

**WOMEN'S LANGUAGE FEATURES ANALYSIS IN
WRITING A DESCRIPTIVE TEXT**

THESIS

By:
Junita Ayu Nadia
NIM 18320142



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2022**

**WOMEN'S LANGUAGE FEATURES ANALYSIS IN WRITING
A DESCRIPTIVE TEXT**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra (S.S)*

By:
Junita Ayu Nadia
NIM 18320142

Advisor:
Nur Latifah, M.A.
NIP 1977625218212178



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2022**


STATEMENT OF AUTHORSHIP

I stated that the thesis entitled **“Women’s Language Features Analysis in Writing a Descriptive Text”** is my original work. I do not include any material previously written or published by another person, except those cited as references and written. In the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 16 September 2022

The Researcher




Junita Ayu Nadia
NIM 18320142

APPROVAL SHEET

This is to certify that *Junita Ayu Nadia's* thesis entitled "**Women's Language Features Analysis in Writing Descriptive Text**" has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the Degree of *Sarjana Sastra (S.S)*.

Malang, 16 September 2022

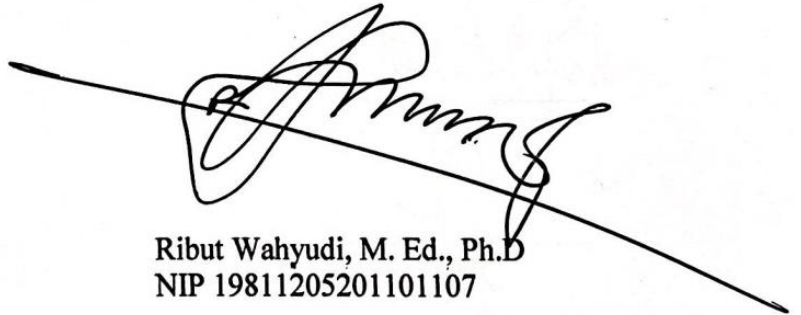
Approved by

Advisor,

Head of Department English Literature,



Nur Latifah, M.A.
NIP 1977625218212178



Ribut Wahyudi, M. Ed., Ph.D
NIP 19811205201101107

Approved by

Dean of Faculty of Humanities



LEGITIMATION SHEET

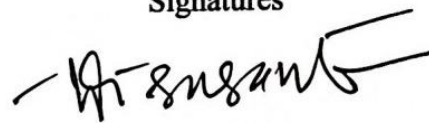
This is to certify that Junita Ayu Nadia's thesis entitled "Women's Language Features Analysis in Writing a Descriptive Text" has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S) in Department of English Literature.

Malang, 06 Oktober 2022

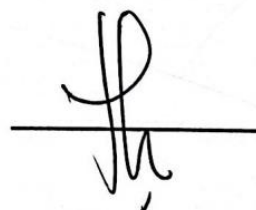
Board of Examiners

1. H. Djoko Susanto, M.Ed., Ph.D.
NIP 196705292000031001
2. Nur Latifah, M.A.
NIP 1977625218212178
3. Habiba Al Umami, M.Hum
NIP 1990081220019032018

Signatures







Approved by
Dean of Faculty of Humanities




NIP 19741101200312100

MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

Cukuplah Allah (menjadi penolong) bagi kami dan Dia sebaik-baik pelindung.

Sufficient for us is Allah, and (He is) the best Disposer of affairs.

(Q.S Ali Imran 3:173)

DEDICATION

I proudly present this thesis to my parents, Parni and Samini, my two younger siblings Alvaro and Inggrit. My grandmother, aunt, and uncle who always beside me in every situation to finish this thesis. Thank you for all of your pray and support.

ACKNOWLEDGEMENT

The researcher's gratitude is to Allah *subhanu wa ta'ala* for all the favors that have been given to researcher to complete the thesis with the title "**Women's Language Features Analysis in Writing a Descriptive Text**". Sholawat and the greetings of the researcher are addressed to the Prophet Muhammad *shallallahu 'alaihi wasallam* who has led us from the dark ages to the age of light. The researcher would like to thank the parents who always pray and support patiently to interrupt the thesis.

1. Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang, Prof. Dr. M. Zainuddin, MA.
2. Dean of the Faculty of Humanities Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dr. M. Faisol, M.Ag.
3. Head of the Department of English Literature Universitas Islam Negeri Maulana Malik Ibrahim Malang, Ribut Wahyudi, M. Ed., Ph.D.
4. The researcher's gratitude is also conveyed to my advisor, Nur Latifah, M.A who always guides and helps researchers with various inputs so the researcher can complete this thesis better.
5. The gratitude conveyed to all lectures at Department of English Literature and Faculty of Humanities who have taught the researcher during in the college.
6. The researcher would also like to thank to who are always together to support each other and give motivation to complete the thesis, Shella Alfarina, Rizqiyah Safira, Cahya Ningsih, Rizkyta Ayu Pangestuty, and

Maria Ulfa Anggraini. The researcher also thank to Alfi, Afifah, Putu Zahra, Salamah, Khusnul, Zeeya who helped the researcher find respondents.

7. Researcher also thank to the research respondents of English Literature Universitas Islam Negeri Maulana Malik Ibrahim Malang class of 2019 and 2020 who are willing to be respondents to this study.
8. My friends who always accompanies, helps and supports researcher who cannot be mentioned one by one, without support and help, I would not be able to complete this research.

Malang, 06 Oktober 2022

Junita Ayu Nadia

ABSTRACT

Nadia, Junita Ayu. 2022. Women's Language Features Analysis in Writing a Descriptive Text. Unpublished Thesis, Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Nur Latifah, M.A

Keyword: Language and gender, Women's language features, Descriptive Text.

This study aims to analyze the characteristics of women's language in writing a descriptive text. There are two problems in this study, including (1) what are the types of women's language features used in writing a descriptive text and (2) how do EFL learners use women's language features to convey the meaning in writing descriptive text. The research uses a qualitative descriptive approach because the data is analyzed and explained in the form of words and sentences. The research data was taken from descriptive texts written by EFL learners UIN Malang majoring in English literature in the fourth and sixth semesters. The data were analyzed using a theory from Lakoff (1975). The results showed that there are six types of women's language features used by EFL learners in writing descriptive texts about friends. There are lexical hedges or fillers, intensifier, empty adjective, emphatic stress, precious color terms, and tag questions. Then, EFL learners use women's language features to convey the descriptive meaning of the text such as convey the statements with uncertainty, strengthen and emphasize statements, convey the praise and admiration, convey the messages and opinions more strongly, convey more detailed and specific colors, also confirm and ensure that the statements are correct so the readers agree with the statements written. The researcher suggests future researchers to analyze the women's language features in two forms, namely writing and speech and distinguish whether there is a difference from two different sources.

مستخلص البحث

نادية جوينتا أبو. ٢٠٢٢. تحليل خصائص اللغة الأثوية في كتابة نص وصفي. أطروحة غير منشورة ، الأدب الإنجليزي ، كلية العلوم الإنسانية ، مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج.

المشرفة: نور لطيفة ماجستير في تدريس اللغة الإنجليزية

الكلمات المفتاحية: اللغة والجنس ، خصائص لغة المرأة ، النص الوصفي

تهدف هذه الدراسة إلى تحليل خصائص اللغة الأثوية التي يستخدمها طالبات اللغة الإنجليزية كلغة أجنبية في كتابة نصوص وصفية عن الأصدقاء. هناك مشكلتان سيتم تحليلهما في هذه الدراسة ، وهما (1) ما هي أنواع الخصائص اللغوية الأثوية التي يستخدمها متعلمي اللغة الإنجليزية كلغة أجنبية في كتابة نصوص وصفية عن الأصدقاء و (2) كيف يتعلم متعلمي اللغة الإنجليزية كلغة أجنبية استخدام خصائص اللغة الأثوية لنقل المعنى في كتابة نص وصفي عن الأصدقاء. تستخدم هذه الدراسة المنهج الوصفي النوعي لأن البيانات يتم تحليلها وشرحها في شكل كلمات وجمل. تم أخذ بيانات البحث من نصوص وصفية كتبها طلاب اللغة الإنجليزية كلغة أجنبية في جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج ، وتخصص في الأدب الإنجليزي في الفصلين الرابع والسادس. تم تحليل البيانات باستخدام نظرية لاکوف 1975 وأظهرت النتائج أن هناك ستة أنواع من الخصائص اللغوية الأثوية يستخدمها متعلمي اللغة الإنجليزية كلغة أجنبية في كتابة نص وصفي عن الأصدقاء. تشمل خصائص هؤلاء النساء التحولات المعجمية أو الحشو ، والمكتنفات ، والصفات الفارغة ، والتوتر التعاطفي ، ومصطلحات الألوان الثمينة ، وأسئلة العلامات. بعد ذلك ، يستخدم طلاب اللغة الإنجليزية كلغة أجنبية خصائص اللغة الأثوية لنقل المعنى الوصفي للنص مثل نقل العبارات بالكفر ، وتقوية العبارات والتأكيد عليها ، ونقل المديح والإعجاب ، ونقل الرسائل والآراء بقوة أكبر ، ونقل المزيد بألوان مفصلة ومحددة ، وتأكيده وتأكيد من صحة البيان حتى يوافق القارئ على البيان المكتوب. يقترح الباحثون باحثين مستقبليين لتحليل خصائص لغة المرأة في شكلين ، هما الخطية والمنطوقة ، وتمييز ما إذا كانت هناك اختلافات من مصدرين مختلفين

ABSTRAK

Nadia, Junita Ayu. 2022. Analisis Karakteristik Bahasa Wanita dalam Menulis sebuah Deskriptif Teks. Unpublished Thesis, Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Latifah, M.A.

Kata Kunci: Bahasa dan gender, Karakteristik bahasa wanita, Deskriptif Teks.

Penelitian ini bertujuan untuk menganalisis karakteristik bahasa wanita dalam menulis sebuah deskriptif teks. Terdapat dua masalah yang akan dianalisis dalam penelitian ini, antara lain (1) apa jenis karakteristik bahasa wanita yang digunakan menulis sebuah deskriptif teks dan (2) bagaimana pelajar bahasa Inggris sebagai bahasa asing menggunakan karakteristik bahasa wanita untuk menyampaikan makna dalam menulis deskriptif teks tentang teman. Penelitian ini menggunakan pendekatan deskriptif kualitatif karena data yang di analisa dan di jelaskan dalam bentuk kata dan kalimat. Data penelitian diambil dari deskriptif teks yang ditulis oleh pelajar bahasa Inggris sebagai bahasa asing UIN Malang jurusan sastra Inggris semester empat dan enam. Data di analisis menggunakan teori dari Lakoff (1975). Hasil penelitian menunjukkan bahwa ada enam macam karakteristik bahasa wanita yang digunakan oleh pelajar bahasa Inggris sebagai bahasa asing dalam menulis deskriptif teks tentang teman. Karakteristik bahasa wanita tersebut diantara lain adalah lexical hedges or fillers, intensifier, empty adjective, emphatic stress, precious color terms, dan tag questions. Lalu, pelajar bahasa Inggris sebagai bahasa asing menggunakan karakteristik bahasa wanita untuk menyampaikan makna deskriptif teks seperti menyampaikan pernyataan dengan ketidakpercayaan, menguatkan dan menekankan pernyataan, menyampaikan pujian dan rasa kagum, menyampaikan pesan dan pendapat dengan lebih kuat, menyampaikan warna lebih detail dan spesifik, serta mengkonfirmasi dan memastikan bahwa pernyataannya benar agar pembaca setuju dengan pernyataan yang ditulis. Peneliti menyarankan peneliti kedepan untuk menganalisis karakteristik bahasa wanita dalam dua bentuk yaitu tulisan dan ucapan serta membedakan apakah ada perbedaan dari dua sumber yang berbeda.

