

**SOCIOLINGUISTIC ANALYSIS ON MEN'S AND WOMEN'S
LANGUAGE FEATURES IN EXPRESSING OPINION IN TED
YOUTUBE CHANNEL**

THESIS

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FACULTY OF HUMANITIES

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SOCIOLINGUISTIC ANALYSIS ON MEN’S AND WOMEN’S LANGUAGE FEATURES IN EXPRESSING OPINION IN TED YOUTUBE CHANNEL

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2026

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I state that the thesis entitled **"Sociolinguistic Analysis on Men's and Women's Language Features in Expressing Opinion in TED YouTube Channel"** is my original work. I do not include any materials 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.

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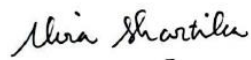
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This to certify that Sintia Nurul Khasanah's thesis entitled "**Sociolinguistic Analysis on Men's and Women's Language Features in Expressing Opinion in TED Youtube Channel**" has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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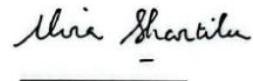
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MOTTO

“You can find sunshine in the rain”

Q.S Al-Insyirah (94) : 5

DEDICATION

I dedicate this thesis to those who have always supported and stood by me throughout my academic journey. I would like to express my deepest gratitude to all the professors who have guided and inspired me from the beginning of my studies until the completion of this thesis. I would also like to dedicate this final project to my beloved parents, who have always supported and prayed for me without ceasing. To my two younger siblings, thank you for all the support, love, and encouragement you have given me. To my dear friends, thank you for the beautiful memories, support, and encouragement we shared during our time in college. May God always guide us on the best path and bless us with success in the future. Amen.

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To my beloved younger siblings, Tyo and Nayla, thank you for your time, encouragement, and support while I was completing this thesis. Thank you for cheering me up with your funny antics, and thank you for being my rock through every difficulty, sadness, and joy in my life. May God reward you for your kindness. Amen.

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ABSTRACT

Khasanah, Sintia Nurul. (2026). *Sociolinguistic Analysis on Men's and Women's Language Features in Expressing Opinion on Gender Equality in TED*. Undergraduate Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mira Shartika, M.A.

Keywords : *Language Features, Male, Female, Gender Equality*

The problem of gender inequality remains a global issue today. Through a speech, speakers convey their ideas regarding the issue of gender inequality. This study aimed to analyze the use of language features in male and female speakers through speeches when they conveyed their opinions about gender equality in TED YouTube channel. The formal TED speech platform was used as a communication space, providing a variety of discussion topics including social issues such as gender equality. This study used a descriptive qualitative approach with the theoretical framework of language features proposed by Coates (2015). Based on the data findings, five of the seven language features by Coates (2015) were found in male and female speakers, namely hedges, tag questions, questions, commands and directives, and compliments. There were two language features that were not found in this research. First, minimal response, because the speech used as the data of the study was a monologue not a dialogue. Second, swearing and taboo were also not used because harsh words were not relevant to use in this speech context. The language feature of questions was the most frequently found in both genders because the speaker wanted to invite the audience to think critically, and control the direction of the discourse. On the other hand, the category of compliments was the language feature that was least used by men. This is because men are less likely to give compliments to other people. Tag questions were the least frequently used language feature by female speakers. This is because before they express their ideas, they commonly prepare the material they will convey, so the use of doubt is rare. This study highlights how different genders convey their ideas about gender equality through formal discussion discourse.

ABSTRAK

Khasanah, Sintia Nurul. (2026). *Analisis Sociolinguistik tentang Fitur Bahasa Pria dan Wanita dalam Mengungkapkan Opini tentang Kesetaraan Gender di TED*. Skripsi. Departemen Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Mira Shartika, MA

Kata kunci : *Fitur Bahasa, Pria, Wanita, Kesetaraan Gender*

Masalah ketimpangan gender tetap menjadi isu global saat ini. Melalui pidato, pembicara menyampaikan gagasannya terkait isu ketimpangan gender. Penelitian ini bertujuan untuk menganalisis penggunaan fitur bahasa pada penutur laki-laki dan perempuan melalui pidato ketika mereka menyampaikan pendapatnya tentang kesetaraan gender di kanal YouTube TED. Platform pidato TED formal digunakan sebagai ruang komunikasi yang menyediakan berbagai topik diskusi termasuk isu sosial seperti kesetaraan gender. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan kerangka teoritis fitur bahasa oleh Coates (2015). Berdasarkan temuan data, lima dari tujuh fitur bahasa oleh Coates (2015) ditemukan pada penutur pria dan wanita, yaitu, hedges, tag questions, questions, commands and directives, and compliments. Ada dua fitur bahasa yang tidak ditemukan. Pertama, minimal response, karena pidato ini adalah monolog bukan dialog. Kedua, swearing and taboo karena kata-kata kasar tidak relevan untuk digunakan dalam konteks ini. Fitur bahasa question adalah yang paling sering ditemukan pada kedua gender karena pembicara ingin mengajak audiens untuk berpikir kritis, dan mengontrol arah wacana. Di sisi lain, kategori compliment adalah fitur bahasa yang paling jarang digunakan oleh pria. Ini karena pria terkenal lebih kecil kemungkinannya untuk memberikan pujian. Tag question adalah fitur bahasa yang paling jarang digunakan oleh penutur wanita. Hal ini karena sebelum mereka mengungkapkan idenya, mereka menyiapkan materi yang akan mereka sampaikan, sehingga penggunaan keraguan jarang terjadi. Studi ini menyoroti bagaimana gender yang berbeda menyampaikan gagasan mereka tentang kesetaraan gender melalui wacana diskusi formal.

مستخلص

خاصة، سنتيانورول. (2026). تحليل اجتماعي لغوي حول ميزات لغة الرجال والنساء في التعبير عن الرأي حول المساواة بين الجنسين في TED. أطروحة البكالوريوس. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة الإسلام نجري مولانا مالك إبراهيم مالانغ. المستشار: ميراثارتیکا، ماجستير في الآداب.

الكلمات المفتاحية: خصائص اللغة، ذكر، أنثى، المساواة بين الجنسين

لا تزال مشكلة عدم المساواة بين الجنسين قضية عالمية اليوم. من خلال كلمة، ينقل المتحدثون أفكارهم حول قضية عدم المساواة بين الجنسين. تهدف هذه الدراسة إلى تحليل استخدام ميزات اللغة لدى المتحدثين الذكور والإناث من خلال الخطب عند نقل آرائهم حول المساواة بين الجنسين في قناة TED على يوتيوب. تستخدم منصة خطابة TED الرسمية كمساحة تواصل توفر مجموعة متنوعة من مواضيع النقاش بما في ذلك القضايا الاجتماعية مثل المساواة بين الجنسين. تستخدم هذه الدراسة نهجاً نوعياً وصفيًا مع الإطار النظري لخصائص اللغة التي قدمها كوتس (2015). استناداً إلى نتائج البيانات، تم العثور على خمس من سبع ميزات لغوية لكوتس (2015) لدى المتحدثين الذكور والإناث، وهي الأسوار، أسئلة العلامات، الأسئلة، الأوامر، والتوجيهات، والمجاملات. هناك ميزتان لغويتان غير موجودتين. أولاً، رد فعل بسيط، لأن هذا الخطاب مونولوج وليس حواراً. ثانياً، الشكائم والمحظور لأن الكلمات القاسية ليست ذات صلة في هذا السياق. ميزة اللغة في الأسئلة هي الأكثر شيوعاً في كلا الجنسين لأن المتحدث يريد دعوة الجمهور للتفكير النقدي والتحكم في اتجاه الخطاب. من ناحية أخرى، فئة المجاملات هي الميزة اللغوية الأقل استخداماً من قبل الرجال. وذلك لأن الرجال معروفون بأنهم أقل ميلاً لتقديم المجاملات. أسئلة الوسوم هي أقل ميزة لغوية تستخدم من قبل المتحدثات. وذلك لأنهم قبل أن يعبرون عن أفكارهم، يحضرون المادة التي سينقلونها، لذا فإن استخدام الشك نادراً. تسلط هذه الدراسة الضوء على كيفية نقل الجنس المختلفة لأفكارها حول المساواة بين الجنسين من خلال خطاب نقاشي رسمي.

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CHAPTER I

INTRODUCTION

This chapter presents several fundamental aspects, such as background of the study, research question, significance of the study. It also explains the scope and limitations of the research, defines key terms used by the researcher, and provides an overview of previous research relevant to the current study.

A. Background of the Study

This study analyzes linguistic features in the language used by individuals expressing their opinions on gender equality in the context of formal speeches on YouTube. The phenomenon of gender equality is still a hot topic of discussion today. This issue often arises in the political, social, and even cultural spheres. One example is in the political sphere, where women are still underrepresented in positions and offices in the eyes of society (Li, 2024). With the development of technology, social media has become a space for shaping public opinion, allowing individuals to express their opinions and share their experiences. In this context, YouTube is used as a tool to see how individuals express their opinions on gender equality through formal speeches.

The relationship between language and gender is also evident on digital platforms such as YouTube. One of YouTube's functions is as a public communication space and a forum for exchanging opinions. According to Calude (2023), there are similarities in language use across digital media and real-world contexts. This can be observed in the choice of vocabulary, structure, grammar, and

conversational patterns employed. In discussions of gender equality, language serves as the medium through which individuals express their perspectives, experiences, and social positions.

The researcher assumes that men and women may communicate differently when discussing issues of gender equality, particularly women. This is because women are more frequently subjected to gender discrimination than men, such as unequal social expectations in society that can influence their views through language that is more personal and potentially experience-based. One example can be seen on YouTube in Emma Watson's official speech titled "HeForShe Campaign 2014," which addresses gender equality and the experiences of women facing discrimination. Emma also encourages men to participate in discussions on gender equality. Furthermore, researchers also assume that the results of the data analysis will differ between the two genders as they conduct conversations in a dialogue context.

Therefore, social media has been used as a platform to inform research on how language constructs social meaning, such as gender discourse. The TED (Technology, Entertainment, Design) YouTube channel was chosen as the subject of my research because this platform serves not only as a place to share knowledge with the public but also as a space where social issues such as gender equality are openly discussed by speakers with diverse backgrounds ranging from culture, experience, and gender. The diversity of these speakers provides different ideological perspectives and personal experiences when they discuss gender-related issues.

Furthermore, the selection of TED represents formal monologue discourse, in which speakers convey their messages to the audience using structured and persuasive language. Linguistically speaking, this context is significant because, in a monologue, speakers make deliberate language choices to establish their identity, influence the audience, and control the flow of the discourse. This contrasts with everyday conversation, where language is typically used spontaneously. TED are strategically crafted and serve as a rich resource for analyzing the linguistic features men and women employ when expressing their views on gender equality.

The statement on gender equality made by the speaker in the TED video shows that the choice of language features used by men and women can be studied using sociolinguistics. Sociolinguistics allows for analysis of how language is used differently between genders. Muhid et al. (2024) argue that individuals use language to express gender identity and adopt linguistic features to give identity markers to others. Therefore, the researcher prefers to use Coates' (2015) language features theory rather than Lakoff's theory, which focuses solely on women's language. Meanwhile, Coates' (2015) theory provides a more balanced framework when used to analyze the language of women and men comparatively. This theory remains relevant even though the TED context consists of monologues; speakers still employ interactional features such as minimal responses, hedges, tag questions, questions, commands and directions, swearing and taboo language, and compliments. Therefore, this theory is significant for analyzing language use and gender in formal speeches within a digital context.

Research on the use of language features in gender has been found in various contexts. First, in the context of digital media, such as YouTube and TikTok. These platforms can be used as data sources because they provide an open space for anyone who wants to express their opinion. Research conducted by Bagaskoro (2022), Afrillya & Idayani (2023), Siregar & Suastra (2020), Kelien & Karjo (2023), and Thuffailah et al. (2020) used YouTube as a research medium, while research by Ningrum et al. (2023) used TikTok with a focus on influencer content. Almost all of these studies examined the use of language features in men and women using Lakoff's theory (1973), (2004) and Coates' theory (2004), (2015). However, there are studies that focus on only one gender. In addition, previous studies did not explicitly discuss the issue of gender equality as a research problem, but focused on general linguistic characteristics in the context of interaction on social media

Furthermore, there are previous studies in a non-digital or semi-digital context. Research on gender language features was conducted by Hamdan, et al. (2025), who focused on male characters in three disney movies. Zahra & Prihhartini (2023) researched male and female language features in novels, while Masita, et al. (2021) conducted field research by analyzing the use of male and female language features directly. Finally, Suwastini et al. (2023) used English textbooks to study conversations consisting of male and female characters. Although the four studies in the non-digital context are theoretically relevant in the use of gender-based language features, some of these studies have different contexts because they do

not involve the context of formal public speech using digital media such as YouTube.

Research examining the linguistic features of men and women in the context of Joe Biden and Kamala Harris's victory speeches has been conducted by Bagaskoro (2022) using Lakoff's theory (2004). The findings of his research show the researcher only found 5 characteristics, namely the use of lexical hedges, declarative and intonation, intensifier, empty adjective, and super polite form. His research does have similarities in the context of speeches, but the two figures did not specifically discuss gender equality. His research also did not highlight how men and women in the context of formal digital speeches focus on discussing social issues.

On the other hand, there is previous research that used TED Talks, but only focuses on analyzing female language features that discuss anxiety (Afrillya & Idayani, 2023). In her research, she only emphasizes one gender without comparing it to male speakers. The study used Lakoff's theory (1973), which also discussed language features but only for women. The findings in her research were that two female speakers used seven language features, namely lexical hedges and fillers, tag questions, rising intonations, empty adjectives, intensifiers, hypercorrect grammar, and super polite forms.

Furthermore, there is research on male and female language features in the context of the first presidential debate in 2016 between two prominent figures,

Hillary Clinton and Donald Trump (Siregar & Suastra, 2020). Their research used Lakoff's theory (1975) for female speech and Coates' theory (2003) for male speech. The findings of their research show that Clinton used 7 of the 10 language features from Lakoff (1975) and Trump used 3 of the 4 language features from Coates (2003). As we know, their research used a dialogical debate discussing politics, not gender equality in formal speeches. Although the theory used in this research is the same, namely Coates' theory, its application is different; they use this theory only for males, not for both genders.

Research on language features by Kelien & Karjo (2023) examines the use of language features by transgender people in digital culture. The data was obtained from four YouTube videos analyzed using Lakoff's (2004) theory for female speakers, Coates' (2004) theory for male speakers, and LaFrance and Vial's theory on gender presentation in digital media. The results of their research show that transgender women use six female language features, namely lexical fillers/softeners, empty adjectives, appropriate color terms, intensifiers, hypercorrect grammar, and highly polite forms. Male language features are also used, namely profanity and themes. Transgender men use three female language features, namely appropriate color terms, intensifiers, and hypercorrect grammar. Meanwhile, male language features are also used, namely backchannels, commands and directions, harsh words, and direct questions. Although their research highlights the comparison of speakers between genders in informal digital interactions, it lacks analysis of formal monologue discourse that specifically discusses gender equality.

Another context was found in a research that used six food vloggers, including both men and women. Thuffailah et al. (2020) analyzed the use of language features in female and male food vloggers on the YouTube platform. Using Coates' (2013) theoretical framework, She found lexical hedges, compliments, commands and directives, swear words and taboos, questions, and tag questions in male and female food vloggers. Thuffailah's research is relevant because it also uses Coates' theory to examine language features in both genders, but here, the research focuses on food review content, so the formal context of speech still needs to be explored more deeply to explore what language features are used by both genders.

In addition to using YouTube as a digital media platform, there is research that utilizes TikTok by involving fitness influencers in promoting advertisements (Ningrum et al., 2023). Their research uses two main theoretical frameworks, namely Lakoff's theory (1973) and Tennen's theory (1990), and finds that male influencers have a broader and more direct tone of voice and use coarse language. Meanwhile, female influencers use a wider vocabulary when communicating. Although this study also compares the use of male and female language features, further exploration in the context of formal speech is still needed to see how the opinions of both genders are assumed on issues that are still central, such as gender equality.

There is previous research that also uses Coates' (2015) theory to examine the use of male language features in three Disney films, namely *Tangled*, *Frozen*, and *Moana* (Hamdan et al., 2025). Their findings of the research were asking

questions, giving orders and directive compliments, and taboo swearing words. By focusing only on male characters, a more in-depth analysis is needed to compare the use of language features in males and females using Coates' theory (2015). This is because using the same theory can broaden the findings.

Research on gender-related language features has also been found in novels. Zahra & Prihartini (2023) who conducted research on language features by men on women of Harry Potter and the Goblet of Fire novel using Coates' theory (2015) and Holmes' theory (2013). The findings of their research show that women predominantly use lexical hedges, while men use commands and directives. In addition, another finding in this research was that there were cross-gender language features found. Hedges, tag questions, and questions were found in male language features, while commands, directives, swearing, and taboo language were found in female language features. The existence of these cross-gender language features was caused by changes that occurred during conversations between the two genders. Although this study is about language features in different genders in a non-digital context, namely novels, language features in male and female genders in formal contexts such as speeches in digital media are still rarely studied.

Previous research on gender language features using field studies has also been found. This research was conducted by Masita et al. (2021), who studied the use of masculine and feminine language features at the Benteng Panynyua English Club. They were using 16 participants, including both men and women, and applying Lakoff's theory (1975), the researchers found 50 datum containing only 6 language features, namely Tag Questions, Rising Intonation, Lexical Hedges,

Intensifiers, Emphatic Stress, and Super Polite Forms. The features not found included Precise Discrimination, Strong expletive, empty adjective, and hypercorrect grammar. Their research both used male and female subjects, but they used field research and required exploration in other contexts such as formal forum discussions to find differences in the use of language features between different genders with the same theory.

Research on language features related to gender has also been found in English textbooks. In addition to teaching materials, English textbooks can also influence their perceptions of gender positions in society. Suwastini et al. (2023) examining gender features in English textbooks at the junior high school level. The research uses Lakoff's main theory (1973) and is supported by Coates' theory (2004). which found that this research contains linguistic features including lexical hedges and fillers, empty adjectives, intensifiers, male domination in conversation, the 'male firstness' pattern of mentioning names, the choice of topic, and the focus of conversation. This research uses a non-digital context, namely notebooks, to present the use of language features in gender. Using Coates' (2013) theory, the research would be more diverse if the data sources were taken from formal speech contexts such as TED YouTube accounts.

Based on previous research, it has been observed that many studies on language features in gender in various contexts, both digital and non-digital, use data sources such as YouTube, TikTok, movies, novels, field studies, and English textbooks. However, based on those previous studies, there are gaps that have been found. First, although previous studies have examined language features in digital

and non-digital contexts, most studies do not discuss how men and women express their opinions about gender equality. Second, there are several studies that only focus on one gender, which limits readers' understanding of language use based on gender. Third, studies comparing male and female language features mostly use dialogical or informal contexts, such as debates, vlogs, TikTok, or everyday interactions, rather than formal monological discourse such as speeches. Fourth, there are also several studies that use Coates' theory only for males without applying it to females in the same object. Finally, there is one study that uses TED Talks but does not sufficiently explore the language features of men and women.

