

The Linguistic Features in the Conversation of Grade Ten Students of SMA Negeri 2 Pematangsiantar

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Abstract

This research aimed to describe the linguistic features by male and female in students conversation of grade eleven students of SMA Negeri 2 Pematangsiantar. To find out the answer of the problem in this research, the researcher uses the related theories, they are Lakoff (1975), Holmes (2010) and Meyerhoff (2006). The design of this research was descriptive qualitative research. The participants were the grade eleven of SMA Negeri 2 Pematangsiantar. The researcher used two classes, where one class (26 students) and the other one (36 students) was as the control group. The instrument for collecting the data was handphone. The research's results showed that both male and female characters use language features proposed by Lakoff (1975), such as, empty adjectives, hedge, intensifier, hypercorrect grammar, super polite form, tag question, and emphatic stress, even though the characteristics of color words and question intonation have not been found in the characters' utterances. The difference between men and women's speeches is shown clearly through the characteristic of hypercorrect grammar in which male students used informal speeches in higher frequency than female students and male students intend to lexical hedges and filler in their conversation than female students and also super polite form male students seldom to use it or never used it in their conversation and female students used avoidance of strong swear words than male students never used it.. Overall, it can be said female students had more formal language variation, while for male students had more informal language variation.

Keywords: Conversation, linguistics feature, text

1. Introduction

Linguistic features refer to the use of sentence, grammar and how the way to speak and several aspects of speech difference between male and female. Linguistic features not only in writing but also in speaking. It is often aimed to protect their face and their addressee's face. Lakoff in Holmes (2001) provides a list of ten linguistic features which characterize women's speech: lexical hedges or filler, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifier, hypercorrect grammar, super polite forms, emphatic stress, and avoidance of strong swear word. Men and women have differences to use language..

Besides that, the students are not aware that their English have features or characteristics. Male and female students have their own linguistic features. Most of the students have their community language and the students also call —genkl that use to other students. When male and female students are talking, they show the different language or the form of language. Female students have more attention in grammar. They will try to make grammatical sentence before they talk, because for them grammar in language is also important and needed. In the other side, sometimes male students produce ungrammatical sentences when they talk. Usually they do not care with grammar. They think that will be better to speak up than arrange the sentence in grammatical before speak.

The researcher also found there are differences when male students and female students have conversation and also when they talk to each other. When they have conversation, there are difference linguistic feature are uttered by female and male students. This case makes different perspective both male and female. More over Robin Lakoff (2000), explained that women's speech was characterized by linguistic features and one of them, it is hypercorrect grammar. So, people language or linguistic features affected by gender. It is related to the Eckert and Gineteida stated that woman have a different way of speaking that both can show and produce or get the position in social environment. Its mean, that men and women different in using language one of the reasons is they want them to be aware of their existence and to gain a position in social status.

From the description above, the researcher interest in conducting research about linguistic features especially for students in SMA N 2 Pematangsiantar. The purpose is not only to know what kind of language features use by male and female student, but also what factor support the differences of linguistic features between male and female students.

Sociolinguistics

Sociolinguistics is the study about language that use by society to communicate. According to Spolsky in Indrawan (2010:10), sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structure in which the users of language live. So, the researcher can say that sociolinguistics is the study about social and language. Social is a group relating to activities in which you meet and spend time with other people and which happen during the time when you are not working, and language is a tool of communication for human. According to Wardhaugh in Indrawan (2010:10), sociolinguistics is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how language functions in communication. It means that a society does not always have a same language with another society. For instance, through Simalungun and Toba are form of Batak's culture, they have different in language especially in intonation, structure and meaning.

Language Gender

Women are born with the ability to be more supportive and non-competitive, while men are not. There is no evidence to support this claim, so this can be seen as a stereo typing picture. Some researchers say that the reason why men and women different in their linguistic behaviour is because they are biologically different. Another explanation can be that of dominance; male dominance is reflected in language and men use all their available power to try to dominate each other and women. When women are dominated by men in this way, they usually seek support from other women instead of disagreeing with the men's dominance. But there are some women that turn to more prestigious language forms to avoid being dominated by men (Wardhaugh 2006:326).

