

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the analysis of the data is divided into two sections. It consists of findings of the data and the discussion. All of the sub-chapter is discussed in the following chapter.

4.1 Findings

The finding is based on the transcription of the conversation between the teenagers, both male and female, and the guy from Fine Brother Entertainment when they are talking to each other. The data are collected from four of the most active teenagers, each of both male and female. In order to make it easier in analyzing the data, the male teenagers will be remarked as the Male Teenager 1, Male Teenager 2, Male Teenager 3, and Male Teenager 4, as well as the female teenagers. Moreover, the conversation between the teenagers and the guy from Fine Brother Entertainment is presented in the appendix and given names. The researcher considered using Adelaide Haas' theory (1979) in order to examine the language differences between male and female teenagers in discussing about bullying in the case of Amanda Todd particularly. The researcher has selected 8 teenagers as participants. These 8 teenagers are divided into 4 male and 4 female. From those participants, the researcher found some differences and similarities between male and female languages. The findings are presented as follow:

4.1.1 Language characteristics shown by Male teenagers in Teens React To.

Looking upon the adult male language, the findings below from the 4 participants of the male teenagers are quite interesting.

4.1.1.1 Form

In the matter of form, the characteristics of coarse words, direct and indirect, and short and long answers were found in the male teenagers' utterances.

1) Coarse words

The use of coarse words means that the people are using rude words in their utterances. It is used when they are showing their deep feeling about a certain situation. Two of the male teenagers, Male Teenager 1 and Male Teenager 2, frequently talk using coarse words as the characteristics of men language; such as *stupid*, *crap*, *f*cked up*, and *dick*. It is shown in data 3, 5, 9, and 10.

Datum 10

FBE : And if anyone was watching that was a bully and was someone that torment people online, what would you say to them?

MT2 : You're a **dick**.

In responding to the question that asked by the guy from Fine Brother Entertainment about what would he want to say to a bully that is watching the video, Male Teenager 2 bluntly said the words that he considered the bully as a really bad person and he used a coarse word in identifying it.

2) Direct - Indirect

When a person says something or answers a question right away and in concord with the topic being discussed, it is considered as being direct. On the other hand, when a person answers a question by talking about something else first instead of just answering to the question right away, it is considered as indirect. Men are stereotyped as being direct. All of the male teenagers are favor to talk or answer the question directly. Yet, three of the 4 male teenagers, Male Teenager 1, 3 and 4, talk indirectly. The condition where Male teenagers talk directly is shown in almost all of the data except in data 3, 14 and 20 where the two of the Male teenagers talk indirectly.

Datum 6

FBE : And how do you think people that were tormenting her feel now that she's done this?

MT2 : I hope they **feel** really horrible. I hope they **feel** like this for the rest of their lives.

In responding to the question about how does he think of the people that bully the girl feel, Male Teenager 2 answered directly saying that he hopes that they feel really horrible for the rest of their lives. The word of “feel” here is the keyword of the concordance of his answer to the question. Moreover, Male Teenager 2 answer the question right away so it can be said that he talk directly.

Datum 20

FBE : And what would you say to someone who was being bullied or considering suicide that might be watching this?

MT4 : **Tupac said a great thing. He said, "You got to keep your head up."**

Instead of answering the question by saying something casually in return, Male Teenager 4 quoted a song lyric from a singer. The purpose of him quoting that song lyric is the same as the other Male teenagers saying something casually in responding to the question, that is to motivate or to encourage the other victims of the bullying to not giving up in life. In short, the Male Teenager 4 used a quotation from a song lyric to answer the question indirectly.

3) Short and long answer

When men talk directly, they tend to produce short sentences. In accordance to that, all of the Male teenagers are favor to talk or answer the question with the short answers. However, three of the 4 Male teenagers, Male Teenager 1, 2 and 3, answer with long answers. This condition happened when they wanted to explain some particular situation or some other things in responding to the question. Yet, there is also a condition where the Male teenagers trying to explain something in a short answer as well. The condition where Male teenagers give short answers is shown in almost all of the data except in data 2, 5, 7, 9, 13, 14, and 16 where the three of the Male teenagers give long answers.

