

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Women and Men's Language Features

This section focus on amount and percentage of language features used by 5 women and 5 men pre-service teachers in their teaching videos. The video that has been analyzed is 1 video of each pre-service teacher. Thus, there are 5 video women pre-service teachers and 5 videos of men's pre-service teachers as well.

In this discussion the researcher presents the data in the form of tables and description. Findings of the language features used by women and men pre service teachers in their teaching video are exemplified on tables 1 and 2.

Table 4.1		
Language Features of Women Pre-Service Teachers		
Language Features	Total Amount	Total %
Minimal Responses or Backchannel	0	0,00%
Hedges	316	78,41%
Tag Question	15	3,72%
Question	33	8,18%
Command & Directives	28	6,94%
Swearing & Taboo Words	0	0,00%
Compliment	11	2,72%
Total Features	403	100,00%

Table 4.1 shows language features that appeared in women pre service teachers' teaching video. The amount of language features found in women pre service teachers' teaching video are 403 features. Total of language features that they used are 5 out of 7 features. Hedges appeared 316 times (78,41%), tag question 15 times (3,72%), question 33 times (8,18%), command & directives 28 times (6,94%) with mitigated 24 times and aggravated 4 times, and compliment 11 times (2,72%). Other features such as minimal responses or backchannel and also swearing & taboo words were not found in their utterances.

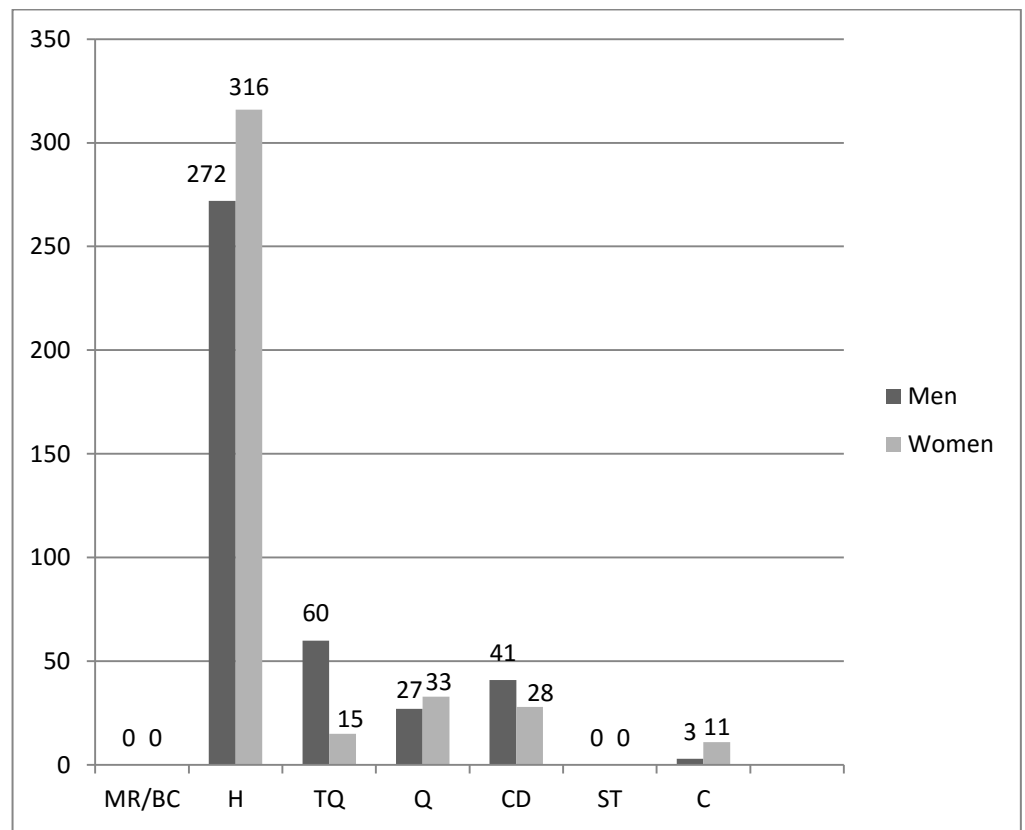
The reason why pre service teachers did not use minimal responses or backchannel is because this feature commonly appears in a conversation while the teaching and learning process were held online and there is no direct interaction of pre-service teachers and student. The absence of swearing & taboo words happened because teachers mostly use appropriate languages, moreover as a pre-service teacher who will receive an assessment after teaching.

