

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the result of the study and the suggestion for the future researcher.

5.1 Conclusion

As stated in Adelaide Haas (1979, p.616), male speech and female speech have been observed to differ in their form, topic, content, and use. Although this study is emphasized on language characteristics in the case of teenagers, it turns out that there is not much differences between the men and women language in adulthood with the male and female teenagers. Most of the data in this study support the theory. However, some of the data showed different result in some circumstances.

The focus of this study is related to the research question which is mentioned in the first chapter, that is what are the characteristics shown by male and female teenagers in reacting to bullying. In the matter of form, 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. Both male and female teenagers also talk direct and indirectly. It is the situation that 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 but they also talk directly when they just want to deliver their opinion right away. When the male teenagers talk directly, they tend to produce short sentences and so when they talk indirectly they tend to produce long sentences. With that, all of the female teenagers are favor to talk or answer the question with the long answers. However, they also answer, both direct and indirectly, trying to explain something in a short answer as well.

In the matter of topic, 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. By that, it can be said 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, both male and female gives positive value judgement and hostile judgement. However, it is in contrary with Haas theory (1979) that said "The stereotype of the content of spoken language, then, points to positive value judgement as female marked and hostile judgement as male marked." In fact, they are also quite expressive with their own choices of adjectives such as *amazing* for male teenagers and *beautiful* for female teenagers, and interjections such as *like* for male teenagers and *like* and *umm* for female teenagers.

In matter of use, the male teenagers are quite assertive when they speak their answer in the form of command rather than just the usual answer while 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 nonassertive as well.

5.2 Suggestion

After doing an analysis in gender characteristics in language, the researcher has some suggestions for the readers, English learners, and future researchers. Moreover, the researcher is fully aware that this research is far from a perfect and has a lot of weakness from its methods, collecting data and analyzing and also processing it. Hence, those are the suggestions may help:

1. The readers can take the knowledge from this study for a better way to communicate to a teenagers, both male and female.
2. English learners should learn about gender characteristics in language to help them conduct a better conversation with others.
3. The future researchers can conduct a gender difference in language study with different approaches as in same sex or mixed conversations. Moreover, it can be used with other field of studies such as Pragmatics, Semantics, etc.