MEN AND WOMEN LANGUAGE FEATURES USED BY CHILDREN IN 'HIHO KIDS' YOUTUBE CHANNEL

THESIS

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MEN AND WOMEN LANGUAGE FEATURES USED BY CHILDREN IN 'HIHO KIDS' YOUTUBE CHANNEL

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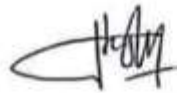Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya

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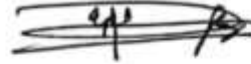NIP. 196005152000031002

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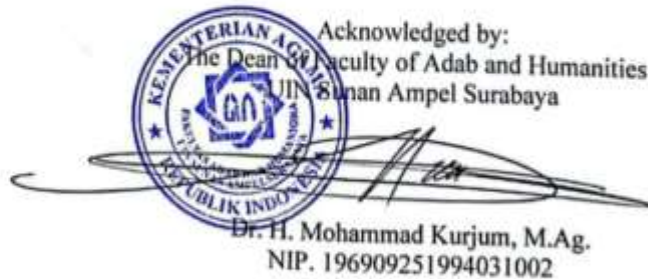Dr. H. Mohammad Kurjum, M.Ag.
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ABSTRACT

Aini, I. (2023). *Men and Women Language Features used by Children in HiHo Kids Youtube Channel.* English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Prof. Dr. A. Dzo'ul Milal, M.Pd., (II) Tristy Kartika Fi'aunillah, M.A.

The study is aimed at investigating men's and women's language features used by children in 'HiHo Kids' video youtube channel, which shows the phenomenon of language features between boys and girls in little boys and little girls aged 5-12 years. There are two problems to be solved in this study, namely: (1) what are the men and women language features used by little boys and girls in 'HiHo Kids' video youtube channel, and (2) what are the factors that support differences between men and women language features used by little boys and little girls in 'HiHo Kids' Youtube Channel.

This study applied a descriptive study in textual analysis to analyze the children's conversation through the dialogue in 'HiHo Kids' video youtube channel. The data were collected first by selecting the videos in 'HiHo Kids' YouTube channel as data sources. Then, the researcher watched selected videos and copied the transcript from Youtube as data sources and highlighted the utterances that contained the data based on the dialogue, the transcript of each utterance, clause, word, sentence, and phrase by the little boys based on the male language features by Coates and the little girls based on the female language features by Lakoff. Finally, the researcher analyzed the dialogue by identifying the types of men's and women's language features by applying suitable codes in the appropriate text.

This study found 11 male language features in boys who appeared in "HiHo Kids' YouTube video channel. There are 4 topic choices, 11 questions, and 1 monologue playing expert. Whereas for girls, the researcher found seven features of female speech, including 2 lexical hedges, 2 question tags, 1 rising intonation, 1 empty adjective, 3 avoidance of strong swear, 2 empathic stress, and 9 intensifiers. In this study, the age difference is the most prominent factor causing features of male and female language use. Children experience significant cognitive development, so the complexity of thinking, understanding, and processing information increases with age. Thus, the age difference in these children influences their understanding of language and their ability to combine more complex words and sentences influence the use of men's and women's language features.

Keywords: Men's Language, Women Language, Children, HiHo Kids.

ABSTRAK

Aini, I. 2023. *Fitur Bahasa Laki-laki dan Perempuan pada Anak-anak dalam Video Channel Youtube HiHo Kids.* Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Prof. Dr. A. Dzo'ul Milal, M.Pd., (II) Tristy Kartika Fi'aunillah, M.A.

Penelitian ini bertujuan untuk menyelidiki fitur bahasa pria dan wanita yang digunakan oleh anak-anak dalam video youtube saluran 'HiHo Kids', penelitian ini menunjukkan fenomena penggunaan anatara fitur bahasa alaki-laki dan perempuan padapda anak laki-laki dan anak-anak perempuan yang berusia 5-12 tahun. Ada dua masalah yang akan dipecahkan dalam penelitian ini, yaitu: (1) apa fitur bahasa pria dan wanita yang digunakan oleh anak laki-laki dan perempuan kecil di saluran video youtube 'HiHo Kids', dan (2) apa faktor yang mendukung perbedaan antara penggunaan fitur bahasa pria dan wanita yang digunakan oleh anak-anak di Youtube Channel 'HiHo Kids'.

Penelitian ini menggunakan penelitian deskriptif analisis tekstual untuk menganalisis percakapan anak-anak melalui dialog dalam video youtube channel 'HiHo Kids'. Pengumpulan data dilakukan terlebih dahulu dengan memilih video yang ada di channel YouTube 'HiHo Kids' sebagai sumber data. Kemudian, peneliti menonton video yang dipilih dan menyalin transkrip dari Youtube sebagai sumber data dan menyoroti ucapan-ucapan yang berisi data berdasarkan dialog, transkrip dari setiap ucapan, klausa, kata, kalimat, dan frase yang digunakan oleh anak laki-laki dengan menggunakan fitur bahasa oleh Coates dan anak perempuan dengan menggunakan fitur bahasa fitur bahasa wanita oleh Lakoff. Terakhir, peneliti menganalisis dialog dengan mengidentifikasi jenis fitur bahasa pria dan wanita dengan menerapkan kode yang sesuai dalam teks yang sesuai.

Studi ini menemukan 11 fitur bahasa pria pada anak laki-laki yang muncul di saluran video YouTube "HiHo Kids". Terdapat 4 pilihan topik, 11 pertanyaan, dan 1 ahli bermain monolog. Sedangkan untuk anak perempuan, peneliti menemukan tujuh ciri tuturan perempuan, meliputi 2 leksikal terbatas, 2 pertanyaan singkat, 1 intonasi menanjak, 1 kata sifat kosong, 3 penghindaran sumpah serapah, 2 penekanan yang tegas, dan 9 penguat. Dalam penelitian ini, perbedaan usia merupakan faktor penyebab yang paling menonjol dari ciri penggunaan bahasa laki-laki dan perempuan. Anak-anak mengalami perkembangan kognitif yang signifikan, sehingga kompleksitas berpikir, memahami, dan memproses informasi meningkat seiring bertambahnya usia. Dengan demikian, perbedaan usia pada anak-anak ini memengaruhi pemahaman mereka tentang bahasa dan kemampuan mereka menggabungkan kata dan kalimat yang lebih kompleks sehingga berpengaruh pada penggunaan fitur bahasa laki-laki dan perempuan mereka.

Kata Kunci: Fitur bahasa Laki-laki, Fitur bahasa Perempuan, Anak-anak, HiHo Kids.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As social beings, humans need language to communicate with others to build the necessary relationships. According to Algeo (2013, p. 2), language is a system of conventional vocal signs humans use to communicate. It means language combines sound and meaning to gain understanding with other people to transfer information. Harley (2006, p. 4) states that language lets us see into other people's minds and lets other people see into ours. It shows that with language, humans can get along with fellow humans on this earth, and they are also required to convey and express thoughts in a language that other people can understand. Moreover, Holmes (2013, p. 11) states that language is a resource that can draw creatively to display various aspects of a person's social identity at different points in an interaction. Language is the main form of expressing thoughts and knowledge, people use it to gain relationships with other people, and this has been done since they were children. Indrayani, (2016, p. 280) says that language development starts from the first cry until a child can speak a word.

From the statement above, it concludes that in everyday life, humans of all ages, including children, cannot be separated from the use of language. Language is the most effective communication mediator, and language can convey our thoughts, intentions, and goals to others, and they have used their language since they were babies. Thus, it can also allow for variations in the language children use. Many factors can influence language use, depending on

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the status, role, age and, in some way, gender. Hence, the study of language features has become an important aspect of linguistic.

Gender is one factor that can influence language use differences because men and women have different communication styles. Tannen (1990, p.17) claims that there are gender differences in speaking, and we need to identify and understand them to avoid needlessly blaming. Holmes (2013, p. 159) emphasizing differences in the use of language related to politeness and gentleness. Holmes observes that women use more polite and careful language to maintain social harmony. In contrast, men tend to use more direct and assertive language. It is in line with Coates (2004, p. 115) that the male speaker was more likely to interrupt others disruptively. Thus, men were also much more likely to interrupt women than women were to interrupt men. Folk linguistic belief that men swear more than women and use more taboo words is widespread (Coates, 2004, p. 97). Thus, men are described as speaking more firmly, maturely, and on point, and it is different from women who are not strict and overt and often use more refined, and they are expected to speak more politely than men.

Linguistic research which studies about language features are fascinating to discuss in depth. Several other researchers have studied language features based on gender. Some of them analyze the use of women's and men's language. The first was carried out by Anggara & Prayudha (2020), studying female language features from female judges and male language features from male judges at America's Got Talent 2018. They found six female language features used by female judges, and the most frequently used are lexical hedges, intensifiers, and

emphatic stress. Second study, conducted by Ginarti et al. (2022) analyzed

men's and women's language feature in #SaveJohnnyDepp on Instagram and

Twitter. Researcher found that the characteristics of male and female language

users tend to be the same but slightly different in frequency of use. Furthermore,

Hidayati (2022) identified the language features of men and women in the

animated videos on the Tekotok Youtube Channel. The researcher found that

the language features of the female characters in the video do not match the

language features proposed by Lakoff, and some of these features even

contradict Lakoff's theory. Adi (2022) analyzes the features and functions of the

female language used by Taylor Swift. There are 95 female language features.