Table 4.2		
Language Features of Men Pre-Service Teachers		
Language Features	Total Amount	Total %
Minimal Responses or Backchannel	0	0,00%
Hedges and Fillers	272	67,49%
Tag Question	60	14,88%
Question	27	6,69%
Command & Directives	41	10,17%
Swearing & Taboo Words	0	0,00%
Compliment	3	0,74%
Total Features	403	100,00%

Table 4.2 shows language features that appeared in men pre-service teachers' teaching video. The amount of language features found in men pre-service teachers' teaching video are 403 features. Total of language features that they used are 5 out of 7 features. Hedges and fillers appeared 272 times (67,49%), tag question 60 times (14,88%), question 27 times (6,69%), command and directives 41 times (10,17%) with mitigated 24 times and aggravated 17 times, and compliment 3 times (0,74%).

Other features such as minimal responses or backchannel and also swearing and taboo words were not found in their utterances with the same reasons of the absence of those two features in women's pre service teachers' utterances.

The researcher also provides a bar chart to make it easier to differentiate amount of language features used by men and women's pre service teachers as follows:



Bar Chart 4.1 Language Features of Men and Women's Pre-Service Teachers.

We notice from the bar chart above that language features that more frequent appeared in women's pre-service utterance rather than men's pre-service teachers are hedges, questions, and compliments while language features that more frequent appear in men's pre-service teachers if we compare with women's pre-service teachers are tag questions and commands & directives.

2. Language Features' Functions of Women Pre-Service Teachers'

Utterances

a. Hedges

Among all of the features, hedges appeared more frequent in women pre service teachers' utterances. Hedges that the researcher found in women's pre-service teachers utterances were *well*, *alright*, *okay*, *I mean*, *like that*, *maybe*, *I think*, *usually*, *clearly*, *uhm*, *aa*, and *ee*.

As what already explained in chapter II, hedges can protect the reputation of someone who uses it and also limit the damage which may result from categorical commitments or avoid personal responsibility from statement they delivered. For more detail information about hedges used by women's pre service teachers can be seen below:

1) *Well* everyone, *uhm I think* enough for today.

As what we can see from example above there are many hedges found in one sentence. The use of *well* in the beginning has a function to switch an explanation in case pre-service teacher has explained a topic before. The appearance of two hedges after in one sentence indicates unconfident. *Uhm* has a function to give some pause to think.

In addition, the use of *I think* seems appeared to avoid personal responsibility from statement they delivered. The usage of that

features the pre-service teacher seems not sure whether they have to end the lesson at that time or whether the lesson they delivered is clear enough or not. In the same time, the pre-service teacher use hedges *I think* to avoid the responsibility of the sentence they used.

2) *Nah, jadi yang pertama itu ada expressing gratitude atau thanking.*

Another function of hedges is to switch an explanation into another topic. Other than that, using several hedges in a sentence can make people more focus on someone's utterances as in the example above. The example above shows that the women's pre service teacher use hedges in Indonesian '*nah*' or means '*well*' in English, to begin a topic and it can make students more focus and can give a positive effect to their understanding in a lesson because while such hedges appear, they will have time to prepare their readiness to process what information that the pre service teacher will give.

