



Gender Differences in Structuring Spoken Personal Experiences

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Abstract

Although there have been many studies that have analysed gender differences, only a few studies have compared the differences between male and female students in structuring spoken personal experiences, according to the use of generic structure. This research aimed to analyse how gender differences in structuring the spoken experience based on the use of generic structure. This research used descriptive method and used speaking task as instrument. The sample was ten male students and ten female students from the first grade students of vocational high school EFL students. This research used the Labov's narrative theory to analyse the data. The result of this research showed that they tended to put more focus in the use of orientation, complicating action, and coda, and they paid less attention in the use of abstract, evaluation and resolution in structuring the spoken experience. Furthermore, both of students tended to be more complete on complicating action element (100%), while the male students tended to be very incomplete on abstract element (40%) and the female students tended to be very incomplete on evaluation element (10%).

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INTRODUCTION

Language is used to create and maintain a relationship with others and has an important role in society. Speakers of a language are bound by social rules that apply in the speech community, therefore it cannot be separated from the social context and language also has its social function. Language can be expressed both orally and written and it can be organized in the form of words, groups of word, clauses, and sentences. The main functions of language are ideational functions, interpersonal functions, and textual functions and these three functions create meaning which is called meta-functional meaning.

The way people speak especially for each gender of people has been an interesting topic for this research. Sex is a biological difference or male and female reproductive organs that exist from birth and cannot be changed naturally.

Meanwhile, gender is the characteristics of male and female that are formed and built in the surrounding environment or society, and it is not as simple as a biological or physiological sex. Gender is created and arranged by humans through social processes, it is made by society which is much influenced by social institutions, customs, traditions, geographical, demographic and environmental factors, not natural and not God's destiny. Therefore, gender can change, can vary from one region to another, can be revised at any time, and even can change roles between male and female.

In other cases, male and female also have differences in using language. Gender differences can also indirectly have an effect on students' language use. By language both male and female have their words to express the specific things, emotions and other expression. In spoken language, the language that is softer, friendlier, respectful and sympathetic is more likely to be used by females, while the language used by males tends to be more apathetic, unfriendly and does not involve personal feelings (Park, Yaden, Schwartz, Kern, Eichstaedt, Kosinski, et al., 2016). Therefore, it is not impossible that they do it in a different way because their role in society has given a huge impact for their life particularly in the use of language. According to Wardhaugh (2006) he stated that the kinds of evidence that have been looked at strongly suggests that male and female have differences in the kinds of language they use because both male and female often fill distinctly different roles in society. These differences can arise from the use of vocabulary, in voice and tone, form, structure, syntax, in conversational style and so on.

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

There were several previous studies which were related to the language and gender. Putri (2017) has explored a conversation analysis in the difference of language related to gender. This study aimed to find out the differences of male and female in some aspects, namely the amount of talk and turn taking. Furthermore, there was a research from Saragih (2019) which has explored the comparative analysis of gender in writing recount text which focused on what errors are commonly made by each male and female in making recount text. The other research from Wahyuningsih (2018) explored about the differences of gender in using a language especially the students' conversation with the aspects were including vocabulary, attitudes, syntax and non-verbal differences. Then, Erdiana (2019) has explored gender differences in speaking skills.

So far, there have been studies that explored about language and gender with the aspects speaking skills, how the amount of talk, turn taking, vocabulary, attitudes, syntax and non-verbal differences and other was about telling the past experiences by writing mode in the context of recount text, with the aspect to know the common errors which are made by the students of each gender in telling their recount. In

contrast, none of the researches above explored the gender differences in structuring the spoken personal experience according with the aspects to the use of generic structure. There were studies from Suhartini (2019) and Rosdiana (2021) which analyzed the use of generic structure by the students in the text genre of narrative, in contrast their studies were not aimed to explore more about it in different gender. Therefore, the researcher decided to analyze how the male and female students in structuring the personal experience, especially in using spoken mode. The researcher focused on analyzing the use of generic structure by using the Labov's narrative theory.

