

LANGUAGE FEATURES EXHIBITED BY FEMALE PRE-SERVICE TEACHERS DURING TEACHING PRACTICUM

THESIS



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MAY 2025**

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program



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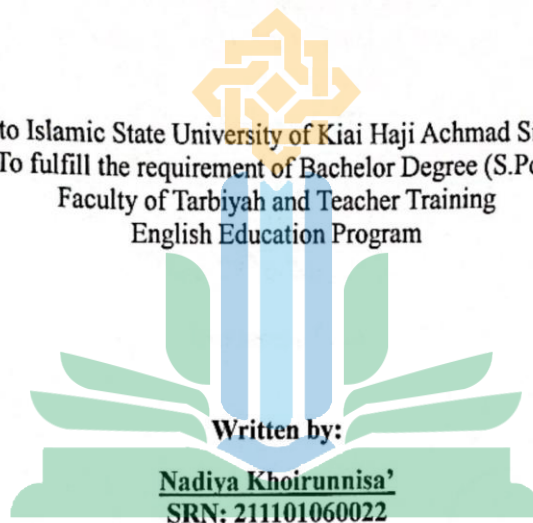
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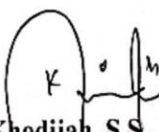


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THESIS

Has been examined and approved in partial
Fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program

Day: Tuesday

Date: 27th of May 2025

Examiners Team

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
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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ۝٧٠

Meaning: “O believers! Be mindful of Allah, and say what is right.”

(QS. Al-Ahzab: 70)¹



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¹ Quran.com, (1995), <https://quran.com/al-ahzab/70>

DEDICATION

I proudly dedicate this thesis to:

1. My beloved father, Moh. Rafi'i who has always loved, supported and worked tirelessly to fulfill not only everything I needed but also everything I wished for. My beloved mother, Trilisyani, who had passed away, but whose love and presence deeply rooted in my heart. This thesis is as much their achievement as it is mine.



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Praise and gratitude are devoted to Allah SWT, whose grace and blessings have enabled the author to complete this thesis entitled “Language Features Exhibited by Female Pre-service Teachers during Teaching Practicum”. Peace and blessings are also sent upon Prophet Muhammad SAW, who guided humanity from the darkness of ignorance to the light of knowledge and truth, shaping a brighter path for future generations and the progress of world civilization.

Therefore, the researcher would like to express sincere gratitude and appreciation to all those who have provided support and assistance in the completion of this thesis:

1. Prof. Dr. H. Hepni, S. Ag., M. M., as the Rector of Islamic State University of Kiai Haji Achmad Siddiq Jember.
2. Dr. H. Abdul Mu'is, S. Ag., M. Si. As the Dean of Education and Teacher Training Faculty of Islamic State University of Kiai Haji Achmad Siddiq Jember.
3. Nuruddin, M. Pd. I as the Head of Islamic Studies and Language Education Department who has given permission to do this research.
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5. Dr. Mega Fariziah Nur Humairoh, M.Pd. as my Academic Supervisor who has helped provide academic guidance and direction to me during college.
6. Siti Khodijah, S. S., M. Pd. as my Advisor who helped, guided and supported me during the writing of this thesis.

7. All lecturers in English Education Department who had given me precious knowledge and experience during the entire of the semester.
8. All the female pre-service teachers who willingly participated in this research and provided valuable insights through their teaching practicum.

Jember, 8th of May 2025

Nadiya Khoirunnisa'



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ABSTRACT

Nadiya Khoirunnisa', 2025: *Language Features Exhibited by Female Pre-service Teachers during Teaching Practicum.*

Keyword: *language features, pre-service teachers, teaching practicum.*

Language plays a crucial role in teaching, not only for delivering material but also in shaping classroom dynamics. Female pre-service teachers, in particular, tend to exhibit specific language patterns. These language patterns are associated with women's speech, as theorized by Lakoff (1975). Understanding these features in the context of classroom interaction is essential, especially during teaching practicum when pre-service teachers are developing their professional identity.

This study aims to identify the types of language features used by female pre-service teachers and analyze how these features function in the classroom. In line with this focus, the main question explored in this research is: How language features are exhibited by female pre-service teachers during their teaching practicum?

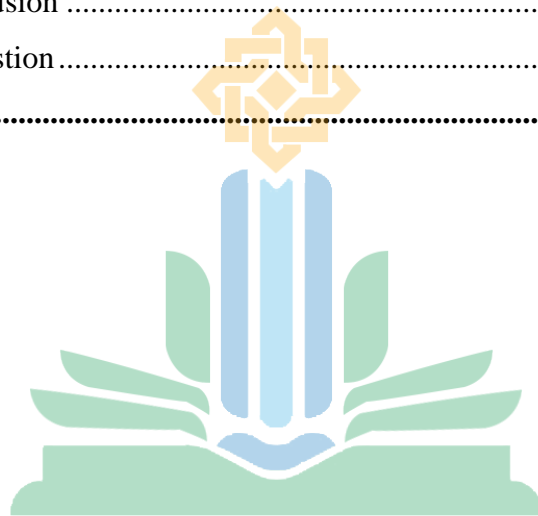
This study employed a qualitative research design with content analysis. The data were collected through interviews, observations, and analysis of video recordings from five female pre-service teachers in different schools located in Jember and Bondowoso. These five pre-service teachers were selected based on their competence, as evidenced by the A grades they achieved in the courses "Grammar in Spoken Discourse," "Academic Speaking," and "Microteaching." Each teacher's utterances were transcribed and analyzed based on Lakoff's framework of women's language features and Donald Ary's theory. Donald Ary's theory was used as a guide for conducting the qualitative content analysis, particularly to identify patterns, interpret meaning, and categorize the utterances systematically. To ensure the validity of the data, the researcher employed triangulation techniques.

The analysis revealed that all ten of Lakoff's language features were present in one female pre-service teacher's classroom. Additionally, two other pre-service teachers exhibited nine of the features, while the remaining two used eight features during their teaching practicum. Lexical hedges or fillers being the most frequently used and precise color term was the least used. The use of these language patterns highlights how female pre-service teachers manage interaction, express politeness, and create supportive classroom environments. The study concludes that an awareness of language features can support pre-service teachers in developing effective communication strategies in the classroom.

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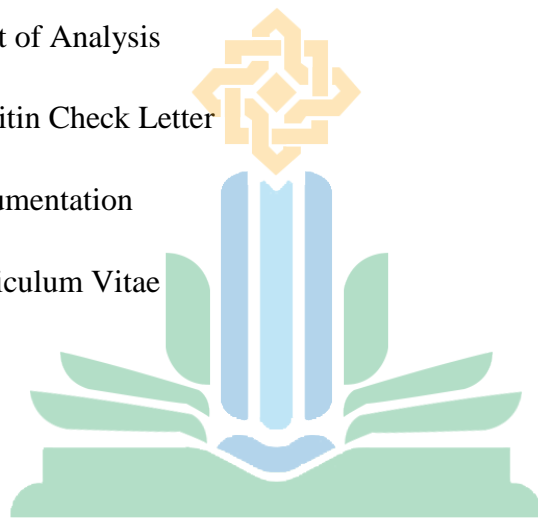
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CHAPTER I

INTRODUCTION

A. Background of Research

Language features refer to the specific characteristics of language that individuals use when communicating with others.² These features include sentence structure, punctuation, nouns, vocabulary, phrases, and other elements that enhance the content and convey meaning in communication. These features can significantly influence how messages are perceived and understood by different audiences.³ For instance, variations in vocabulary or sentence structure may signal a speaker's social identity or level of formality. Additionally, understanding these language features is essential for recognizing the nuances of communication, as they reflect not only individual characteristics but also broader cultural and social contexts. These features influence how language functions in different interactions, shaping the ways individuals express themselves based on gender norms and expectations.

According to Simon, it can be concluded that language functions are the ways in which men and women use a specific language in communication.⁴ These language functions exhibit diversity due to the different styles in which

² Iryna Onishchuk et al., "Characteristics of Foreign Language Education in Foreign Countries and Ways of Applying Foreign Experience in Pedagogical Universities of Ukraine," *Revista Romaneasca Pentru Educatie Multidimensionala* 12, no. 3 (2020): 44–65, <https://doi.org/10.18662/rrem/12.3/308>.

³ Sintya Crisianita and Berlinda Mandasari, "The Use of Small-Group Discussion To Improve Students' Speaking Skill," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 61–66, <https://doi.org/10.33365/jeltl.v3i1.1680>.

⁴ Elia Simon, "The Different Language Use between Male and Female University Students," *Journal of Languages and Language Teaching* 1, no. 1 (2021): 14–18.

men and women communicate. This distinction is evident in the choice of words and other lexical elements. Lakoff stated that women tend to use very polite and accommodating language, while men also use polite forms but are generally more straightforward in their speech. In the classroom context, this difference is reflected in women's focus on inclusivity and men's tendency toward direct and assertive communication.⁵

Based on explanation above, there are differences in language use that can be observed between men and women. In a classroom setting, men might say, *"Open your books to page 10. Let's begin."* This straightforward sentence reflects a direct and efficient communication style often attributed to men. It shows polite markers or additional phrases, emphasizing clarity and authority in delivering instructions. On the other hand, women might say, *"Could you please open your books to page 10? Let's try to work through this together."* This sentence includes polite expressions like *"please"* which create a more inclusive and accommodating tone. These differences highlight how women tend to use language that fosters cooperation and social harmony, while men's language often focuses on assertiveness and brevity, especially in professional contexts like teaching.

This may occur due to gender differences, which influence how individuals communicate and adapt to prevailing social norms. While the primary framework of this study is based on Lakoff's theory of women's

⁵ Robin Tolmach Lakoff, "Language and Woman's Place," *Language in Society* 2, no. 1 (1973): 45–79, <https://doi.org/10.1017/S0047404500000051>.

language features, Geoffrey N. Leech's Politeness Principle was incorporated to provide a broader understanding of language use across genders. Leech's theory helps to contextualize the pragmatic functions of the utterances, particularly in terms of politeness strategies that may be employed differently by male and female speakers. This comparative lens allows for a more balanced interpretation and prevents the analysis from being solely centered on one gender.

According to Leech, politeness is a crucial aspect of interpersonal communication that can be expressed through various maxims, such as the Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim.⁶ While women are often associated with more overt use of politeness markers, men also apply politeness strategies—though often in more implicit or indirect ways. For instance, men may show politeness through the Tact Maxim by minimizing imposition when giving instructions or through the Agreement Maxim by avoiding direct confrontation in discussions. These strategies demonstrate that both genders are capable of employing polite forms, but the manner and frequency may differ depending on situational context, social roles, and individual communication goals.

These principles proposed by Leech are further supported by Lakoff's theory in her work *"The Logic of Politeness: or, Minding Your P's and Q's,"* where she outlines the rules that govern polite behavior in conversation. Lakoff

⁶ Geoffrey Leech, "The Pragmatics of Politeness," *Oxford Studies in Sociolinguistics*, 2014, <https://doi.org/https://doi.org/10.1093/acprof:oso/9780195341386.001.0001>.

identifies two key rules: (1) Be clear and (2) Be polite, the latter of which is further divided into three sub-rules: Don't impose, Give options, and Make the listener feel good.⁷ These align closely with Leech's maxims, showing that politeness is not merely a gendered linguistic trait but a social requirement embedded in successful communication. While Lakoff emphasizes that women are socialized to be more polite she also acknowledges that these politeness strategies are universally necessary for effective interaction.

The obligation to speak politely is not limited to women alone. Both men and women are expected to uphold respectful and gentle communication in all contexts. This is clearly reflected in the Qur'an, where Allah commands Prophet Musa and Prophet Harun to address Pharaoh with soft and gentle speech:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى ۝ ٤٤

Meaning: "Speak to him gently, so perhaps he may be mindful 'of Me' or fearful 'of My punishment'" (QS. Taha: 44)"⁸

This verse highlights that even in situations of confrontation or when addressing a tyrant, believers are instructed to maintain politeness and composure. Thus, politeness in language is not a reflection of gender norms but a universal moral value promoted in Islam. It emphasizes the importance of respectful speech for all individuals, regardless of gender. Furthermore, although this research focuses solely on women's speech, it does not imply any

⁷ Robin Lakoff, "The Logic of Politeness: Or, Minding Your P's and Q's," *Chicago Linguistic Society* 9, no. 1 (1973): 292–305.

⁸ Quran.com, (1995), <https://quran.com/taha/44>

bias toward female speakers. Rather, the scope of this study is specifically intended to explore and understand women's linguistic behavior in greater detail.

Gender differences in language arise from the distinct needs that men and women have in conversations. This distinction is evident in the word choices made by men and women when speaking. Men's language is characterized as being more assertive, strong, articulate, and powerful, whereas women tend to use figurative language that is polite, gentle, and often reflects a sense of powerlessness.⁹ These differences in communication styles can significantly impact interpersonal interactions and the dynamics of conversations. Recognizing these variations is essential for fostering effective communication and addressing the underlying social and cultural factors that influence language use among genders.

Language features exhibited by men and women are fundamentally different. Language features refer to the categories or characteristics of linguistic forms that individuals use when communicating with each other or with others in their community and society. The differences in language between men and women shape their unique communication styles, contexts, and topics in conversations. Lakoff identifies ten language features, which include lexical hedges, tag questions, rising intonation, adjectives, precise color terms, intensifiers, hypercorrect grammar, polite forms, avoidance of strong

⁹ Sukanya Paradkar et al., "'Mostly Women's Issues' – Gender Differences in Community Responses to a Large-Scale NGO Programme to Prevent Violence against Women in Urban India," *Women's Studies International Forum* 107, no. August (2024): 102997, <https://doi.org/10.1016/j.wsif.2024.102997>.

swear words, and emphatic stress.¹⁰ Lakoff's theory about women's language features is particularly relevant to this study because it provides a detailed and systematic framework for analyzing specific linguistic features associated with women's speech. Since teaching involves structured interactions where language plays a crucial role in facilitating student engagement, Lakoff's framework provides a clear way to identify and analyze specific linguistic features used by female pre-service teachers in the classroom. Unlike broader sociolinguistic theories that emphasize power relations or discourse strategies, Lakoff's approach allows for a more detailed examination of how these language features function in a professional teaching setting.

In this context, women's speech often includes lexical hedges like "maybe" to show uncertainty and tag questions such as "isn't it?" to invite agreement. Rising intonation can make statements sound like questions, creating a non-assertive tone. Descriptive adjectives like "lovely" and precise color terms such as "red-burgundy" are commonly used. Intensifiers like "very" add emphasis, while hypercorrect grammar reflects attention to proper language use. Polite forms such as "please" and "thank you" are frequently used to maintain courteous interactions, and strong swear words are often avoided in favor of milder language. Emphatic stress is applied to highlight key points. Altogether, these features create a communication style that is polite, detailed, and collaborative.

¹⁰ Robin Tolmach Lakoff, "Language and Woman's Place: Text and Commentaries: Text and Commentaries," (*First Published New York: Harper & Row.*), 2004.

These language patterns are particularly important in educational settings. State Islamic University of Kiai Haji Achmad Siddiq Jember offers a program for seventh semester namely teaching practicum. This program provides pre-service teachers with the opportunity to gain practical teaching experience. In this program, pre-service teachers take on the role of an instructor and teach students in schools, allowing them to apply the theories they have learned in the classroom. This hands-on experience is essential in helping them to develop their pedagogical skills and prepare for their future teaching careers. As they engage in this teaching practice, the language features they use in the classroom play a crucial role in shaping their communication style and interactions with students.

