

CHAPTER I

INTRODUCTION

1.1. Background of The Study

It is generally believed and like wise true that women are considered as subordination of men. Women's place is at home. On the contrary, the men have to go outside of the house to get a job. This general assumption is also believed by Western society, which admits men and women's rights. They treat women and men differently, eventhough they do not do it as extremely as our society does in general. Versosa (1995:74) says:

The traditional roles of men and women confined the women to the home. They were in charge of keeping house and rearing the children. On contrary, the men took charge of bringing in the income to support the family. This task took them outside of the home and into the community.

In the past, only men were allowed and encouraged to go to school. Since the women's place was at home, it was natural to think that home would then be the school for women. Even later on, when schools were opened for women, the main thrust of their education

was not preparation for the job market, but preparation for housekeeping. Nowadays, there are many women with important positions in their job, like being a manager, a director or even a vice-president in various companies. In fact, we can find that more women are employed and bring a second income into the family, but still this has not altered very much the traditional position of women as housekeepers (Dionisio, 1993:43).

This unbalanced treatment between men and women can also be seen clearly in language, which is an integral part of culture and society. As a result, language is much influenced by certain social and cultural factors of society. Soenjono Dardjowidjoyo (1993:12) says that there are languages in this world, which differentiate the language used by men and women. Even in a modern language like English, women still get unequal treatment

Nowadays, the condition is almost the opposite. The feminist struggle hard for liberty and equality. They give much effort in seeking for the answer to a question that often comes out of their mind: "Why have

women occupied a subordinate position in society ?”

Dewi Motik Pramono, one of Indonesian women who has high position in the community, and handles her own business, gives her opinion about women in Indonesia. She says that women are created to be a friend of men, so as a wife, for instance, she has to devoted all her life only to her family. They might have a good and high education or position on the community, but still they have to put respect on their husband. They have to be polite, especially as a model of their children, they have to behave correctly and carefully (Kartini, 1993:25). Mooryatie Sudibyo, similarly, gives the same opinion. She says that women are demanded to be polite, gentle and behave correctly since they were born in this world. In Indonesia, we can say “kodrat”, something that had to be borne by women long time ago, and that is still the same until now. In Javanese language, a woman tends to use “~~krama~~ ^{from level of javanese}” when she speaks to a man, and that is the tradition that always happens (Kartini, 1993:25).

Robin Lakoff (1973), one of the American sociolinguists, did a research into the features of

"women's language" put the findings in her book entitled 'Language and Women's place'. In her observation, Lakoff showed some sentences which had to be chosen by respondents, which were usually used by them in daily life. From the result given, Lakoff found that they tended to use features Lakoff called features of women's language. Then, Lakoff identified a number of linguistic features, which she claimed were used more often by women than by men, and which in her opinion expressed uncertainty and lack of confidence. She also described women language as being immature, non-assertive and hyperpolite. Lakoff argued that women were using language which reinforced their subordinate status; they were colluding in their own subordination by the way they spoke and by the way they were spoken to. She suggested that women's subordinate social status in American society is reflected in the language women use, as well as in the language used about them.

According to the writer, the observation done by Lakoff is not natural and very limited. The respondents knew that they were being observed and

could not produce another sentence by themselves. They might have chosen the better sentences provided by Lakoff. Based on the reason above, the writer did a research in order to prove whether Lakoff's theory is true or not. In particular, the writer is to see whether what Lakoff described can be applied to Indonesian women.

1.2. Statement of The Problem

The writer is interested in knowing more about the nature of Indonesian women's language. She is also curious to know whether or not Lakoff's finding is also true in the case of Indonesian women who have differences in culture and society. Related to the problem above the writer formulated the following questions:

1. Are Lakoff's findings similar with the speech features of Indonesian women's language? :
2. Do; Indonesian women have other speech features different from Lakoff's?

1.3. Objective of The Study

Based on the statement of the problems above, by doing this research, the writer wants to know whether the Indonesian women use special language features in their speech and to find out whether the features are just like what Lakoff described.