METHOD

In this research, the researcher used the descriptive method as a research design because it was comparable to analyze the data from students' differences. The subject of this research was the 10th grade students of vocational high school. The researcher used purposive sampling technique to take the sample of the research; therefore the sample was 20 students which consisted of 10 male students and 10 female students. The instrument was speaking task. The researcher used a speaking task then did the voice recordings to get the students' spoken personal experiences data. The task was based on their personal experiences to measure their differences in structuring the experience in spoken form. The researcher gave the students 20 minutes to prepare themselves before telling the experiences, and then did the speaking task by asking the students to tell the experience with the topic was the most horrible experience.

After collecting the data, the students' spoken task would be analyzed. First, the researcher would transfer the students' voice recordings into the form of transcripts. Then the researcher would analyze how male and female differences in spoken personal experiences according to the use of generic structure. The technique of data analysis was the researcher would identify the data that has been collected. In this step, the researcher would identify the elements of the generic structure contained in the students' experiences. After that, the researcher would read the data again before moving to the next step. After identifying the elements of generic structure, the researcher would mark each element of the generic structure of the students' experiences. After marking the generic structure, the researcher would analyze the data to find out the sequencing of the generic structure of personal experiences spoken by male and female students. Then, the researcher would describe the differences in structuring spoken personal experiences by male and female students. Last, the researcher would make the conclusion about the findings.

RESULT AND DISCUSSION

Finding

The data were analyzed by using the structural component of personal experience which was developed by Labov and Waletzky in 1967. There were six elements of the structure, namely abstract, orientation, complicating action, evaluation, resolution and coda. The distribution of the elements of generic structure showed the percentage in the following table.

Tabel 1. The distribution of the elements of generic structure in the most horrible experiences of the male and female students.

No.	Elements of generic structure	M				F				Difference	
		Text		Clause		Text		Clause		Text	Clause
		f	%	f	%	f	%	f	%	%	%
1.	Abstract	4	40%	4	2,9%	5	50%	9	5,6%	10%	2,7%
2.	Orientation	9	90%	22	15,7%	7	70%	33	20,6%	20%	4,9%
3.	Complicating action	10	100%	73	52,1%	10	100%	89	55,6%	0%	3,5%
4.	Evaluation	5	50%	7	5%	1	10%	2	1,3%	40%	3,7%
5.	Resolution	9	90%	23	16,4%	6	60%	15	9,4%	30%	7%
6.	Coda	6	60%	11	7,9%	8	80%	12	7,5%	20%	0,8%
Total		-	-	140	100%	-	-	160	100%	120%	22,6%

Based on the data related to the organization of structure of spoken personal experiences which the topic was the most horrible experience by male and female students in the table 1 above, it was found that all of the six elements already found in this research. It could be seen the difference of structure of the spoken personal experience between male and female students. The result of all the generic structures found in the data by male and female students indicated that the total of frequency of the clauses of the elements produced by male students was 140, while the female students had more total which was 160. It meant that the female students elaborated more clauses in element of structure than the male students did.

Based on the data that showed the completeness of the elements produced by the students, the male students tended to be more complete in complicating action with a percentage of 100% which meant that all of ten texts already consisted the complicating action. This was similar with the female students where the completeness of the elements also tended to be more complete in complicating action with a percentage of 100%. This was also indicated by the number of clauses they elaborated which also showed more in complicating action elements. Then, both of male and female students tended to be different for the next highest percentage after complicating action, the male students tended to be more in orientation and resolution with a percentage of 90% for both. This meant that the completeness for those elements was almost complete. However, it was different from the female students. The completeness element after complicating action showed that they tended to be more in coda with a percentage of 80% then followed by orientation with a percentage of 70%, which meant that those elements was almost complete, however they were not more complete than the male students'. After that, the lowest percentage from the male students was in abstract with a percentage of 40%, it meant that they were quite incomplete in using abstract elements. However, it was different from the female students, they were not complete in using evaluation element, which only had a percentage of 10%.

The percentage of the clause in elaborating the generic structure elements from both male and female students, the male students tended to elaborate more in complicating action than other elements, which the percentage of 52,1%. It was similar with the female students where they also tended to elaborate more in complicating action than others, with a percentage of 55,6%. However, compared to

the male students, the female students elaborated more clauses in complicating actions. For the next clause percentage, after elaborating more in complicating action, the male students also tended to elaborate more clauses in resolution with a percentage of 16,4% then followed by orientation with a percentage of 15,7%. This was slightly different from female students in that they also elaborated more clauses in those elements, however this tended to be more in orientation with a percentage of 20.6% then followed by resolution with a percentage of 9.4%. It meant that, the female students elaborated more clauses in orientation than the male students, however the male students elaborated more clauses in resolution than the female did. For the lowest percentage, the male students tended to elaborate less clauses in abstract with a percentage of 2,9%, while the female students tended in evaluation with a percentage of 1,3%.