Furthermore, this study will provide a clear picture of the differences in how male and female speakers convey gender equality. This study also makes a meaningful contribution to the development of sociolinguistic studies, particularly in strengthening the understanding between language and social constructions of gender, especially in the context of public communication (Holmes & Mayerhoff, 2008). Therefore, this study attempts to fill the gap by examining the use of male and female language features used to express opinions or views on the topic of gender equality on the TED YouTube channel. Using Coates' (2015) theory, this study aims to examine how linguistic features are used by men and women when expressing their opinions on gender equality in formal TED speeches on YouTube.

B. Research Questions

Based on the background of the study, The researcher formulated the problems as follows:

1. What types of language features are used by female speakers in expressing their opinions in TED videos?
2. What types of language features are used by male speakers in expressing their opinions in TED videos?
3. How do language features differ from female and male speakers in representing ideas in TED videos?

C. Significance of the Study

Based on research on the language features of women and men in the context of expressing opinions about gender equality in the TED public space, it is hoped that this research will provide practical benefit. Practically, this research is expected to serve as a resource for providing new knowledge about the linguistic characteristics used by women and men in expressing their opinions. In addition, this research can also be a relevant reference for future researchers who wish to conduct research on similar topics in this field. The results of this research will enrich the data from previous research in the field of gendered language features and are expected to serve as additional guidance in all contexts, both on social media and in other contexts.

D. Scope and Limitation

This research focuses primarily on sociolinguistics, specifically the linguistic features of male and female speech. It focuses on male and female speakers in 6 videos on the TED YouTube account as the main subjects of analysis. In this study, the researcher pays attention to the dialogue, speech style, and

linguistic features used by male and female speakers. It then explains how they use their language features to express their opinions on gender equality and whether their use of language influences the way they express their opinions.

The limitation of this research lies in the selection of video content, which only analyzes 3 videos from each gender. This is because not all video content on the TED channel discusses gender equality. By selecting a limited number of videos, the researcher is able to analyze them consistently and avoid a diversity of topics that could obscure the results of the research analysis. Second, this study only used secondary data in the form of TED YouTube videos and could not interact directly with speakers to obtain the meaning behind the use of language features. Furthermore, the results would likely differ if applied to other contexts such as everyday conversations, social media comments, or informal discussions or podcasts. Finally, this research only uses one main theoretical framework, namely Coates' theory (2015), to examine language features in female and male genders.

E. Definition of Key Terms

The definitions of key terms used in the study are provided to prevent misunderstanding:

1. Sociolinguistic: The study of the relationship between language and society, including the context of male and female language features in formal speeches on YouTube.

2. Language features: The linguistic features used by male and female speakers in their language use, as proposed by Coates' theory (2015), which has seven categories: minimal response, hedges, tag questions, questions, command and directives, swearing and taboo, and compliments.
3. Men: Male speakers in TED with language characteristics that differ from those of women.
4. Women: Female speakers in TED with language characteristics that differ from those of men.
5. Gender equality: The concept that men and women have equal status without discrimination based on gender.
6. TED: A digital platform featuring speakers from various fields on a variety of topics, ranging from social, political, economic, cultural, to gender equality issues which are still a central issue today.

CHAPTER II

LITERATURE REVIEW

In this chapter, several sources relevant to the researcher will be reviewed to help answer the research questions. Furthermore, this chapter covers sociolinguistics, language and gender, men's and women's language features, and digital monologic discourse in TED.

A. Sociolinguistic

Sociolinguistics is the study of language and society. This study discusses how language is represented in a particular society. The word sociolinguistics comes from a combination of two words, namely sociology and linguistics. Sociology is the objective and scientific study of humans in society through institutions or social processes (Malabar, 2015). Meanwhile, linguistics is a field of study that focuses on language (Safitri, 2022). Thus, sociolinguistics is defined as an interdisciplinary science that studies language and its use in relation to society. In this study, sociolinguistics is used as an analytical framework to examine the relationship between language and factors that influence its use in terms of language variation, social identity, gender as a social variable, and the context of language use.

The central concept in sociolinguistics is language variation. This relates to differences in language use between individuals that are influenced by social characteristics such as ethnicity, gender, region, and social class (Taqliamonte, 2011). In the context of TED, language variation arises when speakers use

vocabulary choices, sentence structures, and pragmatic features to influence their audience. The formation of this language variation is not accidental, but is shaped by geographical location, cultural norms, and, of course, gender differences.

In addition, the sociolinguistic framework also explores that language users also shape social identity. Within society, language is often used as a sign to distinguish between social groups and social classes (Gurning, et. al., 2024). However, in digital media, especially for speakers in formal speeches, language is used to show who they are and how they address their audience. Furthermore, as a speaker, one not only conveys information but also builds a social identity that is reflected when expressing attitudes, showing solidarity, and building rapport with the audience.

Gender is a significant social variable in the sociolinguistic framework. Language formation is greatly influenced by gender. Factors that influence language use are based on norms, roles, and social expectations in society. According to Coates (1998), differences in language use are a reflection of social differences, whereby when society continues to view men and women as different and unequal, differences in language use between men and women will continue to exist. Therefore, gender-dependent language features are not fixed and depend on context and communication.

Another influence lies in the use of language in formal and informal contexts. In sociolinguistics, the use of these contexts greatly influences how language is used. In formal contexts such as speeches, speakers will use a

structured, persuasive, and purposeful style of language. In contrast, in informal contexts such as everyday conversations, both in the real world and online, speakers will use a more relaxed, expressive, and easy-to-understand style of language. The difference between informal and formal contexts shows that language use is not only influenced by gender, but also by where the language is used.

Based on all the definitions mentioned above, sociolinguistics explores social interactions that occur in society and reveals that each speaker has a different dialect, uses different languages, and has different individual characteristics. All of this depends on the environment in which they live. Therefore, sociolinguistics serves as a framework for analyzing language and gender studies. This is because sociolinguistics provides a way to examine how gender can influence language use in different contexts. Thus, the relationship between language and gender in sociolinguistics cannot be separated because there is a close relationship between language, norms, and social identity.

B. Language and Gender

Everyone in the world uses language as a means of communication. Language for communication has several categories, such as delivery methods, which can be verbal, written, or visual, and based on type, which can be verbal or nonverbal. Gender, in this context, refers to socially constructed roles, behaviors, and identities associated with men and women that can influence language use patterns. Language and gender are interrelated, resulting in variations in language use based on gender. The impact of gender differences in conversation has

implications for the language they use. For hundreds of years, various issues surrounding women's interactions with the opposite sex have been studied. This is evidenced by the feminist movement of the 1960s, which recognized that language use is one of the tools used by men to oppress women (Abdalgane, M., 2021).

Studies on gender and language have been explored by Lakoff (1975) in his book "Language and Women's Place." In this book, Lakoff discusses how language is used differently by men and women. When speaking, women have less power than men. In addition, women also use question tags more often, a form of evasion that is rarely used by men. Drass (1986) found that when communicating in pairs, men tend to speak more than women. More recent discussions emphasize that findings on conversational dominance are diverse and highly context-dependent. Based on this, it can be seen that the amount of conversation we engage in is influenced by two things: who we are talking to and what we are doing.

Studies on language and gender are also closely related to the issue of gender equality. In this context, language use is not only seen as a means of communication, but also as a reflection of the social and power structures that exist in society. Lakoff (1975) shows that the differences in the way women and men use language are not solely the result of biological differences, but rather a product of social constructs that place women in a subordinate position. This view was later developed by modern feminist linguists such as Deborah Cameron (1992), who emphasized that language plays an important role in shaping and maintaining gender inequality. She also argued that the differences in language used by men and women depended on their cultural origins. In discussions about gender equality,

language becomes a strategic resource that speakers can use to negotiate authority, solidarity, and ideological positions.

C. Men's and Women's Language Features

The connection between language and gender is formed due to the ideology of the community in which they live. This is how language is formed. Society believes that men and women have many differences, ranging from psychology, physiology, and linguistic behavior. This includes their different communication styles. Men and women will use language with different linguistic patterns. This study specifically examines in depth the use of language features by men and women based on Coates' theory (2015), which includes Minimal response, Hedges, tag questions, Questions, Common and directives, Swearing and taboo, Compliments.

1. Minimal Response

Minimal responses are known as back-channels. When communicating to understand a topic that has undergone changes or the emergence of new knowledge, men will use minimal responses to support a conversation and summarize the topic being discussed. They will usually use words such as “Yes, Okay, hmm, yeah, right, mhm.” These words are chosen to reinforce or assert dominance in the conversation. Here is an example of a conversation that uses minimal responses :

“And this put her into a bit of a flap (mhm) so before she could do anything about this she had to pull forwards (mhm) in order to er to open the gates so she took the car out of reverse, put it into first gear (yeah) and pulled forward very gently (yeah)”. (Crystal and Davy 1975: 44).

The conversation excerpt above illustrates the use of minimal response phrases such as “mhm” and “yeah.”

2. Hedges

This feature is used to soften speech and also fills space when the speaker is conveying something. Lexical hedges or fillers are used by speakers when expressing doubt and uncertainty about something that is being said (Oktapiani, 2017). According to Coates (2013), women use this feature more often than men. Therefore, when women feel uncertain about what they are saying, they will use lexical hedges or fillers. Some examples of words that are often used are “you know, I know, I mean, I'm sure, perhaps.” These are examples of lexical hedges, while fillers or words used to connect to the next sentence are “um, ah, uhh, well.” The reason for using this feature in relation to politeness is to ensure that the words spoken do not sound rude. Here is an example of a conversation that uses lexical hedges :

Anna, Cassie, Emma and Jill talking during a break at their drama group

Anna: “Josephine used to come here and I was her like really good friends with her she was like my best friend”.

The example above demonstrates the use of the “like” phrase as a linguistic hedge. This phrase is used to qualify Anna’s statement that she has been good friends with Josephine, her best friend.

3. Tag Questions

Tag questions or declarative sentences are used by speakers to express uncertainty or doubt. We usually encounter these sentences at the end of a speech, where the speaker will raise or lower their intonation when delivering the statement. This is done to make the listener believe or obtain additional information about what the speaker is saying. With the use of tag questions, listeners can determine whether the statement is true or not. Women use this feature because they feel unsure about what they are saying. With this, tag questions can solve this problem (Utami, 2022). Some examples of tag questions are Right?, Wasn't she?, Isn't?. Does it?, Ok?. Here is an example of a conversation that uses tag question:

“She’s coming around noon isn’t she?”.

(Husband to wife concerning expected guest)

An example of a tag question is the use of the “tag question” feature, characterized by a tag phrase following the question, such as “isn’t it?”. This type of sentence is used to indicate the degree of certainty regarding the statement made.

4. Question

Men also frequently use language to ask questions. However, this is different because men use questions to obtain more complex information, while women use questions purely to ask about something. Here is an example of a conversation that uses question :

(Meg gives Petey a bowl of cornflakes. He sits at the table, props up his paper and starts to eat)

Meg: Are they nice?

Petey: Very nice.

Meg: I thought they'd be nice. You got your paper?

Petey: Yes.

Meg: Is it good?

Petey: Not bad.

Meg: What does it say?

Petey: Nothing much.

Based on the conversation between Petey and Meg taken from Birthday Party by Harold Pinter (1960), there is the use of the linguistic feature of questions, which are used to elicit a response from the conversational partner.

5. Commands and Directives

According to Coates, men often say things directly without using implied words like women do. In addition, in the context of leadership, men are often positioned as leaders. Therefore, men often use directions and commands in their lives. Men usually give explicit commands and instructions that make someone do something. Here is an example of a conversation that uses commands and directives

Michael: "Gimme the pliers (Poochie gives pliers to Michael)"

Huey: “Get off my steps” (Poochie moves down steps)

Based on the example above, this feature is used to get someone to do something in response to given instructions. The context of the example above takes place on the streets of Philadelphia, where groups of men and women use different types of instructions. Men use explicit instructions.

6. Swearing and taboo

Swear words tend to be more commonly associated with men than women. Men often use harsh words when they communicate, such as f*ck and sh*t. According to Lakoff (1975), v women's word choice is more polite and they tend to avoid swear words. Here is an example of a conversation that uses swearing and taboo :

*Samuel: “Oh sh*t man, what happened?.”*

Based on the dialogue above, the use of harsh words is sometimes uncontrolled in conversations in informal settings. This feature is more common among men than women.

7. Compliments

Compliments given by men and women tend to be different. Men usually compliment their friends based on their possessions or skills. They rarely compliment their appearance, unlike women. Here is an example of a conversation that uses compliment:

-in college-

Hi, Joanna, you look nice – your eye make-up is brilliant

-in the office-

you've got such lovely eyes

Men, by contrast, prefer to compliment each other on possessions or skill:

-on top deck of bus, South London-

Rasclat, man, your boots are wicked, know what I mean?

-in pub-

you're very quick with witty one-liners – I would imagine you must have a

very high IQ

Based on the example above, there is a difference in how men and women give compliments. Compliments given by women to other women tend to be more positive in tone and subject matter than those given by men to other men. For women, giving compliments is a common practice in everyday life. And women are more likely to compliment other women on their appearance.

D. Digital Monologic Discourse in TED

Digital monologue discourse relates to one-way communication delivered by a speaker without direct interaction with the audience. According to Clark (1996), monologue means that the speaker only communicates in one direction without expecting interruption from the audience. This is relevant to what happens in formal TED, where speakers convey their thoughts or ideas in the form of speeches without a question and answer session with the audience. Although this

discourse is monological, it is still audience-oriented. This is because speakers use words and language styles that can be understood and influence listeners. In addition, speakers also maintain audience reactions through linguistic strategies. This is also referred to as audience-oriented monologue. The speeches delivered by speakers are scripted or semi-scripted, meaning that the message to be conveyed is structured and designed systematically and in accordance with a predetermined duration. In addition, speakers not only convey information (performative), but also influence the audience (persuasive) regarding what has been conveyed.

As is well known in digital media, TED is a formal public speaking platform featuring male and female speakers. As speakers, they will deliver prepared material, ranging from education to entertainment (Husnan, et al., 2025). Of course, the speeches are delivered using language that is argumentative and strategic in nature in order to build identity. In other words, every claim made will be credible because it is supported by reasons, data, and even the speaker's personal experience. With this, speakers will engage in identity construction, where they will present their self-image as knowledgeable and competent individuals in their fields. In fact, speakers will become figures who are trusted and worthy of being listened to by the audience. This is what makes TED function as a means of authority building. This authority arises because speakers can control their speech strategy well, especially in their mastery of the topic, which influences the audience and provides them with information in the context of formal public speech.

The use of language by gender plays an important role in expressing attitudes (stance taking), politeness, persuasion, and authority. When men and

women express their opinions, they use linguistic strategies such as expressing their point of view on an issue. As stated by Chidamo et al. (2012), stance can be interpreted as the expression of a person's point of view regarding the information provided or proposed. This is where stance taking emerges as a reflection of an individual's attitude towards the issue being discussed. Furthermore, the aspect of politeness can be found in the characteristics of women when they use hedges to maintain social relationships with their audience. Not only do hedges serve as expressions of doubt, but they can also be used as expressions of caution regarding what the speaker is saying. As for gender persuasion, speakers will use personal narratives, emotional appeals, or rational arguments in formal public monologues.

Research that uses monologue discourse analysis such as TED can use language features such as questions, tag questions, hedges, and commands. As with the use of questions and tag questions, which are still needed. Here, the use of these features is not to get a response from the audience, but to engage the audience's listening and strengthen the speaker's argument. In addition, hedges also play an important role in maintaining a balance between the speaker's confidence and enabling the speaker to convey attitudes and even criticism of issues such as gender equality in this study. Meanwhile, the use of the command feature is still rare because in formal speech, speakers use persuasive words rather than command words. The use of persuasive words aims to encourage the audience to take action on the topic at hand.

CHAPTER III

RESEARCH METHOD

This chapter explains how the researcher creates research designs, research instruments, data sources, data collection, and data analysis.

A. Research Design

This study was in the field of sociolinguistics using a descriptive qualitative approach. This approach was used to describe, analyze, categorize, and interpret the research subjects, namely male and female speakers on TED YouTube accounts. This research was emphasized an interpretive paradigm because it focused on understanding cases that required researchers to interact directly with the research subjects. According to Creswell (2013), descriptive methods aimed to reveal detailed findings about the research subjects. In this study, The researcher sought to explore in greater depth the linguistic features used by men and women in expressing their opinions about gender equality. The main objective of this research using qualitative methods was to understand and gain in-depth understanding of a phenomenon selected for further research (Rahardjo, 2017). The researcher chose this approach because it was suitable for capturing the diverse meanings in a text. By using an exploratory case design, the researcher gained in-depth and structured insights into how opinions were used by men and women on the TED YouTube channel.

B. Research Instrument

The main instrument in this study was the researcher. This is because the researcher played a direct role in collecting and analyzing data on TED channel accounts. The questions in the study were also be examined directly by the researcher. In analyzing the language features of men and women in several TED videos discussing gender equality, the researcher was responsible for transcribing the spoken words, collecting data, and analyzing the findings obtained from the transcripts of the TED YouTube channel account.

C. Data Source

The data used in this study consists of sentences containing specific linguistic characteristics associated with each gender namely, male and female that specifically address gender equality. The data source consists of videos from the TED channel that address gender equality. Video selection was based on keywords such as gender equality, women's rights, gender discrimination, and other relevant topics, with upload dates ranging from December 6, 2024, to November 21, 2025. As a result, the researcher selected six videos: three featuring female speakers and three featuring male speakers. The selected videos feature adult male and female speakers; therefore, speakers under the age of 17 were excluded from the data selection criteria. This age restriction was applied because adult speakers are considered to have relatively stable language proficiency, allowing the language used to represent gender-based linguistic characteristics. Additionally, the selected videos have a duration of 10 to 20 minutes each.

List of the selected videos for the male and female speakers in TED about gender equality

No.	Topic	Speaker	Published	Duration	Link Videos
<i>Female Speakers</i>					
1.	Ripple Effect of Justice on Gender Equality	Paulina Brandberg	17 October 2025	13.36	https://youtu.be/OtgpRSXZvVQ?si=Ku1vOx_medzgjHT
2.	Gender Equality is Broken!	Stephanie Aitken	21 November 2025	14.40	https://youtu.be/74vsaW-D9PY?si=8eDPqZJH24x3ERur
3.	Internalized Misogyny: The Secret to Achieving Gender Equality	Erica Touch	11 Juni 2025	10.33	https://youtu.be/crmTfswI1yI?si=GF4Bljwwp4_TGFf4
<i>Male Speakers</i>					
1.	Gender Equality: We Can be the Change	Kaizhe (Peter) Sun	23 October 2024	16 .40	https://youtu.be/zY26X6R-cCo?si=FjZggju4FOo6z9h7
2.	Gender Equality	Umarbek Zaribbaev	15 May 2025	14.16	https://youtu.be/KwHnQ6ePCMM?si=JkcT0dnbFRQG2Niv
3.	Why men should be gender equality allies	Lee Chambers	6 December 2024	18.32	https://youtu.be/PM-B2Awiaxc?si=jPsCumREr9vntRu4

Table 1. List of the selected videos for the male and female speakers in TED

The table above presents six selected videos based on the categories mentioned above. The table includes the topics discussed, whether the speakers are male or female, the date the videos were published on the TED YouTube account, the duration of the videos, and links to TED YouTube videos about gender equality.

