MALE AND FEMALE ROLE IN CONVERSATION OF THE STUDENTS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF GUNUNG RINJANI UNIVERSITY: A LINGUISTIC FEATURE OF SPOKEN DISCOURSE STUDY

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ABSTRACT

This research aims at investigating the characteristics of male language in its comparison to female language. The analysis was focused on the analysis of conversations in order to find out any significant features of male and female language which was used in the classroom discussion. The research design and analysis was a case study, with a descriptive qualitative approach. This study was focused on discovery, insight and understanding of the language facts in male and female language. Men and Female language here were in the forms of conversations which involved the male and female. The data finding and discussion of the research, which relates to research questions proposed in chapter one. The first and second research questions are concerned with the linguistics feature of male and female differences in conversation. Based on the numerous the transcriptions of conversational features were identified. The transcript of each participant was examined to ascertain which linguistics features were exhibited. Out of these, six of these linguistic features were selected for discussion and analysis, and relevant excerpts were selected as representative examples. The linguistics features which have been selected for discussion, such as: (1) minimal responses (2) overlaps (3) repetitions (4) self-repairs (5) interruptions (6) conversational breakdown. The results indicate that there were any linguistic features differences between male and female in conversation during the question and answer session in the class group discussion of the students in the University of Gunung Rinjani.

Keywords: male and female, role in conversation, linguistic feature

ABSTRAK

Penelitian ini bertujuan Investigasi perbandingan karakteristik bahasa laki-laki untuk bahasa perempuan. Analisis ini difokuskan pada analisis percakapan dalam rangka untuk mengetahui segala fitur yang signifikan dari bahasa pria dan wanita yang digunakan dalam diskusi kelas. Desain penelitian dan analisis yang digunakan adalah studi kasus, dengan pendekatan deskriptif kualitatif. Penelitian ini difokuskan pada penemuan, wawasan dan pemahaman tentang fakta bahasa dalam bahasa pria dan wanita. Bahasa Pria dan Perempuan di sini adalah dalam bentuk percakapan yang melibatkan laki-laki dan perempuan. Data tersebut menemukan dan diskusi tentang penelitian, yang berkaitan dengan pertanyaan penelitian yang diajukan dalam bab satu. Pertanyaan penelitian pertama dan kedua prihatin dengan fitur linguistik dari perbedaan laki-laki dan perempuan dalam percakapan. Berdasarkan berbagai transkripsi fitur percakapan diidentifikasi. Transkrip setiap peserta Diperiksa untuk memastikan yang linguistik fitur yang dipamerkan. Dari Ulasan ini, enam dari Ulasan linguistik fitur ini dipilih untuk diskusi dan analisis, dan Kutipan yang relevan dipilih sebagai contoh representatif. Linguistik fitur yang telah dipilih untuk diskusi, seperti: (1) respon minimal (2) tumpang tindih (3) pengulangan (4) self-perbaikan (5) interupsi (6) rincian percakapan. Hasil penelitian menunjukkan bahwa ada perbedaan antara fitur linguistik pria dan wanita dalam percakapan selama sesi tanya jawab dalam diskusi kelompok kelas mahasiswa di Universitas Gunung Rinjani.

Kata kunci: laki-laki dan perempuan, peran percakapan, fitur linguistik

Background of the Study

Language plays a major role in a society as a tool of communication thus it is closely linked to our social relationships. As the tool of communication, language is the medium through which we participate in a variety of social activities. Language provides us with many of the categories we use for expression of our thoughts, so it is natural to assume that our thinking is influenced by the language, which we use, and since language connects the community member in making interaction and cooperation in various situations, it cannot be separated from the society who exerts this language. "Language is defined as the learned system of arbitrary vocal symbols by means of which human beings, as members of a society, interact and communicate in terms of their culture," according to one introductory textbook by Trager (1972: 7). In connection to this, Seken (1992:2) added that language is a system of arbitrary vocal symbols, which produced and transmitted by means of which members of a community interact and cooperate with each other. Seken (1992:48) also mentions about Saussure's opinion that language consists of two basic parts which are interrelated and closely connected, the system of the language *(langue)* and the use of the language in social life *(parole)*.

From the linguist statement above, language can be viewed as a verbal expression of culture. Language is used to maintain and convey culture and cultural ties thus it is generally agreed that language and culture are deeply connected, then it can be concluded that language has a system and is used in certain society with its culture. The use of language in the society *(parole)* is greatly influenced by the social parameters and culture of that society. As one of the biggest influence to the use of language in a society, culture serves as a universal phenomenon to language since "cultural symbol is used to perceive a group of people in a society", (Padmadewi, 2007:2). By knowing the language, each member of a society could and should participate and experience the culture since the definition or interpretation of language meaning should consider its cultural background. Hence, it can be declared that the meaning of language is based on the tradition and culture of the dominant group within a society.

