

# DEVELOPING COOPERATIVE LESSON PLANNING FOR TEACHING SOCIOLINGUISTIC: DIRECTNESS AND INDIRECTNESS IN COMMUNICATION

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## Abstract

People communicate in various ways in order to interact and gain relationship to other people. In this era, people expand communication not only to people in their milieu such as family, but also to people from various environments which have different background culture. Furthermore, people may also communicate to people regardless to their gender. However, in some languages, there are different ways between male and female to communicate to each other. This phenomenon may cause problems in communicating and acquiring relationship, especially for students who need to practice having interaction to many people. Conflict may rise regarding to the different perspective toward the different gender aspects. Therefore, students need to know the distinctive tendency between male talk and female talk. By learning the phenomenon, students are expected to be able to avoid conflict caused by misunderstanding. Yet, it is hard to teach the students about the phenomena. Consequently, there is a need to apply cooperative approach in order to help the students in understanding the materials and make use of it in their daily life communication.

Keywords: cooperative, lesson planning, directness and indirectness communication

## INTRODUCTION

In our social life, we cannot avoid having a conversation to other people. People communicate in various ways in order to interact and gain relationship to others. It is in line with Trudgill (2000:2) who states that aspects of language behaviour are very important from social point of view: first the function of language in establishing social relationship; and, the second, the role played by language in conveying information about the speaker. Nevertheless, sometimes we need to pay attention to whom we are talking to. The way people communicate may be influenced by the background culture. According to Genzel and Cummings (1994:1), each of us from different cultural backgrounds has a unique way of doing things, analyzing situation, and reacting to circumstances. Different background of certain people may create dissimilar perception of many aspects of life.

The perception of people is created in certain environments. It can also be affected by the gender of the speaker. Different gender may get involved in developing communication style among people. Men and women have their own way in showing their mind through their speaking. That is why there is a term named "genderlect" which means different lexical and grammatical choices characteristically made by women and men (Stockwell, 2007:20). It can be caused by the environment where they live and how they are taught to grow up. In other words, they develop to be distinctive type of person because they grow up in different world. It may be the best answer why they speak in different way too when they have any interaction to people from different culture and different gender.

Gender has an important role in differentiating the communication styles since women and men have different characteristic

in speaking. It is widely known that men tend to be direct, simple, and assertive while women tend to use indirectness, hedging, try to build intimacy and solve problems by empathy. Since there is a big gap between their styles, sometimes there is a cross-cultural communication in their interaction. This phenomenon can be caused of failing to understand each other in speaking. The American sociolinguist Deborah Tannen (in Trudgill, 2000:115) have suggested that in many respects communication between men and women can be regarded as cross-cultural communication, at least in North America and Europe, though also, one suspects, elsewhere. She has suggested that men and women often fail to understand one another properly, and that such misunderstanding can lead to friction and tension in relationships. Hence, the dissimilar way of communication between the two genders may lead to misunderstanding, conflict, and even destroying a relationship.

The styles and rules in speaking for different gender do not only occur in one country but also almost wide spread all over the world. Those styles or behaviour in speaking can show their character and, unluckily, lead to miscommunication or misunderstanding. For example, women tend to speak other way around from what they want to their companion, spouse, or their friends. For example, when men ask them whether they want to join a party, sometimes they tend to answer "no, thanks" though they actually really want to go. This action sometimes happened if the women do not really know the men or just simply being shy. Yet, the man who understands the typical behaviour of a woman will not stop asking her in the first question because there a big possibility that the woman is just curious if the man is serious or not. Unluckily, this indirectness is taken whole by the men

without thinking to the other possibility that the women mean the opposite way.

The other example of the indirectness of women is asking the men something that they actually want. For instance, a man and woman are driving home. She asks, "Are you hungry? Would you like to stop for a meal?" He simply answers, "No." Later it turns out that she is annoyed because she actually wanted to stop. He may complain, "Why do you play games with me? Why didn't you just tell me you wanted to stop?" She complains, "We never do what I want anyway. We always do what you want." She feels that she showed interest in his preference by asking her question, whereas he showed that he didn't care what she preferred by answering "No." This situation may give us an illustration that women tend to play with word and hedge. Sometimes it can be very confusing and end with conflict. Hence, understanding plays a very big role in building intimacy between people in different gender.