Datum 19

FBE : And if anyone was watching that was a bully and was someone that torment people online, what would you say to them?

MT4 : You guys are the people that I hate. **I try to be a peaceful person, but** those are the people that I hate.

In the utterance above, Male Teenager 4 answered the question right away stating that he hates people who bully or torment others and tried to give explanation why he hates them. The way he responds to the question right away and in concord to it is in direct, and with a short answer as well. He was not trying to give much explanation at all but rather just say the way it is why he hates people like them.

Datum 5

FBE : And how does it make you feel hearing the story and knowing that that happened?

MT2 : **It makes me feel like** crap. Like... **everything bad I've ever done to people, like, everything bad I've ever said to somebody**, it makes me feel like that really had a bad effect.

In the utterance above, Male Teenager 2 answered the question right away about how he feels about what happened to the victim of the bullying and tried to give explanation how could he feels like that. The way he responds to the question right away and in concord to it is in direct, but he explains about his feeling with

long answer. He was trying to give some more explanation about what exactly it feels like the way he feels by giving some examples such everything bad he has ever done to people and everything bad he has ever said to somebody.

4.1.1.2 Topic

Topic refers to the subject matter of the spoken utterances, to what the utterances is about. Because of the discussion in the video is about bullying and the victim which is a teenager, then the topic that the Male teenagers in the video discuss is not far from the bullying, the high school life, and cyberbullying. In addition, they also discuss the things about the friendship and the social media that have some connections to the main topic.

Datum 9

FBE : When it comes to the **internet**, **how** can kids and parents **help each other** make this situation better?

MT2 : It's like an iceberg, **what parents know**. They see this part of the **Internet**, and this involves **Myspace and Facebook and YouTube and Google+**, but then once you actually breach like, this little wall of the Internet, it's this huge thing that involves sites like **4chan**, which are these insane places that are really- they can be hilariously funny, seriously just completely f*cked up. Parents think they know like, what it is about the Internet. They think they know about the Internet. They have no idea.

Even though his answer about the activity of what parents know about the internet is a little bit not in concord to the question of how kids and parents help each other to make a better situation when it comes to bullying on the internet or cyberbullying, it is still considered as in one same topic because they are still focusing on the bullying and the internet.

4.1.1.3 Content

Content talks about the categorization of the topics that are encoded in message. Here, men's language is known has negative value judgement or in other words, hostile judgement. The empirical evidence suggests that adult males use more terms referring to time, space, quantity, destructive action, and perceptual attributes and more objective cases. In accordance with that, boys have been reported to use more words related to self, space, quantity, good, bad, negation, and possession. Moreover, it is believed that it is girls who are likely to use more adjectives or in other words, have positive value judgement.

In this video, it is found that male teenagers have both hostile and positive value judgement. Even more, they are quite expressive in using adjectives and interjection. Male adjectives are not as much used as the females, but all of the Male teenagers used adjectives like "*terrible*", "*horrible*", "*amazing*", and "*great*" in this video as shown in data 1, 6, 16, and 20. In addition, the interjection that is being used in the Male teenagers' utterances is "*like*". It is shown in data 5, 9, 12, 13, 14, and 15.

Datum 1

FBE : And how do you think people that were tormenting her **feel** now that she's done this?

MT1 : I don't think they're going to **entirely stop doing it**. People **still bully** even after terrible things happen.

From the utterance above, when the guy from Fine Brother Entertainment asked about how the bully might feel now after what happened to the victim, the Male Teenager 1 responded with the quantity of bullying that might not entirely stopped rather than answer with the kind of feeling the bully may feel like what the question is about. Therefore, it is considered that this utterance has hostile judgement.

Datum 16

FBE : And what would you say to someone who was being bullied or considering suicide that might be watching this?