In the last two decades, language and gender is a particularly vibrant area of research and theory development within the larger study of language and society. Issues about gender and language have a long history but its status as fields of research developed alongside the second wave of feminism during the 1960s and 1970s (Weatherall, 2002). Research done based on the difference of roles between males and females in society tried to investigate how language is used in society related to its function as cultural symbol or even someone's personality to find out differences between male's language and female's language because of their social role and other social factors.

Many writers, Lakoff and Kramer (1973), for instance, insist that there is a women's language, despite the conflicting or unavailable evidence. Others, such as Ritchie Key (1975), assume that women show preference linguistic forms ("Male/Female"), or, as does O'Barr (1980), conclude that the evidence is insufficient.

Lakoff (1973), although lacking in empirical research, and influenced by bias about gender roles (Coates 1989: 65), has become the basis for much research on the subject of women's language. Her famous work, Language and Woman's Place, introduced to the field of sociolinguistics many ideas about women's language that are now common place. According to her that women's speech can be distinguished from that of men in a number of ways, labeled as the features of women's language which consist of ten elements. These features, which men and women use separately which show gender inequality, viewed from the form of language, the terms of syntactical and lexical point of view are hedging, (super) politeness, tag questions, emotional emphasis, empty adjectives, (hyper) correct grammar and pronunciation, lack of sense of humor, direct quotation, extended vocabulary (special lexicon), and statement with interrogative intonation. In most cases women marginality and powerlessness is reflected in both the ways women are expected to speak, and the ways in which women are spoken of. In appropriate women

speech strong expression of feeling is avoided, expression of uncertainty is favored and elaborates more in trivial subject-matter expression.

Alike most major tribes in Indonesia that following patrilineal rule which based on male's significance, Sasak culture also put males as the dominant group within the society. This can be proven by the fact that males have more priorities than females in terms of rituality, decision making and responsibility either domestically or inhabitantly, distribution of the family inheritance, educational opportunities, etc.

Spender (1987: 143) clarified that within patrilineal society, different language between male and female appears because of the male dominance. The policy toward the cultural attitude is based on the male priority and it can be clearly seen in their language. Padmadewi (2007:2), in connection to this, stated that patriarchy could cause the existence of sexist language (language that excludes either men or women when discussing a topic that is applicable to both sexes). Females play a very limited part in this society whereas males not only form the language, thoughts, and facts, they also determined the structure, category, and meaning and within this process.

This study aims to contribute to the understanding of the issues discussed above, either based on theories or statement and fact, as well as the understanding of linguistic universals. In this case, the investigation would be on the syntactical and lexical features of male and female language.

Since the research in this field is quite rare, the study then is expected to identify any significant features of male and female language, This study, hopefully, by seeing perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of language education.

Based on the background of the study above, the problems of the study are formulated as follows:

1. What are the characteristics of male language in its comparison to female language during the presentation?
2. Are there any distinctive linguistic features of Male and female language during the presentation?

RESEARCH METHODS

This study is a qualitative research. Bodgan and Biklen (1982) explain that a qualitative research has the natural setting as the direct source of data and the researcher has a role as the key instrument. Strauss and Corbin (1990) further assert that to obtain new perspectives on things about which little is known, qualitative researches are used. Since the researcher acts as the "human instrument" in the data collection, qualitative research employ the natural setting as a source of data (Lincoln & Guba, 1985: Merriam, 1988: Eisner, 1991). It means that the researcher has an authority in elaborating the study to find the sources and applying the appropriate theory to answer the research question.

Research subject is those population and sample in qualitative research (Satori and Komariah, 2010:45). The subject of the study refers to the people whose strategy and behaviors are observed and analyzed. Pertaining to this study the subjects are six students of English Language Department at University of Gunung Rinjani.

According to Lofland and Lofland (1984: 47) the main sources of data in qualitative research are verbal linguistic data (words and sentences) and actions produced by the subjects. In line with this study, verbal linguistic data refer to the students utterances. The actions are the student's behaviors during the discussion in the classroom. Bogdan and Biklen (1992:106) states that the term "data" refers to the rough materials researcher collect from the world they are studying; they are the particulars that forms the basis of analysis.

The methods of data collection of the study are mainly through observations and interviews. Both observations and interviews are done through the techniques of audio/video recording and note taking. The methods and techniques of data collection are briefly discussed in the following section.