D. Data Collection

The researcher conducted four stages in data collection. First, the researcher observed by watching six TED videos multiple times to identify the language features used. Second, the researcher transcribed the videos using

<http://turboscribe.ai/>. This website functioned as a transcription service using artificial intelligence. The researcher first uploaded the videos to the website, and TurboScribe automatically generate transcriptions. To verify the validity of this website, the researcher double-checked it by comparing the speech and the transcript generated. Third, the researcher recorded the identified features using Microsoft Excel. Fourth, data reduction, which the researcher was used to eliminate duplicate findings and maintain focus. Finally, The researcher assigned codes to male and female speakers to facilitate the process of identifying language features.

Gender	Name	Code
Female	Paulina Brandberg	F1
Female	Stephanie Aitken	F2
Female	Erica Touch	F3
Male	Kaizhe (Peter) Sun	M1
Male	Umarbek Zaribbaev	M2
Male	Lee Chambers	M3

Table 2. Coding of male and female speakers in TED videos on gender equality.

E. Data Analysis

The researchers used descriptive qualitative analysis to analyze six TED videos. The analysis began by examining the transcripts to understand the utterances contained within them. Next, the researchers identified utterances containing language features based on Coates's 2015 theory. The identified data were then classified into language feature categories and aligned with the linguistic characteristics that emerged. Next, the researchers compared the language features used by male and female speakers when they expressed their opinions on gender equality. The frequency of each language feature was also calculated to identify the

most dominant and least frequently used language features for each gender. Finally, the researchers interpreted the findings from the TED videos to address the research questions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. It is organized according to the three research questions and examines the statements expressed by male and female speakers regarding gender equality in TED forums. Furthermore, it explores the linguistic features used by both genders and analyzes how language functions as a means of representing their ideas on gender equality. This chapter also provides an overview of the findings, results, and data analysis in accordance with Coates's (2015) theory on linguistic features.

A. Findings

The study's findings regarding the language features used by men and women to express their opinions on gender equality are based on Coates' (2015) theory of linguistic features. These findings are divided into three main parts: the use of language features by female speakers and male speakers on the TED YouTube channel, and how language features as a means of representing ideas by female and male speakers. Furthermore, a more detailed analysis is presented below.

1. Types of language features used by female speakers in TED videos

Language features	Total	Percentage
Minimal response	-	0%
Hedges	4	10%
Tag question	1	3%
Question	23	58%

Command & Directive	9	23%
Swearing and Taboos	-	0%
Compliment	3	8%
TOTAL	40	100%

Table 3. Total types of language features by female speakers in TED

a) Hedges

Hedges are used to express the degree of certainty or uncertainty regarding what the speaker is saying. There are several linguistic forms that fall under the category of hedges, such as “I think,” “you know,” “sort of,” “perhaps,” and “like.” Additionally, hedges are also used to soften or mitigate the strength of a speaker’s statement so that the words spoken sound more cautious and less definitive. These hedges serve to maintain harmony in communication between the speaker and the listener.

Datum 1.1

“Well, **I don’t think** it’s a new policy or a rebrand”. (F-2)

The above statement was made when Stephanie, as the second speaker in a featured TED video, discussed the need for a new approach to achieve progress on gender equality issues. She then proposed a new idea gender harmony as an alternative concept to create progress for all genders through the statement above. Here, the speaker uses the phrase “I don’t think” to reduce the level of certainty regarding the statement made in the speech. The element of uncertainty is evident in the choice of words if the speaker wanted to sound completely certain, she would have said “it is a new policy or a rebrand” without using the phrase “I don’t think.” Hedges are also used when the speaker

experiences uncertainty while expressing something. This form is used to mitigate the strength of the speaker's statement so that it does not appear definitive and absolute. Therefore, the quote above exhibits hedging characteristics because the expression within it implies that the opinion is still open to consideration or further debate.

Datum 1.2

"I don't think this issue is going to be solved by semantics or a flashy new logo" (F-2)

In Section 1.2, Stephanie discusses several shortcomings in the approach to gender equality that has been implemented so far. Finally, she proposed gender harmony as an approach to fostering more inclusive relationships between the two genders. In this context, she expresses her skepticism regarding the notion that gender equality issues can be resolved simply by changing terminology or symbols. This quote falls into the category of hedges. The use of an expression indicating uncertainty regarding the speaker's statement is clearly evident in the phrase "I don't think" By using this phrase, the speaker takes a more cautious approach when expressing refusal or disagreement. The speaker also mitigates the strength of their claim, acknowledging that their perspective remains subjective rather than an absolute fact. Therefore, this phrase helps the speaker reduce the level of certainty and soften the statement regarding the proportion being conveyed.

Datum 1.3

"When I think of the possibilities for all genders to coexist, collaborate, and flourish, **I think** that's worth striving for" (F-2)

Based on datum 2.3, the speaker wishes to share their perspective on the future of gender relations. The speaker is envisioning a scenario where both genders can live side by side in harmony without any inequality between them. However, this idea remains a possibility or a hope to be realized, not something that has already happened. In the quote above, the speaker uses the phrase “I think” to indicate that the speaker’s stance is not entirely firm or certain when making the statement. Further evidence can also be seen in the use of the word “possibilities,” which refers to something that is still potential and has not yet been realized. This form is used to imply that the claim has weaknesses, making the statement sound more cautious and reflective. Hedges are used to soften a statement and indicate that the speaker is not making an absolute claim, but rather also as a personal opinion regarding the possibility that men and women can coexist and develop together. Therefore, the use of the phrase “I think,” uttered twice, serves to mitigate the strength of the statement being conveyed.

Datum 1.4

“It **may well be** complex and challenging to shift into this paradigm”. (F-2)

Datum 3. 4. This occurred while Stephani Aitken was explaining the concept of gender harmony as a new paradigm used as an alternative tool for gender equality. This data indicates that the author states that shifting from the gender equality paradigm to the gender harmony paradigm is quite difficult because it involves changes in ways of thinking, social systems, and social environments that have long been established. The datum above falls under the category of hedges because it contains language that indicates uncertainty

when the speaker makes the statement. The use of the phrase “may well be” indicates a possibility, not an absolute certainty, thereby softening the claim. In this context, the speaker does not state definitively that the shift toward the new paradigm is certainly complex and not an easy task; rather, the speaker conveys it tentatively or as an uncertain matter, and it is this mitigating function that supports the statement.

b) Tag Question

Tag questions are used as expressions to indicate doubt regarding the proportion presented. Additionally, tag questions are used to reduce the intensity of a question by placing a tag at the end of the sentence. Typically, these tags include “isn’t?” or “right?”, which can be found in the speech of both male and female speakers in formal TED talks.

Datum 2.1

“Because it comes from culture, **right?**” (F-1)

Based on the context of the data above, Paulina is explaining that the law can serve as a tool to promote gender equality in Sweden. Earlier, she noted that many people are skeptical about whether the law can address issues of gender inequality. Through this data, the speaker aims to introduce her argument into the discussion and then offers her own response that the law can serve as a tool to change societal mindsets. The quote above falls under the category of tag questions in language features. This is because the quote contains the phrase “right?” at the end of the main question. A tag question is defined as a statement followed by a short question intended to seek

confirmation from the conversation partner or the audience. Therefore, the use of “right?” here serves as a tag question employed by the speaker to engage the audience regarding the point being made. This is evident from the subsequent statement that “it comes from norms,” through which the speaker is addressing an argument frequently used by those who doubt the effectiveness of the law in addressing gender inequality.

c) Question

Questions are used to elicit a response from the listener. However, in the context of a speech, questions are not only used to elicit an answer but also to stimulate the audience’s thinking regarding the points presented during the speech. In this case, the speaker also uses questions to steer the direction of the conversation.

Datum 3.1

“Well, some people say, is it really possible to legislate away inequality?” (F-1)

Based on datum 3.1, the context of the speech is that the speaker wants to ask whether the law can address gender inequality that is deeply rooted in the culture and norms of society. Through this question, the speaker sought to encourage the audience to consider whether social change can be achieved through legal regulations. The datum above falls under the “question” category in language features. In the excerpt, there is an interrogative sentence structure used to elicit a response or stimulate the audience’s thinking. Questions are a conversational strategy that typically involves interaction with others and is also used to steer the direction of the conversation. In the quote, the speaker

uses a yes/no question structure marked by the phrase “is it really possible” which clearly indicates that the speaker is posing a question to the audience, even though the speaker will ultimately answer it themselves. Rhetorically, this question also prompts the audience to reflect on whether inequality can be eliminated through legislation. Overall, this quote in the form of a question fits into the category of language features questions because it meets the characteristics of a question.

Datum 3.2

“Then, why do laws matter?” (F-1)

The context of the question in data point 3.2 arises after the speaker states that gender inequality occurs due to societal norms and cultural practices. Through this question, the speaker aims to encourage the audience to reflect on the importance of law for social change. The quote above falls under the “question” category in language features. It is an interrogative sentence designed to direct the audience’s attention and steer the ongoing discussion. Question is used to elicit a response and guide the conversation’s topic to foster interaction. The question used in the context of this speech is a rhetorical question, meaning that the question does not necessarily demand a direct answer from the listener, but is used to attract attention and emphasize a point being explained. In the context of this quote, the question appears after the speaker explains the role of law in social change. Therefore, this question is used to provide a deeper explanation of the role of law in relation to gender equality.

Datum 3.3

“Shouldn’t people be free to sell sex if they want to? And doesn’t this just take away income from the most vulnerable?” (F-1)

Datum 3.3 explains that there is a debate regarding the individual freedom to sell sexual services and concerns that such a ban would negatively impact economically vulnerable groups. However, the speaker challenges this view and explains that there are negative consequences, including exploitation, human trafficking, and even violence against women. Therefore, this question is used to introduce the existing debate before the speaker presents the argument that the policy aims to protect vulnerable groups and reduce the exploitation of women and girls. The utterance takes the form of an interrogative sentence, which is used to elicit a response and consider an issue under discussion. The use of questions in a speech serves to invite listener participation, stimulate discussion, and can even be used to challenge an argument. Through these questions, the speaker not only seeks answers but also encourages the audience to consider the potential social impacts of the policy.

Datum 3.4

“How does this align with what I mentioned at the beginning of this speech—that Sweden is often ranked as one of the most gender-equal countries in the world?” (F-1)

In this context, the speaker uses a rhetorical question to connect the previous statement that Sweden is classified as a country with a very high gender equality ranking, yet there is also the fact regarding the high number of reported rape cases in the country. Based on the datum above, this falls into the category of a question because it contains an interrogative sentence structure used by the speaker to elicit a response from the audience regarding the topic

under discussion. Questions are used to guide interaction and engage the audience in a conversation. Here, the speaker uses a question to encourage the audience to think more critically about the relationship between these two issues and to maintain audience engagement throughout the speech.

Datum 3.5

“Was I smart enough? Would I fit in? Did I even really belong?” (F-2)

In section 3.5, the speaker wishes to share the personal experiences they have had. This is particularly in the context of unequal social conditions for women, such as regarding their capabilities, social acceptance, and a sense of belonging in community life. The quote above falls under the “question” category in language features theory. This is because, grammatically, the quote is an interrogative sentence that uses an auxiliary verb at the beginning of the sentence, such as “was,” “would,” and “did.” Questions serve as sentences used to elicit a response from the audience, control the direction of the discussion, and engage the audience in reflecting on the issue being discussed. Based on the three questions above, they are not merely intended to elicit answers from the audience; rather, these questions are self-directed, reflecting the speaker’s state of mind when facing a new situation in their life. Through these questions, the speaker expresses doubt, a lack of self-confidence, and concern that they feel inadequate in that environment. Therefore, the speaker uses these questions to describe their condition and engage the audience, so that the audience can feel and understand the doubt experienced by the speaker in the speech.

Datum 3.6

“Did you know that in the 1980s, women in Afghanistan held twice as many seats in Parliament as women in Parliament in each of the UK, France, and Italy?” (F-2)

Based on this quote, the speaker aims to highlight the fact that in the 1980s, women in Afghanistan had higher political representation than women in countries such as the UK, France, and Italy. Through the questions posed, the speaker aims to convey that women’s rights are not always straightforward and can sometimes suffer setbacks as a result of social or political changes. The use of the phrase “did you know” at the beginning of the sentence is a strategy the speaker employs to capture the audience’s attention, engage them, and maintain the direction of the discourse within the speech’s. The form of the question used is a rhetorical question, meaning the speaker does not want a direct answer from the audience; rather, the speaker aims to spark curiosity and surprise the listeners with the facts presented. The speaker uses this question to capture the audience’s attention and reinforce the argument that progress in gender equality does not always align with societal assumptions.

Datum 3.7

“What’s even more surprising?” (F-2)

Based on datum 3.7, the speaker wants to convey that there is an even more surprising fact following the explanation of the previous question. This surprising aspect relates to the fact that many people feel gender equality has gone “too far,” and the speaker highlights that this perspective is actually held by the younger generation, including women. Based on the quote above, the use of the wh-question “what” at the beginning of a sentence indicates that the

speaker is employing the language feature of a question. The use of interrogative sentences serves to control the flow of the conversation and draw the audience's attention to the topic being discussed. The speaker uses this question not to seek an answer from the audience, but to signal that there is a more surprising fact following the statement made earlier. Therefore, this feature is used to build the audience's curiosity and direct their focus toward the key point the speaker will explain next.

Datum 3.8

“it begs the question, is gender equality still fit for purpose?” (F-2)

Based on data 3.8 in the second video titled “Gender Equality is Broken,” the speaker noted that while progress has been made in addressing gender inequality, several issues persist across various aspects of life. This question served as an introduction to the speaker's main idea regarding the concept of gender harmony as an alternative perspective on gender relations. The speaker uses a rhetorical question not intended to elicit a response from the audience, but to prompt the audience to consider whether the concept of gender equality has remained relevant or effective all this time. Thus, in addition to providing information, the speaker also invites the audience to re-evaluate a concept that has been taken for granted.

Datum 3.9

“So what is that evolution?” (F-2)

Datum 3.9 The speaker poses a rhetorical question suggesting that the concept of gender equality used so far has limitations and needs to be further developed. Before posing this question, the speaker explains that the concept of gender equality that has been in use has brought many benefits, but also has limitations. Therefore, through this question, the speaker aims to encourage the audience to consider whether there are more effective approaches to support gender equality. This question also serves as a transition to introduce a new concept: gender harmony. The quote above falls into the “question” category because it is an interrogative sentence using the question word “what.” This is a rhetorical question that does not directly seek a response but serves as a transition to the subsequent explanation of the concept of evaluation in gender issues. Therefore, the use of this feature helps the speaker direct the audience’s focus and build engagement for the subsequent discussion.

Datum 3.10

“Is a truly harmonious outcome ever possible, especially in today's climate?” (F-2)

Based on datum 3.10, the speaker intends to stimulate the audience’s thinking about the realization of harmony between genders amidst a global situation filled with conflict and debate regarding gender issues. The datum above falls into the category of a question, as it is grammatically structured as an interrogative sentence. The context of the question used by the speaker is a rhetorical question that does not expect an answer from the audience, but rather aims to encourage the audience to think about whether the concept of gender harmony can be realized amidst today’s complex social and political

conditions. Therefore, the speaker uses this question to encourage the audience to consider the challenges that will arise and also to open up space for the speaker to explain the solutions they offer during the speech.

Datum 3.11

“And what made the difference? Not the typical negotiations?” (F-2)

In datum 3.11, the speaker intends to emphasize that the purpose of the question is to highlight that the change or success being discussed does not stem from ordinary negotiations, but rather from other, more significant factors that will be explained in the subsequent discussion. The quote above begins with the word “what,” which grammatically falls under the category of an interrogative sentence. The speaker also uses a rhetorical question, which does not expect an answer from the audience. Therefore, through this linguistic feature, the speaker aims to encourage the audience to reflect on what actually made the difference in that negotiation process.

Datum 3.12

“What would gender harmony look like in action? How does it differ from our current gender equality approach? And how can it ensure that I don’t lose out?” (F-2)

The questions posed by the speaker above consist of three rhetorical questions regarding the concept of gender equality. The first question aims to inquire about the tangible form of gender harmony in practice. In the second question, the speaker seeks to compare this concept with the approach currently in use. Finally, the third question highlights concerns that might make them feel disadvantaged. Based on the quote above, this falls under the "Question" category according to language features theory. Questions are used when the

speaker wants to request information, invite a response, and encourage audience participation. Additionally, questions are also used to steer the course of the discussion regarding the topic being discussed. Therefore, the three questions above are used by the speaker to help the audience understand the new ideas being presented by the speaker and to encourage them to reflect on the approaches used to address gender equality issues.

Datum 3.13

“Gender Harmony zooms out and asks, why are any careers still heavily gendered?” (F-2)

Based on datum 3.13, the speaker invites the audience to think critically about why the current social system still divides jobs based on gender. In this case, the speaker aims to highlight the issue of gender stereotypes in the workplace and introduce a new perspective through the concept of gender harmony. The quote above falls into the category of a question, as the sentence used is clearly a question. The question posed by the speaker has interactional power because it can elicit listener participation and control the direction of the conversation. The question takes the form of a rhetorical question, in which the speaker does not actually want an answer from the audience. Therefore, the question is used to stimulate the audience’s awareness of the gender inequality that still persists today, particularly in the professional workplace.

Datum 3.14

“Gender harmony wonders, what actually makes a place feel safe for all? And the answer, connection” (F-2)

Based on the question posed by the speaker, the intention is to invite the listeners to reflect on the factors that make a place feel comfortable and safe for both genders. The quote above falls under the “question” category in feature-based linguistics. This is because the quote takes the form of an interrogative sentence used by the speaker to elicit a response from the audience and maintain the flow of discussion during the speech. In a discourse, questions play a crucial role, as they can guide the audience’s reflection and engage them in considering an idea. The form of this question is a rhetorical question, where the speaker does not expect a direct answer from the audience but instead provides the answer to the question themselves: “connection.” Therefore, the use of the question feature serves as a rhetorical strategy to emphasize the idea that social security does not depend solely on policies or physical facilities but is also related to the closeness among community members.

