

## REFERENCES

- Acat, B. & Dönmez, İ. (2009). To Compare Student Centered Education and Teacher Centered Education in Primary Science and Technology Lesson in Terms of Learning Environments. *Procedia Social and Behavioral Sciences 1*.
- Allana, A., Asad N. and Sherali, Y. (2010). Gender in academic settings: Role of teachers. *International Journal of Innovation, Management and Technology*, 1(4).
- Amalsalah, E., Yamini, H., & Yarmohammadi, Y. (2004). Directive used in university classrooms. *Journal of Literature and Language*, 5(1), 1-27.
- Arani, S. S. (2012). A study of directive speech acts used by Iranian nursery school children: The impact of context on children's linguistic choices. *International Journal of Applied Linguistics and English Literature*, 1(5), 163-176.
- Aridah. (2001). Politeness phenomena as a source of pragmatic failure in English as a Second Language. *TEFLIN Journal*, 12(2), 149-166.
- Aukrust, V.G. (2008). Boys' and girls' conversational participation across four grade levels in Norwegian classrooms: Taking the floor or being given the floor?. *Gender and Education*, 20 (3), 237–252.
- Bahrani, T. & Nekoueizadeh, M. (2014). The role of input in second language acquisition. *Journal of Advances in Linguistics*, 1(1), 1-6.
- Basra, S. M. & Thoyyibah, L. (2017). A speech act analysis of teacher-talk in an EFL classroom. *International Journal of Education*, 10(1), 73-81.
- Bates, E. (1976). *Language and context: The acquisition of pragmatics*. New York: Academic Press.
- Bayyurt, Y. (1999). Research report: The analysis of the interactional strategies of female and male university students in an EFL setting. Supported by The Commission of Boğaziçi University Scientific Research Projects, Project Number: 99HD601.
- Biber, S, H. & Carger, G. L. (2000). *Working women in America: Split dreams*. New York: Oxford University Press
- Blackstone, A. M. (2003). Gender roles and society. *Human ecology: An encyclopedia of children, families, communities, and environments (eds)*, 335-338.
- Brannon, L. (1996). *Gender: Psychological Perspectives*. Boston: Allyn and Bacon.
- Brophy, J. (1999). Perspectives of classroom management: Yesterday, today and tomorrow. In H. Freiberg (Ed.), *Beyond behaviorism: changing the classroom management paradigm*, 43–56. Boston: Allyn and Bacon.
- Brown, G. P. (1980). Characterizing indirect speech acts. *American Journal of Computational Linguistics*, 6(3-4), 150-166.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2<sup>nd</sup> ed)*. New York: Longman.
- Bruner, J. (1975). The ontogenies of speech acts. *Journal of Child Language*, 2, 1-20.

- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
- Budiasih, L. T., Andayani., & Rohmadi, M. (2017). Illocution in speech acts by foreign students in Indonesian as a foreign language classes. *IJOLTL*, 2(3), 213-225.
- Cameron, D. (1999). Performing gender identity: Young men's talk and the construction of heterosexual masculinity, in A. Jawarowski and N. Coupland (eds). *The Discourse Reader*. London: Routledge, 442-58.
- Cameron, D. (2005a). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, 26, 482-502.
- Carter, R. & Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *ONF Journal*, 41(5), 545-547. DOI: 10.1188/14.ONF.545-547
- Celce-Muria, M. & Olhstain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. New York: Cambridge University Press.
- Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler, & M.P. Safont Jordà (Eds.), *Intercultural language use and language learning*, 41-57.
- Chaudron, C. (1998). *Second language classroom: Research on teaching and Learning*. Cambridge: Cambridge University Press.
- Coates, J. (1996). *Women talk: Conversation between women friends*. Oxford: Blackwell.
- Cordella, M. (1991). Spanish speakers apologizing in English: A cross-cultural pragmatic study. *Australian Review of Applied Linguistics*, 14 (2), 115-38.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3<sup>rd</sup> ed.)*. California: Sage Publications, Inc.
- Cullen, R. (2002). Supportive teacher talk: The importance of the F-move. *ELT Journal*, 56(2), 117-127.
- Curtis, A and O'Hagan. M. (2003). *Care and education in early childhood: A student's guide to theory and practice*. London: Routledge Falmer.
- Cutting, J. (2008). *Pragmatics and discourse: A resource book for students (2nd ed.)*. London: Routledge.
- Davies, J. (2003a). Expression of gender: An analysis of pupils' gendered discourse styles in small group classroom discussions. *Discourse and Society*, 14, 115-32.
- Denzin, N. K. & Lincoln, Y. S. (1994). *Introduction: Entering the field of qualitative research*. California: Sage Publications.
- Donesch-Jezo, E. (2011). The role of output and feedback in second language acquisition: A classroom-based study of grammar acquisition by adult English language learners. *ESUKA - JEFUL*, 2(2), 9-28.
- Drudy, S. & Ui Chattain, M. (2002). Gender effects in classroom interaction: Data collection, self-analysis, and reflection. *Evaluation & Research in Education*, 16(1), 34-50.