To maintain confidence of the data analysis, which is carried out along and

after data collection, the researcher used three flows of activity, w h i c h is proposed by Miles and Huberman (1994) namely: Data reduction, data display and

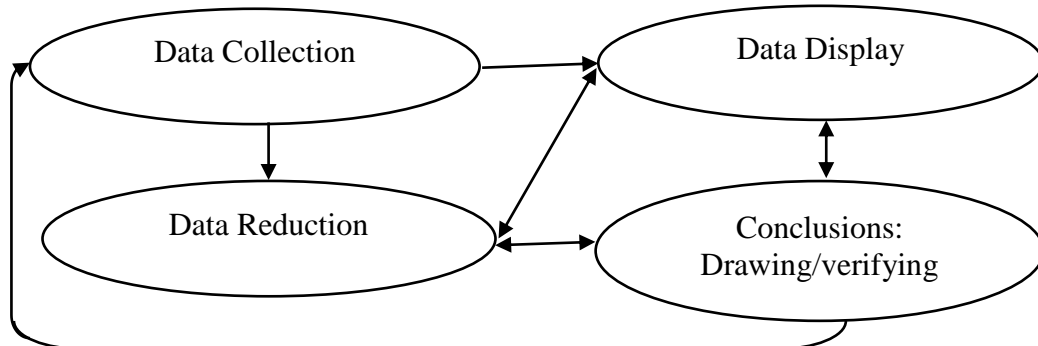drawing conclusion or verification.

Figure. 2. Components of Data Analysis: Interactive Model
(Miles and Huberman, 1994)

FINDING AND DISCUSSION

The linguistics features, which have been selected for discussion, are: (1) minimal responses (2) overlaps (3) repetitions (4) self-repairs (5) interruptions (6) conversational breakdown.

Linguistic Feature of Male and Female: Minimal Responses

Minimal responses were used for four purposes during the presentation session to acknowledge confirming to agree with something that was said, or in a questioning tone. The following are examples of the use of a minimal response to acknowledge something that was said by the students

Example 1

A is a questioner and B is a female students. B's minimal response of acknowledgement in line 44 does not disrupt the flow of what A is saying therefore, this does not interrupt the conversation.

41. A: ok..ok
42. B: look like Actors
43. A: yes….actor [nods]
44. B: Hmmm..mmmm
45. A: actor, the theater one [nod] hot entertainment
46.   Smiles at B; B smiles; both laughs

A. nods in line 43 add emphasis to her replay, in line 46, when A smiles at B this causes B to reciprocate with a smile. Both A and B then laughs. This was not only because of the smile, but also because of the

words "hot entertainment" used by A. a shared sense of enjoying entertainment and gossip magazine although people do not usually admit to it. The students understand what the words mean beyond the literal linguistic meaning, from the context. This is an example of communicative competence (Widdowson, 1992).

Example 2

51. A: (nod). Do you know some the information on literature
52. B: yes [nods] fiction literature (N nodes; A nods)
56. A: Mm hammm

Student A asks B a questions, and B answers by nodding and using the word "yes" at the end of this, B nods to let A know that it is now A's turn; to which A nods in response and uses the minimal response in line 56 to acknowledge what B had said. Both of them take turns as they speak. Thereby minimizing gaps and overlaps, as has been noted as being a component of conversation analysis (Verschueren, 1999; Cutting, 2002) the students in this conversation of question and answer session of their discussion in prose course, as used within the particular context of what is going on between the both of them.

Student A found this part discussion, question time, difficult as she had trouble thinking of question to ask (as she mentions in the feedback questions)

Example 3

72. A: Mmmmm, alright, characters in drama has been classified into two, antagonist

and protagonist
73. Antagonist, [nods]
74. D; protagonist?
75. A; (nods) yayaya
76. D: oh (laughs) that is interesting
77. A: Mmmmm
78. D: I like too

A is the presenter and D is a male students. In line 76, D laughs in acknowledgement of N's reply. He continues the conversation by refereeing to what he and N have in common in line 78. Talk is kept continuous without any gaps by the insertion of their minimal responses and non-verbal features such as nods and laughter at transition relevant places, this indicates the listener's interest in the conversation. These contributions during conversations keep the flow smooth and continuous, as according to the tenets of turn taking by Sacks, Schegloff, and Jefferson (1974).

The following are examples of the use of a minimal response to confirm something that was said;

Example 1
This part of the dialogue occurs at the beginning of question time
99. A: do you understand?
100. F: (nods) Uh.hiih

A is the presenter and F is a male students. In line 100. F uses minimal responses to answer the question. Besides that, he also nods to indicate confirmation. In reply to feedback question, F says that this part of the discussion was the most difficult for him because he had to ask questions about a subject matter on which he had limited knowledge.

Example 2
A is the presenter and H is a male students, in line 96, H uses nod as well as a minimal responses in confirmation.
85. A; you mean the actors that I like?
86. H; yah (nods)
87. A: one actor that I like is Sakhrul khan

The following is an example of the use of a minimal response to agree with something that was said;

Example 3:
104: A: a literature talks about past time and future time, literature give a mirror to the readers about real life that is pour in performing arts
107. D: the mirror of real life?