3) *And leave taking, ee, we, ee, learned how to show, ee, when we want to say goodbye to other people.*

The example shows that the women's pre service teacher use that kind of hedges to give a pause to think about what they want to talk. To those who listen to that kind of sentence just like in the example above, it will sounds that the pre-service

teacher not really sure of what they say. Moreover there are three hedges found in that sentence.

From the explanation above, there are various functions of hedges in women pre-service teachers' utterances. Generally, there are two functions; weakening function that indicate a lack of confidence or express uncertainty and strengthening function that indicate the power of speech.

The specific functions of hedges that indicate lack of confidence is the use of *I think* that appeared to avoid personal responsibility from statement they delivered and many hedges in one sentence indicate a lack of confidence as well. In women pre-service teachers' utterances, the researcher found there are 121 hedges (38,29%) that indicate lack of confidence or uncertainty among 316 hedges found in the utterances. It means that there are 195 hedges (61,70%) that have a strengthening functions.

However, there are also hedges that indicate certainty and strengthening pre-service teacher statements. Those functions are to switch an explanation into another topic or to begin a topic in order to make the students more focus on pre-service teachers' utterances. While such hedges appear, they will have time to prepare their readiness to process what information that the pre service teacher will give.

Another specific function appeared is to give some pause for pre-service teacher to think. It will help them to give valid information to the student.

b. Tag Question

Cameron et al. (2005, 88) stated that tag questions have a function as an interactional resource. To find out more detail functions of this feature we can notice some example and explanation below:

*1) Well, so that is the explanation about procedure text, easy, **right?***

From the example, we notice that the woman pre-service teacher have explained something and its functions is to verify whether the students understand or not. Even though they did not interact directly, yet that already being a habit of the pre-service teacher to build interaction with her student whereas she only taught the students online.

*2) Nah jadi miss akan memberikan contoh percakapan dalam bentuk video, so, perhatikan baik baik, **ya?***

In the second example, the pre-service teacher told the students about something the teacher want to do, it was to give them example of conversation in the form of video. The teacher used tag question is to strengthen her statement to pay attention to the video.

Rather than indicate lack of confidence, the researcher notice that using tag question is one of a good choice to make the students pay attention more and build an interaction between students and pre-service teachers as well even though they did not interact directly. In short, the use of tag question has a strengthening function.

c. Question

Question is the second most frequent features that appeared in women pre-service teachers' utterances. Here are some examples and explanations of this feature:

1) What is it thanking and apologizing?

In the first example, the teacher asked the students about the topic they will learn. It can engage students because by using question in teaching video can make the online teaching more interactive and alive.

2) Sedangkan bentuk aslinya yaitu pronoun diikuti dengan noun. Misalnya my book, or her book, his bicycle. Nah, book itu kan noun. Nah jadi sebelumnya itu disebut dengan, aa, apasih, pronoun nya itu disebut dengan possessive adjective?

The second example shows that pre-service teacher trying to remember about what type of pronoun is *her book*. That is the

reason why she stated a question. From what the researcher analyzed, most of questions found in women pre-service teachers' utterances are to strengthen statements; make the students think first about the topic, make them more prepare, engage to the lesson, and make the teaching more interactive and alive. However, question as in the example above shows lack of confident due to pre-service teacher did not remember what she want to say.

d. Command & Directives

Women pre-service teacher used both mitigated and aggravated command and directives. Here are examples and explanations:

1) *Well, **fulfill** the name, class, well, there is 'add file', **please** take a photo of the assignment and give it to me.*

In the example above, the teacher used aggravated form that is more forcing to command students to do something. The teacher used that to indicate that the instruction of the teacher is important. Yet, in the next instruction, teacher used softer instruction (mitigated).

2) ***Let's** try to make a sentence from, aa, those vocabulary.*

In the second example, the teacher used mitigated that can make the instruction or command sound softer. Moreover, mitigated form can also indicate politeness and using *let's* can includes the pre-service teacher together with the students.

