

**A STUDY OF WOMEN'S LANGUAGE FEATURES USED
BY KOREAN HIGH SCHOOL DEBATERS**

THESIS



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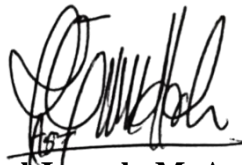
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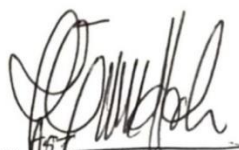
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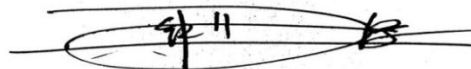
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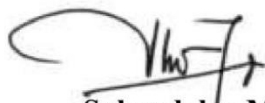
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ABSTRACT

Paramitha, E, D. (2022). *A Study of Women's Language Features Used by Korean High School Debaters*. English Department, UIN Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M.App. Ling.

Keywords: women's language features, speech, Korean high school debate.

This present study investigates the women's language features by eight Korean high school debaters in the debate competition program "Intelligence High School Debate" by Arirang TV. This research aims to discover the women's language features used by the Korean high school debaters in the debate competition and how the features affect their debate speech.

This study used descriptive qualitative methods. The data are in the form of words, phrases, and sentences transcribed from the utterances of the Korean high school debaters. The researcher collected the data by transcribing two videos of the first and second parts of the debate. After that, the researcher classified and identified the data to find the women's language features. The researcher continued by explaining and describing the use of these features according to the context and condition during the debate.

From the findings, only six out of ten women's language features found uttered by all the Korean high school debaters in the program. Those are *lexical hedges or fillers, emphatic stress, intensifiers, superpolite forms, rising intonation on declaratives, and hypercorrect grammar*. Women's language features can affect the way the debaters speak also the whole speech. There are 5 effect reflected on their speech from using the women's language features. Those are: Indicates Strong Commitment, Indicates Confidence, Indicates Politeness, Indicates Insecurity, and Expressing Uncertainty and Ambiguity.

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ABSTRAK

Paramitha, E. D. (2022). *Studi Tentang Fitur Bahasa Wanita yang Digunakan oleh Pendebat Sekolah Menengah Korea*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Raudlotul Jannah, M.App. Ling.

Kata kunci: fitur bahasa wanita, pidato, debat SMA Korea.

Studi ini menyelidiki fitur bahasa wanita oleh delapan pendebat sekolah menengah Korea dalam program kompetisi debat "*Intelligence High School Debate*" oleh Arirang TV. Penelitian ini bertujuan untuk mengetahui fitur bahasa wanita yang digunakan oleh pendebat SMA Korea dalam kompetisi debat dan bagaimana fitur tersebut mempengaruhi pidato debat mereka.

Penelitian ini menggunakan metode deskriptif kualitatif. Data berupa kata, frasa, dan kalimat yang ditranskripsikan dari tuturan para pendebat SMA Korea. Peneliti mengumpulkan data dengan mentranskripsikan dua video bagian pertama dan kedua dari debat. Setelah itu, peneliti mengklasifikasikan dan mengidentifikasi data untuk menemukan fitur bahasa wanita. Peneliti melanjutkan dengan menjelaskan dan mendeskripsikan penggunaan fitur-fitur tersebut sesuai dengan konteks dan kondisi saat debat.

Dari temuan tersebut, hanya enam dari sepuluh fitur bahasa wanita yang ditemukan diucapkan oleh semua pendebat sekolah menengah Korea dalam program tersebut. Itu adalah *lexical hedges* atau *fillers*, *emphatic stress*, *intensifiers*, *superpolite forms*, *rising intonation on declaratives*, dan *hypercorrect grammar*. Fitur bahasa wanita dapat mempengaruhi cara pendebat berbicara juga seluruh pidato. Ada 5 efek yang tercermin dalam tutur kata mereka dari penggunaan fitur bahasa wanita. Yaitu: Menunjukkan Komitmen Yang Kuat, Menunjukkan Keyakinan, Menunjukkan Kesopanan, Menunjukkan Ketidakamanan, dan Mengekspresikan Ketidakpastian dan Ambiguitas.

TABLE OF CONTENTS

Cover Page	
Inside Cover Page	i
Approval sheet	ii
Examiner Sheet	iii
Declaration	iv
Publication Agreement Sheet	iv
Acknowledgement	vi
Abstract	vii
Abstrak	viii
Table of Contents.....	ix
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Problems	5
1.3 Significance of the Research	5
1.4 Scope and Limitation	6
1.5 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Language and Gender.....	7
2.1.1 Women's Language.....	8
2.1.2 Features of Women's Language	9
2.2 Debate.....	19
2.2.1 British Parliamentary Debate.....	22

2.2.2 Intelligence High School Debate	28
CHAPTER III RESEARCH METHOD	29
3.1 Research Design.....	29
3.2 Data Collection	29
3.2.1 Research Data	29
3.2.2 Data Source and Subject of the Study	30
3.2.3 Instrument	30
3.2.4 Data Collection Techniques.....	30
3.3 Data Analysis	32
CHAPTER IV FINDINGS AND DISCUSSIONS.....	35
4.1 Findings	35
4.1.1 Women’s Language Features Used by All Debaters in the Debate	35
4.1.2 How the Women’s Language Used by Male Female Debaters Affect Their Speech	55
4.2 Discussions	65
CHAPTER V CONCLUSION AND SUGGESTION	70
5.1 Conclusion	70
5.2 Suggestion.....	71
REFERENCES	72

LIST OF TABLES

Table 3. 1. Types of Women's Language Features Codes.....	32
Table 3. 2 Example of Women's Language Features Used by All Debaters.....	33
Table 4. 1. Women's Language Features Used by All the Debaters	36



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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research problem, the significance of the research, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

When talking about women and men, many differences emerged. This happens because women and men may have different ways of life. They might have different norms of the society, the border of the circle, the way they act toward their friend, the way they praise each other may also be different. Therefore, because of that differences, it makes this kind of topic interesting.

As a human being, either woman or man, language is the central part of a human's life. Language allows us to live life more easily because it can help people to communicate. With communication, a relationship is formed. Although women and men seem to have an invisible wall that sets them apart, the wall might fall down with language. That is how strong a language can work.

Women and men may have different words or phrases in their utterances. This happens because they have distinct gender, which refers to their gender stereotypes: men tend to be more aggressive when they speak, while women tend to be soft because they use feelings when speaking their idea. This kind of boundary may affect their environment as well as their way of thinking. But today, in this modern era, women and men are equal in many ways, which

ultimately makes them blend into each other and can influence each other's language.

Women's language features are usually used to soften words because women are identical to their kind words. Not only that, what makes women and men differ in terms of speaking is the emotions and facial expressions they pull out. Still, again, women's language features may be used by women and by men. "Society and culture influence the words that we speak, and the words that we speak influence society and culture"(A primer on communication studies, 2012). Hence, what shapes human language is their society.

Nowadays, the language we use is more than just to communicate our idea and get feedback as regular communication but also to strengthen and defend our idea, especially in today's era, where everything is rapidly growing. Some occasions may require language as a weapon to maintain opinion. For example, on the education side, there are study clubs, organizations, and even presentations. From that, there is no way to elude debate because every human has their own perspective.

Debate, on top of that, is also used in some competitions. The most famous debate in this era is the parliamentary debate. In short, a debate is a competition that aims to hold arguments and persuade the judges. The more persuasive the speech, the more they will get the attention of judges or panels. The debate has become more popular, particularly among high school and university students.

Korean high school debate is one of the famous debates on the internet because the debate is used English as the primary language. In contrast, English is

their foreign language, and most Koreans are not familiar with English.

Fayzrakhmanova (2016) stated that in South Korea, English language abilities are somewhat limited. It is used primarily on intercultural communication. English proficiency is still moderate, and many Koreans lack English communicative skills. (p.172)

Several researchers have already conducted research on women's language features in some subjects. From the previous study, the investigation of women's language is usually used in drama, movies, talk shows, speech, and debate. Regarding the debate, there have been several researchers who used the debate as to their data source. One of them is Amanda (2017) entitled "*An Analysis of the Use of Women's Language Features by Hillary Clinton in Presidential Debate.*" In that study, Amanda analyzes the language features used by Hillary Clinton's presidential debates in 2016. From the findings, seven out of ten women's language features are found in the debate, with lexical hedges or fillers taking the highest percentage of 41,54%.

Apart from the above research, some of the researchers conducted the study of women's language features used in a variety of data sources such as blog (Pebrianti, 2013), drama (Khoirot, Rohmah & Puspitasari, 2016), speech (Sholikha, 2016), talk show (Apridaningrum, 2018), movie (Oktapiani, Natsir & Setyowati, 2017; Aflah, 2016; Murti, 2018; Rahmawati & Maryadi, 2019), and youtube (Lunaeldira, 2018; Yunita, 2018; Nabilah, 2019).

Apridaningrum (2018) conducted a study titled "*Women's Language Features Used By Sarah Sechan In Her Talk Show.*" The subject is Sarah Sechan as the

host of the talk show. The results show that Sarah Sechan used only nine features of women's language. The researcher did not find praise color terms because they are unrelated to Sarah Sechan's talk show. The most used women's language feature by Sarah Sechan was an empty adjective. There is also a study conducted by Pebrianti (2013) about female bloggers using women's language features. The result shows that the subject uses eight features with intensifiers as the most frequent features, and the avoidance of strong swear words is the least frequent feature.

Not only those studies, the study conducted by some of these researchers (Sholikha, 2016; Amanda, 2017, Khoirot et al., 2017; Oktapiani et al., 2017; Aflah, 2016; Rahmawati, 2019) also used female-only subjects as the data to analyze women's language features which makes the results limited because the words are said only by women. In contrast, men can also use women's language features because language can be influenced by the environment, which is possible if women's language is likely affected by males.

Furthermore, some latest researchers, such as Yunita (2018) and Nabilah (2019), conducted a study with the same theory, but the subjects are mixed of women and men. The results show that men are also used women's language features, even, the language features used are as higher as women's do. An example is a study from Nabilah (2019) entitled "*The Use of Language Features Between Men and Women on Youtube Vlog.*". From that study, the result shows that in men's youtube vlog, the total of language features found are 219 times, while in women's youtube vlog, 211 times the language features were found. This

total number clearly shows that men use women's language higher than women use it.