From the data above, it was found that the difference in the percentage contained in the completeness of the text elements by the students, the largest difference tended to be found in the evaluation element with a percentage of 40% and coda with a percentage of 30%. Meanwhile, the smallest difference was in complicating action with a percentage of 0%. The total of the difference was 120%. Furthermore, the difference found in elaborating the clauses in generic structure elements, the largest difference was found in resolution element with a percentage of 7% then followed by orientation with a percentage of 4.9%, while the smallest difference was found in the coda element with a percentage of 0.8%. The total of different was 22,6%.

In conclusion, in structuring the most horrible experience, they had differences in completeness of elements and the percentage of clauses they elaborated. Therefore, male students tended to be more complete in the complicating action elements followed by orientation and resolution elements, while female students also tended to be more complete in the complicating action elements followed by coda and orientation elements. Furthermore, in elaborating clauses of structure elements, male students were more likely to elaborate the clauses in complicating action then followed by resolution and orientation, while female students were in complicating action followed by orientation and resolution. Meanwhile, what did not tend to be used was abstract from male students and evaluation from female students.

Discussion

Based on finding, it was found that the students tended not to produce all elements of the generic structure in telling their personal experiences. The elements they tended not to produce were abstract, evaluation, and resolution. They were more likely to focus on telling on the element complicating action, orientation and coda, it could be seen from the completeness of the elements which produced by students. Furthermore, it was found the similarity and difference from male and female students. Both students tended to have the similarity in the most complete element they elaborated and tended to have the difference in the most incomplete element they elaborated in structuring the most horrible experience. In this topic both of male and female students tended to be more complete in complicating action, and tended to be less in abstract from the male students and tended to be less in evaluation from

the female. Therefore, it could also be found that not all the elements of generic structure were found in the spoken experiences by the students. This was because not all of the generic structure elements were compulsory in telling the personal experience.

This finding has been supported by the theory of Labov & Waletzky (1967) and the theory of Gerot & Wignell (1994) which stated that there were compulsory and optional elements in telling experiences. The compulsory elements were orientation, complicating action, evaluation, and resolution, after that the optional elements were abstract and coda. The finding was in line with the finding research from Suhartini (2019) and Rosdiana (2021) which it turned out that in the genre of narrative text written by students, they also tended to not complete the elements of generic structure in telling experiences. They tended to put orientation and complicating action in their narrative and did not put the other elements; namely evaluation, resolution, and re-orientation. Furthermore, this research also found such the same thing in spoken the personal experience by male and female students.

CONCLUSION

Based on the result obtained from speaking task done by the researcher about gender differences in structuring spoken personal experiences, the researcher proposed the conclusion which in term of generic structure, the students still did not use the entire element of generic structure in spoken their personal experience. They tended to put more focus in the use of orientation, complicating action, and coda, and they paid less attention in the use of abstract, evaluation and resolution in structuring the spoken personal experience. Furthermore, there were no significant differences between male and female students. In structuring the spoken personal experience both of them tended to be more complete in the distribution of complicating action, then the male tended to be very lacking in completeness of abstract element and the female tended to be very lacking in completeness of evaluation elements in structuring the most horrible experience compared to other elements.

Genre was cultural and in its preparation it was possible that there was a strong cultural and societal influence on each ethnicity of the speaker which results in differences in the use of genres, especially in structuring personal experiences. Therefore, it was necessary to spot at differences in gender in structuring personal experiences naturally at the discourse level. It was suggested to language researchers in the field of sociolinguistics to compare the structuring spoken personal experience in L1 with the target language or with the language being studied by the native speakers. Due to the limitation of this research which was the slightly limited data, therefore for the further research, it was hoped the other researcher would do the same topic with wider and different aspects of gender differences and it was also hoped that further research could complement the weaknesses of this research.

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