



**GENDER SPEECH DIFFERENCES IN USING LANGUAGE:  
A CASE STUDY OF STUDENTS AT UPB LANGUAGE CENTER OF  
UIN SULTHAN THAHA SAIFUDDIN JAMBI**

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**ABSTRACT**

This research aims to find out and analyze what speech differences exist between male and female. This research is to find out the uniqueness of the speech of male and female participants in the speak out course class. This research focuses on three aspects of differences, namely differences based on attitude, vocabulary differences, and non-verbal language differences. This research was conducted at language center namely UPB Telanaipura. Researchers used qualitative methods, and found differences in speech between male and female participants during class hours or when interviewed. The subjects in this research were the "Speak Out class program". There are 6 participants, they are 3 male and 3 female. In the data collection method, the researcher used observation and interview techniques. During the observation and interview, the researcher found speech differences between male and female and their uniqueness. The differences based on attitude, female tend to use sentences or actions that are soft and polite because basically female are known for their softness and politeness. For vocabulary, female tend to use adjectives more often and produce more words to explain something. The last differences based on non-verbal, the differences between male and female are still related to language, namely gestures and accompanying facial expressions.

*Keywords:* Female, Male, Speech differences

**A. INTRODUCTION**

Humans are individual beings and also social beings. Humans are born into a social world consisting of various groups where each individual has their own behavior. Humans are social creatures, which means humans are required to be able to interact with other humans wherever participants are. To fulfill their nature as social beings, humans need language as a means of communication. Communication is a medium used by humans to interact with each other. Tolman in Santoso (2010: 140) argues that "Humans are talking animals because it is primarily through speech and language that humans communicate with each other through, feelings and attention". Language is a tool used in communication and is very important because by using language we can get the information we need. Language is also used to convey ideas and



opinions. Therefore, humans have to learn and understand language and its elements, such as vocabulary, structure, and so on. Language only lives in social interaction. There is written language but it is not as dynamic as spoken language. Every day we interact with fellow humans either directly or indirectly.

The Language was able to function for at least two people. Anything we want can be done only with language (although there are other requirements). In order for humans to have no difficulty in communicating with language, conventions were established that language users must adhere to. Those conventions were then organized, classified, and the grammar was formed. However, keep in mind that without people knowing grammar, participants can still communicate. Every person in a learning process either directly or indirectly has the competence to communicate. (Furqani et al., 2018) In communication that uses language, there are several determining factors. This factor is stated by Jakobson's model quoted by D. Hymes (in Pier Paolo Giglioli, 1980: 22-23), namely speakers (senders, addressors, spokesman), listeners (receivers, addressees, interpreters), availability of other factor tools that appear together with the speaker, settings include the availability of receiving, message forms, topic and explanation of the conversation, the event itself.

Language variation can be seen in terms of speakers or users. Halliday (1970) quoted by B. H. Hoed (1978: 2) says: language variation based on the speaker is called dialect. Speakers in language can be divided into male and female. Although the difference is not so obvious, there was still be differences related to the atmosphere of conversation, the topic of conversation, and the choice of words used. Dittmar (1976: 181) states that Attitudes are characterized by the following features, which include differences in vocabulary, differences in attitudes, and non-verbal differences that arise as a result of interactions between individuals. Attitudes are judgmental reactions to language and certain mental positions or feelings toward one's own and others' language. Participants refer to two successive cognitive processes, at least in part: social categorization and stereotyping. Attitude in this research refers to participants' perceptions, ideas, or attitudes towards learning English. Attitudes are judgmental reactions to language and certain mental positions or feelings towards one's language and others.



According to Cortès-Colomé et al stated In previous research, it was suggested that this research also addresses these 3 phenomenon (Attitudes), and can be exported to similar or related contexts in other regions, especially in Europe (Lindberg & Pavel, 2019). According to Neuman and Dwyer, language vocabulary can be defined as "the words we must know to communicate effectively; expressive and receptive vocabulary words (Suparyanto dan Rosad (2015, 2020). Hornby defines vocabulary as "the total number of words in a language; a vocabulary is a list of words with their meanings" (Halim, n.d.). While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in a foreign language. In this research, researcher can see that male and female tend to choose different words to show their feelings.

One type of communication in using language cues is nonverbal communication. Nonverbal communication can permeate into several forms, for example by using body movements, facial expressions (laughing, crying, smiling, sneering), nodding or shaking the head, grumbling, clenching hands on the table, kicking the waist, eye movements (eye contact), body touch, silence (Alqahtani, 2015).

