

GENDER ANALYSIS ON TALK DOMINANCE IN GROUP DISCUSSION OF ENGLISH AMONG STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

This study aims to prove the difference in talk dominance between the male group and the female group in English Education Department batch 2019 at UIN Alauddin Makassar. Moreover, this study was conducted to know the factors that cause the occurrence of talk dominance in the English Education Department batch 2019 at UIN Alauddin Makassar. This study used a qualitative descriptive design to prove whether there is talk dominance between the male group and the female group in the English Education Department batch 2019 at UIN Alauddin Makassar. The data were taken from classroom observations via Zoom application when the students were discussing. The data were analyzed based on the theory of Kaharuddin and Ismail (2017) in which there were four stages, namely; collection, identification, classification, and explanation. To find out the factors that led to the talk dominance, the researcher made questions on Google form and distributed them to 42 students of English Education Department batch 2019 at UIN Alauddin Makassar. The result showed that there were 88 sentences produced by the students (male and female). There were 25 sentences produced by the male group and 63 sentences produced by the female group. There for it can be concluded that women's groups dominated the discussion. Furthermore, the factors for the occurrence of talk dominance were; intelligence factors, learning motivation factors, learning strategy factors, learning facilities, teacher responses, and the influence of friends.

Keywords: Gender Analysis, Speaking, Talk Dominance, Group Discussion

INTRODUCTION

Pakzadian and Tootkaboni (2018) discussed the dominance of conversation generated by a group of Iranian students with a focus on EFL Persian students. Based on the data collected through quantitative and qualitative methods from 10 students from Iran, it was found that women showed greater acceptance in conversation. Because of this feature, they tried to have a more facilitative

role, and men tried to maintain dominance over the topic by showing more assertive fashion during the topic development and maintenance stages. The men used different strategies such as interrupting women, shifting topics, asking questions, and raising topics, criticizing and engaging in conflict. Moreover, they tried to dominate the conversation. Besides, the men who were more self-oriented and women who were more oriented toward the others showed various degrees of dominance over conversations. The result could be used to get more benefits from the participation in L2 interactions.

Azisah & Amir (2017) found that the slang language used by the eighth-semester students of the English Education Department in daily conversation was theater slang, art slang, public school or university slang, and community slang. Apart from that, the use of slang language by male and female students was also different due to several factors such as situation and condition, age and politeness, and gender. There was a significant difference between the percentage of male and female students using slang. The average score for the percentage of men using slang was 66.48 while for women, it was only 33.50. Based on the findings and discussion of the related research, the researcher concluded that male and female students of the English Education Department used slang language in different ways and frequency.

Jayagopi, and all (2009) investigated efficient audio and visual activity cues for the characterization of dominant behavior, single analysis and shared modalities. The unsupervised and supervised approaches to dominance modeling were also investigated. Cues and activity models were evaluated objectively on a series of dominance-related classification tasks, which were derived from the analysis of the variability of human assessments about perceived dominance in group discussions. The investigation highlighted the strengths of the relatively simple but efficient approach and also the challenges of audiovisual integration.

In this study, the researcher focused on the talk dominance and factors to prove the existence of the domination between males and females in speaking group discussion in learning process. In this part of the study, the detection of talk dominance by English learners at UIN Alauddin Makassar was presented and discussed based on the transcription text of the recorded data containing 88 sentences. These expressions were analyzed using the theory from Kaharuddin and Ismail (2017) in which it is explained that analysis referring to four systematic steps, namely collecting, identifying, classifying, and explaining. Errors were distributed into four characteristics of talk dominance, namely topic, interaction, interruption, and overlap.

To answer the second research question about the factors that influence talk dominance, the researcher made questions based on the theory of Anitah (2007) who explained that there were 2 factors that caused students to participate (dominate) in classroom discussion. They were internal factors

(inside) and external factors (outside). External factors were such as learning facilities, teacher teaching methods, feedback systems, and so on. In addition, internal factors of the students included intelligence, learning strategies, motivation, interest in learning, etc. The questions were made on a Google form. Following this, the researcher distributed the question link via WhatsApp application to 42 respondents.

METHOD

Research Subject

This research was conducted on the students of the English Education Department 2019 PBI A totaling 42 students at UIN Alauddin Makassar. The reason for selecting the students in batch 2019 was because they have been judged to have considerable learning experiences.

Research Instrument

The researchers used observation and questionnaire. Observation was conducted via zoom due to the Covid-19 pandemic which required us to comply with health protocols. The step that must be taken by the researcher in conducting observations was asking permission from the lecturer concerned to make observations in class. The data which collected through observation was the process of student discussion in class using a video recorder application to record the discussion process of the students' groups through the zoom application.

The questionnaire here was also divided into two types. They are opened questionnaire and closed questionnaire. Open questionnaire, which gives the opportunity for respondents to answer in their own sentences, while the closed questionnaire is the type of questionnaire with closed questions contains meaning that a researcher or compiler of the questionnaire limits the choice of answers to be given by the respondent.