108. A: yah, [nods]
109. D; yah=

A (presenter) is talking about literature and actors; D (a Male student) shows that he is paying attention by repeating A's last few words in line 107. In line 108, A continuous with what she is saying on the same subject, and D uses the minimal response in line 109 to indicate agreement with A. this does not interrupt the flow of what N is saying, and helps to keep the talk continuous as D indicates interest and agreement with A. this is another example of how turn talking applies to this conversation (Van Lier, 1998)

In applying to feedback question, D mentions that he had trouble thinking of suitable questions to ask question time.

The following is an example of the use of a minimal response to question something that's was said

Example 4:
111. A: (I like fantasy story and horor stories
112. (Looks at E;E nods)
113. E: ah hah?
114. A: horror story like vampire and all that (look at E, E Nods)
115. and I like to read novel also

A is the examiner and E is a female students. A's gaze at E in line 112 indicates to E that this is a transition relevant place. E responds to A's gaze by nodding, and uses a minimal response with a questioning intonation to keep the conversation flowing. These two participants in the dialogue make use of linguistic and nonlinguistic devices, and therefore demonstrate their strategic competence as they optimize the efficiency of communication (Canale and Swain, 1980)

Comparison of the uses of minimal responses between the male and female students.

Table 1: minimal response

Types of minimal responses	Female			Male		
	A	E	G	D	F	H
Acknowledgement	3	6	2	1	0	4
Confirmation	1	6	4	1	1	0
Agreement	0	2	3	0	0	0
Questioning	0	1	1	0	0	0
Total	4	15	10	2	1	4
Total of 3 students		29			7	

The total number of minimal responses by the 3 females (29) is slightly over 4 times the total number of minimal responses by the 3 males (7).

The number of minimal responses used by the students from the number to highest to number to the lowest is a following

Students	Frequency
E	15
G	10
A	4
H	4
D	2
F	1

To females, E and G, used slightly over 69% of minimal responses of all 6 students. For the females, E used the same number of minimal responses for acknowledging and confirming something that was said by the questioner (6 each), while G used 4 minimal responses for confirming, 3 for agreeing, 2 for acknowledging, and one in a questioning tone. Participant A used 3 minimal responses for acknowledging and only 1 for confirming, and did not use any for agreeing and questioning although the other 2 females did. For the males, D used only 1 minimal response each for acknowledging and confirming. F used only 1 minimal response, overall, for confirming. All of H's 4 minimal responses are for acknowledging what was said.

Therefore, it can be seen that all 3 males used the minimal responses in a rather limited way compared to 2 of the females; also, the 3 males used fewer minimal responses in general.

Linguistic Feature of Male and Female: Overlaps

In this example, it can be seen that overlaps could take place at transition relevance places

125 A : the phenomenal theater   that's in: Greek
126. E : Greek
127. A: ya
128.E: near Greek [gesture with left hand]
129. A: after Greek
120. E: mmmmm
121. A.: therefore the theater is still considered as the history of Greek

In line 126 E answers the implied question from the context of the conversation although A has not finished asking. She came in with the answer at a transition relevance place as B pauses. She provides just enough information to answer A's implied question as according to the maxim of quantity (Grice, 1975). Also, as has been noted in conversation analysis, turn talking is an integral part of all types of conversation, and speaker change occurs at transition

relevance places (cutting, 2002)

In line 37, A overlaps to confirm E's answer, to which E nods in confirmation instead of using a verbal answer. This non-linguistic response is understood by A, and is incorporated into flow of conversation along with linguistic responses. In line 120 E uses a minimal response to answer A's implied question. The uses of these nonlinguistic responses smoothens the flow of the conversation, and represents the use of nonlinguistic communication strategies (Ellis, 1994)

In line 126 E answers the implied question from line 125 although A has not completed what she was saying, thereby minimizing the gap between question and answer and keeping talk continuous, both of them have a shared understanding from the context they are in, and demonstrate their communicative competence as they send and transmit their messages at high speeds. In line 127, N overlaps E's answer to confirm what E's answer to confirm what E as said. In the following line, E uses nonverbal features such a nod and a gesture to answer A, by nodding in confirmation and gesturing as she speaks. In line 4- E uses a minimal response to answer A, understanding from the context of the conversation A's implied question. This use of linguistic features with nonlinguistic features indicates the participants' communicative competence (Patzold, 2005).

In answering the feedback questions, E indicated that conversation was easiest in this part of the question and answer in the presentation because it was just background information about her.