MT3 : This is just a tiny period of your life, and you have so much to live for. It's **amazing**. If I let that bully get ahold of me, then I wouldn't be 3,000 miles across the country filming with The Fine Brothers on "Teens React"! Believe in yourself and everything will go fine.

From the utterance above, we can see that in expressing his opinion about life and giving some courage or motivation to the bully at the same time, Male

Teenager 3 used the word “*amazing*” as the expressive male adjectives. Therefore, it is considered that this utterance has positive value judgement.

Datum 5

FBE : And how does it make you feel hearing the story and knowing that that happened?

MT2 : It makes me feel like crap. **Like...** everything bad I've ever done to people, **like**, everything bad I've ever said to somebody, it makes me feel like that really had a bad effect.

From the utterance above, we can see that in responding to the question, Male Teenager 2 used the word “*like*” as the expressive interjection. The use of the interjection in this utterance is that the Male Teenager 1 is likely to reassure the others about what it is exactly causing him to feel that way while explaining about it as well at the same time. Therefore, it is considered that this utterance has positive value judgement.

4.1.1.4 Use

“Instrumental” talk has always been male associated. They are stereotyped as the conveyors of information and facts. In addition, they make a request in a same way they issue a command, shown in datum 4. Therefore, they tend to appear assertive. Yet, there is one hedge marked that is found among Male teenagers’ utterances, “*you know*”. It is shown in datum 2.

Datum 4

FBE : And if anyone was watching that was a bully and was someone that torment people online, what would you say to them?

MT1 : **End the chain with you.** If you're a bully and you stop being mean and you try to be nice to people, you can be the example that others live by.

The way Male Teenager 1 said "End the chain with you.", is considered as a command because he intends to order the bully to end the bullying chain by starting to stop being mean and start to be nice to people. Thus, he appeared to be assertive.

Datum 2

FBE : And what about the rest of what she went through how she had to keep transferring schools but the bullying followed her everywhere?

MT1 : High school students, **you know**, they feel weak, so they pick on people weaker than them so they can at least, **you know**, have some power, and they find an easy target like someone who already has past problems, and they just, they make it worse without realizing that **you know**, that has very bad consequences.

In responding to the question, Male Teenager 1 answered it with the information about how exactly it is the description of high school life as a student and the fact about how power in their social life is so much emphasized on. So it can be considered as the "instrumental" talk and the conveyors of information and

facts at the same time. Yet, the use of hedge marked “*you know*” in his utterance makes him appeared to be nonassertive because when he conveys the information and the fact, he may also wanted to reassure about it to the others.

From the findings above, the writer concluded that the summary of the male teenagers’ language as shown at Table 4.1.

Table 4.1 Male Teenagers’ Language Characteristics

Teenagers	Form			Topic	Content		Use
	C	D/I	S/L		N	P	
Male 1	√	Both	Both	<ul style="list-style-type: none"> Bullying High school life Bullying in school 	√	√	<ul style="list-style-type: none"> Convey opinions through command Convey facts assertively Convey information in detail
Male 2	√	D	Both	<ul style="list-style-type: none"> Bullying Friendship Social Media Cyberbullying 	√	√	<ul style="list-style-type: none"> Convey information and opinions assertively Convey arguments and facts
Male 3	-	Both	Both	<ul style="list-style-type: none"> Social Media Life Bullying 	√	√	<ul style="list-style-type: none"> Convey arguments and facts assertively Convey encouraging opinions Convey information through a story
Male 4	-	Both	S	<ul style="list-style-type: none"> Bullying Society 	√	√	<ul style="list-style-type: none"> Convey an argument Convey an encouraging opinion Convey other opinions assertively

As shown in the table above, under the category of Form there are two of male teenagers that used coarse words in their utterances, one male teenager that is consistent on directly speaking his utterances while others speak both direct and

indirectly, and one male teenager that is consistent on speaking in short sentences while others speak both in short and long sentences. Under the category of Topic, all of theirs are mainly focused on bullying, high school life, and cyberbullying but they also have subtopics such in friendship and social media. Otherwise, both hostile and positive value judgement are found in all of the male teenagers category of Content. Under the category of Use, we can see from the way male teenagers convey their facts, information, and even opinion in command form in order to make them appear to be assertive. However, they also use hedge marked which make them less assertive sometimes.