They are lexical hedges or fillerl, intensifier, hypercorrect grammar, and super

polite form, avoiding strong swear words and emphatic stress. The most

dominant feature that occurs in his speech is the intensifier.

    Some researcher also used movies and TV series as research data. Dharma

(2021) analyzes Language Features and Language Functions of the Selected

Men and Women Characters in Aladdin Movie 2019. As a result, the researcher

found that women characters' most dominant traits are increasing intonation

using rising intonation. Besides, Paramita (2019) analyzed language features

based on the gender of the main characters in the Candy Jar Movie. This study

shows that Lakoff's language classification features are irrelevant because

women show their strength through men's language. In contrast, men use

women's language in their utterances.

    In the previous study, the researchers analyzed language features in men

and women found in talent shows, interviews, social media, YouTube videos,

Movies, and TV Series. The previous researcher analyzed women's language features used by females approaches by Robin Lakoff's theory. However, no one has been paid to investigate men's and women's language features spoken by children. Here, the researcher finds the previous study's lack of attention in analyzing both men's and women's language features. Therefore, the researcher is interested in investigating the use of male and female language features used by males and females in the childhood age range and to find out whether age in children can affect the use or speech that contains features of male and female language. In addition, this study also aims to determine the factors that support differences between men's and women's language features. In this research, researcher used by Lakoff (1975) is about lexical hedges or filler, rising intonation and declarative, tag question, empty adjective, precise color terms, intensifier, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress and theory by Coates (2004), there are Topic choice, Question, Turn-taking, Verbal Sparring, and Monologue Playing Expert.

Apart from gender, language variations can also be found among children, and they have a different language from adults. As stated by Wardhaugh (2006, p. 10), young children speak differently from older children, and, in turn, children speak differently from mature adults. Holmes (2013a, p. 241) also, people generally talk differently to children and adults – though some adjust their speech style or 'accommodate' more than others. In addition, Coates (2004, p. 147) stated since it seems to be common to all cultures that women's and men's roles are distinguished, it is reasonable to assume that when children learn to speak, one of the things they are learning is the cultural role assigned to them

based on their sex. From the following statement, it means that children's language can also be influenced by how they are treated by society and also be affected by their gender. In addition, Gillen (2003, p. 7) says that adult language is hugely diverse, influenced by all sorts of experiences that have happened to them and the different settings in which they use language. However, children at every stage possess grammar with their own rules even though the system will be simpler than an adult's. Besides, Wahyuni (2016, p. 21) stated that children only use languages they already know, unlike adults with complex and broad language conversations. Thus, children have language use limitations and various language features. We can see this f'om how they dialogue and interact, one of which can see on 'HiHo Kids' YouTube channel.

'HiHo Kids' is a Youtube channel broadcast since 2017, and is part of a more another channel, Cut, based in Seattle, Washington, USA. HiHo Kids presents content that promotes diversity and multiculturalism. The children shown come from various cultures and ethnicities with an age range of 6-12 years. This program encourages children to be open to accepting and trying new things, such as new food, culture, and knowledge. At HiHo Kids, several contents can be enjoyed and will provide new knowledge. Among them are Kids Try (Children try food and snacks from various parts of the world), Kids Describe (Children explain something related to a particular theme to the illustrator, and the illustrator draws based on the description), Kids Meet (children meet people from various professions, identities, so forth.), Kids Show and Tell (children make presentations about something or a topic in front of their friends), Kids Play (children play certain games), and so on. 'HiHo Kids' are exciting children, and it

can be seen on this program that children who are critical in asking questions have pretty good descriptive skills. 'HiHo Kids' are invited to try doing new things that are out of the ordinary for them. Also, their responses to new things are sometimes quite surprising and honest. From the description above, the researcher chose the children who appear on 'HiHo Kids' YouTube channel as the data.

Besides, gender and age differences can also affect the diversity in everyday language. Therefore, this study analyzes the language used by male and female speakers in daily conversations. This study analyzes the differences in language used in everyday conversations through conversations between little Boys and little girls found in the children's YouTube program, HihoKids. The researcher analyzed the use of male language in the dialogue put forward kids using the Jennifer Coates approach and female language in the dialogue utterance by kids using the theory put forward by Robin Lakoff to analyze the language features of children on HiHoKid Youtube channel.

1.2   Problems of the Study

In line with the background above, the problems of the study are formulated as follows:

1. What are the men and women language features used by little boys and little girls in 'HiHo Kids' Youtube Channel?

2. What are the factors that support differences between men and women language features used by little boys and little girls in 'HiHo Kids' Youtube Channel?

1.3 Significances of the Study

In this study, researchers hope to develop the knowledge studied from a theoretical point of view. The theory used is based on previous researchers or writers and to enrich new linguistic knowledge regarding the scope of language features by using the theory of male and female language features, especially new research on the age range of children with male and female speech. Then the expected practical benefits of this research can be used as a reference for conducting research in linguistics, especially gender language features.

1.4 Scope and Delimitations

This study will only focus on children's dialogue used by children aged 5-12 years from selected uploaded video content on 'HiHo Kids' YouTube channel, which displays dialogue and children's interactions with each other. In addition, the data will also be limited to verbal elements consisting of words, phrases, clauses, and sentences in dialogue when the data is analyzed. Thus, the research results will be more focused and only discuss the main topics analyzed using the theory of male and female language based on Coates and Lakoff.

1.5 Definition of Key Terms

To clarify the key terms used in this study, some definitions are put forward:

Men's Language is language characteristics or language style that men usually use.

Women's Language is language characteristics or language style that women usually use.

Children is a term used to refer to individuals who are at the age stage of 5-12 years.

HiHo Kids is a YouTube channel featuring content designed for children, including videos on activities, experiments, stories, and interactions with other children.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Language and Gender Relation

Gender differences are also reflected in the use of language. In general, the relationship between language and gender is seen from the perspective of patriarchal theory, which describes a social system in which men have power over women. Considering that language is one of the elements in the social system, this patriarchal theory states that the language contained in a patriarchal society is also controlled by men (Simpson, 1993, p. 161).

Another concept very close to patriarchy is androcentrism (androcentrism), initiated by Coates in Simpson (1993). According to the androcentrism view, men are the center in viewing the world, so what men do is seen as positive, while women's behavior is considered harmful. In terms of language, this view assumes that the expressions used by men are of better value than those used by women. O'barr and Atkins (1998) in their research, concluded that a person's speech behavior reflects their social status. The tendency of women to say more helpless words than men is due to the tendency of women to occupy relatively powerless social positions. Likewise, for men, a greater tendency to use a more potent variant (strong language) may be related to men's tendency to occupy relatively strong positions in society (Graddol and Swan, 1989, p. 133). Coates in Graddol and Swan (1989, p. 13) views linguistic differences as reflecting social differences. As long as society views men and women as different and unequal, the differences in the language of men and women will continue to exist.

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2.2 Men's Language Features

Lakoff (2004) described that the male language is more assertive, mature, ad clear. In contrast, Coates (2004) stated that the use of language used by men has several characteristics, including minimal responses. Men use minimal responses as a damaging tactic for other speakers and reinforce male dominance. This response includes the form of, *yeah, right, mhm.* Second is questions, Third, commands and directives, using pure imperatives without adding words like "getting the ball" or "bring this bag", is commonplace and commonplace. Cutting other people's talk is considered normal. Fourth, swearing and taboo language, Men often use abusive and forbidden swear words such as *"damn,"* *"bloody hell,"* and *"shit,"* which are often found in male language. Last, Men tend to avoid complimenting each other's appearance. Compliments and apologies are minimized because they are seen as degrading to his position.

Coates (2004) also described that language is considered a normative language. Male talk tends to be competitive rather than cooperative based on stereotypes. It discussed the characteristics of the language used by men. He stated that men's language was more active in topic choice, experts in playing monologues, question and answer, verbal sparring, and turns taking.

2.2.1 Topic Choice

Men avoid talking about personal matters, and they prefer to talk about general topics. They are more interested in modern technology, cars, or sports. Men also rarely talk about their feelings. They will prefer to talk about personal achievements. This is inversely proportional to what women do.

2.2.2 Monologues and Playing the Expert

One of the characteristics of men's talk is monologues, where one speaker holds the floor for a long time in conversation. They are related to expert play, meaning they are casual games where the participants take turns holding the floor and talking. Women, on the other hand, eschew the expert role in conversation. The topics they raise correlate with their expertise; they both take turns being the expert and 'doing' the monologue. Coates (2004, p. 134) gives an Example of this part below:

"Christ: cos you know we've got BT internet at home."
"Geoff: (mhm)"
"Crist: and I've set it up so that. um through the BT internet WAP portal so that Kate can read. her email that she gets. um on her phone."
"Geoff: (oh right)"
"Christ: which is qui- which is quite useful if you're kinda not behind a computer but I was musing the other day on. on how funny it is that the sort of graphics you get on WAP phones now. is like you used to get on the ZX81."
"Geoff: (yeah)"
"Christ: and everyeverything's having to adapt to that kind of LCD based stuff
"Geoff: (that's right)"
"Christ: um computers have got to the point they've got to. and now we've gone all the way back with WAP technology."