Table 1: Conversation Features

Students	Gender	Overlap	Minimal responses	Repeats own words	Self-repairs	Breakdown
A	F	4	4	2	1	2
E	F	23	15	0	0	0
G	F	11	10	1	1	1
Total		38	29	3	2	3
D	M	31	2	0	0	1
F	M	7	1	5	5	2
H	M	13	4	1	1	2
total		51	7	6	6	5
Total data 1 & 2		89	36	8	8	8

Comparison of the use of overlaps between the male and female of the student at University of Gunung Rinjani in presentation session.

The frequencies of the six student's utterances which overlapped the presentation are as shown below. They range from the highest to the lowest

Students	Frequency
D	31
E	23
H	13
G	11
F	7
A	4

The highest number of overlaps was by D, which 31 in all. This made up nearly 61% of overlaps by all 3 males, and nearly 82% of all 3 females. The second highest number of overlaps was by E, 23 in number. This made up 61 % of overlaps by the 3 males, and almost 45% of the males. The smallest number of overlaps was by A 4 in number.

Table 1 show that the total number of overlaps made by the 3 female students (38) is nearly three quarters of the total number of overlaps made by the 3 male students (51)

Linguistic Feature of Male and female: Repetition

Example and Analysis 1:

167. A; Ya..ya (softly). What was the best performed in Greek theater?

168. N: many, such as Odipus, epic story.

169. A: ((inclines body towards N) epic?

170. N: epic stories.

171. A: oh, epic. What type, uhh. What kind, uh epic

172.   Like uh is the uh (pauses; touches face quickly)

173.   Heroic oh…

174. N: yes, heroic stories that is you referring also to the satire stories?

175. A.: ((Nods) ya ya

N is the questioner and A is one of the female students. In line 169, A repeats the word 'mystery'. Her posture and tone of voice at this moment is questioning. She is seeking confirmation of what N has said. N answers this in the following line. In line 171, A repeats N's words but uses the wrong form. In line 174, N clarifies what a means. This is an example of the use of the maxim of manner, whereby N clarifies ambiguity in meaning by confirming what a meant (Cutting, 2002).

Example 2:

The conversation during question and answer session in student discussion

177. D: horror stories: (pauses) not really like

178. N: difference from eagle of view you look

179. D: yes. (N nods) I: (laughs; turns head away to right) I like horror

180   history)

181. N; [mmmmm, horor history? ((D nods and grins)

182.   (Laughs)

183. D: (yes..(laughs)

184. N: what makes you like horror story?

185. D: Ummm

186. N: any particular reason?

187. D; ya..ya I like it wah….. (Nods)

189. D: A lot, a lot of stressing

N is the questioner and D is one of the male students. D and N are discussing about the kinds of stories. In line 179, D responds to N by saying "yes as well as nodding. He laughs after the elongated 'I' turning his head away, before continuing by repeating 'I' as he says that he like horror story. Using a strong word like 'like provokes a strong reaction and creates interest in the conversation as N pursues the matter, and both of them then talk about this based on what D had said.

In line 187, D repeats 'I' rapidly 3 times. This is because of nervousness (as he says in an interview when viewing the presentation) due to his decision to use the word 'like'. As the conversation progresses during the presentation) due to his decision to use the word 'like' as the conversation progress during the test, it becomes clearer that D is referring to studying history in school, and not as something he dose I his leisure time. At first, D did not provide enough information for N to understand what he meant (he had flouted the maxim of quantity), but his intended meaning becomes clearer as N and D continue speaking (cutting, 2002).

Repeating one's own words in these instances helps keep the conversation going as the test takers try to express what they mean, and as they plan out what to say, this is in spite of feeling nervous in an examination situation. This element of strategic competence is used as like the means to get the message across (Yule and tarone, 1990).

Comparison of the repetition between the male and female students:

Table 3A: repetition of students own words (self-repetition).

	Females			Males		
	A	E	G	D	F	H
Ice breaking	1	0	0	0	1	0
Short talk	1	0	0	1	1	0
Question time	0	0	1	0	0	1
Extended Conversation	0	0	0	1	0	0
Total	2	0	1	2	2	1
Total for 3 students		3			5	

E did not repeat her own words at all, while A, D, and F did so 2 times each. There is a difference of 2 in the total number of repetitions by the females (3) as compared to the total number of repetitions by the 3 males (5).

Table 3B: student's presentation repetition

	Females			Males		
	A	E	G	D	F	H
Ice breaking	0	1	0	0	0	0
Short talk	1	1	0	0	0	0
Question time	0	4	0	3	3	3
Extended Conversation	0	0	0	0	0	0
Total	1	6	0	3	2	0
Total for 3 students		7			5	

In this case, both G and H did not repeat the examiner words. The total number of other-repetitions by the female students was slightly twice more than their self-repetition (3:7) however; the total number of other repetition for the 3 males of the examiner's words is exactly the same the total number of their self-repetition (5:5).

