarakatuh..

FT B: Good morning everybody...!

Ss: Morning...

FT B: How are you this morning?

Ss: Pretty good.

FT B: Very good?

Ss: Yes...

FT B: So, so?

Ss: Yes...

FT B: Ok, I repeat again! How are you today?

Ss: I am fine thank you.

FT B: I am fine to thank you very much. Eee...

Ya.... I have promised to you. Today we are going to play a game. Related to our material. Yang berhubungan dengan materi kita. It's about proverb. Ok? And the last meeting because I have divided you into some groups, so please right now sit down with your own group.

[I am fine to thank you very much. Eee... Yes... I have promised to you. Today we are going to play a game. Related to our material. Which is related to our material. It's about proverb. Ok? And the last meeting because I have divided you into some groups, so please right now sit down with your own group.]

Female teacher B was teaching in the morning. Before starting the lesson, she asked the chairman of the class to prepare his friends. Extract 37 above shows that when opened the class, female teacher B used formal style through two classroom activities. Everyday greeting and getting down to start. The formality of her speech strongly found on her utterance, Assalamualaikum warahmatullahi wabarakatuh. The utterance is commonly used to start speech or activity in formal occasion. The intonation of her speech when she uttered the utterance was low but rather high. It affirmed that students should be conscious of her presence and be ready to study. She didn't need long respond because she just needs students' clarification of their condition before studying. Female teacher B used formal speech style as long as she opened the class. Her formality of speech also found when she greeted the students. Good morning everybody, How are you this morning?, Ok, I repeat again! How are you today? She used the utterances to greet the students and classified as formal gratitude expression. The utterances got short

respond from students but then she reply the respond by saying I am fine to thank you very much. Her formality continued until she wanted to get down to start the lesson. Well grammatical found on her sentences she used.

Extract 10: Making things clear

FT B: Oh, yes listen please! Pay attention! Hello! After translating, setelah di translate. Please write down some difficult words. Tulis juga beberapa kata yang sulit. The words you haven't get before yet. Kata yang belum pernah ditemukan. Ya. Ok, while doing it listen up your name please! Andi Ayu?
[Oh, yes listen please! Pay attention! Hello! After translating, after it translated. Please write down some difficult words. Don't forget to write down some difficult words. The words you haven't get before yet. The word that is hasn't met. Yes. Ok, while doing it listen up your name please! Andi Ayu.]

Female teacher B (MR, 25) gave explanation to her students about the activity given. In the extract 40 above, female teacher B used formal style when she made the assignment given to students clear and sequenced the activity of students. She got the students' attention by using formal utterances Oh, yes listen please! Pay attention! Hello! The formality remained when she told the students what they have to do next after the activity and took the register by saying Ok, while doing it listen up your name please! Andi Ayu? Her formality of this interaction is identified by well grammatical on her utterances.

Female Teacher C

Extract 11: Greeting and registering the students

FT C: Ok, prepare the class!

Chair: Stand up please! Great!

Ss:

Assalamualaikumwarahmatullahiwab arakatuh...

Chair: Sit down please!

FT C: Ok, attention please!

Ss: Yes, ma'am

FT C: I am going to call your name.

Ss: Yes, ma'am.

Female teacher C (MF, 33) come to the class and exactly asked the chairman of the class to prepare his friends. From extract 38 above, female teacher C used formal style when he entered to the class, to do great the students and to take the students' register. When she entered to the class, she said, Ok, prepare the class! got no response from the students. It's one of the characteristics of formal style. But when she took students' attention to take the register, she got short response. The response she got when took the students' attention was to check their readiness to be taught. Meanwhile, when took the register on her utterance I am going to call your name got respond from the students.

Extract 12: Sequencing activity

FT C: Any question so far? Ada pertanyaan sejauh ini? Do you understand?

[Any questions so far? Any question so far? Do you understand?]

Ss: es...

FT C: Ok, very good! And now, write down fifth teen proverbs complete with the meaning. Tuliskan lima belas macam proverbs.

[Ok, very good! And now, write down fifth teen proverbs complete with the meaning. Write down fifth teen proverbs.]

Ss: Itu yang dikumpul ma'am

[It has been submitted ma'am.]