Datum 3.15

“So when you find yourself in a moment that matters, I invite you to ask yourself, what would gender harmony look like here?” (F-2)

Based on datum 3.15, the speaker intends to encourage the audience to think about how the concept of gender harmony can be applied in real life. In other words, the speaker wants to invite the audience to reflect on a situation where both men and women feel safe, valued, and have the opportunity to grow together. The quote above is classified as a question according to linguistic theory. Characterized by an interrogative sentence, the speaker intends to elicit a response from the audience. The question used structurally is an interrogative

sentence intended to inquire about the possible state of a particular matter. In addition to being an interrogative sentence, this question also takes the form of a rhetorical question. Therefore, the use of this question helps the speaker to directly engage the audience regarding the statement being conveyed in their speech.

Datum 3.16

“What if gender equality as we practice it today is inadvertently perpetuating the very problem it seeks to solve?” (F-2)

In datum 3.16, the speaker is questioning whether the concept of gender equality that has been used so far is actually causing division, such as the emergence of a “us versus them” mindset, rather than resolving existing inequalities. Therefore, the speaker wants to invite the audience to reconsider whether the chosen concept is effective or is actually prolonging the problem. Marked by an interrogative sentence structure, the speaker uses it to elicit a response and stimulate the listener’s thinking. The speaker uses a rhetorical question with the phrase “what if” to invite the audience to jointly consider the possibility that the current use of the concept of gender equality might, without our realizing it, actually be reinforcing the very problem we aim to solve. By using questions, the speaker not only expresses their personal opinion but also prompts the audience to think critically about the effectiveness of the concept of gender equality whether it needs to be evaluated or modified so that harmonious relationships among all genders can be fostered.

Datum 3.17

“But why is it that two entirely different numbers of hands were raised? And why has the term feminism become so unpopular?” (F-3)

Based on context 3.17, the speaker uses a question to prompt the audience to reflect on why feminism is often viewed negatively even though many people currently support gender equality. The datum above falls under the category of a question. In Feature Grammar theory, the function of a question is to elicit information and a response from the audience, as well as to maintain the continuity of the interaction. The question used is an interrogative sentence, which begins with the interrogative word “why,” indicating that the speaker is inquiring about a phenomenon and prompting the audience to consider the possible reasons behind the differing responses. Based on the context of the quote, this question arises after the speaker asks the audience to raise their hands if they identify as feminists and if they believe in gender equality between men and women. However, in reality, the number of people raising their hands differs. As a response from the speaker, this question is thus used as a rhetorical strategy to engage the audience regarding the contradiction between gender equality and attitudes toward the term “feminism.”

Datum 3.18

“So what is the leading cause of gender inequality?” (F-3)

Based on the context of the quote, the speaker does not directly state the main cause of gender inequality but first poses a question to the audience. The quote above is an interrogative sentence, so it appropriately falls under the category of a question. In addition to being used to request information,

questions are also used to elicit a response from the audience. This aims to build audience engagement and steer the direction of the discussion toward the issue being discussed. The question invites the audience to think together about the main causes of gender inequality in a society. Although in the speaker ultimately answers the question themselves. This is what is known as a rhetorical strategy in a monologue speech.

Datum 3.19

“How is this possible? The answer was the mother, who was CEO” (F-3)

Based on the datum above, the speaker uses a rhetorical question: “How is this possible?” when a child is receiving a call from the company’s CEO. Then, the speaker answers their own question: “The answer was my mother, who was CEO,” meaning that the caller turned out to be the child’s mother. The quote above falls into the “question” category because it contains an interrogative sentence used by the speaker in their speech. This question is not intended to elicit a direct response from the listener but is used to highlight the possibility arising from the situation. The use of this question indirectly raises public awareness that a woman can also hold the highest position, such as CEO of a company.

Datum 3.20

“Why is it easier to believe that the father is fake and there was a spiritual ghost than it is to believe that a woman can be CEO? Why is it, when we think of high-ranking positions, we think of men?” (F-3)

Based on datum 3.20, the speaker uses two questions. The first question explains that people find it easier to believe in irrational things, such as the

existence of spirits, than to believe that a woman can become a CEO. Meanwhile, the second question emphasizes why high-ranking positions are synonymous with men. Based on the datum above, this falls under the linguistic feature of a question. One characteristic of a question is the presence of an interrogative sentence structure, such as the phrase “why” in the datum above, which grammatically falls under the category of a W-H question. This form is used to seek clarification on the topic being discussed and to encourage the audience to think critically. However, the question used by the speaker is rhetorical, meaning it does not seek an immediate answer from the listener but rather aims to emphasize the message being conveyed. Through the use of the question feature, the speaker seeks to raise public awareness about the existence of gender bias that has become internalized in societal thinking.

Datum 3.21

“What do we do that exhibits internalized misogyny? What do we say that has sexist underlying meanings?” (F-3)

The context of the question in datum 3.21 is that the speaker wants the audience to reflect on their use of language in daily life. Does the language they use contain misogynistic bias or reflect discrimination against women. The quote above qualifies as a question because it is marked by the use of an interrogative sentence designed to prompt reflection on the topic being discussed. The use of this feature is not merely to solicit answers from the audience but to encourage them to reflect on their daily behaviors that may contain misogynistic biases. One characteristic of a question is the presence of an interrogative sentence structure, such as the phrase “what” in the datum

above, which grammatically falls under the category of a W-H question. . Thus, the speaker uses this question to ask listeners to reconsider how their behavior and language which may unconsciously contain words referring to discrimination against women are used.

Datum 3.22

“Can I see how many people in this audience identify as a feminist?” (F-3)

Based on this Datum, the speaker wants to know how many people have identified themselves as feminists by raising their hands from the audience. The quote above falls into the category of a question. This is because the speaker uses an interrogative sentence to elicit participation from the audience in a discussion. Grammatically, the question uses the modal auxiliary “can” at the beginning of the sentence, which is a characteristic of interrogative sentences in English. The speaker is not only gathering information but also maintaining the audience’s engagement before explaining further about gender equality. Additionally, this question serves as a rhetorical strategy to gauge potential understanding of the concepts of feminism and gender equality.

Datum 3.23

“Is it because, internally, we still think that men should fill those positions?” (F-3)

Based on the Datum, the speaker asserts that societal attitudes contribute to gender bias, particularly in the belief that men deserve to hold important positions in society. The datum above falls under the Question’s language features because the sentence used by the speaker is an interrogative sentence that seeks a response from the audience or invites the audience to

think. Based on the discourse context, this sentence is rhetorical in nature; it does not require an answer from the audience but rather prompts the audience to reflect on the causes of gender inequality. Therefore, the cause of gender inequality stems not only from external factors but also from individual thought patterns within a society.

d) Command and Directive

The command and directive features of language are used to get the interlocutor to do something in accordance with what is directed. The form of the command can take the form of an aggravated directive or a mitigated directive, depending on the context of the ongoing discussion.

Datum 4.1

“Let’s be honest, we live in an unequal world” (F-1)

Based on datum 4.1, the speaker describes the social reality in society, noting that gender inequality persists men are associated with power and freedom, while women are associated with violence. The datum above falls under the command and directive category in language features theory. The quote contains an implicit form of invitation that directs the addressee to take an action namely, to be honest in acknowledging the reality of inequality in this world. In line with the definition of “command and directive,” this feature takes the form of speech intended to prompt others to perform an action, either directly or indirectly. The phrase “let’s” is classified as a mitigated directive, because the speaker and the listener will carry out the proposed action together.

Therefore, in this context, the speaker is not only conveying information but also providing guidance to the audience to acknowledge the fact that in this world, inequality between the two genders still persists.

Datum 4.2

“let me take you through three key Swedish reforms” (F-1)

In datum 4.2, the sentence aims to engage the audience so they continue to follow the subsequent explanation regarding the three legal reforms in Sweden. Based on the datum above, there is a statement that serves to direct or invite the listener to take a certain action. Therefore, the quote above falls into the category of command and directive features. The context of the sentence “let me take you through” is a directive sentence with mitigated directive characteristics because the sentence structure used is more subtle while still guiding the audience to follow the explanation being presented by the speaker

Datum 4.3

“Let’s be honest, we are not perfect, far from it, but in some areas we have come a long way.” (F-1)

In datum 4.3, the speaker uses “let’s be honest” to implicitly ask the audience to jointly acknowledge that although we are not yet perfect, there has been significant progress in several areas. The datum above falls under the category of language features known as commands and directives, as the speaker uses a directive to prompt the audience to take action specifically, to be honest in assessing the situation being discussed. A directive functions as an utterance that seeks to make the listener perform an action or respond in accordance with the instruction given. The phrase “let’s” in the quote is a form

of a mitigated directive, where the speaker and listener take action together rather than issuing a direct command.

Datum 4.4

“Let’s move on to the next reform”. (F-1)

Based on datum 4.4, there are command and directive language features within it. This is because the quote contains an utterance aimed at directing or encouraging the listener to perform the proposed action, namely to continue the discussion to the next reform. The datum above falls under the category of commands and directives. A directive aims to get the listener to perform a specific action. In this context, the speaker does not use the phrase “move on,” but rather uses “let’s” to invite the audience to take action collectively a form known as a mitigated directive, as the speaker chooses to soften the command. Overall, the quote above functions as a directive sentence because it guides the direction of the topic being discussed and invites the audience to move on to a discussion about legal reform.

Datum 4.5

“let’s start with the subject of violence against women” (F-1)

There is another piece of datum that contains command and directive language features through the use of the phrase “let’s start” as a directive form that invites the audience to collectively begin a discussion on violence against women. Based on the datum above, the statement uttered by the speaker falls into the category of commands and directives. The speaker uses this form to direct or encourage the interlocutor to perform the instructed action. Although

the word “let’s” does not sound like a direct command, pragmatically this utterance functions as a directive. This is because the speaker, as the main figure, controls the flow of the discussion and determines the topics to be discussed next.

Datum 4.6

“let’s look at some realistic everyday scenarios. Right now, in many countries like the UK” (F-2)

Based on the datum above, the purpose of this quote is to direct the audience’s attention and invite them to engage in a more concrete discussion, namely examining real-life examples related to gender issues in daily life. In the sentence, the speaker uses an illustration from another country to make it easier to visualize. Based on the statement above, the speaker uses commands and directives to convey a message. The datum above falls under the category of commands and directives because it takes the form of a direct invitation to the audience to take a certain action. This can be seen in the phrase “let’s look at...”. The phrase “let’s” is a directive that involves the speaker in the action alongside the audience.

Datum 4.7

“Imagine it. In our lifetime, not a century from now, we could live in a world where harmony is the norm”. (F-2)

The purpose of quote 4.7 is for the speaker to foster a sense of optimism and engage the audience toward the desired goal of achieving gender harmony. In this context, the speaker also assures that change will occur and is not impossible; it can be achieved in the near future if there is awareness and

cooperation. The quote above falls under the “command and directive” feature in language. This feature aims to encourage listeners to engage in a mental action of imagining future conditions. Based on this Datum, the use of the phrase “imagine it” is an indirect instruction regarding the idea conveyed by the speaker. The form used is called a “mitigated directive,” meaning the command is softened and not authoritative. The speaker also does not give an explicit command but rather invites the audience to imagine together a more harmonious world.

Datum 4.8

“So moving forward, let’s remember to watch the words we use” (F-3)

There is another piece of datum that contains a command and directive. The intention of this datum is the speaker’s command urging the audience to be more careful in their language, especially to avoid using words that contain bias or misogyny. The datum above falls under the category of commands and directives because the speaker is instructing the listener to perform an action. This feature itself aims to get others to do something based on the utterance provided. One of the distinctive features of this feature is the phrase “let’s,” which is a form of a mitigated directive. This form involves a softened command that is not coercive, with both the speaker and the listener engaged in the proposed action. This command also aims to encourage the audience to change their behavior to achieve gender equality.

Datum 4.9

“The first step is to watch the misogynistic statements you say”. (F-3)

Based on the datum above, the speaker wants to encourage the audience to start controlling language that contains misogyny. This is because the starting point for changing gender inequality is the language used in daily interactions. The datum above falls under the category of commands and directives because the speaker uses sentence structure to direct the audience to follow what the speaker says. Through the datum above, the speaker uses an indirect imperative form. Although the speaker does not use the verb “watch!” as a direct command, here the speaker uses the phrase “the first step is to...” a mitigated directive or softened command yet the purpose remains the same: to encourage action. This aligns with the feature of commands and directives, which need not take the form of direct commands but can also take the form of more subtle directives,

e) Compliment

A compliment is used to give a positive evaluation of someone based on their appearance, abilities, or skills.

Datum 5.1

“As a Swede, I am proud to say that my country is often ranked as among the most gender-equal in the world”. (F-1)

In this quote, the speaker conveys a positive evaluation of their country through the phrase “most gender-equal in the world,” implying that Sweden has achieved the highest level of gender equality. The speaker also builds a positive image and expresses pride in their country. In the quote above, the linguistic feature used is a compliment. This feature contains praise or a positive assessment of the subject being discussed. Although we often find that praise is

directed at individuals, the speaker's use of praise here is directed at a collective identity namely, the country. The use of the phrase "I'm proud" also reinforces this feature because it demonstrates the speaker's emotional involvement in the subject being praised.

Datum 5.2

"I'm immensely grateful to the incredible activists who've made this possible" (F-2)

In datum 5.2, the speaker praises the activists for their performance. The datum above falls under the category of a compliment according to linguistic features. This is because the speaker uses a complimentary sentence directed at another party, "the incredible activists." The linguistic feature of a compliment is used to express praise toward others regarding their actions, qualities, or contributions in an activity. The speaker uses positive evaluations such as "immensely grateful" and "incredible," which serve as positive acknowledgments of the activists' performance. The intent of the quote is to demonstrate that the success in achieving gender equality is inseparable from the efforts of the activists who have worked hard.

Datum 5.3

"Emma Watson put it best in her speech when she expressed that fighting for women's rights has too often become synonymous with man-hating". (F-3)

Another piece of datum containing a compliment is 5.3. The intention of the compliment used is that the speaker considers Emma Watson's HeForShe speech to be very apt in describing the reality that the struggle for women's rights is often misunderstood as hatred toward men. The quote above qualifies

as a compliment because the speaker explicitly conveys a positive evaluation of Emma Watson's statement through the phrase "said it best." The speaker uses this phrase as a form of appreciation for an idea that is both appropriate and effective for the discussion at hand. Language features: A compliment is a form of positive expression directed at someone regarding their abilities, opinions, or actions. Therefore, the speaker uses this compliment to strengthen the argument being presented.

2. Types of language features used by male speakers in TED videos

Language features	Total	Percentage
Minimal response	0	0%
Hedges	6	12%
Tag question	7	13%
Question	28	54%
Command & Directive	8	15%
Swearing and Taboos	0	0%
Compliment	3	6%
TOTAL	52	100%

Table 4. Total types of language features by male speakers in TED

a) Hedges

Datum 6.1

"I think you know how unequal our society is". (M-1)

Datum 6.1 contains a discussion regarding gender inequality that still persists in society today. In the previous discussion, the speaker had already explained the facts regarding domestic violence and inequality against women. Although, in reality, this phenomenon has already been recognized by society. The quote above falls under the category of hedges. The phrase "I think" aligns

with linguistic feature theory as an indicator of uncertainty. The speaker uses this to convey their statement regarding the proportion presented. In line with hedges, the use of “I think” makes the statement more tentative, thereby giving the listener space to agree or disagree without feeling pressured. Additionally, the phrase “you know” serves to encourage the listener to share a common understanding and to soften the statement being made.

Datum 6.2

“I think that’s not that hard for us teenagers, because as Gen Z, we’ve invented new words that describe old meanings, like the word “Ritz.” (M-1)

Based on the datum in Figure 6.2, it appears that Generation Z has the ability to change society’s mindset regarding language use. In this context, speakers note that Generation Z is capable of creating new vocabulary and meanings for old concepts. One example cited is “ritz.” Based on the linguistic feature of hedges, one of its characteristics is the phrase “I think,” which aligns with the datum above. This feature is used to indicate uncertainty regarding the statement made. In this quote, the speaker does not present their opinion absolutely but softens it, leaving room for the listener to offer a different perspective. Thus, this aligns with hedges, which aim to mitigate statements and maintain the flow of communication.

Datum 6.3

“This doesn't make sense to me, **you know**? I do social science, and if you tell me that there's just one word that describes the whole attribute of a demographic, I will tell you, that is scientifically invalid” (M-1)

Based on datum 6.3, the speaker discusses the narrow perspective held by society in understanding the concept of gender, particularly regarding the

terms “feminine” and “masculine.” In this Datum, the speaker rejects the idea that a single gender can represent a demographic group because it does not align with the scientific approach in the social sciences that the speaker studies. Based on the quote above, there are hedges in the statement the speaker uses. This is because the sentence contains a subjective stance, an opinion, and a degree of uncertainty or mitigation regarding the statement. In addition to the sentence weakening the statement, the speaker also uses a personal perspective rather than an absolute claim. The phrase “you know” is used to soften the argument and open the door to other perspectives on the topic being discussed, so there is no imposition of views and the opinion is not presented too firmly.

Datum 6.4

“You all will have a baby someday, **maybe** you already have one” (M-2)

The context of datum 6.4 occurs when the speaker invites the audience to collectively imagine the future and link it to the concept of gender equality. The speaker uses examples from daily life relevant to the role of parents in the future, focusing on the possibility of having children. From this, the speaker aims to explain that gender inequality is not an abstract issue, but one that will impact their lives in the future. Based on the datum above, the speaker uses hedges through the phrase “maybe.” This aligns with the linguistic theory of hedges, as it indicates the degree of certainty or uncertainty regarding the statement made. In the datum above, the speaker makes an uncertain statement that the audience in the room already has children, but qualifies it by stating

the possibility to soften the statement made. This is done so that the statement conveyed is not an absolute claim and has a non-coercive nature.

Datum 6.5

“I started to listen to the mothers and grandmothers in the room, and when I say listen, I **mean** listen properly”. (M-3)

Datum excerpt 6.5 occurred when the speaker was in the company of mothers and grandmothers. In this instance, the speaker was truly listening to their experiences particularly those of the women regarding the discrimination, harassment, and injustice they had endured. Based on the datum above, the speaker uses a form of hedging through the expression “when I listen, I mean listen properly.” The use of the phrase “I mean” here clarifies the meaning of the word “listen.” In this quote, the speaker is not merely listening, but also adds a clarification to soften the phrase while simultaneously emphasizing what is intended. Thus, the function of hedging here is to regulate the strength of the statement and ensure the listener understands what is meant.