Despite the previous studies dealing with women's language features in various data sources, to the best of our knowledge, none has been done by focusing on women's language features used in Korean high school debaters which English is their foreign language. Also, in the previous studies, the data source is mostly from women only. Therefore, to bridge the gaps, this study will also consider using men as the subject aims to identify whether there is a significant difference in the results with the previous studies or not. The finding from this study can be used to investigate further research in the sociolinguistics term, especially in the field of women's language features. However, the researcher believes the result can be beneficial in the future.

1.2 Research Problems

1. What are the women's language features used by Korean high school debaters in the debate?
2. How do women's language features used by debaters affect their debate speech?

1.3 Significance of the Research

The researcher hopes that this study will give both theoretical and practical significance. The theoretical significance here refers to the reader who gains a new understanding of women's language features on a formal occasion after applying the theory to this study. Practically, the researcher hopes that this study

will help develop the reader's understanding of women's language features.

Hopefully, this study will benefit the writer, reader, and the students because this study is expected to develop a new understanding about the theory of women's language features by Robin Lakoff after being applied to the debate form.

1.4 Scope and Limitation

The scope of this study is the women's language features used by female and male students who participated in the Intelligence high school debate aired by Arirang TV. There are a lot of debate competitions under the program, but the researcher used episode 3 with the title "*Governments Should Provide the Universal Basic Income.*". The consideration for choosing such an episode is because it has the highest number of viewers, reaching 4,8 million until today. The researcher limited the data source only to 8 students' utterances who participated in the debate. The host and judges will be excluded.

1.5 Definition of Key Terms

a. Women Language Features: Language that is commonly used by women when they speak.

b. Intelligence High School Debate: The debate that adapts the British parliamentary style consists of 2 sides: government and opposition.

c. Arirang TV: An English-language South Korean television network based in Seoul, South Korea.

d. Arirang Issue: Official youtube channel of a Korean TV program, Arirang TV.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the clear theory exposure by Robin Lakoff in 1975 as the main theory in the study. However, since the theory is too old in times, the researcher also provided references from the latest theory by other linguists. This chapter consists of the explanation of language and gender also women's language, followed by elaborating the features of women's language.

2.1 Language and Gender

Language and gender are actually related. This topic becomes more powerful to be examined because the differences are known to be squared. Language is followed by those who speak. Therefore, men and women tend to have different ways of speaking. As stated in Jennifer Coate's book entitled "*Women, Men, and Language: A sociolinguistic account of gender differences in language*" that all sorts of gender differences fascinate people. Hence, It is understandable that people are curious about how women and men speak and whether linguistic gender differences exist. (p.3). Coates wrote that "We all have our views on language and other aspects of human life differing between the sexes." (p.3). From this quote, Jennifer Coates believes that each of every human consciously knows that there must be differences in the use of language by men and women.

In terms of terminology, gender, instead of sex, is the essential factor to consider. The term "sex" describes a biological differentiation. "Gender," on the other hand, is a term used to describe socially constructed categories. Most

societies are divided into male and female sexes, and it is tempting to treat gender category as a simple binary opposition. Until recently, much of the research dispensed on language and gender, but the challenges of this binary thinking are more modern theorizing. (p.4)

The notion that revolves around language and gender is actually socially constructed, most of which are social perceptions. The binary opposition in the term of women and men is believed to be very different within each other; men's language is strong while women's language is weak, or men's language is coarse while women's language is soft. When in fact, it depends on how the speaker uses it.

2.1.1 Women's Language

Robin Lakoff (1975), who first invented the language sort of feminine, defines women's language as both languages accustomed to describing women and language typically utilized by women. Lakoff (1975) mentions that women and men widely differ in style within the language. More assertive and mature, men prefer to speak openly. Instead, the language used by women is not open (to use the words figuratively), not strong, is cautious when something is presented, and is rarely uses gentle, political, or gestural words. Lakoff also said that if a woman feels less convinced of something, she will blame herself for lack of self-confidence.

Women's language actually has two sides when it comes to their definitions: positive and negative. On the positive side, women's language tends to have a good image as they have an excellent attitude in it. For example, when women

seek help, they tend to use very polite words and not immediately ask their interlocutors to help them. It is because women either want to keep their image positive or they have some hesitation to feel that they may burden their interlocutors. While on the negative side, as women are not assertive, they are seen as weak people, and the irony is that women are made to feel that they deserve this treatment just because they have more soft behavior.

Deepen the idea of women's language by Robin Lakoff in 1975, the main point Lakoff wants to point out is women's language indicates that they denied access to power. It is related to their behavior: soft and tender. But, in the article issued by Cambridge University Press entitled "*Language and Woman's Place*" as sourced by Robin Lakoff's book "*Language and Society*," this behavior of women is because women have learned their lessons so well that they later might suffer such discrimination if they did not behave as society wants. "This situation is, of course, true to some extent for all disadvantaged groups: white males of Anglo-Saxon descent set the standards and seem to expect other groups to be respectful of them but not to adopt them - they are to 'keep in their place.'" (p.48). By the history that constructed the theory of women's language by Robin Lakoff in 1975, and with the present situation, some of the ideas may be irrelevant, and some may still be relevant.

2.1.2 Features of Women's Language

As identified by Robin Lakoff in 1975, there are ten elements of women's language features. Not all women use these language features all of the time, and some can debate the entire. Therefore, the language features here are equipped

with theories from other linguists and researchers. Below are the ten language features proposed by Robin Lakoff in 1975, as cited in Holmes (2013).

1. Lexical Hedges or Fillers

Lakoff defines lexical hedges as explicitly signals the lack of confidence. She suggested women use hedging devices to express uncertainty. The word “*you know*,” “*I think*,” “*perhaps*,” “*sort of*” , “*well*” , “*you see*”, etc. are the words that convey a sense of women's uncertainty about what she is saying. Lakoff claimed that women used more hedging than males in various studies of English-speaking Western societies. Still, a detailed analysis sometimes showed that these forms did not always indicate uncertainty.

Another linguist, Jennifer Coates, thinks that lexical hedges are not only about uncertainty but can also indicate certainty and insecurity. Jennifer Coates (2004) stated that it is crucial to consider the various purposes of hedges rather than just dismissing their use as a sign of weakness. (p.88). Coates, through her book entitled “*Women, Men, and Language: A Sociolinguistic Account of Gender Differences in Language*,” elaborates the latest research to find how lexical hedges by Robin Lakoff is not too strong since the theory was discovered long decades ago.

Janet Holmes's analysis (based on a corpus with an equal number of male and female speakers) is more detailed since she distinguishes between the different functions served by hedges. Through her analysis, rather than “*you know*” as Robin Lakoff explained as uncertainty, are categorized into two broad groups: one where “*you know*” expresses the speaker’s confidence or certainty and other “*you*

know,” which represents uncertainty as Robin Lakoff said. According to the findings, women use "*you know*" more often than males when expressing confidence but less frequently when expressing uncertainty. Hedges are multifunctional, as Holmes's sensitive analysis demonstrates. Therefore, any analysis of gender differences needs to allow for this.

Moreover, this kind of cautious language is used when someone is unsure about how strong their idea might sound, and they soften them with these lexical hedges. Also, it is used when someone is in a confident situation to express that they are sure and want to claim what they are saying is true. As in debaters, this idea may benefit or detriment them based on how they used it. While for the fillers, Holmes (2001, p.13) stated that fillers are rather about meaningless particles such as "*uh*", "*um*", and "*ah*".

Based on Holmes (2013), there is another study that made a distinction between fillers and hedges, with "*sort of*" classified as a hedge, while "*well*" and "*you see*" were described as "meaningless particles" and assigned to the same category as "pause fillers" such as "*uh*", "*um*" and "*ah*". However, in this perspective, they were categorized based on Lakoff's belief that those words are actually linked to the uncertainty and lack of confidence of someone.

Example:

1. **I think** what makes the economic downturn is due to the high rate of covid-19.
2. **Um...** as far as I know, global warming today compared to 3 or 4 years before is actually the worse.

2. Superpolite Form

Holmes (2013), through his book, stated that women and men have different language behaviors, and it is believed that women are more linguistically polite than men. The superpolite form is taken in more drastic ways, either by putting the speaker in a lower position or by pretending to be respectful and non-threatening towards the other. Lakoff (1975) argues that it is a super-political type to leave a decision free, not to force others' minds or statements.

Lakoff (1975) defines superpolite as an indirect request or euphemism. The words “*please*” and “*thank you*” are usually used on this type. Yule (2010) believes that people mainly use indirect speech because indirect speech is considered more gentle and polite than direct speech.

Example:

1. **Could you please** tell me what the problem is? **Thank you.**
2. **Would you mind** if I borrow your book?
3. If it is not too much, **may I** order lasagna for our dinner tonight?

3. Tag Questions

Women change the statement into a question to avoid the tone of forcing. Lakoff proposed that the tag question is a syntactic device that may express uncertainty. Lakoff (1973) stated that the tag gives the addressee leeway because it does not force the addressee to agree with the speaker's views. (p.54). Lakoff (as cited in Coates, 2013) argues that tag questions decrease the strength of assertions. Therefore, the use of tag questions is considered as a lack of confidence.

Tag questions are usually used when asking for two things. These two things are confirmation and agreement. This action is somehow related to how they pronounce it with what intonation they use. For example, ‘*you like ice cream, don’t you?*’ with the intonation goes down. It means that the speaker knows that their interlocutor likes ice cream and is just trying to confirm that they like ice cream. While, when the intonation goes up, the speaker is unsure whether their interlocutor may like ice cream or not and trying to check the fact with that tag question.

Holmes researched the tag question’s to prove that there are many shortcomings of Robin Lakoff’s theory. Holmes (cited in Amalie Due Svendsen, 2019, p.2) stated that “all tag questions function as devices for eliciting a response from the addressee by virtue of their interrogative form.” Thus, tag questions are not always to express insecurity or uncertainty but to confirm something for which there is no definite answer.

According to Svendsen (2019), tags were identified as expressing two meanings: modal or affective meaning (based on Holmes' analysis of a 43,000-word speech corpus.) Tags with modal meaning are "speaker-oriented," as they indicate the speaker's confidence in a proposition: for example, demanding reassurance, confirmation, agreement, and so forth. Affective tags, on the other hand, are "addressee-oriented" and can be further classified as "facilitative" or "softening." tags.

Facilitative tags are expressions of "solidarity." The purpose is to make it easier for the addressee to participate in the conversation or to invite them to

contribute. Softening tags, such as softening the force of criticism, convey politeness and the speaker's concern for the addressee's feelings. As a result, Holmes' observations show Lakoff's understanding of tags is excessively simplistic. In a conversation, tags can serve a variety of social functions. As a result, they cannot be interpreted solely as showing the speaker's lack of assertiveness.