Linguistic Feature of Male and female: self-repairs

Examples and analysis; N is the questioner and F is a male students. In line 131, F's self-repairs what he said from the present tense to the past tense. As F speaks. N nods to encourage him, by showing that she is paying attention to what he is saying and is interested in it.

Example 1:

130. N; but, what you think about the Da Vinci code
131. F: fiction [N nods] that is fiction story; N nods]
132. Dan brown (N nods)

Example 2:

173. N: ((Nods) go on to the next question
174. F; the story, tell about, the real, about t the Da Vinci code [N
175. nods] you can see (pauses) create the (N nods).

In line 174, the speaker, F, amends what he was saying by changing from talking about 'the real' to a more specific matter 'world war two'

Example 3.

172. F: and also stories, (F nods; N nods)
173. uh da vinci code movie,
174. N: [nods] yah that takes a much time to watch and heavy movie..uh?

In line 172, F adds the word 'much" to make his meaning clearer, and in line 173 he adds descriptive words to the original "davinci code movie"

When the student attempt to self-repair as they are speaking, the pauses are usually filled. This indicates to the other person that what is being said is not new information, but a repair of something that has been said. In the examples, continuity is maintained when the speaker realizes the error that has been made, retraces, and repairs it. These 3 examples are demonstrations of the student's use of strategic competence as he attempts to overcome possible failures in communication (Canale and swain, 1980; ellis, 1994)

Comparison of the uses of self-repair between the male and female students

Table 4: self-repair by the students

	Females			Males		
	A	E	G	D	F	H
Ice breaking	0	0	0	0	1	1
Short talk	0	0	1	0	2	0
Question time	1	0	0	0	0	0
Extended Conversation	0	0	0	0	2	0
Total	1	0	1	0	5	1
Total for 3 students		2			6	

As can be seen from table 4, there are very few instances of self-repair by the students of the 6 students, 2 females and 1 male self- repaired only once each.

Students F repaired what he was saying the most, 5 instances in all. This seems to be consistent with him saying at the beginning of the asking and in his response to the feedback questions that he is not a fluent speaker. He tried to keep the conversation going by monitoring what he had not expressed what he had meant to say. This was especially worrying for him as it was an examination situation, and he was worried about not doing well if he was unable to talk fluently. It is difficult to say there is a gendered pattern here because the 5 self-repair by F influences the overall frequency count for all 6 students.

Linguistic Feature of Male and Female: Interruptions
Example 1:

N is the questioner and A is a female students. In the example below, N asks a question at a point in A's turn which could not be defined as the end of what A is saying. This prevented from finishing a turn while N gained a turn for herself.

16.A: yah,, okay. (N nods) prose is derived from word prosa, it means straight forward.
17. Fiction and non-fiction
18. (nod) short story, novel, romance, and novelette
19. N: how to read a novel
20. can we start from the end of the story
21. A. uh beginning or the end of the novel, its ok defend on your comfort
22. N: Mmmmmm
23. A: [nods] yay a beginning juga ok.

The interruption caused a discontinuity when the person who interrupted overlook the turn of the person who was speaking.

The following example is of a student's interrupting their friends about the novel, how to read a novel. This is during the question session of the discussion, and H is required to ask suitable questions of N.

Example 2:
115. H: so, what, what, strategy you used
116.N: she used deductive (nods)
117. H:= yah. So how about inductive.
118. N: inductive? Mmm. I can use too (H leans back; laughs; covers
119.   Mouth with right hand) because there are so many methods, [N
120 shake head] can't remember all, sorry [smile]
121. H: so, can give me one example of)
122. N: I can remember skimming
123. ya skimming (laughs; look at H: nod)
124. H: for example,
125. N: example is Ayat ayat Cinta, you can use skimming into main story

In line 117 as N talks about deductive style, H interrupts to ask for specific titles. When N says she cannot remember, H responds by learning back and laughing, N reinforces her negative answer by shaking he head, and smile as she apologizes for not being able to reply.

H attempts to keep the conversation going by beginning another question in line 121, but is interrupted by N. N is still attempting to how read a novel to the earliest question, but for another style, As she says this, she laughs and looks at H, who responds by nodding in acknowledgement of what N has said. He goes along with N by using the phrase for example, which is understood by N as referring to a request for example, although H does not complete what he is saying.

In the examples above, talk is kept continuous although there are interruptions and reverting back to previous subject matters. Although violations of the turn taking occur, they are brief. Those who interrupted gained a turn for themselves, and the interruptions were incorporated into the turn taking system (Van Lier, 1994: Verschueren, 1999).