Linguistic Features of Males and Females

Males and Females are socialized in a very different condition and expectation so they produce very different language style. There are four categories of the cause of appearing differences, (Kuntjara and Esther in Sandriani 2012:9).

Here there are:

1. Women are more sensitive on what they speak. Women tend to be sensitive from in using language. In contrast, men tend to more pay attention with the information than the function of language itself.

2. The discovery finds women often use intimacy words, but men less pay attention about the intimacy words. Men language point out their power to others speaker.

3. Men often do interruption. The purpose is to show their power. In other side, women more often dominate in home than men.

4. Women tend to use standard form than men. It is because standard form express high social status for user. It is assumed if women have low social status than men so they will use standard form in their speech to make equality. Finally, men and women use different language style in their speech. It is influenced with their position and status in society.

Linguistic Features

Linguistic features are several aspects of language used by women to differentiate between women and men's language characteristics (Lakoff in Holmes, 2001: 286). A list of ten Linguistic features which characterize women's speech: lexical hedges or filler, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifier, hypercorrect grammar, super polite forms, emphatic stress, and avoidance of strong swear word.

Lexical Hedges or Filler

Filler is the special words are uttered by female to the other when they have uncertain answer of a question. The examples of fillers are /...uh.../, /...um.../, /...mmh.../, /...ah.../, /...yeah.../, /...right.../, etc. the example of lexical hedges are, like well, okay, already good, etc.

Tag Question

Mesthrie also identified four obvious function of tag question (Mesthrie, 2000:237). Here they are:

1. Epistemic modal tag It is used to express uncertainty about information that will be conveyed. But it does not express politeness. Below the example: Young woman recounting school experiences to her friend. I did my exam in sixty-three was it.

2. Challenging tag This tags question pressure someone to replying utterances. It expresses impoliteness. Here the example: A: You'll probably find yourself um before the Chief Constable, okay? B: Yes, sir, yes, understood.

3. Facilitative tag Here, it invites people to give contribution in the conversation. This tag question has function to express politeness for the listener. Below the example: Host, Fiona, to Tom, a guest at her dinner party. You've got a new job Tom haven't you?

4. Softening tag It is used to reduce the force of potentially negative utterance. So by using softening tags a woman shows negative politeness. Example: Wife to husband viewing flood on kitchen floor. Well that wasn't the best bit of plumbing you've ever done was it. Sometime, we use tag question when the speaker and listener have known the answer and doesn't need confirmation. Because the function of tag question is to certain the statement or question.

Superpolite

Form Women are relative powerlessness for example their vulnerability in relation to men and their need to protect their reputation (Mesthrie, 2000:235). It means women tend to speak carefully and politely than men because the polite form that is used by them can help them to be sophisticated women. It aims to keep the other person in order not to offense and also to be more polite.

Hypercorrect Grammar

Lakoff (2004:80) state, woman are no supposed to talk rough. It means, woman should speak good, so woman use standard verb form is the perfect form for a sentence to make more polite. Example: I would like very glad if you could come to my party.

Rising intonation on declarative

Example: It's really nice? It can be concluded that rising intonation on declarative occurs in a declarative sentence but becomes a question because there is a rising intonation at the word endpoint.

Empty adjectives

Example: - Awful! - Adorable!

From the understanding and example then the empty adjectives are used to express the emotion and amazing condition.

Precise color terms

Example: The wall is mauve. From the explanation above, we can be concluded that women have their own language for choosing color that seldom used by men.

Intensifiers

Intensifier which is used to emphasize or strengthen the meanings of the following words. Example: - I feel so unhappy! - That movie made me so sick! - That sunset is so beautiful ! - Fred is sodumb! From the example and the explanation, can concluded that intensifier is a word can strengthen statement to make the listener more sure to the speaker.

Avoidance of strong swear words

Eckert (2003:181) said that swear is one of the forms of an exclamation that can strong expression. Example: a) Oh dear, you've put the peanut butter in the refrigator again. b) Shit, you've put the peanut butter in the refrigator again. From the explanation above, that someone's expression can seen from how they use interjection I like swear and women avoid using rough swear.