Example:

1. He is coming around 9 am, isn't he?
2. That was a fantastic movie, wasn't it?

4. Rising Intonation on Declaratives

Rising finals, according to Ladd (cited in Eckert and Ginet, 2003), simply indicate incompleteness and lack of finality. According to Eckert and Ginet (2003), rising intonation on declaratives is also known as "uptalk" or "question intonation," which refers to the use of a high-rising tone at the end of a sentence. (p.173) Using the rising intonation on a declaratives sentence (e.g., they're ↑sleeping) would change the sentence to an interrogative sentence (they're sleeping?) that needs clarification from the addressee.

Through Eckert and Ginet (2003) book, they elaborate on this feature. They believe that this feature may also allow other people to join in on the conversation and to provide a space for others' contributions. They claimed that gendering might have as much to do with how others perceive the feature relates to who produces it.. (p.167)

Example:

1. I believe that these actions will be the best ↑plan.

2. At nine ↑o'clock

5. Empty Adjectives

Adjectives are applied to soften the sentence and add friendly elements, although they do not add significant content. According to the essay issued by the University of Birmingham, the idea of “empty adjectives” by Robin Lakoff is still debatable whether they are actually meaningless or not. In specific contexts or situations, the words categorized in the empty adjectives may over-use or repeatedly occur in a sentence. Therefore, the sentences may become more cliché and start soundings meaningless. (p.6) As stated by Lakoff, “Empty adjectives are adjectives that seem devoid of all but a vague positive emotive sense.” Moreover, it is assumed that the use of empty adjectives in words may have less emotion, and therefore it is categorized as vague.

Based on Coates (2013), empty adjectives are usually identified by exaggerated intonation contours. However, in the case of debating, empty adjectives may be used as a weapon to exaggerate some points. The word includes, for example, “lovable”, “lovely”, “sweet”, “beautiful”, “divine”, “cute”, etc. Especially for women, the words are implied to have an impressive image because those words are good, nice, and neat, which are perfectly used by women rather than men.

Example :

1. You have such a lovely voice when you sing.

2. This day was a divine bright day.

6. Precise Colour Terms

Women give descriptions of color are much more detailed on naming than men do. Men find it stupid to think about the exact colors of something term because they believe it is insignificant and unrelated to the real world. Words like “mauve”, “tosca”, and “burgundy” are examples of the typical active vocabulary for women, but that word was not for men. When a man says the color name that women usually use, one may well infer that he sarcastically imitated a woman.

Through her book, *Language and Woman's Place*, Lakoff observed a man helpless with suppressed laughter at a discussion between two other people about whether a book jacket should be labeled as "lavender" or "mauve". Men find the debate humorous because they perceive the topics to be inconsequential and unrelated to real life. Lakoff then explores why this fine discrimination of naming color is likely more women than men. She believes that this reflects the social inequity because women are not expected to make decisions on important matters, like what kind of job to hold. Making “color-naming” is one of the unimportant decisions they can make.

Example:

1. The cover of the book has a color of blue sapphire.
2. She has a pretty mauve jacket.

7. Intensifiers

According to the Cambridge dictionary, “Intensifiers are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis.”

The intensifiers that suggest more characteristics of the female language are like

“*just*”, “*quite*”, “*so*” and “*very*”. From the analyses by Eckert and Ginet (2003), “Other ‘boosting’ devices such as the use of intensifiers like “*so*”, “*incredibly*”, “*awfully*” are often delivered with tonal highlighting.” Thus, intensifiers indicate a “stronger” move than empty adjectives. This feature expresses more strongly in emotion to highlight some point in an utterance.

Lakoff (1975) suggests that intense “*so*” is more common in women's language than men's, although it may be used by men as well. Substitute an intensifier for an absolute superlative such as “*like, really, or truly*” seems to be the ultimate way out of a strong commitment to an opinion.

Example:

1. We believe that this action can help us reduce food waste very well.
2. This number truly shows that there is a significant change.

8. Hypercorrect Grammar

Lakoff (As cited in Holmes 1995) states that the consistent use of standard verb forms is hypercorrect grammar. Lakoff said hypercorrect grammar requires avoiding phrases that are considered offensive or coarse, such as “ain't”, and using precise pronunciation, such as sounding the final 'g' in words like 'going' rather than the more casual “goin”.

According to Trudgill (2000), women are significantly more sensitive than men towards the stigmatized nature of the grammatical feature. (p.71) Women, on the other hand, are more concerned about their class status than men. Hence, they are more sensitive to linguistic forms. However, hypercorrect grammar was used

mostly by women in the old era because women were in lower positions. They tend to be more polite as they consciously have subordinates' status in society.

As in a debate, especially in a formal debate, it is essential to use the correct grammar to keep the speaker's credibility and prove that the speaker is passionately and serious in expressing their opinion. Using hypercorrect grammar may be one advantage for debaters because they can build an intelligent image through it.

Example:

1. The speaker is going to deliver some rebuttal before elaborating some arguments
2. I have been reading some articles on different topics since night.

9. Avoidance of Strong Swear Words

Eckert (2003) states that the swear words are some sort of exclamation to express extreme anger and were considered strong expressions (p. 181). This is also regarded as unsuitable for women and children to use. The swear word is often associated with men rather than women, and in his speeches, men are used more frequently. Swearing or cursing, in other words, is a mere male practice such that the use of the word swear is compatible with the usual language of men.

The use of soft words like “oh, dear,” or “goodness.” is one of the examples from the use of the avoidance of a strong swear words feature. According to Lakoff (1973), in that era where Lakoff conduct her investigation toward this theory, women tend to excuse a show of temper by a man but does not apply to the other way around. Women are allowed to fuss and complain, but only a man

can scream in anger. (p.51) Therefore, Lakoff proposed that this feature is specialized only for women.

Example:

1. **Oh dear**, kindly hit my contact for more information.

10. Emphatic Stress

Emphatic stress indicates special stress provided by the speaker to any word in a sentence, usually for describing, contrasting, correcting, or explaining matters. Women prefer to use words to stress the pronunciation or explain the sense of an utterance. Women like to use emphatic stress to emphasize the importance of a statement. for example, "*He is **really handsome!***" and "*It was a **brilliant performance.***" These words can be used to strengthen the meaning of the utterances.

Emphatic stress may be similar to empty adjectives based on the word used. To differentiate, emphatic stress is more into the voicing of stressing the word. Lakoff (1973) said heavily emphasizing words seem more like women's characteristics than men because men seem to have the least difficulty using this construction when the sentence is unemotional or nonsubjective. (p.54)

Example:

1. That was a **fascinating project!**
2. **This opportunity** is one of the stepping stones to open the next opportunity.

2.2 Debate

A debate is a type of public discussion that can take the form of a formal direct oral argument competition between two or more people on a certain topic at a specific time. According to the Oxford English Dictionary, “Debate is a formal discussion on a particular subject at a public meeting or legislative assembly, in which opposing arguments are presented and which typically finishes with a vote.”

A debate can take the form of a formal, disciplined, and rule-governed contest or competition held inside a predetermined framework and may consist of a single person or a group of multiple persons. According to California State University Northridge, the debate format is divided into five types: *Team Policy Debate*, *Lincoln-Douglas Debate*, *NDT Debate*, *CEDA Debate*, and *Parliamentary Debate*.

In a typical debate, two teams are given a topic to discuss, and each side is given a certain amount of time to prepare their arguments. Debates are held in an organized environment that allows all participants to present and defend their points of view. In other words, a proposal is presented to the two opposing debaters. The Proposition's Affirmative side – often known as the Proposition - argues for, supports, and defends the resolution. The Negative Side of the Proposition, also known as the Opposition, opposes and refutes the explanation, denying the Affirmative's standpoint. To put it another way, the Proposition is the group that works to have a proposal accepted, while the opposition is the group that works to ensure that a proposal is rejected. The proposal must take a firm position on a topic.

Basic debate techniques differ significantly in terms of structure, speech time constraints, speech order, and how arguments are presented. Despite their variations, arguments have several characteristics. Debates are widespread in various social, political, and educational institutions. Although a discussion can cover nearly any topic, most debates focus on contentious matters that appeal to the audience. Audience involvement is allowed at some debates, and attendees can ask the debaters questions.

A debater should have debating skills in order to maintain their argument and win the debate competition. To be able to get it, there are essential skills of the debate that could help a debater. First, speed. It is essential to speak rapidly enough to sound clever and give enough time to convey what the debater is thinking, yet slow enough to be understood. Second, tone. The variety of tones makes a debater sound intriguing. It is tedious to listen to a single tone throughout a talk. Third, volume. Although it is occasionally essential to speak loudly, it is not necessary to shout throughout every dispute, regardless of the situation. There is no need to speak louder than the level at which everyone in the room can hear comfortably. Debates can not be won by shouting. No one will be able to hear if a debater speaks too quietly. Fourth, clarity. Debating is all about being able to convey complex problems succinctly and convincingly. It is also crucial to keep things simple. Long words might make a debater sound intelligent, but they can also sound incoherent. Fifth, prepare notes. Notes are necessary, but they must be concise and well-organized in order to be useful. Attempting to speak without notes is a waste of time. Of course, notes should never become obtrusive and

interfere with the audience's ability to listen to the debater's speech. The last is content. What a debater says in the debate is referred to as content, the arguments they use to build their case and refute the other party's case that the other side's argument is defective in critical areas.

2.2.1 British Parliamentary Debate

One of the most popular types of debate is the British Parliamentary Style Debate. It was first used by universities in the United Kingdom, but it is now used in debating tournaments all around the world. The debate is split into two opposing sides: the proposition (or government) and the opposition. Each side is then further divided into "opening" and "closing" teams, all four of which have two speakers.

2.2.1.1 Positions in British Parliamentary Debate

1. Opening Government

The opening government in the British parliamentary debate aims to establish the clear definition and term of the motion that the government will issue. The opening government consists of the prime minister and deputy of the prime minister.

a. Prime Minister

The Prime Minister's role is to make a compelling and debatable case supporting the motion. The prime minister's job is to make sure that everyone knows the motion well, so the prime minister has to provide the complete case and the reason why the government should take action to tackle the problem.

Throughout the debate, the prime minister's role is to define specific terms in the motion and support specific policy change(s).

b. Deputy Prime Minister

The deputy of prime minister has a duty to rebuild and defend the argument by answering the leader of the opposition's rebuttal. The deputy of prime minister has to support the team's positions by adding new details, either examples or explanations, since the prime minister's role is too low to defend the team's argument as they have to strengthen the foundation of language toward the topic.

