



**THE CHARACTERISTICS OF FEMALE TEACHERS'  
LANGUAGE IN ENGLISH CLASS INSTRUCTION**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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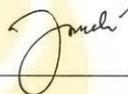
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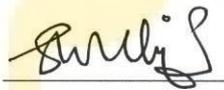
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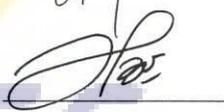
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## DECLARATION OF ORIGINALITY

Hereby, I

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Declare that the final project entitled **“THE CHARACTERISTICS OF FEMALE TEACHERS’ LANGUAGE IN ENGLISH CLASS INSTRUCTION”** is my own work and has not been submitted in any form of another degree or diploma at any university or another institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

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## **MOTTO AND DEDICATION**

Read! In the name of your Lord, who has created (all that exists).

(Al-Alaq: 1)



To my dearest parents, sisters, family, teachers, and friends;

for the love, cares, knowledge, prayers, helps, and support

## ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to Allah SWT the Almighty for the blessing, kindness, and inspirations in leading me accomplishing this final project. Moreover, blessing and peace always go to the Messenger of Allah, Prophet Muhammad Peace Be Upon Him.

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Semarang, November 1<sup>st</sup>, 2017



Maulida Eri Isaeni



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## ABSTRACT

**Eri Isnaeni, Maulida.** 2017. *The Characteristics of Female Teachers' Language in English Class Instruction*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. First Advisor: Hendi Pratama, S.Pd., M.A., Second Advisor: Pasca Kalisa, S.Pd., M.A., M.Pd.

**Keywords:** Conversation Analysis, Female Teachers, Women's Language Features, Communication Strategies, English Class Instruction

This qualitative study employed Conversation Analysis (CA) to investigate The Characteristics of Female Teachers' Language in English Class Instruction in terms of 10 language features claimed by Lakoff (2004) and 15 communication strategies proposed by Faerch & Kasper (1983). To carry out this research, two female lecturers teaching the Debate class in English Department at Universitas Negeri Semarang were involved as the participants in this study. The researcher took the data in the form of video and audio recordings of the five sessions of naturally occurring classroom interactions between them and their students.

The research questions guiding this study were: 1) What language features are characterized female English teachers' classroom instruction? 2) What communication strategies are used by the female English teachers in maintaining the classroom instruction? In order to answer those two research questions, three video and audio recordings were transcribed and examined using the theory of Lakoff (2004) on women language features and Faerch and Kasper's (1983) taxonomy of communication strategies.

Results indicates that female lecturers used nine out of ten women's language features as stated by Lakoff (2004) consisting of hypercorrect grammar, rising intonation, hedges and fillers, tag questions, precise terms, super polite forms, intensifiers, empty adjectives, and lack of humor. Then, the only feature they did not apply in their speech was direct quotation.

Moreover, the analysis reveals that female lecturers employed eleven communication strategies including topic avoidance, message abandonment, paraphrase, restructuring, literal translation, language switch, mime, confirmation check, clarification request, comprehension check, and repetition. They also did not use four other communication strategies namely generalization, word coinage, approximation, and foreignizing. It is worthy to note that teachers should use the appropriate language features and communication strategies in order to maintain the effective classroom instruction. Also, considering the importance use of communication strategies to cope with the communication breakdowns, teacher might train and teach the students about how to use it while they are facing problems in speaking.

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## CHAPTER 1

### INTRODUCTION

This chapter covers background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, and outline of the report.

#### 1.1 Background of the Study

This research is about the characteristics of female teachers' language in classroom instruction at the university level. I am interested in this topic because I am myself aware as a female teacher candidate I should have a good communication skill to interact with the students. As we know, almost the activity in class is done in interaction with students and the quality of this interaction is assumed to have a significant impact on learning (Ellis, as cited in Richards & Lockhart, 1994). Also, the way teachers use language might affect students' responses (Goh & Silver, 2004). Thus, by doing this research, I hope I can get a better understanding of the effective and appropriate ways of using language to interact with the students in my real class later. To be skillful requires some kind of knowledge base (Harmer, 2005). In the same way, I will use the characteristics of female teachers' language as my knowledge base so that I will become a skillful teacher with a good communication skill.

This research attempts to confirm the idea that "When different genders speak the same language, even express the same contents, they will use different

expressional approaches” (Bi, 2010). Logically, it is true because, in reality, we can tell or describe the same thing in the same situation using different ways, such as different choice of words, expression, intonation, stress etc. We can take an example of different choice of words, for example; as Lakoff (2004, p.39) writes:

“Two words may be synonymous in their denotative sense, but one will be used in case a speaker feels favorably toward the object the word denotes, the other if he is unfavorably disposed. Similar situations are legion, involving unexpectedness, interest, and other emotional reactions on the part of the speaker to what he is talking about. Thus, while two speakers may be talking about the same thing or real-world situation, their descriptions may end up sounding utterly unrelated. The following well-known paradigm will be illustrative.

- (a) I am strong minded.
- (b) You are obstinate.
- (c) He is pigheaded.”

(Lakoff, 2004, p.39)

With the different choice of words, *strong-minded*, *obstinate*, and *pigheaded*, the similar situation might be sound rather different hence. This could happen because each person has their innate insight that then is expressed through the words they speak. That is why it is said that language may reflect our perceptions of the world and affect our view of the world as well (Goh & Silver, 2004).

Then, it is worthwhile to note that “Speech is an act of identity: when we speak, one of the things we do is identify ourselves as male or female.” (Coates, 1986, p.161). Here, Coates viewed that the way we communicate with others is denoting ourselves as males or females. Apparently, by using this statement, she

would give the impression that men and women are different in terms of their way of speaking.

Men and women are actually physically different based on the observable behavior. However, regarding ourselves as male and female includes questions both of gender role (ways of behaving) and also gender identity (ways of relating ourselves and others) (Montgomery & Thomas, 1994). Then, because of this differentiation, it can also be concluded that actually men and women speak differently.

In relation to Coates, Hall (2002) has also discussed language and identity. I found two important concerns from the discussion: 1) He states that when we use language, we do so as individuals with social histories in reference to our group memberships backgrounds such as gender, social class, religion, and race. 2) Our group memberships background combined with our values, beliefs, and attitudes are shaping our social identity (Hall, 2002). Thus, we can see that actually when we speak, we are referring to our social identities and roles as males or females. Also, it seems to be different for example, when male and female teachers are speaking because actually, they might come from the different social class, religion, race and they also have their own values, believes, and attitudes towards what they are speaking about. Hence, I use this idea to conduct the current study.

In fact, research on language and gender has shown that there are some differences in the speech of men and women (e.g., Coates, 1988; Tanen, 1990;

Montgomery, 1994; Holmes, 1995; Broadbridge, 2003; Xia, 2013 etc.). Nonetheless, in this study, I will focus on exploring the way of speaking that belongs to women. Then, because I am a teacher candidate, so I decide to do this investigation in the educational context. Therefore, I choose the female teachers as the main participants in this research. Actually, the selection of female teachers as the main concern in this study is based on some findings of the previous studies.

There is a psychological research about Female and Male Stereotypic Traits. In the list below, there are female and male traits outlined (De Lisi & Soundranayagam; Williams & Bennett; as cited in Schneider 2005, p.438).” (see Table 1.1 below).

*Table 1.1 Female and Male Stereotypic Traits (Schneider, 2005)*

Female Traits	Male Traits
Affectionate	Adventuresome
Dependent	Achievement-oriented
Emotional	Active
Friendly	Ambitious
Kind	Coarse
Mild	Independent
Pleasant	Loud
Prudish	Robust
Sensitive	Self-confident
Sentimental	Stable
Warm	Tough
Whiny	Unemotional

*Note.* Adapted from “The Psychology of Stereotyping,” by Schneider, D. J., 2005, p. 438.