Based on the researchers experience, this research has the same case as previous research conducted by Ni Made Ratminingsih 2013. Her research was entitled, "The Influence of Gender and Personality Type on English Speaking Competence". Only the context is different between the previous research and this research. Therefore it is important to know that each individual has different speech when participants communicate with each other. This research make a something new based on what previous research has suggested. This research was investigate "Gender Speech Differences in Using Language: A Case Study of Students at UPB Language Center Telanaipura".

## **B. METHOD**

This research was conducted using qualitative research through case research. Qualitative research according to Whitney (in Nazir, 1988: 63) is research to find facts with the right interpretation. Researching problems in society, as well as community procedures and certain situations, including the relationship between activities, attitudes, views and ongoing processes



and the influence of a phenomale on. The purpose of this research is to make a description, description, picture or painting systematically, factually and accurately about the facts, properties and relationships between the phenomale a investigated (Prihartono, 2016).

These studies was conducted in the UPB Language Center Speak out course program which is located on Jambi City Telanai Pura. Researchers took participants in the Speak out course program, focused on 3 male participants and 3 female participants. Participants who are involved as research subjects must be able to demonstrate the ability to speak in English. Primary data is found directly and immediately from the data source. Can be information from observations and interviews. Researchers get primary data from observations of participants and confirm the observation data by interview.

### C. FINDINGS AND DISCUSSION

In this chapter, the researcher presents qualities male and female speech differences by participants UPB Language Center Telanaipura, who focused on 3 male and 3 female. While, to know their different of inttention the researcher was collected the data with observation and interview.

The data was analyzed by descriptive qualitative with theory from Whitney (in Nazir, 1988: 63). The researcher found some of data from observation when the participant present the matery in front of the class, show their different speech to present, to ask their friends, answer the question, until close the presentation.

Researchers found some differences in speaking. There are several discussion observations; When the participant asked about the material in class. The data is obtained when the teacher asks how participants are doing in the class like "How are you today?" . "M" with "I am good Miss", and "M" with "Fine Miss". While the "FM" answer with "I feel great Miss" And "I very well Miss", Male have the different speech to answer the question of the ask condition. "M" answer Well, good, and fine. After the participant answer greetings, the participant answered another question from the teacher about "did you have lunch" before starting class,



“M” answer with “ Yes, I did Miss”. While “FM” answer with “ Yes, I did. I always have lunch before starting class”.

Differences were also found when the participant talked to their classmates, “M” say with "I'm tired" and “FM” say "Me too, really want to rest". Then other data, their differences were also obtained when talking with classmates, when some of them want to change the room temperature (Air Conditioner), “FM” when participants wanted to ask a friend to help lower the room temperature "Are you feeling hot? I feel hot, if so, can you lower the room temperature?". Then a few moments later “M” felt that the classroom was not hot and then said "raise the temperature in the room, it's very cold". That's the difference between male and female in speaking conversations, “M” is always to the point to say something, different from “FM”.

It is also found that several differences have been found based on language attitude and non-verbal language between **Male and female**. The difference was found when there were some participants who did not do their homework, “M” when he is not doing homework and say with “ Sorry, I Forget Miss, I promise tomorrow I was collect” while “FM” say with “Oh My God. Sorry, I forget Miss. May I collect it tomorrow”.

In addition, other differences were also found. As evidence when “M” and “FM” participants carry out the teaching and learning process with the teacher in the class and there are differences in speech attitudes. There are “M” say with "I don't understand, explain more Miss" and “FM” : "sorry Miss, Would you like to explain more this subject because I don't understand, Miss?". These utterances have the same meaning even though participants have different attitudes, different ways of communicating.

Furthermore, differences based on non-verbal language were also found in class when the teacher asks participants to re-explain the definition of the simple past tense. “M” answer the question “The simple past tense is used to talk about an event that happened in the past and ended in the past at a specific time”. “M” use more hand gestures when explaining and facial expressions that look like to ensure that the answer is correct. And “FM” answered “The simple



past tense is a form of time adverb that states an event that took place in the past (has passed)”, that “**FM**” play with their lips and eyes more often than “**M**” that female make towards their feelings or as a facial expression to remember something.

Another difference was also found when participants commented on the temperature of the room in class, “**M**” stated that "it's very cold in this room" with a slightly frowning facial expression and holding his arms which indicates he feels cold, while walking to get the remote to raise room temperature. while “**FM**” commented "Restu, don't lower the temperature. I feel this room isn't cold, it's hot. Look, I'm just sweating”. With a sullen facial expression, pouty lips and while fanning a book to his face.