This example illustrates how men love to talk and hold the floor considerably, which was also supported by the cooperation of other speakers. A minimal response from the other person shows that he is paying attention to what his friend is saying and signal that he is satisfied, so he continues listening.

2.2.3 Questions

According to Coates (2004), men ask contextual questions. Men tend to ask questions to obtain information or to express interest in particular topics. They may frequently use questions to discover facts, comprehend concepts, or obtain

additional explanations. They can use questions to guide the conversation or elicit the desired responses. Men may use questions in competitive situations to demonstrate their knowledge or expertise and assess the opponent's knowledge. Questions can be utilized to assert oneself or demonstrate superiority. In addition, men use questions in the context of dominance and control. Men may use questions to reinforce a dominant position or maintain conversational control.

2.2.4 Verbal Sparring

A verbal debate is an exchange of opinions to convey contradictory arguments. Not all male speakers have monologues or long turn series in their talk. Often, this takes the form of a rapid exchange of ideas. These are the following example from Coates (2004, p. 136), where the men speakers have contradictive over whether apples are kept in cases or crates:

Ray: crate!
Sam: case!
Ray: what?
Sam: they come in cases
Ray not crates
Ray: Oh, same thing if you must be picky over every one thing Sam: just shut your fucking head Ray!
 Ray: don't tell me to fuck off fuck (. . .)
Sam: I'll come over and shut yo
Jim: Yeah, I'll have a crate of apples thanks [laughingly using a thick sounding voice] Ray: no fuck off Jim Jim: a dozen . . .
Dan: shitpicker! [amused]

Here we see Sam disagreeing with Ray, Ray disagreeing with Sam, Jim disagreeing with Ray, and Dan criticizing Jim. The example above is a form of friendly sparring, not a fight. The exchange participants seemed to enjoy themselves, and their talk contained much laughter.

2.2.5 Turn Taking

Turn-taking exists to organize the flow of conversation. Turn-taking relates to arranging who is speaking and the other person to take turns speaking. Conversations involving long monologues give the individual speaker privileged access to the (uninterrupted) floor, whereas conversations involving men arguing with each other depend on the speakers' timely switching. In men's talk, there is rarely overlapping conversation. Male speakers apply turn-taking, where the rule of one person at a time, but this does not apply to females, overlapping is interpreted as deviating, as an (illegitimate) attempt to hold the floor. However, the conversations that were all male sometimes overlapped. An orientation to the one-on-one mode of taking turns is the norm in all-male talk, except when friends get excited about a topic or gossip. The following example is Coates (2004, p. 137).

> Ed: he's I mean he's like a real artsy fartsy fag (...)
> -
> Ed: and he sits next to the ugliest-ass bitch in the history
> -
> Ed: of the world and Bryan: and they're all hitting on her too, like
> -
> Ed: I know it's like four homos hitting on her
> Bryan: four guys hitting on her
> -

The quote shows the two men overlapping as they tell a story, and it happens that they become 'seemed excited' at other points during the discussion.

2.3 Women's Language Features

According to Lakoff (2004), the language women use is not assertive or open (using figurative words), careful when expressing something, and often uses more

subtle and polite words or gestures. Lakoff also identifies characteristics that are

stated to occur more frequently in women's speech than men's, and the speech is

referred to as the language of women. Its features are as follows:

2.3.1 Lexical Hedges

One of the concepts introduced by Lakoff (2004) is Lexical hedges. Lexical

hedges are words or phrases used in conversation to diminish, imply doubt, or

indicate uncertainty. Lakoff observed that women are more likely than men to use

lexical hedges. Hedges expressions include modal verbs such as *"could, might,*

may, would, should," as well as lexical forms like *"perhaps"* and particle

pragmatics such as *"sort/ sort of," "I think," "you know," "well," "kinda/ kind of,"*

and "I guess."

Women's use of lexical hedges in their speech may reflect their attempts to be

humble, avoid confrontation, or express hesitation. In Lakoff's research, this

feature is one of the language features associated with gender. When people use

hedges linguistically, they avoid saying things with certainty and keep their

options open (Coates, 1996, p. 157). The reason for using hedges is to

signal/signal that the speaker is not responsible and doubts what he is saying.

However, if it is associated with politeness, then this language feature serves to

fence off so that an utterance does not seem direct or *"rough."*

2.3.2 Tag questions

Women use tag questions more frequently than men, according to Lakoff

(2004). Tag questions are brief inquiries added at the end of a sentence to request

agreement or verify data. Here are a few illustrations of tag questions proposed by Lakoff:

"It is good, isn't it?"
"It is so hot, isn't it?"
"Are they?"
"isn't he?"
"Can't you?

The examples provided show how tag questions can be used to request approval or verify submitted data. Women use tag questions to engage their conversation partners and establish social norms in everyday situations. The construction of tags, both functioning as hedges and boosters, is a modal element because it is an element that changes the strength of a statement, either weakening/strengthens it.

2.3.3   Rising Intonation on Declarative

In Lakoff (2004), different intonation patterns are observed in women's language use. The use of rising intonation in declarative sentences by women is one of the characteristics she identifies. The pitch of the voice rises at the end of a sentence to indicate that it is a question when rising intonation.

The use of rising intonation in declarative sentences by women can give the impression of reluctance or uncertainty and is often considered a feature of female language. This can affect the perception and dynamics of the conversation. As Lakoff found in English, women have a typical sentence intonation pattern. That is adding question intonation in various contexts of statements. Women prefer to ask.

Example:

"What is your name, dear?"

"Laura Smith?"
"When will breakfast be ready?"

Women often use rising intonation in declarative sentences to show their feelings, emotions, or empathy for something. However, Lakoff notes that women use rising intonation on declarative sentences that are not real questions.

2.3.4 **Empty Adjectives**

Empty adjectives are relatively weak or lack a clear, concrete meaning. Lakoff observed that women frequently employ the adjectives in conversation. Typically, these words do not provide specific or in-depth descriptions; their usage is more conventional or stereotypical.

Example:

"cute,"
"nice,"
"Lovely,"
"Sweet"

According to Lakoff, women's use of empty adjectives may reflect their efforts to maintain social harmony, to be humble, or to avoid confrontation. Using these general and relatively neutral adjectives avoids making statements that are overly strong or controversial and instead focuses on fostering positive social relationships.

2.3.5 Precise Color Terms

Precise color terms refer to a person's ability to use descriptive and specific language to describe color. Lakoff notes that women are more likely to use appropriate color terminology in their speech. They may use terms such as "teal," "magenta," and "chartreuse" to provide a more detailed and specific description of colors.

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Women's use of appropriate color terms may indicate a heightened sensitivity to detail and enhanced verbal skills. This can also be viewed as a more descriptive language style component and a focus on the finer points of communication.

2.3.6 Intensifiers

Intensifiers are words or phrases used to accentuate or enhance the expressiveness of a statement. Lakoff (2004) discovered that women use intensifiers more frequently than men. Intensifiers emphasize statements and convey a greater degree of emotional or evaluative force. Examples of intensifiers that women often use are: "very," "really," "extremely," "so," "absolutely," and the like.

For example,

"That was great!"
"I'm really happy."

In their use of intensifiers, women may attempt to strengthen their statements, express their emotions more intensely, or emphasize them. It is also part of a more expressive language style and conveys greater satisfaction or dissatisfaction.

2.3.7 Hypercorrect Grammar

Hypercorrect grammar refers to the tendency to overcorrect or pay close attention to grammar, even if doing so is unnecessary or could be considered an error. Lakoff observed that women are more likely than men to use hypercorrect grammar. This is possible because women are more cognizant of social norms and sensitive to grammatical error criticism. They may pay greater attention to the details and must maintain a high level of language proficiency. An example of

hypercorrect grammar is using "*whom*" incorrectly in a sentence, even though "*who*" is grammatically more advisable.

For example, replacing the sentence *"Who did you go with?"* with *"Whom did you go with?"* although the use of "*who*" is more common and widely accepted. Women's use of hypercorrect grammar in their language may reflect a desire to appear educated, follow strict rules, or avoid criticism of inappropriate language use.

2.3.8   Super polite

In language and gender research, one of the concepts introduced by Robin Lakoff is "super polite." Super polite refers to the tendency of a person, particularly women, to use super polite language, to be humble, and to adhere to politeness norms in communication.