Pre-service teachers hold a significant position in teacher education programs, serving as a bridge between theoretical knowledge and its practical application in real classrooms. As they undergo their teaching practicum, these individuals develop their professional identity, which is often reflected in how they use language during this phase. From a linguistic perspective, pre-service teachers provide a valuable lens to analyze because they adjust their communication for students' needs while also meeting the expectations of mentor teachers and educational institutions.¹¹ Their participation in a teaching practicum provides a unique opportunity to observe how language is used in real-life teaching scenarios, particularly in terms of adapting to professional

¹¹ Mensah Prince Osiesi and Sylvan Blignaut, "Impact of the Teacher Education Curriculum on the Development of 21st-Century Skills: Pre-Service Teachers' Perceptions," *Social Sciences and Humanities Open* 11, no. January (2025): 101317, <https://doi.org/10.1016/j.ssaho.2025.101317>.

communication norms. This adaptability and the linguistic features they employ during their practicum make them compelling subjects for research focused on the intersection of language, gender, and professional development.¹²

The pre-service teachers chosen as subjects for this research were selected based on their demonstrated linguistic competence and ability to effectively employ language features relevant to pedagogical contexts. Their participation in a teaching practicum provides a unique opportunity to observe how language is used in real-life teaching scenarios, particularly in terms of adapting to professional communication norms. This selection is further supported by their academic achievements, as evidenced by the A grades they obtained in the courses "Grammar in Spoken Discourse" and "Academic Speaking." These courses equipped them with essential knowledge and skills in effective and appropriate communication within educational settings. Additionally, their A grades in the Microteaching course highlight their proficiency in applying these skills in practical teaching scenarios. Furthermore, these factors establish a strong foundation for why these pre-service teachers are appropriate subjects for this research, as their linguistic competence and academic accomplishments align closely with the objectives of this study.

The schools where the teaching practicum was conducted play a critical role in this research. Several schools were carefully selected based on their high accreditation status, as indicated by an A rating. These institutions were chosen

¹² Lotta Kardel, Timo Ehmke, and Svenja Lemmrich, "Exploring Pre- and in-Service Teachers' (Non-)Critical Cultural and Multilingual Awareness and Responsiveness in Classroom Situations through Voice-Recorded Video-Based Assessment," *Teaching and Teacher Education* 157, no. July 2024 (2025): 104962, <https://doi.org/10.1016/j.tate.2025.104962>.

due to their established programs and activities that closely align with English language education. The inclusion of these schools ensures that the student population possesses a sufficient level of English proficiency, and the school environment provides a proper setting for observing the application of language in educational practices. In order to that, these schools contribute significantly to the effectiveness and reliability of this research. In this setting, the language features used by female pre-service teachers become a crucial aspect of their teaching style. Female language features in teaching are often more prominent because it align with communication styles that prioritize empathy, collaboration, and respect which are key elements in creating a productive and supportive learning environment.¹³ These qualities are seen as advantageous for fostering student engagement, encouraging participation, and maintaining positive classroom dynamics. Some previous studies also conducted in various ways. For instance, Ni Komang Suciati conducted research analyzing the language features used by English Language Education (ELE) students in a WhatsApp group.¹⁴

The main difference between the study conducted by Ni Komang Suciati and the present study lies in the context, participants, and focus of the research. Suciati's study examines the language features used by English Language Education (ELE) students in a WhatsApp group, an informal digital

¹³ Silke Schunack and Anja Binanzer, "Revisiting Gender-Fair Language and Stereotypes - A Comparison of Word Pairs, Capital I Forms and the Asterisk," *Zeitschrift Fur Sprachwissenschaft* 41, no. 2 (2022): 309–37, <https://doi.org/10.1515/zfs-2022-2008>.

¹⁴ Ni Komang Suciati, Dewa Putu Ramendra, and Dewa Ayu Eka Agustini, "An Analysis Of Language Features Used By English Language Education (ELE) Students Through WhatsApp Group," *Penelitian Mahasiswa Indonesia* 2, no. 2 (2022): 196–203.

communication setting. The language features analyzed in this study are likely more casual and influenced by digital communication norms, such as abbreviations, slang, and emojis. In contrast, this study focuses on female pre-service teachers during their teaching practicum in a formal, face-to-face classroom environment. The language used in this context is more structured and professional, with an emphasis on how female teachers use language to manage classrooms, provide instruction, and engage with students. Thus, while Suciati's study examines informal language use in digital spaces, this research offers a unique perspective by focusing on the role of language in a professional teaching context.

Furthermore, this study entitled “Language Features Exhibited by Female Pre-Service Teachers during Teaching Practicum,” which analyzes and identifies the use of women’s language features as theorized by Lakoff. By exploring how these features manifest in educational settings, this research contributes to a deeper understanding of the linguistic utterances employed by female pre-service teachers, highlighting their relevance within the structured environment of classroom teaching.

B. Research Question

Based on the discussed background above, this study seeks to investigate how language features are exhibited by female pre-service teachers during their teaching practicum?

C. Research Objective

Based on the research question above, the objective of this study is to identify the specific language features exhibited by female pre-service teachers during their teaching practicum.

D. Research Significances

This study is expected to contribute both theoretically and practically. Theoretically, it offers a detailed description of the types of women's language features, aiming to enhance knowledge in the fields of linguistics and pragmatics, particularly regarding women's language use in teaching practicum. Practically, the study can serve as a useful reference for readers seeking to understand the types and applications of language features in English language teaching.

E. Definition of Key Terms

This study includes several key terms. To help readers in understanding these terms clearly and to prevent any potential misunderstandings, the researcher provides definitions for the following key terms:

1. **Language Features:** Language features refer to the specific elements and characteristics of a language that contribute to its structure and meaning. These include aspects such as sentence structure, vocabulary, punctuation, and grammatical rules.
2. **Pre-service Teachers:** Pre-service teachers are individuals who are in the process of receiving training and education to become certified teachers.

3. Teaching Practicum: A teaching practicum is a supervised practical experience that allows pre-service teachers to apply their theoretical knowledge in real classroom settings.



CHAPTER II

LITERATURE REVIEW

This chapter provided a literature review on the subject. It is made up of prior research and a theoretical framework.

A. Previous Studies

In the previous research, the researcher includes several previous studies related to recent research. Then, summarize whether this research has been published, including details like theses, dissertations, or other forms of publication. Some related studies that have been conducted are as follows:

1. A study conducted by Ni Komang Suciati, et. al. entitled “An Analysis Of Language Features Used By English Language Education (ELE) Students Through WhatsApp Group”.¹⁵ The research design used in this study was descriptive qualitative method. The aim of this research was to answer what types of language features are used by men and women English Language Education students through WhatsApp Group. Furthermore, the findings showed that there were only five features that have been classified as language features used by English Language Education students on WhatsApp group. Those are lexical hedges, tag questions, rising intonation, intensifiers, and super polite forms. Each feature has a function in communication.

¹⁵ Suciati, Ramendra, and Agustini.

2. A study conducted by Lunaeldira entitled “The Analysis of Female English Teachers’ Utterances in Using Women’s Language Features of Presenting Mispronounced Words Materials by Using YouTube”.¹⁶ The approach of the research was qualitative by using document analysis. The objectives of the research were to find out which women’s language features used by female English teachers in delivering the materials about mispronounced words and what impact affected the results of students’ acceptance. Moreover, the result showed that there are 4 women’s language features used by female English teachers consistently. The language features used by female pre-service teachers are: emphatic stress, hypercorrect grammar, intensifiers, fillers and lexical hedges.
3. A study conducted by Kadariyah and Sari entitled "Pre-service Teacher's Speech Based on Gender Language Features".¹⁷ This research applied descriptive qualitative research with documentation method. The purpose of this research was to know what language features and its functions of women and men pre-service teachers’ utterances. Additionally, the result showed that women and men pre-service teachers used 5 out of 7 features. Those are hedges, tag question, question, command & directives, and compliment. The researcher did not found backchannel and swearing & taboo language.

¹⁶ Helena Gracya Lunaeldira, “The Analysis of Female English Teacher’s Utterances in Using Women’s Language Features of Presenting Mispronounced Words Materials by Using Youtube,” *IOSR Journal of Research & Method in Education (IOSR-JRME)* 11, no. 2 (2021): 16–23, <https://doi.org/10.9790/7388-1102031623>.

¹⁷ Nurlaila Karimah and Afifah Linda Sari, “Tuturan Guru Ppl Berdasarkan Fitur Bahasa Gender” 4 (2022): 290–300.

4. A study conducted by Wahyuningtyas entitled “Women’s Language Features Used by English Teacher Candidates”.¹⁸ The study aimed to investigate the frequency of the women’s language features and the possible reason of using the features by female students. In order to that, the researcher chose qualitative research method which the writer used discourse analysis to conduct this paper. The writer found 669 utterances of the female students that showed the use of the features in women’s language. The data was taken by listening to eight videos of Micro-teaching class and it has around twenty-five up to thirty minutes for each video.
5. A study conducted by Lestari entitled “Analyzing Teacher Talk during Microteaching: A Study in Pre-Service English Teacher Education in Indonesia”.¹⁹ The aim of the research was to identify whether the language pre-service teachers use in teaching is effective. Thus, descriptive qualitative study was conducted to analyze the features of teacher talk uttered by a pre-service English teacher during a microteaching. The findings have shown that Pre-service teacher’s talk aligned with direct and indirect influence. Interestingly, of the features under FLINT system, Pre-service teacher’s talks did not indicate the use of teacher talk to make requests to students during the learning process.

¹⁸ Wahyuningtyas, “Women’s Language Features Used By English Teacher Candidates.”

¹⁹ Ika Wahyuni Lestari, “Analyzing Teacher Talk During Microteaching: A Study in Pre-Service English Teacher Education in Indonesia,” *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia* 11, no. 1 (2023): 21–30.

From the discussed previous studies above, here are the similarities and differences provided in each column below. As follows in table 2.1 below:

Table 2.1
The Similarities and Differences of the Research

No.	Author and Title	Similarities	Differences
1	2	3	4
1.	Ni Komang Suciati, Dewa Putu Ramendra, and Dewa Ayu Eka Agustini. <i>"An Analysis Of Language Features Used By English Language Education (ELE) Students Through WhatsApp Group"</i>	a. Both researchers aimed to identify language featured used by pre-service English teachers. b. Both researchers used descriptive qualitative method. c. Both researchers used Lakoff's theory to identify and analyze the language features used by pre-service teachers.	a. The previous study used WhatsApp Group as the media for analyzing the language features, while this study analyzed the teaching practicum videos. b. The previous study analyzed both men and women pre-service English teachers, while this study only analyze woman pre-service teachers.
2.	Helena Gracya Lunaeldira. <i>"The Analysis of Female English Teachers' Utterances in Using Women's Language Features of Presenting Mispronounced Words"</i>	a. Both researchers focused on analyzing and identifying types of women's language features. b. Both researchers used Lakoff's theory to identify	a. The subject of the previous study was female English teachers, while the subject of this study was pre-service English teachers.

No.	Author and Title	Similarities	Differences
1	2	3	4
	<i>Materials by Using YouTube”</i>	and analyze the language features.	<p>b. The previous study used document analysis method, while this research uses descriptive qualitative method.</p> <p>c. The previous study used YouTube videos as the media for analyzing the language features, while this study analyzed the teaching practicum videos.</p> <p>d. The previous study not only focused on analyzing types of woman’s language features, but also analyzing the mispronounce words. While, this study only focused on analyzing the woman’s language features used.</p>
3.	Karimah, Nurlaila Kadariyah, and Afifah Linda Sari. “Pre-	a. Both researchers focused on analyzing and	a. The previous study analyzed both men and

No.	Author and Title	Similarities	Differences
1	2	3	4
	<i>service Teacher's Speech Based on Gender Language Features"</i>	<p>identifying types of language features.</p> <p>b. Both researchers used descriptive qualitative method.</p> <p>c. Both researchers used teaching practicum videos in analyzing the woman's language features used.</p>	<p>women pre-service English teachers, while this study only analyze woman pre-service teachers.</p> <p>b. The previous study used both of Lakoff's theory and Holmes' theory in analyzing the language features, while this study only use Lakoff's theory to identify and analyze the language features used.</p>
4.	Elisabeth Wahyu Hayuningtyas. <i>"Women's Language Features Used by English Teacher Candidates"</i>	<p>a. Both researchers aimed to identify woman's language featured used by pre-service English teachers.</p> <p>b. Both researchers used Lakoff's theory to identify and analyze the language features used by pre-service teachers.</p>	<p>a. The previous study used discourse analysis, while this research uses descriptive qualitative method.</p> <p>b. The previous study used Microteaching videos as the media for analyzing the language features, while this study analyzed the</p>

No.	Author and Title	Similarities	Differences
1	2	3	4
			teaching practicum videos.
5.	Ika Wahyuni Lestari. <i>“Analyzing Teacher Talk during Microteaching: A Study in Pre-Service English Teacher Education In Indonesia”</i>	<p>a. Both researchers aimed to analyze the language features used by pre-service English teachers.</p> <p>b. Both researchers used descriptive qualitative method.</p>	<p>a. The previous study used Flint’s theory to analyze and identify the use of language features. While, this study used Lakoff’s theory to identify the language features used by pre-service English teachers.</p> <p>b. The previous study used Microteaching videos as the media for analyzing the language features, while this study analyzed the teaching practicum videos.</p>

B. Theoretical Framework

1. Language Features

Language features are crucial elements that define how language is used to convey the meaning effectively. It encompasses a range of components that work together to shape communication, whether spoken or written. By understanding and mastering these features, individuals can

enhance their ability to express ideas clearly and persuasively.²⁰ The primary aspects of language features include sentence structure, vocabulary, and grammatical rules, each playing a distinct role in effective communication.²¹ These elements contribute to clarity, engagement, and precision in language use, making them essential for both academic and everyday communication.

Sentence structure refers to how words and phrases are organized to form meaningful and coherent sentences. The type of sentence structure affects the flow and impact of communication. Simple sentences express straightforward ideas, while compound and complex sentences allow for the integration of more nuanced thoughts and relationships between concepts. By varying sentence structure, speakers and writers can control the rhythm of their language, highlight key points, and create more engaging narratives. A well-structured sentence not only enhances readability but also helps in conveying ideas with greater depth.²²

Vocabulary and grammatical rules are also fundamental language features that shape communication. Vocabulary refers to the words individuals use to express themselves and can greatly affect the tone and clarity of communication. A broad vocabulary allows for precision and

²⁰ Qiyu Sun, Lawrence Jun Zhang, and Susan Carter, "English as a Foreign Language Learners' Metacognitive Experiences and Writing Development: Unraveling the Process of Learning EFL Writing," *Learning and Individual Differences* 115, no. February (2024): 102540, <https://doi.org/10.1016/j.lindif.2024.102540>.

²¹ Ramazan Göçtü and Muzaffer Kır, "Gender Studies in English, Turkish and Georgian Languages in Terms of Grammatical, Semantic and Pragmatic Levels," *Procedia - Social and Behavioral Sciences* 158 (2014): 282–87, <https://doi.org/10.1016/j.sbspro.2014.12.089>.

²² Manfred Krifka, "Structure and Interpretation of Declarative Sentences," *Journal of Pragmatics* 226 (2024): 51–63, <https://doi.org/10.1016/j.pragma.2024.04.002>.

nuance, while the correct choice of words ensures that ideas are conveyed effectively. Meanwhile, grammatical rules govern how words are combined to form clear and logical sentences. These rules cover essential aspects such as subject-verb agreement, tense consistency, and sentence completeness.²³ Mastery of grammatical conventions ensures that the message is clear, credible, and easily understood by the audience, making grammar a vital tool in successful communication. In addition to these general language features, women's language features also contribute significantly for shaping communication styles.

2. Women's Language Features

Robin Tolmach Lakoff explains that several factors contribute to the differences in how men and women communicate. She describes men's language as being more assertive, direct, and mature. Men tend to speak openly and use precise vocabulary. In contrast, women's language is characterized by a lack of assertiveness, indirectness, and caution when expressing them. Women often use softer, more polite language and may appear less confident in their speech.²⁴ Lakoff outlines the key features of women's speaking habits as follows:

a. Lexical Hedges

²³ Charles Selorm Dzormeku, Koen Veermans, and Jake McMullen, "Linguistic Challenges of Pre-Service Teachers in English Medium Instruction and Its Relationship to Their Teaching Self-Efficacy Beliefs," *Teaching and Teacher Education* 146, no. May (2024): 104632, <https://doi.org/10.1016/j.tate.2024.104632>.

²⁴ Lakoff, "Language and Woman's Place: Text and Commentaries: Text and Commentaries."