Datum 6.6

“You **might** have imagined that at the time the biggest challenge I faced was that my body was broken” (M-3)

Based on the context of datum 6.6, the speaker is recounting a time when he experienced a rather serious physical condition during which he could not stand, move, or even walk. The speaker says “you might have imagined,” which in this case invites the audience to understand that his greatest challenge was not his broken physical condition but rather the threat to his very nature as a man. The quote above falls under the category of hedges because the speaker

is expressing a possibility they experienced through the phrase “might.” This phrase is used by the speaker as a marker to qualify the statement and emphasize that the statement made is not an absolute claim. Additionally, this phrase serves to soften the claim and create space for the audience, ensuring the statement does not feel forced.

b) Tag question

Datum 7.1

“Last but not least, the current gender pay gap is at 20%. Shocking, **isn’t it?**” (M-1)

In the context of datum 7.1, the speaker is highlighting an issue related to gender equality, specifically the wage gap between men and women. In their speech, the speaker presents the fact that the wage gap has reached 20%, indicating that this is a serious and unresolved issue. Therefore, the speaker urges the audience to collectively recognize this situation. Based on the datum above, there is a tag question in the form of the phrase “isn’t it?”. This is because the question used includes a tag at the end that serves to provide information, engage the audience, and even seek agreement. However, in this context, the speaker is not seeking new information but rather inviting the audience to collectively agree on the facts presented. This is how the speaker is able to involve the audience through tag questions in the discussion of his speech.

Datum 7.2

“You don’t believe you have biases and stereotypes, **do you?**” (M-1)

In datum 7.2, the speaker invites the audience to reflect on gender biases and stereotypes. The aim is to highlight that, unconsciously, every individual tends to think in terms of gender stereotypes; the speaker then provides concrete examples following this question. Based on the datum above, the question used falls under the category of a tag question. This is because there is a tag at the end of the question in the form of the phrase “is it?”. The function of a tag question is to seek confirmation, engage the listener, and soften the question so it isn’t confrontational. In the question used, the speaker does not directly state that the audience in the room has a bias, but invites the audience to think together and respond internally. Therefore, the tag question is used to involve the audience’s participation, not merely to convey a statement.

Datum 7.3

“I don’t know, if you’re going to the Maldives to spend some time on the beach, you fly with Boeing or Airbus, not with the Wright Brothers, **right?**” (M-1)

Based on quote 7.3, the speaker is explaining how language and technology are constantly evolving alongside the development of the modern world today. In the context of the datum above, the speaker is providing an analogy regarding airplanes: when people want to go to the Maldives, nowadays they use modern aircraft like Boeing or Airbus, not outdated technology like that of the Wright Brothers. This aims to emphasize the mindset regarding language use that it too must be updated and should not always be bound by past perspectives. Another quote containing a tag question can be found in the datum above. In this case, the speaker uses a tag question at the end of the sentence with the phrase “right?”. The purpose of using a tag

question is to seek confirmation of the statement from the listener. Additionally, this feature is used to engage the listener and check whether they share the same understanding of the statement made. In the datum above, the speaker uses the word “right” to invite the audience to agree that the Wright Brothers’ old technology is no longer relevant today.

Datum 7.4

“2024, are we taking us back to the Stone Age? No, **right?**” (M-1)

In datum 7.4, the speaker is stating that it is impossible for us to return to the Stone Age. This is because society still has a mindset trapped in old stereotypes. The speaker highlights that even though we are now living in 2024, archaic ways of thinking, such as those from prehistoric times, still persist particularly the notion that feminine and masculine traits are confined to specific things. Based on the datum above, the speaker uses a tag question with the phrase “right?” to seek confirmation of agreement from their conversation partner. Tag questions are used to engage the listener, seek agreement, and build interaction. The use of a tag question serves to emphasize to the listener that returning to the Stone Age is illogical in this era. This is because society today should have evolved and moved beyond outdated mindsets regarding gender roles in society.

Datum 7.5

“That’s a masculine hobby, **right?**” (M-1)

Based on datum 7.5, the speaker is talking about hobbies that are considered masculine activities. In his speech, the speaker explains that boxing

is an activity synonymous with men, when in fact both men and women are free to do any activity without being limited by gender stereotypes. In the datum above, the question used falls under the category of a tag question. This is because the speaker uses a tag at the end of the question with the phrase “right.” In accordance with its function, the tag question is used to seek agreement and involve the listener in the discussion. In this case, the speaker uses the word “right?” to invite the audience to agree with the statement that boxing is a hobby typically associated with masculinity. Therefore, the tag question serves as a strategy to build rapport and ensure that the audience follows the argument presented by the speaker.

Datum 7.6

“It doesn't matter; if you're hungry, you'll be in the kitchen, **right?**” (M-2)

Datum 7.6 discusses the context of roles within the family, specifically regarding who should be in the kitchen. In this case, the speaker rejects the view that kitchen duties are determined by gender, arguing instead that they depend on needs and the situation. Based on the datum above, the speaker uses a tag question to pose the question. Through the phrase “right” at the end of the question, the speaker seeks approval or confirmation from the listener. In the datum above, the speaker first makes the statement “if you’re hungry, you’ll be in the kitchen” and then adds the tag “right?”. This is used to invite the audience to agree with the statement. Therefore, the function of the tag question here is to involve the audience in a discussion to prevent misunderstandings.

Datum 7.7

“I used to treat everyone the same. That was equality, **right?**” (M-3)

Based on quote 7.7, the speaker reflects on their past understanding of the concept of equality. In this case, the speaker realizes that treating everyone the same is not always fair, because every individual has different circumstances, obstacles, and needs. There is another datum point containing a tag question, namely in datum 7.7. This is because the speaker uses a tag question at the end of their statement with the word “right?”. The function of this phrase is to seek agreement and confirmation from the audience regarding their statement. Tag questions are used to soften the strength of a question because, in that question, the speaker is not entirely certain about what is being conveyed; therefore, the speaker opens the door for the listener to agree with that assumption through the tag question.

c) Question

Datum 8.1

“What is the most prominent change in our ever-changing society in the past few decades?” (M-1)

In the context of datum 8.1, the speaker wants to invite the audience to think about the major changes occurring in modern society. The speaker uses this question as an introduction that will ultimately be answered by the speaker themselves. Based on the datum above, this falls under the linguistic feature of a question because it aligns with its characteristics, namely the presence of an interrogative sentence marked by an interrogative word. The function of a

question itself is used to control the direction of the conversation, encourage interaction, and engage the listener. In this case, although the speaker uses a question, the form of this question is a rhetorical question, where a direct answer is not actually required, as it will be answered by the speaker themselves afterward. Therefore, this question is used to direct the audience's attention and introduce the topic of discussion during the speech.

Datum 8.2

“But is this true? Obviously not”. (M-1)

Based on datum 8.2, this quote occurs when the speaker is discussing public views on gender equality. Previously, many people believed that gender equality had been achieved, but through this question, the speaker expresses doubt and asserts that this is not true. The quote above is classified as a question because it directly contains a question. This feature is used to elicit a response or to emphasize a point within the interaction's. In this case, the context of the question is a rhetorical question, used to reinforce the speaker's own argument by directly providing the answer “obviously not.” Therefore, the question is used to challenge the public's assumption that gender equality has already been achieved an assumption that is incorrect and to highlight that further improvements are still needed.

Datum 8.3

“We still fail to achieve it. But why? Why is this happening?” (M-1)

Based on datum 8.3, this context occurs when the speaker explains gender equality. Although gender equality has brought many benefits and advancements, the reality is that gaps still exist in several aspects, such as the

law and gender pay gaps. The quote above is classified as a question because it contains an interrogative form marked by the wh-question “why.” Questions are used to request information and maintain the flow of the discussion. Based on this quote, the speaker does not want to elicit a response from the audience, but rather encourages the audience to think critically about the issue being discussed. Therefore, the use of the question serves to strengthen the interaction between the speaker and the audience regarding the issue of gender equality.

Datum 8.4

“Do you think we're equal?” (M-1)

In datum 8.4, the speaker asks about equality, specifically whether society has achieved equality today. Based on the datum above, the speaker uses a question. Structurally, the sentence is an interrogative sentence, which is typically used to elicit a response or provoke thought from the listener. In this context, the speaker uses the question as a rhetorical question to engage the audience and lead them to the conclusion that gender equality has not yet been achieved.

Datum 8.5

“How can I address these issues when I can't even drive?” (M-1)

In datum 8.5, this quote occurs when the speaker addresses the concerns of teenagers who feel they are still vulnerable and lack power. In the example above, it is likened to them being too young to drive. This implies that young people feel they are not yet capable of handling major issues such as gender inequality. Based on the datum above, there is the use of questions in the form of “how” wh-questions. In Feature Grammar, questions are used to elicit a

response, express uncertainty, and even to initiate a discussion. In the context of the questions posed, questions are used to express the doubts within the teenagers and the limitations they face. Thus, questions are used to prompt reflection from the audience, not merely to elicit literal answers. Therefore, the speaker uses questions as an expression of doubt while simultaneously encouraging the audience to think critically.

Datum 8.6

“But is age the only determinant of our influence?” (M-1)

The quote above occurs when the speaker discusses the contributions of teenagers in fighting for gender equality. Many people hold the view that they are still young and cannot yet bring about change. Therefore, through this question, the speaker seeks to challenge that mindset and assert that age is not the only factor that determines a person’s capabilities. Based on the quote above, it falls under the category of a question because, grammatically, the speaker uses the interrogative form. However, in the context of this question, the speaker does not actually want to receive an answer from the audience but rather encourages the audience to reflect on their own assumptions. The question serves as a strategy to control the direction of the conversation and elicit a response from the listeners. Additionally, the question is used to engage the audience in the idea that age is not the most significant factor influencing a person’s ability to make an impact, particularly regarding gender equality.

Datum 8.7

“But is that really the case? Is abandoning my identity as an individual something I must do to promote gender equality?” (M-1)

The quote above occurs when the speaker wonders whether, in order to support gender equality, they must eliminate their masculine traits; however, through the question posed, the speaker assumes that supporting gender equality requires first eliminating one's own identity. Based on the datum above, the speaker uses the language feature of questioning in their speech. This is marked by the use of interrogative sentences, which typically serve to elicit a response, engage the audience, or maintain interaction. In the context of this question, the form used is a rhetorical question, where the speaker aims to encourage the audience to reflect on the same issue together. Additionally, this question is used to evaluate the speaker's perspective on the gender equality being discussed. Therefore, the question serves as a tool to engage the audience and build shared understanding within the formal discussion discourse.

Datum 8.8

“What's the next step? Radiation” (M-1)

The context of the quote above occurs when the speaker is explaining solutions to achieve gender equality through the 3Rs. After explaining the first two solutions, the speaker shifts to the final solution radiation using a question. This is used to capture the audience's attention. Based on the datum above, the speaker uses a question marked by an interrogative sentence, which is structurally used to request information. In the context of this question, the speaker does not actually want a literal answer from the audience; rather, it is used to mark a transition of ideas and keep the listeners engaged in the ongoing

discussion. Thus, the function of the question here is used as a tool to control the flow of the discussion and elicit a cognitive response from the audience. This is done so that the speaker maintains control over the flow of the discussion.

Datum 8.9

Actually, I've only lived two, but I'm exaggerating who should be in the kitchen, a woman or a man?. (M-2)

The context of this quote occurs at the beginning of the speech when the speaker begins to introduce the topic through an example in the household: who should be in the kitchen a man or a woman? Based on the quote above, the datum falls under the category of a question, where the speaker uses an interrogative sentence to request information, elicit a response from the audience, and steer the direction of the ongoing discussion. However, the question used is a rhetorical question, meaning the speaker does not require an answer but uses it to engage the audience and emphasize the issue being discussed. The speaker also encourages the audience to think critically at the beginning of the speech regarding the reality of the division of roles within the household.

Datum 8.10

"Funnily enough, I used to be really, really happy when I heard from my sister that she was being bullied. Why?" (M-2)

In datum 8.10, the speaker recounts her childhood after having a younger sister. She describes how she initially held a stereotypical perspective toward women, but that changed when she began caring for and protecting her sister, including during instances when her sister faced bullying. There is

another instance where the speaker uses the question form. Here, the speaker uses the question “why” at the end of the sentence to emphasize the statement made earlier. The question is not used to elicit an answer, but to direct the listener to proceed to the next explanation. In addition to controlling the flow of the discussion, the speaker also uses questions as a transitional tool to move on to the next topic regarding her motivation. Therefore, the function of the question is not only to request information but also to clarify the message being conveyed.

Datum 8.11

“And I came up with another question: why should we even care about who should be in the kitchen?” (M-2)

In datum 8.11, the speaker questions again who is actually supposed to be in the kitchen. In other words, this assumption refers to women. However, here, the speaker does not actually want to discuss the division of roles, but rather focuses on needs and situations. So whoever feels hungry is allowed to go into the kitchen. The quote above falls into the category of a question because, grammatically, it takes the form of an interrogative sentence, which is typically used to steer the discussion, engage the audience, and elicit a response. The form of the question above is a rhetorical question, where the speaker uses the question to emphasize their argument. The purpose of the question here is to encourage the audience to think critically and challenge prevailing social norms, namely the division of gender roles, which is no longer relevant today.

Datum 8.12

“What kind of man will grow up in a family where he sees his father bringing flowers to his mother for no reason?” (M-2)

The context of datum 8.12 occurs when the speaker is discussing the concept of an ideal family based on mutual understanding and affection. In this Datum, the speaker uses the example of a father showing affection to his mother by sincerely giving her flowers without any reason. This will impact the children’s character, as parental behavior illustrates how to value a woman. Based on the quote above, the speaker uses a question form through the phrase “what kind of...” to direct attention, control the flow of the discourse, and engage the audience. Functionally, this sentence is a rhetorical question, where an answer is not required in a speech, but the speaker invites the audience to think. Additionally, the speaker uses this question to emphasize that a harmonious and loving family will raise men who respect women.

Datum 8.13

“When a baby cries, who usually gets up? The mother gets up and takes care of the baby”. (M-2)

The context of the datum excerpt above occurs when the speaker discusses the roles of men and women, particularly in child-rearing. In this context, the speaker describes a situation where, when a child is crying, what often happens is that the mother gets up and cares for the baby. Then, the speaker questions this pattern and touches on the role of men, who should also be able to take on that position. There is other datum containing question features that can be directly observed through the use of interrogative sentences in the datum above. The speaker uses the wh-question “who,” which

functionally serves to request information and elicit the interlocutor's thoughts. However, the type of question used here is a rhetorical question, where the speaker employs it to affirm the fact that the mother is the one taking on that role. Thus, the question is used to steer the direction of the discourse and highlight the issue being discussed.

Datum 8.14

"Why not a man? I'm not blaming men, but it's absolutely okay for you to step up and take care of the child as well". (M-2)

The context of this quote appears at the end of the speaker's speech when discussing the division of roles within the family. The speaker highlights the common occurrence that when a baby cries, it is the mother who gets up to care for the child. With this question, the speaker challenges the prevailing social norm that men should also share equal responsibility, particularly in caring for children. This is part of cooperation within the family. The datum above falls under the linguistic feature of a question, where the speaker explicitly uses the phrase "why" to pose the question. However, here, the question is not intended to be answered but is used as an interactional strategy to express an opinion, challenge assumptions, and also guide the listener's perspective on the issue being discussed. In this case, the speaker asserts that men and women have equal responsibility when it comes to raising children.

Datum 8.15

"And I said, well, so did something happen or did she burn her face or did she wash off her makeup for the first time in three years? What happened? He says, I don't know". (M-2)

The context of the conversation above occurred when the speaker was recounting a previous conversation with his friend, who felt that his wife had

become less attractive after marriage. The speaker then asks several rhetorical questions and inquires about the reasons. However, the speaker isn't actually looking for a factual answer, since there's clearly nothing physically wrong; rather, the speaker believes the issue likely lies with the husband's lack of attention toward his wife. Based on the datum collected, there is the use of questions marked by several consecutive interrogative sentences. In this context, the questions are used to seek information, steer the conversation, and elicit reflection from the conversation partner. In the datum above, several rhetorical questions are used not to elicit an answer, but to emphasize that there has been no change and to highlight the husband's logical reasoning toward his wife. Therefore, the questions are used to convey criticism indirectly and guide the listener toward a conclusion regarding the issue being discussed.

Datum 8.16

"And I asked, "What happened? So how come?" And at that moment, I was really afraid of getting married as well". (M-2)

The context of this quote is to describe the moment when the speaker responds to a friend's story about changes occurring after marriage. Here, the speaker poses questions such as "what happened?" and "how come?" as expressions of astonishment and confusion. Through these questions, the speaker conveys their personal concern specifically, a fear of marriage. There are two interrogative sentence forms in the datum excerpt above, which fall under the language feature of questions. This feature serves to request information and maintain the flow of interaction. Through these questions, the speaker attempts to understand the situation their friend is experiencing. This

marks the speaker's involvement in the conversation and encourages a response from the audience.

Datum 8.17

"I asked several questions. What did he do to his wife?" (M-2)

In datum 8.18, the speaker is analyzing the causes of changes in the marital relationship. To understand the situation more deeply, the speaker first asks questions to gather further information. The purpose of this question is to analyze the husband's role in the changes in his wife's condition. Based on the quote above, it can be classified as a language feature of a question because it meets the characteristics of a question. This feature functions to request information, encourage a response from the audience, and also serves as a "question that demands a response" or to steer the topic of conversation. This quote also takes the form of a WH-question through the word "what," which explicitly requests information about someone's actions. The question used does not actually seek an answer but serves as a strategy to build an argument. In line with the features of a question, the question used demonstrates a discourse control function, where the speaker controls the flow of the discussion through the questions posed. The expected answer already points toward the conclusion of the topic being discussed.

Datum 8.18

"Isn't it your fault? You married her at the very moment she was living with her father". (M-2)

Datum 8.19 occurs when the speaker uses a question to criticize the man, who acts as the husband, regarding the change in his wife's condition after marriage. In this context, the speaker compares the conditions before and after

marriage. In this case, the speaker asserts that if a negative change occurs, the husband shares responsibility. Based on the datum above, the question form used is an interrogative sentence and a rhetorical question. This question is not merely to obtain information, but to direct a response, emphasize an argument, and control the direction of the topic of discussion. In the question “Isn’t it your fault?”, the speaker does not actually expect an answer; rather, the question serves to emphasize an accusation or judgment when the husband’s role is inappropriate. Thus, this question is classified as a rhetorical question because, structurally, it takes the form of a question and is used to affirm the speaker’s position and argument within the context of a formal discussion.

Datum 8.19

“Has masculinity become brittle and fragile?” (M-3)

Datum 8.21 occurs when the speaker questions the state of masculinity in today’s modern society. This question arises after the speaker explains the decline in men’s well-being, which has led to concerns that masculinity today may be fragile and easily threatened. Based on the context of the quote above, there is a question sentence marked by “has...”. According to Coates’ explanation, the question is used not merely to obtain information, but as a rhetorical strategy to open a discussion and engage the audience. The sentence form used is a rhetorical question, in which the speaker does not expect an answer but invites the audience to think critically about the issue of masculinity. Thus, the question is used to control the flow of the discussion, prompt audience reflection, and maintain engagement throughout the speech.