Lakoff observes that women are more likely than men to use extremely polite language. They may pay more attention to polite requests, use derogatory language, and attempt to avoid confrontation and verbal abuse in conversations. The use of super polite request expressions, such as:

> *"Excuse me, could you help me, please?"*
> *"I could be wrong, but..."*
> *"I just wanted to make a small contribution, if I may."*

Women's super polite language may reflect a desire to maintain social harmony, avoid conflict, or demonstrate a higher level of politeness. It is also a communication strategy that emphasizes maintaining relationships and avoids asserting power in conversations.

2.3.9 Avoidance of Strong Swear

Swearing or cursing is a pure habit of men, so swear words are identical to the standard male language. While men use strong harsh words, women use more polite, gentle, and less hurtful versions, such as: Lakoff observes that women avoid using strong swear words, often referred to as "swear words," in their communications. Lakoff connects this to social norms regarding decency and gender roles. Women are typically more circumspect in their language usage, avoiding words that are deemed offensive or impolite. They may use softer alternatives or less abrasive language to express emotion or frustration, such as: *"Oh dear," "my dear," "My goodness," "Goodness,"* and *"Good heavens,"*

Example:

 "Oh, dear! You broke my dress again."

Women's reluctance to use strong swear words may reflect their efforts to maintain politeness, cultivate positive social relationships, or avoid confrontation. It is also a component of a communication style that emphasizes quiet conversation.

2.3.10 Emphatic Stress

Emphatic stress refers to the vocal emphasis placed on particular words or phrases within a sentence to provide a stronger emphasis or influence on the intended meaning or message. Lakoff observed that women are more likely than men to use empathic stress. They may emphasize certain words or phrases with a stressed vocal tone to add extra force, demonstrate assertiveness, or express their emotions more forcefully.

An example:

"I didn't say you were wrong."

With the emphasize on the word "*you*" to emphasize that the statement does not imply the error of the other party. Women's use of emphatic stress in their speech may reflect a desire to strengthen statements, express emotions or decisions more forcefully, or emphasize messages to be communicated. This also indicates a more expressive language style and greater self-assurance.

2.4 Factors Supporting the Use of Language Features

Based on Eckert and McConnell-Ginet (2003), Gender interacts with other hierarchies based in such socially constructed categories as class, age, ethnicity, and race. Wardhaugh and Fuller (2015) emphasize that the variety of languages and patterns of language use in society are heterogeneous and interconnected with social characteristics such as class, gender, and age. Holmes (2001) highlights the significance of recognizing language variation in social contexts. He studies dialect, accent, vocabulary, and grammar differences in language use influenced by social factors such as social class, age, gender, and ethnicity.

Kids learn their socioeconomic status, race, ethnicity, body type, and reading abilities (Eckert and McConnell-Ginet, 2003). Thus, gender is intertwined with social class, age, gender, and ethnicity. is also intertwined with other determinants of an individual's identity. Men's and women's speech differs in subtle ways. Men's speech can be direct, unconventional, and aggressive. Meanwhile, women's language can be less harsh, emotional, and standard.

Holmes (2013) identified age as a characteristic of linguistic variation and change in the speech behavior of individual speakers as they aged. Speakers of

different social classes tend to use different language variations, such differences in grammar, vocabulary, intonation, and speaking style can reflect in certain groups. For example, in some cultures, male and female speakers may use different speech patterns or have distinctive vocabulary related to the gender roles expected of them. Tannen (1990) argued that girls and boys live in different subcultures analogous to distinct subcultures associated with those from different classes or ethnic backgrounds. Ethnic differences among groups of individuals who share the same cultural traits and contribute to differences in their English language usage.

According to Wardhaugh (2016), linguistic differences between children and adults are reflected in the process of language development that takes place as individuals grow and mature over their lives. This demonstrates that language, both as a social phenomenon and an individually experienced phenomenon, undergoes dynamic change over time and experience.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The main data in this research was in the form of word format, which the researcher needed to formulate meaning and interpret based on what the researcher had observed. Thus, the researcher used descriptive qualitative research. The researcher used a qualitative design to ensure that children used men's and women's language features. Paltridge and Phatiki (2015) said qualitative research in linguistics aimed to analyze contextual use in language or social phenomena as they occur in natural settings such as social and classroom settings.

3.2 Data Collection

Data collection in this research includes; research data, data sources, instruments, and data collection techniques.

3.2.1 Research Data

Maher et al. (2018) stated that data is research material, all facts, and figures that can be used to compile information and analyze data. In this study, the data type was the word, phrase, and clause of children's utterances in 'HiHo Kids' Youtube Channel that contained language features of men and women.

3.2.2 Data Source

The data was taken from three videos from the segment the Kids Show & Tell and Kids Meet on 'HiHo Kids' YouTube channel. The video was randomly

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chosen based on the highest viewers and the recent videos uploaded when the

researcher collected data. Therefore, the researcher randomly chose four girls and

four boys in the videos to avoid data spikes. The researcher also downloaded the

transcript from YouTube and double-checked the conversation on the video and

transcript to ensure the correct words were used during the analysis. The total

duration of the video is approximately twenty minutes.

3.2.3   Instrument

In this case, the analysis instrument was the researcher. The researcher played

a role in planning, collecting, analyzing, interpreting, concluding, and reporting

research results. The researcher created the data classification table after

understanding the theory had been researched.

3.2.4   Data Collection Technique

In this data collection technique, the researcher took the following steps:

1. The researcher selects the videos in 'HiHo Kids' YouTube channel as data
    sources.

2. The researcher watched selected videos and copied the transcript from
    Youtube as data sources in Microsoft Word to take advantage of not
    manually recording the dialogue and carry out the data collection process
    more quickly and efficiently.

3. The researcher watches the videos again and matches the dialogue in the
    video with the downloaded transcript to ensure that all the utterances used in
    the video match the transcription so that the researcher avoids mistakes when

analyzing the data. In this stage, the researcher also looked at the context of the video to make it easier for researchers to conduct the analysis.

4. The researcher highlights the utterances that contain data based on the dialogue, the transcript of each utterance, clause, word, sentence, and phrase by the children based on the male language features by Coates and the female language features by Lakoff.

5. Last step, the dialogue was then analyzed by identifying the types of men's and women's language features by applying suitable codes in the appropriate text.

3.3 Data Analysis Technique

1. Classifying the data

The researcher classifies the data based on the language features of women and men obtained through transcripts to see the differences and the total language features used by children. Then, the researcher developed codes to make it easier to classify the data based on the male language features Coates (2004) and the female language features Lakoff (1975). The code can be seen in Tables 3.1 and 3.2

Men's Language Features	Code
Topic Choice	TC
Monologues and Playing Expert	MP
Questions	Q
Verbal Sparring	VS
Turns Taking	TT

Table 3.1. The Codes of Men Language Features

The table above is the classification and the code for men's language features based on (Coates, 2004)

Women's Language Features	Code
Lexical Hedges or Filler	LHF
Tag Question	TQ
Rising Intonation	RI
Empty Adjective	EA
Precise Color Terms	PCT
Intensifiers	IF
Hypercorrect Grammar	HG
Super Polite	SP
Avoidance of Strong Swear	ASS
Emphatic Stress	ES

Table 3.1. The Codes of Men Language Features

The table above is the classification and the code for women's language features based on Lakoff (1975).

2. Analyzing the data

For question number 1, the researcher analyzed the context of the data. The researcher explained and described the findings data with related theories to make more detailed findings. For question number 2, the researcher analyzed all the data found and found factors that support differences in the language features of boys and girls used by children using related theories.

3. Drawing Conclusion

Last step, the researcher concluded the data based on the research questions in this section and interpreted the data found to obtain an overview of the men's and women's language features used by children

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research's findings and analysis. First, the researcher identified and described the types of men's and women's language features based on Coates's and Lakoff's theories, respectively. After that, the researcher explained the factors supporting the use of language features

4.1 Findings

Based on Coates' theory, the researcher examined the five characteristics of men's language, including topic choice, questions, monologues and playing the expert, verbal sparring, and turn-taking, when analyzing the men's and women's speech in this film. The researcher then examined ten Lakoff Theory-based characteristics of women's language, including tag questions, hypercorrect grammar, intensifiers, swearword avoidance, lexical hedges or fillers, emphatic stress, empty adjective, precise color terms, and rising intonation. Then, the researcher analyzes the factors that supporting influence the use of male and female language features these children use. They are intertwined with gender, age, race, and ethnicity.

4.1.1 Language Features Used by Children in 'HiHo Kids' Youtube Channel

In analysing language characteristics, the author begins with men's language characteristics before moving on to women's language characteristics.

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4.1.1.1 Men Language Features Used by The Little Little Boys in 'HiHo Kids' Youtube Channel.