As shown in table 1.1, Schneider (2005) outlines some common female stereotypic traits are affectionate, dependent, emotional, friendly, kind, mild,

pleasant, prudish, sensitive, sentimental, warm, and whiny. Whereas, stereotypical image of males traits includes adventuresome, achievement-oriented, active, ambitious, coarse, independent, loud, robust, self-confident, stable, tough, and unemotional. These stereotypes noticing women as sensitive and emotional include them to “take care” behaviors while depicting men as coarse and ambitious, labeling them to “take charge” style (Welbourne, as cited in Merchant, 2012). Being care to the students is one of the important attitudes a teacher should have and it is possessed by women according to this stereotype. That is why I select female teacher as the main object of this research.

Also, there are some researchers comparing the ways men and women communicate. It is said that while women speak and hear a language of connection and intimacy, men use language concerning with status and independence (Tannen as cited in White, 2003). Women are, overall, more expressive, tentative, and polite in conversation, while men are more assertive, and power-hungry (Basow & Rubinfeld, 2003). Men and women also differ in their relations towards others in society: women strive to be more social in their interactions with others; however, men value their independence (Chodorow; Dinnerstein, Eagly; Grilligan; Miller, as cited in Merchant, 2012).

The other researchers encouraging me to select the female gender are research on the differences between women and men in the area of language. It has been found that “girls are verbally more precocious than boys” (Maccoby & Jacklin; Chambers, as cited in Holmes 1995). Chambers (1992, p.199) also suggested that “Over many years, women have demonstrated an advantage over

men in tests of fluency, speaking, sentence complexity, analogy, listening, comprehension of both written and spoken material, vocabulary, and spelling.”

A number of studies have been done on the women language features as well. However, most of the previous research only focus on examining women linguistic functions in a casual conversational context (White, 2003; Mizokami, 2009; Bi, 2010, Lambertz & Hebrok, 2011; Pebrianti, 2013). Minimal research attention has been directed toward the women language in the educational context, I mean, in the classroom instruction or that occurs during teaching and learning process especially in Indonesia. Then, considering that we are Indonesian, and our first language that actually used in our daily life is Indonesia language or our local vernacular; thus, it is hardly possible that most of us can communicate in English fluently. Very often, we are facing problems in communication; for example, when we want to say something in English but we do not know how to say it. Here, we really need to solve the problems by using what so called as communication strategies (CS). Hence, these initiate me to conduct this study that essentially will focus on exploring the characteristics of female teachers' language in two concerns: (1) language features and (2) communication strategies. These two concerns actually are quite influential for teaching and learning process in class.

First, language features as stated by Harmer (2007) is the elements necessary for spoken production consisting of connected speech, expressive devices (variation of pitch, stress, volume, speed, paralinguistic), lexis and grammar, and negotiation language. When all of this elements are expressed

appropriately by a teacher, the students will easily understand what the teacher explain to them. They can also use the teacher ways of speaking as a good model for them.

Second, communication strategies by definition is the strategies to overcome the breakdowns in communication in order to make the conversation keeps going. Therefore, it is communication strategies that help us to maintain the communication to be smoothly run. As a matter of fact, this is the case typically faced by the teachers during the lesson. Within the interaction with the students, sometimes the teachers are having problems in expressing what they want to say. Most of them usually handle this using their communication strategies such as using clarification request, comprehension check, asking for information, or even try to avoid the communication problems with abandon the message or information they want to tell and resort to using their first language.

All of the students of English Education study program at the Universitas Negeri Semarang are prepared to be the future teachers. Therefore, it is the lecturers' duty to provide the students with good courses so that as they graduate from the English Department they will be the professional teachers in the future. Here, the lecturers should deliver the lecture with clear classroom instruction as well because the way they teach the students can be served as a model for the students. Therefore, the researcher wants to investigate the language features and communication strategies typically used by the lecturers in maintaining the classroom instruction. Finally, some of these considerations encourage the

researcher to conduct a research entitled *“The Characteristics of Female Teachers’ Language in English Class Instruction”*.

## **1.2 Reasons for Choosing the Topic**

Here I want to analyze the characteristics of female teachers’ language in English class instruction for the following reasons.

Firstly, at the very first time when I was deciding the topic of my research one of the ideas that came into my mind is that men and women speak differently. Then, I relate this in the educational context, so the men and women here is the male and female teachers. I think the way my male and female teachers use language in class is really different. Some of them are questioning the students more often, using the formal language that grammatically correct, but some others are using the casual language, humorous, and do not really focus on grammar. Finally, this makes me interested in studying language and gender especially the female language, I mean the female teacher’s language.

Secondly, as a future teacher, I want to get a better understanding of oral language skill or communication skill by examining the language features typically used by the female English lecturers. Also, I would like to discover the communication strategies used by them when they are having difficulties in expressing their ideas to the students. It is valuable for me to know and learn about communication strategies as how they solve the communication problems is really matters in the teaching and learning process for example to engage the students during the teaching and learning process, promote students’ learning motivation,

set enjoyable learning atmosphere, facilitate the students in understanding the lesson, and trigger the students to be more active and develop their critical thinking. Furthermore, after I learn about the communication strategies, I expect I will teach and train it to my students at the future. It is because “Developing communication strategies instruction can be beneficial to both teachers and learners” (Rababah, as cited in Hmaid, 2014, p.10)”. This can motivate learners to actively participate in the learning process and increase their language output. It also encourages the teachers to be more concerned to develop their teaching techniques (Hmaid, 2014). Moreover, it should be noted that “In order to improve learners’ language learning, EFL teachers need to understand what communication strategies their learners use and trigger the lower proficiency learners to use communication strategies in their learning process” (Lam, as cited in Hmaid, 2014, p.10). Hence, I hope this research can be a guidance and reference for me and the other English teacher candidates to learn and practice using the appropriate language features and communication strategies for maintaining the classroom instruction and achieving the learning goals in the real class later.

Finally, by analyzing “*The Characteristics of Female Teachers’ Language in English Class Instruction*”, I want to find how the classroom language works and affects teacher-student interaction in the English class. Then, I hope this research will enhance the understanding of communication and collaboration skills to promote learning together.

### 1.3 Research Questions

In line with the background of the study, this study intends to answer the following questions:

- a. What are language features characterized female teachers' classroom instruction?
- b. What communication strategies are used by female teachers in maintaining classroom instruction?

### 1.4 Objectives of the Study

Based on the research questions, the objectives of this qualitative study are:

- a. to explore the language features of female teachers' in English class instruction;
- b. to discover the communication strategies used by female English teachers' in maintaining classroom instruction.

### 1.5 Significance of the Study

There are three kinds of significance of this study. They are theoretical, pedagogical and practical significance of the study.

The first is the theoretical significance of the study. It is hoped that this study enrich and broadens the study of women's language, especially the characteristics of women's language in the educational context that is used by the female English teachers. As in this study the characteristics is focussing in two concerns, language features and communication strategies, so it is expected that the readers can more acknowledge the use of these two concerns by the female teachers. Actually, this

research still needs to be developed. That is to say, this study is expected to encourage the future researchers in conducting the deeper research using this research as one of the references.

From the pedagogical significance of the study, it is hoped that this study provides theories and practices about the appropriate language features and communication strategies use to maintain the classroom instruction and achieve the teaching and learning goals. Here, the way teachers use the language features and communication strategies can be the model for the students as well, so it is suggested for the teachers to teach these two matters to the students.

The third significance is practical significance of the study. It is assumed that the lecturers become more aware that they are responsible to deliver the material clearly in class. This could be done by building good communication in class that engages the students during the lesson using the effective and appropriate use of the language features and communication strategies. Also, this research is beneficial for the lecturers especially the female lecturers to check whether or not so far they have been successfully teaching their students using the language features and communicative strategies they use in class. In addition, this study will help teacher candidates to start learning and practicing the language features and communication strategies so that they will have become accustomed to use it before they implement it in their real teaching at the school.