2. Opening Opposition

Opening opposition consists of the leader of the opposition and the deputy leader of the opposition. The opening opposition takes the lead role in questioning the motion issued by the government so it can be more acceptable by the citizen.

a. Leader of Opposition

The Leader should oppose against the motion and the Prime Minister's case. Declare the team's position and present evidence to back it up. The leader of the opposition should consider if the motion will cause more harm than good and provide better alternatives.

b. Deputy Leader of Opposition

The deputy leader of opposition should conclude the first half of the debate for the opposition and rebuild the argument. As a second speaker in the opening opposition, the deputy leader of opposition has to defend the opposition's case

from the deputy of prime minister's refutation. Also, reiterate the key elements of the team's position.

The Deputy leader of opposition should refute by addressing new and relevant material presented by the deputy of prime minister. Provide additional examples, explanations, or analysis to support a previous claim even present a new argument. At last, Highlight the leader of opposition's refutation that was ignored or insufficiently covered by the deputy of prime minister.

3. Closing Government

The closing government's goal is to offer the same arguments as the Opening Government team in support of the same motion and position. To do this, the Closing Government team should give substantively distinct ideas that pursue the same goal as the Opening Government's reasons while emphasizing the Closing Government's argument. The closing government consists of a member of government and government whip.

a. Member of Government

Address any new contribution(s) from the deputy leader of the opposition. Consider engaging in holistic refutation of the opening opposition or preempting what the closing opposition is likely to claim. Member of government should also offer an "extension" by adding something new, presenting an entirely new argument, or developing an important idea that the opening government is underdeveloped. At last, explain why and what the member of government adding is important concerning the opening government case.

b. Government Whip

The Government whip should identify the debate's two or three most important ideas. These ideas should be the speech's primary points. Explain why the conceptual breakdown is the best approach to perceive the debate at some point and try to respond to the member of the opposition's contribution strongly. Since the government whip is the last speaker on the government bench, avoid creating new arguments. However, the government whip may add details or examples supporting previous claims.

4. Closing Opposition

Apart from closing the opposition bench, closing opposition also being the mark of closing the debate. Therefore, closing opposition has to make sure that nothing is left behind. The main job of closing opposition is to summarize the opposition's position on the motion. Closing opposition consists of a member of opposition and opposition whip.

a. Member of Opposition

Members of the opposition should answer the new material presented by the government member. Look for and exploit contradictions/tensions between the opening government & closing government. It is essential to add something new, whether presenting a new argument or developing an opening opposition's argument.

b. Opposition Whip

Different concepts should be identified by the opposition whip. Demonstrate why their ideas are more relevant to understanding the motion than the closing government. The identified statements should serve as the speech's primary points. The opposition whip, just like the government whip, is the final speaker on the opposition bench. Therefore they must avoid advancing fresh points. Also, support earlier claims with specifics or examples.

2.2.1.2 British Parliamentary Debate Rules

Based on California State University Northridge, "There are no cross-examination periods in parliamentary debate. But there are various motions on which the debaters can rise during others' speeches." These points are:

1. Point of Information (POI)

During one debater's statement, another debater (from the other team) stands up and asks something along the lines of, "Point of information?" The speaker can accept or reject the point of information (it is usually a good form to accept at least two points of information in a speech). If they accept, the individual who stands may ask the speaker a question. The speaker then responds to the question (or ignores it if he can't think of one) and continues with his speech. Points of information are limited to two rules: they can only be asked in constructive speeches, not rebuttals, and they can not be asked in the opening or last minute of any speech.

2. Point of Order (POO)

When a debater believes one of the rules of debate is being broken, he raises a point of order. The most common purpose of a point of order is to indicate that a speaker is introducing a new argument in a rebuttal address, which is not permitted. (Rebuttals are used to extend and apply previous arguments.) "*Point of order, argument X is a new argument,*" the person raising the point of the order says. The judge decides whether or not the point of order is valid. If that was the case, she says, "*point well taken,*" and the speaker should stop stating argument X. If so, she responds, "*point not well taken,*" and the speaker is free to continue the case.

3. Point of Personal Privilege.

This rarely used motion can be used in a variety of ways. The most common is to object to a serious misrepresentation of one's comments or a personal attack. "*Mr. A says he enjoys lynching black people,*" for example. If the statement being uttered was false, this point might be used to correct it.

4. Time

According to Bard Debate Union, each speaker in the British parliamentary debate has seven minutes speech. Seven minutes is divided into three parts. One minute for opening, five minutes for speech, and one another minute for closing. During the five minutes speech, any participant across the table can ask the Point of Information (POI), and the speaker can accept or reject. When the speaker accepts the requester's point of information, the requester must speak their question in 15 seconds.

2.2.2 Intelligence High School Debate

Intelligence high school debate is the debate competition held by Arirang TV in 2017. The debate adapts the British parliamentary style consisting of four teams (two government and two opposition benches). Each team consists of two speakers. The government team consists of opening government (Prime minister and deputy prime minister) and closing government (Member of government and government whip). In contrast, the opposition team consists of opening opposition (Leader of opposition and deputy leader of the opposition) and closing opposition (Member of opposition and opposition whip). Each speaker should deliver a 5-minute speech and only 30 minutes' notice of the motion before starting the tournament. Not only that, the speaker should take at least 1 POI for individual points while they deliver their speech. POI stands for Point Of Information, where the opposite could ask everything related to the speaker's topic or speech. The speaker has the opportunity to reject or accept the question so they can choose to take the point or not.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter provides the procedure to conduct the study consisting of research design, data collection, data analysis, and drawing conclusion.

3.1 Research Design

The main theory used in this study is the theory by Robin Lakoff in 1975 which is women's language features. The research design used in this study is descriptive and qualitative design. The researcher considers using the qualitative method because it is appropriate with the aims of this study which is to explore and analyze all the utterances of the Korean high school debater in the debate. Whereas the descriptive method used to describe in detail the use of women's language features by students in the debate speech and identify whether the women's language features affect the way they speak and benefit them in the debate or not.

3.2 Data Collection

This subchapter consists of research data, data source and subject of the study, research instrument, and data collection techniques.

3.2.1 Research Data

The research data used in this study is the transcription from all the words and sentences produced by all Korean high school debaters involved in the Intelligence High School Debate Competition aired by Arirang TV, which

indicates women's language features. The data consist of the whole speech such as arguing, defending an argument, asking, and even rejecting or accepting.

3.2.2 Data Source and Subject of the Study

The source of the data was obtained from the video of the Korean high school debate competition aired on Arirang TV but re-uploaded on their youtube channel under the name of Arirang Issue. There were many episodes, but the researcher chose the title "*Intelligence-High School Debate Government should provide a universal basic income.*" Which consist of part 1 and part 2.

The subjects are the Korean high school students, with eight students grouped into four teams according to their respective school origins. The subjects are Bae Soo Jin and Lee Min Chae from Incheon International High School, Lee So Min and Kang Sue Min from Seongnam Foreign Language High School, Yi Chae Hyun and Kang Hyun Woo from Yangjae High School and the last, Kim Ha Neul and Choi Joon Ho from Hana Academy Seoul.

3.2.3 Instrument

The researcher is the main instrument because she collected and analyzed all the data by herself in this study. The researcher collected the data by watching the video of the *Intelligence High School Debate* and identified the women's language features uttered by the Korean debaters. The data was collected without a questionnaire or an interview because the researcher only analyzed the utterances made by all Korean high school debaters in the debate.

3.2.4 Data Collection Techniques

There are several techniques to collect the data in this study, those are:

1. The researcher searches the debate video on YouTube. The video was uploaded on the youtube channel under the name of “*Arirang Issue*” (<https://www.youtube.com/c/arirangtoday>). Arirang Issue has a program called “*Intelligence High School Debate*” and the researcher choose one episode with the highest amount of viewers which is episode 3 with the title of “*Governments Should Provide the Universal Basic Income*”. The video is divided into two parts, the first part (<https://www.youtube.com/watch?v=iMEwVXv2aQc>) has 5 million viewers and 158 thousand likes and the second part (<https://www.youtube.com/watch?v=EuWh2FxUDHg>) has 623 thousand views and 20 thousand likes. After finding the videos, the researcher downloaded both of the videos.
2. After downloading, both of the video transcribed using the automatic transcription in the web named otter.ai (<https://www.otter.ai/>) into a written text. The aim is to make it easier for researcher to find out the women language features spoken by debaters.
3. The researcher collected the data by watching the video of the whole debate. Since the transcript version is not 100% accurate, some of the utterances have to transcribe manually. Therefore, in this process, the researcher also make sure that the transcript version match the video.
4. After watch the video, utterances spoken by the speaker that contains women’s language features highlighted in different colours based on the

group. Yellow for Incheon International High School, toska for Seongnam Foreign Language High School, pink for Yangjae High School, and green for Hana Academy Seoul. The aim is to distinguish the women's language features uttered by the students since the order of speaking is not directly sequential.

3.3 Data Analysis

a. Classifying data

Data that has been identified then classified into some of the appropriate women's language features. The researcher made coding of the women's language features to make the classifying process easier. The codes can be seen below:

Table 3.1 Types of Women's Language Features Codes

No	Types of women's language features	Codes
1	Lexical Hedges or Fillers	LHF
2	Super Polite Form	SP
3	Tag Questions	TG
4	Rising Intonation on Declaratives	RI
5	Empty Adjectives	EA
6	Precise Colour Terms	PCT
7	Intensifiers	It
8	Hypercorrect Grammar	HG
9	Avoidance of Strong Swear Words	AS
10	Emphatic Stress	ES

After classifying the types of women's language features, the researcher answered the first research question using a table to present the women's language features used by all debaters in the debate. The example of the table can be seen below:

Table 3.2 Example of Women's Language Features Used by All Debaters

Women's Language Feature	Total Number
Lexical Hedges or Fillers	10
Superpolite Forms	12
Tag Question	7
Rising Intonation on Declaratives	3
Empty Adjectives	19
Precise Colour Term	20
Intensifiers	50
Hypercorrect Grammar	5
Avoidance of a Strong Swear Words	11
Emphatic Stress	20
Total	157

To answer the second research question, the researcher made an explanation and describe in depth about the women's language features that affect the debaters speech.

c. Data Interpretation

The researcher systematically presents the varied utterances from each feature found, then writes down the analysis below the utterances. The researcher made an interpretation of how the women's language used by all the debaters affect the way they speak based on the theory of Robin Lakoff (1975) as the main theory assisted by the theory of other linguists as well as the studies that have already reviewed in chapter 2.

d. Drawing Conclusion

After all the research problems are answered, the researcher then provides a conclusion based on the findings of the study. The conclusions are contained with the type of women's language features found and not found along with the most features used by the debater as well as the least features found, a detailed explanation of the use of women's language features that they used in their debate, and the differences with the previous studies to discover the new results.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sub-chapters, findings, and discussions. Findings aims to presents the women's language features used by all the debaters and discussions aims to describe the women's language features used by the debaters and how the features affect their speech. Findings and discussions in this chapter were provided to answer the first and second research questions.