4.1.2 Language characteristics shown by Female teenagers in Teens React To.

Looking upon the adult female language, the findings below from the 4 participants of the Female teenagers are quite interesting.

4.1.2.1 Form

In the matter of form, the characteristics of coarse words, direct and indirect, and short and long answers were found in the Female teenagers' utterances as well.

1) Coarse words

The use of coarse words means that the people are using rude words in their utterances. It is used when they are showing their deep feeling about a certain situation. Three of the Female teenagers, Female Teenager 1, 2, and 3,

frequently talk using coarse words as the characteristics of women language; such as *Oh, my God, sucks, douche-licker* and *sh*t*. It is shown in data 25, 30, 31 and 33.

Datum 33

FBE : And how does it make you feel hearing the story and knowing that that happened?

FT3 : She's so Internet-famous now and whatever, yet other kids who have killed themselves for a better reasons than that. Like... like no one gives a **sh*t** about them, you know?

In responding to the question asked by the guy from Fine Brother Entertainment, Female Teenager 3 bluntly said the words that express her deep feeling towards the people that did not get any credits for giving up their lives for a better reasons rather than just because of bullying with a coarse word.

2) Direct - Indirect

When a person says something or answers a question right away and in concord with the topic being discussed, it is considered as being direct. On the other hand, when a person answers a question by talking about something else first instead of just answering to the question right away, it is considered as indirect. Women are stereotyped as being indirect, but they can also talk directly in some situations for example, in a work situation. In this video, all of the Female teenagers are favor to talk or answer the question indirectly. Yet, three of the 4

Female teenagers, Female Teenager 1, 2 and 4, talk directly. The condition where Female teenagers talk indirectly are shown in data 23, 30, 33, 34, 35, 36, 38, 40, and 41 while when they talk directly is shown in other data from the indirect ones.

Datum 36

FBE : Do you think that bullying can ever truly stop is there a full answer?

FT3 : If they were just **start to notice** the bullies, **take them**, and **blow them up**, then it would stop.

In responding to the question about whether bullying can ever truly stop or not, Female Teenager 3 answered indirectly by telling it step by step how to stop the bullying by catching them and destroy them first rather than just directly say yes it can or no it cannot truly stop.

Datum 28

FBE : And **what do you think** of the guy that blackmailed her?

FT2 : **I think** he should go to jail. That's, like, child pornography.

In responding to the question about how does he think of the guy that blackmailed the victim, Female Teenager 2 answered directly saying that she thinks that he should be arrested. The word of “think” here is the keyword of the concordance of his answer to the question.

3) Short and long answer

When women talk indirectly, they tend to produce long sentences. In accordance to that, all of the Female teenagers are favor to talk or answer the question with the long answers. This condition happened when they wanted to explain some particular situation or some other things in responding to the question. However, in both direct and indirect, the Female teenagers tried to explain something in a short answer as well. The condition where Female teenagers give short answers is shown in almost all of the data except in data 23, 26, 30, 33, 34, 39, and 41 the Female teenagers give long answers.

Datum 21

FBE : And what do you think of the guy that blackmailed her?

FT1 : **He's a grown man.** He shouldn't be picking on some teenage girl.

In the utterance above, Female Teenager 1 answered the question right away about the guy who should not blackmail the victim. She also gives a brief explanation why. The way she responds to the question right away and in concord to it is in direct, with a short answer, and an explanation as well.

Datum 27

FBE : And how does it make you feel hearing the story and knowing that that happened?

FT2 : I feel like, **she made two little mistakes, and that's not fair.**

In the utterance above, Female Teenager 2 answered the question right away about how she feels regarding to what happened to the victim of the bullying and tried to give explanation how she could feel like that. The way she responds to the question is a little bit not in concord to it because instead of saying that she is feeling sorry or bad or something for her directly she gives an explanation about how she could feel like that so it can be concerned as indirect, but the explanation she gave is with the short answer.