### **1.6 Limitation of the Study**

This study is only focusing on the analysis of language features and communication strategies used by female lecturers. The researcher conducts this

study in Universitas Negeri Semarang. The participants are 2 female lecturers of the Debate class in the English Department at Universitas Negeri Semarang.

The researcher uses the theory of Lakoff (2004) on woman language features to analyze the first research problem. To discover the answer of the second research problem, the researcher uses Faerch and Kasper's (1983) taxonomy of communication strategies.

### **1.7 Outline of the Report**

This study consist of five chapters. Each chapter is presented as follows:

Chapter I is the introduction, which contains the background of the study, reasons for choosing the topic, the research problem, the objective of the study, the significance of the study, and outline of the report.

Chapter II is the review of related literature. This chapter has three parts. The first discusses the review of the previous study. The second part discusses the review of the theoretical. The review of the theoretical study provides theories that support this study. The third part is the framework of the present study.

Chapter III is the method of investigation, which consists of the research design, object of the study, type of data, roles of the researcher, method of data collection and method of data analysis.

Chapter IV is the results and discussion, which consists of the general description and result of the study.

Chapter V presents the conclusions and suggestions. This chapter contains the conclusions of the research and suggestions for the readers.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter brings out a further explanation regarding the theories used to analyze the data in this study. It presents the review of the previous studies, theoretical background, and framework of the present study.

#### 2.1 Review of the Previous Studies

There are some previous studies and articles which described the result of any researches related to the language features and communication strategies. Here are the summaries of some previous studies as the guidelines for the researcher in conducting the new one and explaining the way this study is different from the previous ones.

Broadbridge (2003) has done a study examining the differences between female and male language. He confirmed that the generalizations from such a small research group are not appropriate. He found the fact that in certain areas conversation styles between men and women differ greatly. However, he was aware that the hypothesis about gender as the exact factor causing the differences in conversational style needs to be researched deeper. However, within the group he identified: both men interrupted the most, and both women were interrupted the most; a woman used the most active listening devices, and a man used the least; a man spoke the most, and a woman spoke the least; both women used more hedges which indicated the tentative speech; and both men used more vulgar

terms. These findings showed that while there are many factors which could have and did influence this research, such as nationality, length of relationship, seniority in the company, and not least that the researcher is a man. It does appear that a number of the research findings from twenty and thirty years ago, still hold true today.

There is a study about women language made by Mizokami (2000). According to Mizokami, people should become critically aware that alleged ‘women’s language’ may not be a scientific truth. ‘Silent’, ‘non-assertive’, ‘indirect’, ‘polite’ and ‘supportive’ women in an interaction can be seen as merely ideal prescribed by the androcentric ideology. She also suggested that future researchers need to go beyond the simple female or male dichotomy in linguistic research. She conclude that it is impossible and senseless to try to abstract the distinctive female or male linguistics characteristics like a binary opposition on the grounds that: (1) each woman and man talks differently depending on the situation; and that (2) the meaning of a specific linguistic behavior is not perpetually fixed but is negotiated within the participating group in each interaction.

Sukur (2016) analyzed the woman language features that were expressed by the female teacher trainers in Micro Teaching Class A 2014/2015 at Sanata Dharma University based on the theory of Lakoff (1975 & 2004). The result of this study found that there were only seven out of ten women language features expressed by the 12 participants. They were hedges and fillers, intensifiers, raising

intonation, super polite forms, tag questions, hypercorrect grammar and lack of humor. The other three features the researcher did not discover are empty adjectives, precise color, and direct quotation.

Bi (2010) also conducted a research dealing with the characteristics of the language of women in English in terms of sociolinguistics comprising the phonology, specialized vocabulary, communication, and grammar. According to him, the women language features in the context of phonology are primarily shown in pronunciation, tone, and pitch. He also stated that vocabulary of women is abundant, polite, and euphemistic than men. The features of the language of women contain intensifiers and exaggerated adjectives, interjections, nicknames or diminutive and color words. Furthermore, in communication, it contains speech style and communicative strategies, amount of speech and conversational topics. Women usually use following grammar structures: tag questions, modulation, embedded imperatives, and euphemism. She concluded that although the language of women is thought weak, empty, gossipy, powerless and deviant, it has many positive features: standard, elegant, affectionate, polite, supportive, cooperative and expressive.

Also, there is a study conducted by Pebrianti (2013) who analyzed the written text at *blogspot.com* of 3 Indonesian female bloggers that published from October 2011 to September 2012. She used the theory of Robin Lakoff (2004) to analyze the data. However, as her study focused on the written form, she only used nine among the ten features proposed by Lakoff namely lexical hedges or fillers,

tag question, empty adjectives, precise color, terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress. She found that there were ninety seven postings which can be categorized into eight features. However, intensifiers tend to be the most frequent feature used by the female bloggers (34.92%), words (0.27%). Furthermore, the respondents claimed that they use those features because they tend to reflect uncertainty and women's lack of confidence in conversation. On the other hand, only a few of the research project confirms empirical studies disproving tentativeness in women's language respondents who stated that they use those features because women have the higher level of vocabularies.

Some articles and papers have discussed the women's language. Lambertz and Hebrok (2011) investigated the representations of women's language in German and Australian soap operas using the Lakoff's claims about tentativeness in women language. They found that there are no universal conventions that account for women's language in every social or cultural context, but rather that women deliberately employ different linguistic devices in different situations to serve different functions. The result of this study disproved Lakoff's claims and provided further evidence for acknowledging women's language as facilitative and confident in both cultural contexts.

As a matter of fact, examining the language used in the classroom can help teachers to be more aware of their teaching techniques. It is very essential because they use language in conversation with the students to maintain the classroom

activities during the lesson. Through the conversation, the teacher signaling meanings. When the teachers do not use the language appropriately, meanings can be misunderstood and communication breakdowns occur so that they will solve it by using the communication strategies (CS) (White, 2003). Actually, it gives fascinating insights into what the communication strategies usually used by the teachers in maintaining classroom instruction. Therefore, it seems obvious that exploring the communication strategies employed by the teacher in the classroom is also significant and this will be done in this study.

To investigate Communication Strategies (CS), I have picked some researchers on communication strategies. A case study also has been done by Lin (2011) with the purpose to identify what were Taiwanese University English as a Foreign Language (EFL) learners' perceptions about learning communication strategies, as well as suggested translation strategies. Twenty-four university students were trained for 10 weeks to use strategies in Faerch and Kasper's (1983) taxonomy, and seven volunteers were interviewed. The result of this study showed that there are five topic avoidance mentioned by the seven participants such as message abandonment, meaning replacement, interlanguage, and cooperation strategies.

Malasit and Sarobol (2014) investigated the types of communication strategies employed by M.3 (grade 9) English Program students at Joseph Upatham School and the effects of task type and English speaking proficiency: high, middle, and low on their CS use. They collected the data via one-way and

two-way speaking tasks. Students' oral performances were recorded and transcribed by them. Then, they analyze the data based on integrated framework comprising avoidance strategies (Tarone, 1980) and compensatory strategies (Faerch & Kasper, 1983; Dornyei & Scott, 1997). Finally, the result of their study showed that the students' use of CS was significantly affected by task type since students were inclined to employ CS in two-way task significantly more frequently than in one-way task. However, the three groups did not differ in the total number of communication strategies used, and the most-frequently used CS is fillers/hesitation devices. Then they suggested that their study could be the reference in providing the beneficial implication for foreign language teaching and learning in which the development of strategic competence should be incorporated into ESL/EFL teaching curriculum.

There are also some studies researching the teachability of communication strategies. Cervantes and Rodriguez (2012) conducted a study to investigate the communication strategies used by two EFL teachers and their beginner level students; and the potential factors that influence the communication strategies they use in class using Faerch and Kasper's (1983) taxonomy of communication strategies. They found that the communication strategy most frequently used in both groups was language switch. However, while the teacher who seemed more involved with students used clarification request, comprehension check and asking for confirmation; the teacher who appeared more distant from students used comprehension check and repetition. There some factors that influenced the

communication strategies used were class size, seating arrangements, and learning activity types.