- Duran, N. C. (2006). Exploring gender differences in the EFL classroom. *Colombian Applied Linguistic Journal*, 8, 123-136.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Duffy, J., Warren, K., & Walsh, M. (2002). Classroom interactions: Gender of teacher, gender of student, and classroom subject. *Sex roles*, 45(9), 579–593.
- Ellis, R. (1990). *Instructed second language acquisition: Learning in the classroom*. Oxford: Basil Blackwell Ltd.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning?. *Jurnal Sosial Humaniora*, 10(2), 59-70.
- Ervin-Tripp, S. (1977). *Wait for me, roller skate!* In Ervin-Tripp, S. & Mitchell-Kernan, C. (Eds), *Child Discourse*. New York: Academic Press
- Ervin-Tripp, S., Guo, J., & Lambert, M. (1990). Politeness and persuasion in children's control acts. *Journal of Pragmatics*, 14, 307–331
- Farooq, M.U. (2000). Examining a male teacher's attention in a mixed-sex EFL Japanese high school classroom based on the Sinclair-Coulthard model. *Unpublished MA thesis*, University of Birmingham.
- Feng, Y. (2016). Teaching speech acts in EFL classrooms: An implicit pedagogy. *Sino-US English Teaching*, 13(7), 515-520.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education* (8<sup>th</sup> ed.). New York: McGraw Hill.
- Garett, T. (2008). Student-centered and teacher-centered classroom management: A case study of three elementary teachers. *Journal of Classroom Interaction*, 43(1), 34-47.
- Gass, S. M. (1997). *Input, interaction, and the second language learner*. Mahwah, New Jersey: Lawrence Erlbaum.
- Gay, L. R. & Airasian, P. (2000). *Educational research: competencies for analysis and application* (6<sup>th</sup> ed.). New Jersey: Prentice-Hall, Inc.
- Ghosh, S. (2015). *Gender identity*. Retrieved February 13, 2018, from <https://emedicine.medscape.com/article/917990-overview>
- Glenz, T. (2014). The importance of learning students' names. *Journal on Best Teaching Practices*, 21-22.
- Goatly, A. (1995). Directness, indirectness, and difference in the language of classroom management: Advice for teacher trainees. *IRAL*, 33, 267-284.
- Goodwin, M. H. (1990). *He-said--she-said: Talk as social organization among black children*. Bloomington: Indiana University Press.
- Gordon, D., & Lakoff, G. (1975). *Conversational postulates*. In P. Cole and J. Morgan (Eds.), *Syntax and semantics*. New York: Academic.
- Grady, W., Lee, S. O. & Lee, J. H. (2011). Practical and theoretical issues in the study of heritage language acquisition. *Heritage Language Journal*.
- Griffin, M.A., McGahee, D., & Slate, J. (1999). *Gender differences in nonverbal communication*. Valdosta State University.

