



The Minimal Responses In The Classroom Conversation Of Grade 8 Students Of SMP Taman Kasih Karunia Kisaran

Dewi Paulina Silalahi

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan

Universitas HKBP Nommensen Medan

Email: dewi.silalahi@uhn.ac.id

Abstract

Speaking is to inform people about things they do not know, to persuade people to believe something or to do something, or to entertain people and make them feel good about themselves. conversation is a joint activity in which two or more participant's uses linguistic forms and nonverbal signals to communicate interactively. The aims of the study after doing this research is to find out the differences of giving respond of male and female students in a classroom conversation in SMP Taman Kasih Karunia Kisaran. In this research, the writer used a descriptive qualitative and case study approach. The research used male and female students of grade 8 students at SMP Taman Kasih Karunia Kisaran. I took 30 students, 16 boys and 14 girls in 1 class. The results of the data can be found from the types of minimal response through their informal conversation in the school. Based on the data, it found that 8th grade female student use more minimal response than male student in SMP Taman Kasih Karunia Kisaran. Incomplete female students are 64% but incomplete male students are 37%. There are 22 minimal responses found in the conversation, they are: yeah, uh-hu, mm/hmm/umm, wow, nods, shakes of the head, yes, no okay, good oh, really, oh my god, that's right, clarification request, smile and laughter.

Keywords: *minimal responses, communication, classroom conversation, male and female.*

Abstrak

Berbicara adalah untuk menginformasikan orang tentang hal-hal yang mereka tidak tahu, membujuk orang untuk mempercayai sesuatu atau melakukan sesuatu, atau untuk menghibur orang dan membuat mereka merasa nyaman dengan diri mereka sendiri. percakapan adalah kegiatan bersama di mana dua atau lebih peserta menggunakan bentuk linguistik dan sinyal nonverbal untuk berkomunikasi secara interaktif. Tujuan penelitian setelah melakukan penelitian ini adalah untuk mengetahui perbedaan pemberian tanggapan siswa laki-laki dan perempuan dalam percakapan kelas di SMP Taman Kasih Karunia Kisaran. Dalam penelitian ini, penulis menggunakan pendekatan deskriptif kualitatif dan studi kasus. Penelitian ini menggunakan siswa putra dan putri kelas 8 SMP Taman Kasih Karunia Kisaran. Saya mengambil 30 siswa, 16 laki-laki dan 14 perempuan dalam 1 kelas. Hasil data dapat diketahui dari jenis-jenis respon minimal melalui percakapan informal mereka di sekolah. Berdasarkan data, ditemukan bahwa siswa perempuan kelas 8 menggunakan respon yang lebih minim dibandingkan siswa laki-laki di SMP Taman Kasih Karunia Kisaran. Siswa perempuan yang tidak tuntas 64% tetapi siswa laki-laki yang tidak tuntas 37%. Terdapat 22 respon minimal yang ditemukan dalam percakapan tersebut, yaitu: yeah, uh-hu, mm/hmm/umm, wow, anggukan, gelengan kepala, ya, tidak apa-apa, baik oh, sungguh, ya ampun, benar, permintaan klarifikasi, senyum dan tawa.

Kata kunci: *respon minimal, komunikasi, percakapan kelas, laki-laki dan perempuan*

INTRODUCTION

Learning English in a foreign language is now one of the most important subjects. Learning English is never an easy task, and some students struggle more than others. There are four skills that are needed to draw on specialized functional components within general language system, they are listening, speaking, reading, and

writing.

Speaking is to inform people about things they do not know, to persuade people to believe something or to do something, or to entertain people and make them feel good about themselves (Meriam Webster 1828). Its goal is that the listeners understand something in the same way that the speaker understands that subject. Speaking is more highly structured. Speakers generally have time limits, and listeners do not interrupt (usually). Information is organized, planned, prepared, researched—it's not "off-the-cuff." Listener needs and situational constraints are more carefully considered. Speaking required more formal language than conversation required more informal language. Informal is usually used in conversation.

Conversations are orderly and proceed in an organized way, but all the participants have to work at the conversation, making sense of things, supporting each other, checking for meaning, and so on. A conversation, unlike a piece of written work, is very much the work of at least two people. According to Susan E. Brennan (2010), conversation is a joint activity in which two or more participant's uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face conversation is universal—engaged in by all human cultures, and providing an interactive context in which children learn their native languages. Conversation may also be mediated, such as when electronic technology is used for speech or text. This entry takes an interdisciplinary approach to defining conversation and its key characteristics.