4.1 Findings

This sub-chapter provides the findings of the investigation toward the women's language features used by Korean high school debaters in the debate by Arirang TV. In this chapter, the researcher answers two research questions. The first research question is about the women's language features that used by all the Korean high school debaters in the debate. The second research question is about how the women's language features used by female and male debaters in Korean high school debates affect the way they speak.

4.1.1 Women's Language Features Used by All Debaters in the Debate

Women's language features theory consist of 10 features such as *Lexical Hedges or Fillers, Super Polite Form, Tag Questions, Rising Intonation on Declarative, Empty Adjectives, Precise Colour Term, Intensifier, Hypercorrect Grammar, Avoidance of a Strong Swear Words, And Emphatic Stress*. The table below will explain the number of women's language features used by all Korean debaters in the debate.

Table 4. 1. Women's Language Features Used by All the Debaters

Number	Women's Language Feature	Total Number
1	Lexical Hedges or Fillers	67
2	Superpolite Forms	29
3	Rising Intonation on Declaratives	7
4	Intensifiers	54
5	Hypercorrect Grammar	5
6	Emphatic Stress	67
Total		229

The table shows that the most women's language features used by all Korean debaters in the debate are lexical hedges or fillers and emphatic stress with the total of 67 utterances in each of the feature. The second feature that mostly used is the intensifiers with the total of 54 utterances found. The third feature is the superpolite form with 29 utterances found followed by rising intonation on declaratives with 7 utterances found, and hypercorrect grammar with 5 utterances found. Meanwhile, the other four features such as tag question, empty adjective, precise colour term and avoidance of a strong swear words were not found uttered by the debaters.

1. Lexical Hedges or Fillers

From the whole debate, the use of lexical hedges or fillers intensely emerged especially fillers. Both genders uttered fillers more often because of the limited time they had throughout the debate. Point of information is the time that

shows fillers more frequent. Fillers were uttered either by the questioner or the answerer. The conversation in data 1 showed Kang Sue Min, who asked the point of information to Lee Min Chae.

Data 1

***Kang Sue Min:** “If you really want um.. those um.. to solve the problems of suffering from poverty, then why don't we concentrate the money for to only for the um.. people suffering from poverty.”*

***Lee Min Chae:** “um.. that is a matter of equality.”*

Point of information forced someone to think very fast. Through the utterances in data 1, Kang Sue Min did not prepare her question carefully and immediately gave a point of information to Lee Min Chae so that she stuttered when she said her question and said the fillers “um”. Likewise with Lee Min Chae, because she got a direct question, she had to think of an answer quickly, so she uttered the fillers “um” before answering Kang Sue Min's question. She was unsure of the answer that she wanted to utter, considering she did not have enough time to think because the time given was very little.

Data 2

***Kang Sue Min:**” “POI sir?”*

***Kang Hyun Woo:** “No, thank you, sir, um no thank you, ma'am”*

From the data above, the fillers feature occurred in the point of information time when Kang Sue Min wanted to give a question to Kang Hyun Woo and said “POI sir?” Kang Hyun Woo wrongly said the gender of Kang Sue

Min, who should be called as ma'am instead called as sir. When he realized that he was mistaken, he said the word "um" which is a meaningless particle then repair the wrong pronoun he said.

Data 3

Kang Sue Min : POI, ma'am?

Bae Soo Jin : Um... no, thank you.

Bae Soo Jin uttered the filler "um" because she had to make a consideration whether to take or refuse Kang Sue Min's point of information. She used this filler because she is confused but has to make a quick decision due to her lack of time. Although in the end, she decided not to take the point of information given by Kang Sue Min and therefore Bae Soo Jin did not answer any question.

Data 4

Bae Soo Jin: The logical fallacies with a mere estimate of the uh.. experiment and it has a generalization cannot be accepted as a credible um.. evidence.

Bae Soo Jin uttered "uh" and "um" because she forgot her speech and tried to recall her memory quickly. She also takes a glimpse into her paper in order to find her written argument. After she got the argument back into track, she started to continue her speech.

Data 5

Lee So Min: "It actually is a temporary solution to the gap between the poor and the rich because um.. with with this um.. with this motion, if we agree to this motion, this policy happened for years to come."

Lee So Min tried to refute the government's argument about the motion, When she explained one by one about the main reasons for banning the motion expenses, she was quite confused about making a bridge sentence. As seen in data 5, Lee So Min has difficulty determining the bridging word between "because" and "with" so that she unconsciously expresses fillers.

Data 6

Kang Sue Min: "And it can actually save um.. the huge amount of tax and use in other ways, too"

The fillers "um" are uttered by Kang Sue Min while she takes a glimpse at her written argument. She forgot about her speech and tried to find out about them quickly. Rather than silent, she uttered the meaningless article unconsciously.

Data 7

Kim Ha Neul: "We would like to target the to uh.. the aspect of feasibility."

Data 7 shows that Kim Ha Neul uttered the meaningless particle "uh" in her statement. This action happens because Kim Ha Neul forgets their speech and tries to recall her memory quickly. Therefore, to remember the speech, she mumbled "uh" between her words.

Lexical hedges also appeared in the debate often, especially the word "kind of". The word "kind of" makes a statement less direct. Therefore, it indicates politeness in a conversation. The debaters often use this word to address some crucial point of something. The example is in the speech uttered by Lee So Min telling the audiences and judges about the crisis on the social disparities.

Data 8

Lee So Min: " Because tackling and trying to solve the fundamental problems in our society led to this kind of crisis on the gap between the poor and the rich."

The use of lexical hedges "kind of" by Lee So Min serves to address the "crisis" on the gap between the poor and the rich if the solution to tackling the fundamental problem is by issuing the universal basic income to all citizens. Using "kind of" before "crisis" made her statement less direct and sounded polite by not giving a judgemental statement to the government.

Data 9

Choi Joon Ho: "And thank you very much for that for those, you know, proposed in the first place"

Choi Joon Ho uttered the lexical words "you know" with full of enthusiasm toward the government's argument. From the utterances, Choi Joon Ho wanted to express a sarcasm by thanking the government for proposing the motion which is universal basic income for all citizens which as Choi Joon Ho's beliefs is something that is not right.

Data 10

Lee Min Chae: " I would like to mention that basic income could have the advantage of eliminating or radically scaling [inaudible] nearly all the other kinds of government"

The word "kinds of" uttered by Lee Min Chae categorized as lexical hedges. Rather than to show the uncertainty, to finish her speech well and sharp, she said the word "kind of" confidently. It shows that Lee Min Chae used

this feature to stated that universal basic income have some advantages especially those related to the government.

Data 11

*Lee So Min: “ Because tackling and trying to solve the fundamental problems in our society led to this **kind of** crisis on the gap between the poor and the rich.”*

Lee So Min uttered "kind of" to tell that solving the fundamental problems in the society will make a crisis to the gap between the poor and the rich. "kind of" used to highlight the word "crisis" that is the main problem that Lee So Min's want to highlight them so that it can urge the audiences and judges to not let the government issued the motion.

Data 12

*Kang Sue Min: “We will first like to thank the government team for bringing up this **kind of** intention to make a better society”*

From the data above, Kang Sue Min plays a seductive role at the beginning of her speech with the word "kind of". The lexical hedges used by Kang Sue Min was implied that she was strongly confident about what she was saying. She showed a form of gratitude at the beginning of its opening to the government team.

Data 13

*Yi Chae Hyun : “No, what I want to point is that **uh..** the opposition sides didn't give us the standard of what is the poverty and what is the 40 and the 50% so **uh..** we thought that was **kind of** ambiguous.”*

Unlike holmes exposes through his research, the fillers “*uh*” and the lexical hedges “*kind of*” produced by Yi Chae Hyun show a lack of confidence and uncertainty, most likely as Robin Lakoff proposed. In one sentence, Yi Chae Hyun uses a lot of fillers so that the statement is not smooth and somehow disjointed. It is a bit difficult to get the speaker's main point if their speech sounds too messy, and most of the fillers come out from Yi Chae Hyun, the difficulties to get her point occurs.

Data 14

*Kim Ha Neul: “The government’s as I has provided the model but the opposition is **kind of** puzzled about why they chose that model in particular.”*

“*kind of*” is one of the words categorized as lexical hedges. Through Kim Ha Neul’s utterances, it can be seen that instead of showing uncertainty or lack of confidence, Kim Ha Neul wants to show that she is very confident that the government has made a mistake in delivering their speech. After saying the word “*kind of*”, she said “*puzzled*” with a stressed voice, indicating her confusion about the government's intention to choose the model that the government provides. She believes that the action made by the government bench shows that the model, which in this case is the universal basic income (UBI), is completely wrong. According to Kim Ha Neul’s belief, providing UBI is the wrong way to achieve civil rights and happiness for the citizens.

2. Superpolite Form

The Korean debaters in the debate used the superpolite form “*thank you*” more often. The word is usually said to reject the point of information or to end their

debate speech. The example is on the rejection made by Kang Hyun Woo, who reject Kim Ha Neul's point of information.

Data 15

Kim Ha Neul: "Sir?"

Kang Hyun Woo: "No, thank you, ma'am"

Kim Ha Neul uttered "sir?" indicated that she wanted to disturb Kang Hyun Woo's speech by gave him a point of information, but Kang Hyun Woo did not want to take the point, so he rejected by saying the superpolite form "thank you" aims to rejected Kim Ha Neul's point of information. To leave no bad impression, he pronounced the superpolite forms "thank you" to Kim Ha Neul after saying "no".

Data 16

Choi Joon Ho: " That's why we urge you to choose your future wisely, thank you very much."

Choi Joon Ho uttered "thank you very much" at the end of his speech to completely close his speech in a polite way. From two superpolite forms found in Kang Hyun Woo's superpolite form feature, both of them are uttered in the complete "thank you very much."

Data 17

Kang Sue Min : POI, ma'am?

Bae Soo Jin: Um.. no, thank you.