3) Kamu **bisa** membuat sebuah video tentang contoh dari semua jenis pronoun yang telah, ee, saya jelaskan.

The third example is also the mitigated form. It is marked with the Indonesian word '*bisa*' or in English '*can*' that make the pre-service teacher's instruction become more like suggestion.

Thus, command & directives (both mitigated and aggravated) have a function to strengthen a statement. Even though aggravated seems more forcing, yet pre-service teacher use it in order that the students will do they important command. Mitigated is softer instruction that also indicate politeness. Even though mitigated is softer, yet it has a strengthening function as well due to it can make teaching and learning more alive.

In addition, command & directives (aggravated and mitigated) make students aware about what they have to do, as a result, they will gain more understanding about the lesson.

e. Compliment

In teaching and learning, teachers mostly use compliment to motivate their students as what we can see from examples below:

1) *Let's try to make a sentence from, aa, those vocabulary.*

*Alright, begin now. Okay, **Great** students.*

2) *Oke, surat yang sudah kalian buat, bagus-bagus suratnya.*

Keren, good job.

From those two examples, the teachers use compliment to appreciate or give admiration/ approval of students' work what students have done. It can motivate the students to keep their good work as well. Moreover, using compliment through video can make teaching and learning process feels more interactive and alive.

Using compliment in teaching is an important thing that indirectly can motivate students. Indeed, the use of compliment can make teaching and learning become alive. Thus, compliment has a strengthening function that show pre-service teachers' confidence because mostly the teacher who more often give compliment is an interactive teacher. As a result, the students will be more motivated and have a will to study well.

3. Language Features Functions of Men Pre-Service Teachers' Utterances

a. Hedges

In men pre-service teachers' utterances, hedges that the researcher found were the same as in women pre-service teacher, those were *well, alright, okay, I mean, like that, maybe, I think, usually, generally, uhm, aa, and ee*. Some examples of men pre service teachers' utterances will be explained below

1) ***Well** today we will talk about one of the text in English and of course **I think** you have seen or read this text and **maybe** some of you also follow the instruction in that text.*

There are three hedges in one sentence of the example above. Hedges *I think* and *maybe* have a function to avoid personal responsibility from statement that has been delivered. It can signify lack of confidence by people who use that feature because they seem not confidence about what they say. Hedge *well* appeared in the beginning of sentence has a function to switch an explanation.

2) ***Nah**, kita bisa simpulkan bahwa ini adalah summary 5 w, gitu.*

Hedge '*nah*' or '*well*' in the example has a function to switch to another topic or explanation. The use of '*gitu*' or '*like that*' is to switch an explanation or to go to next explanation. It is to strengthen the sentence in order that students can be pay attention more to the explanation.

3) ***Well**, next, **aa**, I remember your assignment about hobby.*

Hedge *well* in the example has a function to switch to another topic or explanation, while *aa* help to give some pause to think about what they want to say. Yet, because those two features appear close together, it can indicate lack of confidence. It shows that the pre-service teacher could not remember clearly and not sure about what he wanted to say.

There are two general functions of hedges in men pre-service teachers' utterances, to show a lack of confidence and show confident. Among 272 hedges that the researcher found in men's utterances, there are 96 (35,29%) that have a weakening function or show a lack of confidence. This kind of hedges appear when men pre-service teachers' use many hedges in one sentence or when they use certain hedges that can avoid personal responsibility such as *I think* and *maybe*. It means that there are 176 hedges (64,70%) that have a strengthening function

There are many hedges that have a strengthening function. The specific functions are the same as in women pre-service teacher utterances, those are to switch an explanation into another topic or to begin a topic in order to make the students more focus on pre-service teachers' utterances. While such hedges appear, they will have time to prepare their readiness to process what information that the pre service teacher will give. In addition, the use of hedges can give some pause for pre-service teacher to think. It will help them to give valid information to the student.

b. Tag Questions

Tag question is one of frequent features that appear in men pre-service teachers' utterances. There are many different arguments of some researchers about the use of tag question in someone's utterances. However, we can specify the function by

take a look of the context. Here are some examples of tag questions used by men's pre-service teachers:

1) *So, for the assignment there are three, **right?***

The use of tag question above is to strengthen statement in order to make students aware about assignment. This does not indicate the feeling of not sure because the pre-service teacher just explained about the assignment not long after he said the sentence above.