Emphatic stress

Cited from Talbot (2010:38), Lakoff said that women use emphatic stress with their rise in intonation as in this example "what a beautiful dress" shows that women use over-the-top emphasis because they anticipate not being taken seriously by their interlocutors. The explanation shows that women use emotional stress to convince listeners to what is being discussed. Emphatic stress arises when in a sentence there is an emphasized word and a rising intonation.

2. Methodology Of The Research

This research conducted by using descriptive qualitative research design. The researcher designed the research with the method because the researcher analyzed the process and form of language from the data. The subject of this research were students at grade Ten of SMA N 2 Pematangsiantar, exactly at X-IPA. The researcher analyzed 62 students, 24 male students and 38 female students. In this research, the researcher collected the data base on field research. According to Ary, et al (2010: 431), there are three main methods to collect the data, the first is observation, interviewing and documentation. The procedure of data analysis used qualitative data analysis are, analyze the linguistic features from the students' conversation, classifying the linguistic features of male and female students and finding the differences of linguistic features.

3. Data Analysis and Research Findings

The data of this research are the linguistic features in the students conversation. There are 14 conversations to be analyzed based on the theory of Lakoff (1975), as follow:

Data 1 Note:

BTS = Name of Korean Band

Army = Name of fans Club from BTS

M = Male

F = Female

From the conversation male students also produced some linguistic features, they are:

1. Lexical hedges or filler

In the conversation above the researcher found some lexical hedges or filler that used by male students are yeah, love, ohh, like, ha, hmm and ah. ohh, like that.. But, I don't like Korean singer. ha... Whatever! We like Ed Sheere not BTS.

2. Hypercorrect grammar

From the conversation above, the researcher found that male students didn't care care to the structure of the sentences, like when used adjective sometimes they didn't use to be. yeah, that song famous. haha..., you funny! Crazyman! From the first example —that song famous!, should be that song is famous and fom the second example —you funny!, should be you are funny.

3. Taq question

From the conversation above male student used taq qustion to certain their statment. Ed Sheeren, know him?

4. Intensifiers

There is intensifier that found that used by male students is very. whatever! Let's go to the canteen. I am very hungry.

5. Empty adjective

haha..., you funny! Crazyman! I want to make a good poem like I am very hungry
Female students also used some linguistic features, they are:

1. Lexical hedges or filler

of course, I love his song, Perfect.. I know, but I don't really like him. But I like my Korean singer, BTS I like BTS too! Especially his song, have a ready good lyrics.

2. Tag question

it is about poem, isn't it? it's so hard, you know? 3. Intensifiers BTS are so talented and so handsome and their dance is so beautiful! it's so hard, you know?

4. Emphatic stress

but I don't really like him

5. Empty adjective

BTS are so talented and so handsome and their dance is so beautiful! have a ready good lyrics it's so hard

Data 2

Male students used some linguistic features, they are

1. Lexical hedges or filler

ahhh, hmm. Everywhere. hemm, okay, mam 3 sornop and 1 fried noodle I like steak. I really like

2. Intensifiers But it is too expensive

3. Empty adjective

guys, are you hungry? Lets go to the canteen. I am hungry. Lets go I like steak. But it is too expensive

4. Emphatic stress I really like noodle Female students also used some linguistic features in their conversation, they are:

1. Tag question White canteen, okay?

2. Lexical hedges or filler I like pizza. I love it! I like every food, if my mom cook it

Data 3

From the data 3, the conversation only between female students they produced some linguistic features, they are:

1. Lexical hedges or filler

I think, tomorrow I am not busy.

uhh, I like it!

ohh, I forget.

ohh, why do you like it?

2. Tag question

cicak karaoke, right?

3. Intensifiers

Cause the lirycs so beautiful and is trending. I like it because the lirycs of the song make me fell good and so be touched hahahah, it is so funny

4. Emphatic stress

woww! Why do you like it?

5. Empty adjective

hahahah, it is so funny Cause the liryys so beautiful and is trending. I like it because the liryys of the song make me fell good and so be touched

6. Super polite

form guys, could the first song we'll play is my favorite song?