Datum 30

FBE : And what kind of things has your school specifically done to educate the students about bullying?

FT2 : **At the beginning of the year**, they kind of talk about it, and **when there's big stuff like this that's going around and that's pretty viral**, they talk about it, but other than that, it's not really brought up in schools, which sucks, because everybody thinks that there's so much that's gets done for it, and there really isn't. It really feels like you're alone and like, nobody cares.

In the utterance above, Female Teenager 2 answered the question right away about what the school does about this issue and tried to give explanation about that. Her respond is in accordance to the question, but she explains about it with long answer. She was trying to give some more explanation about what exactly the school does about this issue by giving some facts that happened in

chronological order rather than just mention the thing that the school does right away. Therefore it can be concerned as indirect.

4.1.2.2 Topic

Topic refers to the subject matter of the spoken utterances, to what the utterances is about. Because of the discussion in the video is about bullying and the victim which is a teenager, then the topic that the Female teenagers in the video discuss is not far from the bullying, high school life, and internet. In addition, they also discuss the things about friendship and family that have some connections to the main topic.

Datum 39

FBE : When it comes to the **internet**, how can **kids and parents** help each other make this situation better?

FT4 : **Parents** could like, get more involved and like, actually like, **make Facebooks** and like, **friend their kids** or something, so that they know what like, is going on with their kids.

The way she answers the question about what can parents do to help their kids regarding this issue considered as in one same topic because they are still focusing on the bullying. Moreover, she proposed the answer just as the same as the question that is also talking about internet and family matter.

4.1.2.3 Content

Content talks about the categorization of the topics that are encoded in message. Here, women's language is known has positive value judgement. The empirical evidence suggests that the content of adult female speech includes more words implying feeling, auxiliary words, negations, evaluative adjectives, interpretations, psychological state verbs, and purposive cases. Moreover, it is believed that it is girls who are likely to use more adjectives.

In this video, it is found that female teenagers have both hostile and positive value judgement. Even more, they are quite expressive in using adjectives and interjection. The female adjectives that are being used are "*pretty*", "*cares*", and "*beautiful*" in this video as shown in data 30 and 32. While the interjection that is being used in the Female teenagers' utterances is "*like*" and "*umm*" as shown in data 23, 27, 30, 33, 34, 35, 37, 39 and 40.

Datum 32

FBE : And what would you say to someone who was being bullied or considering suicide that might be watching this?

FT2 : Set a goal and make it a long-term goal or something that you look forward to. There's so many **beautiful** moments in life.

From the utterance above, we can see that in expressing her opinion about life and giving some courage or motivation to the bully at the same time, Female

Teenager 3 used the word “*beautiful*” as the expressive female adjectives. Therefore, it is considered that this utterance has positive value judgement.

Datum 34

FBE : Do you have any personal experience with being bullied or teased?

FT3 : As a kid, **like**, I was really- I was just really trying to fit in so hard, because I didn’t really have any friends. They saw that I was trying hard, and they just kinda... **like, dismissed** me. And then, because they did that, I started getting really mean to everyone.

From the utterance above, we can see that in responding to the question, Female Teenager 3 used the word “*like*” as the expressive interjection. The use of the interjection in this utterance is that the Female Teenager 3 is likely to reassure the others about what exactly happened in her experience with bullying. The use of interjection stated that she gives a positive value judgement, but the use of the word “*dismissed*” also stated that she gives a hostile judgement about her bullying experience.

4.1.2.4 Use

Women’s language is stereotyped as nonassertive, tentative, and supportive. In this video, the female teenagers are likely to use hedge mark, which used in this video such as “*I guess*”, “*you know*”, and “*I mean*” as shown in data 24 and 35.

Datum 24

FBE : And why do some teens end up considering suicide as the answer when this bullying happens to them?