TABLE OF CONTENT

THESIS COVER	
STATEMENT OF AUTHORSHIP	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
مستخلص البحث	ix
ABSTRAK	x
TABLE OF CONTENT	xi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	7
C. Significance of the Study.....	8
D. Scope and Limitation.....	8
E. Definition of Key Terms	9
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Language and Gender.....	10
B. Women’s Language.....	11
C. Women’s Language Features by Lakoff	12
CHAPTER III RESEARCH METHODOLOGY	19

A. Research Design	19
B. Data and Data Source	19
C. Research Instrument	20
D. Data Collection.....	21
E. Data Analysis.....	21
CHAPTER IV FINDINGS AND DISCUSSION	23
A. Findings	23
1. Types of Women’s Language Features are Used in Writing Descriptive Text.....	23
2. How do EFL learners use women’s language features to convey the meaning of descriptive text.....	40
B. Discussion.....	42
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion.....	44
B. Suggestions.....	45
REFERENCES.....	47
CURRICULUM VITAE	50
APPENDIX.....	51

CHAPTER I INTRODUCTION

A. Background of the Study

Language is one of the essential elements in life because with language, humans can communicate with each other. In the use of language, men are more accessible, difficult to control, and often speak frankly. In contrast, women are identical with polite language and very careful in speaking because it makes them characteristic as women. Hapsari (2013) stated that in conversation, men and boys are generally more tolerated, braver, harsh, and mischievous than women and girls. Additionally, the study conducted by (Indrayani et al., 2019) argued that well-known men communicate more directly, are authoritative and forceful, and are more polite than women.

The difference between men and women in the use of language is a phenomenon that has been studied by some researchers. One example of the social phenomenon of the difference in language use between men and women is that men express everything more concisely than women, who prefer to talk about things in detail. One example of a phenomenon encountered by researcher in everyday life is that women and men tend to have different language use. Women take more care of their way of speaking more politely and feel free to say something spontaneously, especially profanity, besides women use language in more detail more often. Compared to men, who speak more spontaneously and do not hesitate to use less polite words.

In sociolinguistics, it explains why a person uses language differently. One of the concepts is due to gender (female or male). These differences make the

criteria for women a gender with its characteristics, regardless of whether they interact orally or in writing (Rawanita, 2019).

Labotka (2009, cited in Aini 2016) explained that women should speak using linguistic characteristics that have been explicitly determined for women. Therefore women become more polite when speaking or writing. In addition, when women use a language, they often refrain from using harsh language because women are considered polite and kind in society. Furthermore, women are required to be feminine and polite. As claimed by Holmes (2001, cited in Pebrianti 2013), women are encouraged to use polite language and speak in conventional forms because they are the guardians of society, especially their children. Women's language is considered more polite than male language. Women are supposed to be particularly careful to say please and thank you and describing something with a better vocabulary than men. Thus, women seem more conservative during communication to prevent mistakes. As Aini (2016) claimed, women are highly aware of language use. Women possess natural linguistic abilities since everything they say can guide their children.

Several studies examined women's linguistics characteristics, using Lakoff's theory to analyze song lyrics, interviews, speeches, books, short stories, and blogs. Itmeizeh et al. (2017) identified Disney's depiction of gender stereotypes in princess films, then examined the growth and altered over time, even if the shift is modest. The research used content analysis to examine the research data. The outcomes reveal that there was balance in the

usage of the features of women's language by woman and man characters in movies. Pebrianti (2017) analyzed the features of women's language in blog posting. The conclusion reveals that 97 posts can be categorized into eight features, with the most used intensifiers, empty adjectives, and avoidance of strong swear words. The purpose of using these features is that they tend to reflect uncertainty and women's lack of confidence in conversation. The other reason is that women have a greater vocabulary level than men.

Pamikat (2018) investigated some features of women's language uttered by Eilis Lacey in a script of a Brooklyn film to discover such women's language features. This study used the qualitative method and analyzed the data using document analysis. The result showed that Eilis Lacey used eight features of female language in the conversation. Soethama et al. (2018) identified the characteristics of women's language in Summer McKeen's vlogs. The study found that there are ten kinds of women's language features. The functions of women's language features are to show uncertainty, respond, and express their feelings gently. Rawanita (2019) examined women's language features in casual conversation. The research found six kinds of women's language features in casual conversation. The most commonly used are lexical hedges or fillers. Besides, Utari (2019) identified the novel *Dear of Tomorrow* by Maudy Ayunda, an Indonesian female author who uses women's language. The research used qualitative descriptive to analyze and explain the research findings. The study found six features in women's language in the book, and the most frequently used are lexical hedges or fillers.

Ascalonicawati (2020) examined language women's characteristics in Emma Watson's interview. The research employed qualitative and quantitative methods. The result indicates that 9 of the features of women's language used in Emma Watson's interviews and most frequently used are lexical hedges or fillers. Lubis et al. (2020) examined women's language features in Indonesian Television Talk Show. The result found nine kinds of women's language features used in the show, and the most frequently used is a lexical hedge. Herman et al. (2021) investigated women's language features used in Jacinda Arden's COVID-19 speech. A qualitative research design using content analysis was used in this study. The researcher found seven types of female language features used by Jacinda Arden in COVID-19 speech. Yolanda et al. (2021) investigated women's language features used by a woman who masquerades as a man in *Mulan* 2020 movie. The research used a qualitative method with analytical documents to analyze the data. The results showed that women's language features were spoken in 83.33% and decreased to 58.82% when playing the role of a man. A reduction in the number of percents indicates that when acting as a man, she feels more confident when expressing her opinion in her environment.

This research differs from prior studies in several ways. Although the current study uses the same theory as the previous research, the data is different because of the research data obtained from the text. The researcher has a descriptive text written by EFL learners. It can be the development of science and theory regarding women's language features, primarily via text.

Almost all researchers examine women's language features in oral or spoken, like movies, talk shows, and speeches. The researcher only examines women's language that appears in the text then does not involve the spoken form because someone can be different when using written or spoken language. Hapsari (2013) argued that writers are starting to have greater leeway regarding their language. When someone speaks in public, it is not even everyone they know and are close to. The person may change their use of language because they feel tense and not confident speaking in front of many people. In contrast, people who use language in a written form can be themselves while expressing their feelings through writing. Learners usually have more time to think in writing than in oral activities. Thus, they can stimulate their brains to write better than speak (Harmer 2004, cited in Sadiyah et al. 2019).

Besides, this research differs from the other studies because several used film as research data. The films in the research are still made by men, while some researchers want to analyze women's language. Thus the researcher has not purely analyzed women's language. In addition, language analysis only through speech will not be enough because someone will be more different when speaking in public. This research can establish knowledge and profound insight into the women's language characteristics in descriptive used by EFL learners. There are several types of text in writing, one of which is descriptive text. Gerot & Wignel 1994; Knapp & Watkins, 2005 cited in Noprianto (2017) stated that descriptive text is the type of text an author or speaker uses to

describe a specific thing, person, animal, place, and event to a reader or audience. The descriptive text has two parts, identification, and description. Sadiyah et al. (2019) described identification as how the author imagines the place, person, animal, or object he describes. The description is about animals, things, places, or people, describing their characteristics, shapes, colors, or anything related to what the author is describing.

The meaning of EFL learners is those who learn English as Foreign Language in a Non-English speaking country (Yoko Iwai 2011, cited in Peng Si, 2019). It concluded that EFL learners are those who learn English, which is not their official language or first language. This study's object is EFL because previous studies have widely used native speakers as research data. Such as native speakers in English, both British and American, and native speakers in Indonesia and Japanese from various sources such as interviews, movies, and speeches. In the current study, the researcher used EFL Learners to develop new knowledge because the data is from non-native speakers and is learning English. In addition, English is not their first or second language but an international language, and they learn English with differences such as accents or dialects.

The researcher chose the topic of 'friend' in the descriptive text because the informants involved in the study belonged to late adolescence. As explained by Fatmawaty (2017), adolescence occurs between 18-21 years. In that period, they began to experience social development, interests, and other individuals. This period encourages late adolescence to have more peer

relationships than in childhood. Therefore, the researcher determines the topic of friend for informants to match their development period where they are experiencing much social development with their friends.

Some researchers assert that the features of women's language do not exist. Svendsen (2018) asserts that the features of women's language do not exist. Women's language occurs because of the assumptions of Lakoff herself, which happened by chance. Additionally, each woman and man talks differently depending on the situation (Mizokami, 2001). Therefore, this research is worth taking because it aims to prove that women's language features actually do exist, besides this research has some differences with previous studies and has an update between the objects of study. From the results of this study, the reader can find out that female language features exist. Women have different language characteristics with men. Thus, they can learn the language features of women from this research to investigate the characteristics of women's language on various objects and then develop the topics.

B. Research Questions

1. What are the types of women's language features used in writing a descriptive text?
2. How do EFL learners use women's language features to convey the meaning in writing a descriptive text?

C. Significance of the Study

The findings in this study are believed to significantly assist the development of knowledge for educators, lecturers, and researchers of sociolinguistics. It intends that the research is expected to provide a source of data or material for studying sociolinguistics, especially regarding women's language features. Lecturers can use this analysis to exemplify the women's language used by EFL learners in descriptive texts. This analysis intends to be useful for students, researchers, and other readers to examine the characteristics of women's language but do not understand the concept or interpretation of the theory.

D. Scope and Limitation

The scope of the research particular in the features of women's language used by EFL learners in writing descriptive text about 'friend'. In order to avoid discussion that is outside the focus of the topic, this research has been limited. The first, it is limited to the learners who learn English as a Foreign Language, there are EFL learners from Department of English Literature in Universitas Islam Negeri Maulana Malik Ibrahim Malang in the fourth and sixth semester. The second, descriptive text with the topic about 'friend'. Therefore, this research limited to analysis the types from the women's language features in descriptive text and how EFL learners used women's language features to convey the meaning in descriptive text. Other aspects would not be examined in this research.

E. Definition of Key Terms

The features of women's language mean the characteristics possessed by women. It causes differences with men. These characters are used as they use language to interact with each other. There are lexical hedges, tag questions, rising intonation on declarative, empty adjectives, precise colour terms, intensifiers, hypercorrect grammar, super polite form, avoidance of strong swear words, and emphatic stress (Lakoff, 1975).

Descriptive text is a type used by the author or speaker to describe particular thing, person, animal, place, and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005 cited in Noprianto 2017). EFL learners are those who study English in a non-English speaking country (Yoko Iwai 2011, cited in Peng Si, 2019).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Language and Gender

People use language as a means of communicating with each other. At the same time, gender refers to being a man or woman (Cameron, 2003, cited in Aini, 2016). Aside from that, language and gender are concepts involving variations in the use of language in gender. Hijriyah (2014) states that research on language and gender tends to focus on how gender influences language use. Gender causes some variations and differences in language between men and women. A result of gender differences in conversation strategies and habits has implications for the variety of languages used. The relationship between gender and language has been examined by focusing on the differences between the languages of men and women from different perspectives. In the 1970s, a study of language and gender began, such as (Lakoff, 1975 & Cameron, 2010).

Lakoff (1975) has a perspective on gender and language. In a paper "*Language and Woman's Place*," Lakoff explored how men and women communicate differently. Women speak indirectly, implicitly, and gently, while men speak directly and prioritize information delivery. As shown in the findings, women are more likely than men to use tag questions and lexical hedges.

Cameron (2010) argues that gender and language are intertwined in everyday life. That relationship resulted in a difference in language use.

Women are better at listening and sharing their emotions with others. Besides the use of language, gender differences can also affect behavioral differences in an article entitled sex/gender, language, and the new biologism, created by Cameron. Cameron criticized a study of language and gender. The study explained that biological factors influenced the use of different languages, and Cameron viewed the investigation as lacking empirical, relying on assumptions with factual allegations.

B. Women's Language

Fishman (1980) scrutinizes how women behave, as well as how they communicate. Fishman examined the performance by looking at several aspects of the interactional setting in which it takes place. In the research, Fishman focuses on two examples of women's linguistic features, particularly the use of "you know and questioning." Fishman chose the following examples because women are considered feminine personalities who are hesitant to initiate socialization through discussion. A recorded conversation between three married couples in their home is the subject of Fishman's investigation. Fishman supports Lakoff's results that women utilize tag questions and declarative questions more than males in this experiment. Fishman attempts to develop one of the dialogue requirements by asking questions (1980).