However, those situations mentioned above do not always happen anytime, that women are indirect and men are direct. Sometimes, men and women both have their moments of engaging in direct or indirect talk, according to Joseph A. DeVito, professor at Hunter College of the City University of New York Trugdill (2000). For women, when the subject is about relationships, they are more likely to speak in a more direct manner than men. Men also use indirect talks when they are discussing their own weaknesses, expressing their emotions, or admitting when they did something wrong.

In other circumstances, men's talk is characterized by being quite bold, and in some cases it can be perceived as rudeness. When men give an order, for example, they will explicitly tell someone to do something. On the other hand, women use more indirect

speech in these cases and their orders can be so watered down that they sound like suggestions rather than directives. For example, a man who is talking to an employee may say "get me some coffee" while a woman in the same situation may say "it would be great if you could get me some coffee." It is in line with Levine and Adelman (2008:69) who affirm that American women have traditionally been less direct (i.e., more polite and "soft") than men in making request, expressing criticism, and offering opinions. However, when talking about emotional issues and feelings, women tend to be more direct than men.

## THE TOPIC

It is acknowledged that different gender has different style in speaking. According to Wardhaugh (1988:308), men and women use language to achieve certain purposes, and so long as sexual difference in equated with difference in access to power and influence in society, we may expect such differences to result in linguistic differences. For both genders, power and influence are also associated with education, social class, regional origin, and so on. It means that there are so many factors affect the different style of speaking for both gender. The distinctive way of speaking used by the two genders indicates that there is a requirement to learn and understand it in order to avoid the problems that may come up.

Since the study of the directness and indirectness is complex and complicated, the students may find many difficulties to learn it. Therefore, there is a need to use certain approach or method to help the students in understanding the issue easily. Regarding to the difficulty level of the material,

cooperative learning approach is considered appropriate enough to be implemented.

Cooperative learning emphasizes the students to do the learning process together in group. According to Slavin (1995 in Fachrurrazy, 2010:48) Cooperative learning methods hold the idea that students should work together to learn and are responsible for their teammates' learning as well as their own. In other words, it is believed that the students will learn easily because they can communicate easily and effectively when they are put in team or group. As students work together in pairs and groups, they share information and come to each other's aid. Research has shown advantages for cooperative learning (as opposed to individual learning) on such factors as "promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships, and lowering anxiety and prejudice (Brown, 2007:53). Therefore, the approach is expected to assist the students in learning.

There are some examples of cooperative learning models, they are Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Group Investigation, Group Discussion, group Project, Jigsaw, Jigsaw II, Number Head Together, and Think Pair Share. In this issue, the writer decides to develop a lesson plan by using one of the models, which is Jigsaw.

#### SAMPLE OF THE TEACHING PROCEDURES IN THE LESSON PLAN

Since the objective of lesson is to introduce the students about the directness and indirectness in speaking between two genders, cooperative learning approach can be implemented. The approach can be categorized as student-centered instruction. It emphasizes the students to be more active in the learning process. Jigsaw, which is one of

the models in cooperative learning, can be applied in the development of the lesson plan.

The teaching procedure is quite simple, yet it can assist the students in understanding the materials easily and open their perspective of communication. The teaching procedure covers the pre-teaching activities, whilst teaching, and post teaching activities.

##### ◆ Pre-Teaching

1. The teacher greets the students.
2. The teacher asks the students about the previous meeting materials
3. The teacher answers the students' questions about the previous materials (if any)
4. The teacher asks the students' background knowledge about the different speaking style of the different genders.

##### ◆ Whilst-Teaching

1. The students are divided into groups of six students.
2. The materials about directness and indirectness in speaking between two genders are divided into sections.
3. Each member reads a section
4. The members of different teams meet to become experts
5. The students return to their home group and teach other members about their sections
6. Students must listen to their teammates to learn other section

##### ◆ Post-Teaching

1. The teacher/lecturer explains the materials of directness and indirectness in speaking between two genders briefly.
2. The teacher/lecturer asks to conclude the materials orally

3. The teacher/lecturer gives the opportunity for the students to ask their difficulty in the lesson (if any).

## CONCLUSION

In conclusion, we can say that men and women have their own way to express their idea and feeling through their talk. Yet, the style they use is extremely different to each other. The differences may lead to misunderstanding and conflict between couple, friends, or anyone around us. Therefore, the students are expected to learn and understand the differences in order to avoid any problems that may come up. By having good understanding, any problem that may occur can be solved, prevented, or at least minimized.

In order to learn the phenomenon, the students are assisted by the use of cooperative learning approach. Jigsaw as one of its model is expected to help the students in understand the material and implement it in their daily life.

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