Datum 8.20

“There's been headlines run by the Financial Times and the Telegraph asking, is masculinity in crisis? Why is that important?” (M-3)

The context of the sentence above is about the issue of the masculinity crisis currently being covered by major media outlets such as the Financial Times and the Telegraph. The speaker is not merely asking a question but opening a discussion about the condition of men in modern society and the resulting impacts. Based on the datum above, the speaker uses the "question" feature. This feature serves to open a discussion topic, direct the audience's attention, and guide listeners toward the topic being discussed. Two questions are used, but neither of them actually seeks a literal answer from the audience; rather, they are designed to build engagement with the audience, control the direction of the discourse, and keep the focus on the main topic namely, the argument that masculinity is not a trivial matter, as it is directly linked to individual well-being.

Datum 8.21

“So what are the drivers of masculinity in crisis? Is it radical feminists emasculating men in their wake?” (M-3)

The context of question 8.23 addresses the main causes of the masculinity crisis. The speaker uses the question as a rhetorical device suggesting that feminists perceived as too radical are the cause of men losing their masculine identity. However, the use of the question here is not to blame just one side, but rather to encourage the audience to think critically that the causes of the masculinity crisis are not as simple as blaming just one side. The datum excerpt above falls under the "question" language feature. This feature

is used to solicit responses, steer the direction of the conversation, and encourage audience engagement. Based on the two rhetorical questions used, the speaker aims to steer the discussion toward the causes of the masculinity crisis, engage the audience so they can consider possible outcomes, and build an argument step by step before the speaker presents a conclusion. As a guide for the discussion flow, the speaker uses questions to explore ideas rather than merely seek additional information.

Datum 8.22

“Or is it unhealthy masculine role models showcasing behaviors seen as toxic?” (M-3)

The context of the datum above occurs when the speaker invites the audience to reflect on the issue of masculinity, which may stem from social constructs and examples of inappropriate behavior. This may be caused by male figures who serve as role models but exhibit negative or toxic behavior. Analysis of the datum above indicates that the question used aligns with the linguistic features of a question. This is because the sentence used is an interrogative sentence, but functionally it is rhetorical, where the speaker does not expect a direct answer but rather uses it to guide the audience to think, build a persuasive effect, and control the flow of discourse. Thus, the quote above fulfills the characteristics of a question because it is interrogative and manages interaction during the discussion.

Datum 8.23

“Or is it the very liberal left blurring the lines of masculinity in a modern and ever-changing world?” (M-3)

The context of the datum above occurs when the speaker is describing other possible causes of the crisis of masculinity in modern society. The question above refers to the liberal group that supports social change and gender equality, which has blurred the traditional boundaries of what it means to be a man (masculinity). Based on the linguistic feature of a question, its function is not only to request information but also to direct the topic of discussion, elicit a response, and engage the audience. In this question, the speaker does not ask for a direct answer from the audience, but rather invites them to think critically together about what actually caused the crisis of masculinity. In the context of the speech, the function of this question is a rhetorical device through which the speaker strengthens their argument and presents various perspectives before reaching a conclusion

Datum 8.24

“And someone I knew quite well said, “What’s your wife doing?”” (M-3)

The context of the quote above illustrates how norms of masculinity and gender in society still influence ways of thinking and speaking, and also questions how men who deviate from these norms are often seen as out of step or inappropriate, and their positions are called into question. Based on the datum above, the speaker uses the linguistic feature of a question, marked by the interrogative wh-question “what.” The speaker uses the question to reflect on social norms and gender expectations regarding the division of roles between men and women. According to the theory of linguistic features, questions are used to direct the course of the interaction and elicit a response

from the listener. In the datum above, the speaker attempts to highlight the domestic role that women are expected to occupy within a specific sphere.

Datum 8.25

“It made me think, what had I not seen before? But it also made me start to question, why was no one talking about this? And why wasn’t anyone doing anything about it?” (M-3)

In the datum above, the speaker is discussing gender inequality that the speaker was previously unaware of specifically, when the speaker heard the experiences of women who faced discrimination, harassment, and inequality. The three consecutive questions the speaker poses represent a form of critical reflection and new awareness that led the speaker to question the actual social reality around them. This is because the speaker explicitly uses interrogative sentences intended to provoke reflection, raise awareness, and steer the direction of the discussion regarding the issue at hand gender equality. The speaker uses a series of rhetorical questions not merely to demand answers, but to demonstrate a process of self-awareness and to invite the audience to jointly reflect on social realities that had previously been overlooked. Thus, this feature clearly consists of interrogative sentences that help guide the audience’s thinking and sustain their involvement in the discourse.

Datum 8.26

“Could I see this happening elsewhere?” (M-3)

In datum 8.28, the speaker expresses curiosity about the positive impact of men’s involvement as “allies” or supporters of gender equality. This is because speaker observes similar experiences in others, indicating that this phenomenon is indeed widespread among everyone, not just a personal

experience. Consistent with this feature, it functions as a tool to invite a response from the listener, open up a space for discussion, and steer the direction of the discussion topic. The function of this interrogative sentence is as a rhetorical strategy used to broaden the audience's thinking from individual experiences toward a broader phenomenon specifically, whether this phenomenon occurs elsewhere. Following the speaker's personal experience therefore, it functions as a tool for transition and reflection, encouraging the audience to think critically together about the phenomenon.

Datum 8.27

“And who doesn't want that choice?” (M-3)

The context of the datum above occurs when the speaker asks who wouldn't want that choice, after explaining the benefits of men's involvement in gender equality. Through this question, the speaker clarifies that gender equality does not disadvantage one party; rather, gender equality benefits all parties both men and women. One characteristic of the language feature “question” is the use of an interrogative sentence structure preceded by the word “who.” By using a rhetorical question, the speaker does not want to ask for a direct answer from the audience but rather to emphasize that everyone surely wants the benefits of gender equality. Thus, the function of the question is not to ask for information but to guide the audience's thinking and strengthen the argument regarding the issue being discussed.

Datum 8.28

“Or is it the hardcore conservatives pushing for a return to masculinity as it once was traditionally, in a dynamic future?” (M-3)

The context of the datum above arises when the speaker questions whether conservative groups seeking to restore traditional masculinity are the cause of the problem. This illustrates that there are many conflicting perspectives regarding the concept of masculinity in the modern era, and ultimately, the speaker asserts that these factors are not the primary cause. The analysis of the quote above is an interrogative sentence classified as a question feature in language. This question is used to propose possibilities or alternatives as causes of the crisis of masculinity. The speaker is not actually seeking an answer from the audience but rather poses a rhetorical question, where the question is used to prompt the audience's reflection and engagement with the discussed issue. The use of questions also functions as a discourse strategy to maintain the continuity of the discourse.

f) Commands and directives

Datum 9.1

“Attention, please! I hope I didn’t scare you, but I have a message to share” (M-1)

The context of the quote above occurs at the beginning of the speech, before moving on to the main topic. The context of the sentence indicates that the speaker aims to capture the audience's attention in a slightly dramatic yet relaxed manner. Based on the datum above, the quote falls into the “command and directive” category. The function of this feature is to direct the audience to take the suggested action. The phrase “Attention please!” is an imperative directive, where the speaker directly asks the audience to stop what they are doing and focus on the speaker. Although the speaker uses the phrase “Attention

please” here, its function remains to direct the audience’s behavior within the forum. The sentence “I have a message to tell” reinforces the purpose of the previous statement, which is to prepare the audience to receive the content of the subsequent speech.

Datum 9.2

“Let’s go back to the first question I asked you all”. (M-1)

This quote occurs when the speaker invites the audience to recall the initial question that was previously presented. Based on the context of the speech, this imperative sentence serves to reaffirm the main topic that has already been discussed. Based on the quote above, the speaker uses a directive form to guide the listener to perform an action. The phrase “let’s” is a characteristic feature of the command and directive language. The sentence form used is a mitigated directive, in which the speaker and the audience perform an action together, so that the sentence used does not come across as a direct command. In addition, the sentence helps control the flow of the discussion led by the speaker, who instructs the audience to recall the previous question.

Datum 9.3

“Let me break it down for you guys. First part, reflection”. (M-1)

In the datum above, the speaker wants to simplify the explanation into several parts, and in the context of the datum above, the first part is reflection. The datum above falls under commands and directives, as the speaker intends to issue a command but in a softened form (mitigated directive). The use of the

phrase “let me” functions as an indirect directive; although it appears as a request for permission, its actual purpose is to guide the audience to continue following the subsequent explanation. Then the phrase “first part, reflection” is used as an instruction within the discourse to direct the audience to pay attention to the first part, namely, reflection.

Datum 9.4

“Now, let us start making changes. Let us start reacting. Let us start radiating. And let us be the sparks”. (M-1)

In the datum above, this occurs when the speaker invites the audience to take concrete action and not merely understand the issue of gender equality. In other words, change does not occur if we merely discuss it but rather by making tangible contributions, starting from small actions, awareness, or in our daily attitudes. The quote falls under the “command and directive” category in the Language feature. This is because the sentence contains a directive speech act, where the utterance encourages the audience to do something. Additionally, the phrase “let’s” conveys an invitation that involves the listeners in the action of change. The phrase “let’s” also falls under the category of a mitigated directive, which is a softened command that encourages both the speaker and the audience to take the same action and fosters a sense of togetherness between them.

Datum 9.5

“If you’re both tired, go out and eat at a restaurant”. (M-2)

In the datum above, the speaker emphasizes the importance of cooperation in a domestic relationship. The speaker asserts that cooking is not

the responsibility of one gender. Therefore, the speaker offers a solution: if both parties are tired and hungry, the practical solution is to go to a restaurant. This fosters a healthy relationship not based on rigid role division, particularly within the household. Based on the datum above, the excerpt contains command and directive language features. This is because the utterance used takes the form of a directive speech act that is, speech that influences the addressee to do something. This sentence uses an indirect imperative structure, where the speaker instructs the parties to go to a restaurant when both feel tired. Sentences containing command and directive features are not always direct commands that are forceful or aggravated directives; rather, some take the form of softened or mitigated directives, as seen in the datum above. Thus, this sentence aligns with the command and directive language features because it offers practical solutions to resolve household issues.

Datum 9.6

“I’m not asking you, don’t fight, okay, yeah” (M-2)

The context of this sentence occurs when the speaker is not actually asking for a response from the audience; rather, by using the phrase “don’t fight,” the speaker aims to prevent potential debates or conflicts that might arise among listeners due to the sensitive nature of the topic raised namely, gender roles. Through this expression, the speaker seeks to maintain a conducive and controlled atmosphere. The analysis of the excerpt can be categorized under the linguistic features of commands and directives, as it contains speech that directs the behavior of the addressee. In the excerpt above, the phrase “don’t fight”

represents a negative imperative that directly instructs the audience not to engage in debate or conflict. Although the quote contains a mitigated directive through the phrases “okay” and “yeah,” its primary function remains to direct the listener’s actions. Thus, this quote employs a direct directive or aggravated directive used to exert control over the ongoing interaction.

Datum 9.7

“Don’t forget those on your journey”. (M-3)

The context of the quote above is that the speaker wants to remind the audience not to forget the important values or principles they have learned, especially in the context of the struggle for gender equality. The datum can be classified under the linguistic features of commands and directives. This is because the sentence structure used is a direct imperative sentence aimed at influencing the audience’s actions. The phrase “don’t forget” conveys a strong instruction or recommendation from the speaker to the audience not to overlook the roles of important people in their life journey. In the context of this speech, the speaker also makes a persuasive appeal that encourages the audience to reflect on the values of togetherness and solidarity.

Datum 9.8

“Step by step, action by action, we come together to create a new paradigm for masculinity”. (M-3)

Through the quote above, the speaker explains that a shift in perspective regarding masculinity is not an instantaneous action; it still requires a gradual process through concrete actions by individuals or community groups. The

phrase “we come together” signifies that this change is the responsibility of the entire community. Based on the quote above, there are elements of the command and directive language framework used. This is because the speaker explicitly directs the audience to take the suggested action, namely to participate in changing the concept of masculinity. The form of the quote above is a mitigated directive through the phrase “we come together,” which implies that the speaker and the audience will collectively take an action. Furthermore, the phrase “step by step, action by action” reinforces the directive function. This is because the speaker emphasizes that there is still a process of action that must be carried out gradually. Thus, the quote above aligns with the features of command and directive language because it contains an encouragement that motivates the audience to act and bring about new changes regarding the concept of masculinity.

g) Compliment

Datum 10.1

“Okay, Peter, what you said sounds really, really good. It sounds right. It sounds nice”. (M-1)

The context of the quote above occurs when the speaker receives a positive response to the idea he presented regarding gender equality. Through the words “righteous” and “nice,” his friends acknowledge the idea he offered. Although there is a subsequent statement that casts doubt on the role of teenagers in contributing to changes in gender equality. Based on the datum above, the excerpt contains features of the language of compliments, where there is a positive evaluative response to the idea presented. Compliments serve

to provide positive assessments of a person's appearance, skills, abilities, or the ideas they convey. There are several positive evaluative phrases such as "really, really good," "righteous," and "nice" used to express praise. These statements appear as responses to the idea presented by Peter.

Datum 10.2

"Oh my god. Brad Pitt is stunningly beautiful". (M-1)

In the datum above, the speaker attempts to explain efforts to change language based on gender bias. The speaker uses the word "beautiful" as an example, a term typically used by women. However, the speaker applies this word to a poster of Brad Pitt, who is, in fact, a man. Through this example, the speaker is demonstrating a reflection on how we sometimes unconsciously use language that contains gender bias. The datum above can be categorized as a compliment language feature. This is because the sentence clearly contains a positive evaluation of another person, in this context, the Pitt brand. In accordance with the theory of the compliment language feature, it serves to provide a positive evaluation of ability, appearance, or possession. The phrase "stunningly beautiful" is a form of praise for someone's appearance. Additionally, the phrase "oh my god" reinforces the compliment because it contains its own emotional expression. Thus, the use of the "compliment" language feature in the quote above is appropriate because it demonstrates a positive evaluation regarding a person's appearance, namely Brand Pitt.

Datum 10.3

“My mom, she could cook me the best, best, best dish you could ever, ever taste in the world”.
(M-1)

In the datum above, the speaker is providing a concrete example regarding the role of women. The speaker uses her mother as an example, who is not limited to just one role in this case, cooking. The speaker explains that her mother can cook exceptionally well, yet on the other hand, her mother also has a career in another field, namely education. Based on the datum above, this can be classified as a compliment because the speaker explicitly gives a positive assessment of her mother’s ability. This feature is typically used to express admiration or evaluation of others through the use of positive language. The use of hyperbolic phrases like “the best, best, best” and “you could ever ever taste in the world” intensifies the praise the speaker offers for her mother’s cooking. This sentence structure is used to convey appreciation or recognition of others thus aligning with the characteristics of the “compliment” language feature.

3. Differences in language features between female and male speakers in representing ideas in TED Videos

Types of Women’s Language Features	Total amount used by Female	Total amount used by Male	Total Amount Both Speakers
Minimal Response	0	0	0
Hedges	4	6	10
Tag Question	1	7	8
Question	23	28	51
Command and Directive	9	8	17
Swearing and Taboo	0	0	0
Compliment	3	3	6
Total	40	52	92

Table 5. Language Features Used by Female and Male Speakers in TED videos

Based on the research results above, the total data for both male and female speakers was 92, with 40 female speakers and 52 male speakers. The research findings show that female speakers use questions (23) language features most frequently, followed by commands and directives (9), hedges (4), compliments (3), and tag questions (1). Meanwhile, the most frequently use in male speaker is questions (28), followed by commands and directives (8), tag question (7), hedges (6), and compliments (3). Therefore, questions are the primary language feature used by both genders to convey their ideas to the audience. In the context of formal monologue speeches, questions serve as a tool to engage the audience, maintain listeners' attention, and assist the speaker in conveying their ideas throughout the speech.

Based on the research findings, both genders have similar tendencies when using linguistic features in the context of a formal speech monologue on YouTube. This similarity is apparent when the data analysis reveals no use of the linguistic features minimal response and swearing and taboo among either gender. The reason minimal responses were not found in this study is that the speeches analyzed were monologues, and thus contained no interaction. Additionally, the absence of swearing and taboo language is attributed to the fact that the data used was from formal speeches, which led both genders to employ polite and persuasive language structures.

Furthermore, the results of this study challenge the researchers' initial assumptions. Previously, the researchers assumed that there would be clear differences between the linguistic features used by men and women, such as in the

context of dialogue. Additionally, the researchers also assumed that language features involving swearing and taboo terms would be more prevalent among male speakers than female ones. However, the final results of this study indicate that, within the context of monologues, the researchers found relatively similar language feature usage; any differences likely lie in the frequency of these features. Furthermore, the researchers found that neither gender used swearing or taboo terms as initially assumed. This indicates that the formal context of a discussion still has a significant influence on language use by both male and female speakers.

A. Hedges

Female Speakers	Male Speakers
“Well, I don’t think it’s a new policy or a rebrand”. (F-2)	“ I think you know how unequal our society is”. (M-1)
“ I don’t think this issue is going to be solved by semantics or a flashy new logo”. (F-2)	“ I think that’s not that hard for us teenagers, because as the Gen Z, we’ve invented new words that describe old meanings, like the word “Ritz.” (M-1)
“When I think of the possibilities for all genders to coexist, collaborate, and flourish, I think that’s worth striving for”. (F-2)	“This doesn't make sense to me, you know ? I do social science, and if you tell me that there's just one word that describes the whole attribute of a demographic, I will tell you, that is scientifically invalid”. (M-1)
“It may well be complex and challenging to shift into this paradigm”. (F-2)	“You all will have a baby someday, maybe you already have one” (M-2)
“Well, I don’t think it’s a new policy or a rebrand”. (F-2)	“I started to listen to the mothers and grandmothers in the room, and when I say listen, I mean listen properly”. (M-3)
	“You might have imagined that at the time the biggest challenge I faced was that my body was broken”. (M-3)

Based on the data found, female speakers used hedges four times in the form of the phrase I think and I don't think, and may well be. The phrase "I think" in the phrase "I think that's worth striving for" shows that the speaker is expressing his or her ideas as a personal opinion, not as an absolute statement. Similarly, the phrase "I don't think" in the sentence "I don't think it's a new policy or a rebrand" is used to convey disapproval indirectly so that the statement sounds more careful.

Meanwhile, the use of "may well" in "It may well be complex and challenging" indicates a reduction in the level of certainty of a claim. Hedges such as "I think" serve to indicate the speaker's level of certainty or uncertainty and reduce the strength of a statement. Therefore, the use of hedges by female speakers in this data shows a tendency to express opinions and disagreements more carefully and to maintain cooperative interactions.

Meanwhile, there are several characteristics of hedges used by male speakers such as, I think, you know, maybe, you might and I mean. The most dominant form is I think and you know, which is used to convey opinions while involving listeners in understanding the ideas conveyed. In the words "I think you know how unequal our society is" and "This doesn't make sense to me, you know?", male speakers conveyed personal views while inviting the audience to share their understanding of the issues being discussed. In addition, the use of "maybe" in the sentences "maybe you already have one" and "might have imagined" in "You might have imagined..." shows an effort to reduce the level of certainty of a statement so that it does not sound too absolute. Meanwhile, the phrase "I mean" serves to clarify or develop the explanation that is being conveyed. Hedges serves to show the speaker's level of certainty as well as mitigate the strength of a statement. Therefore, the use of hedges by male speakers in this data shows a tendency to convey opinions, provide explanations, and engage the audience in discussions without conveying claims completely unequivocally or absolutely.