People spend much of their time interacting with each other. They talk about their daily lives, share information and enjoy leisure time. They communicate in informal conversations with friends. In any relationship and any environment, communication is unavoidable. Human beings are always involved in communication processes: at home, in school, in the office, in the social community and so on. We should learn the communicative competence to perform appropriately in certain contexts. People use different communicative strategies with different people in different situations. People choose different strategies for various reasons, during which gender could be one hypothetical key reason: women and men are sometimes reported to use different communicative strategies with each other.

Traditionally, sociolinguistics focused on linguistic variation coextensive with social class, ethnicity age (Coates, 2004: 4). But gender, which is term used to describe socially constructed categories as an alternative expression of biological sex, was ignored for a long time. Sociolinguistics will give us an idea in communicating with the language (Ronald Wardaugh, 2006). What kind of language should we use if we talk to a certain person. For example, if we are children of a family, of course we must use a different language if the other person is a father, mother, brother or sister.

The most common kind of spoken language is conversation, when one person communicates through speaking to another person or to other people. Just as there are patterns in sounds, words, and sentences, so also there are patterns in conversation. In even in the most unpredictable conversations, there are certain devices that we use time and time again. If a person wants to tell a joke or some bad news or to ask for a special favour, there are recognised ways of introducing these subjects. Without these cues, listeners would be very disconcerted.

Simple examples can be found on recorded conversations conducted by several people in the classroom conversation. As they speak the words, sounds, language and the way they express their ideas about the delivery that is in their minds.

Among the communicative strategies found in conversational interaction, a minimal response is one central phenomenon. Men and women are often said to use minimal responses differently (Labov, 1990). It is reported that women use minimal responses to show their support to the current speaker while men prefer the delayed minimal responses in order to achieve the dominance in conversation.

The study of conversations between the genders is a central area within linguistics as well as other fields and has been a topic of interest for a long time. Linguists have been investigating language and gender from many perspectives. One of the important issues between males and females is how they use communicative strategies to interact with one another. That is to say that although women and men are equal, they characteristically use different strategies in conversational interaction with each other. By studying this typical case, we will have an insight into the gender differences in communication. The most important thing is for both male and female to realize the causes of the differences in cross-sex conversation and aware of it, so they can be more suitable to the environment they are in. From the explanation above, the research will do to see how male and female student respond a conversation of minimal response.

METHOD

In this study, the writer uses a descriptive qualitative and case study approach. According to Ary (2010: 29) qualitative researchers seek to understand a phenomenon. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The

research design is qualitative; it is used to describe the informal conversation by male and female in minimal response. The subject of the study is a group of men and women who speak in informal conversation. The object of the study in this research is the minimal response in the informal conversation. The data of the research are the utterances contain the minimal response. Technique of analysis data; Identify the male and female conversation in informal conversation, Underline the male and female conversation utterances deals to the minimal response, Classify the minimal response based on male and female conversation, Count the minimal response used by male and female, Determine the types of minimal response and Conclude the types of minimal response as the most dominant that used.

RESULTS AND DISCUSSION

RESULTS

The research used male and female students of grade 8 students at SMP Taman Kasih Karunia Kisaran. I took 30 students, 16 boys and 14 girls in 1 class. The results of the data can be found from the types of minimal response through their informal conversation in the school. The following elements of the minimal response that has been studied by the author.

Table 1. Forms of Minimal Responses and Their Occurrences

No.	Form	Number	Percentage
1.	<i>Yeah</i>	7	7%
2.	<i>Uh-hu</i>	2	2%
3.	<i>Mm / Hmm / Umm</i>	15	15%
4.	<i>Wow</i>	3	3%
5.	<i>Nods</i>	4	4%
6.	<i>Shakes of the head</i>	2	2%
7.	<i>Yes</i>	6	6%
8.	<i>No</i>	2	2%
9.	<i>Okay</i>	15	15%
10.	<i>Good</i>	3	3%
11.	<i>Oh</i>	4	4%
12.	<i>Really</i>	7	7%
13.	<i>Oh my God</i>	2	2%
14.	<i>That's right</i>	2	2%
15.	<i>That's good idea</i>	5	5%
16.	<i>It's sounds good</i>	3	3%
17.	<i>I agree</i>	2	2%
18.	<i>I will</i>	1	1%
19.	<i>I see</i>	2	2%
20.	<i>Clarification request</i>	8	8%
21.	<i>Smile</i>	4	4%
22.	<i>Laughter</i>	4	4%
	Total	101	100 %