1.4. Significance of The Study

The accomplishment of this study is aimed to give contribution to the study of linguistics in general and sociolinguistics in particular especially on the study of speech features of women's language. In addition, the result could give valuable contribution to women's language studies in Indonesia.

1.5. Scope and Limitation

The writer made a limitation in order to avoid the numerous data which have nothing to do with the research. Limitation is important to clarify the core of the research and the matter of the study. She observed only the spoken language of Indonesian women

who are divided into two groups according to the situational background of their conversation. There are formal situation and informal situation. The writer took 30 people only for the respondents who have some characteristics, such as: age 25-40 years old, having a career, having high education (college graduate), having lived in Surabaya or the other big cities in Indonesia for more than 5 years. All of the respondents are women.

In doing the research, the writer use all Lakoff's theory mentioned in Theoretical Background, except rising intonation on declaratives, precise colour terms, and empty adjective. The writer doesn't use rising intonation because it is too difficult for the writer to transcribe the intonation of the respondents. Empty adjective is not use either in this observation because Lakoff doesn't give further explanation about what she means by empty adjective. In daily conversation, speakers rarely use precise colour terms. That is why, the terms are not used by the writer in doing her research. This limitation helps the writer focus on investigating the problem.

1.6. Theoretical Background

There is a theory developed by Lakoff which becomes the fundamental basis for the writer in doing her research. Lakoff () suggested that woman's speech was characterized by the following linguistics features.

1. Lexical hedges or fillers, e.g. you know, sort of, well, you see. (In Indonesian: 'kamu tahu', 'saya rasa', 'agak').
2. Tag questions, e.g. She is very nice, isn't she? (In Indonesian: 'Dia cantik bukan?').
3. Rising intonation on declaratives, e.g. It is really good.
4. 'Empty' adjectives, e.g. divine, charming, cute
5. Precise colour terms, e.g. magenta, aquamarine.
6. Intensifiers such as just and so, e.g. I like him so much (In Indonesian: 'sangat', 'sungguh', 'saya rasa', 'saya kira').
7. 'Hypercorrect' grammar; consistent use of standard verb forms. In Indonesian, the standard form also means 'bentuk baku' or 'the basic form' or 'tolok ukur' (Kridalaksana, 1984:6) e.g. The words 'ngasih',

'bilang' and 'ngerti' in the standard form should be 'memberi', 'mengatakan' and 'memberi'.

9. 'Superpolite' form, e.g. indirect request, euphemisms, such as "May I borrow your pen?", "Would you mind if I used the phone?", "May I wash my hand?". In Indonesian: "Bolehkah saya meminjam buku anda?", "Bagaimanakah jika saya menggunakan telepon tersebut?".

9. Avoidance of strong swear words, e.g. fudge, my goodness, damn it. In Indonesian: 'gila', 'brengek', 'sialan'.

10. Emphatic stress, e.g. It was BRILLIANT performance. In Indonesian: 'harus', 'sangat', 'sekali'.

1.7. Method of The Study

In doing the research, the writer used a qualitative descriptive method. In this study she describes the speech features of Indonesian women language.

1.7.1. Definition of Key Terms

1. *Lexical hedges or fillers.* Lexical hedges is a kind of minimal part of speech or particle such as well, you see, short of, you know, I think. Filler or usually said as pause filler is the same category of meaningless particle such as uh, uhm, eh, and ah. (Lakoff, in Holmes, 1992:315)
2. *Tag question* is a phrases such as isn't it? won't you? are there? added to statements.
3. *Intensifier* is a kind of word which can be used to strengthen an assertion. For example, 'it is a good film' can be strengthen by adding the intensifier 'really' become 'it is a really good film'.
4. *Hypercorrect grammar* is the use of standard verb forms consistently.
5. *Superpolite form* is a kind of word which can showing a good manner and consideration for other people. For example the used of indirect request, euphemisms.
6. *Strong swear word* is the opposite of superpolite forms. It is a kind of words which cannot showing a good manners and consideration for other people.