The main difference between the use of hedges by female and male speakers lies in the functions that are highlighted in the interaction. Female speakers tend to

use hedges such as “I think, I don't think, and may well” to convey opinions and disagreements more carefully and not too absolutely. In contrast, male speakers use more diverse variations of hedges, such as “you know, I mean, maybe, and might”, which not only serve to reduce the level of certainty of a statement but also to explain ideas and engage the audience in the conversation. Thus, hedges in female speakers are more oriented towards conveying opinions carefully, while in male speakers they are more oriented towards developing arguments and engaging listeners in discussions

B. Tag Question

Female Speakers	Male Speakers
“Because it comes from culture, right? ”. (F-2)	“Last but not least, the current gender pay gap is at 20%. Shocking, isn't it? ”. (M-1)
	“You don't believe you have biases and stereotypes, is it? ”. (M-1)
	“For example, if you now want to fly to, I don't know, Maldives to spend some time on the beach, you fly with Boeing or Airbus, not with the Wright Brothers, right? ”. (M-1)
	“2024, are we taking us back to the Stone Age? No, right? ”. (M-1)
	“That's the masculine hobby, right? ”. (M-1)
	“It doesn't matter; if you're hungry, you'll be in the kitchen, right? ”. (M-2)
	“I used to treat everyone the same. That was equality, right? ”. (M-3)

Based on the data found, female speakers only use one form of tag question, namely "right?" in the sentence "Because it comes from culture, right?" The use of the question tag shows that the speaker not only conveys information, but also seeks to obtain confirmation or approval from the audience for the ideas conveyed. In the phrase, "right?" has a function as a facilitative tag, which is a question tag used to involve listeners in interactions and maintain smooth communication. Women tend to use tag questions that are affective or facilitative in nature to support interlocutor

participation and create a cooperative conversation atmosphere. Therefore, the use of "right?" by female speakers in this data shows an attempt to build understanding with the audience rather than expressing doubt about her statement.

In contrast to female speakers, male speakers use tag questions seven times and are entirely dominated by the forms "right?" and "isn't it?" An example can be seen in the phrase "The current gender pay gap is at 20%. Shocking, isn't it?", "You don't believe you have biases and stereotypes, is it?", and "That was equality, right?" The use of the question tag shows that male speakers are trying to invite the audience to confirm or agree with the argument being constructed. The forms "isn't it?" and "right?" do not indicate the speaker's uncertainty, but rather serve to strengthen the statement and involve the listener in the persuasion process. Tag questions can serve as a means of obtaining responses and keeping the audience engaged in the conversation. Therefore, the use of tag questions by male speakers in this data shows a tendency to assert arguments and build agreement with the audience about the issue being discussed.

Thus, the main difference between female and male speakers lies in the frequency and variation of the use of tag questions. Female speakers only use one question tag in the form of "right?" which serves to build understanding with the audience, while male speakers use variations of "right?" and "isn't it?" with higher frequencies to gain approval while strengthening the arguments presented. Thus, tag questions in female speakers are more oriented towards interpersonal involvement, while in male speakers they are more used as a rhetorical strategy to support the delivery of arguments to the audience.

C. Question

Female speakers	Male speakers
“Well, some people say, is it really possible to legislate away inequality?”. (F-1)	“What is the most prominent change in our ever-changing society in the past few decades?”. (M-1)
“Then, why do laws matter?”. (F-1)	“But is this something true? Obviously not”. (M-1)
“Shouldn’t people be free to sell sex if they want to? And doesn’t this just take away income from the most vulnerable?”. (F-1)	“We still fail to achieve it. But why? Why is this happening?”. (M-1)
“How does it fit with what I said in the beginning of this speech, that Sweden is often ranked as one of the most gender-equal countries in the world?. (F-1)	“Do you think we’re equal?”. (M-1)
“Was I smart enough? Would I fit in? Did I even really belong?”. (F-2)	“How can I address these issues when I can’t even drive?”. (M-1)
“Did you know, in the 1980s, women in Afghanistan held twice the number of seats in Parliament as women in Parliament in each of the UK, France, and Italy?”. (F-2)	“But is age the only determinant of our influence?”. (M-1)
“What’s even more surprising?”. (F-2)	“But is that really the case? Is abandoning my identity as an individual something I must do to promote gender equality?”. (M-1)
“it begs the question, is gender equality still fit for purpose?”. (F-2)	“What’s the next step? Radiation”. (M-1)
“So what is that evolution?”. (F-2)	Actually, I’ve only lived two, but I’m exaggerating who should be in the kitchen, a woman or a man?. (M-2)
“Is a truly harmonious outcome ever possible, especially in today’s climate?”. (F-2)	“Funnily enough, I used to be really, really happy when I heard from my sister that she was being bullied. Why?”. (M-2)
“And what made the difference? Not the typical negotiations?”. (F-2)	“And I came up with another question: why should we even care about who should be in the kitchen?”. (M-2)
“What would gender harmony look like in action? How does it differ from our current gender equality approach? And how can it ensure that I don’t lose out?”. (F-2)	“What kind of a man will rise up in a family where he sees where his dad brings flowers to his mother with no reason?”. (M-2)
“Gender Harmony zooms out and asks, why are any careers still heavily gendered?”. (F-2)	“Baby cries, who stands up usually? Mother stands up and takes care.”. (M-2)
“Gender harmony wonders, what actually makes a place feel safe for all? And the answer, connection”. (F-2)	“Why not a man? I’m not blaming men, but it’s absolutely okay for you to step up and take care of the child as well”. (M-2)
“So when you find yourself in a moment that matters, I invite you to ask yourself, what would gender harmony look like here?”. (F-2)	“And I said, well, so did something happen or did she burn out her face or did she wash away her makeup for the first time in three years? What happened? He says, I don’t know”. (M-2)
“What if gender equality as we practice it today is inadvertently perpetuating the very problem it seeks to solve?”. (F-2)	“And I asked, “What happened? So how come?” And at that moment, I was really afraid of getting married as well”. (M-2)

“But why is it that two entirely different amounts of hands were raised? And why has the term feminism become so unpopular?”. (F-3)	“I asked several questions. What did he do to his wife?”. (M-2)
“So what is the leading cause of gender inequality?”. (F-3)	“Isn’t it your fault? You married her at the very moment she was living with her father”. (M-2)
“How is this possible? The answer was the mother, who was CEO”. (F-3)	“Has masculinity become brittle and fragile? It's a question when you explore it. (M-2)
“Why is it easier to believe that the father is fake and there was a spiritual ghost than it is to believe that a woman can be CEO? Why is it, when we think of high-ranking positions, we think of men?”. (F-3)	“There's been headlines run by the Financial Times and the Telegraph asking, is masculinity in crisis? Why is that important?”. (M-3)
“What do we do that exhibits internalized misogyny? What do we say that has sexist underlying meanings?”. (F-3)	“So what are the drivers of masculinity in crisis? Is it brow-burning feminists emasculating men in their wake?”. (M-3)
“Can I see how many people in this audience identify as a feminist?”. (F-3)	“Or is it unhealthy masculine role models showcasing behaviors seen as toxic”. (M-3)
“Is it because, internally, we still think that men should fill those positions?”. (F-3)	“Or is it the very liberal left blurring the lines of masculinity in a modern and ever-changing world?”. (M-3)
	“And someone I knew quite well said, “What’s your wife doing?”. (M-3)
	“It made me think, what had I not seen before? But it also made me start to question, why was no one talking about this? And why wasn’t anyone doing anything about it?”. (M-3)
	“Could I see this happening elsewhere?”. (M-3)
	“And who doesn’t want that choice?”. (M-3)
	“Or is it the hardcore conservatives pushing for a reversion to masculinity as it once was traditionally, in a dynamic future?”. (M-3)

Based on the data found, female speakers tend to use questions in the form of WH-questions such as what, how, and why, as well as several yes/no questions. However, what stands out most is not only the grammatical form, but the function of the questions as rhetorical questions and question chains. An example can be seen in the series of questions "What would gender harmony look like in action? How does it differ from our current gender equality approach? And how can it ensure that I don't lose out?" which is used to develop ideas gradually and invite the audience to reflect on the issues being discussed. In addition, questions such as

"Why is it easier to believe that a woman can be CEO?" and "What do we do that exhibits internalized misogyny?" demonstrate female speakers' efforts to challenge entrenched social assumptions about women and gender equality. Questions not only serve to obtain information, but also to keep the audience engaged and encourage interaction. Therefore, the use of questions by female speakers in this data shows a tendency to explore gender issues reflexively while inviting the audience to think critically about the existing social reality.

Meanwhile, the data found on male speakers also used a combination of WH-questions, yes/no questions, and rhetorical questions with a higher frequency than women. Questions such as "What is the most prominent change in our ever-changing society?", "Why is this happening?", and "What's the next step?" are used to build an argument flow and direct the audience's attention to the issue being discussed. In addition, there are a number of question chains such as "What happened? So how come?" which serves to strengthen the explanation and create a persuasive effect. Many of the questions asked are also rhetorical in nature, such as "Do you think we're equal?" and "Is masculinity in crisis?", which don't really ask for answers, but encourage the audience to evaluate their own views. Thus, the use of questions by male speakers shows a tendency to build arguments, challenge existing views, and increase persuasion in conveying messages to the audience

Thus, the main difference between female and male speakers lies in the intent and purpose of using the question. Female speakers use more questions to explore issues, encourage reflection, and challenge stereotypes related to women and gender equality. In contrast, male speakers tend to use questions as a rhetorical

strategy to build arguments, strengthen persuasion, and invite audiences to reconsider their views on masculinity and gender roles. Although both groups used WH-questions, yes/no questions and rhetorical questions, female speakers were more oriented towards social exploration and reflection, while male speakers were more oriented towards strengthening arguments and persuading the audience.

D. Command and Directive

Female speakers	Male speakers
“ Let’s be honest, we live in an unequal world.” (F-1)	“ Attention, please! I hope I didn’t scare you, but I have a message to tell”. (M-1)
“So, let me take you through three key Swedish reforms” . (F-1)	“ Let’s lean back to the first question I asked you all”. (M-1)
“ Let’s be honest, we are not perfect, far from it, but in some areas we have come a long way.” (F-1)	“ Let me break it down for you guys. First part, reflection”. (M-1)
“ Let’s move on to the next reform”. (F-1)	“Now, let us start making changes. Let us start reacting. Let us start radiating. And let us be the sparks”. (M-1)
“So, let’s start about the subject of violence against women”. (F-1)	“If you’re both tired, go out and eat some food at a restaurant ”. (M-2)
“ Let’s look at some realistic everyday scenarios. Right now, in many countries like the UK”. (F-2)	“I’m not asking you, don’t fight , okay, yeah”. (M-2)
“ Imagine it. In our lifetime, not a century from now, we could live in a world where harmony is the norm”. (F-2)	“ Don’t forget those on your journey”. (M-3)
“So moving forward, let’s remember to watch the words we use”. (F-3)	“ Step by step, action by action, we come together to create a new paradigm for masculinity”. (M-3)
“ The first step is to watch the misogynistic statements you say”. (F-3)	

Based on the data found, female speakers tend to use mitigated directives, which are commands or invitations that are delivered subtly and involve the audience in the proposed action. The most dominant feature is the use of the "let's" form, as in "Let's be honest,", "Let's move on to the next reform,", "Let's look at some realistic everyday scenarios,", and "Let's remember to watch the words we use." The use of "let's" is a form of directive that does not position the speaker as

the more powerful party, but rather involves the speaker and listener in the same action so that it sounds more cooperative than direct command. In addition, female speakers also use forms such as "let me" in "Let me take you through three key Swedish reforms" which serves to direct the course of the presentation politely. Thus, the use of command and directives by female speakers shows a tendency to invite, guide, and build audience participation collaboratively rather than providing direct instructions.

In the male speaker data, command and directives are also dominated by the form of "let's", such as "Let's lean back to the first question,", "Let me break it down for you guys,", "Let us start making changes, "Let us start reacting and Let us start radiating." However, in addition to these forms of collective invitation, male speakers also use some more explicit direct directives, such as "Attention, please!", "Don't forget those on your journey," and "If you're both tired, go out and eat some food at a restaurant." The directive category can be differentiated into more aggravated (direct) and mitigated (refined) forms. In this data, male speakers show a combination of the two forms, namely using collective invitations to build audience engagement while using more direct commands to emphasize a specific message or action. Therefore, command and directives in male speakers tend to be used to direct the audience more firmly and persuasively in support of the arguments presented.

Thus, the main difference between female and male speakers lies in the way they convey directives. Female speakers use more mitigated directives, especially through the form of "let's" and "let me," which function to invite the audience to

participate in the proposed actions or thoughts together. In contrast, although male speakers also often use "let's," they are more varied in their use of directives, including more direct forms of commands such as "attention, please" and "don't forget." Women tend to use more collaborative and cooperative strategies, while men more often combine the form of invitation with more explicit directions. Thus, directives for female speakers are more oriented towards cooperation and mutual involvement, while male speakers are more oriented towards directing and persuading the audience.

E. Compliment

Female speakers	Male speakers
"As a Swede, I am proud to say that my country is often ranked as among the most gender-equal in the world". (F-1)	"Okay, Peter, what you said sounds really, really good. It sounds righteous. It sounds nice". (M-1)
"I'm immensely grateful to the incredible activists who've made this possible". (F-2)	"Oh my god. Brad Pitt is stunningly beautiful". (M-1)
"Emma Watson said it best in her HeForShe speech when she expressed that fighting for women's rights has too often become synonymous with man-hating". (F-3)	"My mom, she could cook me with the best, best, best dish you could ever, ever taste in the world". (M-1)

Based on the data, three female speaker contained praise that focused on appreciation, gratitude, and recognition of the contributions of others. For example, "I'm immensely grateful to the incredible activists who've made this possible" and "Emma Watson said it best...". The praise given is not directed at physical appearance, but at the achievements, struggles, and positive values that an individual or group has. In addition, female speakers tend to use more personal and expressive forms of compliments, such as proud, grateful, and best, which show the speaker's emotional involvement with the object being praised. Women tend to use

compliments as a positive politeness strategy to build solidarity and show appreciation to others.

On the other hand, male speakers use compliments that focus on assessing or evaluating the quality of someone or something. For example, "What you said sounds really nice", "Brad Pitt is stunningly beautiful", and "the best dish you could ever taste in the world." The praise given is more descriptive and evaluative with the use of adjectives such as nice, beautiful, good, and best. Compared to female speakers who emphasize appreciation for someone's contribution or effort, male speakers emphasize the quality of objects that are praised directly

Thus, the main difference between female and male speakers lies in the focus of the praise given. Female speakers tend to use compliments to show appreciation, gratitude, and appreciation for a person's contributions, achievements, or positive values. On the other hand, male speakers use more compliments that are oriented to evaluate the quality of a person or something. Thus, compliments used by female speakers are more functional to build solidarity and show interpersonal appreciation, while compliments used by male speakers are more functional to provide a positive assessment of the quality, characteristics, or attributes of a particular object being praised. These findings suggest that although both groups used compliments to express positive attitudes, the manner and focus of compliments used differed in representing the ideas they conveyed.

B. Discussion

This subsection will further discuss the analysis of linguistic features used by men and women to express their views on gender equality in formal TED talks. The researchers used the linguistic feature framework developed by Coates (2015), which consists of seven categories: minimal responses, affirmative expressions, supplementary questions, questions, commands and directives, profanity and taboo language, and compliments. The data in this study reveal recurring and similar patterns. Therefore, the researchers will not conduct further analysis of data showing the same patterns.

Based on the findings, both male and female speakers were found to use the same linguistic features however, the researchers identified only five of the seven linguistic features, affirmative expressions, supplementary questions, questions, commands and directives, and praise. The researcher did not find the use of minimal responses, swearing and taboo in either gender across the six analyzed videos. Although both genders used the same linguistic features when delivering their speeches, there were still differences regarding the amount of data found and functional differences when conveying ideas about gender equality.

The language features found in female speakers when delivering their speeches on gender equality include hedges (4), tag questions (1), questions (23), commands and directives (9), and compliments (3). It can be seen that the most frequently found language feature among the three female speakers is the question. Meanwhile, the least frequently used is the tag question. Minimal responses,

swearing, and taboo were not found in the utterances of female speakers in the selected videos. Meanwhile, the linguistic features found in male speakers include hedges (6), tag questions (7), questions (28), commands and directives (8), and compliments (3). Based on the previous Datum, the use of questions was found to be the most frequent, just as in the case of female speakers. Compliments were the least frequently used linguistic feature, and minimal responses, swearing, and taboo language were also not found in the three videos of male speakers.

These findings are similar with several previous studies, namely those by Hamdan et al. (2025), Kelien and Karjo (2023), and Siregar and Suastra (2020). These studies indicate that communication and discourse context also influence the use of linguistic features. This similarity can be seen in the use of the same linguistic features in questions, commands, and directives, and the absence of swearing and taboo language. Additionally, this study also reveals differences from previous research. These differences are evident in the lower frequency of tag questions and hedges compared to the findings of Masita et al. (2021), Afrillya and Idayani (2023), Thuffailah et al. (2020), Zahra and Prihhartini (2023), Suwastini et al. (2023), and Bagaskoro (2022). Furthermore, the study by Ningrum et al. (2023) also differs in its theoretical framework; she employed Lakoff's theory, whereas my research utilizes Coates' theory (2015). This use of different theories will yield distinct analytical perspectives regarding gender and language.

Based on the data collected, the use of question language features is most common among both genders. This finding can be interpreted through Cameron's (2007) perspective on gender-based language variation. According to Cameron,

linguistic behavior should not be explained solely based on gender. This is because communicative goals and social context also influence language use. Men use interrogative features more frequently than women. As noted by Coates (2015), in certain situations, men use questions as a control strategy during interactions; this is because men perceive themselves as having higher status and being more dominant than women, so they use questions more frequently than women. Therefore, in academic discourse contexts such as formal speeches, it is found that men are the ones who frequently ask questions, even though in the context of a speech there is no literal response from the audience, and the speaker responds with a subsequent statement.

This is in line with the findings of a previous study conducted by Hamdan et al. (2025), which found that questions were the most frequently occurring feature in men's speech in Disney films. This suggests that although this does not fall within the realm of conversation where every question requires an answer, it also applies in the context of discursive discussion where the speaker does not require a literal response from the audience. However, there is a difference in the conversational context of the data between this study and Hamdan's research; Hamdan used the context of film dialogue, whereas this study uses the context of formal monologues, namely TED videos. Therefore, in this study, questions are not used to elicit a direct answer, but rather as rhetorical questions to build connections and engage the audience during the discussion.