Hedges are significant linguistic items used to soften criticism and help prevent communication issues or misunderstandings. Hedges are one of the features commonly found in women's language, including modal verbs like "could," "might," "may," "would," and "should," as well as lexical items such as "perhaps." It also include pragmatic particles like "sorta/sort of," "I think," "you know," "well," "kinda/kind of," "like," and "I guess." According to Lakoff, women frequently use these phrases in conversation. Lexical hedges generally function to weaken the impact of a statement and reduce the strength of speech. For example:

- 1) *"This is the right solution. I think"*

By analyzing the example, it's clear that the speaker expresses uncertainty and a lack of confidence in conveying their intention. The phrase "I think" is used to soften the statement and indicate that the speaker isn't entirely sure about the conclusion.

b. Tag Question

Question tags are syntactic tools that can convey uncertainty, serve as a way to facilitate conversation by offering the other person a topic, or be used to demand feedback from uncooperative participants. It can also function as a politeness device. Speakers use tag questions when making a statement but are not entirely confident in its accuracy or truth. For example:

- 1) *"It's a beautiful day, isn't it?"*

This is an example of a tag question used during casual conversation, where the speaker is making small talk and trying to initiate a dialogue. Often, tag questions are employed when both the speaker and the listener are aware of the answer and do not require confirmation.

c. Rising Intonations

Lakoff observes that in English, women often exhibit a distinctive intonation pattern. This pattern not only conveys a declarative response to a question but also includes a rising tone characteristic of yes-no questions, which can give an impression of uncertainty. As a result, the speaker appears to be seeking confirmation while possibly being the only one with the necessary information. For example:

1) A: "You're going to the concert tonight?"
 B: "Yeah, I guess so...?"

In this exchange, the statement in (b) suggests that the speaker is uncertain about their plans for the concert. The rising intonation at the end of the sentence indicates a lack of confidence or firmness in their response. It implies that the speaker is looking for confirmation or agreement from the person they are speaking to regarding their attendance at the concert. Sentence (a) places the speaker in a position where they feel they need to confirm their plans, while (b) conveys a sense of hesitation.

d. Empty Adjectives

There exists a category of adjectives in the vocabulary that convey both a specific, literal meaning and reflect a speaker's approval or admiration for something. These adjectives are referred to as empty adjectives or blank adjectives, indicating that they primarily express emotional reactions rather than providing substantial information. Some of these adjectives are neutral and can be used by anyone, regardless of gender; both men and women can employ them. However, certain adjectives tend to be perceived as more appropriate for women. Examples of neutral adjectives include "great," "neat," "cool," and "terrific," while adjectives more commonly associated with women are "adorable," "charming," "sweet," "lovely," "divine," "gorgeous," and "cute." If a man uses adjectives typically reserved for women, it may negatively affect his reputation. Conversely, it is also inaccurate to suggest that women can use neutral or feminine adjectives without any repercussions. Women have the option to choose between neutral terms and those typically associated with their gender. For example:

- 1) Neutral: *"The movie was really great!"*
- 2) Women's adjective: *"Her dress is absolutely adorable!"*

In the first sentence, the use of the neutral adjective "great" expresses a positive reaction to the movie without suggesting any

gender-specific connotation. Both men and women can comfortably use this adjective without fear of judgment.

In the second sentence, the adjective "adorable" carries a connotation that is often associated with femininity. This term reflects a specific emotional response and admiration for the dress. While women commonly use adjectives like "adorable," men might hesitate to use such terms due to societal expectations, as it could be perceived as compromising their masculinity.

e. Precise Color Term

Women are generally more precise than men when it comes to naming colors. Men often find discussing specific color terms trivial and irrelevant to practical matters. For instance, words like "beige" (a light greyish-brown color), "lavender" (a pale purple color), and "maroon" (a dark reddish-brown) are commonly found in women's active vocabulary, but many men may not use them. In society, it is widely accepted for women to be detailed in color terminology, while men are not afforded the same acceptance. This disparity may stem from men's perceptions of what they consider "unworldly" topics, such as high culture. For example:

1) *"I painted my bedroom a lovely shade of lavender"*

In this sentence, the speaker uses the specific color adjective "lavender" to describe the shade of paint. This choice of word reflects a level of detail and precision often associated with women's

vocabulary, as women tend to be more adept at naming and describing colors in nuanced ways. The term "lavender" is not just a basic color; it conveys a specific hue that may not be as commonly used by men, who might opt for more general terms like "purple" or "light purple."

f. Intensifiers

Intensifiers like "so," "just," "very," "really," "such," and "quite" are more indicative of women's language characteristics than those of men. The word "so" is often associated with a feminine quality. Women are also more likely to leave sentences unfinished compared to men, as they tend to begin speaking without a clear plan for what they intend to say.

1) *"I was just so excited to see her!"*

In this sentence, the speaker uses the intensifiers "just" and "so" to emphasize their excitement. The word "just" suggests a sense of casualness or simplicity, while "so" amplifies the intensity of the emotion being expressed. This combination reflects a common characteristic of women's language, which tends to use intensifiers to convey feelings more vividly.

g. Hypercorrect Grammar

Hypercorrect grammar refers to language usage that adheres closely to standard verb forms. This includes features such as circumlocution, frequent apologies, and the use of the most polite forms of expression. Essentially, women tend to speak in a manner

that aligns as closely as possible with standard English. Lakoff connects these characteristics, noting that they all stem from the expectation that women should not speak as harshly or maliciously as men. The primary purpose of using hypercorrect grammar is to convey the speaker's identity, allowing women to assert themselves as educated individuals. Additionally, hypercorrect grammar can be viewed as a way for the speaker to communicate politely. For example:

1) *"I would appreciate it if you could help me with this project"*

In this sentence, the speaker uses hypercorrect grammar by employing the polite conditional phrase "I would appreciate it if you could..." instead of a more direct request like "Help me with this project." This choice reflects a higher level of formality and politeness, which is often associated with women's communication styles.

h. Super Polite Form

Women tend to use more polite language than men in conversations because they are more conscious of their social status. Women are often more mindful of the context in which they are speaking and who their audience is. This politeness also reflects their social standing or background, and the level of education can

influence how a person communicates. The use of certain particles in their speech reinforces the polite nature of their requests. For example:

1) *“Could you please pass me the book?”*

In this sentence, the speaker uses polite language with the phrase "Could you please..." rather than a more direct request like "Pass me the salt." The use of "could" and "please" demonstrates the speaker's awareness of social norms and their effort to maintain politeness, which is often associated with women's communication styles.

i. Avoidance of Strong Swear

Men and women tend to prefer different types of verbal expressions. Men frequently use stronger, more offensive language, including words like "damn," "bloody hell," and "shit." In contrast, women tend to use softer, more polite alternatives such as "oh dear," "my dear," "my goodness," "goodness," and "good heavens." While men's language often features harsher terms, women favor gentler expressions.

1) Men: *“Damn, I can’t believe this happened!”*

2) Women: *“Oh dear, I can’t believe this happened!”*

The first sentence use strong, informal language like "damn," which are often associated with male speech. These words express frustration or anger in a blunt and intense way. Men are more likely to use such harsher language in casual conversation, as it reflects a direct and assertive communication style.

The second sentence use softer expressions like "oh dear," which are more commonly associated with female speech. These alternatives convey the same emotions but in more polite manner. Women are more likely to use these types of expressions, reflecting a communication style that emphasizes politeness and avoids harsh or offensive words.

j. **Emphatic Stress**

Emphatic stress is a notable feature of American upper-class speech, often used to express confidence, self-assurance, and an expectation that the listener will agree. Women frequently use words that emphasize their statements to strengthen the meaning and impact of what they are saying. For example:

1) *"I absolutely love this book!"*

In this sentence, the word "absolutely" is used as an emphatic stress to strongly emphasize the speaker's feelings about the dress. This intensifies the statement, making the speaker's admiration clear and forceful.

3. Pre-service Teachers

Pre-service teachers are individuals undergoing training as they prepare for the responsibilities of becoming educators.²⁵ This preparation is critical in addressing the demands of educational reform, which significantly influences teacher education and professional development. As future educators, pre-service teachers are expected to deliver content knowledge, develop key skills, and foster attitudes that help students reach their full potential.²⁶ Their training occurs before officially entering the teaching profession or working in educational settings.

Developing strong abilities is essential for pre-service teachers, with confidence being one of the most important. Confidence in the teaching process is a key factor in their success, as teachers serve as the cornerstone of classroom activities. Solid foundation in subject matter, combined with an understanding of learning theories, is vital for their growth.²⁷ Additionally, pre-service teachers must adapt their teaching strategies to align with students' pre-existing knowledge and beliefs about the subject.

In order to guide students effectively, pre-service teachers must engage with theories of classroom learning and teaching, recognizing the challenges involved in preparation. Demonstrating competency in professional standards is required before graduating and entering the

²⁵ Stephanie Zito et al., "Exploring the Stress Management and Well-Being Needs of Pre-Service Teachers," *Teaching and Teacher Education* 152, no. December 2023 (2024), <https://doi.org/10.1016/j.tate.2024.104805>.

²⁶ Jeremy Pan et al., "The Impact of Practicum Job Demands and Resources on Pre-Service Teachers' Occupational Commitment and Job Intent," *Teaching and Teacher Education* 153, no. October 2024 (2025): 104841, <https://doi.org/10.1016/j.tate.2024.104841>.

²⁷ Heliyon, "Educational Robotics for Science and Mathematics Teaching : Analysis of Pre-Service Teachers' Perceptions and Self-Confidence," *Heliyon* 10 (2024), <https://doi.org/10.1016/j.heliyon.2024.e40032>.

teaching profession. Gaining confidence in teaching skills is crucial for creating and maintaining a supportive learning environment. In order to that, fosters confidence helps pre-service teachers manage the range of behaviors they will encounter in teaching practice.²⁸

Teaching practice, a compulsory subject in teacher training and education programs, provides direct field experience. It offers students the opportunity to apply and refine the skills they have learned.²⁹ Pre-service teachers are expected to handle various situations effectively. During their teaching practice, they engage not only in classroom instruction but also in extracurricular activities and administrative duties.

Nketsia and Carrol suggest that teaching practice should be the foundation upon which educational institutions build future professional teachers. Despite receiving prior training, pre-service teachers face challenges such as classroom management, unprepared materials, and providing adequate student environment.³⁰ This is where clinical supervision becomes essential. Professional assistance tailored to the

²⁸ Renquan Heng et al., "Pre-Service EFL Teachers' Emotional Experiences, Emotion Regulation Strategies and Influencing Factors in Research: A Chinese Case Study," *Heliyon* 10, no. 17 (2024): e36843, <https://doi.org/10.1016/j.heliyon.2024.e36843>.

²⁹ Rodrigo Pardo, Daniel García-Pérez, and Ernesto Panadero, "Shaping the Assessors of Tomorrow: How Practicum Experiences Develop Assessment Literacy in Secondary Education Pre-Service Teachers," *Teaching and Teacher Education* 152, no. October 2023 (2024), <https://doi.org/10.1016/j.tate.2024.104798>.

³⁰ William Nketsia and Kay Carroll, "Foreign Language Pre-Service Teachers' Perceptions of Concerns before and Challenges Experienced during the First Teaching Practicum," *Heliyon* 9, no. 7 (2023): e18370, <https://doi.org/10.1016/j.heliyon.2023.e18370>.

specific needs of pre-service teachers, involving systematic observation and analysis of classroom behavior.³¹

Similar to professional teachers, pre-service teachers must meet certain criteria for successful teaching practice. Contreas, Liesa and Romeu highlight ten basic competencies for professional educators, with pre-service teachers expected to master at least four: proficiency in teaching materials, mastery of instructional programs, effective use of instructional media, and the ability to evaluate student performance.³² Teaching practice allows pre-service teachers to develop these skills, with the expectation that they will show significant improvement by the end of their practice.

4. Teaching Practicum

Teaching practicum is a crucial component of teacher education programs, offering pre-service teachers the opportunity to gain real-world experience in classroom settings.³³ It allows them to bridge the gap between theoretical knowledge acquired during coursework and the practical skills needed to be an effective teacher. In this context, the author wants to serves several points that are related to teaching practicum:

³¹ Graham Parr, Kay Tinney, and Rosiana Lagi, "Fijian Mentors' Experiences of an International Teaching Practicum for Australian Pre-Service Teachers: Perceptions of a Decolonising Agenda," *International Journal of Educational Research* 127, no. August (2024): 102423, <https://doi.org/10.1016/j.ijer.2024.102423>.

³² Natalia Contreras, Eva Liesa, and Mireia Giralt-Romeu, "How Pre-Service Teachers Change Their View of Forms of Inquiry after Participating in an Inquiry-Based Practicum," *Teaching and Teacher Education* 140, no. January (2024): 104478, <https://doi.org/10.1016/j.tate.2024.104478>.

³³ Cato Bjørndal et al., "Challenges of the Supervision Process in the Teacher Education Practicum – A Qualitative Research Review," *Teaching and Teacher Education* 146, no. August 2022 (2024), <https://doi.org/10.1016/j.tate.2024.104619>.

a. Purpose of Teaching Practicum

Teaching practicum (PLP) is an internship program organized by the Faculty of Education and Teacher Training at Islamic University of Kiai Haji Achmad Siddiq Jember. Before pre-service teachers participate in the teaching practicum, they must have a briefing session conducted by the Faculty of Education and Teaching Training. The activities involved in the teaching practicum include preparing lesson plans, implementing the lessons, and assessing student learning.

According to Rio, Nozal and Martinez the primary goals of the teaching practicum are to train and enhance the teaching skills of pre-service teachers as they engage in the teaching and learning process in schools.³⁴ Additionally, the teaching practicum aims to provide pre-service teachers with opportunities to learn about teaching while applying their knowledge in real classroom settings. This experience includes encouraging active participation from students, mastering the subject matter and learning effective presentation techniques, promoting professional development and positive attitudes, assessing student achievement against established criteria, and allowing the

³⁴ María Amor Barros-del Río, Carlos López Nozal, and Beatriz Mediavilla-Martínez, "Practicum Management and Enhancement through an Online Tool in Foreign Language Teacher Education," *Social Sciences and Humanities Open* 6, no. 1 (2022), <https://doi.org/10.1016/j.ssaho.2022.100273>.

students to evaluate the effectiveness of the practical components of teacher education programs.³⁵

According to Meek, the teaching practicum has several objectives: to reinforce the mastery of academic competencies, to cultivate a professional identity as an educator, and to offer foundational experiences in conducting effective learning under the guidance of supervisors and tutors.³⁶ Additionally, Rusznyak and Lisa Österling notes that there are several other aims of the teaching practicum:³⁷

- 1) To offer pre-service teachers in engaging, relevant, and valuable experiences that help develop their teaching skills and prepare them for professionalism in the future.
- 2) To give pre-service teachers the opportunity to comprehend the functions and dynamics of the school environment.
- 3) To present pre-service teachers with meaningful challenges during their teaching practicum in real classrooms, enabling them to acquire essential professional competencies.

³⁵ Daniela Rupp and Eva Susann Becker, "Situational Fluctuations in Student Teachers' Self-Efficacy and Its Relation to Perceived Teaching Experiences and Cooperating Teachers' Discourse Elements during the Teaching Practicum," *Teaching and Teacher Education* 99 (2021): 103252, <https://doi.org/10.1016/j.tate.2020.103252>.

³⁶ Joanne Pattison-Meek, "The Unsung Heroes of Practicum Mentorship: Moving toward a Triad Model Inclusive of Student Voice to Support Student Teachers' Professional Learning," *Teaching and Teacher Education* 143, no. March (2024): 104553, <https://doi.org/10.1016/j.tate.2024.104553>.

³⁷ Lee Rusznyak and Lisa Österling, "What Matters for Competent Teaching? A Multinational Comparison of Teaching Practicum Assessment Rubrics," *Teaching and Teacher Education* 151, no. September 2023 (2024), <https://doi.org/10.1016/j.tate.2024.104745>.

b. Challenges in Teaching Practicum

Riesky (2013) defines difficulty as the state of being hard to accomplish or comprehend. One challenge that pre-service teachers encounter is navigating the teaching and learning cycle, often due to a lack of readiness, confidence, foundational knowledge, and effective classroom management skills. As a result of these challenges, their struggles with organizing classes stem from inadequate preparation and insufficient teaching methodologies.³⁸ Additionally, pre-service teachers face the difficulty of designing lesson plans that comply with government regulations.