The other studies showed that explicit teaching of CSs was useful to raise learners' awareness but not sufficient for them to be able to use those CSs in their conversations (Sato, 2005; Ya-ni, 2007, Njaradze & Doghonadze, 2009; Hmaid, 2014). Furthermore, other studies on the communication strategy usages have also been researched by some researcher. Ya-ni (2007) concludes by giving suggestions of training communication strategies, creating an English-speaking environment as well as officially highlighting communicative competence. Chuanchaisit and Prapphal (2009) found that low-ability students tended to employ risk avoidance techniques, especially time gaining strategies, and needed assistance in developing risk-taking techniques such as social-affective, fluency-oriented, help seeking, and circumlocution strategies. Huang (2010) found that students most often employed *message reduction and alternation strategies* and least often employed *message abandonment strategies*. In the study on Communication Strategies in Second Language Acquisition, Wei (2011) found that learner's attitude of CS has some influence on the use of CS. Chinese learners of English tend to use reduction strategies most often.

## **2.2 Theoretical Background**

The theoretical background consists of some theories which support this study. I take some theories that support this study from some sources, there are:

### 2.2.1 Instruction

National Research Council (2012) states that instruction refers to methods of teaching and the learning activities used to help students master the content and objectives specified by a curriculum. Instruction encompasses the activities of both teachers and students. It can be carried out by a variety of pedagogical techniques, sequences of activities, and ordering of topics. Teachers should design the effective and appropriate classroom instruction for achieving particular learning goals. A good instruction provides students with opportunities for a range of scientific activities and scientific thinking, including, but not limited to: inquiry and investigation, collection and analysis of evidence, logical reasoning, and communication and application of information.

### 2.2.2 Language Features

One of the important things a speaker should master to speak fluently is “language features” that Harmer (2007) defined as the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example):

- (1) Connected speech: effective speakers of English need to be able to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning). It is

for this reason we should involve students in speaking activities designed specially to improve their connected speech.

- (2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.
- (3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.
- (4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially

in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

### 2.2.3 Language and Gender

“Gender is one of the key determiners for linguistic variation” (Wray, Trot, & Bloomer, 1998). Here, we should differentiate between sex and gender. Gender is not just the synonym for sex: “Sex refers to a biological distinction, while gender is the term to describe socially constructed categories based on *sex*” (Coates, as cited in Wray, Trot, & Bloomer, 1998). Our identity as men and women is shaped to a considerable degree by our surroundings: parents, siblings, friends, other role models in our society, cultural taboos, ways in which we show our sexual orientation, and so on (Wray, Trot, & Bloomer, 1998)

“Does different gender speak different language?” seems to be a question that challenges the researchers to seek the answer of it. For example, Brown & Levinson (1987) who noted that there are of course differences between the speech of men and women.

### 2.2.4 Women’s Language

The term of women language was initially invented by Lakoff (2004). In her book entitled “Language and Woman’s Place: Text and Commentaries” she carried out an investigation. As the first researcher invented the features of women language, she try to investigate the “language used by and about women”. She defined

women's language as both language restricted in use to women and language descriptive of women alone. She further classified the women language into ten types as follows.

- (1) Lexical hedges or fillers (e.g. *well, you know, kind a, so forth, sorta*)
- (2) Intensifiers (e.g. *so, like, very, really, utterly*)
- (3) Rising intonation on declaratives
- (4) Precise terms related to their specific interests (e.g. *magenta, shirr, dart*)
- (5) "Empty" adjectives (e.g. *divine, charming, cute*)
- (6) Direct quotation
- (7) 'Superpolite' forms (e.g. indirect requests, euphemisms)
- (8) Tag questions (She's very nice, isn't she?)
- (9) Hypercorrect grammar (e.g. consistent use of standard verb forms)
- (10) Lack of humor (women do not tell jokes)

(Lakoff, 2004, p.43-102)

### 2.2.5 Lexical hedges or fillers

There are some definition of hedges. First, hedges by definition are the devices that reduce the force of an utterance (Holmes, 1995). Second, hedges are particles, words, or phrases that modify “the degree of membership of a predicate or noun phrase in a set; it says of that membership that is partial, or true only in certain aspects, or that is more true and complete than perhaps might be expected” (Brown & Levinson, 1987, p. 145). The words that are the forms of hedges are *you know, sort of, kind of, see, you see, I think, I guess, I wonder, I suppose, I mean, rather,*

*quite, perhaps, probably, right, like, you know, actually, um, basically, in a manner of speaking, just, if you don't mind me saying, uh, really, I suppose, if truth be told, without a doubt, or something, in actual fact, well, yeah, errr, of course, so if you know what, etc.*

While speaking, women usually use several kinds of hedges with different intention (Lakoff, 2004, p.79). For example, they use *well, you know, kind a, or so forth*, when they are uncertain about what they are talking and they cannot guarantee for the validity of the statement. Furthermore, hedges also indicate that women is supposed to be more polite than men; for example in using *sorta* to express that someone that in fact is short, but for the sake of politeness saying *John is sorta tall* is better than spontaneously say *he is short* (Lakoff, 2004, p.79). Accordingly, other researchers have also considered these forms as politeness devices (Shimanoffm; Brown & Levinson; as cited in Holmes, 1995).

Holmes (1995, p.72) stated hedges weaken or reduce the force of an utterance. She gave some examples of hedges as the following:

### **Example 1**

Marie: What a great party, I really enjoyed it.

Bob: Mm not bad at all.

Marie: You seemed to get a bit plastered through didn't you?

The phrase *a bit*, the verb *seemed* and the tag *didn't you*, function as hedges in example 1.

### **Example 2**

*Wife to husband concerning threatened reprimand to child.*  
Perhaps you should check before you get too angry.

*Perhaps* makes the utterance gentler. Hedges generally soften the effect of the utterance. (Other labels of ‘hedges’ are ‘down graders’ (House & Kasper, as cited in Holmes, 1995), ‘compromisers’ (James, as cited in Holmes, 1995), ‘downtoners’ (Quirk et al., as cited in Holmes, 1995), ‘weakeners’ (Brown & Levinson, as cited in Holmes, 1995) and ‘softeners’ (Crystal & Davy, as cited in Holmes, 1995).

Everyone uses fillers to an extent. Which ones you use and how often will depend on who you are and the situation you are in.

### 2.2.6 Super polite forms

“Being polite means being a considerate conversational partner or a facilitative participant in more formal contexts; it may also be a matter of choosing the right words” (Holmes, 1995, p. 72).

Super polite form is related to the hypercorrect grammar. It is often suggested that politeness is developed by societies in order to reduce friction in personal interaction. This is the point referred to the earlier women are supposed to speak politely than men. This is related to their hypercorrectness in grammar, of course, since it is considered more mannerly in middle class society to speak properly.

Women are supposed to particularly careful to say *please* and *thank you* and to uphold the other social conventions certainly, a woman who fails at these tasks is appropriate to be in a more trouble than a man who does so. She will be

claimed as less polite than. Here, Lakoff (2004, p.88-90) proposes three rules of politeness as follows:

**(1) Rule 1: Formality (Keep Aloof)**

The first rule is perhaps the most prominent in etiquette books and other considerations of formal politeness, which effect is to create distance between speaker and addressee. These distances imply that there is no emotional content to his or her utterances, and thus the participant can remain aloof. Another form of achieving distance is the use of hypercorrect forms, avoidance of colloquialism, and the use of titles (Mr. Dr. Sir. etc.) followed by person's last name. One example of the use of this Rule 1 is impersonal pronoun one, particularly when used as a substitute for *you*

**(2) Rule 2: Difference: Give Options**

The second rule is the difference which may be used alone or combination with either of the other two rules. The application of this rule makes it look as though the option as to how the behaves, or what to do, is being left up to the addressee. Of course, this is a very often-mere sham or convention, when the speaker knows very well that he or she has the power to enforce a decision.