Women communicate more courteously than men (Jespersen, 2013). Women's speech patterns are smaller and less diversified. Women employ

various language features than men, such as 'pretty' and 'lovely.' Sometimes, women also use adverbs like 'vastly' and 'so.' Furthermore, Jespersen does not get the literature from current women's dialogues; instead, Jespersen refers to women's conversations in men's novels.

C. Women's Language Features by Lakoff

In 1975 Lakoff published a book titled *language and women's place*. The study is set in the background of the arrival of discrimination based on women (Svendsen, 2018). Discriminating is an unfair treatment based on the use of language and the characteristics of speech. At the time, women were thought to speak the polite language and be milder than men.

In this study, researchers utilize Lakoff's (1975) theory because it allowed the researcher to determine if women have characters who speak a different language than men. Aini (2016) examined both (male and female) have different characteristics, although using the same language. In conclusion, the researcher utilized the Lakoff theory (1975) in the investigation. Women's language features identified by Lakoff's concept could be found in almost any women's language. For example, a film, television, blogs, or an interview.

Additionally, this study attempts to identify women's linguistic features in descriptive text. Since the issue of the current study is the same as Lakoff's (1975) examination of women's linguistic features, her theory is applicable to it. Lakoff started this investigation with an intriguing phenomenon to investigate. Women in the era were stereotyped as lacking confidence when speaking. When speaking, women are more courteous, kind, meticulous, and

slow than men. As a result, Lakoff evaluated her utterance and work colleagues, relying on her intuitions to analyze the data. Lakoff determined ten characteristics of women's language in every interaction.

In using the relevant theory, this research is expected to answer all the problems in the study. In the study that has been tested, Lakoff concludes that several kinds describe the characteristics of how women in using language. Previous research has found that women have different linguistic features than men. Women use more explicitly forbidding phrases like fudge than fuck. They also use empty adjectives, hedges, words, and statements as questions and extra polite forms to ask about someone (Aini, 2016). They also employ an empty adjectives, hedging, wording, statements as inquiries, and the extra polite form to inquire about someone.

Lakoff (1975) conducted the study identified ten categories of features in women's language:

1. Lexical Hedges or Fillers

The type of female language features known as lexical hedges or fillers are utilized to make speech appear softer and fill the space in a speaker's address. Lexical hedges or fillers can express belief and doubt regarding the discussed subject. Lexical hedges or fillers are often used when speakers are unsure about what they say (Lakoff, 1975, cited in Utami, 2022). Using a lexical hedge assures that the speaker lacks authority or cannot indicate what they are saying. Thus, when women feel unsure of what they say, they will use lexical hedges or fillers.

Lakoff stated that lexical hedges or fillers have some such examples “anyway, well, I could, maybe, I think, okay, seems, I would, actually, I thought, and yeah, I believe, I mean, you know, well, you see, probably, and like.” Namsaraev (2010 cited in Sangketa et al., 2021) asserts some types of hedging devices. These are auxiliary verbs, lexical verbs, probability adjectives, nouns, adverbs, and approximation.

- a. Auxiliary verb is a form of lexical hedging used to convey certainty in disclosing assertions (Cameron & Coates, 2014). Auxiliary verb was divided into the following sections by (Quirk, 2010 quoted in Sangketa et al., 2021). First, modal expressions like *can*, *might*, *may*, and *could* were employed to indicate wishes, permissions, and capacities. As *should* and *must*, the second form of modal is used to state its needs and obligations. Lastly, modals such as *shall*, *would*, and *will* are employed to predict and will.
- b. Lexical verb based on Sangketa et al., (2021) both women and men use the lexical verb to indicate uncertainty in communicating. Nevertheless, women use lexical verbs more often than men. A form of the lexical verb is *tend*, *believe*, *think*, *assume*, *suggest*, *indicate*, *argue*, *propose*, *speculate*, and *appear*.
- c. Probability adjective stated by Varttala (2001 cited in Wang et al., 2016) used to express uncertainty, tentative or inexact. Some examples of probability adjectives are *probable*, *likely*, and *possible*.
- d. Noun is a form of lexical hedges that is used to express uncertainty.

- e. Adverb, according to Sangketa al. (2021), is often used by women to amplify tone and express attitudes. Lakoff (1975) found that women use pronouns more often than men. The form of adverbs that women use are *definitely, probably, obviously, awfully, and terribly*.
- f. Approximation, as claimed by Dousti and Rasekh (2016 cited in Sangketa 2021) used to vaccination to avoid any misrepresentation of information presented when communicating. Some forms of subjugation often used by women are *usually, always, never, generally, sometimes*.

2. Tag Questions

Tag questions are grammatical constructions in linguistics that function to convert declarative become questions in order to obtain information (Yolanda & Bram, 2021). Using tag questions, people may determine whether a specific notion is true. According to Lakoff (1975), tag questions are declarative statements without presumptions that the targeted person may rely upon. When something is unclear, and the speaker thinks the person being addressed has a clearer perspective, they employ tag questions. Lakoff (1975 cited in Utami 2022) said that women use the question tag because they are uncertain or unsure of what is thought and are later transected. Thus the question tag can resolve a problem for women when attempting to express a statement but still has confidence in the expression.

In using tag questions, women and men have the same function, but women often use tag questions more than men do. When one already knows

what to say and yet lacks confidence in his resistance. Then they will use tag questions to make that statement can be corroborated by the person. Because they think the person they are talking to will be more aware of the claims. Some examples of tag questions are *Wasn't he?*, *Right?*, *Sure isn't hot here.*

3. Rising Intonation on Declarative

Rising intonation is used when there is a rise in a declarative sentence. Women frequently talk with a higher intonation while posing queries or seeking justification for claims. Women use this feature to react to responses, including yes-or-no questions. Lakoff (1975 cited in Ascalonicawati 2020) stated that declarative forms are used to answer questions, such as a yes-no question, using a typical tone of voice, as in doubt. The rising intonation was illustrative that speakers wanted to confirm something when all they needed was information.

4. Empty Adjectives

Empty adjective are a set of specific and literal adjectives conveying the speaker's approval of anything Lakoff (1975 cited in Aini 2016). One example of language features neutral language because both men and women can use it. Thus, there are some vocabulary that women often such as *sweet, lovely, and cute, amazing, adorable, beautiful, precious, cheerful, and charming*. At the same time, vocabulary that is considered neutral and can be used by all gender are great, terrific, cool, and neat.

5. Precise Color Terms

Women have the use of different language characteristics and have their uniqueness. Lakoff (1975 cited in Istiqomah 2014) claimed women's language show up in all levels of the grammar of English. One of them is trying to name the colors in more detail. This is what distinguishes the linguistic features of women and men. For women, such as *maroon, ruby red, chili red, blood red, pink, brick red*. And men only say red.

6. Intensifiers

Intensifiers are word choices used to provide information, strengthen expressions, and emphasize language. Lakoff (1975 cited in Ascalonicawati 2020) examined that women used intensifiers to amplify their statements. But making an intensifier made it even less visible to the individual not to feel that the individual was angry with him. A few words included into such intensifiers such as *so, very, little, just, a lot, definitely, awful, bloody, dead, dreadfully, extremely, quite, really, remarkable, totally, and terribly*.

7. Hypercorrect Grammar

It is a type of the characteristic of women's language to use the language by default. Lakoff (1975) states that women are should not speak roughly. Women have been given a lesson from their parents to speak politely early. Holmes (1992, cited in Indrayani et al., 2019) argue that in social communities, women are advised to use more standard and grammatical languages that are more standard than men.

8. Super Polite Form

The form of super polite form is to use indirect requests and milder comments. Lakoff (1975) explained that part of politeness is allowing others to make decisions without imposing their will or beliefs. For example: *will you open the door?* In this example is a request for help using a more modest language. Compared to *please open the door. Will you open the door?* It's better to be used because it has a more refined form.

9. Avoidance Of Strong Swear Words

Women often avoid harsh swear words. Women prefer to soften swear words; for example, they don't use the word "fuck" overtly, often substituting fudge instead. Lakoff (1975 quoted in Aini 2016) says that solid swearing is defined as using terms such as *shit, damn, hell, etc.*

10. Emphatic Stress

Emphatic stress is used to emphasize the word. In communication, women often use emphatic stress when they speak to express something (Ascalonicawati, (2020). Utari (2019) claimed that in writing a statement, women could use *italic, bold, coloring, repeat, capital letters, or typing with longer letters* to give reassurance or strengthen the meaning of the statement they have written.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The descriptive qualitative approach is used to examine the language features of women by EFL learners when creating descriptive text about 'friend.' The researcher chose the qualitative strategy for this study since the study requires thorough comprehension; readers will readily comprehend the conclusions if the qualitative method is used. Furthermore, the data acquired came from descriptive text of EFL learners.

The research data gathered through interviews, observations, documentation, participation, and group discussions is one of the qualitative method's features. Statistics are not utilized to assess data in qualitative analysis; instead, the questioner examines the data (interview transcripts) or images (photographs). Instead of relying on statistical techniques, qualitative researchers analyze words, grouping them into larger understanding meanings, such as codes, categories, or themes (Creswell, 2012). By employing the qualitative approach the researcher expect that audience will achieve a thorough understanding of the subject or topic.

B. Data and Data Source

Descriptive text about 'friend' generated by EFL learners serves as the data source in this research. The data in this study include words and phrases containing several features of women's language. The EFL learners in this research are from the English Literature Department at Universitas Islam Negeri

Maulana Malik Ibrahim Malang. The informants are female students who had studied a subject about writing, especially writing descriptive text.

Women are needed as informants in this research since the research attempts to evaluate women's linguistic features. The participants are from the English Literature Department of Universitas Islam Negeri Maulana Malik Ibrahim Malang, fourth and sixth semester, who passed paragraph writing and essay writing classes. The researcher chose EFL learners as participants because they would be more appropriate when language learners learn about writing. As a result, this study derives data from descriptive texts that have been examined and may be mastered clearly and precisely.

The researcher collects data for the research by using documents. Creswell (2012) classified documents into two types, one of them being private documents. Personal journals and diaries, letters, personal notes, and jottings written to oneself are examples of private documents. The researcher concludes that the data employed in this research are documents because it is a descriptive text written by EFL learners that categorized as a private document.

C. Research Instrument

The researcher is the main instrument in this research because she collected the data by herself and analyzed the data. The researcher is a who collecting and identifies the data into the categorization and description based on the theory.

D. Data Collection

Creswell (2012) stated several procedures for collecting documents as research data. In this research, the researcher used several steps to collect the data. First, the researcher decides to use private documents as research sources. Second, regarding ethics, the researcher first contacted the students and asked for their consent to conduct the research and use students' descriptive text about "friend" as the research data source. Thus, the researcher seeks permission to use them from the person in charge of the materials. Third, the researcher asks participants to make a descriptive text and provide specific instructions about what topic, the format of the descriptive text, the length of the descriptive text, and the deadline to submit the descriptive text. Fourth, after the participants submitted the descriptive text to the researcher, the researcher investigated the documents for accuracy, completeness, and utility in answering the study's research questions. Fifth, the researcher organizes the data into file folders.

E. Data Analysis

The analysis began by determining the types of women's language features used by EFL learners in writing a descriptive text about 'friend.' In the first step, the researcher read one by one all the documents and was concerned about the use of women's language features. In this step, the researcher identifies the types of women's language features based on Lakoff's 1975 theory, classifying the types into ten types. In the second step, the researcher identifies the use of women's language features based on each type by using Lakoff's theory to

investigate how EFL learners used those features to convey the meaning of descriptive text about 'friend'.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter provides the findings and discussion that covers the analysis and findings of textual analysis to find out what the types of women's language features used by EFL learners in writing descriptive text about 'friend' and how EFL learners use women's language features to convey the meaning in the descriptive writing text about 'friend'.

A. Findings

The data derives from descriptive texts written by EFL learners Universitas Islam Negeri Maulana Malik Ibrahim Malang. The data are analyzed descriptively by using Lakoff's theory (1975). Firstly, the study focuses on the types of women's language features used by EFL learners in writing descriptive text about 'friend'. Secondly, the study focuses on how EFL learners use women's language features to convey the meaning in writing descriptive text about 'friend'.