Ss: Anu itu riddle.

[It was riddle.]

FT C: Riddle ya. Silahkan ambil bukunya diatas meja saya. Write down fifth teen proverbs complete with the meaning. Tuliskan lima belas macam proverb lengkap dengan artinya and open your dictionary.

[Riddle, isn't it? Take your book on my desk please. Write down fifth teen proverbs complete with the meaning. Write down fifth teen kinds of proverbs completed with the meaning and open your dictionary.]

Female teacher C (MF, 33) made a sequence of classroom activity from made revision about the material in the last meeting to start a new material. The topic of the last meeting was about riddle meanwhile the topic for the day was proverb. On the above extract, formal style found on female teacher C to do pre-activities when she checked the students' understanding about the material (proverbs), Any question so far? And the utterance Do you understand? Are strongly formal style. Her formality of speech continued after checking the students' understanding by assigning them a task about the material given. And now, write down fifth teen proverbs complete with the meaning. Write down fifth teen proverbs contains formality. The formality lies on the intonation she used. The formality continued when a student asked her about the book on her utterance Silahkan ambil bukunya diatas meja saya [Take your book on my desk, please.] also affirmed formal style she used.

4. 2. Factors influencing the uses of speech styles

The researcher identified factors influencing the uses of speech styles when both male and female teachers of SMA Negeri 2 Watampone and SMA Negeri 4 Watampone communicate to their students in teaching based on the data obtained from audio recording, classroom observation, interview, and teachers' profile. The researcher found that speech styles used by male and female teachers were influenced by social factors which are proposed by Mc Garrity (2008). Those social factors are explained as follows;

a. Gender differences

Male and female teachers have different perception toward dominant speech style they used in teaching. The findings in the first part revealed that dominant speech style used by male teachers was consultative style. Conversely, dominant speech style used by female teachers was formal style. The researcher found that male teachers used many utterances for consultative style while female teachers used many utterances for formal style (see table 3.1 and 3.2). Moreover, consultative

style as dominant speech style for male teachers and formal style as dominant speech style for female teachers have been confirmed by them through interview (see extract 62-67). Besides, the researcher also asked them one by one about why they used the style dominantly in teaching. The result of the interview revealed that between male and female teachers have different perception in confirming their reason through the following extracts:

I use this speech style because since I have been a teacher, this style never hindered me. Even this style is benefit not only for myself but also the students themselves (MT A)

Because I try to use my language in use in their age and I try to use the diction the common the word that common to the students (MT B)

Saya pakai itu gaya bahasa karena gampang ditau anak-anak. Karena kapan kita pakai bahasa yang diatas apalagi bahasa Inggris susah. [I use the language style because it is easy to be known by the students. Because when we use the highest language especially English is difficult.] (MT C)

The three extracts above show that the reason of male teachers used consultative style dominantly in teaching is to convey information to be easily understood by the students in learning. Based on the statement of male teacher A, consultative style is used to facilitate him to convey information and knowledge to the students in learning. Similarly, male teacher B emphasized that he considered his speech style related to the students age. Thus, he usually used the common diction to the student. Common diction is interpreted as words that have been known by the students. By using the common diction, the students can receive what he informs easily. The common diction is 'ya/iya' [yes] that he mostly used to affirm information he gave to the students in teaching. In line with him, male teacher C also said that the speech style he used is to facilitate students in learning. Conversely, female teachers confirmed their

reason differently through the following extracts;

Karena sesuai diri saya saja. Artinya tidak terlalu menjaga image karena gaya bahasa itu kan terbentuk dengan sendirinya dengan berinteraksi dengan anak-anak. [Because it is suitable for me myself. It means that not to keep my image because my speech style formed by interaction in the classroom.] (FT A)

Karena kalau misalnya saya ingin bilang sesuatu selalu would you like to sit down please. I always use that expression. Sesuai dengan diri saya. Secara umum yah seperti itu. [It is because when I want to say something, I always use would you like to sit down please. I always use that expression. It is suitable for me myself. In general like that.] (FT B)

Tergantung diri sendiri. Bagaimana cara kita bawaan. Saya selalu bawa santai. Jangan stress. [It depends on me myself. How do I speech. I always speech in relax way. Don't be stress.] (FT C)

Extract 72-74 above show that all female teachers perceived formal style as their dominant speech style in teaching by considering their selves as individual and the process happened in the classroom. On the extract 72, female teacher A affirmed that she used formal style because the style is suitable for herself based on the interaction happened in the classroom. In line with her, on the extract 73 female teacher B confirmed that formal style is identical with formal expression she always used in the classroom. She also emphasized that she is a formal one. Her statement is supported by female teacher C on the extract 74 who stated that the way she used her speech style is depend on herself. Through her statement, she also affirmed that she is a formal one.