**(3) Rule 3: Camaraderie: Show Sympathy**

The third rule is sometimes said not to be a part of politeness, but in American society, gesture or friendliness is certainly considered in this category. The purpose of Rule 3 is to make addressee feel that the speaker like him or her and want to be friendly with him or her like the other rule, it can be real or conventional. For instance, backslapping is well-known non-linguistic Rule 3

device. The first two rules tend to occur where an inequality between the speaker and the addressee exists or may exist; Rule 3 implies egalitarianism.

(Lakoff, 2004, p.88-90)

According to Holmes (1995), we cannot say someone is being polite by simply categorizing his or her use of linguistic forms and counting them. Nonetheless, we have to understand the function of it. It is because one linguistic form may serve many functions, and particular functions are expressed by a variety of forms.

### **2.2.7 Tag questions**

A tag question is applied when the speaker is stating a claim, but lacks of confidence in truth of claim. It decreases the strength of assertions. Several studies confirmed that English speakers assume a connection between tag question and female linguistic usage. (Atkins, as cited in Coates, 1986, p. 104). Employing tag question in conversation is aimed at:

- a. Giving the addressee freedom, not forcing him or her to go along with the speaker.
- b. Making small talks, trying to elicit conversation from the addressee.
- c. Asking one's opinion in polite way in discussing personal feeling.

### **2.2.8 Intensifiers**

Intensifiers can be used to strengthen an assertion. It is also used to hedge on one's feelings as well as to show strong emotions (Lakoff, 2004). The use of intensifiers

is more frequent in women's than men's language, though certainly man can use it.

The examples of these intensifiers are the following two sentences: *I like him very much*; and *I like him so much*. These express that the girl likes the boy in a great extent. Here, word *very*, *really*, and *so* are the intensifiers then.

### 2.2.9 Empty adjectives

Dealing with empty adjectives, Lakoff (2004) claimed that women use a set of adjectives to show their great respect and admiration for something. Some of these adjectives are categorized as the neutral to the speaker. It means either men or women may use these adjectives. However, another set seems in its figurative use to be largely indicate as the belonging of women's speech. Here, Lakoff (1974: 12) proposes a set of lists of adjectives of both types are as outline in table 2.1 below.

*Table 2.1 Empty Adjectives (Lakoff, 2004)*

Neutral	Women only
great	Adorable
terrific	Charming
cool	Sweet
neat	Lovely
	Divine

*Note.* Adopted from "Language and Woman's Place," by Lakoff, R., 2004. p.45.

### 2.2.10 Hypercorrect grammar

Hypercorrect grammar is related to politeness in utterances and the aloofness of the relationship between the speaker and the addressee. Women are not supposed to talk rough.

Generally women are viewed as being the preserves of literacy and culture, where literacy and culture are viewed as being somewhat suspect in male. That is, in culture where learning is valued for itself, men are appropriate to be the guardians of the culture and the preserves of grammar. Hypercorrect grammar is related to politeness in utterance and the aloofness of the relationship between the speaker and the addressee. One uses the hypercorrect grammar or to show politeness and at the same time, create a distance between the speaker and the addressee (Lakoff, 2004, p.80).

Lakoff claims that women are generally viewed as being the preserves of literacy and culture. This reason leads to the fact that the use of 'singin', 'goin', and some other *drop g* sound are more likely to be expressed by boys. Another example occurs when the women tend to say *I will* rather than say *I'll*. Women tend to speak grammatically correct.

### 2.2.11 Precise terms

The use of precise color term because it is related to their specific interest (Lakoff, 2004). Women use the precise color term to show that she is good in their own field. Women used the precise color term because it is related to their specific interest, so that women use the precise color term to show that she is good in her

own field Women make far more precise discrimination in naming colors than men do, like beige, ecru, aquamarine, lavender, turquoise, and so on are unremarkable in a woman's active vocabulary, but on the contrary absent from most 'men s (Lakoff, 2004). Hence, men who say color in precise term one might well conclude he was imitating a woman sarcastically or was a homosexual or an important mater, such as, what kind of job to hold they are relegated the no crucial decisions as a sop (Lakoff, 2004). Deciding whether to name a color lavender or mauve is one such sop; for example: specialized color term, such as turquoise, aquamarine (Lakoff, 2004).

#### **2.2.12 Rising intonation in declarative context**

Lakoff (2004) stated that rising or question intonation in declarative is used when the speaker is seeking for confirmation for confirmation though at the same time the speaker may be the only one who has the requisite information. There is peculiar sentence intonation pattern among women, found in English, which has the form of a declarative answer to a question, and it used as such, but has the rising inflection typical of a yes-no question, as well as being especially hesitant.

A: When will the dinner be ready?

B: Oh.... around 7 o'clock...?

(Lakoff, 2004, p.50)

“It is as though (b) were saying, Six o'clock, if that's OK with you, if you agree, (a) is put in the position to provide confirmation, and (b) sounds unsure” (Lakoff, 2004, p.50).

The following are the other examples of the use of “question intonation where we might expect declaratives: for instance tag questiond (“It’s so hot, isn’t it?”) and rising intonation in the satatement contexts (“What’s your name, dear?” “Mary Smith?”) (Lakoff, 2004, p.50”).

### **2.2.13 Direct quotation**

Women tend to directly quoting somebody else's statement. This is due to the lack of confidence and the avoidance of making greater mistake (Lakoff, 2004). It also reflects hesitance.

The word that people said are often quoted, even quoting people who quote other people. *Then she said that he said, “I won’t do it.” So I said, “Why not?”* Women like to quote what other people say to them. Lakoff argues that this feature is expressed by them in purpose to avoid misunderstand on another’s idea. Woman explains the real situation.

### **2.2.14 Lack of humor**

This feature depict that “women have no sense of humor” (Lakoff, 2004, p.81). They are really careful to image in society. Women do not like to be seen unserious. They want to show that their existences are also worth as men. This feature indicates that their social status in society. They also want to be listened when they speak their mind up.

### **2.2.15 Communication Strategies (CS)**

Actually, some researchers have defined communication strategies in various way as the following:

- (1) “A systematic technique employed by a speaker to express his meaning when faced with some difficulty due to his communicative ends outrunning his communicative means” (Corder, as cited in Faerch & Kasper, 1983)
- (2) “Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Faerch & Kasper, 1983).
- (3) “Techniques of coping with difficulties in communicating in an imperfectly known second language” (Stern, as cited in Sato, 2005).
- (4) “Enhance the effectiveness of communication” (Canale, as cited in Sato, 2005).
- (5) “A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (Tarone, as cited in Faerch & Kasper, 1983, p.2).

#### **2.2.16 Faerch and Kasper’s Taxonomy of Communication Strategies**

Faerch and Kasper (1983) suggested that communication strategies is an individual’s psychological process to solve the problems he or she face in communication. It is not only the solution of the problems between the speaker and the hearer, but also how a speaker finds a solution without the help of others. Here, they divided communication strategies into two types: achievement strategies and reduction strategies

### a. Achievement Strategies

Using achievement strategies, the learners develop an alternative plan in order to face the communication problems and achieve the communication goal using the resources that are available. Achievement strategies consist of compensatory strategies and retrieval strategies. Compensatory strategies include code switching, interlingual transfer, interlanguage-based strategies, cooperative strategies, and non-linguistic strategies. However, retrieval strategies are used when learners have difficulties in retrieving specific interlanguage items.

#### (1) Code-switching

When communicating with others in foreign languages, there is always a switching from L2 to L1. The extent to which the switching happens depends on the interaction analysis of the real communicative situation (Færch & Kasper, 1983). For example, foreign classroom students often share the L1 with their teacher, which enables them to switch code extensively between L2 and L1.

#### (2) Inter-lingual transfer

Learners always ignore the IL code when using the code-switching strategy. However, strategies of inter-lingual transfer result in a combination of linguistic features from the IL and L1. Inter-lingual transfer may not only occur on the phonological level but also at the pragmatic level (Færch & Kasper 1983).