In analyzing men's language features in the speech of little boys on 'HiHo Kids' youtube channel, the researcher found three features of male language out of the five features proposed by Coates (2004), as illustrated in the diagram below.
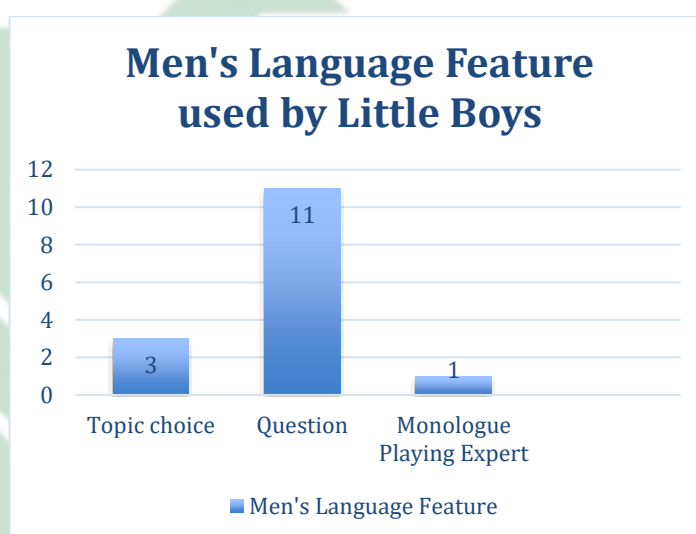
Figure 4.1. Types of Men's Language Features Used by Little Boys in 'HiHo Kids' Youtube Channel

From the data obtained, the researcher found 16 male language features were used in little boys' conversations. There are 3 topic choices, 11 questions, and 1 monologue playing expert.

4.1.1.1.1   Topic Choice

Coates observed that men choose topics that are deemed "masculine" or conform to societal stereotypes, whereas women choose topics that are deemed "feminine" or adhere to traditional gender stereotypes. The data can be seen below:

Data 1

Yanna : Hey, is it a gecko?
Jules   : **It's a leopard-tail gecko and he eats worms. These are worms.**
Yanna : Ooohh…
Jules   : If you'll hold this?
Raleigh : Sure.
Yanna : Are you going to pick up the worms?
Jules   : Yes, if he jumps out at you, don't scream.

The data above can be classified as subjects using male language features. The subject selection refers to a boy speaker named Jules, who discusses the topic choice. Under the circumstances, Jules explains to his friends what kind of gecko he has. He took the gecko out and showed his friends and the gecko's food, live worms, which amazed his friends, and he also told his friend how to deal with his pet.

Data 2

Yanna : Okay, are you sitting on me?
Dane   : Yeah. **I think he likes sitting on you. He doesn't usually do that. I'm surprised.** He never, ever does this at home.

In the dialogue above, it is Dane's turn to introduce his pet. The topic choice lies in the habits of the Dane's dog. Dane says his dog likes his friend Yanna. The boy was surprised because the dog was sitting on his friend's lap, which he was not used to doing, even at home. The speech is categorized into male language features.

Data 3

Eugene: what did you think of my character?
Moses: I really liked it.
Oliver: **It was a good antagonist like it was like you were… you were a villain kinda, but you were also a good guy, kinda.**

In this data, the boy expresses his opinion when the guest star asks about the character he plays in the film. The boy explains that he is a good antagonist. He thinks the character is a bad guy but is also too good to be a villain. The utterances above are the characteristics of male language which are classified as subjects using male features data. The utterances are categorized as topic choices to indicate the villain character that Oliver have been explained.

Data 4

Eugene	: What do you think?
Oliver	: **A hero of course**
Eugene	: Why would you say that?
Oliver	: Because you seem really nice

The utterances above can be classified as a subject by using the data in the features of men's language. Under these circumstances, the guest stars asked the little Boys what they thought of how he would act in real life, this is beyond the character he plays in the film. Oliver praised the guest star by labeling him a hero because he thought the guest star seemed very nice. Oliver wants to encourage someone, so he says good things about that person.

4.1.1.1.2   Question

Men ask questions directly to get information, while women sometimes use question tags to ask questions. Sometimes, men ask questions to introduce a new topic as the speakers, not receivers, encouraging speakers to play the expert. Male speakers also often use questions to redirect their conversation to other speakers. The data can be seen below:

Data 5

Alissa: Today, we're going to show and tell our pets.
Dane: **Is it a cat? is it a cat?**

During this conversation, all the children closed their eyes when Alissa was about to show her her pet. Here, the Dane guesses with such enthusiasm that he repeats his question twice, *"Is it a cat?"* because he wants to know immediately whether his guess is right.

Data 6

Jules   : **Does it have fur?**
Alissa   :Yes.

In the same situation as data 5, Jules is curious and guesses what animal his friend Alissa brought. Therefore, he asked about one of the characteristics of several types of animals. One of its characteristics is having fur to guess what animal Alissa is carrying.

Data 7

Yanna   : How big was he when you got him?
Alissa   : Almost the same thing, but kind of smaller.
Dane   : Two inches?
Alissa   : Yeah, like that.

In this conversation, Alissa noted the difference in the size of her current pet compared to when she first got it. The size is similar. Then Dane made it clear by asking the difference, whether the comparison was two inches in size, and Alissa confirmed this.

Data 8

Yanna   : I got her for Christmas, last Christmas. Her name is Penny. So, she loves new people, she'll go crazy for them.
Jules   : **So, what kind is it?**

Yanna   : Oh, its' a Maltipoo, which is a Maltese mixed with a Poodle.

In the dialogue above, Yanna introduces her pet dog that she got at Christmas last year. Here the researcher assumes the animal is the Christmas present she got. Yanna said that the animal is very friendly to new people. Here, Yanna does not give information about the type of dog, only tells the name of her dog, Penny. Jules took the initiative to ask what kind of dog it was. he said that his dog was a Maltipoo, a type of cross between a Maltese and a Poodle.

Data 9

Dane   : **Can she doing bark?**
Yanna   : Yeah, she does these little roof roofs.

In the same situation as data 8, data 9 is still about getting to know Yanna's pet. In the conversation above, Dane asks, "Can he bark?" to find out the ability of Yanna's pet dog. Yanna replied that the dog could make a little bark.

Data 10

Raleigh: I can't get that door open.
Yanna : A bird, that's so cool.
Jules   **: What kind of bird is it?**

In the above conversation, Raleigh's turn is to introduce her pet. Raleigh informs them that she cannot open the cage of the b

ird Raleigh brought with her because it might fly and escape from the cage. Jules represents his friends who are interested in the bird, so he asks, "What kind of bird is it?" before Raleigh explains what the kind of the bird is to her friends.

Data 11

Raleigh: She's very feisty. So, I'm probably not gonna be able to take her out. But you can tell that she's kinda rainbow, has blue feathers and

> I can make her poop on command.
> Jules : You can?
> Raleigh: Poop, poop, poop. Poop, poop.
> Dane   : Oh, what the...
> Alissa : Gross
> Jules : **Did you guys even get that on camera?**
> Raleigh: Poop.

In a same situation to Data 10, Raleigh said she could not get the bird out of the cage because it was very active. Even so, she is still eager to show his friends the advantages of the bird she has, the bird having colorful feathers and being able to defecate on command. Here, Jules asks if it is true that Raleigh could command the bird to poop because it appealed to him. When the bird gets it right, Jules returns to check if the person behind the camera is recording when the bird does as it has told.

Data 12

> Jules: **Why is it so big?**
> Dane: I got him like six years ago.

In this conversation, Dane's turn is to introduce his pet to his friends. Dane brought a dog a size large enough to make his friends fascinated by the size of the pet dog owned. Here his friends asked about the dog, including Jules. He asked why the dog Dane brought was that big. Here Dane replies that he got the dog six years ago, and which researcher assumes that Dane thinks it is old enough to make the dog big without Dane knowing that the dog's breed also affects the dog's size.

Data 13

> Eugene: So, do you recognize me? From the movie?
> Moses : Um…you're wearing gold. So, **are you Ambrocious?**
> Eugene: You're so smart. Yeah, I like how you pointed out the gold and not the Asian character.

This conversation is one of the Kids Meet segments, in one of the episodes where the children meet the players from the film Nimona. Eugene, the guest star, asked if the children recognized what character he played in the film Nimona. Moses guessed that Eugene was playing Ambrose, a knight, and savior of the kingdom, in the film because he wore gold tones. Here the researcher assumes that Moses matched the color of the gold clothes with the last name of the character Ambrose Goldenloin. Eugene praised Moses because the child answered correctly and focused on his clothes, that is colored gold. He did not give the right answer because he referred to Eugene as an Asian character.

Data 14

> Moses: **Are you a hero or are you a villain?**
> Eugene: in real life?
> Moses: yeah.

In this situation, after they discussed the character Eugene plays in the film, Moses asked the guest. He wanted to know about iutside of the character from the film he plays, the guest star is still a hero or villain in his real life.

Data 15

> Moses   : **What was your favorite part during the filming of Nimona?**
> Eugene : I loved being able to voice a character. That was in a loving
>   relationship that was also very complicated. I think it's really fun
>   to show those types of relationships, because all relationships in
>   life even if you love someone, sometimes it gets a little hard
>   sometimes, right?

In this dialogue, Moses asked the guest stars what part Eugene liked during his voice acting in Nimona. The guest explained that his favorite part is the part that shows the complicated types of love relationships because it relates to real life when people are in love with someone else.