FT1 : They feel like they have no hope left, **you know**. No friends. Nothing else to live for, **I guess**.

In responding to the question, Female Teenager 1 answer it with the information about the possible cause of the victims considering suicide by using hedge marked “*you know*” and “*I guess*” in her utterance to make her less assertive about her opinion.

From the findings above, the writer concluded that the summary of the female teenagers’ language as shown at Table 4.2.

Table 4.2 Female Teenagers’ Language Characteristics

Teenagers	Form			Topic	Content		Use
	C	D/I	S/L		N	P	
Female 1	√	Both	Both	<ul style="list-style-type: none"> • Bullying • Friendship • Bullying in school • Life • Parent-Kid relationship 	√	√	<ul style="list-style-type: none"> • Convey opinions nonassertively • Convey arguments and suggestions • Tell a story
Female 2	√	Both	Both	<ul style="list-style-type: none"> • Crime • Personal feeling • Family • Bullying in school • Bullying 	√	√	<ul style="list-style-type: none"> • Convey arguments, facts, opinions, and suggestion • Tell a story
Female 3	√	I	Both	<ul style="list-style-type: none"> • Suicide • Bullying 	√	-	<ul style="list-style-type: none"> • Convey opinions • Tell a story
Female 4	-	Both	Both	<ul style="list-style-type: none"> • Internet • Life 	√	√	<ul style="list-style-type: none"> • Convey opinions nonassertively

Table continued...

Teenagers	Form			Topic	Content		Use
	C	D/I	S/L		N	P	
				<ul style="list-style-type: none"> Parents in internet Bullying in school 			<ul style="list-style-type: none"> Convey an argument and a fact

As shown in the table above, under the category of Form there are three of female teenagers that used coarse words in their utterances, one female teenager that is consistent on indirectly speaking her utterances while others speak both direct and indirectly, but all of them speak both in short and long sentences. Under the category of Topic, all of theirs are mainly focused on bullying, high school life, and cyberbullying but they also have subtopics such in friendship and family. Otherwise from the male teenagers, there is one female teenager that is consistent on having hostile value judgement while the others have both hostile and positive value judgement in the category of Content. Under the category of Use, we can see from the way female teenagers use hedge marked in order to make them appear to be less assertive most of the times.

4.2 Discussion

After identifying the data from the male and female teenagers' utterances, the writer sees that there are several differences and similarities between male and female teenagers language. The writer found that mostly male and female teenagers are different in their form, topic, content, and use as stated in Adelaide Haas' theory (1979). However, some of the data also showed different results in the specific cases.

In the matter of form, it includes the use of coarse words, direct and indirect, and short and long answers. The use of coarse words means that the people are using rude words in their utterances. It is typically used when they are showing their deep feeling about a certain situation. In this video, two of the male teenagers, Male Teenager 1 and Male Teenager 2, frequently talk using coarse words as the characteristics of men language; such as *stupid*, *crap*, *f*cked up*, and *dick* to show their deep feeling about bullying. On the other hand, three of the female teenagers, Female Teenager 1, 2, and 3, also frequently talk using coarse words as the characteristics of women language; such as *Oh, my God*, *sucks*, *douche-licker* and *sh*t* in respond to their deep feeling about bullying and the bully. Seeing that, it can be concluded that both of the teenagers are frequently talk using coarse words in order to show their deep feelings about certain situation. However, there are certain coarse words that the male and female teenagers used such as *crap* as in male and *Oh, my God* as in female teenagers.