For example:

(a) *Native speaker: How do you read the word "think"?*

(b) *Learner: Um, /sik/*

(in Chinese there is no /θ/ for /th/, there is only /s/ similar to /θ/ in English)

(c) *Learner: Sorry, it's my secret.*

(Chinese learners of English often use “where are you going?” “Did you have your supper?” etc. for greeting).

(3) IL based strategies

By using their IL system, learners may have several ways of coping with communicative problems, such as generalize, paraphrase, coin new words or restructure.

- (a) From the perspective of IL, generalization means that learners solve problems in the planning phase by filling “gaps” in their plans with IL items which they would not normally use in such context. While, from the perspective of L2, the strategy resembles overgeneralization of an L2 item, as it results in the extension of an item to an inappropriate context. For example, we often use the word fruit to stand for a particular type of fruit, tangerine. Another example of generalization is the following example, in which learner uses the superordinate term ‘animals’ to refer to her rabbit (Faerch & Kasper, 1983):

NS: Do you have any animals –

L: (laugh) yes – er – er that is er – I don't know how I shall say that in English

[ . . . ]

NS: I think they must be rabbits –

L: er what

NS: rabbits –

L: rabbits –

NS: yer rabbits

[ . . . ]

NS: Does it – sleep on – in your room

L: er my – my animals –

NS: mm your animal

(PIF) adopted from Faerch & Kasper (1983)

- (b) Paraphrase strategy means the learner replaces an L2 item by describing or exemplifying it. Paraphrase refers to not only the form of description or circumlocutions but also bears the form of exemplification, for instance:

(1) “Lily: ...Um, something that you use when your hair is wet and you want to dry it...”

Marry: Oh, you mean hair dryer.”

(2) “Jack: ...You take it when you want to make tea or coffee.

Jim: Um, that’s kettle”.

- (c) Word coinage refers to the strategy that the learner replaces an L2 item with a new created L2 item, in other words it involves the speaker in a creative construction of a new IL word (Faerch & Kasper, 1983). In the following example the learner wants to talk about “the curve of stadium”.

L: we were sitting in the – *rounding* of the stadion and ...

Another example is when a learner say ‘airball’ for ‘balloon’ (Varadi, 1983)

- (d) Restructuring strategy is often applied when the learner realizes that he cannot finish his previous plan, and develops an alternative constituent plan to ensure that he or she can express his intended message without reduction. The following are the examples of restructuring strategy:

(1) A learner gets around the word *daughter* by restructuring his

utterance: ‘... my parents has I have er four elder sisters . . . .

(2) A learner wants to express that he is hungry as follows.

L: my tummy – my tummy is – I have (inaudible) I must eat something.

(4) Cooperative strategy

Færch and Kasper (1983, p. 67) explain “although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis”. If the individual decides to resort to his interlocutor that he is experiencing a communicative problem and that he needs help, he makes use of the cooperative communication strategy of “appealing”. Appeals can be characterized as “self-initiated other-repairs”. As can be seen in the following example: Student: Miss, how do you spell “star”? Teacher: S-t (and then look at car referring to the word “car” (Shegoloff, as cited in Wei, 2011).

There are another communication strategies use cooperatively by a speaker to the interlocutor. They are comprehension check, confirmation check, and clarification request (Goh & Silver, 2004).

(a) Comprehension check – checking to see if the learner understood.

Example 1

Adult: How do you feel she is feeling towards him? Do you think she likes him?

Child: Because have a big heart.

Adult: Because his pictures in a big heart shape right?

In example 1, the adult uses recast and a comprehension check (“right?”) to check if the child understood.

b) Confirmation check – statements by the listener to confirm and check that he/she understands what is being said, usually in the form of partial repetitions.

Example 2

Adult: The duck and the snake live together huh?

Child: No, the snake always eat the spider one.

Adult: The snake always eat the spider?

In example 2, the child is engaged in pretend play, creating a story about a neighbour that has all kinds of animals at home. The adult confirms and checks that she understands what the child is saying.

c) Clarification request – asking for clarification of something that was difficult to understand when first spoken. These can be very specific (e.g., ‘For this year or last?’) or more general (e.g., ‘What?’).

Example 3

Child: Last time, my mother say, for Deepavali time, I already got the most number of dress.

Adult: For this year or last?

Child: Last year.

Child: Then then my mommy go and call the guard, then the guard, huh, come a bit xxx.

Adult: A big what? What? What? What is that?

Child: Is a snake

Adult: No. He came with a what? A what? A big bad wolf stick huh?

In example 3, the adult asks a question of the child to clarify the meaning of 'last time', which is ambiguous. The second example given here shows the adult attempting to understand a lexical item that was not pronounced clearly (xxx). The child answers by referring back to the topic (a snake) and so the adult again uses a clarification request to try to find out what the child had said.

(5) Nonverbal Strategy

Nonverbal strategy means the strategy which learners use to replace a lexical item or an action. In our daily communications, individuals often use nonverbal strategies, such as mime, gesture and sound-imitation. Although nonverbal strategies are less systematic than verbal behavior, it is still very important in interpersonal interaction. Furthermore, nonverbal language including not only the gestures, posture, facial expression but also other signs which are possible to present by a communicator, for instance, his address or his hair style (Færch & Kasper, 1983).

**b. Reduction strategies**

Reduction strategies are used by speakers to avoid solving a communication problem and allow them to give up on delivering an original message (Faerch & Kasper, 1983). Reduction strategies consists of formal reduction strategies (using a reduced system to avoid producing non-fluent or

incorrect utterances) and functional reduction strategies (giving up on sending a message by avoiding a specific topic).

**(1) Formal reduction strategies**

It is common that a learner tend to apply formal reduction strategies mainly for the following two reasons: (1) they want to avoid making errors and (2) they want to increase their fluency (Faerch & Kasper, 1983).

First of all, error avoidance by definition is the learners want to avoid making mistakes. They think that they are deemed as successful learners if they can communicate in the foreign language without having a problem; thus, the linguistic correctness is a prerequisite for the success of communication (Jordens; Enkvist; as cited in Faerch & Kasper, 1983).

Secondly, second language learners want to increase their fluency (Varadi, as cited in Faerch & Kasper, 1983). Furthermore, he argued that second language learners may notice that elimination of certain formal elements does not interfere with the transmission of meaning. It may facilitate communication by increasing fluency instead.

Formal reduction strategies are divided into four types of level then. They are reduction strategies at phonological, morphological, syntactic, and lexical level.

As most items at the *phonological* level are indispensable in communication, it is normally the case that speakers can simply communicate by a reduced phonological system. Furthermore, as it is the exception, rather than the rule, that a particular phoneme is restricted to specific words (e.g. to loanwords

only), a particular phoneme cannot generally be avoided through functional reduction strategies such as topic avoidance but only through achievement strategies providing a formal alternative to the IL being avoided. To take an example, it would be impossible for learners of English to reduce on the // phoneme by completely avoiding lexemes that contain // - formal reduction with respect to // can only be achieved by adopting other ways of realizing the phoneme (e.g. by overgeneralizing the use of /d/ or by borrowing a L1 phoneme).

The situation at *morphological* level is similar to that at the phonological level in that grammatical morphemes are normally obligatory in particular linguistic contexts, which in turn occur in most communicative situations. This implies that as in the case of phonological reduction, the reduction of a morphological item has often to be compensated for by the application of various achievement strategies, normally by substituting syntactic or lexical items for the avoided morphological item.

The situation at the *syntactic* level resembles that the morphological level insofar as there is a distinction between what learners conceive of as obligatory and optional structures. Whereas reduction of what the learner appears to be an obligatory structure will necessarily result in either functional or performance assumed to be erroneous, reduction of assumedly 'optional' rules can be achieved simply through non application of the rules in question. For example, the passive rule in English, which learner may avoid simply by not applying it, forming their sentences according to the rules governing active sentences instead.