Regarding the challenges faced by pre-service teachers in managing classrooms during their teaching practicum, there is a significant disparity between the theoretical knowledge acquired in the classroom and what is encountered in real school settings. Pre-service teachers identified several key issues, including students dozing off during lessons and a lack of interest in speaking English, which contributes to a general disinterest in classroom activities.³⁹ Moreover, the need for pre-service teachers to explore innovative models during their practicum and gather better information about the

³⁸ Runa Westerlund, "Becoming a Physical Education Teacher: Preservice Teachers' Meaning-Making Process in the Transition between a Subject Didactics Course and the Practicum," *Teaching and Teacher Education* 136, no. October (2023): 104363, <https://doi.org/10.1016/j.tate.2023.104363>.

³⁹ Anna Maija Puroila, Päivi Kupila, and Asko Pekkarinen, "Multiple Facets of Supervision: Cooperative Teachers' Views of Supervision in Early Childhood Teacher Education Practicums," *Teaching and Teacher Education* 105 (2021), <https://doi.org/10.1016/j.tate.2021.103413>.

implementation of current programs. The practicum is also working on establishing new standards and evaluation frameworks for teacher preparation programs aimed at improving the overall teaching practicum experience.⁴⁰

c. Advantages of Teaching Practicum

According to UIN Kiai Haji Achmad Siddiq's Pedoman PLP, there are several benefits for pre-service teachers participating in teaching practicum. They are trained to balance various roles as modern educators, including being instructors, creators, managers, mentors, and role models. This experience enhances their understanding of the educational process within schools and institutions. Additionally, they learn to think and work efficiently, helping them grasp the relevance of academic knowledge in addressing educational challenges. They also develop critical reasoning skills necessary for handling, formulating, and solving problems within educational settings. Furthermore, pre-service teachers gain valuable experience and skills related to teaching and managerial tasks in schools or institutions. The practicum provides opportunities for them to act as motivators, dynamic leaders, and problem solvers, ultimately reducing their study duration.⁴¹

⁴⁰ Eline Wiese, Ida Katrine Riksaasen Hatlevik, and Viviana Daza, "How Can Universities Ensure Quality of Practice in Initial Teacher Education?," *Teaching and Teacher Education* 139, no. October 2023 (2024): 104462, <https://doi.org/10.1016/j.tate.2023.104462>.

⁴¹ Jim Fang et al., "The International Journal of Management Education Educators' Experiences in Engaging and Supporting Business Undergraduate Students in an Emergency Remote Teaching

d. Strategy of Teaching Practicum

Adopting new teaching strategies can be a complex change initiative within educational institutions, often leading to significant resistance from teaching staff. Instructional coaching can assist schools in effectively implementing these new teaching practices over the long term. It also ensures that teaching practicums are conducted with fidelity, promoting systematic and high-quality implementation. Effective strategies for teaching practicum for pre-service teachers include identifying critical areas essential for all teacher educators to enhance their knowledge, honing skills in the field of teaching practice, providing mutual support for professional growth, and creating a platform for engaging with effective and innovative practices.⁴²

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Environment: Insights for Enhanced Teaching Practises,” *The International Journal of Management Education* 22, no. 3 (2024): 101051, <https://doi.org/10.1016/j.ijme.2024.101051>.

⁴² Estivaliz Aragón et al., “Teaching Strategies, Cognitive Factors and Mathematics,” *Heliyon* 10, no. 9 (2024), <https://doi.org/10.1016/j.heliyon.2024.e29831>.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Considering various elements such as variables, research focus, research questions, research objectives, and the systematic discussion outlined in Chapter I, it is evident that this study employs a qualitative research approach.

Qualitative research is an approach that emphasizes interpreting phenomena, events, and cases from the researcher's perspective. As Creswell describes, qualitative research involves analyzing data through text analysis and interpreting the data's meaning to provide a descriptive account of the central phenomenon being studied.⁴³ This study is identified as qualitative research due to its primary objective of describing the phenomenon under investigation.

One common method employed in qualitative research is content analysis, which focuses on systematically examining textual, visual, or auditory content to identify patterns, themes, and meanings. As a qualitative technique, content analysis enables researchers to observe deeply into the data, categorizing and interpreting it to uncover underlying messages and insights. According to Ary et. al., this method can be applied to analyze

⁴³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd Editio (Sage Publications, Inc, 2009).

various materials, including public records, textbooks, letters, films, tapes, diaries, themes, reports, and other documents.⁴⁴

For this study, content analysis is particularly relevant as it facilitates a detailed examination of the language features theorized by Lakoff. The research analyzed the spoken language of female pre-service teachers, focusing on their teaching interactions, classroom instructions, and other related communication during the practicum. By using this method, the study aims to uncover how these linguistic features are utilized in professional educational settings, contributing to a deeper understanding of their role in teaching practices. This comprehensive approach ensures that the research not only identifies but also contextualizes the language features within the dynamic environment of classroom teaching.

B. Research Setting

This research was conducted at several secondary schools in Jember and Bondowoso, focusing on pre-service teachers from the English Education Department. Since the teachers were placed in various schools, the research covered multiple locations, including both junior and senior high schools. The schools involved in the study were MAN Bondowoso, SMKN 3 Jember, SMAN 2 Jember, SMPN 7 Jember, and SMP 2 Tamanan in Bondowoso. These schools represent a mix of junior and senior high schools in urban and rural settings, providing a comprehensive scope for observing the language features of pre-service teachers in different teaching

⁴⁴ Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Cengage Learning, 2009), 443.

contexts. The diversity of school types and locations ensures a richer data set, capturing variations in teaching practices and interactions influenced by the unique characteristics of each educational setting. Additionally, these schools were chosen because they provide an ideal environment for observing and analyzing the language features of pre-service teachers, offering authentic, real-life settings that align with the objectives of this research.

C. Research Subject

The subjects of this study were five female seventh-semester students who participated in a teaching practicum, which took place over approximately two months, from September to November of the 2024/2025 academic year. The researcher employed a purposive sampling method relevant to the study's objectives. The selected participants were chosen based on their academic performance, specifically those who had achieved A grades in the courses "Academic Speaking," "Grammar in Spoken Discourse," and "Microteaching," as these courses reflect their competence in spoken English and teaching readiness. This method was chosen because it allowed the researcher to focus on pre-service teachers with demonstrated qualifications in teaching English. In purposive sampling, participants are selected based on particular characteristics or criteria that align with the study's goals.⁴⁵ By specifically selecting female pre-service teachers who

⁴⁵ John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, SAGE Publications, Inc., Fifth, 2018, <https://doi.org/10.4324/9780429469237-3>.

have undergone teaching practicum, the researcher ensures that the data collected is relevant to the study's focus on language features in real classroom settings. This approach enhances the validity of the research by including participants who have firsthand experience in teaching and interacting with students.

D. Data Collection

The data collection techniques which utilized in this current research included:

1. Document Review

Document review involves examining various private and public records that the research collects about the study setting and participants.⁴⁶ This research was collected by collecting video from pre-service teachers' video practicum.

The researcher used document review to collect data. According to Donald Ary, document analysis is a method for gathering qualitative data by examining written or visual materials, such as public records (video), letters, diaries, reports, and other documents.⁴⁷ This process involves a systematic analysis of content to understand underlying meanings, patterns, and contexts.

There were some steps by the researcher in collecting data:

⁴⁶ Ary et al., *Introduction to Research in Education*, 218.

⁴⁷ Ary et al., 442.

1. The first step, the researcher asked for the video practicum of pre-service teachers in teaching English.
2. The second step, the researcher carefully watched all the videos.
3. The third step, the researcher made the transcript of the videos.
4. The forth step, the researcher started to identify the language features based on Lakoff's theory, focusing on aspects such as lexical hedges or filler, tag question, rising intonation and declaratives, empty adjectives, precise color terms, intensifier, hypercorrect grammar, super polite form, avoidance of strong swear, and emphatic stress. This involved noting how these features manifested in the teachers' interactions with students and the overall instructional approach.
5. Lastly, the researcher focused on analyzing the effectiveness of these language features in facilitating communication and engagement in the classroom. This included assessing how the use of these features influenced student participation, comprehension, and the overall learning environment.

2. Interview

In a qualitative interview involves the researcher to record open-ended questions and engaging one or more participants. Once the researcher decides to collect data through qualitative interviews, the next step is to consider the interview concepts that help understand the

core phenomenon and answer the research question.⁴⁸ Various types of qualitative interview include one-on-one interviews, telephone interviews, email interviews, and focus group interviews.

In this research, the one-on-one interview technique utilized. The researcher conducted one-on-one interviews by posing questions and recording responses from individual participants, one at a time.⁴⁹ This technique was chosen because it allows for in-depth exploration of participants' perspectives, enabling the researcher to gather rich, detailed data on how female pre-service teachers use language features in their teaching practicum. Unlike group discussions, which may lead to dominant voices overshadowing others, one-on-one interviews create a more comfortable environment where participants can express their thoughts freely without external influence. Additionally, this method ensures a more focused analysis of individual linguistic choices, which aligns with the study's aim of examining specific language features in teaching interactions.

Additionally, the researcher employed a semi-structured interview approach, allowing questions to be delivered in a natural manner without disrupting the participants' comfort. In this type of interview, questions were organized within a pre-determined thematic framework to gather data.⁵⁰ However, the sequence and phrasing of the

⁴⁸ Creswell and Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, 65.

⁴⁹ Creswell and Creswell, 355.

⁵⁰ Creswell and Creswell, 302.

questions were flexible and not strictly fixed. This approach was chosen because it balances structure with flexibility, ensuring that key themes related to language features are systematically explored while also allowing participants to elaborate on their experiences in their own words. By not strictly to the question format, the researcher can adapt follow-up questions based on participants' responses, leading to deeper insights and more authentic data.

Thus, the researcher utilized one-on-one interviews and semi-structured interview to obtain research data, such as the language features used by pre-service teachers and their impact on students' engagement.

3. Observation

Observation is a method used to obtain direct and visible data by watching individuals in a natural setting. In this study, observation serves as a direct data collection technique conducted in the classroom during the teaching practicum.⁵¹ There are two types of observation: participant and non-participant. A participant observer is actively involved in the activities being studied, while a non-participant observer collects data by observing without direct involvement.

In this research, the role of a non-participant observer was adopted, as the researcher focused on attentively observing and taking notes on the teaching and language use of female pre-service teachers

⁵¹ Creswell and Creswell, 223.

without engaging in the classroom activities. This approach allowed for an objective and focused analysis of their language features during the practicum.

E. Data Analysis

In data analysis, information gathered from document reviews, interviews, and observations is systematically organized and examined. The data analysis for the language features used by pre-service teachers was analyzed by utilizing qualitative concept analysis from Donald Ary for the video practicum as a document review. The researcher applied Donald Ary's theory, explained as follows:⁵²

1. Familiarizing and Organizing

a. Familiarizing

The researcher needs to become deeply familiar with the data by reading and re-reading it, closely examining every detail to fully immerse themselves in the material for analysis.⁵³ In this research, this process is essential for identifying patterns, recurring themes, and specific language features exhibited by female pre-service teachers during their teaching practicum. By thoroughly engaging with the data, the researcher can ensure a comprehensive and accurate analysis, allowing for meaningful interpretations that align with the study's objectives.

⁵² Ary et al., *Introduction to Research in Education*, 481.

⁵³ Ary et al., 481.

b. Organizing

The researcher needs to organize the data for identifying the language features present in each worksheet.⁵⁴ The researcher carefully watched the pre-service teachers' videos and reviewed their transcripts. This step helped simplify the analysis process.

2. Coding and Reducing

a. Coding

After familiarizing and organizing the data, the next step for the researcher is coding. Coding here involves assigning a specific code to each piece of data.⁵⁵ The general approach to data coding in this research is as follows:

1) Subject Code:

PT1 = Pre-service Teacher 1

2) Location of the Research Code

JBR = Jember

BWS = Bondowoso

3) Women's Language Features Code

Table 3.1
Women's Language Features Code

Women's Language Features	Code
Lexical Hedges or Filler	LH
Tag Question	TQ
Precise Color Terms	PC

⁵⁴ Ary et al., 481.

⁵⁵ Ary et al., 482.

Rising Intonation	RI
Intensifier	IF
Hypercorrect Grammar	HG
Super Polite Form	SP
Avoidance of Strong Swear Words	SS
Emphatic Stress	ES
Empty Adjective	EA

The example of coding data as below:

PT1 - BWS: “Well, students. I think we’re ready to start our discussion”
LH *LH*

b. Reducing

The researcher simplifying the data after it has been coded.⁵⁶ It highlights the speech and specific women's language features used by pre-service teachers with different bold, italics, and underlining. Then, the data is divided into smaller sections and systematically organized to simplify the analysis process. Finally, the researcher determines which utterances fall under the category of women's language features.

3. Interpreting and Representing

a. Interpreting

In this section, the researcher explained what the reduced data means by finding patterns, understanding relationships, and

⁵⁶ Ary et al., 482.

making sense of the main themes.⁵⁷ It analyzes the language choices and actions of the female pre-service teachers to uncover deeper insights into how they used specific language features during their teaching practicum. This process involved carefully reflecting on their word choices, tone, and interaction styles to understand the underlying intentions and effects of their language. The researcher aimed to determine how these features contributed to a supportive classroom environment and impacted student engagement.

b. Representing

In this step, researcher represents the findings that were analyzed.⁵⁸ Researchers represent the findings and analysis using a descriptive explanation.

F. Data Validity

After analyzing the data, it is essential to assess its validity to confirm its reliability. Validity refers to the extent to which a method accurately measures what it is intended to measure. Several types of triangulation can be used to enhance validity, including methods triangulation, source triangulation, and investigator triangulation.⁵⁹

For this study, technique triangulation was applied. In this research, technique triangulation is used to ensure the authenticity of the data by

⁵⁷ Ary et al., 490.

⁵⁸ Ary et al., 490.

⁵⁹ Ary et al., *Introduction to Research in Education*, 499.

employing multiple methods to collect and analyze the same information.⁶⁰

The researcher combined data from document review and interview to cross-check the consistency of language features used by female pre-service teachers during their teaching practicum.

G. Research Procedure

In this research procedure, the steps for conducting the study are outlined, beginning with initial preparations, developing the research design, and concluding with the final report writing.

The stages of the research are as follows:

1. Pre-field Stage

This initial stage occurs before the research formally begins and includes analyzing the research problem, identifying the focus on language features exhibited by female pre-service teachers, conducting observations, and obtaining necessary permissions.

2. Implementation Stage

This stage covers the primary research activities, such as collecting data through content analysis of teaching videos, processing this data, and analyzing the language features based on Lakoff's theory.

3. Reporting Stage

In the final stage, the findings and interpretations are organized and compiled into a comprehensive thesis report.

⁶⁰ Ary et al., *Introduction to Research in Education*, 645.

CHAPTER IV

FINDING AND DISCUSSION

A. Overview of the Research Object

In this study, the researcher analyzed five teaching practicum videos created by five pre-service teachers who were selected based on the established criteria. The videos have duration of approximately 7-10 minutes, covering the lesson from the beginning to the end of the material explanation. The data were obtained from transcripts of the utterances during the teaching sessions and interview.

B. Research Finding

In this section, the researcher presented the analysis results based on the research objectives, which are consisted of research question: What specific language features are exhibited by female pre-service teachers during their teaching practicum? Then, the researcher analyzed the findings as follows:

1. Language Features

Based on the utterances obtained from the teaching practicum video transcripts, all pre-service teachers applied the ten language features proposed by Lakoff, known as Women's Language Features.

This can be seen in the data below:

a. Lexical Hedges or Filler

(Datum 1)

PT1 - BWS

*“Well, Aisha. **I think** you have finished the task I gave you last week.
Mmm... what do you think about it?”*

The data above showed that words “Well”, “I think” and “Mmm...” categorized as lexical hedges or fillers. The word “Well” showed as hedge which indicated that the speaker considered the situation before continue to the main topic. By using this hedge, the teacher created a conversational tone that invites Aisha for responding the topic. Besides, it also made a more cooperative and open atmosphere for conversation between teacher and students. This simple word could encourage active students’ participation in classroom discussion.