The second is the direct and indirect talk. When a person says something or answers a question right away and in concord with the topic being discussed, it is considered as being direct. On the other hand, when a person answers a question by talking about something else first instead of just answering to the question right away is considered as indirect. In accordance with being stereotyped as direct, all of the male teenagers in the video are favor to talk or answer the question directly. Yet, three of the 4 male teenagers, Male Teenager 1, 3 and 4, talk indirectly. The condition where male teenagers talk indirectly is likely to happen when they wanted to discuss something else rather than focus on the

questions or they want to say something but they deliver it in a long explanation or even in a story rather than just deliver the idea right away in a short utterance. Aside from that, women are stereotyped as being indirect, but they can also talk directly in some situations like in work situation. In this video, all of the female teenagers are favor to talk or answer the question indirectly. However, three of the 4 female teenagers, Female Teenager 1, 2 and 4, talk directly. From that, both male and female teenagers talk direct and indirectly. It is the situation they are in that differentiates the way they talk. Here, the male teenagers mostly talk directly but when it comes to certain situation like giving motivation, they use quotation from a song lyric or something else which make them indirect. Meanwhile, the female teenagers mostly talk indirectly. Yet, they also talk directly when they just want to deliver their opinion right away. The third is the short and long answers. This characteristic of language is strongly related to the direct and indirect one. When men talk directly, they tend to produce short sentences. In accordance to that, all of the male teenagers are favor to talk or answer the question with the short answers. Yet, three of the 4 male teenagers, Male Teenager 1, 2 and 3, answer with long answers. This condition happened when they wanted to explain some particular situation or some other things in responding to the question. However, there is also a condition where the male teenagers trying to explain something in a short answer as well. With that, when women talk indirectly, they tend to produce long sentences. Therefore, all of the female teenagers are favor to talk or answer the question with the long answers. This condition, just like the male teenagers, happened when they wanted to explain some particular situation

or some other things in responding to the question. However, they also answer, both direct and indirectly, trying to explain something in a short answer as well.

In the matter of topic, since the discussion in the video is about bullying and the victim which is a teenager so the topic that the male and female teenagers in the video discuss is not far from the bullying, the high school life, and cyberbullying. In addition, they also discuss the things about the friendship and the social media that have some connections to the main topic. Meanwhile, the addition topic that the female teenagers discuss in the video is the things about friendship and family. From that, we can see that both of the male and female teenagers' topics was in the circle of bullying, high school life, friendship, and the bullying that happens in internet or cyberbullying. However, the addition topic from the male teenagers about social media is different with the females' which is family. Looking upon that, it is supporting the stereotype of men who are likely to talk about instrumental things meanwhile women are likely to talk about support and consensus. When the male teenagers chose to talk about how much internet things includes the social media that the parents know, they did not propose a support that parents need to know more about internet or that parents need to do this or that on internet to make the situation better. They were just talking about the fact that parents know nothing about what is exactly happen on the internet. In the contrary, when the female teenagers talk about family they propose a support that parents need to have a social media account just like what their kids have and befriended them in order to monitor their kids. By giving a solution like that, it is considered that the female teenagers are more supportive rather than the male

teenagers supporting the theory of Haas (1979) about assertive versus supportive in the case of men and women adults.

In the matter of content, Haas (1979) said “The stereotype of the content of spoken language, then, points to positive value judgement as female marked and hostile judgement as male marked.” However, what the writer found from the utterances of both male and female teenagers in the video is in contrary with Haas theory stated before. From what the writer found, both male and female gives positive value judgement and hostile judgement. In fact, they are also quite expressive with the adjectives and interjections in their utterances. The hostile judgement were given by the male teenagers’ answer stating the quantity of bullying when they were asked a question about how is his opinion towards the feeling of the bully. Meanwhile, the hostile judgement given by the female teenagers is when they mention a destructive action such as *dismissed*. In the use of adjectives, male and female teenagers have their own choices of adjectives. In this video, one of the male teenagers’ choices of adjective is *amazing* while it is *beautiful* in the case of females’. As well as in interjections, they also have their own choices of it. The male teenagers’ choice of interjection is *like* while it is *like* and *umm* in the case of females’. The use of adjectives and interjections in their utterances give both male and female teenagers a positive value judgement.

In matter of use, men are said as assertive. In this video, the writer found that the male teenagers are quite assertive when they speak their answer in the form of command rather than just the usual answer. On the other hand, women are said as nonassertive by the use of hedge marked in their utterances. In this video,

the female teenagers use hedge marked such as *you know* and *I guess* as the appearance of them to be less assertive. However, the male teenagers also use hedge marked such as *you know* in their utterances which make them appeared to be less assertive.