Kang Sue Min wanted to give Bae Soo Jin a point of information so she disturb Bae Soo Jin's speech with the question of "POI, ma'am?". Bae Soo Jin understand the signal but she decided not to take Kang Sue Min's point of information. The word "thank you" is uttered by Bae Soo Jin to reject the point of view given by Kang Sue Min after quickly making a decision.

Data 18

***Bae Soo Jin:** This house is strongly believing that the government should provide a universal basic income to citizens and to promote the well-being of the whole society. Thank you.*

Data 18 shows Bae Soo Jin who uttered her closing statement of her debate speech. Bae Soo Jin strongly believes that government should provide a universal basic income to the whole society equally. To close the speech politely and respectfully, Bae Soo Jin used "thank you" at the end of her whole speech.

Data 19

***Kim Ha Neul:** "um..[inaudible] point, ma'am?"*

***Lee Min Chae:** "um.. no, thank you"*

Kim Ha Neul uttered the point of information to Lee Min Chae in the middle of Lee Min Chae speech but Lee Min Chae did not want to take the point of information given by Kim Ha Neul then rejected politely with "no, thank you"

Data 20

***Kang Hyun Woo:** "POI, ma'am?"*

***Lee So Min:** "No, thank you"*

Kang Hyun Woo wanted to ask a question to Lee So Min, therefore he uttered the point of information in the middle of Lee So Min speech but Lee So Min consideration to not take Kang Hyun Woo point of information make her to answer him with “no, thank you”

Data 21

***Kang Sue Min:** “we should not let the government to provide a universal basic income in this society. Thank you”*

The superpolite forms emerged at the end of Kang Sue Min’s speech. Before saying the superpolite forms, she strongly argues that the government should not provide a universal basic income to society. The word “thank you” end her debate politely.

Data 22

***Yi Chae Hyun:** “And in contrast, if you give this middle and the lower class, then it will actually contribute to the whole market and thank you”*

Yi Chae Hyun uttered the word “thank you” at the end of her debate to finish her speech. Yi Chae Hyun wanted to point out that giving universal basic income to the citizen equally which is middle and lower class can contribute the whole market means government have to issued the universal basic income.

Data 23

***Kim Ha Neul:** “We would like to hear an answer before the debate ends. Thank you.”*

Data 23 shows that Kim Ha Neul made an indirect request to the government team, especially for the person in the following order, namely the government whip, because he is the last government team member. Instead of saying the direct request to the government, Kim Ha Neul asks them indirectly to make it more polite. This kind of action is intended to appear not to force the government team so that they do not feel offended by Kim Ha Neul.

3. Rising Intonation on Declaratives

Rising intonation on declaratives used only two out of eight debaters in the debate: Bae Soo Jin and Kim Ha Neul. The speech by Bae Soo Jin in data 4 is the example of rising intonation on declaratives.

Data 24

Bae Soo Jin: *“This randomly selected participant will continue receiving a money even if they get a ↑job”*

The utterance in data 24 was not intended to be uttered as an interrogative sentence. Bae Soo Jin raised her voice at the end of the sentence, stopped for some seconds, and continued her speech again. This categorized as rising intonation on declaratives feature since Bae Soo Jin did the rising in the declaratives sentence and no intended to speak in the interrogative form.

Data 25

Kim Ha Neul: *“I as the member of opposition would like to walk through the arguments presented by the government team today before ↑going on”*

Kim Ha Neul start her speech by stated her position in the debate then told the audiences and judges about her main goals. She uptalk her voice in the end of her statement. The word “going on” sounds too high for the end of a sentence but her speech did not looks like she was about to ask a question.

4. Intensifiers

All the Korean high school debaters used intensifiers in the debate. They used intensifiers mostly to demonstrate a strong commitment to an opinion. Lakoff (1975) suggests that intense “so” is more common in women's language than men, and it actually appears very often. The use of this word is not only uttered by female debaters but also male debaters. The example is on data 5, where Kang Hyun Woo proposes the universal basic income and its relation to equality.

Data 26

***Kang Hyun Woo:** “Since the standard for those who are poor or not, is not fair, not valid and unequal so it will be equal to provide all the citizens the money, the amount of money.”*

Kang Hyun Woo stated his opinion about the spreading of the universal basic income. Since the standard is very hard to be determined, he gives his idea about equally spreading the universal basic income to all citizens whether they came from a rich or poor environment. Kang Hyun Woo tried to explain that the standard of measure of the poor and the rich was not valid. To strengthen his argument, he used the intensifiers "so" and provided the solutions by him to tackle the problems.

Data 27

Choi Joon Ho: "For UBI, we believe that under UBI, it will fail and under our policies, it will succeed, and also moving on so the civil rights, we are doing all that we can do"

In data 27, Choi Joon Ho answers the point of information given by Kang Hyun Woo. After answering the question, he uttered "so" to continue his speech aimed to give a bridge for him to stated a new floor of argumentation as well as to highlight about the civil right that the opposition aimed to fight for.

Data 28

Bae Soo Jin: "Currently, USA spending 100 billion of them fund and welfare and UK is using 33% of the annual budget, so providing UBI can eventually save huge amount of the tax and give a chance to use those sales tax in more useful fields."

From data 28, it can be seen that Bae Soo Jin used the word "so" to tell the audience that providing UBI to citizens can actually save a huge amount of money. The word "so" helps Bae Soo Jin to explain the main point of the government's idea.

Data 29

Bae Soo Jin: "The UBI can eliminate all kinds of the government, provided welfare policies like unemployment subsidies, medicare and so forth."

Bae Soo Jin uses the word "like" as provided in data 30 to explain some of the advantages of having UBI, such as giving unemployment subsidies, medicare, etc. Bae Soo Jin used this absolute superlative to emphasize that UBI has more promising solutions for citizens.

Data 30

Lee Min Chae: "As a result, detail strongly believe that governments should provide a universal basic income. Thank you."

From data 30, Lee Min Chae used the word "strongly" to emphasize the word "believe." She uttered them in the end of her speech to give a strong signal that she really believe that providing a universal basic income will eventually give a good results to the citizen.

Data 31

Lee So Min: "Therefore, making kind and ideal policies and like the given motion has is hard, it's very hard to be realized."

Data 31 shows that two intensifiers emerged in one sentence. Since intensifiers can be a feature to point out a strong commitment to an opinion, therefore in this sentence, Lee So Min has a strong commitment that the motion in the debate, which is to provide the universal basic income, was very hard. Hence, she used "very" before the word "hard" to make it more realistic.

Data 32

Kang Sue Min: "If we don't change the social structure, even just giving money will give out no meaning to people"

"just" are the intensifiers. Kang Sue Min believes that the government should change the social structure rather than to giving money to the people. This action actually leads to both of the team's purposes which is to balance the social inequality.

Data 33

Kang Sue Min: “giving them money, not changing all the basic things for them. So, therefore, this idea of universal basic income may sound very equal to everyone because it's the universal just as its name universal basic income”

As stated by Lakoff, intensifiers “so” is more common in women's language. It is proved in Kang Sue Min’s intensifiers found. The word “so” are commonly emerged in Kang Sue Min’s utterances, and Kang Sue Min used it for explaining matters. As seen on data 33, Kang Sue Min point her idea about giving money to the citizen will not change any basic things in someone’s life. In contrast, she also stated that universal basic income must be equal for everyone which lead to her argument about equality.

Data 34

Yi Chae Hyun:” “The opposition side didn't give us the standard of what is the poverty and what is the 40 and the 50%. So we thought that was kind of ambiguous”

Data 34 shows that Yi Chae Hyun questions the opposition team's argument about the standard they say for the distribution of universal basic income. The word “so” is used to show his opinion about the opposite of the opposition argument.

Data 35

Kim Ha Neul:” healthcare is a much better solution that we have to pursue today in this society...

Kang Hyun Woo: “POI?”

Kim Ha Neul: “Oh, no, thank you, so, therefore, we believe that this is all that the model that they provided, is very ineffective in terms of what they have in terms of monetary

Data 35 shows a point of information by Kim Ha Neul and Kang Hyun Woo. Kang Hyun Woo give a point of information but rejected . After rejecting Kang Hyun Woo’s point of information, Kim Ha Neul continue her speech. Kim Ha Neul used the intensifiers “so” to explain that the opposite side takes more care in terms of healthcare. She used “so” to explain that the governments failed to do so, and the model of universal basic income is really ineffective when it comes to terms of monetary.

5. Hypercorrect Grammar

Hypercorrect grammar was used only by Bae Soo Jin. Hypercorrect grammar is a very standard form of sentence in English grammar. The example of hypercorrect grammar by Bae Soo Jin can be seen in data 6.

Data 36

***Bae Soo Jin:** “the government should provide a universal basic income to citizens”*

The standard form of grammatical like the utterance in data 36 rarely encountered during the debate. Most of the debaters speak their arguments not grammatically because the time given was limited. Even some of them can not finish one sentence perfectly and jump straight to a new sentence. Bae Soo Jin used the hypercorrect grammar of a standard future tense to point out about the universal basic income that should be issued by the government.

Data 37

***Bae Soo Jin:**” Government provides every citizen with a set amount of money on a regular basis...”*

Data 37 shows that Bae Soo Jin used a standard form of present tense and said it in a sentence neatly. Bae Soo Jin point out that their side which is the government side will regularly provides the universal basic income to every citizen without exception.

6. **Emphatic Stress**

All the Korean high school debaters used emphatic stress in their debate speech. Emphatic stress is mostly used to explain matters. Since emphatic stress is categorized as boosting device, this feature can help to strengthen the arguments spoken by the debaters. The example of the use of emphatic stress can be seen in data 7, where Choi Joon Ho mention the total household credits in Korea.

Data 38

Choi Joon Ho: "Korea household credits are 1.2 quadrillion ladies and gentlemen"

Choi Joon Ho used emphatic stress to emphasize the "1,2 quadrillion." He wants to make sure that everyone who listens to his speech realizes how big household credit in Korea and the impossibility of universal basic income to overcome it all.

Data 39

Kang Hyun Woo: "No different define or absolute standard of poverty is existing"

Kang Hyun Woo used the Emphatic stress in the utterances above to explain matters which is the standard of the measurement for categorizing a citizen as poor or rich. He, in the whole debate, focuses on elaborating and refuting the opposition's argument about the measurement of the standard for giving the citizen a universal basic income.

Data 40

Bae Soo Jin: “Many experts view this universal basic income as the best way to solve economic inequality and promote overall wealth to society.”