Moreover, to support the findings above the researcher clarified the phenomena to all teachers through interview but mostly teachers couldn't explain about the influence of their gender in teaching. Fortunately, two comments

came from two teachers. The researcher put forward these following extracts.

In my opinion, female (speech) is more intimate than male. But the other language style I don't know but this one, female is more intimate. (MT B)

In his opinion, he didn't know more about the differences between male and female speech style. He only knows that female speech style is more intimate than male speech style. The same comment also affirmed by female teacher A (HN, 42) who stated;

Pengaruh gender terhadap gaya bahasa saya dalam mengajar tentu ada. Karena pada dasarnya perempuan terkesan lembut sedangkan laki-laki tegas. Sehingga bisa saja terjadi perbedaan persepsi antara siswa bahwa gaya bahasa guru laki-laki begini. Gaya bahasa guru perempuan begini. [Of course, gender influences my speech styles in teaching. As we know, female is calm meanwhile male is assertive. So, the differences also cause different perception between students that female teacher speech style like this, male teacher speech style like this.] (FT A)

According to female teacher A, her gender as female influences her speech style in teaching. Furthermore, she emphasized that male and female teachers' speech style is different. The differences of speech style can cause different perception toward students in learning.

b. Age differences

The differences of speech styles between teachers were not only influenced by their gender as male teacher or female teacher but also their age. Age differences influenced them to use different speech style although they have the same sex. The researcher found that male teacher A as the oldest who is 58 years old; his speech style was more consultative than other male teachers. The accumulation of his utterances that contain the term was highest in every meeting.

Saya selalu mengatakan 'ya'? Oh, saya menggunakannya tanpa sadar. Padahal saya yang selalu komentari orang. Tapi, pada dasarnya saya menggunakannya untuk menarik perhatian anak-anak agar mereka tetap menghargai saya sebagai seorang guru dalam kelas dan sebagai orang tua dalam kelas. [Do I always use 'yes'? Ouh, I used it uncounsously. In the reality, I always give comment to others. Indeed, I used it to get students' attention in order they stay respect on me as a teacher and a parent in the classroom.] (MT A)

Based on his explanation, male teacher A used consultative style to get students' attention. That is way, he used the style uncounsiously as long as he teaches. He futher stated that he used the term in asking for students' respect toward him. Respect here contains implicit meaning that he is a teacher and he is older than his students. On the contrary, female teacher B as the youngest who is 25 years old; her speech style also more consultative than other female teachers. She used many utterances for consultative in every meeting. On her utterances she also mostly used the term 'ya' [yes].

Kata ya? Mungkin untuk menarik perhatian anak-anak. Umur saya kan tidak jauh beda dengan mereka. Jadi seperti itu. [The word ya? May be I used it to get students' attention. Our age is not much different. Ilike that.] (FT B)

According to her, consultative style she used in the classroom also to get students' attention. Besides, the term also indicates that between she and her students are almost the same age.

In other case, male teacher A (TS, 58) and female teacher A (HN, 42) who are the oldest teacher from both gender their speech style were more intimate. It is revealed by the special terms they used that indicated the style. Male teacher A used the term nak [kid], anak-anakku [my children], and boys and girls on his utterances to the students.

The word 'nak' I used because I and my students are different generation. I am older than them all. (MT A)

On his statement, he tried to inform that between him and his students there is a gap. The gap is related to his age. So, the term 'nak' he used to bridge the gap to communicate with his student in teaching.