2) *Untuk should itu dalam kondisi yang informal atau tidak terlalu formal, **ya?***

The function of tag question 'ya?' is to strengthen the lesson he explained and indirectly verify students' understanding. It can make the students sure more about statement of the teacher.

3) *Okay from the two examples we can see there are two pattern of shall, surely 'shall' have the different pattern with 'ought to', **right?***

The use of tag question above is to verify that the students have understood the explanation of pre-service teacher. As we can see in the example, before tag question appear, pre-service teacher explained about the lesson.

There are many specific functions of tag question used by men pre-service teachers such as to strengthen their statement in order that their student become sure about what pre-service teachers have

explained, and verify students' understanding. Generally, the use of tag question can make students more focus about the lesson and pay attention more to the lesson. It shows that tag questions have a strengthening function that indicates pre-service teacher confidence and can help students understand more about the information that the teachers gave.

c. Question

The functions of question as in Chapter II are to give the speaker the power to elicit a response from the other participants and to keep conversation going. Those functions can be used if it in direct conversation. Since the researcher analyzed some teaching videos in this research, we can draw a conclusion of the function by connect it to in what context pre-service teachers used question.

1) What is caption text?

In the example above, pre-service teacher used question to begin a topic in order to make students engaged and got an idea of what topic they will learn so that they can be more ready about the topic they will learn.

2) Trus bagaimana sih contoh kalimat dari should?

Almost the same as the first example, in the second example, question appeared to engage students and to build their critical thinking as pre-service teacher did not explain first about a topic and it can make the students more focus towards the learning topic.

The researcher found that this language feature have a strengthening function in men pre-service teachers' utterances. In stating a question that related to the lesson, it will help students have a curiosity about the topic they learn or they will engage and focus to the learning process.

d. Command & Directives

There are two forms of command and directives, mitigated and aggravated. It will be discussed as follows:

*1) You just **click** the description and later there is a link.*

Above is the example of aggravated form. As what has been explained in Chapter II, the functions of this type of command and directives is to show dominance. There is also other function besides that. Pre-service teacher used aggravated to instruct or give command to the students to do something that is important so that the students did not ignore his instruction.

*2) Oke, **mari** kita sama-sama lihat contoh dari suggestion.*

In the second example, pre-service teacher used mitigated. It shows that the pre-service teacher did not want to seem forcing his student which will make students become scare to him. Thus, 'mari' or 'let's' has a function to include the pre-service teacher together with the students.

*3) You **can** also see the meaning beside based on the respond of expression apologizing.*

The third example is mitigated form. As what we can see in the example above, rather than force the students, it more to give them suggestion to do something.

Thus, the use of commands and directives in men pre-service teachers' utterances have strengthening functions and help the students to get more information. When pre-service teachers use this language feature, it can help students to aware and have a clue about what they have to do with pre-service teachers' command or suggestion in learning process. As a result, the students can acquire more information.

e. Compliment

The examples and explanations of compliment used in men pre-service teacher will be discussed below:

*“Nah dari pecakapan ini ada yang mengandung kata subjektif dan objektif pronoun. Ada yang bisa tebak nggak? Kata apa subjektif satu aja satu subjektif dan satu objektif. Yang seperti bapak sebutkan contohnya tadi di awal. Ada yg, kalau ada yang bisa tebak **keren**. Okey **great**, kalau ada yang bisa tebak, **bagus**.”*

The example above shows that there are three compliments that appeared. Two compliments in Indonesian ‘*keren*’ and ‘*bagus*’, and there is one compliment in English ‘*great*’.