From forty-five descriptive texts data created by EFL learners, only twenty eight were selected by researcher because they have met the criteria. From the ten kinds of women's language features, there are only six types used by EFL learners to write descriptive text about 'friend'.

1. Types of women's language features are used in writing a descriptive text

The researcher analyzed the data and found six types that EFL learners used in writing a descriptive text about 'friend'; are Lexical Hedges or Fillers, Intensifiers, Tag Questions, Empty Adjective, Precise Color Terms, and Emphatic

Stress. Furthermore, four features of women's language not used in writing a descriptive text about 'friend' are Super Polite Form, Avoiding Strong Swear Words, Hypercorrect Grammar, and Rising Intonation on Declarative.

a. Lexical Hedges or Fillers

In Lakoff's theory (1975), women are said to use more hedges than men. Women use lexical hedges or fillers to express their uncertainty and feel a lack of confidence. There are some words in lexical hedges or fillers such as "I mean, maybe, you know, I think, actually, probably, like, and seems." Analyzing lexical hedges or fillers toward descriptive text written by EFL learners can depict a lacking expression authority about the topic being discussed. From the analysis, there are lexical hedges or fillers such as maybe, I think, actually, seems, and yeah, anyway, okay, well, I could, I would, I thought, I believe, and kind of.

Datum 1

Maybe she doesn't realize that she can make me a positive person.

In datum one telling that the writer has a friend who has a positive vibes and it changes her to be a positive person. But her friend doesn't realize she can be a positive person cause her.

Analysis:

The sentence consist of one hedge, there is "*maybe*". "*Maybe*" is one type of lexical hedge that falls into the category of auxiliary verbs.

“*Maybe*” categorized into lexical hedges or fillers because it shows an expression or feeling of doubt. As the writer felt, she turned into someone more positive because her friend had positive vibes. However, the writer felt that her friend was unaware of the cause of her being more positive. With her doubt and unconvincedness, then she used the word “*maybe*”. As she writes on descriptive text, “*maybe*” she doesn’t realize that she can make me a positive person it conclude that the writer feel uncertain or not sure for the statement.

Datum 2

He *seems* enlightened about aspects of life, such as family and relationships and finds it easy to relate to almost anyone or anything.

The datum two tells that the writer’s friend feels more understanding about aspects of his life. Her friend is able to think about family and various relationships, besides that her friend is also easy to blend in with all the newly known people.

Analysis:

One of the types of lexical hedges contained in the sentence is “*seems*”. “*Seems*” used in the sentence serves as a form of uncertainty to the facts expressed. The writer feels not entirely sure of her statement. Hence it uses the word *seems* as a hedge. She does not fully know about the facts yet, so she uses *seems* to avoid mistakes over her doubts.

Datum 3

I think that she is a boring person, but I was wrong.

The datum three explains that at the beginning of meeting and getting acquainted with the writer's friend, she thought that her friend was someone who was boring. However, it turned out that she was wrong, her friend is someone who is funny and likes to help.

Analysis:

The type of hedge contained in the sentence is "*I think*". "*I think*" is a form of hedge that is used when the writer unsure or uncertain of what they are saying because when the writer met her friend, she felt less sure about the nature of her friend. The writer did not know her friend more closely so she doubted and felt that her friend was a boring person.

Datum 4

And yeah, we've been friends for about eight years.

The example sentence of datum four tells that the writer has a friend who is 21 years old, the writer has been friends with her since senior high school. Since senior high school she has been very close to her friend so she has become a close friend about eight years.

Analysis:

The word "*and yeah*" from the sentence is a form of lexical hedge or filler. The word "*and yeah*" is used by the writer to fill in the gap

between the preceding sentence and the next sentence. In addition, the word “*and yeah*” is also used by the writer because she feels that it need sequence time to write about what is in the next sentence.

Datum 5

Actually, I have many friends but not many best friends.

The datum five explained that during life the writer had many friends but not all became very close friends and good friends. It is just a truly special person that she considers a friend. So, she considered that the very special friend to her was her own parents.

Analysis:

“*Actually*” in the datum five is categorized as lexical hedge because it serves as an opening sentence that is often used by women. Not only as an opening sentence but “*actually*” used by the writer to give sequence time to the next sentence.

b. Intensifier

Intensifier is a type of women's language features that are further used by EFL learners in writing descriptive text about ‘friend’. Intensifier is used to emphasize and corroborate statements written or spoken. Women usually use intensifiers such as *just*, *really*, *so*, and *very*. From the analysis that has been carried out by researchers, there are several forms of intensifiers.

Datum 1

Dense eyebrows made her look *so* beautiful.

The sentence in datum one explains that the writer had a friend when she was seven years old. The writer friend was very beautiful, her eyes were jet black with dense eyebrows and it made her friend look so beautiful. Until she thinks that a person can tear through her eyes.

Analysis:

The intensifier contained in that sentence is the word “*so*”. “*So*” is used as a word booster or strengthen that will be said next. The writer expresses awe towards her friend by reinforcing the statement by saying *so* beautiful.

Datum 2

I have a *very* good friend in my life.

Datum two is describing that the writer has a very good friend whom she has known since senior high school. The writer friend was a very trustworthy, lovely person, and already considered like a sister to her.

Analysis:

The word “*very*” contained in the sentence above is one of the intensifier forms used by EFL learners. “*Very*” in the sentence is used to strengthen her opinion and gratitude for having such a good friend. The

writer use the word “*very*” when describing her friend as being used to strengthen and suppress her feelings at the time.

Datum 3

She also doesn't *really* like eating differently from me.

The datum three shows that the writer likes to eat very much, in contrast to her friend who really does not like to eat or has trouble eating. When the writer invites her friend to buy food or some snacks, her friend often refuses, besides that her friend has an allergy to some foods such as noodles and eggs.

Analysis:

The writer use the word “*really*” to strengthen of the meaning that will be said next. She said that her friend “*really*” does not like to eat differently than herself. “*Really*” is used to corroborate the statement and prove that she is very confident in her statement, she already know well her best friend and wants to persuade the reader to understand correctly what she is saying.

Datum 4

She is a person who provides *a lot* of good solutions.

The datum four describes that the writer has a very valuable friend in her life because during her friendship, she always has a positive impact on her. Her friend is the second person to be so loved after her family

because it always gives strength to be grateful and always encourages her on every issue.

Analysis:

The word “*a lot*” in the sentence is used to emphasize the meaning of the word. It is explained that the writer friend can give many solutions and there are so many solutions that cannot count so the writer used the word “*a lot*” to strengthen and emphasize opinion.

Datum 5

He is *just* a normal man with a lot of good problems with family problems.

The datum five tells the writer friend who became a father and brother figure in the family. The writer explained that her friend was also just an ordinary man who had problems in the family. Beside that her friend also replaced the figure of a father who was supposed to be present in his family.

Analysis

As an intensifier, “*just*” is used to intensify the sentence. The sentence becomes stronger and the reader feels that the sentence is emphasized by the writer. In the sentence above, the writer wants to emphasize that although her friend is a cool person among her friends, he is only a normal human being in general who also has family problems.

c. Empty Adjective

According to research conducted by Lakoff (1975) women have a different way of expressing their awe. In some words, women and men have differences. When men say cool, great, terrific. But women say *adorable*, *charming*, and *lovely*. In Lakoff's theory (1975) when a man uses words like those used by the woman, it will have an impact on his reputation as a man.

Datum 1

She has a small but slightly thick lip, a small nose, and a tyrian cheek, which makes her even more *adorable* and beautiful.

Datum one describes the writer friend who has been known since the age of 11. The writer described the characteristics of her friend who has a small but slightly thick lip, a small nose, and a tyrian cheek, which makes her even more adorable and beautiful.

Analysis

“*Adorable*” used by the writer is to express the writer's awe to her friend. With a sense of pleasure, the writer only expresses her admiration using the word “*adorable*”.

Datum 2

He was a very trustworthy, *lovely* person and I already considered like a sister to me.

The sentence in datum two describes the writer friend who is already very close and considered her own sister. They have been friends for 5 years and her friend is a very trustworthy and lovely person.

Analysis

“*Lovely*” is only used to express opinions regarding the nature of the writer close friends. Using the word “*lovely*”, it describes that the writer is happy to have friends who have lovely traits.

Datum 3

It has brown eyes with *charming* thin eyebrows and a small nose that can make her face look more perfect.

The sentence in datum three describes the characteristics possessed by the writer friend. Her friend has brown eyes with charming thin eyebrows and a small nose that can make her face look more perfect. The writer explained that her friend has an elegant and perfect character. Therefore many people like and are comfortable being near her friends.

Analysis

“*Charming*” is one of the empty adjectives because it is used to reveal or describe her friends only. It is nothing more than that, like providing information that is very pocketing and should be emphasized or corroborated. The writer only describes the character of her friend who has charming thin eyebrows.

Datum 4

Her skin is tan and it makes her look very *cute*.

The datum four describes the writer friend who almost has the same face as her. The difference is only in the height and skin colour of her tan friend. She explained that with tan skin, her friend became very cute and more beautiful.

Analysis

The empty adjective used in the sentence is the word “*cute*”. The writer use empty adjectives to express their feelings and opinions about her friends. She wanted to praise her friend using empty adjective through the word “*cute*”.

Datum 5

She was a *sweet*, attractive woman.

The sentence in datum five tells about the writer friend who has been known since the age of 11 years. She described her friend as having a sweet and beautiful face, besides that her friend also has an attractive character. When they are together, there was hardly ever a dull moment when she was around with her jokes and her cute expressions.

Analysis

The word “*sweet*” that is in the sentence is a form of empty adjective used to describe friends. The empty adjective in the sentence is used to express praise to her friend, that her friend had a sweet and beautiful face.

d. Emphatic Stress

When communicating, women use words that are more emphasized or more strengthened in writing. When expressing opinions, compliments or awe, women write using *bold, italic, repetitive, colored, or capital letter*. It is done to put pressure on the written word. The feature used by the woman is emphatic stress.

Datum 1

I want to send a *big thanks* because she is always by my side.

The sentence in datum one explains that the writer has a friend who has been known since entering senior high school. Her friend has a cheerful, talkative, and adaptive character. The writer is very grateful to have a friend like her because her friend is always becoming the first person that she talked to when have a problem. Her friend listens to her the whole time also brings positive vibes into the writer life.

Analysis

Emphatic stress used is the word “*big thanks*”. The use of emphatic stress aims to emphasize the meaning that has been written by the writer. The using of the word “*big thanks*”, readers will think that the

writer feels really very grateful to her friend. So, the function of emphatic stress in the sentence is to persuade the reader to pay attention to what she writes.

Datum 2

Her life motto is "*Life must be balanced!*"

The datum two describes a friend of the writer who has been known since the 10th grade. The writer and her friend were already very close. Her friend has a friendly and creative nature. During her friendship, the writer felt very interested in her friend's life motto which said that Life must be balanced!

Analysis

An example of emphatic stress used to describe a friend is to use the phrase "*life must be balanced!*". The motto written by the writer includes emphatic stress because it uses *italic* writing techniques. In addition, the writer also wants to emphasize the sentence by using an exclamation and quotation mark. Thus, the reader considers that the sentence is indeed emphasized to strengthen the meaning of the sentence.

Datum 3

Thank you so much, Aura!

Datum three explains that the writer would like to thank her friend. The writer feels very lucky to have a friend like her friend. In her opinion, her friend is the best human being she has ever met in this world because

her friend is always willing to do anything for her family and her. The writer also cannot let the writer get into trouble, and whenever it looks like the writer struggling or upset, her friend always comes to her with some gifts to get mood back.

Analysis

The emphatic stress that appears in the sentence is the use of an exclamation mark at the end of the sentence. Emphatic stress in the sentence is used to express a great deal of gratitude to her friend. Because her friend has always been a person who is willing to do anything for her. With emphatic stress in the sentence, it illustrates that there is an emphasis in writing the sentence to strengthen gratitude to her friend.

Datum 4

That is why his problem-solving skill is *incredible*.