Comparison of the use of interruptions between the male and female students

	Females				Males				
	A	E	G	Total	D	F	H	Total	Total for 6 students
Interruption by presenter	0	2	1	3	1	1	3	5	8
Interruption by questioner	1	3	3	7	0	3	4	9	16

Table 5; interruptions

The student, who interrupted the most, H, was also the one who was interrupted the most by the questioner (students). He was interrupted twice the number of times E, G and F were (6:3). The total number of interruptions by the 3 male students

To sum up, it can be said that the 3 males interrupted more and were interrupted more than the 3 females.

Linguistic Feature of Male and Female: Conversation Breakdown

The examples and analysis 1: in line 164, it can be seen that A, a female participant she unable to continue and has to be prompted by N, the questioner (students). She lack the information to continue the conversation in this context (as the explain when viewing the tape)

189. N: besides romance? [shake her head]]
180. A: uhh uhm look like [pauses] storybooks
191, N: like [nodding]
192. A: uhh [jerk head] romance novel
193. N: uh hmmmm?
194. A is silent
195. N English or Bahasa
196. A more much in Bahasa (nods)

Participant A is unable to continue in line 194 because she has run out of ideas on how to continue the conversation. This causes a discontinuity in the flow, which is bridged by N, who provides an opportunity for A to keep talking by introducing an option to choose from. In her response to feedback questions. A mentions that she had to be quiet to think of what to say, and that she also had difficulties when she ran out of ideas.

G talks about the kinds of things people can read and pauses as the runs out of ideas. N is the questioner (students) and G is a female students.

Example 2

84 G; ya..ya….seldom (gestures with left hand; pauses) they like
85.   Read nonfiction (gestures towards N: N nods) and they read
86. (gestures with left hand) the science (gestures with hand: N nods)
87. such as IPA and IPS (gestures with right hand; N nods) oh
88. uh..like uh (left hand is raised slightly; pauses)
89. N: (Nods) Mmm hmmm
90. G: (pauses) everything, (pauses) everything about science
91. gestures with left hand; N nods)

In the feedback questions, G mentions that some of the problems she faces were worries about grammar, lack of ideas, and difficulty in expressing herself in English because she was used to conversing with her friends in bahasa Indoensia

In these two examples, the students were unable to continue with the conversation, and resorted to abandonment of the attempt, which is a type of strategic competence (Canale and Swain, 1980. Ellis, 1994). This prompted the examiner to supply an option for student A to choose from and a minimal response for G to encourage her to continue.

Comparison of the occurrence of conversation breakdown in conversation between the male and female students.

Table 6; Conversational Breakdown

Component of speaking test	Females			Males		
	A	E	G	D	F	H
Ice breaking	0	0	0	0	0	
Short talk	1	0	0	0	2	0
Question time	0	0	1	0	0	2
Extended Conversation	1	0	0	1	0	0
Total	2	0	1	1	2	2
Total for 3 students		3			5	

None of the students experienced any conversational breakdown during ice breaking. In fact, participant E did not experience any during the presentation. From the 6 students, 1 female (A) and 2 Males (F and H) experienced conversational breakdown twice each. Both G and D experienced it only once. The total number of

times conversational breakdown occurred with the 3 males (3;5) overall, the number of times the female participants experienced conversational breakdown is slightly fewer than those experienced by the males.

DISCUSSION

In his chapter, the findings will be discussed in relation to the research context and the underlying theories. This study's implication to teaching and learning, and suggestions for further research will also be made.

During the presentation session, it was found that the student used a variety of linguistic and nonlinguistic conversational feature. There were gendered differences for the following conversational features; minimal responses, overlaps, repetition, interruptions, and occurrences of conversational breakdown. There were no gendered differences for self-repetitions and self-repairs indicated in the finding of this study.

The results of this investigation are different from o'loughlin's (2002) study. In her study, the finding indicated that the use of overlaps, interruptions, and minimal responses did not appear to have gendered pattern. Holmes (2001) reports that women were found to provide more feedback compared to males by using minimal responses, and that they are facilitative and accommodating conversationalists, rather than insecure, cautious talkers. This is consistent with the findings of this study. She recommends that researchers look at the relationships between males and females by taking into consideration the status, role, communication patters, and the particular meanings in certain contexts and cultures.

Beattie (1981) found that students interrupted their tutors more than the tutors interrupted them without gendered differences. Holmes (2001) reports that in same gender interactions, interruptions occurred pretty evenly between speakers. On the other hand, most of the interruptions were by males in cross gender interactions. In this study , it was found that the male participants interrupted the interviewer more frequently. Compared to the females, and the interviewer interrupted the males more frequently than the females.

From the transcripts of the discussion, an underlying logic to the utterances can be seen. The participants are not just uttering random constructions of words and ideas. The existence of logic to conversations can be seen as when what one person says receives an appropriate response from the other. This results in both speaker and listener cooperating with one another, as in Davies (2000) explanation of Grice's cooperative principle. Cooperation is seen as an essential result from application of logic to the process of talk.