Semakin bertambah umur seseorang semakin berwibawa gaya bahasanya. Itu sebabnya saya sering menggunakan kata "ananda" kepada seluruh siswa dalam kelas dan secara khusus kata "nak" pada setiap siswa. [The older someone, the wiser speech style he/she uses. That is way I usually use the word "ananda" to all students in the class and particularly "nak" to every student] (FT A)

On her opinion, she tried to confirm that she is aware about her age when she speaks to students in the classroom. The term 'ananda' and 'nak' used by her to show that she respected to her students who are younger than her when she teaches in the classroom.

c. Classroom situation and students' condition

Based on the result of interview, researcher also found that classroom situation and students' condition influenced male and female teachers' speech style in teaching. Those factors were mostly confirmed by all male and female teachers.

"Situation of the classroom. When the classroom is troubled by the environment, such condition is noisy problem. So, I speak loudly in order that all students in the class can hear me clearly. And also, I speak slowly so that the students can catch or understand what I say or tell them. When the classroom is convenient, I manage my speech in turn to be slow and high. This purpose is to attract the attention of the students. And sometimes after speaking loudly I take pause in seconds then I continue it horizontally. All these ways are the tactic to be used so as to the students are not bored in learning." (MT A)

According to him, classroom situation was factor that influenced him to manage his speech styles in teaching. Besides, noisy problem he said also indicated that he really considered students' condition.

"It is not good idea to used only one language style in teaching. Because sometimes we have to be friend for students, and sometimes you have to be a teacher or mentor." (MT B)

The statement shows that male teacher B considered his speech styles in teaching based on the situation happened in the classroom. There was a certain situation required him to speak as a friend and other situation required him to speak as a teacher. It means that students' condition also influenced his speech styles in teaching.

"Liat juga kelasnya. Misalnya dari IPA kita pindah ke IPS. Pasti di IPS jarang berbahasa Inggris. Jadi beda sekali toh dari IPA ke IPA. Jadi kita pakai bahasa yang paling rendahlah yang kita bisa sepaham." [Consider the class. Such as, we move from exact class to social class. In social class, we sometimes speak English. It is very different between exact class and social class. So, we use the simplest language style that can make us understanding each other.] (MT C)

In his opinion, speech style he used depends on the classroom situation. He differentiated his speech styles for every class. He further noted that the speech styles he used were proposed to be understood easily by students. It shows that he also considered students' condition. Female teacher A (HN, 42) supported him. She stated that speech styles she used in teaching were depends on the situation in the classroom. If students needed humor, she used humor speech style to stimuli students to laugh for a while.

"Kalau saya, saya liat kondisinya anak-anak. Bahwa setiap kelas beda karakter, beda gaya bahasa bahkan beda perlakuan." [According to me, I consider students condition. Every class has different character, different speech style even different treatment.] (FT B)

Through her statement, she confirmed that classroom situation and students' condition were factors that influenced her speech styles in teaching. She further stated that she also differentiated her speech styles for every class.

"Saya sesuaikan saja dengan anak-anak. Kalau memang pale kita butuh speak yah kita pakai formal". [I consider the students. If we need to speak, we use formal.] (FT C)

Based on her statement, she confirmed that students' condition influenced her to decide certain speech style she used in the classroom.

d. Teaching experience

In particular, the researcher found that two of six teachers said that teaching experience influence their speech style in teaching.

"I think my speech styles in teaching have being done for many years and the result, the students have been active in learning English." (MT A)

According to him, his speech style in teaching was influenced by his teaching experience. He already considered his speech style since he has been a teacher. The experience he has made him aware about the use of his speech style in teaching toward students in learning.

"... Dan itu saya alami di tahun-tahun awal mengajar dan sekarang kan sudah banyak pengalaman. Jadi yah saya kendalikan saja." [...And I experienced it in the first year I teach and now I have had many experiences. So, I just handle (handle her students by her speech)] (FTA)

In her statement, she affirmed that experience in teaching influenced her speech style. By having many experiences in teaching, it made her easy to handle the students through her speech style.