The use of “Mmm...” acted as a filler, where the sound “Mmm...” created a short pause in the conversation, giving the speaker a moment to think or transition to the next part of the discussion. It did not carry specific meaning but acted to maintain the flow of the conversation. This filler encouraged the students to feel relaxed and more comfortable participating in the discussion.

(Datum 2)

PT2 - BWS

“Um... does anyone have any ideas about the answer of this question?”

Based on the data above, the utterance “Um... does anyone have any ideas about this question?” demonstrates the use of a lexical hedge or filler in a teaching context. The word “Um...” serves as a filler, allowing the teacher a brief moment to think while also signaling to

students that they are expected to respond. Fillers like this contribute to a more natural and conversational classroom atmosphere, reducing the formality of the interaction and making students feel more comfortable participating. This language feature plays a crucial role in maintaining interaction, ensuring that students remain attentive and feel invited to contribute to the discussion.

The use of lexical hedges or fillers observed in Pre-service Teacher 2's teaching performance highlights how these features function to build a cooperative and comfortable classroom environment. Similarly, the pattern continues in the teaching practicum of Pre-service Teacher 3, where lexical hedges and fillers are also prominently utilized. Although Pre-service Teachers 1 and 2 conducted their practicum in different city from Pre-service Teacher 3, the findings reveal a consistent use of lexical hedges and fillers across these varied teaching contexts.

(Datum 3)

PT3 – JBR

"I think the author wants to express something emotional here, but let's see what you think."

The utterance "I think the author wants to express something emotional here, but let's see what you think" demonstrates the use of the lexical hedge "I think." This phrase functions to soften the teacher's statement, indicating a degree of uncertainty and opening space for student input. By using "I think," the teacher shows that the

interpretation is not absolute, thus encouraging students to form and share their own opinions. This hedge helps to reduce the authoritative tone of the teacher and creates a more dialogic and collaborative learning atmosphere. Additionally, the phrase “but let’s see what you think” reinforces the invitation for student participation, promoting critical thinking and a sense of involvement in the discussion. This use of lexical hedges supports a supportive classroom environment where students feel more confident to engage with the material.

(Datum 4)

PT4 – JBR

“Well, it seems like this verb should be in past tense, but let’s double-check together.”

The utterance “Well, it seems like this verb should be in past tense, but let’s double-check together” illustrates the use of the lexical hedge “Well” and the tentative phrase “it seems like,” both of which serve to soften the teacher’s assertion. The word “Well” acts as a discourse marker that helps ease the transition into a suggestion or explanation, creating a more conversational and less authoritative tone. Meanwhile, the phrase “it seems like” conveys uncertainty or openness to correction, inviting students to engage critically rather than passively accept the teacher’s input. By adding “but let’s double-check together,” the teacher reinforces a collaborative approach to learning, encouraging students to actively participate in the problem-solving process. These

language features not only reduce student anxiety but also support a more inclusive and interactive classroom dynamic.

(Datum 5)

PT5 – JBR

"I think this kind of question usually appears in the exam boys! So let's pay attention here."

The utterance "I think this kind of question usually appears in the exam boys! so let's pay attention here" contains the lexical hedge "I think," which functions to present the teacher's statement in a less assertive and more considerate manner. By saying "I think," the teacher signals that the information is based on personal knowledge or experience, rather than stating it as an absolute fact. This approach allows room for discussion and considerations. Additionally, by directly addressing the students with "boys" and encouraging them to "pay attention," the teacher uses a friendly tone to build rapport and maintain engagement. This combination of hedging and inclusive language supports a supportive learning atmosphere, where students feel both guided and respected as active participants in the learning process.

Based on the analysis of classroom utterances and observations, it was noted that these features mostly appeared in the classroom interactions. That was used to soften instructions, giving more time both teachers and students, and maintaining students' engagement.⁶¹ While,

⁶¹ Observation, (Bondowoso, 10 September 2024)

the interviews provided deeper insight into how these language features were served as specific purposes in facilitating communication and interaction with students. The following is the interview with Pre-service Teacher 1, reflecting the use of lexical hedges and fillers during teaching practicum.

"Yes, I realized that I often use words like that. I use a small pause like 'mmm...' to gather my thoughts. So, I think these small things actually help me connect better with the students and make the learning feel less formal."⁶²

Similar to Pre-service Teacher 1, Pre-service Teacher 2 also acknowledged the use of lexical hedges and fillers during classroom interaction. Although the specific expressions may differ, both teachers demonstrated an awareness that these features contribute to a more relaxed and engaging classroom environment.

"Actually, I do use expressions like 'um...' quite a lot when I'm teaching. I think it's something that happens naturally, especially when I'm trying to give students a chance to think or when I'm not completely sure how to start my sentence. I feel like it really helps make the classroom atmosphere more comfortable and interactive."⁶³

Both Pre-service Teacher 1 and Pre-service Teacher 2 expressed similar perspectives regarding their use of lexical hedges and fillers during teaching. Although they were placed in different schools, both carried out their teaching practicum within the same city. Despite being in separate environments, their reflections revealed that they unconsciously relied on these language features to manage classroom

⁶² Pre-Service Teacher 1, Interview, (Bondowoso, 11 September 2024)

⁶³ Pre-Service Teacher 2, Interview, (Bondowoso, 15 Oktober 2024)

interaction, reduce pressure on students, and create a more relaxed learning atmosphere. Interestingly, this pattern remains consistent even when the teaching practicum is conducted in a different city. Pre-service Teacher 3, who taught in a separate school and region, also demonstrated the use of similar lexical hedges and fillers in her classroom practice. Her interview response offers further insight into how this language use transcends location and continues to support effective student engagement.

"Honestly, I use phrases like 'I think' or 'so...' when I'm teaching, especially during explanations or when asking questions. I don't really plan it, it just comes out naturally when I'm trying to explain something clearly."⁶⁴

Interestingly, although Pre-service Teacher 3 and Pre-service Teacher 4 conducted their teaching practicum at different schools, both were assigned to schools within the same city. Despite the difference in school environments, both teachers shared a common understanding of how lexical hedges and fillers function in the classroom.

"Yes, I do use expressions like 'well' or 'I guess' quite often when I'm teaching. Sometimes I'm not even aware I'm using them, but I believe it really helps build a better connection with the students and keeps them more comfortable in the learning process."⁶⁵

Based on the analysis of classroom utterances, interview responses, and teaching observations, it is evident that the use of lexical hedges and fillers was a common and valuable aspect of the female pre-

⁶⁴ Pre-Service Teacher 3, Interview, (Jember, 12 November 2024)

⁶⁵ Pre-Service Teacher 4, Interview, (Jember, 13 November 2024)

service teachers' communication styles. Observational data showed that these features frequently occurred during lesson delivery and classroom interaction, serving both linguistic and pedagogical purposes. They helped soften the tone of instructions, created space for student engagement, and provided the teachers with time to structure their thoughts without disrupting the flow of the lesson. The interview findings further supported this, revealing that even when used unconsciously, lexical hedges and fillers were seen by the teachers as useful tools to foster a more approachable and student-friendly atmosphere. Overall, the integration of these features into their teaching practice reflects an adaptive communication strategy that enhances clarity, rapport, and inclusivity in the learning environment.

b. Tag Question

(Datum 6)

PT1- BWS

*"You understand the instructions, **don't** you?"*

The data showed "You understand the instructions, don't you?" is considered as a tag question. It follows the structural pattern of a statement followed by a short question. Tag questions are syntactic tools that can convey uncertainty, serve as a way to facilitate conversation by offering the other person a topic, or be used to demand feedback from uncooperative participants. In this context, the teacher might not be entirely sure if the students understand the instructions, so the tag "don't you?" allows them to check for confirmation. By using a tag question,

the teacher encourages students to respond, keeping the conversation open and engaging.

(Datum 7)

PT2 – BWS

*"This is the main idea of the paragraph, **isn't it?**"*

The utterance "This is the main idea of the paragraph, isn't it?" exemplifies the use of a tag question by Pre-service Teacher 2 to check students' understanding in a gentle and inclusive way. Rather than directly stating the answer, the teacher framed the statement with a tag question, which invited confirmation and encouraged student engagement. This type of question helps reduce the pressure on students by implying that the teacher is open to correction or discussion, thereby fostering a more interactive and student-centered classroom environment. It also shows the teacher's intention to keep communication open and collaborative.

The use of tag questions observed in Pre-service Teachers 1 and 2 highlights how these features encourage student engagement and ensure understanding in a more reserved classroom environment. Similarly, the pattern continues in the teaching practicum of Pre-service Teacher 3.

(Datum 8)

PT3 – JBR

*"We need to underline the verbs, **right?**"*

The utterance “We need to underline the verbs, right?” from Pre-service Teacher 3 reflects the use of a tag question that invites student participation and checks understanding. The tag “right?” functions to engage students and encourage confirmation. By using a tag question instead of a direct statement, the teacher allows room for student interaction, making the lesson feel more like a dialogue rather than a one-sided instruction.

(Datum 9)

PT4 – JBR

*"You've done this kind of exercise before, **haven't you?**"*

In this utterance, Pre-service Teacher 4 uses a tag question “haven't you?” to confirm the students' familiarity with the exercise, while also encouraging them to reflect on their past experiences. The tag question softens the statement, turning it into an invitation for feedback or confirmation from the students. By using the tag “haven't you?” the teacher not only checks for students' prior knowledge but also maintains an open and collaborative tone in the classroom. This helps ensure that students are engaged and ready to participate, while also giving them an opportunity to voice their understanding or confusion.

(Datum 10)

PT5 – JBR

*"This word is the noun, **doesn't it?**"*

In this utterance, Pre-service Teacher 5 uses a tag question “doesn't it?” to confirm students' understanding of the grammatical

concept being discussed. By using the tag question, the teacher softens the statement, inviting students to either agree or seek clarification. The use of the tag encourages student engagement and checks comprehension, fostering a more interactive atmosphere. This approach helps create a conversational tone, where students are prompted to reflect on their knowledge and contribute to the learning process.

Based on the result of the analysis and classroom observation, the use of tag questions in the teaching practices of Pre-service Teachers highlights their function as an effective strategy to engage students and ensure comprehension. These tag questions, such as “right?”, “isn’t it?”, and “okay?”, were consistently observed across various teaching sessions and contexts, indicating their role in fostering interaction and checking students’ understanding in a non-threatening manner. Through observation, it was evident that tag questions helped maintain a supportive and student-centered learning environment by inviting responses and encouraging participation.⁶⁶ To gain deeper insight into the teachers’ awareness and intentions behind using these features, interviews were conducted with the pre-service teachers. The following section presents the result of the interview with Pre-service Teacher 1, offering her perspective on how tag questions and other language features were used to support classroom communication and build a positive learning atmosphere.

⁶⁶ Observation, (Bondowoso, 10 September 2024)

"I use tag questions to make the classroom feel more relaxed and to check if the students understand. Overall, I think tag questions help keep the lesson interactive and make it easier for students to participate."⁶⁷

The use of tag questions as discussed by Pre-service Teacher 1 highlights their role in fostering an interactive and comfortable classroom environment. Similarly, Pre-service Teacher 3 also utilizes tag questions in their teaching to engage students and check comprehension. Although Pre-service Teacher 1 conducted their practicum in Bondowoso and Pre-service Teacher 3 in Jember, with different school settings, both teachers have adopted tag questions to encourage student participation and create an open, communicative atmosphere.

"I use tag questions to make sure that the students are following along and to keep the conversation going. It helps me check if they're understand or not, and it gives them an easy way to respond without feeling like they're being put on the spot."⁶⁸

The previous response also aligns closely with the perspective shared in the next interview. Although conducted at a different time and context, the next pre-service teacher expressed a similar view regarding the function of tag questions. The following response further illustrates this shared understanding.

"I find tag questions useful for keeping the class interactive and making sure the students are following along. It also helps reduce the formality in class and makes the students feel more comfortable participating. I think it's a simple way to build connection and keep the atmosphere relaxed."⁶⁹

⁶⁷ Pre-Service Teacher 1, Interview, (Bondowoso, 11 September 2024)

⁶⁸ Pre-Service Teacher 3, Interview, (Jember, 12 November 2024)

⁶⁹ Pre-service Teacher 5, Interview, (Jember, 14 November 2024)

Based on the analysis of classroom utterances, observations, and interview responses, it is evident that tag questions played a significant role in fostering an interactive and supportive classroom environment. Throughout their teaching practicum, the pre-service teachers consistently used tag questions to engage students, ensure comprehension, and create a more relaxed atmosphere. The interview responses revealed that these teachers viewed tag questions as an effective tool to check understanding while maintaining a conversational and approachable tone. Observations also confirmed that the use of tag questions helped to encourage student participation, allowing them to feel more comfortable speaking up and asking questions. Overall, tag questions proved to be an important language feature in promoting both student engagement and a positive learning environment.

c. Rising Intonation

(Datum 11)

PT1 - BWS

"The answer is C?"

The sentence "The answer is C?" is an example of rising intonation, which uses the pitch of the speaker's voice to turn a statement into a question without adding a grammatical tag. Instead of saying "The answer is C." with a flat tone, the rising pitch at the end suggests uncertainty or a need for validation. This is more subtle than a

tag question because it doesn't explicitly ask for confirmation but still invites a response. According to Lakoff's theory, this kind of intonation is often used to soften statements, show politeness, and create a more open and interactive conversation, especially in a classroom setting.

(Datum 12)

PT2 – BWS

*"We'll continue to the next chapter, **okay?**"*

The utterance "We'll continue to the next chapter, okay?" by Pre-service Teacher 2 demonstrates the use of rising intonation at the end of the sentence. The rising intonation is present in the word "okay", which typically signals that the speaker is expecting confirmation or agreement from the students. In this context, the teacher is providing a statement about the lesson's progression, but by ending with a rising intonation, they subtly invite the students to affirm their understanding or readiness to proceed.

The use of rising intonation in Pre-service Teacher 2's teaching performance further emphasizes its role in promoting interaction and engagement with students. Similarly, this feature is also prominently utilized by Pre-service Teacher 3.

(Datum 13)

PT3 – JBR

*"Everyone ready to move **on?**"*

The utterance "Everyone ready to move on?" by Pre-service Teacher 3 utilizes rising intonation at the end of the sentence. The rising

intonation is particularly noticeable in the word "on", signaling that the speaker is seeking confirmation or agreement from the students. In this context, the teacher is checking if the students are prepared to proceed with the lesson, but the rising intonation softens the statement and makes it more of a prompt rather than a direct instruction. The rising intonation invites students to affirm their readiness, which helps maintain an interactive and engaging classroom environment.

(Datum 14)

PT4 – JBR

*"Am I going to explain this to you **again**?"*

The utterance "Am I going to explain this to you again?" demonstrates the use of rising intonation at the end of the question, particularly on the word "again". This rising intonation indicates that the speaker is seeking a response or confirmation from the students, creating an expectation for engagement. In this case, the teacher is likely emphasizing the need for attention or understanding from the students. It also signals that the teacher is checking in with the class to ensure they are following along and does not want to repeat the explanation unless necessary.

(Datum 15)

PT5 – JBR

*"Andi, you didn't do your homework **again**?"*

The utterance "Andi, you didn't do your homework again?" shows a rising intonation at the end of the sentence, particularly in the

word "again." The rising intonation here indicates that the speaker is seeking confirmation or clarification, as if expecting a response from Andi. The structure of the sentence suggests a tone of mild reproach or surprise, as the speaker is expressing concern that this is a repeated issue. The rising intonation softens the potential reprimand and makes it more of an invitation for Andi to explain or respond, rather than just a statement of frustration.

Based on the analysis of classroom utterances and observations, it was evident that rising intonation was frequently employed by the pre-service teachers to create a more engaging and interactive atmosphere. Rising intonation was used to indicate that a response or participation was expected, helping to maintain student attention and encourage engagement. The teachers' use of this feature appeared consistent across different teaching contexts, with rising intonation frequently employed at the end of questions or statements that invited responses.⁷⁰ For further understand the intentions behind this pattern, the following section will present insights from the interview responses, utilized rising intonation as part of their classroom communication strategies.

