Abstract

This thesis discusses female language features among middle school students in Jakarta International School. According to Penelope Eckert and Sally McConnell – Ginét (2003: 158), there are eight female language features. Based on the theory, the writer tries to identify whether the features are also used among middle school students. Next, the writer analyses which feature is commonly used among the students. Having analysed the features, the writer relates the mostly used feature to the function in Janet Holmes’ (2001: 258) book.

The writer did some observations in Jakarta International School, especially to the female middle school students. A total of 58 students from class six until eight were observed. There were three main hang out places, the corridor near the middle school office, corridor near the cafeteria and the seats near aula. She noted down the words included in the features as data to analyse later.

From the eight female language features, there were only five features that could be identified during the conversation. Those features were boosters, hedges, tag questions, conventional politeness and rising intonation. The result showed that the highest number of occurrence was Boosters. Boosters had two functions, which were expressive and referential.

In this research paper, the writer wants to share her experience in observation and provides the result of the observation. In the future, the writer would be really glad to know that readers can learn to have better methods in observation to earn better result.

Keywords: Female language features, functions of speech.
Acknowledgement

First and foremost, the writer would like to express her deepest gratitude to Lord Jesus Christ for gracing her strength to finish this research paper. Good experience happened along the making of this paper, as well as the bad ones. Therefore, the writer would like to send her biggest thanks to Him for allowing her to have those experiences to enrich her life.

Next, the writer would like to thank her Mum and Dad for allowing her in deciding to study her most favourite subject, English, in Faculty of Letters at Bina Nusantara University. Mum and Dad have also supported and encouraged her almost every time she felt down. She would also like to thank the following people for their supports.

1. Mrs Theresia Widia Suryaningsih, MM (deceased) as the rector of Bina Nusantara University. The writer would like to thank her for the opportunity to be a student of Bina Nusantara University.

2. Mrs Dra. Iennieke Indra Dewi, M.Hum as the Dean of the Faculty of Letters, Mrs Dra. Wiwick Andreani as the Head of English Department and Mr Rudy Purwanto, M.Ed as Coordinator of Language Studies of the English Department. The writer would like to thank them for giving information of certain school as place to do her observation, as well as in writing her thesis.

3. Ms Tjoo Hong Sing as her great mentor. She has supported the writer to finish this paper in time. The writer would like to thank her for the time she spent for discussing and directing her thesis.
4. Special thanks to Fransiskus Laurentius for supporting and encouraging her so much in both happy and hard times in making this thesis. He has given the writer his time despite his busy time in preparing his own thesis. The writer also thanks him for every single advice and ideas he gave, not forgetting the times she borrowed his computer and printer. The writer also thanks him for his supportive help in her oral examination.

5. Biggest thanks to the Jakarta International School for supporting her thesis by allowing her to do some observation there. The two-month observation has been the most invaluable experience.

6. Mr Geoffrey Smith as Middle School Principal in Jakarta International School. The writer would like to thank him for allowing her to do her observation and also for giving every helping thing especially for the one-day tour around the Jakarta International School.

7. Ms Sjenny Hartono as the teacher of Indonesian Modern Language in Jakarta International School. She has encouraged the writer at the preliminary of this research paper. The writer would like to thank her for the allowance in observation at her Indonesian Language classes.

8. Mrs Rini Kunarjo as the Secretary to Middle School Principal in Jakarta International School. The writer would like to thank her helping hand during the observation process.

9. Mr Matthew James Brian who helped the writer at the first step of this thesis. She also wants to thank him for the several consultation times.

10. Ms Justina Mutia Kinardi, S.S. The writer feels thankful for sharing her experience in writing her thesis.
11. Mira Meliza and Yuliyanti. Thank you for six survival months. We had shared our experiences, difficulties and friendship. Good luck and gambatte ne!

12. Elisabeth Suciadi as the best friend ever. Elisabeth has shared her own difficulties and make the writer become more aware the writer about her thesis. Not only for the past six months, but also for the whole three and a half year of friendship.

13. Last but not least, the writer wants to thank to her cutest puppy, Blackie. He cheered the writer every time she feels stuck about her thesis with his innocent smile and tail.

There are still many people who have helped the writer from the preliminary part to the end of this paper. This is one precious experience she had with every person related to this thesis.
# Table of Content

Approval Page ........................................................................................................ iii  
Abstract .................................................................................................................. v  
Acknowledgement ................................................................................................. vi  
Table of Content .................................................................................................... ix  
List of Tables .......................................................................................................... xi  

Chapter 1 INTRODUCTION .................................................................................... 1  
1.1. Background of Study .................................................................................... 1  
1.2. Statement of Problem .................................................................................. 3  
1.3. Scope and Limitation .................................................................................... 4  
1.4. Goal and Function ....................................................................................... 4  
1.5. Research Methodology ................................................................................. 4  
1.5.1. Library Research ..................................................................................... 4  
1.5.2. Field Research ......................................................................................... 5  
1.5.2.1. Hang out places .................................................................................... 5  
1.5.2.2. Modern Language Classes ................................................................. 6  

Chapter 2 THE STUDY OF FEMALE LANGUAGE FEATURES AND FUNCTION .................................................................................. 7  
2.1. Sociolinguistics ............................................................................................ 7  
2.2. Gender ......................................................................................................... 8  
2.2.1. Female Language .................................................................................... 9  
2.2.2. Age ....................................................................................................... 14  
2.2.3. Interlocutor ............................................................................................ 15
2.2.3. Interlocutor ................................................................. 15
2.3. Setting .............................................................................. 16
2.4. Topic ............................................................................... 16
2.5. Function ........................................................................... 16

Chapter 3 AN ANALYSIS OF FEMALE LANGUAGE FEATURES
AMONG MIDDLE SCHOOL STUDENTS
IN JAKARTA INTERNATIONAL SCHOOL ........................................ 18
3.1. Background of Jakarta International School .................. 18
3.2. Observation Process ....................................................... 20
3.3. Analysis of Female Language features ......................... 22
   3.3.1. Booster ...................................................................... 25
   3.3.2. Hedge ........................................................................ 27
   3.3.3. Tag Question ............................................................. 29
   3.3.4. Conventional Politeness ............................................... 30
   3.3.5. Rising Intonation ......................................................... 32
3.4. Function of Booster .......................................................... 37

Chapter 4 CONCLUSION AND SUGGESTION .................................. 40
4.1. Conclusion ................................................................. 40
4.2. Suggestion ............................................................... 43

Chapter 5 SUMMARY (IN INDONESIAN) .......................................... 44

References
Appendices
Curriculum Vitae
List of Tables

Figure 3.1. Table of Five Female Language Features ........................................ 23
Figure 3.2. Five Female Language Features ....................................................... 24
Figure 3.3. Table of Frequency ........................................................................... 25
Figure 3.4. Booster ............................................................................................... 26
Figure 3.5. Hedge ................................................................................................. 27
Figure 3.6. Tag Question ..................................................................................... 29
Figure 3.7. Conventional Politeness ................................................................. 31
Figure 3.8. Rising Intonation ............................................................................. 32
Figure 3.9. Comparison between Item and Feature ........................................... 33
Figure 3.10. Comparison among Items ............................................................ 35
Figure 3.11. Table of Booster ............................................................................ 38