The result from the interview that have already taken by researcher, the participants like answer with direct speech which to show the only differences. Although, participant interested in English but like simple to said from question. Furthermore, participants answered the question that participants have the different speech between male and female if use L2.

According to Wahyuningsih explanation (2018, p.84), the researcher state to avoid using swear words. Such as “*damn, fuck you, hell, shit*”. But female like use “*oh, dear, my god, oh my goodness, I don't understand really.*” For example the data in this discussion “Prawn”, and “Shrimp. By understanding about the differences of speech based on the researcher. That can be understand there are some of the differences in using English based on gender (male and female). This case because of the participant have the feminine or the other references to get some of words in English.

The differences data were also found when participants talked to their classmates about the weather that day, “**M**” say with “It's a hot day”. While “**FM**” say with “I think so, My face was red and my body was sweating too, oh god please help me”. In addition, There are also different answers when the teacher asks homework to participant “have your homework done?” and the participant answer with “ sorry Miss, I forget” while “**FM**” answered with “ Oh My God. Sorry, I forget Miss”. In this case participants are talking about the same point, it's just that the sentences are used differently, in which female express more their feels. The difference



in the data obtained is in terms of the language attitude used by participants, namely when asking questions in class. **“M”** with the sentence "I want to ask Miss". Female also asked questions about the material in class that day with a different speech, such as **“FM”** said "Sorry Miss, may I ask a question". After woman male tioned the word "Sorry" as an opening word to ask permission at the opportunity to ask questions, then continued by asking questions about class material. Participant wanted to show how to ask questions like, **“M”** I want to ask Miss, and **“FM”** said Sorry Miss, permission to ask. In addition, male and female have their own way of ending questions. **“M”** I think that's all my question Miss, thank you". **“FM”** said "Maybe that's all my question Miss, I hope u can explain a little more because I don't understand, thank you Miss", has been answered like, **“FM”**: Ok, thank you Miss for the answer Thank God I understand. It's different with male s, like **“M”**: Thank you Miss for the answer. Researchers also found differences in participants' language attitudes during class.

Furthermore, attitude is one of the abilities that humans, especially when participants communicate with people who are older than us. Then other data was also obtained when there were 3 participants who arrived late, namely 2 female s and 1 male , **“M”** when he arrived late and wanted to enter the class, by knocking on the door and saying "Assalamualaikum Sorry Miss I was late because I was stuck in traffic" then immediately looking for a seat, different from **“FM”** when late, **“FM”** enters the class by knocking on the door and then saying "Assalamualaikum Miss, can I still enter? Sorry Miss I was late because I was stuck in traffic earlier". In addition, when participants talk to teacher and their friends in class, participants usually also have different speech attitudes. The researcher got data from the observation that **“M”** : "The lcd projector is blurry Miss " and **“FM”** : "Sorry Miss, the LCD projector is blurry. Would you like to sharpen it a bit? ". Then other data, their differences were also obtained when talking with classmates, namely when some of them wanted to increase the room temperature (Air Conditioner), **“FM”** when participants wanted to ask a friend to help lower the room temperature "Are you feeling hot? I feel hot, if so, can you lower the room temperature? Then a few momale ts later **“M”** felt that the classroom was not hot and then said "raise the temperature in the room, it's very cold". That's the difference between male and female in speaking conversations, **“M”** is always to the point to say something, different from **“FM”**.



The next difference is based on Non-Verbal Language, Non-Verbal Language is body language that everyone must have when speaking, but there are several differences in Non-verbal Language between female and male. Like the data obtained by researchers when observing in class, this difference is obtained when there are some participants who arrive late. “M” when arriving late to class by saying "Assalamualaikum Sorry Miss I'm late because I'm stuck in traffic" with a straight body position, a flat facial expression, and both hands behind the waist as if to say that he is indeed guilty for being late. While “FM” when late to enter the class by knocking on the door and then saying "Assalamualaikum Miss, can I still enter? Sorry Miss I'm late because I was stuck in traffic earlier, with a slightly lowered body position and head, the right index finger holding the left index finger in front of the lower abdomen, and an anxious facial expression as if feeling guilty for arriving late. The next difference is when there are participants who feel bored, hungry, tired and hot in class, “M” states "I'm very bored" while holding/holding his forehead and closing his eyes with an unenthusiastic expression on his face, while “FM” when he feels bored he states in a way "I feel today is very boring and tiring" with a lowered body position, hands and head resting on the table and facial expressions that are very tiring and not excited. Based on the different data found, it proves that “M” and “FM” have some differences when speaking. Of the many differences found between “M” and “FM” each of them remains focused on grammar or vocabulary to practice speaking in front of the class but in their own way. From the observations that have been carried out by researchers that male and female make creative words to comment on something.