- Guerrettaz, A. M. & Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal*, 97(3), 779-796.
- Hall, K. (1995). Lip service on the panty lines, in K. Hall and M. Bucholtz (Eds). *Gender Articulated: Language and the Socially Constructed Self*. London: Routledge, 183-216.
- Hameed, W. Q. (2010). The impact of gender in determining politeness strategy with reference to Iraqi students of English. *Journal of the College of Arts in University of Basrah*, 54(2), 38-56.
- Hamied, F. A. & Malik, R. A. (2016). *Research methods: A guidance of a first-time researcher*. Bandung: UPI Press.
- Hamied, F. A. (2017). *Research methods: A guidance of a first-time researcher*. Bandung: UPI Press.
- Harmer, J. (2001). *The practice of English language teaching*. (3<sup>rd</sup> ed.). London: Pearson Education.
- Hassakhah, J. & Zamir, S. R. (2013). Gendered teacher-student interactions in English language classrooms: A case of Iranian college contexts. *SAGE Journals*, 3(3). <https://doi.org/10.1177/2158244013502986>
- Hassan, R. K. & Ranganawmy, S. (2014). Internal/external modifiers in request speech act among Iranian study abroad learners. *Research Journal of Recent Sciences*, 3(5), 65 -54.
- Hedayatnejad, F., Maleki, R., & Mehrizi, A. A. H. (2016). The effect of social status and gender on realization of refusal of suggestion among Iranian EFL intermediate learners. *Journal of Language Teaching and Research*, 7(1), 99-109.
- Holmes, J. (1995). *Women, men, and politeness*. Harlow: Longman.
- Ide, S. (1992). Gender and function of language use: Quantitative and qualitative evidence from Japanese. *Pragmatics and Language Learning*, 3, 117-129.
- Ilyas, S. & Khushi, Q. (2012). Facebook status updates: A speech act analysis. *Academic Research International*, 3(2), 500-507.
- Jordan, K. Y. (2004). Gender role. In *Encyclopedia of women's health*, ed. Sana Loue and Martha Sajatovic, 520-522. Springer US. Retrieved February 13, 2018, from [http://link.springer.com/referenceworkentry/10.1007/978-0-306-48113-0\\_174](http://link.springer.com/referenceworkentry/10.1007/978-0-306-48113-0_174)
- Karadeniz, S. (2016). The effects of teacher's gender on EFL learning in primary education. *Journal of Foreign Language Education and Technology*, 1(1).
- Kemdikbud. (2013). *Modul pelatihan implementasi kurikulum 2013*. Jakarta: Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan.
- Kemdikbud. (2013a). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81a Tahun 2013 tentang Implementasi Kurikulum 2013*. Jakarta: Kemdikbud.
- Kogut, G. & Silver, R. E. (2009). Teacher talk, pedagogical talk, and classroom activities. In *Redesigning Pedagogy 2009, Proceedings* (24 pages). Singapore: National Institute of Education.
- Koike, D.A. (1992). *Language and social relationship in Brazilian Portuguese*. Texas: University of Texas Press.
- Krashen, S. (1985). *The input hypothesis*. California: Laredo Publishing Company.

Sonia Destrie Pratidina, 2018

**TEACHER'S DIRECTIVE TOWARDS MALE AND FEMALE STUDENTS: THEIR PEDAGOGICAL FUNCTIONS AND RELATION TO EFL CLASSROOM INTERACTION**

Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)

- Kreidler, C.W. (1998). *Introducing English semantics*. London: Routledge.
- Kurdghelashvili, T. (2015). Speech acts and politeness strategies in an EFL classroom in Georgia. *International Scholarly and Scientific Research and Innovation*, 9(1), 306-309.
- Lakoff, R. T. (1975). *Language and Woman's Place*. New York: Octagon Books.
- Lakoff, R. T. (1990). *Talking power*. New York: Basic Books.
- Levinson, S. C. (1995). *Pragmatics*. New York: Cambridge University Press.
- Lorber, J. (2003). The social construction of gender. *The social construction of difference and inequality: Race, class, gender, and sexuality*, 99-106.
- Lyster, R., & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition*, 28(2), 269–300.
- Mackey, A. (2006). Feedback, noticing and second language development: An empirical study of L2 classroom interaction. *Applied Linguistics*, 27 (3), 405–430.
- Marshall, C. S. & Reinhartz, J. (1997). Gender issues in the classroom. *The Clearing House*, 70(6), 333-337.
- Matsumoto, D. & Juang, L. (2004). *Culture and psychology* (3rd ed.). California: Thomson Learning.
- Mckelvie, B. (2000). The effect of hyper femininity on communication patterns in dating couples. *Dissertation Abstract International*, 60, 63-75.
- Merdana, Seken, K., Putra, N. A. J. (2013). An analysis of speech act produced by elementary school teachers and students to facilitate teaching and learning at SDN 10 Pringgasela East Lombok. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*.
- Mean, L. (2001). Identity and discursive practice: Doing gender on the football pitch. *Discourse and Society*, 1, 9-39.
- Mills, S (2003). *Gender and politeness*. New York: Cambridge University Press.
- Mills, S. (2004). Class, gender, and politeness. *Multilingua*, 23(1-2), 171–190. <http://dx.doi.org/10.1515/mult.2004.004>
- Minasyan, S. (2017). Gendered patterns in teacher-student interaction in EFL classroom: The Greek context. *Journal of Language and Education*, 3(3), 89-98. doi:10.17323/2411-7390-2017-3-3-89-98
- Mulac, Brada, & Gibbons. (2001). Empirical support for the gender-as-a-culture hypothesis: An intercultural analysis of male/female language differences. *Human Communication Research*, 27, 121-152.
- Muniroh, R. D. D. (2013). Follow-up responses to refusals by Indonesian learners of English as a foreign language. *Indonesian Journal of Applied Linguistics*, 2(2), 281-293.
- Nassaji, H & Fotos, S. (2004). Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24, 126-145.
- Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge Publishing.
- Nejati, R., Hassani, M. T. and Sahrapour, H. A. (2014). The relationship between gender and student engagement, instructional strategies, and classroom