4.1.1.1.3   Monologue Playing Expert

Men who engage in "monologue playing expert" typically wish to demonstrate their knowledge and skill. In certain circumstances, they may pay less attention or respond less to the active participation of their interlocutors or listeners. The data can be seen below:

Data 16

> Eugene: Would you um... pick a superpower what was your what your top choice be invisibility? Well, that's a good one you can sneak around everywhere.
> Moses : Yeah.
> Oliver : I think **I would have the power to** summon portals to anywhere. If **I want McDonald's chicken nuggets. I can go to McDonald's right there**.
> Eugene: And if you want you can bring him and he can get invisible and steal it for you. We got a perfect time going.
> Oliver : It's time to pickpockets!

During this conversation, Eugene wants to know what the little Boys would do if they had the superpower of being invisible because they can go wherever they want. Here, Oliver says he will summon a portal to get anywhere and steal any food he wants. He can even get his friends out of sight so they can steal food together at the perfect time.

4.1.1.2 Women Language Features Used by The Little Girls in 'HiHo Kids' Youtube Channel.

Based on the characteristics of women's language based on Lakoff's theory (1975), of the 10 types of language features presented, the researcher found 7 types of language characteristics spoken by little girls, as illustrated in the diagram below.
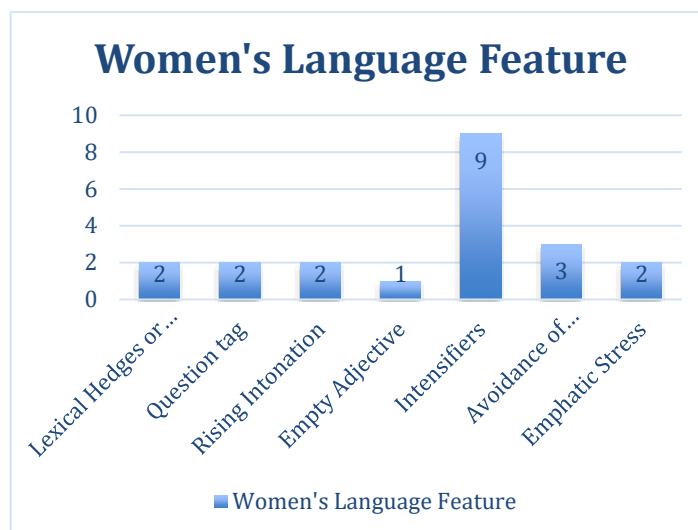
Figure 4.1. Types of Women's Language Features Used by Little Girls in 'HiHo Kids' Youtube Channel

The researcher found 21 total data from female language features spoken by girls. Based on the diagram above, there are 2 lexical hedges, 2 question tags, 2 rising intonations, 1 empty adjective, 9 intensifiers, 3 avoidance of strong swear words and 1 emphatic stress.

4.1.1.2.1   Lexical Hedges or Filler

The use of lexical hedges by women is frequently associated with a tendency to use more polite, condescending, or conflict-avoidant language. Little girls tend to use phrases such as "maybe," "as if," and "rather" in their conversations. This usage can emphasize uncertainty, doubt, or a desire to avoid overly emphatic claims. The data can be seen below:

Data 17

> Woman: How about everybody closes their eyes?
> Alissa : I think it's a dog, I think it's a dog, **can we open it?**
> Dane   : Yes.

The data above found that a woman behind the scenes advised children to close their eyes so they could guess the pet Dane bought when he was introduced. Alissa guessed that Dane had brought the dog. He uses the lexical hedges "I think it's a dog." The word "I think" shows that Alissa felt doubts when she guessed the animal Dane brought. He asked if he could already open his eyes to confirm that his guess was not wrong. These can be categorized as lexical hedges.

Data 18

 Chloë : If you could be like the motor, if you feel like you're like Nimona what would you say like is the closest to?
 Madison : **Umm…** being that punk.

In this situation, when Chloë asks Madison, she imagines herself becoming like Nimona, the most likely thing Madison would say. Madison answered Chloë's question, "Um… being that punk." The using *Um…* indicates doubt in Madison's answer. This line can be categorized as a kind of lexical hedges.

4.1.1.2.2   Tag Question

Tag question is attached to a declarative sentence, generally occurs at the end of a speech, and is pronounced by raising or lowering intonation in each statement. Rising intonation is seen as feminine. The data can be seen below:

Data 19

 Yanna : Does he sit on your finger?
 Raleigh: Yes
 Alissa : **Oh, will she fly away?**
 Raleigh: If she flies on you, just be calm because of my friends
     kinda freaks out. So, Coral, come on, come to me.

Based on the dialogue above between Alissa and Raleigh. Raleigh was showing his friends his pet, which was a bird. Alissa asked if the bird could fly. The phrase "Will she fly away?" is utterance by Alissa in response to her fascination with these animals. Since the bird was in the cage and not let out, the bird could sit on his finger and also wanted to see if the bird could fly too. She used the tag question to express her uncertainty and wanted confirmation from Raleigh.

Data 20

> Yanna: She loves people, so she's trying to escape now.
> **Raleigh: Can I?**

In the dialogue, Yanna brings her dog to the stage. She says her dog is friendly and loves people. Based on this information, Raleigh was interested in petting her dog, so he used the question tag "Can I?" to ask permission from Yanna.

4.1.1.2.3 Rising Intonation on Declarative

As Lakoff found in English, women have a typical sentence intonation pattern. That is adding question intonation in various contexts of statements. Women prefer to ask. Example: *"What is your name, dear?" "Laura Smith?" "When will breakfast be ready?"* Women often use rising intonation in declarative sentences to show their feelings, emotions, or empathy for something. The data can be seen below:

Data 21

> Chloë   : Have you seen Nimona?
> Madison : Yeah
> Chloë   : Do you like it?

> Madison : It was probably now **my favorite movie,** I love the
> characters and it was a very good meaning to it.

In the conversation above, Chloë and Madison discuss the Nimona movie. Chloë asks if Madison has ever seen and liked the film she has been playing. Madison uses this utterance similar to a yes-no question and uses rising intonation in declarative on "my favorit movie." Madison responded, "It was probably now my favorite movie, I love the characters and it was a very good meaning to it." In this dialogue, Madison said the film is her favorite because the film's character impressed her. This line means that Madison liked the film.

Data 22

> Chloë : Did you like the shape-shifting?
> Madison : Oh… **that was so fun.**

In the dialogue, data was found in Madison's statement. She said, *"Oh... that was so fun."* The utterance used by Madison is similar to a yes-no question when Chloë asks if Madison likes shape-shifting, which is a kind of game that makes a change into a different shape or form. Madison seems to find this fun, so she uses rising intonation on the declarative, confirming to Chloë that she likes shape-shifting too.

4.1.1.2.4 Empty Adjectives

Empty adjectives mean showing the speaker's approval or admiration for something. In other words, the word only concerns emotional reactions rather than specific information. The data can be seen below:

Data 23

> Chloë : Yeah, right. Tell me, how punk you are?
> Madison: I'm usually like very feisty and stuff yeah okay mostly with
> my brother but…
> Chloë : I had four brothers so… I get it
> Madison: **I'm sorry for you**

The situation in the dialogue is that Madison is explaining to the guest stars how punk she is, let alone the three with her brother. Chloë then cut off. She felt she understood how it felt to have a brother. The data found words that show the adjective empathy. Madison uses the word "I'm sorry for you" to respond to Chloë's statement. This greeting expresses to Chloë that he feels sorry for Chloë for having four brothers.

4.1.1.2.5   Intensifiers

Intensifiers such as "so, just, very, and quite" indicate women's language characteristics more than men's. It is said to have something eternally feminine. Lakoff (2004) substitutes such intensifiers for absolute superlatives such as "*very, really, utterly*" or exaggerating what is being said is the best way to engage with an opinion strongly. Intensifier is a word used to emphasize adjectives, verbs, or other adverbs. The data can be seen below:

Data 24

> Jules: The cat's so cute.
> Raleigh: It's **so cute.**

Based on the dialogue, Raleigh uses the intensifier feature. That is clear because he uses the word "so," which can denote more intensive features. The word "so" can express how she feels about the cat. Moreover, the word "so" can make a strong statement.

Data 25

Alissa: Oh god, he **just** licked me!

The statement above shows Alissa's feelings after licking by her pet. This data can be seen from how she describes her feel by using intensifiers. Using the word "just" is a form of using intensifiers to enhance the effect of the verb by using adverbs that reinforce the emotional content.

Data 26

Yanna: Simba?
Alissa: He is **super nice**, he is patient, he doesn't have ears and he likes to play.

The above dialogues show Alissa's feelings for her pet. This data can be seen from how he describes his cat. Using the word "super nice" is a form of using intensifiers. The speaker uses expression intensifiers as an effective tool so that the speech looks interactive.

Data 27

Yanna: Your eyes are **so big.**
Jules: His eyes are so big.

The dialogue fragment above still shows the same situation as the previous data. Based on the data, Yanna shows that there are speech intensifiers. This intensifier is seen in Yanna, who uses the adverb "so" by emphasizing the adverb in her statement to make a strong statement.