Data Collecting Procedures

The process in running observations was to record students' discussion activities. In this case the researcher used screen recording application to record student activity via zoom.

- 1) Before the discussion began, the researcher set the screen recording application on the computer screen to record student activities in the discussion.
- 2) Then the result of the video recording was analyzed by watching and listening to the student discussion activity.
- 3) The coding was done based on Rossman & Rallis (1998) in which it was segmenting the videos into categories, then labeling those categories with specific terms which were often based on terms or language that come from the participants. In this case, coding was the process of processing material or information into written segments before interpreting it. In this stage, scores and symbols were given to respondents' answers hence later it could make the data processing easier.

In collecting questionnaire data, this study carried out the following procedures:

- a. The researcher made 6 questions based on the theory of Anitaiah
- b. Then the question was made on Google form
- c. Researcher distributed links to 42 respondents via the WhatsApp application to answer questions on the Google form.
- d. The responses of 42 respondents were then analyzed using the theory of Kaharuddin and Ismail (2017).
- e. The results of the analysis, researcher could see the factors that caused talk dominance.

Data Analysis Technique

This study was analyzed based on observations and questionnaires. Observations in this study used structured observations as explained by Sugiyono (2014) which stated that structured observations are observations that have been systematically designed about what be observed, when, and where. Observations were made during the research process, including observing online student discussion activities due to the Covid-19 pandemic. Observations were made via the Zoom application. Moreover, the observation activities were recorded and analyzed using the theory of Kaharuddin and Ismail (2017). The results of the analysis answered the first research question about the dominant group in the discussion.

In this study, the researcher used a questionnaire to answer the second research question. There were six questions that the researcher made in the Google form. Furthermore, the link of the question was sent to 42 respondents to be answered and then analyzed. The results of the analysis answered the second research question about the factors that caused talk dominance.

FINDINGS AND DISCUSSION

The Dominated Talking in Group Discussion of English among Students of English Education Department at UIN Alauddin Makassar

In this part of the study, the detection of talk dominance by English learners at UIN Alauddin Makassar was presented and discussed based on the transcription text of the recorded data containing 88 sentences. These expressions were analyzed using the theory from Kaharuddin and Ismail (2017) in which it is explained that analysis referring to four systematic steps, namely collecting, identifying, classifying, and explaining. Errors were distributed into four characteristics of talk dominance, namely topic, interaction, interruption, and overlap.

For the first characteristic, namely the topic, there were 26 sentences (29.55) and the group that dominated in class discussion was the women group. Meanwhile, in the second characteristic, namely

interaction, the total number of sentences was 22 sentences (25). In this section, the dominant group was women. The third characteristic is interruptions. There were 2 sentences (2.27) in this section, no one dominated because each sentence consisted of 1 male student and 1 female student. The last characteristic is overlaps; the total sentence in this section was 38 sentences (43.18). Therefore, it could be concluded that the four characteristics of talk dominance indicated that the group that dominated the discussion group was the women group. Overall, the total of all sentences spoken by both male and female respondents were 88 sentences (100%).

Factors Affecting the Talk Dominance in Group Discussion of English among Students of English Education Department at UIN Alauddin Makassar

To answer the second research question about the factors that influence talk dominance, the researcher made questions based on the theory of Anitah (2007) who explained that there were 2 factors that caused students to participate (dominate) in classroom discussion. They were internal factors (inside) and external factors (outside). External factors were such as learning facilities, teacher teaching methods, feedback systems, and so on. In addition, internal factors of the students included intelligence, learning strategies, motivation, interest in learning, etc. The questions were made on a Google form. Following this, the researcher distributed the question link via WhatsApp application to 42 respondents.

This study supported the theory of talk dominance in Anitah (2007) where the factors that occurred also existed in this study, there was no difference. To find out the factors that occurred in speaking dominance in classroom discussion, the researcher analyzed the collected data by using the theory from Kaharuddin and Ismail (2017) which referred to four systematic steps; collecting, identifying, classifying, and explaining.

CONCLUSION

The conclusion of this study is based on the four characteristics which determined the occurrence of talk dominance. The first problem can be answered by observations made by researchers via Zoom application. This was used to find out which group was more dominant, whether the female group or the male group. Based on the results of the research and discussion, the researcher concluded that the students of the class A in English Education Department batch 2019 at UIN Alauddin Makassar had differences toward the talk dominance in classroom discussions. In this discussion, the talk dominance was mostly carried out by women's groups since they were more confident in expressing their opinions, more mastered the topic, expressed their opinions firmly and not long-winded in commenting on topics and women's groups were also more often included in the four predetermined characteristics.

The second problem was solved by using a questionnaire created by the researcher based on the theory from Anita, S. The questions were presented on a Google Form, and links were sent to 42 respondents. The result of this problem is that the research supports the existing theory with no difference.

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