"I use rising intonation to keep the students engaged and to create an interactive atmosphere. Rising intonation makes the classrooms feel more inviting, which is especially important for students who might be hesitant to speak up."⁷¹

⁷⁰ Observation, (Bondowoso, 15th October 2024)

⁷¹ Pre-Service Teacher 2, Interview, (Bondowoso, 15th October 2024)

The insights shared by Pre-service Teacher 2 reveal how rising intonation serves as a key tool for creating an interactive and approachable classroom environment. Similarly, in Pre-service Teacher 5's teaching, despite their different school and city context, rising intonation also plays a crucial role in maintaining student engagement. Both teachers recognize the importance of using rising intonation to facilitate communication and invite student responses, but the contexts in which they teach bring unique perspectives to how this feature is employed.

"I use rising intonation to keep the students engaged and to check if they're following along. It encourages students to respond or ask questions if they're confused. I like to think of it as opening for a conversation, not just me giving instructions."⁷²

Building on the previous interview responses, Pre-service Teacher 4 expressed a similar perspective regarding the use of rising intonation in the classroom. Like the others, they highlighted its role in fostering an interactive and non-intimidating environment. The use of rising intonation was seen as an effective way to signal the expectation for student participation, creating a comfortable space for them to engage in conversation without feeling pressured.

"I use rising intonation to make sure that students feel like they can respond. It makes the classroom feel less formal and more like a conversation, which I believe helps students feel more comfortable speaking up."⁷³

⁷² Pre-Service Teacher 5, Interview, (Jember, 14th November 2024)

⁷³ Pre-Service Teacher 4, Interview, (Jember, 13th November 2024)

Based on the analysis of classroom utterances, observations, and interview responses, the use of rising intonation proved to be a key strategy employed by the pre-service teachers to encourage student participation and maintain an interactive classroom atmosphere. Rising intonation was frequently used to indicate a question or prompt students to respond, helping to create a comfortable, non-threatening environment. The teachers noted in their interviews that this intonation pattern helped ease students into discussions, making them feel more at ease to engage without fear of being wrong. Observations in the classroom further confirmed that rising intonation contributed to a positive learning environment, where students were more likely to respond actively. The consistent use of this feature across different teaching contexts indicates its effectiveness in supporting student engagement and fostering a communicative classroom dynamic.

d. Empty Adjective

(Datum 16)

PT1 - BWS

*"Your handwriting is so **lovely**!"*

The sentence "Your handwriting is so lovely!" exemplifies an empty adjective, as outlined in Lakoff's theory of women's language. The adjective "lovely" conveys a positive emotional reaction without offering specific details about what makes the handwriting good, such

as neatness or legibility. According to Lakoff, women are more likely than men to use empty adjectives like "lovely," "cute," "charming," and "wonderful" to create a supportive and polite tone. In this example, a female pre-service teacher uses "lovely" to encourage and praise a student's work in a warm and affectionate way.

The presence of this feature also appeared in third Pre-service Teacher's class. Although this pre-service teacher carried out their practicum in different city and school environment from first pre-service teacher, both incorporated empty adjectives into their classroom language.

(Datum 17)

PT3 – JBR

*"Is it your book? It's **cute**!"*

The sentence "Is it your book? It's cute!" includes the empty adjective "cute", which expresses the speaker's personal reaction or impression rather than offering a specific, descriptive detail. The word "cute" carries a positive emotional tone, often used to describe something in an affectionate or endearing way, but it lacks concrete or measurable attributes. In the classroom setting, using such words can help build a warm and encouraging environment. It allows the teacher to connect with students on a more personal level, showing appreciation or admiration in a simple.

(Datum 18)

PT4 – JBR

*“Giving a big applause for this group. Such a **wonderful** presentation!”*

The sentence “Giving a big applause for this group. Such a wonderful presentation!” contains the empty adjective “wonderful.” This adjective is used to express a positive evaluation of the presentation, conveying admiration or approval. In the classroom context, using an empty adjective like “wonderful” serves to encourage and motivate students by offering emotional feedback. It helps create a supportive and affirming atmosphere, where students feel valued and recognized for their efforts.

The analysis of the utterances revealed that three of the five pre-service teachers frequently used empty adjectives to foster a supportive classroom environment. Then, based on observations of their teaching also supported this. These teachers consistently used such adjectives to create a positive, encouraging atmosphere that motivated students.⁷⁴ Furthermore, the interview responses further clarified their reasons for using empty adjectives. The teachers explained that they aimed to boost students' confidence, emphasize their efforts, and maintain a friendly environment in the classroom. The following section will show deeper into these interview responses, providing further insights into how and why these teachers employed empty adjectives as part of their teaching practices.

⁷⁴ Observation, (Bondowoso, 10th September 2024)

"I often use words like that to make my students feel good about their work and to encourage them. I believe using positive words helps create a friendly and supportive classroom atmosphere."⁷⁵

Although Pre-service Teachers 1 and 3 conducted their teaching practicum in different cities, both shared a similar approach in using empty adjectives to create a supportive and engaging classroom environment. PT3 also employed similar strategies to foster a positive atmosphere. The next section will explore how PT3 integrated empty adjectives into their teaching practices.

"I didn't really realize I was using words like that in class, but I think I used them to compliment the students. I really love to have conversation with them out of topic from our lesson. I just want to make my students were enjoying my class."⁷⁶

Although Pre-service Teachers 3 and 4 conducted their teaching practicum in different schools, PT4 also employed empty adjectives to motivate and encourage students through the use of positive descriptors. The next section will explore how PT4 integrated empty adjectives into their teaching practices and the impact it had on their students' participation.

"I often use words like 'wonderful' or 'amazing' to praise my students and make them feel good about their work. Using these kinds of words helps students feel more comfortable and encourages them to participate more actively."

Pre-service Teachers 2 and 5 had different teaching contexts; both shared a common approach in not utilizing empty adjectives in their

⁷⁵ Pre-Service Teacher 1, Interview (11th September 2024)

⁷⁶ Pre-Service Teacher 3, Interview (12th November 2024)

teaching practices. PT2 emphasized a more direct, content-focused style of communication, while PT5 focused on clarity and precision in language. Both believed that their teaching methods prioritized clear instructions and fostering understanding without relying on descriptors.

"I don't really focus on using adjectives during my lessons. I tend to be more direct when giving feedback or explaining something. My goal is for the students to understand the lesson content clearly."⁷⁷

"I don't usually use adjectives because I want to keep things clear and precise. I think using too many adjectives can make the lesson sound less serious, and I want my students to take the content seriously."⁷⁸

Based on the analysis, observation, and interview responses, the use of empty adjectives among the pre-service teachers revealed differing strategies for fostering classroom engagement. While some teachers, such as Pre-service Teachers 1, 3, and 4, utilized empty adjectives to create a supportive and encouraging environment. In contrast to that, Pre-service Teachers 2 and 5 chose to avoid them for maintaining a more focused and direct approach. Observations from the classroom revealed that those who used empty adjectives were intentional about creating a positive atmosphere, while those who refrained from using them emphasized clarity and instructional precision. The interviews further clarified these intentions, showing that the choice to use or avoid empty adjectives was influenced by the teachers' goals to either motivate students through positive

⁷⁷ Pre-Service Teacher 2, Interview, (15th October 2024)

⁷⁸ Pre-Service Teacher 5, Interview, (14th November 2024)

reinforcement or maintain clear and efficient communication. This variation in the use of empty adjectives reflects the diverse approaches pre-service teachers take in managing classroom dynamics and meeting their students' needs.

e. Precise Color Term

(Datum 19)

PT1 - BWS

*“She wears a **burgundy** Hermes bag.”*

The data above showed that the word “burgundy” serves as a precise color term, which is a language feature that conveys detailed and specific information. Instead of using a general term like “red”, the speaker uses “burgundy”, a more refined shade, to describe the color of the bag. This choice of word enriches the description and helps the listener or reader visualize the item more clearly. Such specificity is particularly useful in teaching contexts that focus on descriptive writing or vocabulary expansion, as it encourages students to be more exact and expressive in their language.

Based on the analysis of classroom utterances and observations, it was noted that the use of precise color terms was a rare occurrence, with Pre-service Teacher 1 being the only one to incorporate such specific language in her classroom communication. The use of precise color terms, such as describing a handbag as "burgundy," was observed as a way to help students visualize and better understand the material,

particularly during the lesson on descriptive text.⁷⁹ This careful choice of vocabulary contributed to a richer and more vivid learning experience. To further understand her approach, the following section will present the interview response from Pre-service Teacher 1 behind using precise color terms in her teaching practicum.

"Honestly, I didn't plan to use that specific word, but it just came out naturally during the lesson. I was teaching descriptive text and showed the students a photo of Victoria Beckham as an example. I wanted to describe her outfit clearly, I used the word 'burgundy' instead of just 'red' because I thought it would help the students understand how to be more specific and detailed in their descriptions."⁸⁰

While the analysis revealed that only one pre-service teacher incorporated precise color terms in her classroom communication, the remaining four did not utilize this language feature during their teaching practicum. Based on classroom observations and follow-up interviews, it became clear that these teachers confirmed the use of specific or refined color descriptions was not a conscious part of their teaching material. The following interview reflected their perspectives on the absence of precise color terms in their instructional language.

"To be honest, I didn't use any specific or precise color terms in my teaching because I didn't find it necessary."⁸¹

⁷⁹ Observation, (Bondowoso, 10th September 2024)

⁸⁰ Pre-Service Teacher 1, Interview (Bondowoso, 11th September 2024)

⁸¹ Pre-Service Teacher 2, Interview (Bondowoso, 15th October 2024)

Similar to the previous response, another pre-service teacher also shared a comparable perspective regarding the absence of precise color terms in her classroom discourse.

"I don't think I ever used precise color terms in my teaching because I didn't really need to."⁸²

The next interview response comes from another pre-service teacher who, like the previous one, did not utilize precise color terms in her teaching.

"I didn't use any specific color terms in my teaching because I didn't think they were necessary."⁸³

Based on the analysis of utterances, classroom observations, and interview data, the use of precise color terms was found to be extremely limited among the pre-service teachers. Only one teacher incorporated this feature into her teaching, using the term "burgundy" while explaining a descriptive text. Her use of specific vocabulary aimed to enrich students' language and enhance their ability to visualize content more clearly. However, the remaining pre-service teachers did not use precise color terms, which, as confirmed in their interviews, was due to the nature of the topics they taught. This suggests that the relevance of language features like precise color terms largely depends on the subject matter and teaching objectives at hand.

f. Intensifier

(Datum 20)

⁸² Pre-Service Teacher 5, Interview (Jember, 14th November 2024)

⁸³ Pre-Service Teacher 3, Interview (Jember, 12th November 2024)

PT1 – BWS

*"I'm **so** proud of how hard you worked on this assignment, students!"*

The data above showed that the sentence "I'm so proud of how hard you worked on this assignment, students!" is categorized as using an intensifier. The word "so" functions as an intensifier, emphasizing the teacher's strong feelings of pride toward the students' effort. By using this intensifier, the teacher expressed genuine enthusiasm and support, which helped create a positive and encouraging atmosphere in the classroom. Besides, this choice of language could motivate students and boost their confidence, promoting active participation and engagement during classroom activities.

(Datum 21)

PT2 (BWS)

*"You did a **really** good job on this material"*

This utterance includes the intensifier "really", which serves to strengthen the adjective "good" in the sentence. By using "really," the speaker amplifies the level of praise, making the compliment sound more enthusiastic and encouraging. Intensifiers like "really" are often used to convey strong emotions, emphasize a point, or provide reassurance. In this context, it helps the teacher express sincere appreciation for the student's effort, thereby boosting confidence and reinforcing positive behavior in the classroom.

Although Pre-service Teacher 2 and Pre-service Teacher 3 conducted their teaching practicum in different cities, both demonstrated a similar use of intensifiers to emphasize positive feedback and build student confidence.

(Datum 22)

PT3 – JBR

*"This topic is **very** important, so please pay attention."*

The sentence contains the intensifier “very”, which strengthens the adjective “important.” By using this intensifier, the speaker emphasizes the significance of the topic being discussed. This expression helps to draw students’ focus and signals that the upcoming information is crucial. Intensifiers like “very” are often used by teachers to convey urgency, seriousness, or enthusiasm, making the message more impactful and engaging for students.

(Datum 23)

PT4 – JBR

*"That's a **really** creative answer, I like it!"*

This sentence uses the intensifier “really” to modify the adjective “creative.” The use of “really” enhances the compliment, making it sound more enthusiastic and sincere. By intensifying the praise, the teacher reinforces positive behavior and encourages students to continue participating actively. Such use of intensifiers helps create a motivating classroom atmosphere where students feel appreciated and confident in expressing their ideas.

(Datum 23)

PT5 (JBR)

*"You explained it **so** clearly, Danial"*

In this sentence, the intensifier “so” is used to emphasize the adverb “clearly.” By saying "so clearly," the teacher is giving strong praise to the student’s explanation, highlighting its clarity. The use of the intensifier makes the compliment feel more genuine and appreciative. This helps to not only motivate Danial but also contributes to creating a positive and encouraging learning environment in the classroom, where students feel validated for their efforts and contributions.

Based on the analysis of classroom utterances and observations, it was evident that all five pre-service teachers effectively used intensifiers to emphasize important points in their lessons. The use of words like "really," "so," and "very" was often observed when the teachers wanted to underscore key concepts or encourage students' engagement.⁸⁴ This pattern of usage highlighted the teachers' intent to ensure their message resonated more strongly with the students, making certain ideas stand out. Additionally, the teachers' tone and delivery reflected a conscious effort to grab the students' attention and maintain a dynamic classroom atmosphere. In the following section, the interview

⁸⁴ Observation, (Bondowoso, 10th September 2024)

responses will provide further insight into the teachers' motivations and reflections on using intensifiers in their teaching practice.

"I use intensifiers like 'really' or 'so' naturally when I'm talking in class. It's just the way I speak, and it helps me emphasize important points or show my excitement about something. I don't really think about it much; it just comes out naturally during my teaching."⁸⁵

Although PT1 mentioned that the use of intensifiers came naturally during her teaching, PT2 until PT5 took a more intentional approach in utilizing them. They explained that they deliberately used intensifiers to emphasize key points in their explanations, helping their students grasp important information more effectively. This purposeful use of intensifiers contrasts with PT1's more spontaneous style. The following interview response represents Pre-service Teacher 2's perspective.

"I use intensifiers like 'really' or 'so' when I want to emphasize something important in my lesson. I find that it helps them focus and gives extra attention to the parts of the lesson I want them to remember."⁸⁶

Based on the analysis of classroom utterances, observation, and interview responses, it is clear that intensifiers were used purposefully by most of the pre-service teachers to emphasize key points in their lessons. While some teachers, like Pre-service Teacher 1, used intensifiers more naturally and spontaneously during their teaching. In contrast, others including Pre-service Teachers 2 through 5, deliberately

⁸⁵ Pre-Service Teacher 1, Interview (Bondowoso, 11th September 2024)

⁸⁶ Pre-Service Teacher 2, Interview (Bondowoso, 15th October 2024)

incorporated them to highlight important concepts. This intentional use of intensifiers allowed the teachers to focus students' attention on critical aspects of the lesson, ensuring that key points were not overlooked. From the interviews, it was evident that this language feature was seen as a valuable tool for guiding student understanding, making it an effective strategy for enhancing communication and engagement in the classroom.

g. Hypercorrect Grammar

(Datum 24)

PT1 – BWS

“Students, we are going to begin the lesson”

This utterance demonstrates the use of grammatically standard and formal English, reflecting hyper-correct grammar. The sentence avoids contractions (e.g., “We’re”) and uses the full form “We are going to,” which is more formal and carefully constructed. According to Lakoff, women are more likely to use hyper-correct grammar as a reflection of their attentiveness to social norms and linguistic accuracy, especially in formal or professional settings such as the classroom. This serves as professionalism, clarity, and respect in communication.

(Datum 25)

PT2 – BWS

“Could you please tell me what the differences are between these two texts?”