- management of Iranian EFL teachers. *Theory and Practice in Language Studies*, 4(6), 1219–1226.
- Nichols, P. (1992). The curriculum of control: Twelve reasons for it, some arguments against it. *Beyond Behavior*, 3, 5–11.
- Nunan, D. 1991. *Language teaching methodology*. Herts: Prentice Hall.
- Olsen, W. (2004). *Triangulation in social research: Qualitative and quantitative methods can really be mixed*. Ormskirk: Causeway Press.
- Oktan, D. & Caganaga, C. K. (2015). The impact of teachers' gender differences on classroom management. *International Online Journal of Education and Teaching (IOJET)*, 2(4), 239-247. [http://iojet.org/index.php/IOJET/article/view/Paltridge, B. \(2006\). Discourse analysis: An introduction. NY: Continuum.](http://iojet.org/index.php/IOJET/article/view/Paltridge, B. (2006). Discourse analysis: An introduction. NY: Continuum.)
- Patten, V. B., & Benati, A. G. (2010). *Key terms in second language acquisition*. London: Continuum International Publishing Group
- Patton, M. Q. (1990). *Qualitative education and research methods* (2<sup>nd</sup> ed.). California: SAGE Publications, Inc.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5).
- Patton, M. Q. (2002). *Qualitative evolution and research methods* (3<sup>rd</sup> ed.). California: Sage Publications, Inc.
- Pemerintah Republik Indonesia. Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Peng, L., Xie, F., & Cai, L. (2014). A case study of college teachers' politeness strategy in EFL classroom. *Theory and Practice in Language Studies*, 4(1), 110-115.
- Prabowo, A. B. & Alifiyanti. (2013). An analysis of teachers' questioning strategies during interaction in the classroom: A case of the eight grade SMP PGRI 01 Semarang. *Journal of Upgris*, 4(1).
- Rahardi, K. (2005). *Pragmatik Kesantunan Imperatif*. Jakarta: Erlangga
- Rashidi, N., & Naderi, S. (2012). The effect of gender on the patterns of classroom interaction. *Scientific and Academic Publishing Journals*, 2(3), 30-36. DOI: 10.5923/j.edu.20120203.02
- Ratnaningsih, S. (2017). Scientific approach of 2013 curriculum: Teachers' implementation in English language teaching. *English Review: Journal of English Education*, 6(1), 33-40. DOI: 10.25134/erjee.v6i1.768.
- Red, J. M. D. (1998). *Understanding learning styles in the second language classroom*. New Jersey: Prentice-Hall.
- Reeves, H., & Baden, S. (2000). *Gender and development: Concepts and definition*. Brighton: BRIDGE (development – gender) Institute of Development Studies University of Sussex.
- Rezaee, M. & Rahaian, M. (2012). An exploration of discourse in an EFL classroom: Teacher talk. *Procedia - Social and Behavioral Sciences*, 47, 1237 – 1241
- Richards, J. C. & Renandya, W. A. (2001). *Methodology in language teaching*. New York: Cambridge University Press.