For example, the use of word such as fudge and damn it.

7. *Emphatic stress* is a kind of word which can be used to strengthen a statement, but focused or stressed on one word. For examples, 'It is brilliant performance', 'Now you have to do it'. The words 'brilliant' and 'have to' are stressing the statements.
8. *Interruption*: incursions initiated more than two syllables away from the initial or terminal boundary of a unit types, include possibly complete words, phrases, clauses or sentences depending on their context. (West & Zimmerman, in Thorne, Kramarae & Henley, 1983:104) ,
9. *Assertive speech* is a kind of speech which shows a tendency to express certainty and confidence.
10. *Repetition* is the used of word more than one to give more stress in a statement. For example, 'This food is very very delicious'.
11. *Code mixing*; Where piece of one language are used while a speaker is basically using another language
The language 'pieces' taken from another language

are often words, but they can also be phrases or larger units (Gumperz 1977; Parasher 1980; Hill and Hill 1980).

1.7.2. Location and Respondents

The location of the research is Surabaya for the reason that this location is inhabited by various kinds of people with different degrees of education and different social backgrounds.

As we know, in big cities in which emancipation of women has already spreading, women almost have the same rights as men do. There are many women with important positions, in their job, like being a manager, a director, a doctor or even a vice-president in various companies; it means that they have subordinates that may include men. Since Surabaya is one of Indonesia's big cities in which this phenomenon exists, it is chosen as the location of this study.

The respondents of this study are 30 women with the following characteristics :

1. Adults (age about 25-40 years old)

The reason is because their speech is usually more organised than teenager's

2. Having worked in the office (career women) for more than three years.

The reason is generally, career women have more modern thinking than housewives. And then, their experience and environment in their occupation will influence their use of language.

3. College graduates

The reason is the respondents may have broad perspective and knowledge.

4. Having lived in Surabaya or the other big cities in Indonesia for more than five years.

The reason is because they are commonly more influenced by social life in global or modern era which can influence their use of language.

1.7.3. Techniques of Data Collection

In collecting the data, the writer used a small hidden tape recorder. By hiding the tape, it was expected that the respondents would talk naturally as they were not aware of being recorded. In collecting

the data, the writer divided the conversations into two groups based on situational background. The first is the conversation in formal situation. The second is the conversation in informal situation. To collect the data, the writer was assisted by some friends of her. If the writer knew the respondents well or had close relationship with them, she tried to get involved in the conversation. The writer had collected the data for two months and a half. For each respondent, the writer didn't give time limitation, since each respondent spoke differently.

1.7.4. Techniques of Data Analysis

After being collected, the data were selected. Any unclearly heard recording were abandoned. The selected data were then transcribed orthographically. The transcriptions were examined to find out linguistic features used in the respondents speech. This was processed in the descriptive way. After the writer put the data into different groups, the groups of formal situation and informal situation, the writer began to analyse them. Then by using table, the writer

put the respondents and the features of their speech which appeared into tables provided. The writer gave check ticks (V) on features given by the respondents. And after that, the writer matched the data on the tables by using Lakoff's finding. In matching the data by using tables, the writer used number codes, such as 1,2,3,4 etc, to represent the respondents. The writer also used some specific letter codes for the features given on the table, as follows:

- RPS for the respondents
- FTR for the features
- F-H for fillers or lexical hedges
- T for tag question
- I for intensifiers
- H for hypercorrect grammar
- A for avoidance of strong swears words
- E-S for emphatic stress
- S for superpolite forms
- O for other features which are produced

analysis. The last of the first chapter is organization of the paper. Chapter two is theoretical framework, dealing with relevant theories and related studies. The presentation and analysis of all data in details are put in the chapter three. The last chapter, chapter four deals, with the conclusions of the study and suggestions for the related study. The next pages are bibliography and appendix.

CHAPTER II
THEORETICAL FRAMEWORK