Pre-service teacher used compliments to approve students' work in order to motivate students. Generally, when pre-service

teachers use compliment, it can motivate the students. As a result, the students have more desire to study well.

B. Discussions

This section aimed to explain the results of the data in order to conclude research questions about women and men's language features of pre-service teachers' utterances and the functions of those features. These research questions would be discussed in the following section.

To answer the first research question about women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department, the researcher find the data by analyzing pre-service teachers' videos. Women used 403 language features and men used 403 language features as well. The results show that all 5 women and 5 men pre-service teachers use only 5 out of 7 features. They use hedges, tag question, question, command and directives and then compliment. 2 features that did not appear are minimal responses or backchannel and swearing and taboo language.

The reason why pre-service teachers did not use minimal responses or backchannel is because minimal responses appear in a conversation while the researcher analyzed the video of the teaching and learning process were held online and there is no direct interaction of pre-service teachers and students. The absence of swearing and taboo words happened because teachers mostly use appropriate languages, moreover as a pre-service teacher who will receive an assessment after teaching.

According to Coates (2015, p. 88), there is a claim that women use more hedges than men. It is similar with the finding that show women pre-service teachers use more hedges than men. However, in both women and men pre-service teachers' utterances, hedges became the language features that appeared the most.

The second language feature that appeared the most in women's language features is question. Coates (2015, p.93) also stated that in some situations women use more questions than men, in others it is men who ask more questions, while sometimes the relevant variable is occupational status not gender. On the other hand, tag question became the second feature that appeared the most in men pre-service teachers' utterances.

Command & directives became the third language feature that appeared the most in both women and men pre-service teachers' utterances. Coates (2015, p.94-95) stated that men tend to choose 'aggravated' directives that sound more forcing the person they talk to in doing something rather than women, it is in line with the finding where men used more aggravated command and directives more than women.

The forth features that appeared the most in women pre-service teachers' utterances is tag question while in men pre-service teachers' utterances is question. If we compare from the total utterances, men pre-service teachers used more tag question than women. It refutes Lakoff statement about women use more tag question than men. However, if we compare the total utterances of question in the finding, women used more

question than men as what Coates (2015, p.93) said, question sometimes appears the most in women's utterances but sometimes it can be appeared the most in men's utterances.

The fifth or the last language feature that appeared the most in both women and men's utterances is compliment. Coates (2015, p.99) stated that research in New Zealand, the United States and Britain suggests that women both give and receive more compliments than men. It accordance with the finding that showed women pre-service teachers gave more compliment than men pre-service teachers.

From the data above, we notice that language features that are more frequent appear in women's pre-service teachers' utterances rather that men's pre-service teachers are hedges, questions, and compliments while language features that more frequent appear in men's pre-service teachers if we compare with women's pre-service teachers are tag questions and commands & directives.

The second research question is about functions of women and men's language features of pre-service teachers' utterances in teaching practice II of the sixth semester students of English Education Department. Generally, there are two functions of language features; strengthening and weakening function. It represents the theory of Wahyuni (2015) as cited in Retiningrum (2020, p.18) shat stated language features have two function, those are weakening function or hedging devices and strengthening function or booster devices. From what the researcher analyzed in women

and men pre-service teachers' utterances, language features that have strengthening functions are some hedges, tag question, question and compliment while language features that have weakening functions are some hedges and there is 1 question of women pre-service teacher that indicate uncertainty. Coates (2015, p.88) has stated that we need to be sensitive to the different function of hedges and do not easily assume that using more frequent of hedges is a weakness. This theory is in line with the finding. The theory was accordance with the finding that the use of language features in both women and men pre-service teachers' utterances showed more strengthening function rather than weakening function.