This sentence demonstrates the use of hyper-correct grammar through its formal and precise sentence structure. Rather than opting for a more casual version like “What’s the difference between these texts?” the speaker uses a polite, well-formed question. The placement of the verb “are” after the noun phrase “what the differences” reflects an awareness of standard grammatical rules, particularly in indirect questions. This level of grammatical precision contributes to a formal and respectful tone in the classroom, enhancing clarity and modeling proper English usage for students.

Following the grammatically precise expression observed in Pre-service Teacher 2’s utterance, a similar pattern of hyper-correct grammar is also evident in Pre-service Teacher 3.

(Datum 26)

PT3 – JBR

“Does anyone know what the author is trying to convey in the second paragraph?”

This sentence demonstrates the use of hyper-correct grammar, particularly in its formal sentence structure and the accurate use of subject-verb agreement, question formation, and vocabulary choice. The pre-service teacher uses precise and complete grammatical construction, avoiding contractions or informal phrasing, which contributes to a more polished and academic tone in the classroom. By using such grammatically correct language, the teacher models standard English

usage for the students and maintains a professional tone suitable for instructional contexts.

(Datum 27)

PT4 – JBR

“If you had studied the material carefully, you can answer this question correctly.”

This utterance reflects the use of hyper-correct grammar, although it slightly blends two conditional structures. The teacher attempts to use a mixed conditional sentence, combining a past hypothetical situation with a present result. While the technically correct form would be “you could have answered” or “you would be able to answer,” the intention shows an effort to apply complex grammatical forms in the classroom. This demonstrates the teacher's focus on maintaining formal and structured English, characteristic of hyper-correct grammar. It shows a commitment to using advanced grammar to model language use for students in an instructional setting.

(Datum 28)

PT5 – JBR

“Each student is responsible for completing their own assignment.”

This sentence exemplifies the use of hyper-correct grammar through its precise subject-verb agreement, correct use of a formal tone, and proper syntactic structure. The subject “Each student” is singular, and the verb “is” matches accordingly. Additionally, the sentence uses a passive yet authoritative tone common in academic English, which aligns with the characteristics of hyper-correct grammar. It further

showed the teacher's emphasis on grammatical accuracy, likely intended to model formal and proper language for the students.

Based on the analysis of classroom utterances, observation, and interview responses, the use of hyper-correct grammar was consistently observed across all five pre-service teachers. The teachers demonstrated a strong inclination to maintain grammatically correct and formally structured sentences, which not only highlighted their language proficiency but also contributed to clearer communication in the classroom. During observations, it was noted that this careful attention to grammar helped students better understand lesson content, ensuring instructions were conveyed effectively.⁸⁷ The structured language used by the teachers created a sense of professionalism and clarity, which in turn supported the students' learning process.

The following section will present interview responses from the pre-service teachers, offering further insights into their deliberate use of hyper-correct grammar. These interviews shed light on the teachers' motivations for employing such precise language, their awareness of its impact on student comprehension, and how they integrated it into their teaching practices.

"I want to be the role model in English for my students. I believe that using correct grammar sets a good example for them. It's important for me to teach them not just the content, but also how to communicate accurately."⁸⁸

⁸⁷ Observation, (Bondowoso, 10th September 2024)

⁸⁸ Pre-Service Teacher 1, Interview (Bondowoso, 11th September, 2024)

Although Pre-service Teachers 1 and 4 conducted their teaching practicum in different cities, their approach to using hyper-correct grammar in the classroom reveals a shared goal of modeling professionalism through the use of accurate English. The next section will explore PT4's perspective on using hyper-correct grammar in detail.

"I use hyper-correct grammar because I want my students to see the correct way to speak and write in English. I try to show them that using good grammar isn't just for formal writing but also for everyday conversation."⁸⁹

The previous pre-service teachers, emphasizes the importance of demonstrating proper language use, even when students may not fully grasp its meaning initially. Similarly, the next pre-service teacher shares a comparable view.

"I use hyper-correct grammar in my teaching because I want the students to know that grammar is important not only in writing but also in spoken language. Even if they don't fully understand the meaning right away, I make sure to use correct grammar when speaking."⁹⁰

Based on the analysis of classroom utterances, observation, and interview responses, the use of hyper-correct grammar was evident as a consistent feature in the teaching practices of all five pre-service teachers. In the classroom, their grammatically accurate and formal language helped foster clear communication and served as a model for students, guiding them toward proper language usage. Observations highlighted how this attention to grammar contributed to a structured

⁸⁹ Pre-Service Teacher 4, Interview (Jember, 13th November 2024)

⁹⁰ Pre-Service Teacher 5, Interview, (Jember, 14th November 2025)

and professional classroom environment, facilitating effective teaching and learning. The interview responses further confirmed the teachers' intentional use of hyper-correct grammar to ensure clarity and promote language proficiency. Overall, this feature proved essential in supporting student comprehension and reinforcing the importance of precise language in an academic context.

h. Super Polite Form

(Datum 29)

PT1 – BWS

"Please remember that everyone must bring their own materials to class tomorrow."

The data above showed that the sentence "Please remember that everyone must bring their own materials to class tomorrow." is categorized as using super polite form, which aligns with Lakoff's theory of women's language features. This utterance reflects the use of a super polite form through the inclusion of the word "please" at the beginning of the instruction. Rather than commanding students directly, the teacher softens the reminder with a polite expression, creating a respectful and considerate tone. This aligns with Lakoff's theory, which suggests that women often use super polite forms to maintain harmony and avoid sounding too authoritative. The politeness here helps establish a supportive classroom atmosphere and encourages student cooperation without pressure.

(Datum 30)

PT2 – BWS

*“Students, could you **please** open your textbooks page 50”*

In this utterance, PT2 uses the super polite form by incorporating the phrase "could you please," which is a common way to make a request sound more polite. The use of "please" softens the request, making it more considerate and respectful. PT2's intention is to politely guide the students to follow a task (opening their textbooks to a specific page), ensuring a cooperative and respectful classroom atmosphere. This demonstrates PT2's awareness of maintaining politeness, which is crucial in establishing a positive and professional relationship with the students.

Although Pre-service Teachers 1 and 2 conducted their teaching practicum area differently with Pre-service Teacher 3, their use of super polite forms to foster a respectful and cooperative classroom environment is noteworthy.

(Datum 31)

PT3 – JBR

***"Please** don't hesitate to ask for clarification if you need it."*

The sentence "Please don't hesitate to ask for clarification if you need it" is an example of using a super polite form, where the speaker employs indirect and respectful language to encourage student participation. By using phrases like "Please" and "don't hesitate," the teacher softens the request, making it more polite and less authoritative. This approach not only invites students to seek help but also promotes

an open, supportive learning environment where students feel comfortable asking questions without fear of judgment. This form of politeness enhances the teacher-student relationship and fosters a climate of respect and cooperation in the classroom.

(Datum 32)

PT4 – JBR

*"Azka, could you **please** read this out loud for the class?"*

The sentence "Azka, could you please read this out loud for the class?" exemplifies the use of super polite forms in classroom interaction. The speaker employs the polite request "Could you please" to make the request sound less direct and more considerate. The use of "please" further softens the tone, showing respect for the student. This form of politeness helps to maintain a friendly and respectful atmosphere in the classroom, ensuring that the student feels encouraged rather than pressured. By using such polite language, the teacher conveys professionalism and fosters an environment where students are more likely to feel comfortable and engaged.

(Datum 33)

PT5 – JBR

*"**Please** feel free to approach me if you have any questions about the topic."*

The sentence "Please feel free to approach me if you have any questions about the topic." demonstrates the use of super polite form in a classroom context. The phrase "please feel free" is a highly polite and

encouraging expression that invites students to engage without hesitation. It reduces any sense of intimidation, creating a more approachable and open teacher-student relationship. This kind of language helps to build trust and support, showing that the teacher values student participation and is available in making the learning environment more inclusive and positive.

Based on the analysis of classroom utterances and observations, it was clear that all five pre-service teachers consistently employed super polite forms to maintain a respectful and supportive tone in the classroom. Observing the teachers in action, it was evident that their language choices were not only about following proper etiquette but also about establishing a positive, inclusive atmosphere.⁹¹ In addition to these observations, the interview responses provide further insight into the teachers' motivations behind using these polite forms. To represent the different teaching contexts, the following section will present the interview answers from three teachers. These responses shed light on how and why they integrated super polite forms into their teaching style, shaped by their classroom environment and student needs.

"I believe as a teacher, we're not just delivering material, we're also setting an example for our students. I think it helps build a positive relationship with the students. If we expect them to be respectful and well-mannered, we have to model that behavior ourselves. I want my students to learn not just the content, but also how to communicate in a respectful and appropriate way."⁹²

⁹¹ Observation, (Bondowoso, 15th October 2024)

⁹² Pre-Service Teacher 2, Interview, (Bondowoso, 15th October 2024)

While PT2 emphasized the importance of modeling professional and respectful language in the classroom, Pre-service Teacher 4, who conducted her teaching practicum in a different region with students of varying English proficiency, expressed a similar perspective. Despite the contrasting school environments between Jember and Bondowoso, both teachers viewed the use of polite language forms as essential to maintaining classroom respect and setting a good example. The following response from PT4 further illustrates this shared belief.

"I always try to speak politely in class because I believe it helps me gain the students' respect. Even though some of my students aren't very fluent in English, they can still feel the tone of my words."⁹³

The previous pre-service teachers emphasize the importance of demonstrating proper language use, even when students may not fully grasp its meaning initially. Similarly, the next pre-service teacher shares a comparable view.

"I use polite forms in my teaching because I believe it's important to show respect to everyone, not just older people but also younger ones. In the classroom, I want to create an atmosphere where students feel valued and respected, regardless of their age."⁹⁴

Based on the analysis of classroom utterances, observation, and interview responses, it is clear that the use of super polite forms by the pre-service teachers played a crucial role in fostering a respectful and supportive classroom atmosphere. Throughout the analysis, it was

⁹³ Pre-Service Teacher 4, Interview, 13th November 2024)

⁹⁴ Pre-Service Teacher 5, Interview, 14th November 2024)

evident that these teachers consciously chose to employ polite language. Observations in the classroom further confirmed that this choice of language helped create an inclusive and positive environment, encouraging student participation and ensuring that students felt valued and comfortable. From the interviews, the teachers explained that their use of super polite forms was not only a reflection of their desire to be professional but also a strategy to build rapport with students and maintain a positive learning environment. The consistency between classroom behavior and interview responses shows that super polite forms were intentionally integrated into their teaching to encourage a supportive and respectful classroom dynamic. Overall, it can be concluded that the use of super polite forms is effective in promoting a constructive learning environment.

i. Avoidance of Strong Swear

(Datum 34)

PT1 – BWS

"Oh my goodness, I can't believe all of you forgot about the assignment!"

The data above showed that the sentence "Oh my goodness, I can't believe all of you forgot about the assignment!" is categorized as using avoidance of strong swear words, which aligns with Lakoff's theory of women's language features. Instead of expressing frustration with strong swearing, the teacher uses the milder expression "Oh my goodness", demonstrating politeness and self-control. By avoiding harsh

language, the female pre-service teacher maintains a professional and respectful tone, even when addressing students' mistakes. Besides, this choice of language helps create a safe and supportive classroom environment, allowing students to receive constructive feedback without feeling intimidated or discouraged, which can promote positive learning attitudes and student engagement.

(Datum 35)

PT2 – BWS

"Oops, that's a little mistake. It's okay, we can fix it together."

This utterance illustrates PT2's use of Avoidance of Strong Swear through the employment of soft and supportive language when addressing a student's error. Rather than using harsh or critical terms, PT2 uses the mild interjection "Oops" and phrases like "a little mistake" to gently acknowledge the error. The follow-up reassurance "It's okay, we can fix it together" not only avoids blame but also fosters a collaborative and safe learning environment. This approach helps reduce anxiety among students, making them more comfortable participating and learning from mistakes without fear of judgment or reprimand.

(Datum 36)

PT3 – JBR

"That's a bit confusing, isn't it? Let me explain it again."

In this utterance, PT3 demonstrates Avoidance of Strong Swear by choosing soft, non-blaming language to address a potentially unclear point in the lesson. Instead of expressing frustration or using harsh

expressions, the phrase “a bit confusing” gently acknowledges the difficulty without assigning fault to the students. Additionally, the use of the tag question “isn’t it?” invites agreement and shows empathy, while the follow-up “Let me explain it again” reflects a supportive and patient teaching attitude. This approach encourages students to stay engaged and ask questions without fear of negative judgment.

(Datum 37)

PT4 – JBR

"It's okay if you didn't get it, let's go over it again."

The utterance “It’s okay if you didn’t get it, let’s go over it again” is a clear example of avoiding strong swear words and demonstrates a supportive and empathetic tone. By using the phrase "It’s okay," the teacher reassures the student that making mistakes is normal and does not result in negative judgment. The teacher then shifts the focus to a positive action, "let’s go over it again," which emphasizes collaboration and the opportunity for improvement rather than focusing on the mistake.

(Datum 38)

PT5 – JBR

"That's almost right! Let me just explain it again ya."

The utterance “That’s almost right! Let me just explain it again ya” shows how PT5 avoids strong swear words and uses a gentle, encouraging tone. By saying "almost right," the teacher recognizes the student's effort while softly correcting the mistake. This makes the

correction feel less harsh and more supportive. The teacher doesn't criticize directly; instead, they offer encouragement and further explanation in a friendly manner. The addition of "ya" keeps the tone casual and approachable, creating a more relaxed, conversational atmosphere. This approach helps maintain a positive, non-threatening classroom environment, where students feel comfortable making mistakes and asking for clarification.

Based on the analysis of classroom utterances and observations, it is evident that the teachers made a conscious effort to avoid using strong swear words in their interactions with students. Throughout the observation, it was clear that their language choices were deliberately soft and gentle, aimed at maintaining a positive and supportive classroom atmosphere.⁹⁵ This approach helped to foster an environment where students felt safe and encouraged to participate without fear of harsh criticism. The teachers consistently used mild language to correct mistakes or offer feedback, ensuring that the tone of the classroom remained non-confrontational.

In addition to these observations, the interview responses provide further insight into the teachers' intentions behind this behavior. Despite the different teaching contexts, all of the teachers aimed to create a comfortable, non-confrontational environment. Let's explore

⁹⁵ Observation, (Bondowoso, 10th September, 2024)

the interview responses in more detail to better understand this approach to avoiding strong swear words.

"I try to avoid using harsh language in class because I am a teacher, right? I think that using gentle language helps build their confidence and encourages them to keep trying without feeling embarrassed. I want them to know that mistakes are a natural part of learning, and they don't need to fear making them in front of others."⁹⁶

The second pre-service teacher shared a similar perspective regarding the importance of maintaining a positive and supportive classroom atmosphere. Just like the first teacher, they emphasized the value of using gentle and encouraging language to avoid discouraging students.

"I believe that as a teacher, it's important to model the behavior we want to see in our students, including the way we speak to them. When I avoid strong swear words and use more gentle language, I'm showing them how to communicate respectfully."⁹⁷

Similar to the second pre-service teacher, the third pre-service teacher also shared the view that avoiding strong swear words helps create a positive and encouraging classroom environment. This approach not only prevents negative or harsh language but also fosters a supportive atmosphere where students feel comfortable learning and making mistakes.

"I try to avoid using strong or harsh words in class because I believe it's important to maintain a positive and respectful atmosphere. When students make mistakes, I don't want them to feel bad about it. By being mindful of my language,

⁹⁶ Pre-Service Teacher1, Interview, (Bondowoso, 11th September 2024)

⁹⁷ Pre-Service Teacher 2, Interview (Bondowoso, 15th October 2024)

I also set an example for my students on how to communicate politely and respectfully."⁹⁸

Based on the analysis of the utterances, interview responses, and the researcher's observations, it is clear that the use of avoidance of strong swear words is an important feature in fostering a positive and supportive classroom environment. The pre-service teachers consistently employed softening strategies such as using gentle language and encouraging tones, which helped maintain a respectful atmosphere. The interview answers further emphasized their intentionality in avoiding harsh or confrontational language, which aligns with their goal of creating a safe space for students to learn and engage without fear of criticism. The avoidance of strong swear words not only mitigates negative reactions but also promotes a more effective and empathetic teaching process, reinforcing a constructive learning environment. This feature, therefore, plays a significant role in encouraging student participation, reinforcing positive interactions, and maintaining professionalism in the classroom.

j. Emphatic Stress

(Datum 39)

PT1 – BWS

*"This is a **very** important thing, so please remember it!"*

The data above showed that the sentence "This is a very important thing, so please remember it!" is categorized as using

⁹⁸ Pre-Service Teacher 3, Interview (Jember, 12th November 2024)

emphatic stress, which aligns with Lakoff's theory of women's language features. The word "very" functions as emphatic stress, highlighting the significance of the information being conveyed. By using emphatic stress, the female pre-service teacher emphasizes the importance of the material, capturing students' attention and reinforcing the need to remember the concept. Besides, this choice of language helps create a focused and attentive classroom atmosphere, encouraging students to prioritize key information and engage actively in the learning process.