Because of this, instances of the four maxims coming into play can be seen. The participants provided the necessary information to enable the conversations to continue (maxim of quantity). When one of them did not do so, the other person asked for more information. Also, the students tried to speak appropriately and to answer as truthfully as they could as they were taking a presentation (maxim of quality). Also, whatever linguistic and non-linguistic devices one person used in response to the other was relevant to what was going on in the context of that particular conversation (maxim of relation). Whenever there was ambiguity and obscurity, the other person either asked a question or clarified the intended meaning (maxim of manner).

Using conversational analysis to provide a framework for this study was helpful as it was practical when used to analyze authentic data, and was able to account for overlapping talk and incomplete sentences. Stoke and Smithson (2001) suggests that conversation analysis enriches the study of gender and discourse.

It could be seen from the analysis of the transcripts that the participants used numerous linguistic and non-linguistic devices to keep conversation going, as based on the model of turn taking by sacks, Schegloff, and Jefferson for conversation analysis (1974). When talk was continuous, such as when overlaps, minimal responses, repetitions, and self-repairs happened, the flow of conversation was smooth. However, when there were interruptions and occurrences of conversational breakdown, participants still demonstrated a willingness to work together and keep talking. They also indicated their interest in the conversation, such as with the use of minimal responses.

When the meaning was not clear to the listener, the speaker attempted to make the message clearer through repetition and self-repairs. The listener was also considerate when the speaker experienced conversational breakdown, and both cooperated to keep the conversation going.

As pointed out in chapter two, the meanings in a conversation are dependent on the surroundings. As suggested by Van den Berg (2005), the context that is pertinent is the one that is obvious to the students themselves. In relation to the research context, it can be seen that the occurrences of the six conversational features that have been selected for analysis and discussion do not occur in isolation, but occur as the examiner and the students interact during the presentation.

Besides conversation analysis, communicative competence also was helpful in understanding how it was that the students seemed able to go beyond the linguistic level and comprehend what was going in from the context in which they were. Obviously, it was clearer to them that if the other person was on the same track. Numerous nonlinguistic features such as nods, laughter, gestures, and posture were also a part of what was going on, and were used in conjunction with linguistic features.

As Widdowson (1992) explains, to be communicatively competent, the user of a language would need to comprehend discourse. Sometimes beyond the literal meanings of the linguistic items themselves. The students in this study demonstrated this ability, as the transcripts of the presentation indicate. For example, students were able to answer an implied question although the questioner bad not finished speaking (as in the example for overlaps in chapter four). sometimes the uses of non-linguistic features, such as nods ,(besides answering "yes")were understood within the context of the conversation that was taking place the use of an other –repetition in a questioning tone by a student "A" is understood as a bona fide question by the student.

To be competent in communicating, those participating would also need to have a sense of timing, be able to tolerate silence, change the direction of the interview, and explore more deeply as and when necessary

(Merriam, 1998), the examiner needed to have a sense of timing to enable her to tolerate a certain amount of silence before prompting the test-taker .if not, the silence could become uncomfortable. Besides that, participants allowed a change in the direction of the conversation by tolerating interruptions and working together to keep the conversation going. In addition, the use of minimal responses indicated the listener's interest and enabled participants to explore a particular subject in depth.

The student presentation also demonstrated that they at times made use of strategic competence to compensate for difficulties in communication. When the presentation faced communication difficulty, they used self-repairs and repetition to ensure that they got their message across. When they were uncertain of what to say, however, they experienced conversational breakdown, and had to abandon what they were trying to say.

CONCLUSION, SUGGESTIONS AND IMPLICATIONS
Conclusion

The students use various linguistic and nonlinguistic features during the question and answer in presentation session. Gendered differences seem to be evident in some of the linguistic features that were examined, whereas in others they were not. However, being aware that people use a variety of linguistic features during a presentation could be important to both questioner and presentation, and the apparent fact that the features are used as circumstance warrant. This us because it could help researcher put aside any expectation or prejudices about how males and females are supposed to behave during the presentation. Students could probably improve their own performance during the presentation by making use of some of these devices to make them better communicators.

Suggestions for Further Research

The study can be conducted in which comparisons were made of how linguistic resources the student made of use of in presentation to see if there were any differences between male and female. As this study was conducted with a small

sample of 3 male and 3 female students. Generalizations cannot be made to the whole population of this University of Gunung Rinjani which comprises of over one thousand students. A study with a larger sample should be conducted to ascertain if the results obtained. The study also can be carried out using various combinations of male and female students with male and female participants to identify if the gender of the student is an influential factor.

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