On the other hand, the least significant differences in language use between men and women are the use of tag questions by female speakers and compliments

by male speakers. Women use tag questions more frequently than men, as these questions serve to soften the force of a statement in conversational contexts. However, when applied in formal speeches, women actually use tag questions less frequently because, when delivering the speech content, the speaker has prepared a script containing the material to be presented. There are findings that differ from previous research, namely from Masita et al. (2021), who found relatively high use of tag questions in field research on English clubs. Furthermore, Afrillya and Idayani (2023) found relatively higher use of tag questions among female speakers in TED Talks. This difference is due to varying communication objectives based on the topics addressed.

The use of hedges was found in both genders when the data was analyzed. The results of the discourse analysis show that only a few hedges were used by both genders. Generally, in a conversation, hedges are one of the most frequently used features. There are previous studies that differ from my research, namely by Thuffailah et al. (2020), who used vlogs; Zahra and Prihhartini (2023), who used fiction novels; and Suwastini et al. (2023), who used conversations in English textbooks. These previous studies had informal contexts that allowed for interactions containing uncertainty. There is also research by Bagaskoro (2022), whose findings indicate the use of hedges between two characters, and they engage in informal speech. Unlike this study, within the context of discussion discourse, the researchers found a new insight: both male and female speakers rarely use expressions of emphasis, as the speaker's goal in the utterance is to convey ideas clearly and convincingly

Furthermore, the researchers also found significant use of imperative and directive language features in both generations among both male and female speakers. On average, both genders used a reduced form of the directive in the phrase “let’s.” The use of this feature serves to direct action and shape the audience’s response. This finding is in line with the research by Kelien and Karjo (2023), who found that commands and directives are language features frequently used in their study as well. The use of these features serves as a tool to encourage the audience to reflect on issues regarding gender equality. However, in the context of formal monologues, these features are also used as persuasive strategies, where speakers attempt to influence the audience’s subsequent mindset, attitudes, and actions.

As for the compliment feature, it is used least frequently by male speakers. However, its frequency of use is the same across both genders. The tendency to offer compliments is more common among women than men. However, the research findings indicate that in the context of formal speeches, the frequency of using the compliment feature is similar across genders. Thus, the function of using compliments differs from that in everyday conversation. In the context of formal speeches, speakers use compliments only to appreciate individuals or groups and to convey positive values related to the topic being discussed, such as gender equality. The presence of compliments is a new finding regarding language features in the context of formal monologues, as previous studies did not find the use of compliments with equal frequency across both genders.

Meanwhile, in this study, two linguistic features minimal responses and swear words and taboos were not found in either male or female speakers. The absence of minimal responses is due to the fact that the data context consisted of monologues rather than two-way dialogues involving reciprocal interaction; thus, speakers could not use this feature when delivering their discourse. Meanwhile, the linguistic features of profanity and taboo language, which are associated with norms of impropriety, were also not found in either gender. This aligns with the research by Siregar & Suastra (2020), in which no use of profanity or taboo language was found because that study involved the formal context of a presidential debate, which requires the use of appropriate language. Therefore, the use of these linguistic features is restricted by social norms in formal contexts such as speeches and presidential debates.

The application of theory in this study differs slightly from that in some previous studies. There is a difference in the use of theory compared to Ningrum et al. (2023), who employed Lakoff's theory to analyze language use by men and women. Although this study shares the same objective to examine gender-related linguistic features Lakoff's theory tends to focus on the use of feminine linguistic features. Lakoff's categories of linguistic features include Lexical Hedges or Fillers, Tag Questions, Rising Intonation on Declaratives, Empty Adjectives, Precise Color Terms, Intensifiers, Hypercorrect Grammar, Super Polite Forms, Avoidance of Strong Swear Words, and Emphatic Stress. Based on the ten categories in Lakoff's theory, there are several similarities with Coates's (2015) theory, including the use of soothing expressions, tag questions, and the avoidance of strong swear words.

Of course, the theme discussed in the previous study was not about gender equality, which has been researched.

Overall, the difference between female and male speakers is not only seen from the frequency of use of language features, but also from the function and purpose of using these features in conveying the idea of gender equality. Therefore, a more thorough discussion is needed to see how language features are used by both groups in representing ideas and building relationships with the audience during the TED.

In general, the results of the study show that female and male speakers both use five types of language features, namely hedges, tag questions, questions, commands and directives, and compliments in conveying the idea of gender equality. However, there are differences in how these features are used. Female speakers tend to use language features to build audience engagement, maintain interpersonal relationships, and create a cooperative communication atmosphere. This can be seen from the use of hedges to convey opinions more carefully, tag questions to build mutual understanding, questions to encourage reflection on gender issues, collaborative commands and directives through “let's” forms, and compliments that focus more on appreciation for a person's contributions and achievements. These findings show that female speakers emphasize more aspects of cooperation, solidarity, and audience involvement in representing their ideas.

In contrast, male speakers tend to use language features as a rhetorical strategy to strengthen arguments and persuade audiences. Hedges are used not only

to reduce the level of certainty of a statement, but also to explain ideas and engage the listener in the discussion. Tag questions and questions are more often used to build agreement, challenge the audience's view, and strengthen the flow of the argument conveyed. In addition, commands and directives on male speakers are more varied because they combine a form of collective invitation with more direct instructions, while compliments focus more on assessing the qualities or characteristics of a person or something. Thus, the main difference between female and male speakers lies in the orientation of the use of language features, where female speakers are more oriented towards cooperation and interpersonal involvement, while male speakers are more oriented towards persuasion, assertion of arguments, and directing the audience to the issue of gender equality discussed.

Overall, this study found that male and female speakers use relatively similar linguistic features. The difference lies in the frequency of use of these linguistic features during speeches. This study employs Coates's (2015) theory to analyze gender differences between men and women in the context of formal discourse, specifically speeches, thereby offering a different perspective. The results regarding the use of linguistic features by male and female speakers differ from those of previous studies. Furthermore, this study provides additional insights into the use of linguistic features by male and female speakers when expressing their opinions on gender equality in monologues.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two subsections: a summary and recommendations, which discuss the summary of all data analysis conducted and suggestions for future research.

A. Conclusion

This study analyzed the use of language features by male and female speakers when expressing their opinions on gender equality in TED monologues. Based on the results of the data analysis of the research problem formulation, it was found that female and male speakers used only five of the seven language features identified by Coates (2015). These five features include hedges, tag questions, questions, commands and directives, and compliments. The most frequently used language feature by both genders was the with 23 instances by female speakers and 28 instances by male speakers. This demonstrates that both male and female speakers frequently use the "question" feature as a strategy to elicit critical thinking from the audience and steer the direction of the discussion on gender equality.

Meanwhile, the least-used language features are tag questions by female speakers and compliments by male speakers. The infrequent use of tag questions by women suggests that the statements they convey often contain uncertainty. This is because the speakers had previously prepared a speech script containing the ideas to be presented during the speech. Similarly, the minimal use of the "compliment" language feature among male speakers, according to Coates (2015), is notable, as

women often use praise-based sentences more frequently than men. Therefore, even though this is not a conversation but a monologue, men still use the "compliment" language feature sparingly.

However, there are also language features not found in both genders, namely minimal response, and swearing and taboo. This is because the speech format is a monologue, so no dialogue takes place, and thus these features cannot be used. Likewise, the language used in this speech is informative and persuasive since the speaker does not use coarse language when delivering the speech, the linguistic features of swearing and taboo are not found in the content of the speeches of either gender.

Based on the results of the above study, it can be concluded that there is a practical benefit. This research can serve as a new source of knowledge regarding the linguistic characteristics of female and male speakers when expressing their opinions. This study can also be used as a relevant source for similar fields. Furthermore, the results of this study will enrich the data from previous research in the field of language features across genders.

B. Suggestion

This study contributes to enhancing readers' understanding of language use in relation to gender. Thus, it is hoped that this study will serve as a linguistic reference for studying the use of language features by men and women when expressing opinions in monologues. Furthermore, the researcher suggests conducting studies in other contexts involving spoken discourse like dialogic

podcast or everyday conversations, written discourse such as social media comments, and informal discussions like coffee break conversation. Additionally, the researcher also suggests conducting research in real-world contexts such as research conducted during face-to-face interactions in class or meetings at work rather than on social media; this may yield different data analysis results when applying Coates' (2015) theory. This will provide new, in-depth insights into the use of linguistic features by men and women in different contexts.

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CURRICULUM VITAE

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APPENDICES

A. Research Object Link

No	Topic	Speaker	Published	Duration	Link Videos
<i>Female Speakers</i>					
1.	Ripple Effect of Justice on Gender Equality	Paulina Brandberg	17 October 2025	13.36	https://youtu.be/OtgpRSXZvVQ?si=Ku1vOx__medzgjHT
2.	Gender Equality is Broken!	Stephanie Aitken	21 November 2025	14.40	https://youtu.be/74vsaW-D9PY?si=8eDPqZJH24x3ERur
4.	Internalized Misogyny: The Secret to Achieving Gender Equality	Erica Touch	11 Juni 2025	10.33	https://youtu.be/crmTfswIlyI?si=GF4Bljwwp4_TGFf4
<i>Male Speakers</i>					
1.	Gender Equality: We Can be the Change	Kaizhe (Peter) Sun	23 October 2024	16 .40	https://youtu.be/zY26X6R-cCo?si=FjZggju4FOo6z9h7
3.	Gender Equality	Umarbek Zaribbaev	15 May 2025	14.16	https://youtu.be/KwHnQ6ePCM?si=JkcT0dnbFRQG2Niv
4.	Why men should be gender equality allies	Lee Chambers	6 December 2024	18.32	https://youtu.be/PM-B2Awiaxc?si=jPsCumREr9vntRu4

B. Data Classification

1. Types of language features used by female speakers in TED videos

No.	Speakers	Data	MR	H	TQ	Q	CD	SW	C
1.	F2	“ Well, I don’t think it’s a new policy or a rebrand”.		✓					
2.	F2	“ I don’t think this issue is going to be solved by semantics or a flashy new logo”.		✓					
3.	F2	“When I think of the possibilities for all genders to coexist, collaborate, and flourish, I think that’s worth striving for”.		✓					
4.	F2	“It may well be complex and challenging to shift into this paradigm”.		✓					
5.	F1	“Because it comes from culture, right? ”.			✓				
6.	F1	“Well, some people say, is it really possible to legislate away inequality?”.				✓			
7.	F1	“Then, why do laws matter?”.				✓			
8.	F1	“Shouldn’t people be free to sell sex if they want to? And doesn’t this just take away income from the most vulnerable?”.				✓			
9.	F1	“How does it fit with what I said in the beginning of this speech, that Sweden is often ranked as one of the most gender-equal countries in the world?”.				✓			
10.	F2	“Was I smart enough? Would I fit in? Did I even really belong?”.				✓			
11.	F2	“Did you know, in the 1980s, women in Afghanistan held twice the number of seats in Parliament as women in Parliament in each of the UK, France, and Italy?”.				✓			
12.	F2	“What’s even more surprising?”.				✓			
13.	F2	“it begs the question, is gender equality still fit for purpose?”.				✓			
14.	F2	“So what is that evolution?”.				✓			
15.	F2	“Is a truly harmonious outcome ever possible, especially in today’s climate?”.				✓			
16.	F2	“And what made the difference? Not the typical negotiations?”.				✓			
17.	F2	“What would gender harmony look like in action? How does it differ from our current gender equality				✓			

		approach? And how can it ensure that I don't lose out?"	
18.	F2	"Gender Harmony zooms out and asks, why are any careers still heavily gendered?"	✓
19.	F2	"Gender harmony wonders, what actually makes a place feel safe for all? And the answer, connection"	✓
20.	F2	"So when you find yourself in a moment that matters, I invite you to ask yourself, what would gender harmony look like here?"	✓
21.	F2	"What if gender equality as we practice it today is inadvertently perpetuating the very problem it seeks to solve?"	✓
22.	F3	"But why is it that two entirely different amounts of hands were raised? And why has the term feminism become so unpopular?"	✓
23.	F3	"So what is the leading cause of gender inequality?"	✓
24.	F3	"How is this possible? The answer was the mother, who was CEO"	✓
25.	F3	"Why is it easier to believe that the father is fake and there was a spiritual ghost than it is to believe that a woman can be CEO? Why is it, when we think of high-ranking positions, we think of men?"	✓
26.	F3	"What do we do that exhibits internalized misogyny? What do we say that has sexist underlying meanings?"	✓
27.	F3	"Can I see how many people in this audience identify as a feminist?"	✓
28.	F3	"Is it because, internally, we still think that men should fill those positions?"	✓
29.	F1	"Let's be honest, we live in an unequal world."	✓
30.	F1	"So, let me take you through three key Swedish reforms"	✓
31.	F1	"Let's be honest, we are not perfect, far from it, but in some areas we have come a long way."	✓
32.	F1	"Let's move on to the next reform".	✓
33.	F1	"So, let's start about the subject of violence against women".	✓
34.	F2	"let's look at some realistic everyday scenarios. Right now, in many countries like the UK".	✓
35.	F2	"Imagine it. In our lifetime, not a century from now, we could live in a world where harmony is the norm".	✓

36.	F3	“So moving forward, let’s remember to watch the words we use”.							✓
37.	F3	“The first step is to watch the misogynistic statements you say”.							✓
38.	F1	“As a Swede, I am proud to say that my country is often ranked as among the most gender-equal in the world”.							✓
39.	F2	“I’m immensely grateful to the incredible activists who’ve made this possible”.							✓
40.	F3	“Emma Watson said it best in her HeForShe speech when she expressed that fighting for women's rights has too often become synonymous with man-hating”.							✓
TOTAL		40	0	4	1	23	9	0	3

2. Types of language features used by female speakers in TED videos

No.	Speakers	Data	MR	H	TQ	Q	CD	SW	C
1.	M1	“ I think you know how unequal our society is”.		✓					
2.	M1	“ I think that’s not that hard for us teenagers, because as the Gen Z, we’ve invented new words that describe old meanings, like the word “Ritz.”		✓					
3.	M1	“This doesn't make sense to me, you know ? I do social science, and if you tell me that there's just one word that describes the whole attribute of a demographic, I will tell you, that is scientifically invalid”.		✓					
4.	M2	“You all will have a baby someday, maybe you already have one”		✓					
5.	M3	“I started to listen to the mothers and grandmothers in the room, and when I say listen, I mean listen properly”.		✓					
6.	M3	“You might have imagined that at the time the biggest challenge I faced was that my body was broken”.		✓					
7.	M1	“Last but not least, the current gender pay gap is at 20%. Shocking, isn’t it? ”.			✓				
8.	M1	“You don’t believe you have biases and stereotypes, is it? ”.			✓				
9.	M1	“For example, if you now want to fly to, I don't know, Maldives to spend			✓				

		some time on the beach, you fly with Boeing or Airbus, not with the Wright Brothers, right? ”.	
10.	M1	“2024, are we taking us back to the Stone Age? No, right? ”.	✓
11.	M1	“That’s the masculine hobby, right? ”.	✓
12.	M2	“It doesn't matter; if you're hungry, you'll be in the kitchen, right? ”.	✓
13.	M3	“I used to treat everyone the same. That was equality, right? ”.	✓
14.	M1	“What is the most prominent change in our ever-changing society in the past few decades?”.	✓
15.	M1	“But is this something true? Obviously not”.	✓
16.	M1	“We still fail to achieve it. But why? Why is this happening?”.	✓
17.	M1	“Do you think we're equal?”.	✓
18.	M1	“How can I address these issues when I can't even drive?”.	✓
19.	M1	“But is age the only determinant of our influence?”.	✓
20.	M1	“But is that really the case? Is abandoning my identity as an individual something I must do to promote gender equality?”.	✓
21.	M1	“What's the next step? Radiation”.	✓
22.	M2	Actually, I’ve only lived two, but I’m exaggerating who should be in the kitchen, a woman or a man?.	✓
23.	M2	“Funnily enough, I used to be really, really happy when I heard from my sister that she was being bullied. Why?” .	✓
24.	M2	“And I came up with another question: why should we even care about who should be in the kitchen?”.	✓
25.	M2	“What kind of a man will rise up in a family where he sees where his dad brings flowers to his mother with no reason?”	✓
26.	M2	“Baby cries, who stands up usually? Mother stands up and takes care.”.	✓
27.	M2	“Why not a man? I’m not blaming men, but it’s absolutely okay for you	✓

		to step up and take care of the child as well”.	
28.	M2	“And I said, well, so did something happen or did she burn out her face or did she wash away her makeup for the first time in three years? What happened? He says, I don't know”.	✓
29.	M2	“And I asked, “What happened? So how come?” And at that moment, I was really afraid of getting married as well”.	✓
30.	M2	“I asked several questions. What did he do to his wife?”.	✓
31.	M2	“Isn't it your fault? You married her at the very moment she was living with her father”.	✓
32.	M2	“Has masculinity become brittle and fragile? It's a question when you explore it.	✓
33.	M3	“There's been headlines run by the Financial Times and the Telegraph asking, is masculinity in crisis? Why is that important?”.	✓
34.	M3	“So what are the drivers of masculinity in crisis? Is it brow-burning feminists emasculating men in their wake?”.	✓
35.	M3	“Or is it unhealthy masculine role models showcasing behaviors seen as toxic”.	✓
36.	M3	“Or is it the very liberal left blurring the lines of masculinity in a modern and ever-changing world?”.	✓
37.	M3	“And someone I knew quite well said, “What's your wife doing?”.	✓
38.	M3	“It made me think, what had I not seen before? But it also made me start to question, why was no one talking about this? And why wasn't anyone doing anything about it?”.	✓
49.	M3	“Could I see this happening elsewhere?”.	✓
40.	M3	“And who doesn't want that choice?”.	✓
41.	M3	“Or is it the hardcore conservatives pushing for a reversion to	✓

		masculinity as it once was traditionally, in a dynamic future?”.	
42.	M1	“Attention, please! I hope I didn’t scare you, but I have a message to tell”.	✓
43.	M1	“Let’s lean back to the first question I asked you all”.	✓
44.	M1	“Let me break it down for you guys. First part, reflection”.	✓
45.	M1	“Now, let us start making changes. Let us start reacting. Let us start radiating. And let us be the sparks”.	✓
46.	M2	“If you’re both tired, go out and eat some food at a restaurant”.	✓
47.	M2	“I’m not asking you, don’t fight, okay, yeah”.	✓
48.	M3	“Don’t forget those on your journey”.	✓
59.	M3	“Step by step, action by action, we come together to create a new paradigm for masculinity”.	✓
50.	M1	“Okay, Peter, what you said sounds really, really good. It sounds righteous. It sounds nice”.	✓
51.	M1	“Oh my god. Brad Pitt is stunningly beautiful”.	✓
52.	M1	“My mom, she could cook me with the best, best, best dish you could ever, ever taste in the world”.	✓
TOTAL		52	0 6 7 28 8 0 3

Note

Minimal Responses	MR
Hedges	H
Tag Questions	TQ
Questions	Q
Commands and Directives	CD
Swearing and Taboo	SW
Compliments	C