Data 28

Jules: I can't get that door open.

Raleigh: Yeah, yes.
Yanna: A bird, that's **so cool.**

In this dialogue, Yanna again uses the adverb "so," which strongly means praise for Raleigh's bird. Based on the data, Yanna shows that there are speech intensifiers.

Data 29

Raleigh: She's **very feisty.** So, I'm probably not gonna be able to take her out. But you can tell that she's kinda rainbow, has blue feathers and I can make her poop on command.

The choice of words also determines the use of intensifiers by emphasizing certain words or phrases in the statement. Based on the data, Raleigh uses intensifiers in his statements and emphasizes the word "very feisty." To describe the nature of his pet when it is his turn to explain.

Data 30

Chloë   : Did you likeit?
Madison : It was probably now my favorite movie I love the characters and it was a **very good meaning** to it

In the dialogue, something can be considered as an intensifier as in data. "very good meaning" is used by Madison to express the advantages of her favorite character in the film to her interlocutor. The use of the word can make the statement stronger.

Data 31

Madison: I'm usually like **very feisty** and stuff yeah okay mostly with my brother but…

In the data above, Madison explained how he was holding himself, and he made his statement even more substantial by adding an intensifier. The use of "very feisty" has been used by Raleigh in data 29. This data simultaneously suggests that women use intensifiers to express their feelings. Here, Madison also uses the word.

Data 32

> Chloë : Did you like the shape-shifting?
> Madison : Oh… that was **so fun**.

The intensifiers in the dialogue are in Madison's utterance, which says "so fun." "so fun" is used to express his feelings when asked about his opinion about shape-shifting. He is willing to do the game.

4.1.1.2.6   Avoidance of Swear Words

Swearing or cursing is a pure habit of men, so swear words are identical to the standard male language. While men use strong harsh words, women use more polite, gentle, and less hurtful versions, such as: *"Oh dear," "my dear," "My goodness," "Goodness,"* and *"Good heavens,"* for example: *"Oh dear! You broke my dress again."* The data can be seen below:

Data 33

> Alissa: He is super nice, he is patient, he doesn't have ears and he likes to play.
> Jules   : That's nice.
> Alissa: **Oh god, he just licked me!**

According to the data above, the use of swear words is not only to show anger or annoyance but also to express feelings. In this case, Alissa uses swear words to express her tickled feeling when her cat suddenly licks Alissa.

Data 34

> Jules: Okay, first you have to find the worm which takes--
> Yanna: Let me see, let me see.
> Yanna: **Oh my god,** oh, oh, it's a live worm It's a real alive worm.

The dialogue fragment shows the presence of swear words. When surprised to see a live worm that Jules brought as food for her pet Gecko, Yanna did not expect it to be alive, which shocked her. Yanna expressed this using "Oh my god," as swear words to express her surprise.

Data 35

> Alissa   : **Oh god, I'm scared**, I'm scared, I'm scared! Make him sit.
> Dane   : Logan! Logan!
> Alissa   : I'm scared, I'm scared.

In the dialogue situation, Dane brought a dog that was big enough for him to bring into the studio. The dog is active enough to scare Alissa. In this data, Alissa uses swear words to express her fear. She uses "Oh god" to indicate that she is terrified. Besides that, she also often repeats the phrase "I'm scared."

4.1.1.2.7   Emphatic Stress

Women tend to use words that emphasize speech to strengthen the meaning of an utterance. For example, it was a brilliant performance. The word *"brilliant"* is

an example of emphatic stress. It is used to emphasize the meaning of appearance.

The data can be seen below:

Data 36

> Alissa: I think it's a dog, I think it's a dog, can we open?
> Dane: Yes.
> Yanna: **It's huge!**

Yanna used emphatic stress to emphasize her words. As seen in data 36, he

emphasizes the adjective "huge." He used it to express how amazed he was by the

size of Dane's pet dog.

Data 37

> Raleigh: If she flies on you, just be calm because of my friends kinda
>   freaks out, so. Coral, come on, come to me.
> Alissa: **She's biting you!**
> Raleigh: Ow

In data 37, Alissa shows a warning to Raleigh for the bird biting her. The

words warn Raleigh, "She's biting you!" Alissa also displayed a warning by

emphasizing her statement. Alissa used emphatic stress to emphasize speech's

pressure and the power of meaning.

4.1.2   Factors Support Differences Between Men's and Women's Language Features Used by Children on 'HiHo Kids' Youtube Channel.

Besides gender, there are other factors that affect children in producing their

utterances, such as social class, ethnicity, and age. The most prominent factor in

children's speech is age. This factor can most affect the usage of language features

between little boys and little girls because of the age difference.

Before analyzing the factors that influence the use of language in little boys and little girls, the following is a description of those children appearing in 'HiHo Kids' video youtube channel. The first child is named Alissa, a white girl who researcher assume is 6-8. The second child is named Jules, a boy with brown skin and curly hair. Here, the researcher assumes he is 11-12 years old. The third daughter is named Raleigh, and the researcher assumes she is 8-10 years old. Fourth, the oldest daughter Yanna has brown skin and curly hair, which the researcher assume is the same age as Jules. Finally, the youngest, a boy named Dane, the researcher assumes he is 5-7 years old. Then the second video is the Kids Meet segment episode. Kids Meet Stars of Nimona (Chloë Grace Moretz & Eugene Lee Yang). In the video, the children directly meet the voice actors from the film Nimona. In the video, Madison is shown, a black child of African-American descent who talks directly with Chloë Grace Moretz, about nine years old—that is what the video says. On the other hand, a scene also shows two little Boys talking to Eugene Lee Yang. The first child is named Moses, and he has red hair and is assumed to be 8-10 years old. Meanwhile, the other son is Oliver, a black African-American who is probably 9-11 years old. Thus, it could be concluded that those children had differences in gender, social class, ethnicity, and race factors. The researcher assumes the ages based on observations regarding the physical characteristics of children of a certain age.

In this study, researchers could only analyze two supporting factors for the use of language features by boys and girls in little boys and little girls, namely age and race. Other factors that support men's and women's language features indicating the existence of ethnicity and social class are not shown in the video.

4.1.2.1 Age

Different age groups often use different language variations (Eckert & McConnell-Ginet, 2003). For example, younger may have a more sophisticated style of speech or vocabulary and use current popular terms. At the same time, adults or the elder tend to use more conservative or more classic variations of language.

In these videos, kids frequently speak with a more straightforward and express constrained vocabulary than adults. They may only be familiar with synonyms or no more technical terms, but they tend to use the words they are most comfortable with and understand. The age factor in children's use of Men's and women's language features in 'HiHo Kids' videos also influences their speech. Older children find expressing their intentions and goals easier than younger children.

Children might refrain from using lengthy or complex clauses and they frequently repeat words or phrases they hear. Children also use gestures, facial expressions, and spoken words to communicate more than adults. Their linguistic abilities are still growing, enabling them to communicate meaning and emotion more effectively. We can see it in the table and data below.

Little Boys in 'HiHo Kids' Videos Youtube Channel	TC	Q	MP
Dane (5-7 years old)	1	3	0
Moses (8-10 years old)	0	2	0
Oliver (9-11 years old)	2	1	1
Jules (11-12)	1	5	0

Table 4.1 Men's language features frequently used by little boys

Table 4.1 shows that older little boys frequently used men's language features compared to younger little boys based on the data found. However, this can also depend on their context and situation. In children's age range, they tend not to think much about how gender should affect their use of language.

Little Girls in 'HiHo Kids' in Videos Youtube Channel	LHF	TQ	RI	EA	IF	ASS	ES
Alissa (6-8 years old)	0	0	0	0	2	1	1
Raleigh (9-10 years old)	0	1	0	0	2	0	0
Madison (9 years old)	1	1	0	0	2	1	1
Yanna (11-10 years old)	1	0	2	1	3	0	0

Table 4.2 Women's language features frequently used by little girls

Table 4.2 Older little girls were found to use female language with slightly more frequency than younger little girls based on the data found. However, this can also depend on their context and situation. In the age range of children, they tend to be in a limited social circle, so their use of female and male language features is not much influenced by society.

4.1.2.2 Race

Labov (1966) found that these ethnic groups often use distinctive language variations or have linguistic patterns that differ from other ethnic groups. In addition, the use of language can reflect racial identity and group membership. This case highlights the use of vocabulary, pronunciation, grammar, and language style typical in certain race groups. We can see from the data below:

Data 1

> Yanna : Hey, is it a gecko?
> Jules : **It's a leopard-tail gecko, and he eats worms. These are worms.**
> Yanna : Ooohh…
> Jules : If you'll hold this?
> Raleigh: Sure.

Yanna : Are you going to pick up the worms?
Jules : Yes, if he jumps out at you, don't scream.

Data 1 contains Jules' dialogue using topic choice, one of the male language

features.

Data 4

Eugene: What do you think?
Oliver : **A hero of course**
Eugene: Why would you say that?
Oliver : Because you seem really nice

Data 4 contains Oliver's dialogue using topic choice, one of the male

language features.