The sentence in datum four describes the writer friend's incredible ability to overcome problems. When he has problems, her friend is always calm and relaxed. It was because her friend was the son of the first boy in his family. Since childhood, his parents always taught her friend to overcome his own mass and always asked for his opinion.

Analysis

“*Incredible*” is used to describe the writer admiration for her friend who has a calm and relaxed nature when facing problems and is able to

overcome the problem well. The writer uses “*incredible*” word denotes the word emphasized to strengthen her statement.

Datum 5

I learned *more and more* that the older we get, the more serious problems we face.

Datum five explains about the writer friendship. The writer and her friend rarely had time to be together like the previous time. They had arranged a time to meet but still had not had time because of each other's motherhood. When they met, the writer and her friend chose to talk about random things instead of talking about their respective problems. Because she felt that the time to meet was too precious to talk about life's problems. In her opinion, it is natural that the more mature the more troubles there are.

Analysis

In describing her friend, the writer showed emphatic stress by using repeatedly written words. In the sentence, she uses the words “*more and more*” which is an example of emphatic stress. The writer uses the words “*more and more*” to emphasis on her statement. The writer wants to state that the more an adult a person will be, the more problems will be faced.

e. Precious Color Terms

Precious color terms is a type of women's language features that show women have a greater understanding of vocabulary regarding color than men. In mentioning colors, women are more detailed and specific in mentioning them.

Datum 1

Her skin was *soft brown* like most Indonesian women.

The sentence in datum one describes the characteristics of the writer friend who has the characteristics of jet black eyes, thick eyebrows, black hair and healthy long to shoulders and no sponge. In addition, the writer also explains that the skin of the writer's friend who has a soft brown color like most Indonesian women.

Analysis

The precious color terms feature used by the writer in describing her friend is to use "*soft brown*" color. When describing her friend's skin color, she used a more detailed and specific color vocabulary, namely "*soft brown*".

Datum 2

She has an oval face with *bright brown* eyes and a not-so-point nose.

In the datum two, the writer explains her friend who was known when she entered college. She described the characteristics of her friend

who had a tall and slim body. Her friend has an oval face with bright brown eyes.

Analysis

The writer uses the word “*bright brown*” which is an example of precious color terms. The writer explains the color of her friend's eyes with a very specific color. It shows that women have a vocabulary regarding more diverse colors.

f. Tag Questions

The tag question is a type of women’s language features used grammatical construct in linguistics that serves to turn declarative into a question for obtaining information. The declared tag question is a declarative statement without assumptions, a statement that the addressee can rely on. Some examples of tag questions are. *Wasn't he?, Right?, Sure isn't hot here?*

Datum 1

Very positive isn't it?

Datum one describes about the writer who explains that her friend has a shy and quiet nature. In addition, she also described that her friend has a positive vibe such as liking to exercise and always invites her to exercise.

Analysis

Use of the word “*isn't it?*” is an example of the use of women's language features in the form of tag questions. “*Isn't it?*” used to confirm or make sure her statement that her friend had a positive vibe by being proven to have invited her to exercise.

2. The ways EFL learners use women's language features to convey the meaning of descriptive text

EFL learners use six kinds of women's language features in descriptive text to convey the meaning of descriptive text about ‘friend’ in different ways.

a. Lexical Hedges or Fillers

The lexical hedges or fillers is used by EFL learners to convey a sense of uncertainty towards a statement that has been said, express a sense of indeterminateness, convey a sense of uncertainty about what they are saying, besides lexical hedges or fillers are used to fill the gap between the previous sentence and the sentence after it, and is used to convey the opening word and give a sequence of time for the sentence to be said next.

b. Intensifier

Intensifier is one of the women's language features used by EFL learners in descriptive text about friends. Intensifier is used to equate meanings such as booster or strengthen the admiration, strengthen the opinion and gratitude, strengthen statement and prove that they are feel confident to convey that their opinion is right, emphasize the meaning of the word she said, and intensify the meaning of the word.

c. Empty Adjective

Empty adjective is the third type of women's language features used by EFL learners in describing their friends. EFL learners use empty adjectives to convey their opinions or feelings in various ways of delivery. Empty adjective is used to convey their admiration with a pleasure, express their opinion based on the nature of their friend, reveal about their opinion, praise their friends, and convey the praise to their friend.

d. Emphatic Stress

Emphatic stress is a women's language feature that is also used by EFL learners in describing their friends. EFL learners use emphatic stress to convey the meaning of their statements by means of emphasis to make their delivery stronger. Emphatic stress is used to convey and emphasize the gratitude of having such an excellent friend. In addition, the use of emphatic stress with italic techniques can be used to convey the meaning that the sentence is emphasized by the writer. The use of emphatic stress is also to convey their admiration more strongly and convey the message that the opinion to be stronger that the more a person becomes an adult, the more problems will be faced.

e. Precise Colour Terms

EFL learners use precious colour terms to convey meaning about the characteristics of friends they know. Using precious colour terms promotes that women have more vocabulary about colour than men. The

use of precious colour terms conveys the characteristics with more detailed and specific colours.

f. Tag Questions

The use of the questions tag in descriptive text is used to convey confirmation or ensure that the statement is correct. And convince the reader to agree with their statement.

B. Discussion

This part discusses the findings on the features of women's language that EFL learners use in writing descriptive texts about 'friend'. The researcher conducted an analysis elaborated by Lakoff (1975).

The findings of this study can answer the previous study conducted by Mizokami (2001), which said that women and men have differences in language use depending on the situation. However, the findings of this study illustrate that women do have their characteristics, and in any variety of situations, even though they are in a state of sadness or pleasure, such as in descriptive text that EFL learners about 'friend' have made, they make descriptive text by telling sad and happy experiences with friends, telling stories of their friends whom they consider unlucky, and telling about their friends' achievements and traits with a sense of pleasure. Besides that, Svendsen (2018) calcified that women's language features do not exist. The results of this study answered that women's language features exist and include in social phenomena in language. After conducting research and obtaining the results that there are six kinds of women's language features

used by EFL Learners, it can be said that this research states the truth regarding previous theories and studies that analyze women's language features.

Besides, the results of this study support some previous research, one of which was conducted by Pebrianti (2017), that lexical hedges or fillers are used by women when they feel unsure about the topic they are discussing. In the findings of research conducted on EFL learners. The researcher found that they tended to use lexical hedges or fillers frequently when feeling less confident. Then, EFL learners use emphatic stress as a type of women's language feature to substantiate their statements. As Utari (2019) found in her research that her findings show that when women are so confident and feel sure about their statements, they will use emphatic stress.

This study provides different results from previous studies because the object chosen is EFL learners who are learning English not as a first or second language but as an international language that has differences in language use in their first language. In addition, this study also has differences because it only focuses on analyzing women's language features in writing and does not involve speaking. So the results of the study only found six types of women's language features.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and a suggestion after conducted data analysis and explained the findings and discussed the findings in the previous chapter. This chapter presents conclusions that will answer the research problems that have been made on the research. As well as presenting suggestion that can be used for future research in the same scope of study.

A. Conclusion

Based on the first research question that focuses on the types of women's language features are used by EFL learners, it can be concluded that there are six kinds of women's language features used by EFL learners in writing descriptive text about friends. There are lexical hedges or fillers, intensifier, empty adjective, emphatic stress, precise color terms, and tag questions.

The second research question concerns how EFL students use female language features to convey meaning to descriptive text about friends. EFL students used lexical hedges to convey insecurity and lack of confidence. The second is an intensifier, which equates interpretations such as boosting or strengthening admiration, strengthening perception and appreciation, and emphasizing the meaning of the word they mentioned. The third is an empty adjective used to express admiration combined with pleasure. The fourth type of emphasis is emphatic stress, which expresses admiration more intensely and conveys the idea that the opinion is more substantial. The fifth is precious color terms, which

convey characteristics with more specific and exact colors. The last feature is a tag question, which is used to confirm or verify that the statement is correct.

The findings of this study show that women have their characteristics in various situations, including sadness, pleasure, and happiness. Furthermore, the study's findings demonstrate that women's language characteristics exist and are included in social phenomena in language. The findings of this study support previous research, such as women frequently using lexical hedges or fillers when unsure and lacking confidence when speaking or writing about the topic at hand. The study's findings also support Utari's (2019) research that women use emphatic stress to strengthen their opinions by using italic, bold, and repetitive techniques, particularly in writing.

B. Suggestions

This research was conducted to develop linguistic knowledge about women's language features that EFL learners use in writing descriptive text about friends. This research focuses on women's language features in the form of text. Researcher hope that this research can be a reference for language learners, especially sociolinguistic learners who want to learn and conduct research on women's language features in the form of text. In addition, researchers also hope that this research can contribute and be useful for sociolinguistic teachers as a reference source in teaching about women's language features.

This study focused on examining women's language features that EFL learners used in writing descriptive text about friends and did not conduct research on women's language features in oral or speech forms. Thus, the researcher suggests

that future researchers research women's language features in two forms, oral and text. Researchers can analyze whether the two forms have differences in using women's language features and whether they have different functions when used in oral and text.

REFERENCES

- Aini, L. M. (2016). Women language used by the main characters of “Mockingjay” movie (*Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim*).
- Andriani, K. (2018). Women’s language features in Summer McKeen’s vlogs. *Humanis*, 22(3), 735-741.
- Ascalonicawati, A. P. (2020). Fitur-fitur Tuturan Emma Watson dalam wawancara (The Features of Speech of Emma Watson in Interview (s)). *JALABAHASA*, 16(1), 1-14.
- Aslamiyah, M. (2013). Identitas diri mahasiswa penyuka budaya Pop Kora Malang. (*Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim Malang*).
- Cameron, D. (2010). Gender, language, and the new biologism. *Constellations*, 17(4), 526-539.
- Coates, J., & Cameron, D. (2014). *Women in their speech communities*. Routledge.
- Creswell, J. W. (2012). Educational research: Planning, Conducting, and Evaluating, 260, 375-382.
- Fatmawaty, R. (2017). Memahami Psikologi Remaja. *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 6(2).
- Fishman, P. M. (1980). Conversational insecurity. In *Language* (pp. 127-132). Pergamon.
- Hapsari, I. M. (2013). The use of language features of male and female authors in two short stories The Yellow Wallpaper and A Rose for Emily (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Herman, H., Sinurat, V. L., Marpaung, T. I., & Sihombing, P. S. R. (2021). An Analysis on Women’s Language Feature Used by Jacinda Arden in Speech about Covid-19. *Edu-Ling: Journal of English Education and Linguistics*, 4(2), 20-35.
- Hijriyah, U. (2014). Bahasa dan Gender. *Jurnal Al Bayan UIN Raden Intan*, 6(2), 73940.
- Istiqomah, A. U. (2014). Women’s Language Features in Writing Journal Used by Female Students in English Department of Universitas Islam Negeri Sunan Gunung Djati Bandung (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).
- Itmeizeh, M. J., & Ma’ayeh, S. (2017). The evolution of gender roles and women’s linguistic features in the language of Disney. *Evolution*, 36.