Formal reduction at the lexical level can be achieved both by means of reduction strategies (as e.g. ‘topic avoidance’) and by means of achievement strategies (such as ‘paraphrase’ and ‘borrowing’). There are some reasons why a speaker choose the lexical reduction: 1) particular lexemes may difficult to pronounce (Blum & Levenston, 1978), they may belong to the irregular or infrequent declensional morphological classes (ibid.), or they may impose morphological, syntactic or lexical restrictions on the context that the learner finds difficult to observe; 2) learners will avoid using words for which no direct translation-equivalent exist in their L1 (Blum & Levenston, 1978).

## **(2) Functional reduction strategy**

Færch and Kasper (1983) point out that functional reduction may affect the following three main types of elements of the communicative goal: actionable communicative goal, modal communicative goal and propositional communicative goal.

Functional reduction of the actionable communicative goal may be reduced when learners experience difficulties in performing specific speech acts. Functional reduction of modal communicative goal may occur to the learners who experience problems in making their utterance appropriate for politeness or social distance. When coming across communicative tasks which demand other types of speech acts (for example, argumentative directive functions), learners may experience considerable problems in performing tense. In this case, they either avoid engaging in communication situations which are likely to necessitate the

use of such functions, or abstain from using them in communication (Færch & Kasper, 1983).

Functional reduction of the propositional content includes strategies such as the following:

(1) Topic avoidance

By using topic avoidance is meant that learners manage to prevent the occurrence of topics that are certain to present difficulties. Topic avoidance is used only in connection with the problems in the planning phase.

(2) Message abandonment

In contrast with the topic avoidance message abandonment can be used in connection with the problems in the execution phase. Message abandonment is occurred when a communication on a topic is initiated but then cut short because the speaker faces a difficulty with the target language form or rule (Trone, Cohen, and Dumas; Tarone; Corder; as cited in Faerch & Kasper, 1973). Thus, the speaker stops in the mid sentence, with no appeal to make an effort to finish the utterance.

(3) Meaning replacement.

Færch and Kasper (1983) describe meaning replacement in the following way: when confronted by a planning or retrieval problem, learners operate within the intended propositional content and preserve the topic but refer to it by a more general expression. The result of meaning replacement is a certain amount of vagueness.

Actually, it is rather hard to differentiate between topic avoidance and meaning replacement. Both of them are arbitrary as the difference between what

constitutes concepts belonging to one and the same topic and the concepts belonging to different topics. At the one end, the speaker says ‘almost’ what he wants to say about a certain topic (= meaning replacment), at the other end he says nothing at all about this (= topic avoidance).

Table 2.2 Overview of Communication Strategies (Faerch & Kasper, 1983)

<p><b>Formal Reduction Strategies:</b> Learner communicate by means of a ‘reduced’ system, in order to avoid producing non-fluent or incorrect utterances by realizing insufficiently automatized or hypothetical rules/items.</p>	<p><b>Subtypes:</b> phonological morphological syntactic lexical</p>
<p><b>Functional reduction strategies:</b> Learner reduces his communicative goal in order to avoid a problem</p>	<p><b>Subtypes:</b> actional reduction modal reduction reduction of the propositional content: topic avoidance message abandonment meaning replacement</p>
<p><b>Achievement strategies:</b> Learner attempts to solve communicative problem by expanding his communicative resources</p>	<p><b>Subtypes:</b> compensatory strategies: (a) code switching (b) interlingual transfer (c) inter-/intralingual transfer (d) IL based strategies: • generalization • paraphrase • word coinage • restructuring (e) cooperative strategies (f) non-linguistic strategies retrieval strategies</p>

Note: Adapted from Faerch & Kasper (1983, p.52-53)

### 2.3 Framework of the Present Study

As I mentioned in the background of the study, this study will focus on exploring the characteristics of female English teachers' language in two concerns: (1) language features and (2) communication strategies. The notion of communication strategies is included here because within the conversation, the teacher signaling meanings to the students. Sometimes the teachers are having problems in expressing what they want to say or in explaining something to the students. When these happen, meanings can be misunderstood and communication breakdowns occur (Tannen, as cited in White, 2003). Here, to solve this problem the lecturers use communication strategies to keep the communication run smoothly and ease the students in understanding the meaning and information they want to share. It seems obvious that exploring the communication strategies used by teacher in classroom is significant and this will be done in this study. Thus, I researched the communication strategies as well beside the language features, and I wrapped it into a set called as "The Characteristics of Female Teachers' Language in English Class Instruction".

This study is conducted to answer two research problems namely: (1) What language features characterized female teachers' classroom instruction? and (2) What communication strategies used by female teachers in maintaining classroom instruction?

In order to answer the first research question, the researcher employs theory of women language features proposed by Lakoff (2004). This theory is used to see

the women language features that are expressed by female lecturers when they are teaching their students. Lakoff's theory is selected since Lakoff (2004) is the first female researcher who deal with women's language. Also, the later studies on sex differences in English language have developed through arguments based on Lakoff's work. The language features analysis will be done as shown in table 2.3 below.

Table 2.3 Women's Language (Lakoff, 2004)

Code	Language Features	Description
HF	Hedges and Fillers	Using phrases like well, you know, sort of, kind of, see, I think
I	Intensifiers	Using so, very, really
RI	Rising Intonation	Raising the pitch of the voice at the end of a statement
PT	Precise Terms	Using the precise terms related to the specific interests
EA	Empty Adjectives	Using adjectives such as divine, lovely, adorable, and do on
DQ	Direct Quotations	Quoting other people saying
SPF	Super Polite Forms	Using indirect request, euphemisms, phrases like would you etc.
TQ	Tag Questions	Using e.g. "You're going to dinner, aren't you?"
HG	Hypercorrect Grammar	Using consistent standard verbs form
LH	Lack of Humor	Do not telling jokes often

Note: Adapted from Lakoff (1975, p. 8-56)

Faerch and Kasper (1983) taxonomy of communication strategies is chosen by the researcher to answer the second question. The framework is selected because the categories seemed clearly explained and appropriate for the categorization of the communication strategies based on the data collected. Table

2.4 below is the Faerch and Kasper (1983) taxonomy of communication strategies that would become the basis in the coding process later.

Table 2.4 Communication Strategies Taxonomy (Faerch & Kasper, 1983)

Code	Strategy	Description
TA	Topic Avoidance	Avoid discussion about the concept
MA	Message Abandonment	Stop in mid-utterance
G	Generalization	Use a generalized IL item
P	Paraphrase	Focus on characteristic properties of the intended referent
WC	Word Coinage	Create a new IL word
Rs	Restructuring	Restructure one's utterance
A	Approximation	Use an incorrect item that shares some semantic features
LT	Literal Translation	Translate literally
LS	Language Switch	Insert word from native language
F	Foreignizing	Apply IL modification to the L1 item
M	Mime	Replace a word with non-verbal cues (kinesthetically)
CfC	Confirmation Check	Ask for confirmation and check that he/she understands what is being said
CIR	Clarification Request	Ask for clarification of sth that was difficult to understand when first spoken
CpC	Comprehension Check	Attempt to check comprehension
R	Repetition	Repeat utterance

Note: Adapted from Faerch and Kasper (1983), as cited in Cervantes & Rodriguez (2012)

Here, the framework of the present study is illustrated as the following figure.