In this study, on the use of male language, there was no racial factor that

influenced the use of male language. As we e can see, both in data 1 and data 4

use the topic choice, one of the male language features, in which Jules and Oliver

are from different races, use the same features without dominating or having

certain characteristics based on their race.

Data 29

Raleigh: She's **very feisty.** So, I'm probably not gonna be able to take her
out. But you can tell that she's kinda rainbow, has blue feathers and
I can make her poop on command.

Data 29 contains Raleigh's dialogue using intensifiers, one of the female

language features.

Data 30

Chloë : Did you likeit?
Madison: It was probably now my favourite movie I love the characters
and it was a **very good meaning** to it.

Data 30 contains Madison's dialogue using intensifiers, one of the female language features.

Based on data 29 and data 30, both Raleigh and Madison use of female language, no racial factors influenced the use of female language. Both little girls use intensifiers, one of the female language features. There is no dominance or significant difference in female language use in these children. Thus, in this study, in the use of women's language, no racial factors were found that influenced the use of women's language. As we can see, data 29 and data 30, they used female language features of intensifier. However, Raleigh and Madison come from different races, and use the same features without bringing certain characteristics or domination based on their race. These same features are also the case with other features of children's language use.

4.2   Discussion

Language plays a role in constructing and expressing one's gender identity. Language is used to convey and reinforce gender roles considered appropriate in society. Language can also experience changes along with cultural shifts and social changes. Changing social contexts, such as changing gender roles, can reflect this in the language used. For example, there are efforts to use more inclusive and gender-neutral language to avoid harmful gender stereotypes. Meanwhile, men and women have shown that both men and women have different communication styles. Coates (2004) says men's language was marked by choosing the topic, monologues, playing the Expert, asking questions, and verbal sparring. On the other hand, Lakoff (1975) said that women's speech was characterized by things like lexical hedges, tag questions, rising intonation on

declarative, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super-polite forms, avoiding strong swear words, and emphatic stress. Coates (2004) highlights the differences in speaking styles between little Boys and little Little girls. According to him, women tend to use a more cooperative and relationship-oriented style, while men tend to use a more competitive and domination-oriented style.

In this study, the researcher focused on language features and factors influencing male and female language use in children selected in 'HiHo Kids' Youtube Channel videos. First, the researcher uses utterances that contain male language features from Jules, Dane, Moses, and Oliver. Then the researcher uses female characters, namely the speeches of Alissa, Yanna, Raleigh, and Madison, which contain features of female language.

Moreover, researchers have answered the first question regarding the features of male and female language children use on 'HiHo Kids' Youtube Channel. The researcher found that the male characters use 4 topic choices, 11 questions, and 1 monologue playing expert. Question is the most used feature in research. Coates (2004) says men ask questions directly to get information, while women sometimes use question tags to ask questions. Children learn to compose questions to acquire new vocabulary (Vygotsky, 2012). When kids ask questions, it helps them learn to speak and use language. They learn how to ask questions and increase the brand's vocabulary by asking questions. Then the next language feature found is the topic selection. Coates (2004) states that individual interests and experiences can influence topic selection. Men and women can have different interests in specific topics based on personal preferences, hobbies, or areas of

interest they follow. Besides that, there was also the use of female language in boys, such as lexical hedges 2 times, tag question 2 times, intensifiers 4 times, and avoided strong swear 2 times

The findings of this study contradict the findings of Dharma (2021). In his research, based on male language features, researchers found that male characters use five male language characteristics. There are 39 utterances of the male characters in the film, which are included in the Playing the Expert monologue. Coates (2004) says that by playing monologues as experts, the male characters want to take turns holding the floor and talking about subjects they are good at. Coates (2004) states that men tend to speak one monologue in a conversation to become speakers who master the basics of communication.

Furthermore, in this study, the features of the use of women's language put forward by Lakoff (1975), the researcher found that intensifiers were used nine times the most. Meanwhile, the linguistic characteristics of women use avoiding Strong swear words three times. Lakoff (2004) says that women's use of intensifiers may be a way for them to show assertiveness, certainty, or assertiveness when they talk.

Meanwhile, Lakoff (2004) states that women use more neutral words and phrases that do not sound as harsh or aggressive. They often use euphemisms or softer words when they want to say something bad or frustrating. Furthermore, lexical hedges or filler, question tags, rising intonation, and emphatic stress were found 2 times each. Lakoff (2004) observed that women are more likely than men to use lexical hedges or fillers. This use of lexical hedges can help women avoid being too assertive or harsh in conversation, and they can also be used to express

modesty or uncertainty. Lakoff (2004), women use tag questions to seek approval or build social relations in conversation. Lakoff (2004) says, rising intonation may indicate a woman's desire to build relationships and avoid giving the impression that she is dominant or demanding in communication. Women may use emphasis to convey certainty, firmness, or the significance of the message they wish to convey. In this discovery, the researcher found that there was an empty adjective once. Lakoff (2004) observed that women tend to use less descriptive or informative adjectives in their everyday speech. In this case, the empty adjective can be used to maintain politeness, gentleness, or a desire to avoid being overly firm in judgments or opinions. In this study, there was no use of male language features in girls' speech.

Based on the findings related to this study with several previous research studies. This research strengthens the results of research found by Anggara & Prayudha (2020), studying the features of female language from female judges and features of male language from male judges in America's Got Talent 2018. They found six features of female language used by judges women, and the ones used most frequently are lexical hedges, intensifiers, and empathic stress.

The data and analysis in this research also discuss factors that support men's and women's language features used. Nevertheless, other things affect how people use language features that cannot separate with age, race, and ethnicity. It just shows the differences in ages of the men and women are linked in the video. As said in the data, younger children's language showed fewer signs of being influenced by gender. Kids often use a simpler and more limited vocabulary in these videos. They may only know synonyms or more technical terms, so they use

the words they know best and are most comfortable with. They might not use long or complicated sentences and repeat words or phrases they often hear. They also talk, make facial expressions, and use gestures to talk. Their language skills are still getting better, which makes it easier for them to explain what they mean and how they feel.

Based on the similarities in gestures and language styles in little boys and little girls, the researcher found that these children had several similar aspects, such as self-confidence, choice of words, and responses to something new. These little girls and boys tend to be more verbally and nonverbally expressive. They extensively use body language, facial expressions, and eye contact when communicating.

Moreover, the children in the video use language in straightforward ways to accomplish common communication goals, such as asking for something, sharing information, and expressing their desires. This is because minors typically have a smaller vocabulary than adults, and their social scope is restricted. Therefore, they utilize simplified and less diverse vocabulary. The social circle of children is still limited, and there is still minimal social influence, so the features of the language used are different from adults. This can affect the use of language features in women and men in children's speech.

In addition, Tannen (1990) found that language use might change depending on how we interact with others. For instance, men and women may prioritize different communication goals and speak distinct languages during interactions. Through social interaction and dialogue with adults or peers, children can develop their thinking and language skills (Vygotsky, 2012). When children are present in

mixed-sex groups with other children, these characteristics are evident, and they frequently employ shorter, more simple phrases with uncomplicated sentence structures. In contrast, when speaking to adults, they mimic the speech patterns of those around them. This style may manifest when a person is learning a language and honing their speaking abilities

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions obtained from the research results and suggestions that are expected to be able to provide some input for students majoring in English Language and Literature. Students will examine language features, especially studying language features on males and females.

5.1 Conclusions

This study examines male language features used by little boys based on a theory proposed by Coates (2004), and female language features in little girls' utterances based on a theory proposed by Lakoff (1975) appearing in videos uploaded on 'HiHo Kids' Youtube Channel. The data comes from sentences or phrases spoken by four little girls and four little boys who are the data source in this study. In little Boys, the researcher found three out of the five language features proposed by Coates. These features are 2 topic choices, 11 questions, and 1 monologue playing expert. Other features, such as turn-taking and verbal sparring, are not found in the little boys. Meanwhile, in women's language features used by little girls, the researcher found 2 lexical hedges, 2 question tags, 1 rising intonation, 1 empty adjective, 3 avoidance of strong swear, 2 empathic stress, and 9 intensifiers which are the most used in the video. The video does not find other features in the female language, such as precise color terms, hypocorrect grammar, and super polite form.

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Furthermore, other factors such as social class, ethnicity, and even age can affect children's language features, such as the main gender characters, traditions, family values, and communication norms are social and cultural factors that influence children's language development. However, age is the most factor that influences children's use of men's and women's language features in 'HiHo Kids' YouTube channel videos. The age of a person has a significant impact on how their language develops. As they get older, children's language abilities undergo substantial changes. Besides, the use of language features between men and women can also be influenced by the situation and conditions of these children so that different utterances emerge.

5.2 Suggestions

This study aims to reveal the characteristics of the language of women and men used by little boys and girls. The study of language features in children can also be repeated in future research by directly comparing the language features used by adults and children, such as studying difference theory, data sources, or using other methodologies related to previous research. Thus, researchers can see clear comparisons of the use men and women of language features between children and adults.

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