- Jespersen, O. (2013). *Language: Its nature, development, and origin*. Routledge.
- Lakoff, R. (1973). Language and woman's place. *Language in Society*, 2(1), 45-79. doi: 10.1017/S0047404500000051
- Lubis, F. K., & Bahri, S. (2020). Women Language in Indonesian Television Talk Show. *Asian Social Science and Humanities Research Journal (ASHREJ)*, 2(2), 37-46.
- Mizokami, Y. (2001). Does Women's Language Really Exist?: A Critical Assessment of Sex Difference Research in Sociolinguistics. *Multicultural Studies*, 1, 141-59.
- Muziatun, M., Malabar, F., & Sangketa, N. W. (2021). An Analysis of Hedging Devices on Students' Presentation of Seminar on Language Based on The Gender. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 7(4), 97-106.
- Noprianto, E. (2017). Student's Descriptive text writing in SFL perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), 65-81.
- Pamikat, S. L. (2018). Women's Language Features of Eilis Lacey in the Brooklyn Movie Script. *Unpublished Thesis*. Yogyakarta: Universitas Sanata Dharma.
- Pebrianti, A. A. (2013). Women's Language Features used by Indonesian Female Bloggers. *Passage*, 1(2), 109-118
- Peng, S. (2019). A Study of Differences between EFL and ESL for English Classroom Teaching in China. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455-2526)*, 15(1), 32-35.
- Rahmawati, D., & Indrayani, L. M. (2019). Woman Language Features in Recode World's Technology Conference: A Sociolinguistics Studies. *ELT-Lectura*, 6(2), 186-196.
- Rawanita, F. R. (2019). An Investigation Towards Women's Language Features in Casual Conversation. *Proceedings Of EEIC*, 2, 178-181.
- Sadiyah, S., & Royani, a. s. (2019). An Analysis of Grammatical Errors in Students' Writing Descriptive Text. *Professional Journal of English Education*, 2(6), 746-770.
- Svendsen, A. D. (2018). Lakoff and Women's Language. *Leviathan: Interdisciplinary Journal in English*, (4), 1-11.
- Yolanda, N. A. Y., & Bram, B. (2021). Women's Language Features Used by a Woman who Masquerades as a Man in Mulan (2020) Movie. *Tell: Teaching of English Language and Literature Journal*, 9(1), 25-38.

- Utami, N. N. A. (2022). Penggunaan Fitur Bahasa Perempuan pada Novel Tempurung Karya Oka Rusmini. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(2), 327-340.
- Utari, N. D. (2019). *An Analysis of Women's Language Features Used by Indonesian Female Author in the Book of Dear Tomorrow by Maudy Ayunda* (Doctoral dissertation, Universitas Muhammadiyah Sumatera Utara).
- Wang, S. P., & Tatiana, K. (2016). Corpus research on hedges in linguistics and EFL journal papers. *International Journal of Education*, 9(1), 45-52.

CURRICULUM VITAE



Junita Ayu Nadia was born in Ngawi on April 15, 2000. She graduated from SMAN 1 Widodaren Ngawi in 2018. She started her higher education in 2018 at Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. During her study at the university, she joined the English Letters Student Association in Entrepreneurship Division.

APPENDIX

Categorization the types of women’s language features in descriptive texts

Descriptive text 1

Features	Sentence	Analysis
Lexical Hedges or Fillers	Anyway , for the name, I’m censoring it so it doesn’t cause unwanted things.	Anyway is a lexical hedges that is used as the opening of the sentence.
	Well , like the pseudonym I gave him, she does use glasses in his daily life.	Well is the type of filler. It is used to fill in the gap between the before and the next sentences.
	I could say this one of my friend is unique because she can spend his time just in his room.	I could the type of hedge. It describes that the writer feels less convinced of her opinion.
	Maybe she doesn’t realize is that she can make me a positive person because she has	The writer used maybe as the hedge because she feels unsure about the opinion.

	positive vibes.	
	I think he's already a workaholic, but whatever his activities are, if it's a positive thing, I'm sure it will give positive feedback for his life as well.	I think is the type of hedge that is used to describe that the writer convey her opinion hesitantly.
	Well , because it was written above that I am an outgoing and active person, now I will describe some aspects of myself.	Well as a filler is used to fill in the gap between the before and the next sentences.
Intensifier	She is a quiet and shy person, very inversely proportional to my personality who can't be quiet and active.	The writer used very to emphasize the opinion that her friend is very inversely proportional from her personality.
	I really like that maybe she doesn't realize is that she can make me a positive person because	The use of the word really to convey that the writer emphasized liking to her friend's

	she has positive vibes.	personality.
	Very positive isn't it(?)	The writer used very to convey the positive personality of her friend.
	Honestly a little confused to determine this candidate, therefore I decided to choose myself as my friend because the main best friend is myself.	The word little is used by the writer to convey an emphasis on the feeling of being a little confused about choosing her best friend.
	I'm a cry baby, I cry a little bit.	The writer used little to convey her easy-to-cry personality, even if she only cries a little.
	I can't waste my time, I just cry.	Just is used to convey the emphasis that the writer only cries if she has a problem and does not want to waste time telling it to others.

	I feel that I interact with many people too often, but I also like to be social.	The writer used the word too to convey the emphasis that she interacts very often with many people because she likes to socialize.
	Let's just say her name is "miss glasses".	The word just used by the writer to intensify her friend's nickname was miss glasses.
	Just imagine that in the midst of his busy schedule for college, organization and being a musyrif in Ma'ad, he is still a task jockey.	The writer used just to emphasize the awe of her friend's busy life but is able to do everything well.
Tag Question	Very positive isn't it(?)	The writer used isn't it? to convince the reader that her opinion is correct.

Descriptive Text 2

Features	Sentences	Analysis
Lexical Hedges or Fillers	He seems enlightened about aspects of life, such as family and relationships, and finds it easy to relate to almost anyone or anything.	Seems as a hedge used in the sentence serves as a form of uncertainty to the facts expressed.
	He doesn't seem to have anything bad.	The word seem as hedge used when the writer does not fully know about the facts yet, so she uses seems to avoid mistakes over her doubts.
	Maybe , for now, admiring you is the best way.	The word maybe as hedge convey that the writer is not entirely sure about her statement.
	His multi-talent can put himself in a situation that makes him look very wise and cool.	The writer emphasizes her opinion about the very wise and cool personality of her friend in everything.

	<p>His narrow eyes when he looked at the sky as if he was telling a lot to the Creator, were no less warm.</p>	<p>The writer used the word a lot to emphasize that many things in her friend's life wants to tell.</p>
	<p>Some humans like to listen just to wait for the opportunity to break other people's opinions to look smart, but Malik is not.</p>	<p>The writer used just to intensify her opinion about people who just want to look smart in debunking opinions.</p>
	<p>Many times I am confused by his ability to just sit back and listen to poor souls pour their thoughts out.</p>	<p>Just in the sentence is used to emphasize that her friend is able to listen to people's stories and just sit listening carefully.</p>
	<p>Not too much and just right for the portion.</p>	<p>The use of the word too is to emphasize that the writer does not overdo her friend, indeed the personality of her friend is very good and her praise corresponds to the</p>

		personality of her friend.
	He has the ability to lift spirits just by himself.	The writer used the word just to emphasize that her friend has an ability that is only done by himself to increase his spirit.
	True friendship is very necessary for all of us to move forward and find the right path in life.	The writer used very to emphasize her statement to convince the reader that true friendship is needed in life.
	Getting the best and true friends in life is a very difficult task.	The word very used by the writer to emphasize that it is very difficult to have best friends.
	I have a lot to ask and a lot to say.	The writer used the word a lot to emphasize that there are so many questions and statements to be said to her friend.
Empty Adjective	His sweet -warmed-smile the	The word sweet is used

	world when he reached the highlands to meet the sky more closely.	by the writer to praise her friend who has a sweet and warming smile.
--	---	---

Descriptive Text 3

Features	Sentences	Analysis
Lexical Hedges or Fillers	I would like to tell you about my good friend, Safa.	The writer used the word I would as the opening sentence.
Intensifier	I started to introduce myself to her and she really welcome to me.	The writer conveys the really welcome personality of her friend using intensifier really .
	We did not realize that we talked too much to each other.	The word too is used by the writer to convey that she and her friend have been very familiar since they first met and did not realize too much talking to each other.
	She is very friendly person and easy going to adapt with	The use of very is used to convey the emphasis that

	others new friends.	her friend is very friendly and adaptable to new people.
	She really taught me patiently.	The writer conveys that her friend was very patient in teaching her to learn by using intensifier really .
	I really proud to know her.	The writer convey her pride by emphasizing the statement using the word really .
	I am so grateful to meet and know about her.	The writer emphasizes her gratitude for having met and befriended her friend using the word so .

Descriptive Text 4

Features	Sentences	Analysis
Lexical Hedges or Fillers	Actually , I have many friends but not many best friends.	The writer used the word actually to convey the opening word and also feels unsure that she does

		not have many best friends.
Intensifier	I have some very special friends in life.	The word very is used by the writer to convey the emphasis that she had a very special friend in life.
	We can just confide in good friends to get solutions to the problems we are experiencing.	The writer used the word just to convey the emphasis that only by telling her problem to her friend will get a solution.
	Friendship is very important to us.	The use of the word very is used to convey the emphasis that friendship according to the writer is very important.

Descriptive Text 5

Features	Sentences	Analysis
Intensifier	One of the reasons that made me so eager to immediately undergo	The writer used so to convey the emphasis that she is very passionate

	offline learning is my friend named Putri.	about learning because there is her friend.
	She was very nice.	The writer emphasizes the very nice personality of her friend using the word so .
	She also has a very beautiful facial charisma.	The writer emphasizes her opinion that her friend is very beautiful using intensifier very .
	She has a very friendly and polite.	The word very is used by the writer to convey the emphasis that her friend is very friendly and polite.
	So many events happening on campus.	The writer intensify her opinion that so many events in campus use intensifier so .
	We both really miss offline learning.	The word really is used by the writer to convey the emphasis that she and her friend really miss

		offline learning.
Empty Adjective	She makes me laugh out loud when talking to her or seeing her silly and adorable behaviour.	The writer conveys the character of her friend who behaves funny by using empty adjective adorable .

Descriptive Text 6

Features	Sentences	Analysis
Intensifier	We were really know each other.	The writer used the word really to emphasize that she and her friend know each other very well.
	It made us so close.	The writer said that she and her friend always came home from school together and she emphasize that it made them so close.
	Her beauty face was make her look so fresh	The word so is used by the writer to emphasize her opinion that her friend

		has so fresh face.
	She really friendly with some people.	The use of the word really is used to convey the emphasis that her friend is really friendly to others.
	She really cared with her friend.	The writer used the word really to emphasize that her friend cares deeply about her friend.
	She has a lot of unique characteristics.	The word a lot is used to convey the emphasis that her friend has a lot unique characteristics.
Empty Adjective	Her beauty face was make her look so fresh and amazing .	The writer conveys the character of her friend's face using an empty adjective amazing .
	Her thin lips made her has a sweet smile.	The writer conveys a compliment that her friend's smile is sweet by using empty adjectives.
	She could make any	The writer uses the word

	topics in her conversation and her amazing interactions with other.	amazing to convey her friend's ability to make any conversation with others.
--	--	---

Descriptive Text 7

Features	Sentences	Analysis
Lexical Hedges or Fillers	The first friend that I think is the most valuable is named Rose.	The writer used the word think as an opening word about her valuable friend.
Intensifier	She was so kind.	The writer uses so to emphasize that her friend's personality is so kind.
	We've been through a lot together to this day.	The word a lot is used to convey that the writer and her friend through a lot together.
	Sharing a lot about each other's lives.	The writer uses the word a lot to intensify that she and her friend share a lot things in life.

	She is a very smart and kind girl.	The writer uses very to emphasize that her friend is very smart and kind girl.
	We spent so much time together until today.	So is used to emphasize the statement that she and her friend have spent time together.
	We've been a little distant lately.	The writer emphasizes that she and her friend are somewhat far lately using intensifier little .

Descriptive Text 8

Features	Sentences	Analysis
Lexical Hedges or Fillers	Maybe those words are what make us feel that there is still someone on our side.	The word maybe is used by the writer because she feels hesitant or unsure of her statement.
	I thought she didn't care about her surroundings.	The writer uses the word thought to convey that she has doubts about her

		statement.
Intensifiers	My first impression wasn't too good.	The word too is used to intensify that the first impression to her friend is not so good.
	She was an indifferent person, rarely smiled and was a little lazy.	The writer uses the word little to intensify that her friend's is lazy.
	We started talking a lot at that time.	The word a lot is used to emphasize she and her friend have talked a lot while together.
	I'll tell you a little about it.	The writer emphasizes that she will tell a little about her friend by using intensifier little .
	We also share a lot of complaints.	A lot is used to emphasize that she and her friend complained a lot together.
	My body which can be said to be quite tall.	The writer uses the word quite to emphasize that her friend is a quite tall.