5. Discussions

Based on the findings in the previously stated, speech styles used by male and female teachers of SMA Negeri 2 Watampone and SMA Negeri 4 Watampone almost covers all kinds of speech styles from both theories of Joss (1976) and Chaika (1982). Male and female teachers used different speech style from both theories in every phase of classroom interaction for different classroom activities. Speech style used by male teachers were itemized as formal style, consultative style, casual style, intimate style, informal style, seriously style, ironic style, and humor style. On the contrary, speech styles used by female teachers were formal style, consultative style, casual style, intimate style, informal style, seriously style, and ironic style.

Dominant speech style used by male teachers in EFL classroom interaction was consultative style. It has been revealed by the accumulation of their utterances that identified as consultative style. Moreover, through interview all male teachers affirmed implicitly that they used consultative all the time in the teaching and learning process. Their consultative mostly characterized by the terms 'Ya/iya' [yes]. These findings are consistent with Eckert & McConnell-Ginet (2003) who claimed that men use words such as yes, yeah, or uh-huh that is classified as signal agreement. The previously terms mentioned indicate that male teachers are assertive. Similarly, Baxter (2010) mentioned that assertive is one feature of male speech style. When they conveyed or delivered information, sometimes they have different stocks information with students. The information needs to be affirmed, clarified, or agreed by using all the terms (see extract 9-18 and extract 62-64).

Dominant speech style used by female teachers was formal style. The dominance was found out by accumulating all utterances which are identified as formal style. The findings also have been affirmed by all female teachers through interview. Formal style on female teachers was identified by well grammatical on all utterances they used and their intonation

when they spoke the utterances. The findings have been proposed by Bonvillain (1993) who mentioned that intonation and grammar are the features of the formality. It is in line with Tannen (1990) who stated that mostly language use of women's speech is requires them to show greater concern to be grammatical.

The data revealed that speech style used by male and female teachers of SMA Negeri 2 Watampone and SMA Negeri 4 Watampone when they communicate with their students in teaching were influenced by some factors. Those factors are called social factor. It is in line with Mc Garrity (2008:2) who proposed that speech style is influenced by the social factors. The social factors are social status or class, occupation, age, geography, education, gender, and ethnicity. The findings show that there were two social factors that influenced male and female teachers used different speech style in EFL classroom interaction.

The first factor was gender that has been the main variable in this research. Gender itself refers to the attitude of being male and female which is constructed and perceived by social factors. As a result, it invites perception or opinion about the roles of being male and female socially (Mahmud, 2009). The previous part has shown that there are four significant findings reveal the influence of gender toward male and female teachers' speech styles which is constructed by different perception, attitude, and behavior.

Firstly, dominant speech style used by male teachers was consultative style while dominant speech style used by female teachers was formal style. Moreover, male and female teachers confirmed their reason differently in using the speech styles. It means that they have different perception toward dominant speech style they used in teaching. Male teachers when they asked the reason of using consultative style dominantly, they focus on goal. They perceived the question given toward their speech style in teaching and students in learning process. They pointed out that they use consultative style dominantly

because they wanted the students to understand easily the information that they convey in teaching. On the contrary, female teachers when they asked the question, they tend to show their intimacy in confirming their reason. All of them explored their reason privately based on themselves individually.

This finding is consistent with Baxter ((2010) who stated that one feature of male speech style is goal-directed while features of female speech are personal and process-oriented. By using consultative style, male teachers direct their goal to facilitate students in learning while female teachers used formal style to orient their speech based on their personal and the teaching and learning process in the classroom. Moreover, Biber and Burges (2000) further states that the focus of conversations of men and women are different. Women focus on personal and interactional aspects of conversation while men focus more on transferring information.

Secondly, the findings reveal that male and female teachers show different attitude when they used ironic style in teaching. The way of male teachers criticized and complained the students was discourage them in learning. Their utterances when they complained and criticized students contain sarcasm. Besides, they tended to compare the students with someone or something. It can be seen on the extract 31-33. On the contrary, female teachers complained and criticized the students to encourage them in learning. Although their utterances contain sarcasm but they still give advice and support to the students in learning (see extract 61-63). The finding is relevant to Tannen's (1990) notion that male and female language used is different. Woman's speech is used to make encouragement while man's speech is used to make discouragement. Similarly, Gray (1992) stated that men are more likely to interpret messages according to levels of dominance, whereas women are more likely to interpret them according to levels of supportiveness. Furthermore, Mostafa and Moghaddam (2013) emphasized the similar statement based on their research that female

teachers' speech is more emotional and friendly. They used less negative words and sentences.