Table 2. The Occurances of Male and Female Student in Minimal Responses

No.	Minimal response	Gender		Total
		Male	Female	
1.	Verbal response	4	23	27
	- <i>Yeah</i>	1	6	
	- <i>Uh-hu</i>	0	2	
	- <i>Mm/Hmm/Umm</i>	3	12	
	- <i>Wow</i>	0	3	
2.	Non verbal response	1	5	6
	- <i>Nods</i>	0	4	
	- <i>Shakes of the head</i>	1	1	
3.	Single words	15	11	26
	- <i>Yes</i>	6	0	
	- <i>No</i>	1	1	
	- <i>Okay</i>	6	9	
	- <i>Good</i>	2	1	
4.	Phrasal utterances	4	9	13
	- <i>Oh</i>	2	2	
	- <i>Really</i>	2	5	
	- <i>Oh my God</i>	0	2	
5.	Short clauses	6	7	13
	- <i>That's right</i>	0	2	
	- <i>That's good idea</i>	3	2	
	- <i>It's sounds good</i>	1	2	
	- <i>I agree</i>	1	1	
	- <i>I will</i>	0	1	
	- <i>I see</i>	1	1	
6.	Longer utterances	6	2	8
	- <i>Clarification request</i>	6	2	
7.	Others	1	7	8
	- <i>Smile</i>	0	4	
	- <i>Laughter</i>	1	3	
	Total	37	64	101

Based on the table above, it found that 8th grade female student use more minimal response than male student in SMP Taman Kasih Karunia Kisaran. Incomplete female students are 64% but incomplete male students are 37%. There are 22 minimal responses found in the conversation, they are: yeah, uh-hu, mm/hmm/umm, wow, nods, shakes of the head, yes, no okay, good oh, really, oh my god, that's right, clarification request, smile and laughter.

Male and female use the same minimal response, they are verbal response, non verbal response, single words, phrasal utterances, short clauses, longer utterances and others (smile and laughter).

In verbal response, female use more than male. In non verbal response, female use more than male. In single words, male use more than female. In phrasal utterances, female use more than male. In short clauses, female use more than male. In longer utterances, male use more than female. In others (smile and laughter), female use more than male.

Male student more use single words are 15 times than female use single words are 11 times in conversation. Single words such as yes, no, okay, good. It is clearly that men usually ask something to do point, clearly their thoughtness, independence and will be control that different with women. Female student more use verbal response are 23 times than male use verbal responses are only 4 times in conversation. Verbal response such as yeah, uh-hu, mm/hmm/um, wow. It is clearly that women usually do not to do point, insecurity, sensitivity to others and too emotional expressivity when they want to ask something, that very different with men. According to of Dr. Brizendine (1994) clearly says that women are three times more talked than men.

DISCUSSION

From the findings, it can be interpreted that minimal responses has the reason of the male and female. According to Zimmerman & West (1975) minimal response are short answers that the listener makes while the speaker talks in a conversation so we have two different kinds of making minimal response. First, listener makes responses while the current speaker is talking. Second, listener makes responses after the current speaker finishes the talking. According to Dr. Brizendine (1994) clearly says that women are three times more talk than men. Minimal responses can indicate how much the listener can understand the speaker, whether the information conveyed by the speaker is new so that they can “affect the type and amount of information given by the speaker, the length of his or her turn, the clarity of the speaker’s content and the extent to which the speaker communicates in a qualified or specific manner (Knapp and Hall, 1997: 461). According to Ganner (2004), there are thirteen function of listener response, they are:

- Continuer - Keeps the floor open for the current speaker to continue speaking
- Acknowledgment - Shows one has heard the current speaker
- Newsmarker - Marks what the speaker has said as newsworthy in some way
- Change of activity - Marks the transition for a new activity or topic
- Assessment - Evaluates the talk of the current speaker
- Claim understanding - Shows one has comprehended the speaker
- Agreement - Shows support of what the speaker has said
- Disagreement - Shows non-support of what the speaker has said
- Clarification - Checks to make sure s/he has heard correctly
- Signal of confirmation - Shows one has received specific information
- Interest or attentive signal - Displays interest and engagement in what the speaker has said
- Collaborative finish - The listener finishes the speaker’s utterance
- Emotional response - Expresses an emotional reaction to the speaker.

CONCLUSION

After analysing all the data then the researcher makes conclusion that from 15 conversations made by the students of grade 8 at SMP Taman Kasih Karunia Kisaran. From the results were found that male and female students use all the types minimal response. Male student use 15 times single words of minimal response in conversation but female students use 23 times verbal responses of minimal response in conversation. This study indicates that there is indeed a difference between men and women in communicative competency where minimal responses are concerned. Only 37% minimal responses are used by male students and 64% minimal responses are used by female students of grade 8 in the classroom conversation.

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