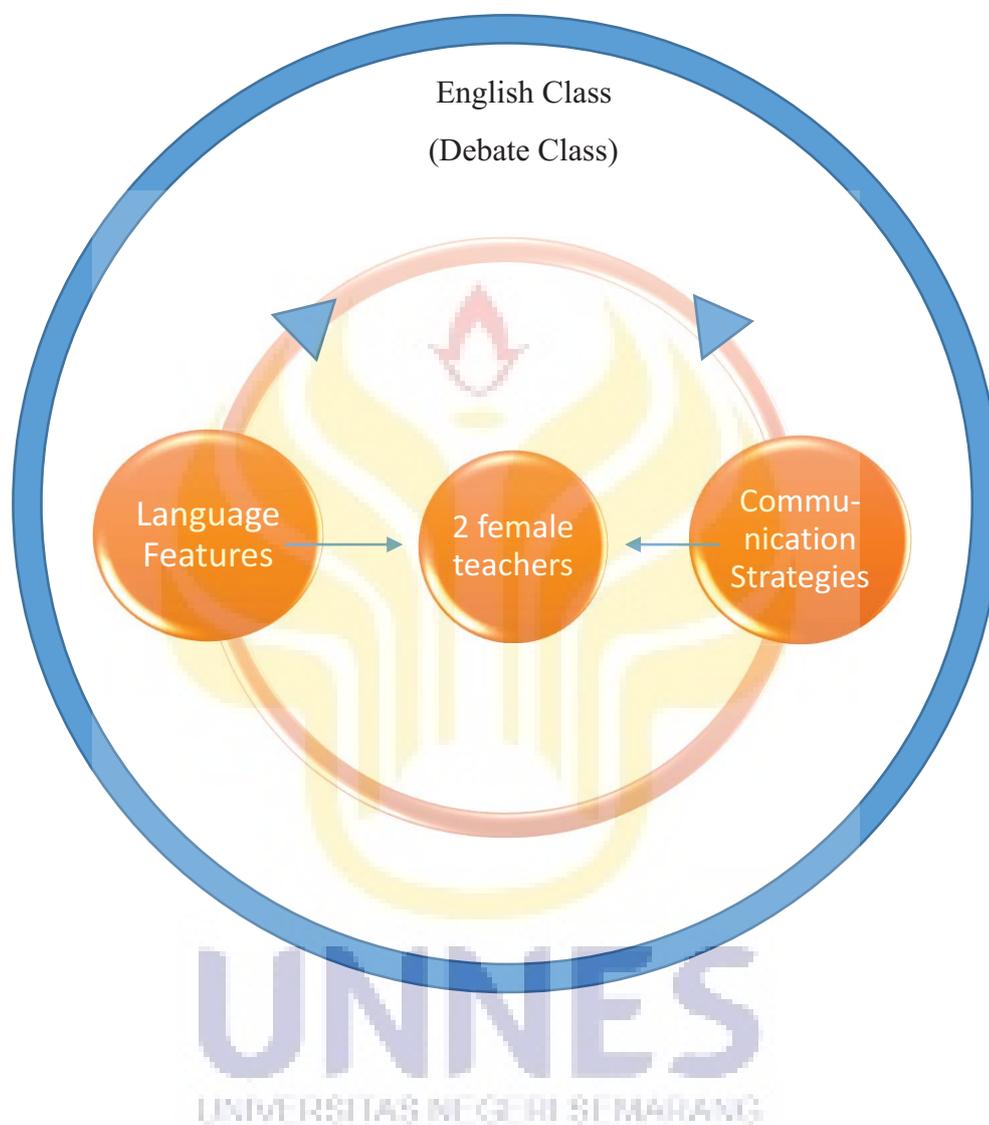


Figure 1. Theoretical Framework

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study followed by some suggestions. The conclusion was drawn based on the findings and the discussions in the previous chapter, and the suggestions are addressed to some people in relation to this study.

#### 5.1 Conclusions

The current study revealed that approximately 2.660 women's language features were expressed by the participants. It was comprised of hypercorrect grammar, rising intonation, hedges and fillers, tag questions, precise terms, super polite forms, intensifiers, empty adjectives, and lack of humor. The researcher found 34.84% using hypercorrect grammars had been stated by them. Then, rising intonations in statements were expressed 35.86% by them. They typically raised their voice in stating a statement or giving command to the students. They were also using 17% of hedges and fillers. Here, fillers can be functioned as a way to take a little time to think before saying a new topic or continuing the idea that had been stated before. However, some fillers were occurred as the meaningless particles only. The tag questions are totally 1.09% expressed by them. Next, there were 5.37% of precise terms uttered by them. In addition, the use of super polite forms by the lecturers were mostly intended to ask for help and giving command in polite ways. These were happened 2.63%. Finally, 0.41% intensifiers and

1.09% of empty adjectives were expressed while the two lecturers managing the classroom instruction. They typically used it to emphasize the things they are saying. Lakoff's claim that women have lack of humor is correct. Direct quotation was not expressed by the participants in this study. The language features that most frequently used by the participants in this study were rising intonation, hypercorrect grammar, and also hedges and fillers.

Dealing with the communication strategies used, paraphrase, restructuring, comprehension check, confirmation check, and repetition were the communication strategies that were frequently employed by the participants in this study. Unfortunately, the researcher found many of the utterances were not categorized as the communication strategies because they are can not be included as one of the 15 communication strategies as stated by Faerch & Kasper (1983). From the results of this study, we can see that when the communication occurs, the speaker will use the communication strategies in various ways that he or she thinks as the most appropriate one, depending on the context, situation, and to whom they are speaking in this case to what kind of students they communicate. Based on the findings we can see that the frequent use of the communication strategy between the two lecturers in this study is different. Ms. A seemed to use more communication strategies than Ms. C. Ms. C employed the least number of communication strategies since she was only focussed on students' Debate performance so that the portion of her speech was lower than the students also than Ms. A. This is also occurred because actually there are factors influencing the use of communication strategies during the classroom activities such as the

seating arrangement, frequent questions asked by the teacher, the variety of activities that encouraged teacher-student interaction (Cervantes & Rodriguez, 2012).

## 5.2 Suggestions

There are some suggestions I would like to give as the following.

### 1. Suggestion for the English Department Students

It is expected that by studying this research, the students will become more aware of the application of language features and communication strategies during the communication. The use of certain language features and communication strategies may affect the interlocutors' responses and how our communication purposes delivered to them.

### 2. Suggestion for English Teacher

When they are teaching and managing the classroom instructions, they should use the most appropriate language features and communication strategies to communicate with the students. By using this, their lesson will be well organized. In addition, Dornyei (1995) suggest that communication strategies need to be explicitly taught for students to improve their accuracy and fluency. As we can see that it is the students who are indeed get more difficulties and problems while communicating using English. Thus, it is the teachers' duty to teach and train them to use the communication strategies for solving their communication problems.

### 3. Suggestion for Future Teachers

Future teachers need to learn and get accustomed to use many kinds of language features and communication strategies. It will really help them to cope with the communication breakdown with the students. They have to be aware to use language effectively and communicatively with the students especially to maintain the classroom instruction. Moreover, they should improve their oral communication skills because if they are being skillful on it they will easily use the appropriate language features and communication strategies. It is expected that by using the right one, they can engage the students during the teaching and learning process, promote students' learning motivation, set enjoyable learning atmosphere, facilitate students in understanding the lesson, and trigger the students to be more active and develop their critical thinking.

### 4. Suggestion for Future Researchers

This study was only conducted in a short length of time. It is widely possible that more comprehensive results may occur within this research. Thus, it is hoped that after studying this research, the future researchers could conduct the new one. They might conduct a longitudinal research on it to get the more comprehensive and deeper results with the different research sites and participants since this study itself did only represent the speech of only a small number of participants and only focussed on the characteristics that belong to the female teachers. It is actually possible to examine the characteristics of the language features and communication strategies employed by the students, both males and females. Alternatively, they can also do a comparative study to differentiate between the

characteristics of male and female teachers' or students' language at the university level or another level.

As in this study the researcher find both two female lecturers used the same language features and communication strategies, the future researchers can investigate why it happened, why the participants prefer to use those kinds of language features and communication strategies, for what purposes they used it, or whether it will give certain effects to the students' responses in class. Future researchers might also undertake a research on why not all of the women language features are expressed by the participants, why only direct quotation which is not used by them, why word coinage, approximation, and foreignizing were the communication strategies that were not used by both participants during their teaching process.

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