- Rogers, C., & Freiberg, J. (1994). *Freedom to learn (3rd Ed.)*. New Jersey: Merrill Publishing.
- Saldana, J. (2013). *The coding manual for qualitative researchers*. London: SAGE Publications, Ltd.
- Searle, J. (1969). *Speech acts: An essay in the philosophy of language*. California: Cambridge University Press.
- Searle, J. R. (1979). *Expression and meaning: Studies in the history of speech acts*. California: Cambridge University Press.
- Schreurs, J. & Dumbraveanu, R. (2014). A shift from teacher-centered to learner-centered approach. *iJEP*, 4(3), 36-41.
- Seedhouse, P. (1997). The case of the missing “no”: The relationship between pedagogy and interaction. *Language Learning*, 47(3), 547-583.
- Segal, E. S. (2004). Cultural constructions of gender. In *Encyclopedia of sex and gender: Men and women in the world's cultures Volume I: Topics and cultures A-K Volume II: Cultures L-Z*, ed. Carol M. Ember and Melvin Ember, 3-10. Springer US.
- Shams, R. & Afghari, A. (2011). Effects of culture and gender in comprehension of speech acts of indirect request. *English Language Teaching*, 4(4), 279-287.
- Shehadeh, A. (2005). Functions of learner output in language learning, language pedagogy, and classroom interaction. *Language and Translation Journal*, 1-15
- Spender, D. (1982). *Invisible women: The schooling scandal*. London: Writers and Readers Publishing.
- Stewart, A. J., & McDermott, C. (2004). Gender in psychology. *Annual Review of Psychology*, 55, 519-544.
- Stodulkova, B. (2013). *Gender and politeness in discourse [A bachelor thesis]*. Faculty of Humanities, Tomas Bata University in Zlin, Czech Republic.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory (2<sup>nd</sup> ed.)*. California: Sage
- Suharyadi. (2013). *Exploring scientific approach in English language teaching*. Malang: The State of Malang University
- Sulistiyani. (2017). The power of directive speech acts in EFL classroom interaction. *Advances in Social Science, Education and Humanities Research*, 145
- Sunderland, J. (1992). Gender in EFL classroom. *ELT Journal*, 46, 81-91.
- Swain, M. (1985). *Communicative competence: Some roles of comprehensible input and comprehensible output in its development*, Input in Second Language Acquisition., eds S. Gass & C. Madden, Newbury House, Rowley, Mass.
- Tannen, D. (1990). *You just don't understand: women and men in conversation*. New York: Morrow.
- Tapper, J. (1994). Directives used in college laboratory oral discourse. *System*, 205-222.
- Tsui, A. B. M. (1995). *English conversation*. Oxford: University Press.
- Thuan, L. T. & Nhu, N. T. K. (2010). Theoretical review on oral interaction in EFL classroom. *Studies in Literature and Language Journal*. 1(4), 29-48.

- Tymson, C. (1998). *Gender games: Doing business with the opposite sex*. New South Wales: Tymson Communication.
- Uchida, A. (1992). When 'difference' is 'dominance': A critique of the anti-power-based cultural approach to sex differences, *Language in Society*, 21, 547-68.
- Vanfossen, B. (2001). *Gender Differences in Communication*. ITROW's Women and Expression Conference.
- Wardlaugh, R. (2006). *An introduction to sociolinguistics (5th ed.)*. Oxford: Blackwell Publishers
- Wareing, S. (2004). Language and gender. In *Language, Society and Power: An introduction (2nd ed.)*. London: Routledge.
- Xiongqing, J. (2010). A case study of teacher's politeness in EFL class. *Journal of Language Teaching and Research*, 1, 651-655.
- Xu, X. (2010). Analysis of teacher talk on the basis of relevance theory. *Canadian Social Science*, 6(3), 45-50.
- Yanfen, L., & Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, 33(2), 76-86.
- Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.
- Younger, M., & Warrington, M. (1996). Differential achievement of girls and boys at GCSE: Some observations from the perspective of one school, *British Journal of Sociology of Education*, 17, 299-314.
- Yule, G. (2006). *The study of language (3<sup>rd</sup> ed.)*. Cambridge: Cambridge University Press.
- Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh: Edinburgh University Press.
- West, C. & Zimmerman, D. H. (1983). Small insults: A study of in interruptions in cross-sex conversations between unacquainted persons, in B. Thorne, C. Kramer, & N. Henley (eds), *Language, Gender, and Society*. Rowley Mass: Newbury House, 103-18.
- Wulansari, Y. & Suhartini, C. (2015). Directive speech acts realization of Indonesian EFL teacher. *English Review: Journal of English Education*, 3(2), 223-229.
- Zaim, M. (2017). Implementing scientific approach to teach English at senior high school in Indonesia. *Asian Social Science Journal*, 13 (2), 33-40.
- Zainil, Y. (2013). Input-output interplay in Indonesian EFL classrooms: A conversational analytical study. *Academic Journal of Interdisciplinary Studies*, 2(3), 497-513.
- Zhang, S. (2009). The role of input, interaction, and output in the development of oral fluency. *English Language Teaching Journal*, 2(4), 91-100.
- Zimmerman, D. & West, C. (1975). Sex Roles, Interruptions and Silences in Conversation. In *Language and sex: Difference and dominance*, ed. Nancy Henley and Barrie Thorne, 105-129.