Data 4

From the data 4, the conversation only between male students they poduced some linguistic features, they are:

1. Lexical hedges or filler

ohh, my favorite singer is Diaw Hou. How about you? ohhh, my favorite singer is MLTR. I like Diaw Hau because I like rege

2. Hypercorrect grammar

I want ask to you about for your favorite singer. It should be —I want to ask you about your favorite singer| why you like it?. It should be —why do you like it?|. So what your favorite song?. It should be —So what is your favorite song?|

3. Intensifiers

because the song is very good

4. Empty adjective

because the song is very good Because the liryys is good

Data 5

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

huhh, I do not go anywhere hmmm, it certainly, would not be possible. yeah, so do I.

2. Emphatic stress

I strongly agree hmmm, it certainly Female students also used some linguistic features in their conversation, they are: 1. . it is a very good idea 2. Super polite form I am sorry I cannot go this time. 3. Emphatic stress that is a great idea

3. Intensifiers

do not be too proud of my vacation hey, do not tempt him too much

4. Lexical hedges or filler

I thought you went with her to USA.

4. Empty adjective

Be quiet. I will in considered an arrogant it is a very good idea.

Data 6

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

hah! what? Janji? I never hear hmmm, nothing. no, it is like band, hmmm, I think I don't. It's better I listen Coldplay.

2. Hypercorrect grammar

Why you ask me?. It should be —Why do you ask me? he tell us about it. It should be —he tells us about it the music good. It should be —the music is good

3. Tag question
this is a new band from Indonesia, isn't it?
4. Intensifiers
the song is very good
5. Emphatic stress
no, I don't know exactly, that's right.
6. Empty adjective
the song is very good and the music good It's better I listen Coldplay Female students also used some linguistic features in their conversation, they are: 1. Super polite form No problem I must listen the song. So, I can give opinion about that. me too. I am sorry guys we must go, see you 2. Emphatic stress we see, you talk seriously 3. Tag question band? Song? Are you sure? Really?

Data 7

From the data 7, the conversation only between female students they produced some linguistic features, they are:

1. Lexical hedges or filler
Which one do you like? I don't like, I just like Above all the lyrics is romantic I like from this moment. I like Bukti I like it too
2. Intensifiers
I fell so happy It is really good song. o baby, your favorite is so attached. hahhaa, but I really like it, the sound
3. Emphatic stress
I always happy with the song. sweet sound.
4. Empty adjective
Above all the lyrics is romantic I fell so happy I always happy with the song. It is really good song your favorite is so attached
5. Avoidance of strong swear word
o baby, your favorite is so attached.

Data 8

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges
or filler ehmmm, lets eat the cake. I love you. I love this cake. ehmm, no, I just bite my finger. hhahaha, ehmmm. yeah, be careful guys.
2. Intensifiers
I am very hungry they are really cute.
3. Empty adjective
happy birthday ugly. I am very hungry. It is sick. they are really cute. Female students also used some linguistic features in their conversation, they are: 1. Lexical hedges or filler I love you. I love this cake. 2. Avoidance of strong swear

word oh my baby, happy birthday. 3. Super polite form I am sorry. hahhah, thank you.

4. Taq question
this is delicious, isn't it?
5. Emphatic stress
How so silly you are! We always love you.
6. Intensifiers
You really surprise me! yes. I am so happy with you guys hahhah, that is because your mouth so big.
7. Empty adjective
this is delicious, isn't it? yes. I am so happy with you guys hahhah, that is because your mouth so big

Data 9

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
yeah, summer party. You know, just like all of you spent time with your family.
2. Hypercorrect grammar
It sound good. It should be —it is sounds good!
3. Taq question
We are fine. Right?
4. Intensifiers
you know the people there is so friendly, besides the beach were so great.
5. Emphatic stress
wow.. my holiday also great. It is amazing besides the beach were so great.
6. Empty adjective
hi! I am fine, It sound good It is amazing, you know the people there is so friendly, besides the beach were so great. it was very nice to hear about your holiday in Bali. It was fell good. Yes, you are right. Female students also used some linguistic features in their conversation, they are: 1. Super polite form thank you so much..2. Intensifiers All of your holiday was very nice. thank you so much. 3. Emphatic stress wow... Your holiday might be memorable one. that's cool. Bali is one of favorite spot for tourism. 4. Empty adjective All of your holiday was very nice. hi,. I am fine. yeah, we are fine my holiday was awesome Your holiday might be memorable one. that's cool.