	She also doesn't really like eating differently from me.	The word really is used to convey the emphasis that her friend really doesn't like to eat.
--	---	---

Descriptive Text 9

Features	Sentences	Analysis
Intensifiers	They are one of those people who can become very close.	The writer used the word very to emphasize that only her friend is very close to her.
	Having the figure of a friend who has a positive and pleasant aura is something that means a lot to us.	The word a lot is used by the writer to convey the emphasis that having a positive friend means a lot to her.
	They can be a very warm person.	The writer conveys the personality of her friend with an emphasis on intensifier very .
	She faces something becomes a very	Very is used by the writer to emphasize that her

	interesting thing.	friend can turn something into a very interesting one.
	She is also a very neat and clean person.	The word very is used to convey an opinion with the emphasis that her friend is very neat.
	She is too stubborn.	The writer convey her opinion by emphasizing the word too that her friend is too stubborn.
	She is a person who provides a lot of good solutions.	The word a lot is used to convey statement that her friend can provide a lot solutions when there is a problem.
Empty Adjective	She is a woman who has a beautiful smile.	The writer convey praise to her friend's smile by using the word beautiful.
	Having a close friend is a precious thing.	The word precious is used by the writer to convey that close friends is precious thing in life.

Descriptive Text 10

Features	Sentences	Analysis
Lexical Hedges or Fillers	Maybe she can makes a changes about my style.	The word maybe is used by the writer to convey uncertain statements.
	Maybe at first we weren't in junior high school.	The writer convey doubts when she first met her friend using the word maybe .
	Maybe she can also advise me if I have a mistake.	The word maybe is used by the writer when she is unsure whether her friend can give her advice when she has a mistake.
Intensifiers	Naila is a friendly person and very nice to chat with.	The word very is used by the writer to convey that her friend is very nice.
	Naila is very diligent in her studies.	The word very is used by the writer to convey that her friend is very diligent.
	Naila and I just got close.	The word just used to

		emphasize that she and her friend had just gotten close.
	Naila and I just have different majors.	The writer uses the word just to emphasize that she and her friend have different majors.
	My house and Naila were quite far away.	The word quite is used to convey that her home with her friend is far away.
	I hope we will always be friends for quite a long time.	The writer uses the word quite to emphasize that she hopes to be friends for quite a long time.
	I really enjoyed her personality.	Really is used to emphasize that she really enjoyed her friend's personality.
Empty Adjective	She is very beautiful and intelligent.	The word beautiful is used to convey that her friend is very beautiful.

Descriptive Text 11

Features	Sentences	Analysis
Lexical Hedges or Fillers	I think of her as my sister.	The word think is used to convey that her friend is already considered her sister.
	I thought of her is her perfectionism.	The writer uses the word thought to state that her friend is a perfectionist.
	I thought it should be tiring.	The word thought is used to convey that she is not sure of her statement.
Intensifiers	We are so close that I know every habit she has.	So is used to emphasize her opinion that she and her friend are so close that they know each other's habits.
	Her lean body just helps her to move rapidly.	The writer uses the word just to emphasize that her friend is lean so that it helps her move rapidly.
	Live a little more freely.	The word little is used to

		emphasize that life is a little freer.
Empty Adjective	That is how she looks neat and beautiful .	The writer uses the word beautiful to convey that her friend looks beautiful because of her slender body.

Descriptive Text 12

Features	Sentence	Analysis
Lexical Hedges or Fillers	And yeah, we've been friends for about eight years.	The word and yeah used by the writer to fill in the gap between the preceding sentence and the next sentence.
	I think this is a positive hobby because it can improve English vocabulary.	The writer uses the word think to convey the opening sentence.
	And yeah, one more thing he likes to eat, be it light food or heavy food,	The word and yeah used by the writer to fill in the gap between the

	just like me.	preceding sentence and the next sentence.
	I think she is a very kind person.	The writer uses the word think to convey her uncertainty that her friend is a kind person.
Intensifiers	He likes to eat, be it light food or heavy food just like me.	The writer uses the word just to emphasize that her friend is like her who has the same preferences.
	She is a very kind person.	The word very to convey the emphasis that her friend is very kind person.
	Able to give very helpful advice when I'm down.	The writer uses the word very to emphasize that her friend is very capable of giving her advice when down.
	She is also a person who is firm but a little selfish.	The word little is used to emphasize that her friend's personality is a little selfish.

	I am very grateful to have met a friend like her.	The word very is used to convey the emphasis of her gratitude for having friends like her.
	Finding friends like her is quite difficult.	The writer emphasizes her statement that finding a friend like her current friend is a little difficult.
Empty Adjectives	Zahra has a beautiful face.	The word beautiful is used to convey praise that her friend has a beautiful face.
	Not too white but sweet .	The word sweet is used to convey even though her friend's skin is not too white but looks sweet.
	She is usually a cheerful person.	The word cheerful is used to convey the cheerful personality of her friend.

Descriptive Text 13

Features	Sentences	Analysis
Lexical Hedges or Fillers	I think you can see your reflection in her eyes as you stand in front of her.	The writer uses the word think to convey her opinion but is not sure.
	I think it's very hard to find the genuine friendship.	The word think is used by the writer as an opening word that it is very hard to find genuine friendship.
	I think Mitha is a very valuable person.	The writer uses think as an opening word that her friend is a very valuable person.
Intensifiers	She's the girl who can steal your attention even if you just met her.	The word just is used by the writer to intensify that her friend was stealing attention just met her.
	It's very hard to find the genuine friendship that Mitha and I live in today.	The word very is used by the writer to emphasize that it is very hard to find a friend like her.
	I'm so glad it happened.	The writer uses the word so to emphasize her sense

		of pride.
	I sincerely hope our friendship will never end because it is too precious.	The writer uses the word too to emphasize that her friendship too precious.
	Mitha is a very valuable person.	The word very is used by the writer to strengthen statement that her friend is a valuable person.
	Dense eyebrows made her look so beautiful.	The writer uses the word so to emphasize that her friend's eyebrows are so beautiful.
Empty Adjectives	She was a cheerful girl.	The word cheerful is used by the writer to convey an opinion about her friend's personality.
	She was a sweet , attractive woman.	The writer uses the word sweet to convey her friend's sweet face.
	Dense eyebrows made her look so beautiful .	The writer uses the word beautiful to praise her friend's eyebrows.
	She has a small but	The word adorable is

	slightly thick lip, a small nose, and a tyrian cheek, which makes her even more adorable and beautiful.	used by the writer to convey a sense of awe to her friend.
Precise Colour Terms	Her skin was soft brown like most Indonesian women.	The writer uses the word soft brown to convey in detail the color of her friend's skin.

Descriptive Text 14

Features	Sentences	Analysis
Intensifiers	They can be very close to being like family members.	The word very used by the writer to emphasize that her friend became very close like family.
	She is tall and quite slim.	The word quite used by the writer to emphasize that her friend is quiet slim.
	She looks very beautiful, especially when she	The writer uses the word very to strengthen her

	smiles.	opinion that her friend is very beautiful.
	She might say that these activities are very boring.	The word very used the writer to emphasize that her friend found some activities very boring.
	The activity would be very fun if there was a friend who accompanies.	The writer uses the word very to strengthen her opinion that activities will be very fun if accompanied by friends.
	I'm so lucky to have a friend like her.	The word so is used by the writer to emphasize that she is very lucky to have a friend like her.
Empty Adjective	She looks very beautiful , especially when she smiles.	The word beautiful is used by the writer to convey praise to her beautiful friend.
Precious Colour Terms	She has an oval face with bright brown eyes and a not-so-point nose.	The writer convey the color of her friend's eyes specifically using the word bright brown .

Descriptive Text 15

Features	Sentences	Analysis
Lexical Hedges or Fillers	She was a friend who inspired me so much maybe even to this point.	The writer uses the word maybe to convey a sense of lack of confidence in her statement.
	Maybe now she's going to be 30 juz.	The writer is not sure that her friend has reached 30 juz therefore she uses the word maybe .
Intensifiers	Just like her mouth, her legs and hands also look petite like a baby's own.	The word just is used to convey the emphasis that her friend's look petite.
	Puput is a very smart and genius child.	The word very is used to emphasize that her friend is very smart and a genius.
	She is very relied on by her teachers and friends.	The writer uses very to emphasize that her friend is very relied on her teachers and friends.

	She was very quick in memorization.	The word very is used to intensify the opinion that her friend is very quick in memorization.
	I also learned a lot of things from Putri.	The word a lot is used to emphasize that she learned a lot from her friend.
	Perhaps this writing is just a little bit of Putri and there is much more that has not been written.	The writer emphasizes that her writings make little light of her friend using the intensifier little .
Empty Adjectives	She has beautiful eyes like an angel and firm eyebrows.	The writer conveys a sense of awe to her friend using the word beautiful .
	Her cheeks are chubby so it looks cute .	The word cute is used to convey that her friend is cute because her cheeks are chubby.
	She teaches me a beautiful way.	The word beautiful is used to convey praise to her friend.

Descriptive Text 16

Features	Sentences	Analysis
Lexical Hedges or Fillers	Maybe some poses when we take pictures, some do look the same.	The writer feel unsure when describe her friend so she used the word maybe .
Intensifiers	I don't think we are very similar.	The word very is used to emphasize that the writer and her friend are not very similar.
	Her skin is tan and it makes her look very cute.	The writer uses the word very to emphasize that her friend is very cute.
	The menus are not monotonous so many people like her cooking.	The word so is used to emphasize that her friend loves to cook and so many people like her cooking.
	Her father loves her very much.	The writer emphasizes her statement that her friend's father loved her very much by using the

		word very .
	She felt very lucky to be able to enter the boarding school.	The writer uses the word very to intensify that her friend feels very lucky to be able to enter boarding school.
	This is not only talent but also destiny that is not given to just anyone.	The word just is used to intensify that destiny is not given to just anyone.
Empty Adjectives	She has a sweet and beautiful face.	The author praised her friend's face using the word sweet .
	Her skin is tan and it makes her look very cute .	The word cute is used to convey praise that her skin is tan-colored but still cute.
	Everything she draws is always automatically formed beautifully .	The writer convey praise to her friend that all the things drawn look beautiful.

Descriptive Text 17

Features	Sentences	Analysis
Intensifiers	She talks positive things and is very good at making jokes.	The word very is used to emphasize opinion that her friend is very good at making jokes.
	She is such a person who is very easy to smile and it gives an impact on her around.	The writer uses the word very to intensify her opinion that her friend is very easy to smile.
	It was such a big event because it involved a lot of schools.	The word a lot is used to emphasize that a lot schools are involved in major events in their schools.
	And she did very well in her job.	The writer conveys that her friend did a good job through emphasis with the word very .
Emphatic Stress	I want to send a big thanks because she is always by my side.	The writer emphasizes the word big thanks to convey that she is grateful that her friend is always beside her.

Descriptive Text 18

Features	Sentences	Analysis
Intensifiers	It is so much far from my home.	The word so is used by the writer to intensify her statement that her friend's house is so far away from her.
	People really amaze with her is polite and smart girl.	Really is used to emphasize that people are amazed by the politeness and smartness of her friend.
	Even it just a healthy body that was very great gift.	The writer uses very to intensify her opinion that a healthy body is very great gift.
Empty Adjectives	She is beautiful and smart girl.	The word beautiful is used to praise her friend's beautiful face.
	She ever been being a moderator on one of	The writer praises her friend's amazing ability

	amazing webinar in her faculty.	to be able to become a moderator using the word amazing .
--	--	--

Descriptive Text 19

Features	Sentences	Analysis
Lexical Hedges or Fillers	I think it's unique and sounds funny.	The writer uses the word think as the opening word in expressing an opinion.
	I believe that only myself and of course with God's help can solve every problem I have.	The writer uses the word believe as the opening word in conveying statement.
Intensifiers	I have very good friends.	The word very is used by the writer to emphasize that the friend she is told is her very good friend.
	She is a beautiful and very kind friend.	The writer uses the word very to intensify her opinion that her friend is very kind.