“the best way” is used by Bae Soo Jin to explain that universal basic income or UBI positively impacts society to solve economic inequality and promote overall wealth. Bae Soo Jin also uttered these words specifically with a stressed voice so that the audience, judges, and the opposing bench paid more attention to the context.

Data 41

Bae Soo Jin: “These programs involve a tremendous amount of the government spending that is purely administrative in nature and economically extremely counterproductive.”

From data 41, the words “these programs” refer to another program besides UBI. The word uttered by Bae Soo Jin in a stressed voice aims to describe that those programs spend a big amount of money. This implied that UBI is the better program in terms of money management.

Data 42

Lee Min Chae: "if we only provide money to the ones who are suffering from poverty, who decides the standard of poverty?"

From the data 42, Lee Min Chae used the emphatic stress features in the word "standard" because she wanted to emphasize the context. Since the sentence above is uttered to answer Kang Sue Min's question in a point of information section, Lee Min Chae used this feature to help Kang Sue Min understand the answer that led to the government's purpose for issuing the universal basic income.

Data 43

Lee So Min: "The main reason communism failed is because we made a mistake of choosing equality over economic efficiency"

The word "communism failed" is said in a stressed voice. From the argument, Lee So Min wants to point out that choosing equality over economic efficiency as the government believes is wrong. She delivers her speech with a piece of evidence so that the argument sounds strong.

Data 44

Kang Sue Min: "we're not saying only for that million won, but that is actually a factor influencing their thoughts"

Data 44 is the sentence uttered by Kang Sue Min to answer Kang Hyun Woo's point of information. He asked Kang Sue Min about what Kang Sue Min's argument stated that jobless people would be increasing three times more because a million won which is the total amount of the stipend. Therefore, she stressed the

words “we’re not saying only for that million won” then equipped with “but that is actually a factor influencing their thoughts”.

Data 45

Yi Chae Hyun: “Now, what I want to point is that uh the opposition side didn't give us the standard of what is the poverty and what is the 40 and the 50%.”

From data 45, she uttered “*what I want to point is*” in a stressed word. Like what she was said, she wants to point out that the opposition side did not give the government side the exact standard for categorizing a citizen as poor and deserving the universal basic income.

Data 46

Kim Ha Neul: “However, we believe that under this model, that this will become very ineffective in two perspectives”

From data 46, Kim Ha Neul strongly believe that if the universal basic income is issued by the government, the results will be very ineffective. She stressed the words confidently to make her utterances sound fierce and can persuade the judges and the audiences.

4.1.2 How the Women’s Language Used by Male Female Debaters Affect Their Speech

All the debaters in the debate have a goal to persuade the judges and the audiences with their speech therefore, strengthen their arguments is the best way to reach the goal. Women’s language features is strongly related with the power of

language either to strengthen or weaken the utterances. In this section, the researcher presents each features with detail explanation of how the features could affect the speech of the debaters.

4.1.2.1 Indicates Strong Commitment

The use of emphatic stress and intensifiers in the debate make the speech looks more convincing. It is because the features strongly shows a strong commitment to an opinion. Emphatic stress have several function which is describing, contrasting, correcting, or explaining matters. Of these several functions, empathic stress has the most prominent advantage to be used in a debate speech because this function relates to activities that should be carried out in a debate. Emphatic stress is categorized as a boosting device that can strengthen the assertion. Since the debate in the present study is the debate competition, all of the debaters use empathic stress to help them strengthen their statements and persuade audiences to agree with them. For example, in the case of opening government against the opening opposition. The judges said that the content presented by the opening government was better than the opening opposition. But, in the final score, the opening opposition got a higher score than the opening government. It is indicated that the opening opposition did better at persuading the audiences. In the end, the opening government lost, and the opening opposition won.

Choi Joon Ho: "Korea household credits are 1.2 quadrillion ladies and gentlemen"

The example of emphatic stress above is used to emphasizing the main point of Choi Joon Ho's speech toward the Korean household credits which is 1,2 quadrillion. The number is actually big and Choi Joon Ho wanted to point out the number as the main issue. Therefore, the number will be considered by the judges and audiences so that the universal basic income will not be issued by the government.

*Kim Ha Neul: "However, **we believe** that under this model, that this will become very ineffective in two perspectives"*

The use of "we believe" is actually crucial for the debaters. Many debaters use this word in their debate speech. It can strongly signal the audiences and judges about their strong opinion about certain topic. As the example above clearly showed. The use of emphatic stress help the debater's argument to sound more sharp and intriguing because the "emphasizing" made by the debaters guide the audiences and judges to look more in depth to the main problem or issue.

Not only emphatic stress feature, intensifiers also take part as feature that indicates strong commitment. Intensifiers has a positive impact when implemented in the debate because they can signal a strong commitment of an opinion and give the speech more highlights so that they can stand out more. Kim Ha Neul is the debater who uses the most intensifiers. She gets a high score from the audience, which is 42 points. On the other hand, Lee Min Chae is the debater who uses this feature the least, which is only 1. The results show that Kim Ha Neul did a better job persuading the audiences than Lee Min Chae. It is proved by

the differences in the score they get. Kim Ha Neul gets a higher score than Lee Min Chae.

***Yi Chae Hyun:** "The opposition side didn't give us the standard of what is the poverty and what is the 40 and the 50%. So we thought that was kind of ambiguous"*

From the example above, Yi Chae Hyun used the intensifiers features in her speech about the rebuttal to the opposition side that did not mention anything related to the standard of giving the universal basic income to the citizen. The word "so" in her speech highlighted the argument of the government side that pointed what was wrong with the opposition argument. Yi Chae Hyun thought that the standard by the opposition side's argument was kind of ambiguous and therefore the government side had a better option in that context.

***Bae Soo Jin:** "Currently, USA spending 100 billion of them fund and welfare and UK is using 33% of the annual budget, so providing UBI can eventually save huge amount of the tax and give a chance to use those sales tax in more useful fields."*

Bae Soo Jin said in her argument that USA and UK used their tax for the welfare and therefore South Korea should learn from them to manage the tax by issued the universal basic income so that they can give a chance to the citizen and believed that the program will be more useful. She uttered the word "so" which the intensifiers feature to booster her argument by providing the solutions that she already prepared.

4.1.2.2 Indicates Confidence

Confidence can be identified as the belief in one's individual and one's ability to win. As a debater, having a confidence is a substantial needs. Having

self-confidence is certainly a plus for a debater because they are more likely to convince others better than those who are not confident. Lexical hedges as proposed by Robin Lakoff is categorized as feature which indicates lack of confidence. However, in this study, It was found that the debaters who used lexical hedges reflected a lot of confidence in their arguments. This is also based on a study conducted by Holmes, where users of lexical hedges tend to show a high level of confidence.

In this study, it is shown that the lexical hedges are described the uncertainty. But, most of them are describe the certainty of the speaker. To distinguish, it can be seen from how they uttered the words. When they say the word confidently and fluently, then the lexical hedges show their certainty. In contrast, if they say the word with doubts and a stuttering voice, it shows that they feel such uncertainty about their speech.

The example is the lexical hedges uttered by Yi Chae Hyun and Kang Sue Min. Yi Chae Hyun uttered the word “kind of” because she was unsure about what she is saying and really shows her lack of confidence. While, the word “kind of” said by Kang Sue Min is different. She uttered this features with a strong confidence and it is affect her speech. Kang Sue Min’s statement looks sharp and convincing. In the other hand, Yi Chae Hyun’s lexical hedges made her speech looks weak and doubtful.

Kang Sue Min: “*We will first like to thank the government team for bringing up this kind of intention to make a better society”*”

Kang Sue Min used the lexical hedges in above utterances for triggered her opponent which is the government side. She believes that what the government proposed in their time of speech have the same goal as what Kang Sue Min's wanted to pointed in her debate speech but after bring the opening sentence, Kang Sue Min immediately refuted some of the shortcomings of the government's argument confidently.

Choi Joon Ho: "And thank you very much for that for those, you know, proposed in the first place"

Similar to what Kang Sue Min did in his opening debate speech, Choi Joon Ho also uttered the lexical hedges "you know" to triggered his opponent which is the government side. Choi Joon Ho thinks that proposing universal basic income was not a right decision and he sarcastically thank the government for the time spent by the government for a useless motion. Choi Joon Ho said the lexical hedges feature with a strong confident voice.

4.1.2.3 Indicates Politeness

Being polite in the formal situation is one of the important matters, especially in a debate. It is because the attitude of the speaker may influence the assessment by judges and audiences. Two of six features found which is hypercorrect grammar and superpolite form indicates the politeness. This features help the speaker create a good image and can add plus points to the results of their debate. Hypercorrect Grammar is found only in Bae Soo Jin's utterances. This feature help Bae Soo Jin's utterances look neat. It is evidenced by the judge's

comments saying that Bae Soo Jin did a wonderful job by presenting a lot of content and summarizing it very well in a short time.

Bae Soo Jin: *“the government should provide a universal basic income to citizens”*

Bae Soo Jin used the standard form of the correct grammar in her speech. This help Bae Soo Jin to said all the arguments she wanted to convey thoroughly. Because the time given is also limited, the use of standard forms of proper grammar will help speakers to convey their speech correctly so that the audience can also understand the meaning well. The use of hypercorrect grammar also indicates politeness because the sentences that are uttered are orderly and not ambiguous so that they can also reflect how the speakers show their authority during the debate.

The superpolite forms found in the debate is consist of two. The word “Thank you” and the indirect request or speech. The superpolite forms are much needed in the debate because this debate is a formal debate. Using a superpolite forms indicates that the debaters are in a low position and expect their voices to be heard well. Being polite also gives a strong impression and makes a good impact. However, as stated by Robin Lakoff, women tend to use the superpolite forms to show humility and kindness. In the findings of this study, not only women who used the superpolite forms, but men also wear it. Even the superpolite forms of one male debater named Kang Hyun Woo is very high and even higher than several female debaters. Therefore, the use of women's language features is not only dominantly used by women because language is universal. it is proven that

men also use women's language features and their use can even be higher than women.

Kim Ha Neul: “*We would like to hear an answer before the debate ends. Thank you.*”

Kim Ha Neul did not utter her question directly, instead, request the government to answer her question toward government's argument, she was shaping her character to look like a speaker who puts forward politeness by respecting her opponent, which is the government side.

Kang Hyun Woo: “*POI, ma'am?*”

Lee So Min: “*No, thank you*”

Rejection is one of the most action that happen throughout the debate, more precisely at the point of information. Rejecting someone's point of information could left pain to those who ask. Superpolite form feature help to minimize such things. This feature help to maintain a good image for the user so that their action still remain professional yet polite. Maintaining a good image can also benefit speaker because the judges or audiences might consider the politeness as a point plus and could actually influence their decision to agree or disagree to the speaker's argument.