Thirdly, female teachers are more intimate than male teachers. In the teaching and learning process, female teachers frequently used the terms of intimacy on their utterances more than male teachers. Intimate style found on male teacher A and male teacher B but didn't found on male teacher C. Conversely, intimate style found on all female teachers. Male teacher B use the term '*nak*' [kid], '*boys and girls*', and '*anak-anakku sekalian*' [my children] while male teacher B used the term '*nak*' [kid]. Furthermore, female teacher A used three terms of intimacy when she spoke to her students. Those terms are '*nak*' [kid], '*ananda*' [children], and '*sayang*' [honey] while female teacher B used the term '*everybody*', '*guys*', and '*sayang*' [honey]. Female teacher C, in contrast, only used the term '*nak*' [kid] on her utterances.

The intimacy of female speech has been proposed by Tannen (1991) who said that rapport talk styled female speech which is designed to establish relationships and make people in relationships feel closer to each other. The notion is supported by Stanton (2001) who claimed that females in communication required them to develop and to maintain the intimacy. Female teachers in teaching used the terms which are previously mentioned to show their relationship with students in the learning process. Those terms of intimacy classified as private language between female teachers and their students.

Fourthly, humor style found to be used by male teachers and didn't found on female teachers. It means that male teachers are more humorist than female teachers. Male teachers used humor style to reduce students' anxiety in learning. They tended to use some terms or tell some topics which invited funny stimuli from students. It is in line with Baxter (2010) who noted that the use of humor features male speech styles.

Those difference styles of speech were influenced by gender differences. Gender differences on male and female teachers' speech styles of this research may be relative and situational and cannot be perceived as fixed findings. As Connell (2002) noted that language and gender differences are not fixed category. Similarly, Phillips (1980) emphasized that gender differences depending on the social context of speech. Moreover, Eckert (1998) stated that gender differences are considerable from culture to culture, from place to place, from group to group, living at the intersection of all the other aspects of social identity.

All male and female teachers in this research have various ages. Age was found to influence their speech styles in EFL classroom interaction. According to Wagner (2012) one important factor that influence male and female's speech style is age. Male and female use appropriate or more standard elements of language related to their age such as grammar, vocabulary, and etc. They use them to speak to people especially when they speak to the older one. Although teachers have the same sex, they have a tendency to use different speech style related to their age. The speech style of the oldest male teacher (58 years old) and the youngest female teacher (25 years old) were found more consultative. Furthermore, the oldest male teachers (58 years old) and the oldest female teacher (42 years old), their speech style was more intimate than all teachers.

Besides those social factors, there were specific factors that influenced male and female teachers used different speech style in EFL classroom interaction. Those factors related to the teaching and learning process in the classroom. All male and female teachers confirmed that classroom situation and students' condition influenced their speech styles in teaching. Particularly, both oldest male and female teacher emphasized that their teaching experience influence their speech styles in teaching. According to Hadidi and Monsefi (2015) said that speech styles are addressed to whom to communicate and where

the conversations take place. Male and female teachers delivered their speech to students in the classroom and every student has different condition in the learning process that caused certain classroom situation.

6. Conclusion

Based on the previous findings and discussion, the research about speech styles used by male and female teachers of SMA Negeri 2 Watampone and SMA Negeri 4 Watampone covered both theories of Joss (1976) and Chaika (1982). Speech style used by male teachers were itemized as formal style, consultative style, casual style, intimate style, informal style, serious style, ironic style, and humor style. On the contrary, speech styles used by female teachers studied were formal style, consultative style, casual style, intimate style, informal style, serious style, and ironic style.

In particular, dominant speech style used by male teachers was consultative style while dominant speech style used by female teachers was formal style. Moreover, male and female teachers show different attitude when they used ironic style in teaching. Male teacher was also found more humorist than female teachers. The main factor of those differences was gender and the other factor was age. Besides, there were specific factors influenced their speech styles related to the teaching and learning process in the classroom. Those factors covered classroom situation, students' condition, and teaching experience.

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