Furthermore, the specific functions of language features of women and men pre-service teachers are the same. Hedges have some functions to switch an explanation into another topic or to begin a topic, to give some pause for pre-service teacher to think, and to avoid personal responsibility. The finding is in line with following theories; Hyland (2005, p.101) stated that hedges help to avoid personal responsibility from statement that has been delivered. Rosanti & Jaelani (p.32) stated that Hedges can have a function to switch to another sentence or topic that is different from the previous one such as *by the way*, *well*, *alright*, and *okay*. Lakoff (1973) as cited in Murti (2018, p.30) said that hedges that are categorized as filler such as *uh*, *uhm*, *ee*, *aa*, usually help to give some pause to think about what they want to say.

Hedge is the language features that appeared the most. In the direct interaction or not, the opportunity of this feature appear is the same because it does not really have connection with interaction. This feature usually appear when someone want to switch an explanation into another topic or to begin a topic, to give some pause for pre-service teacher to think, and to avoid personal responsibility; as what has been explained before. No wonder that this feature appeared the most in the finding.

Second, tag questions have some specific functions, those are to strengthen their statement and verify students' understanding. It similar with Cameron et al (2005) has stated that tag questions have a function as an interactional resource of the powerful rather than the powerless. In order the videos that have been analyzed have no interaction between students and teachers, this feature not appeared frequently especially in women's pre-service teachers' utterances. Yet, the teachers still uttered this features whether there is no interaction. This is a satisfactory because the teachers still try to maintain the interaction even though they are faced with that situation.

Third, specific functions of questions are to make the students think critically and engage them in teaching and learning. The finding is similar with the theory as Avdic et al (2016) as cited in Sund (2017, p.7) stated that questions are a central part of classroom interaction in that the teacher can use questions to assess student performance, promote or facilitate learning and engage students to participate in classroom activities.

Shanmugavelu (2020, p.48) also stated that question helps students to increase motivation and promote their ability to think critically and creatively.

As the videos that have been analyzed have no direct interaction, the possibility of question that appeared will not as many as when the teaching practice happen with interaction between students and teachers. Certainly, teachers feel easier in uttering question while they have interaction with the students because there will be some responses from the students. Yet, in the finding there are still some question appeared, that is a good thing and it shows that the pre-service teacher still try to engage students with teaching and learning even though there is no direct interaction.

Fourth, command and directives have some specific functions, those in order the students will do the important command or suggestion and include teachers together with students. There are two kinds of command and directives (mitigated and aggravated. according to Coates (2015, p.94) the form *let's* (mitigated) explicitly includes the speaker together with the addressee(s) in the proposed action and the use of modal auxiliaries such as *can* and *could* has a function to makes a suggestion for future action. Wulansari & Suhartini (2015) stated that the using of commands (aggravated) shows teacher's dominance. From some functions of command & directives from some researchers about, we notice that those are in line or similar with the finding as we can conclude that the teachers used command & directives to suggest or give command to the students to

do certain things in teaching and learning, as a result, the students aware and realize about what they have to do. Command & directives also can include teachers together with students.

However, if the teaching practice has direct interaction, there will be more possibility of this feature appeared it has a function to make suggestion or command. Then, as we notice in the finding, there are still command & directives appeared even though there is no interaction in the video. Yet, this is a good decision of the teacher still used command & directives to make students have a clue about what they have to do in teaching and learning.

The theory about functions of compliment have been stated by Dirgeyasa (2015, p.228-229), he stated that compliment is used to express solidarity, admiration or approval of someone's work, appearance taste. It is not far from the finding that compliment has a specific function to give admiration and approval of students' work. When teachers gave compliment to the student, it means that the teachers wanted to express admiration that can be a motivation for the students.

As what in most language features, compliment also have the most opportunity appear in some utterances in direct interaction. In the video that the researcher analyzed, there is no interaction between students and teachers and it raises some awkwardness in uttering a compliment. That is the reason why there are not many compliment appeared in the finding.