Data 10

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
hemm, of course. By exercising our bodies will fresh.
2. Taq question
you are talking about me, aren't you? You never wok out right?
3. Intensifiers
I know why you fell weak lately.

4. Empty adjectives

hehehehe, anyway what is wrong with you? Female students also used some linguistic features in their conversation, they are: 1. Lexical hedges or filler huhh, we did not talk about you. ohh, I also ever read in book. 2. Empty adjective hi, what happened with you? You look so tired. did you have a serious problem? 3. Avoidance of strong swear word do you have any problem dear? 4. Intensifiers I always feeling tired and listless lately. You look so tired. I always fell weak lately. I quickly get tired lately. 5. Emphatic stress I always feeling tired and listless lately

Data 11

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

hmmmm, where will we go? ehm,, she said we want to go to somewhere. What do you think? yeah, I agree with you. Female students also used some linguistic features in their conversation, they are: 1. Lexical hedges or filler ohhh, I agree. I need to refresh myself.

Data 12

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

ehhh, good moning I think he fight with his sister. hmmmm, nothing. I just want come early hhaha, ehmm. I think so. hmmmm, it is up to you If you think like that, it is okay. huhhh, okay.

2. Hypercorrect grammar

what happen that make you come so early? It should be —what happened that make you come so early?! You are lie. It should be —you liel

3. Taq question

Or maybe, do you want meet with Sheina, don't you?

4. Intensifiers

What happen that make you come so early? really? You are lie.

4. Emphatic stress

5. of course, Oh no!How dare you are! ohh my god!

Data 13

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

hmm, are you have some places to visit for next week holiday? uhmmm. Hello guys. Yeah, I wanna go to Parapat too.

2. Hypercorrect grammar

What if we go together? It should be —how if w go together?! are you have some places to visit for next week holiday? It should be —do you have some places to visit for next week holiday?! Female students also used some linguistic features in

their conversation, they are: 1. Tag question are you sure? 2. Emphatic stress that is a good idea!

3. Empty adjective that is a good idea

Data 14

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler

uhmm, nothing, just sit down. ohh, have you finish your homework? ohh, I have done. ohh no, I don't do anything. Because I think, we don't have homework. hmmm. Yeah. I think. Okay guys. I will do my homework now. well, fighting!!!!

2. Hypercorrect grammar

What happen? It should be —what happened?!

3. Emphatic stress

well, fighting!!!! Female students also used some linguistic features in their conversation, they are: 1. Lexical hedges or filler yess. I think we have homework.

2. Super polite form it is okay. Never mind you still have time to do it. 3. Emphatic stress how so silly you are!

4. Intensifiers

how so silly you are!

5. Tag question

That Is mathematics, isn't it? From the data above, it can be concluded that male and female students have the differences and similarities in using linguistic features.

Findings

After having the data analysis above, the researcher found that differences linguistic features of male and female students are:

a. Male students use lexical hedges and also female student, but female students use hedges and filler more in their conversation

b. Male students often use ungrammatical sentences than female students pay attention to their attention to their sentences.

c. Male students like to talk about gossip in the classroom.

d. Female used avoidance of strong swear word

e. Female students use super polite form

f. Female students also use emphatic stress. g. Male students have high power or position than female students.

4. Conclusion

Male and female students produce linguistic features, like, empty adjective, hedge, intensifier, hypercorrect grammar, super polite form, tag question, avoidance of strong swear words and emphatic stress, but they didn't produce precise color or color words and rising intonation on declaration. Based on the students' conversation, from nine linguistic features that have found, the difference is hypercorrect grammar.

Linguistic features is one of the important thing that we must know when we want to be a candidate teacher or teacher. When we know the type of linguistic features that used by male and female students we will know the appropriate method or technique will use in learning process so the education purpose can reach. Then, when we know the students linguistic features we will understand the students one by one so there is no different perspective and we can know the good activities to the students so they can improve their English.

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