	Sometimes I just need a friend to confide in.	The word just is used to convey the emphasis that she only needs a friend to confide in.
	My friend is very happy to talk to.	The word very used the writer to intensify that her friend was very happy to talk.
	She is very smiling.	The writer uses the word very to emphasize that her friend very smiling.
	And that's a lot of fun.	The word a lot was used to emphasize that she and her friend were playing and it was a lot of fun.
	We travel together quite often.	Quite is used to emphasis that the writer and her friend travel together quite often.
Empty Adjective	She is a beautiful and very kind friend.	The writer convey praise by using the word beautiful .

Descriptive Text 20

Features	Sentences	Analysis
Lexical Hedges or Fillers	I believe that he is a very deserving person to be a close friend who can motivate himself.	The writer uses the word believe to convey the opening word of her opinion.
	I thought he was a friend as well as a "battery" at the time.	Thought is used by the reader to convey the opinion that her friend can be booster for her.
	I thought he was a normal man with a big heart, which is his character.	The writer conveys that her friend is just a normal man in by using the word thought .
Intensifiers	Among my friends is a very good friend named Afid.	Very is used by the writer to convey that friend she describes is a very good friend.
	Understanding other people's feelings is very important.	The writer uses the word very to emphasize that understanding the feelings of others is very

		important.
	He is a very deserving person to be a close friend who can motivate himself.	The word very is used by the writer to intensify that her friend is very deserve to a friend who can motivate him.
	Spirit has become a little magnet for me to get to know him better.	Little is used to emphasize the opinion that a spirit that is as little as a magnet makes her want to get to know her friend better.
	He is just like other average-height men.	The writer uses the word just to emphasize her opinion that her friend is just like the others.
	He is just a normal man with a lot of good problems with family problems.	A lot is used to emphasize that her friend has a lot problems as normal man.
	He is just a man who treats his brother and mother well as a figure	The word just used to intensify that her friend is just a man who treats his

	father.	brother and mother.
--	---------	---------------------

Descriptive Text 21

Features	Sentences	Analysis
Intensifiers	Most people will find someone who becomes very close to them.	The word very is used to emphasize that most people become very close to their friends.
	Even going so far as to refer to them as a best friend.	the word so to emphasize that even though it is far away her friend remains the best friend.
	I have a very good friend in my life.	The word very is used to convey the emphasis that the writer has a very good friend.
	She was a very trustworthy.	The writer uses the word very to intensify her opinion that her friend is very trustworthy.
	Her smile was very beautiful.	The writer conveys compliment to emphasis

		that her friend is very beautiful used intensifier very .
	A little bit of a tomboy.	The word little is used by the writer to emphasize that her friend is a little tomboy.
	There are so many who like and are comfortable when they are near her.	The word so is used by the writer to convey her opinion that many people like and are comfortable with her friend.
	Very friendly towards everyone.	The word very is used by the writer to emphasize that her friend is very friendly.
	Very loyal and likes to give.	The writer uses the word very to emphasize that her friend is very loyal.
	She remains positive for most people and is a very good listener.	Very is used by the writer to strengthen a statement that her friend is a very good listener.

	She's a very tough girl.	The writer admire her personality friend by emphasizing the word very .
	She values family, friendship, even every little thing.	The writer strengthen the opinion using the word little that her friend always values the little thing.
	She loves his family very much.	Very is used by the writer to emphasize that her friend loves her family very much.
	Has a very high level of care.	The writer uses very to emphasize that the level of care for her friend is very high.
Empty Adjectives	She was a very trustworthy, lovely person.	Lovely is used by the author to praise her lovely friend.
	Her smile was very beautiful .	The writer convey a awe at her friend's smile using the word beautiful .

	It has brown eyes with charming thin eyebrows and a small nose that can make her face look more perfect.	The writer uses the word charming to praise her friend's brown eyes.
	Having a beautiful face.	The writer praised her friend's face using the word beautiful .

Descriptive Text 22

Features	Sentences	Analysis
Lexical Hedges or Fillers	I think it's a suitable major for her.	The writer uses the word think as the opening word for her opinion.
Intensifiers	I stay sitting beside her until I got to know her very closely.	The word very is used by the writer to emphasize that she and her friend are very close.
	I really know about her.	The word really used the writer to intensify that she really know about her friend.

	She is a very friendly and very kind person.	The writer uses the word very to emphasize her opinion that her friend is very friendly and kind.
	I saw that her family is very well off.	Very is used by the writer to emphasize that her friend's family is very well off.
	She is very kind and likes to give to others.	The writer uses the word very to intensify opinion that her friend is very kind and likes to give.
	I really salute and did not expect to my friend.	Really is used the writer to emphasize that she really salute to her friend.
	She is very critical of herself.	The writer uses the word very to strengthen opinion that her friend is very self-critical.
	She is a very creative person.	Very is used by the writer to emphasize that her friend is very creative.
	She has a life motto	Very is used to convey

	which for me is very interesting.	the emphasis that her friend's motto is very interesting
	We need to change our minds a little .	Little is used by the writer to strengthen statement that we need change mind a little.
	She is so kind to me.	So is used by the writer to intensify that her friend is so kind to her.
	I am very grateful to have known her until now.	The word very is used to strengthen her gratitude for knowing her friend.
Emphatic Stress	<i>Life must be balanced!</i>	The writer emphasizes and strengthen statement that life must be balanced using italics and ending with exclamation marks.

Descriptive Text 23

Features	Sentences	Analysis
----------	-----------	----------

Intensifiers	I am very lucky to get to know her.	Very is used by the writer to emphasize that she was very lucky to know her friend.
	She is a very beautiful and sweet girl.	The writer uses the word very to intensify her opinion that her friend is very beautiful.
	Her skin that is not too white.	The word too is used by the writer to emphasize that her friend's skin color is not too white.
	Definitely adds to the sweet side of her.	The writer uses the word definitely to strengthen opinion that the color of her friend's skin definitely make her sweet.
	She really likes to eat.	The word really used to emphasize that her friend really likes to eat.
	We always routinely go out to just share stories.	The word just is used to intensify that she and her friend love to share

		stories.
Empty Adjectives	She is a very beautiful and sweet girl.	The word beautiful is used by the writer because she admires her beautiful friend.
	Her exotic impression and definitely adds to the sweet side of her.	The writer uses the word sweet to praise her friend's sweet-looking skin color.
	She looks like a beautiful girl.	The word beautiful is used by the writer to convey praise that her friend is beautiful.
Emphatic Stress	Thank you so much, Aura!	The writer strengthen and emphasizes gratitude by using an exclamation mark at the end of the sentence.

Descriptive Text 24

Features	Sentences	Analysis
Intensifiers	During college I got to know a lot of people.	The writer uses the word a lot to emphasize that

		during college she knew a lot people.
	Her academic achievement is quite good.	The word quite is used by writer to intensify that her friend got a good achievement.
	When I was in a lot of trouble, Milla always tried to cheer me up.	The writer uses the word a lot to emphasize that when she has a lot problems, her friend always cheer her up.
	Milla is very nice to talk with me.	Very is used by the writer to emphasize that her friend is very nice.
	She is very beautiful.	The writer strengthen opinion using the word very that his friend is very beautiful.
	Milla really likes spicy food.	The word really is used by the writer to intensify statement that her friend really likes spicy food.
	I really like to talk to her	The writer uses the word

	about my complaints.	really that she really likes to complain to her friend.
Empty Adjectives	I became more diligent in studying.	The writer uses the word diligent to praise that her friend is diligent in studying.
	She is very beautiful .	The writer uses the word beautiful because she admires her friend.

Descriptive Text 25

Features	Sentences	Analysis
Lexical Hedges or Fillers	Actually , I didn't know because we studied at the same university.	The writer uses the word actually as the opening word.
	I think finding friends who can understand my personality well is something to be grateful for.	The word think is used by the writer to convey the opening sentence.
Intensifiers	He really hates eggplant.	The word really is used by the writer to

		emphasize that her friend really hate eggplant.
	His personality is very calm.	The writer uses the word very to intensify the opinion that her friend's personality is very calm.
	He is also so patient and mature.	The writer uses the word so to strengthen the statement that her friend is so patient.
	After having a lot of convey.	The writer uses the word a lot to emphasize that after telling a story she becomes curious with his friend.
	I really curious why he is so calm and mature.	The word really is used by the writer to emphasize the statement that she is really curious with her friend.
	I am really grateful to have him in my life.	The writer uses the word really to emphasize her gratitude for having her

		friend.
Empty Adjectives	He has a beautiful voice.	The writer uses the word beautiful to convey praise that her friend's voice is beautiful.
	He grows up well together with his only one beautiful sister.	The word beautiful is used by the writer to convey that her friend's sister is beautiful.
Emphatic Stress	That is why his problem-solving skill is incredible .	The writer uses the word incredible to strengthen opinion that her friend's ability is incredible.

Descriptive Text 26

Features	Sentences	Analysis
Lexical Hedges or Fillers	Maybe I am the one who pulled away from my friends for some reason.	The writer uses the word maybe because she is unsure that she withdrew from her friend.
	Actually , our first meeting was very funny.	The writer uses the word actually as the opening

		word for her opinion.
	Maybe my friend feels the same way, so she rarely talks about her problems too.	The word maybe is used by the writer to convey unsure that her friend rarely tells her problems because she may feel bad.
	Even though this seems trivial, but I am very grateful to have friend like her.	The word seems is used by the writer to convey that she is not sure of her statement.
Intensifiers	Our first meeting was very funny.	The writer uses the word very to intensify her statement that the meeting with her friend was very funny.
	I am very grateful to have friend like her.	The word very is used by the writer to emphasize her gratitude for having a friend like her friend.
	I find it very funny because I feel like I am facing myself.	The writer uses the word very to emphasize that her friend is very funny like herself.

	We have a lot equation in common.	The writer uses the word a lot to strengthen her opinion that she and her friend have a lot in common.
	See you very soon.	The word very used by the writer to emphasize that she really hopes to see her friend soon.
Emphatic Stress	I learned more and more that the older we get, the more serious problems we face.	The writer states the statement repeatedly to strengthen statement and make the reader more focused on the sentence.

Descriptive Text 27

Features	Sentences	Analysis
Lexical Hedges or Fillers	I think that she is a boring person, but I was wrong.	The writer uses the word think as the opening word for her opinion.
	Actually , she was a very pleasant and talkative	The writer used the word actually to convey the

	girl.	opening word.
Intensifiers	She was a very pleasant and talkative girl.	The writer uses the word very to emphasize the opinion that her friend is very pleasant.
	She is not only funny but also very kind and helpful.	The word very is used by the writer to strengthen statement that her friend is very kind.
	She is really a kind-hearted girl.	Really used to emphasize that writer friend was very kind hearted.
Empty Adjectives	She also has a beautiful face.	The writer uses the word beautiful to praise her friend's beautiful face.
	It adds to the impression of being cute and innocent.	The word cute is used by the writer to convey a sense of awe to her cute friend.
	She is also the kind of person who is diligent and independent.	The word diligent is used by the writer to convey that her friend has a diligent personality.

	Be friends with her made my high school days even more beautiful .	The writer uses the word beautiful because she wants to state that her friend made her school days even more beautiful.
--	---	--

Descriptive Text 28

Features	Sentences	Analysis
Intensifiers	Friend, a word that has a lot of meaning.	The word a lot is used by the writer to emphasize that friends have a lot of meanings.
	He's really good at math.	Really used to emphasize that writer's friend is really good at math.
	He likes to talk about things very excited.	The writer uses the word very to strengthen her statement that her friend is very excited when talk.
	Ikbar loved his grandmother very much.	The word very is used by the writer to emphasize that her friend loves her

		grandmother very much.
	There's been a lot of excitement.	The word a lot is used by the writer to convey that she and her friend have a lot of joy together.
	Our friendship is very healthy.	The writer uses the word very to strengthen the opinion that her friendship is very healthy.
	I learned a lot from this friendship.	The word a lot is used to emphasize that the writer learns a lot from her friendships.
	I'm very comfortable with his personality.	The word very used by the writer to strengthen the opinion that she was very comfortable with the personality of her friend.
	I'm very motivated by it.	The word very is used by the writer to emphasize that she is very motivated by the personality of her friend.

	I've learned so much from our friendship story.	The writer uses the word so to strengthen statement that she learned a lot from the story of her friendship.
--	--	---