4.1.2.4 Indicates Insecurity

From the findings, fillers feature indicates the insecurity of the speaker. Fillers, as stated in chapter 2, is the meaningless particles. When a debaters feel unsure and doubting their argument they started to uttered the fillers feature. This

can be indicates the insecurity since they were insecure about what they speech might sounds. The insecurity of the debaters reflect to their speech as a flaws. Uttered fillers can ruin their speech. It is because the utterance of the meaningless particles was unnecessary and not related to any of the speech in a debate.

Bae Soo Jin: *The logical fallacies with a mere estimate of the uh.. experiment and it has a generalization cannot be accepted as a credible um.. evidence.*

Fillers feature made the speaker's speech looks not smooth so that the full meaning of one sentence could lost because some words are missed to be spoken. This action can indicates the speaker's weakness and show the insecurity of the debaters.

Kang Sue Min : *POI, ma'am?*

Bae Soo Jin : *Um... no, thank you.*

When fillers occurred during the rejection, the speaker looks insecure to answer the opponent's question. This can trigger the judges' and the audience's assessment of the speakers because they are considered unable to answer and may not be qualified to explain.

4.1.2.5 Expressing Uncertainty and Ambiguity

Rising intonation at the end of a declaratives sentence can categorized as indicating the speaker's ambiguity. It happen because the Rising intonation may

show the incompleteness of the argument. Also, since the intention of the speaker was not to say interrogative sentences, this can confuse the judges and audiences.

***Kim Ha Neul:** "I as the member of opposition would like to walk through the arguments presented by the government team today before ↑going on"*

Rising intonation on declaratives can indicate the lack of completeness and express the ambiguity of the speaker's speech. This is because there is no exact final for one statement and also the reason for uttering them. Since the rising intonation at the end of sentence is mostly used for the interrogative but there were no signs of interrogative by the speaker, this kind of feature might be detrimental to speakers. Moreover, the main task of debaters is to influence so that listeners agree. However, with the ambiguity of this feature, listeners may be confused by the speaker's intent and may make them decide to disagree with the speaker.

***Yi Chae Hyun :** "No, what I want to point is that **uh..** the opposition sides didn't give us the standard of what is the poverty and what is the 40 and the 50% so **uh..** we thought that was **kind of ambiguous.**"*

Lexical hedges not only indicate the speaker's certainty but also uncertainty. This is based on how the speaker used the feature. Lexical hedges that appeared in Yi Chae Hyun's speech indicate her uncertainty. This happens because she uttered more fillers along with the lexical hedges. Therefore, her lexical hedges appeared as the one that look not confident and not certain. This is detrimental to debaters because they will look like they don't really know what they are going to say and it creates a bad image for their speech.

4.2 Discussions

The researcher presents this part of the research that focuses on the discussions of the findings presented before. In this study, the researcher focuses on women's language features used by Korean high school debaters in the Korean high school debate competition program aired on Arirang TV in 2017. The subject of the study is eight students consisting of six females and two males. The aim of investigating women's language features in Korean high school debaters is to know what women's language features are usually used in the debate speech, especially by non-English speakers. Also, the way the language features can affect their speech since the women's language features is strongly related to the power of a language.

The researcher has answered the first and second research question. From the findings, it can conclude that not all the women's language features are used by the Korean debaters. Only six out of ten women's language features were found. On the other hand, the other four were not found used by all the Korean debaters. Those six features found are Lexical Hedges or Fillers, Emphatic Stress, Intensifiers, Superpolite Forms, Rising Intonation on Declaratives, and Hypercorrect Grammar. While the rest four features that not found in the debate are Tag Question, Empty Adjectives, Precise Colour Terms and Avoidance of a Strong Swear Words. The findings also indicates that not only women used the women's language features. Men also used those features as well through their debate speech. Hence, women's language features, in fact, not only be used by specific gender.

From the findings, answered the first question, the Korean high school debater's most frequently used of women's language features in the debate is the lexical hedges or fillers feature and emphatic stress feature. Each of them was found exactly 67 times. Lexical hedges or fillers got the highest number because many fillers were found in several debaters. For example, Lee Min Chae and Yi Chae Hyun. They have uttered the fillers feature the most. Therefore, their speech looks do not run smoothly. Each of them gets a score that tends to be low, which is 29 points and 24 points. In contrast, Choi Joon Ho does not utter any fillers in his debate speech, and he got the highest score by the audience that is 48 points. The main reason why many fillers found uttered by the Korean debater because the debate was conducted in a short time. The debaters felt rushed and uttered the meaningless particles. This happens because the idea that they want to pull out is untidy and out of order. Especially when another debater gives them the point of information, they will lose their focus and utter more fillers.

Another feature that the debaters frequently use is emphatic stress. Emphatic stress is uttered by all the debaters. The reason is that emphatic stress helps them to strengthen their speech. Emphatic stress, also categorized as a boosting device, aims to boost the argument made by the debaters. The competition had the purpose of winning the debate and persuading the judges as well as the audiences. In order to make the speech looks strong and trustworthy, the use of specific language features matter. Therefore, the use of Emphatic stress gave them an advantage because the way they stress some words can make the atmosphere of the debate get fiercer and make their arguments look more strong.

On the other hand, all the Korean high school debaters did not utter four features. Those are Tag Question, Empty Adjectives, Precise Colour Term, and Avoidance of a Strong Swear Words. First, the tag question was not found because the debate was more of a one-way communication except for the point of information. So, the use of the tag question was not really necessary. Second, Empty adjectives. Empty adjectives show an exaggerated impression. Since the debate is a formal debate, the use of empty adjectives is not necessary. The use of empty adjectives in a debate can affect the speech and the image of a speaker, and the speech could sound not convincing. Third, precise colour terms. The reason why this feature was not found in all the utterances by the Korean high school debater is that the feature did not relate to the motion and the debate. The last feature that was not found is the avoidance of a strong swears words feature. It is reasonable that the debater did not use this feature because the debate is a formal debate, and the debaters definitely do not intend to say swear words in their arguments.

For the second question, based on the findings, women's language features can affect the debaters speech. There are 5 effect reflected on their speech from using the women's language features. Those are: Indicates Strong Commitment, Indicates Confidence, Indicates Politeness, Indicates Insecurity, and Expressing Uncertainty and Ambiguity. Emphatic Stress and Intensifiers indicates the strong commitment because the features improve the debaters speech to sound very convincing. Lexical hedges can be categorized both indicates the confidence or in contrast expressing the uncertainty based on how the speaker's used the feature.

Hypercorrect grammar and superpolite form indicates the politeness. This features help the speaker create a good image since the debate is conducted in the formal way. Fillers feature indicates the insecurity of the speaker as the feature is consist of meaningless particle.

The present research has similar results with the previous study by Amanda (2017), who analyze the utterances of Hillary Clinton in the presidential debate. From that study, the most frequently used of the women's language features was Lexical Hedges or Fillers. Similar to the present study, the researcher also found that lexical hedges or fillers are the most frequently used Korean debaters in the debate. From this comparison, it can be seen that the use of lexical hedges or fillers always appears in a debate. This is due to two factors. First, lexical hedges are good to give a polite impression. This creates a good image for the speakers because the statements they give are not brutally offensive. Second, the use of fillers and their relation to time. A debate requires the debaters to think very quickly so that they will doubt more, and this action can cause a lot of expression of fillers features.

The results of this study is in line with the theory stated by Holmes (2013) that intensifiers and emphatic stress features categorized as boosting device used to strengthen the statement of the user. It is proven that those features can affect the speaker's speech because the features indicates strong commitment to an opinion. While for hedges, as stated by Robin Lakoff (1975), that lexical hedges and rising intonation on declaratives were categorized as hedging devices which can be used to weaken the strength of an assertion. From this study, some of

lexical hedges used by the debaters indicates lack of confidence but some others are not. However, the latest theory by Homes (2013) stated that the devices can serve other functions too. Therefore, it is understandable that some of the lexical hedges not fully in accordance with the theory proposed by Lakoff.

To sum up, this research develops the study of women's language features in the new area, which is the Korean high school debate, that had never been researched before by the previous researchers. This present research also focuses on the male utterances that few of the previous studies dealing with such subject's gender. Not only that, because this present study combines the women's language features theory from other linguists, the results show different from the previous studies that most of them are only focused on one or two linguists. However, this research successfully analyzes the women's language features in the Korean high school debate and adds new discoveries in research on women's language features.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions and suggestions to readers for further research in the same field of this present research.

5.1 Conclusion

The analysis and discussion have all been completed by the researcher. This thesis, with the title "*A Study of Women's Language Features Used by Korean High School Debaters*" focuses on analyzing Korean high school debaters whole utterances in the debate competition by Arirang TV in 2017 under the program name "*Intelligence High School Debate*." which the video was re-uploaded on their youtube channel under the name Arirang Issue. This study used Robin Lakoff (1975) as the main theory. The method used for this research is a mix of quantitative and descriptive qualitative methods. The instrument is the researcher herself as a human instrument.

The researcher concludes that only six out of ten women's language features were found uttered by the Korean high school debaters in the debate. Those are *Lexical Hedges or Fillers*, *Superpolite Forms*, *Rising Intonation on Declaratives*, *Intensifiers*, *Hypercorrect Grammar*, and *Emphatic Stress*.

Meanwhile, for the rest four features such as *Tag Question*, *Empty Adjective*, *Precise Colour Terms*, and *Avoidance of a Strong Swar Words* were not found.

From the findings, it can conclude that the women's language features are also found in the male's utterances. So, it indicates that language is actually genderless and does not require distinction such women's language features.

Furthermore, according to Robin Lakoff's beliefs, women's language features mostly indicated the lack of confidence uncertainty by women. After conducting this research, the findings show that those features also indicate the speaker's confidence and the certainty from their speech.

5.2 Suggestion

The researcher suggests that further research can be conducted in other data sources outside debate. Otherwise, it can also be conducted in debate but on a different subject. Since the subject of this present study investigates Korean debaters, further research can conduct investigations on Indonesian speakers or English native speakers. The limitation of this study is that the study only focuses on the utterances of the debaters. Therefore, future research can consider including the MC and the judges because it will enrich the data and there might be a significant difference. Lastly, the researcher hopes that this present study can open a new insight for the readers. The researcher also hopes that the analysis of women's language features is getting more expansive, and the references are getting wider.

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