From the data chosen, the writer concluded the differences and similarities of the male and female teenagers' language to the data shown at Table 4.1.

Table 4.3 The Differences and Similarities between Male and Female Teenagers' Language

Language Characteristics	Teenagers	
	Male	Female
Form	<ol style="list-style-type: none"> 1. Frequently use coarse words such as <i>stupid</i>, <i>crap</i>, <i>f*cked up</i>, and <i>dick</i>. 2. Mostly directly when they answer right away and in concord with the topic being discussed but also indirectly when they want to give some motivations in the form of quotes from a song lyric. 3. Mostly give short answer but also give long answers in order to give explanations. 	<ol style="list-style-type: none"> 1. Frequently use coarse words such as <i>Oh, my God</i>, <i>sucks</i>, <i>douche-licker</i>, and <i>sh*t</i>. 2. Mostly indirectly because they tend to talk about other things that are related to the main focus first rather than just straight to the point, but also directly when their answer is in concord to the question being asked. 3. Mostly give long answers but also give short answers.
Topic	<ol style="list-style-type: none"> 1. Mainly focused on bullying, high school life, and cyberbullying. 2. Subtopic in friendship and social media. 	<ol style="list-style-type: none"> 1. Mainly focused on bullying, high school life, and cyberbullying. 2. Subtopic in friendship and family.
Content	<ol style="list-style-type: none"> 1. Hostile judgement by discussing about the quantity of bullying rather than the feelings 2. Positive value judgement by using expressive adjective <i>amazing</i> and interjection <i>like</i> as well. 	<ol style="list-style-type: none"> 1. Positive value judgement by using expressive adjectives <i>pretty</i>, <i>cares</i>, and <i>beautiful</i> and interjections <i>like</i> and <i>umm</i>. 2. Hostile judgement by the choice of the word <i>dismissed</i>.
Use	The way they convey their facts, information, and even opinion in command form make them appear to be assertive. However, they also use hedge marked <i>you know</i> which make them less assertive sometimes.	The way they use hedge marked <i>I guess</i> , <i>you know</i> , and <i>I mean</i> make them appear to be less assertive most of the times.

Compared to the male teenagers, it is true female teenagers are more polite than the form of the male teenagers'. Even though they both are frequently using coarse words in their utterances, but the female teenagers' form are mostly indirectly and long answers which indicate that they were trying to ease the mood and give a complete explanation when they were talking about bullying. In addition, when the female teenagers' topic branched into friendship and family, it shows that female teenagers are more concern about the close relationship among the victim of the bully. Unlike them, the male teenagers' topic branched into instrumental things such as social media. However, in the matter of content, both of the male and female teenagers points to all of the positive and negative value judgement evenly with the use of adjectives and interjections in their own utterances. Yet, if we see from the stereotype about male being assertive, then it is true that the female teenagers are appeared to be nonassertive rather than the male teenagers. Somehow, it is interesting that the female teenagers are still considered as more nonassertive even when the male teenagers used one of the same hedge marked such as *you know* as the female teenagers used but the male teenagers only considered as less assertive rather than to be nonassertive.

Compared to the previous studies, this study supports that male and female teenagers have their own characteristics in language. Puspitasari (2013), who took the data from a movie, found that women and men have different style in language by their utterances. In accordance to the teenagers' case, Styslinger (2008), who took the data from a peer revision session that is done by teenagers found that the language they used doesn't appear to be sex-exclusive and may

indicate performance of gender. Meanwhile, this study proved that not only the differences between male and female teenagers' language are the same as men and women in adulthood but they also have their own characteristics as in the use of interjections such as *like* and *umm*. Moreover, some male teenagers appeared to be less assertive as the result of the use of hedge marked such as *you know*. In other words, even though men and women in adulthood are living in a different lifespan with the male and female teenagers, they mostly share the same characteristics in language.