According to Wahyuningsih (2018,p.84), there are special feminine vocabulary in English that male may not, dare not, or won't use. Female are good at using color words adopted from French to describe personal effects, similar as mauve, lavender aquamarine, azure and magenta, but utmost male do not use them. From these data it was also begin that there was participants in the compliances, in which the scholars in the class weren't scholars from the English department but came from colorful departments and semesters who were put together in one class so that colorful ways of communication were created according to their English language chops and predicated on their ways. From this research can be concluded that “M” has a sound data when speaking words or asking commodity in class.



Predicated on the data acquired, participant tend not to want to make various dispatches, but participants prefer direct speech. Likewise " **FM**" prefers the language excursionist communicate with each other. This is because participants generally watch flicks withwestern actors who have native speakers so that a feeling of wanting to have the same way of communication arises. Thus female do unique effects to produce a alternate language. And," **M**" feels cooler than" **FM**" if participants use English in front of the class. Occasionally, some of them do not know what participants want to say in a alternate language, participants also use sign language when explaining in front of the class. The participant is that the female " **FM** " and " **M** " male don't mention the ABC " r ". This participants is given by God which is called the excess of humanity.

As a result, the participants are male " **M**" and female " **FM**" from their utterances in communication or donations in English. In particular, the participants of " **M** ", indeed though participants do not mind about alphabet or vocabulary if participants communicate in English, participant feel amazed by the style as if speaking in English. Likewise ," **M**" is still careful when asking his speaker to ask commodity. Also ," **M**" has a bad particularity for speaking English. In discrepancy to " **FM** ", participant more creative unique words to speak English. From the explanation above, that scholars are in the process of learning a foreign language. That is why, participants produce their speech in their own way.

The researcher conclude, gender speech differences in using English at UPB Language Center based on attitude, vocabulary and non-verbal language are based on several factors. in terms of attitude, female tend to use sentences or actions that are soft and polite because female are basically known for their softness and politeness. In terms of vocabulary, female tend to use adjectives more often and produce more words to explain something, this is because female are feeling creatures and female also feel more comfortable if participants have to talk long so that the information is conveyed clearly and in detail to the listener. In language non verbal the differences between male and female are still related to language, namely the movemale t of the limbs (gestures) and the accompanying facial expressions. These two things must exist in every language community, but participants differ from society to society, and also differ



between male and female. The difference between male and female is not only in the language/structure problem, but also in the things that accompany speech. While female tend to show more facial expressions when participants are happy or upset, male often play with their eyebrows or hands when speaking.

#### D. CONCLUSION

Based on the findings and description of the data, there are several different speeches presented by the participants male and female in front of the class when asking teachers and talking to friends. This research only focus on 6 participants, 3 male s and 3 female s, there were several participants who speak in different ways.

In addition, female participants have provided examples of speech between male s and female s. To say "I'm tired", male always use direct speech "I'm tired". And, the female prefers to use codes to talk to her friends, such as "I'm so resting". Here are some examples that show the difference in speech between male and female. Participants have their own way of speaking, even though participants don't have the same meaning. It's not about male who don't care about grammar or attitude, participants still care about attitude to ask something to the lecturer. At least, male prefer to use English what participants want to say, not thinking beforehand.

Gender speech differences in using English at UPB Language Center based on attitude, vocabulary and non-verbal language are based on several factors. in terms of attitude, female tend to use sentences or actions that are soft and polite because female are basically known for their softness and politeness. In terms of vocabulary, female tend to use adjectives more often and produce more words to explain something, this is because female are feeling creatures and female also feel more comfortable if participants have to talk long so that the information is conveyed clearly and in detail to the listener. In language non verbal the differences between male and female are still related to language, namely the movement of the limbs (gestures) and the accompanying facial expressions. These two things must exist in every language community, but participants differ from society to society, and also differ between male and female. The difference between male and female is not only in the language/structure problem, but also in the things that accompany speech. While female tend



to show more facial expressions when participants are happy or upset, male often play with their eyebrows or hands when speaking.

In addition, participants have different speaking skills to ask about material in class or communicate with each other. Participants still have their own uniqueness, such as “M” preferring British sounds to English coaches who want to appear cool and different from “FM”. Then, “FM” is more creative in terms of sentences or words when presented in front of the class in English.

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