(Datum 40)

PT2 – BWS

*"You **need to pay attention** to this part, okay?"*

The utterance "You need to pay attention to this part, okay?" is an example of emphatic stress used to underscore the importance of the information being presented. The speaker places emphasis on "need" and "pay attention," signaling to the students that this part of the lesson is critical and requires their focus. The use of "okay?" at the end serves as both a check for understanding and a way to soften the directive, making the tone more conversational and less authoritative. This technique ensures that the message is received clearly, while also fostering an environment where students feel comfortable engaging with the teacher. The emphasis reinforces the idea that this content is crucial for the students' success, helping to keep them attentive and motivated.

While the use of emphatic stress is evident in the previous example, it's important to note that the approach may vary slightly

across different teaching contexts. The next analysis will explore how a different pre-service teacher utilizes emphatic stress in their teaching, highlighting how they adjust their approach to fit the needs of their students and teaching environment.

(Datum 41)

PT3 – JBR

*"This is the **most important** thing you'll need to remember for the test."*

In this example, the speaker uses emphatic stress on "most important" to highlight the significance of the information being shared. By stressing "most important," the teacher ensures that students recognize this particular point as crucial for the upcoming test, signaling its priority. The tone emphasizes the importance of the content and serves to grab the students' attention, encouraging them to focus on this key information. Emphatic stress in this context helps reinforce the teacher's message, making it stand out and ensuring students understand its relevance. This approach contributes to making the lesson more engaging and impactful.

(Datum 42)

PT4 – JBR

*"You've done a **great job**, but make sure you pay attention to the details."*

The utterance "You've done a great job, but make sure you pay attention to the details" demonstrates the use of emphatic stress through

the deliberate highlighting of key parts of the sentence. The phrase “great job” is likely delivered with noticeable emphasis to praise the student’s effort, while “pay attention to the details” is also stressed to draw the student’s focus to areas that still need improvement. This balanced use of praise and correction allows the teacher to maintain a supportive tone while still providing constructive feedback. The emphatic stress helps communicate both encouragement and a clear instructional point, making the message more impactful and easier for students to understand and remember.

(Datum 43)

PT5 – JBR

*“This is **very important** to understanding the whole steps.”*

The utterance “This is very important to understanding the whole steps.” reflects the use of emphatic stress to highlight a key point during instruction. The teacher likely stresses the words “very important” to signal to students that the information being discussed is essential. This emphasis helps students identify which parts of the lesson they should focus on and retain. By emphasizing importance, the teacher not only clarifies the structure of the material but also keeps students engaged. It adds weight to the explanation and supports the learning process by guiding students toward what matters most in the lesson.

The classroom utterances analyzed earlier reveal how emphatic stress was used strategically by several pre-service teachers to draw

students' attention to crucial information. Based on classroom observations, this feature was often delivered with a noticeable change in pitch or volume, making the emphasized words stand out clearly and helping to sustain student engagement.⁹⁹ These observations also showed that emphatic stress was typically used when teachers were giving instructions, clarifying important concepts, or offering feedback. By placing vocal emphasis on certain words or phrases, they were able to guide students' focus and enhance their understanding of the lesson's key points.

In order to gain deeper insight into the reasons behind this usage, the following section presents interview responses that explore the teachers' intentions and reflections on employing emphatic stress during their teaching practicum.

“When I teach, sometimes I put extra stress on certain words because I want my students to really focus on those parts. For example, when something is important for a test or for their understanding, I say it a little louder or slower. I feel like it helps them follow the lesson better and keeps their attention.”¹⁰⁰

Pre-service Teacher 4 also expressed a similar perspective on the use of emphatic stress in the classroom. Just like the previous teacher, she believed that emphasizing certain words or phrases was an effective way to help students recognize important information and stay engaged

⁹⁹ Observation, (Bondowoso, 10th September 2024)

¹⁰⁰ Pre-Service Teacher 1, Interview, (Bondowoso, 11th September 2024)

during the lesson. The following interview response illustrates her reasoning and intention behind applying emphatic stress in her teaching.

“I often emphasize certain words when I speak in class, especially when I want my students to really focus on something. For example, if there’s a concept that’s going to appear in their test, I will say it a bit louder or more clearly to make sure they remember. I think it helps them catch the important parts of the lesson.”¹⁰¹

Pre-service Teacher 5 also shared a similar perspective on the use of emphatic stress in classroom interactions. Despite the differences in students’ learning styles and classroom dynamics, she believed that emphasizing key words or phrases could effectively help students stay focused and grasp the core ideas of the lesson. The following response explains how she incorporated emphatic stress into her teaching to support student understanding.

"For me, using stress on certain words is like giving students a signal. However, when I talk about something I know is essential for their understanding, my voice naturally changes. I think it helps make the lesson clearer and keeps them more engaged, especially during parts that are a bit tricky."¹⁰²

Based on the analysis of classroom utterances, interview responses, and observations during the teaching practicum, it is clear that emphatic stress is a powerful tool used by pre-service teachers to enhance student engagement and understanding. By strategically stressing key words and phrases, teachers are able to direct students' attention to important concepts, guiding them through complex material.

¹⁰¹ Pre-Service Teacher 4, Interview, (Jember, 13th November 2024)

¹⁰² Pre-service Teacher 5, Interview, (Jember, 14th November 2024)

The interview insights reveal that teachers intuitively use emphatic stress to signal what is important, reflecting their awareness of its impact on student focus. Furthermore, observations of their teaching practices confirm that this feature plays a crucial role in creating a dynamic and interactive learning environment. Overall, the use of emphatic stress is not only a natural part of communication, but also an effective pedagogical strategy that contributes significantly to the teaching process.

After conducting the data analysis, the researcher presented a summary of the findings. The detailed summary for all focus areas is provided in the table below.

Table 4.1

The Finding of Data Analysis

No.	Language Features	PT1	PT2	PT3	PT4	PT5	Total
1.	Lexical Hedges/Fillers	12	8	10	13	11	54
2.	Tag Questions	2	2	2	4	3	13
3.	Rising Intonation	3	3	3	4	4	17
4.	Empty Adjectives	1	0	1	1	0	3
5.	Precise Color Terms	1	0	0	0	0	1
6.	Intensifiers	3	5	5	6	7	26
7.	Hyper-correct Grammar	4	5	4	5	5	23
8.	Super Polite Form	4	3	3	5	4	19
9.	Avoidance of Strong Swear	1	1	1	1	1	5
10.	Emphatic Stress	3	3	4	4	5	19

	Total Utterances	180
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The overall findings demonstrated that all of Lakoff's language features were represented in the female pre-service teachers' classroom communication. This indicates a strong alignment between the observed language use and Lakoff's theory of Women's Language Features. Among the ten identified features, lexical hedges and fillers showed as the most dominant occurring 54 times. Meanwhile precise color terms appeared only once. The varying frequency of these features suggests that some language features are frequently used in instructional settings, while others may be more situational. This pattern is also supported by the interview responses from the pre-service teachers, who consistently indicated that lexical hedges were the language features they used most frequently in their teaching.

"Yes, I realized that I often used words like 'uh', 'you know', or 'Mmm...' when I was teaching. At first, I didn't really notice it, but after reflecting on my teaching, I understood that I use them because sometimes I need time to think about the right vocabulary to use. So, using fillers or hedges helps me manage that moment while I'm searching for the correct words."¹⁰³

This perspective is in line with the next pre-service teacher, who also acknowledged that she frequently used fillers during her teaching.

"Yes, I realized I often use fillers like 'um' or 'well' when I'm teaching. It's not something I plan, but it just comes out when I need a second to think or when I'm trying to explain something clearly. Sometimes I pause to remember the right words or how to explain a concept better."¹⁰⁴

¹⁰³ Pre-Service Teacher 1, Interview (Bondowoso, 11th September 2024)

¹⁰⁴ Pre-Service Teacher 3, Interview (Jember, 12th November 2024)

This perspective aligns with the following pre-service teacher, who also admitted to frequently using fillers in her classroom interactions.

"Yes, I realized that I often used fillers like 'uhm,' or 'like' when I was explaining something to the students. I think it's because sometimes I need a second to think about the right word. So, those fillers help me. But I also know that using too many fillers can make me sound less confident, so I want to work on minimizing them in the future. I want to speak more fluently and clearly when I teach."¹⁰⁵

According to the explanation above, these features were primarily used to create space for thought, manage uncertainty, and maintain a natural flow of speech during instruction. The teachers acknowledged their reliance on fillers, with some recognizing it as a strategy to manage vocabulary difficulties, while others expressed their intention to minimize their use in future teaching. This consistent use across different individuals and contexts highlights how lexical hedges and fillers play an essential role in shaping classroom communication and supporting the teachers' delivery of material. While lexical hedges and fillers were widely utilized, the use of precise color terms was notably rare, with only one pre-service teacher incorporating this feature in her classroom instruction. This contrast raises the question of why such a specific and descriptive language feature appeared so infrequently among the others, prompting a closer look at the relevance

¹⁰⁵ Pre-Service Teacher 4, Interview (Jember, 13th November 2024)

of precise color terms to the subject matter taught by each pre-service teacher.

"Honestly, I didn't plan to use that specific word, but it just came out naturally during the lesson. I was teaching descriptive text and showed the students a photo of Victoria Beckham as an example. I wanted to describe her outfit clearly, so I said something like, 'She wears a burgundy Hermes bag.' I used the word 'burgundy' instead of just 'red' because I thought it would help the students understand how to be more specific and detailed in their descriptions."¹⁰⁶

While the analysis revealed that only one pre-service teacher incorporated precise color terms in her classroom communication, the remaining four did not utilize this language feature during their teaching practicum. Based on classroom observations and follow-up interviews, it became clear that these teachers confirmed the use of specific or refined color descriptions was not a conscious part of their teaching material. The following interview reflected their perspectives on the absence of precise color terms in their instructional language.

"To be honest, I didn't use any specific or precise color terms in my teaching because I didn't find it necessary. The topic I taught was about greetings, so there wasn't really any context where I needed to describe colors in detail. I focused more on expressions, gestures, and pronunciation to help the students understand how to greet others properly. Using color terms just didn't come up naturally in my lessons."¹⁰⁷

¹⁰⁶ Pre-Service Teacher 1, Interview (Bondowoso, 11th September 2024)

¹⁰⁷ Pre-Service Teacher 2, Interview (Bondowoso, 15th October 2024)

Similar to the previous response, another pre-service teacher also shared a comparable perspective regarding the absence of precise color terms in her classroom discourse.

"I don't think I ever used precise color terms in my teaching because I didn't really need to. In my video of practicum, I was focusing on grammar topics like simple past tense and past continuous tense. The materials were more about sentence structure and usage, not description. So, I didn't find any situation where I needed to describe colors or specific details like that."¹⁰⁸

The next interview response comes from another pre-service teacher who, like the previous one, did not utilize precise color terms in her teaching.

"I didn't use any specific color terms in my teaching because I didn't think they were necessary. I was teaching narrative text, and the focus was more on the storyline, characters, and the sequence of events. There wasn't really a need to describe colors in detail, so I didn't include that kind of vocabulary."¹⁰⁹

In conclusion, the findings of this study reveal a clear alignment between the pre-service teachers' use of language features and Lakoff's theory of Women's Language Features. The data show that lexical hedges and fillers were the most frequently used features, supporting the notion that these language tools are integral in creating a supportive and interactive classroom environment. While precise color terms appeared only once, it was evident that their use was highly contextual and dependent on the subject matter being taught. The teachers themselves

¹⁰⁸ Pre-Service Teacher 5, Interview (Jember, 14th November 2024)

¹⁰⁹ Pre-Service Teacher 3, Interview (Jember, 12th November 2024)

confirmed that their decision to avoid precise color terms was influenced by the nature of the material they were teaching, which did not require detailed descriptions. This demonstrates that while some of Lakoff's language features were commonly used, others, like precise color terms, were more situational, highlighting the flexibility and adaptability of language use in educational contexts.

C. Discussion

In this section, the researcher focused on discussing the primary research focus: How the language features are exhibited by female pre-service teachers during their teaching practicum?

Based on the analysis of the data above, it was revealed that the pre-service teachers' use of language features in classroom communication. These aspects include lexical hedges/fillers, tag questions, rising intonation, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress.

Lexical hedges/fillers are the most used features by five pre-service teachers in their teaching totally or even individually. It is used 54 times in total. The use of these features was often naturally during the delivery of instruction. Many of the teachers used them when they needed a moment to recall vocabulary. As noted by Ni Komang Suciati, et. al., such features can play an important role in classroom interaction. While they may suggest a

lack of certainty, they can also create a more relaxed and approachable teaching atmosphere.¹¹⁰

Tag questions were frequently used and appearing 13 times. In the classroom context, the use of tag questions by pre-service teachers was to create a more inclusive and cooperative atmosphere during instruction. This is in line with Karimah, et. al., who found that female student teachers tend to use tag questions not only to seek agreement but also to promote a friendlier classroom environment.¹¹¹

Rising intonation was exhibited with a total of 17 times. In the context of teaching, rising intonation was often used when pre-service teachers asked questions, gave instructions, or checked for understanding. This is in line with Wahyuningtyas, who noted that rising intonation is often used by female educators as a way to soften their tone, avoid sounding too direct, and establish a more approachable presence in the classroom.¹¹²

Empty adjectives appearing only three times. In the classroom setting, this feature was generally used to compliment students' work or appearance in a supportive and encouraging tone. This is in line with Leaper and Robnett, who explained that women often use positive evaluative language to encourage interpersonal harmony in educational settings.¹¹³

¹¹⁰ Suciati, Ramendra, and Agustini, "An Analysis Of Language Features Used By English Language Education (ELE) Students Through WhatsApp Group."

¹¹¹ Karimah and Sari, "Tuturan Guru Ppl Berdasarkan Fitur Bahasa Gender."

¹¹² Wahyuningtyas, "Women's Language Features Used By English Teacher Candidates."

¹¹³ Campbell Leaper and Rachael D. Robnett, "Women Are More Likely than Men to Use Tentative Language, Aren't They? A Meta-Analysis Testing for Gender Differences and Moderators," *Psychology of Women Quarterly* 35, no. 1 (2021): 129–42, <https://doi.org/10.1177/0361684310392728>.

Precise color terms were the least frequently used language feature, appearing only once. In the context of this research, only one pre-service teacher was observed using a precise color term, and it occurred during a lesson on descriptive text. The minimal use of this feature among the others can be attributed to their lesson topics. This is in line with Jong et al., who noted that such features are context-dependent and tend to appear more often in lessons that emphasize descriptive language.¹¹⁴

Intensifiers were among the frequently used language features by the female pre-service teachers, appearing 27 times. In the context of teaching, the pre-service teachers often used intensifiers when praising students, explaining key points, or encouraging participation. This is in line with Lunaeldira, who explained that intensifiers are commonly used by women in educational settings as a tool to enhance clarity and affective connection during communication.¹¹⁵

Hypercorrect grammar appeared consistently in 23 times. In the classroom context, the use of hypercorrect grammar by the pre-service teachers reflected their efforts to model proper language use for students, particularly in speaking. This is in line with Zahari et al., who found that

¹¹⁴ Loes de Jong, Jacobiene Meirink, and Wilfried Admiraal, "School-Based Collaboration as a Learning Context for Teachers: A Systematic Review," *International Journal of Educational Research* 112, no. January (2022): 101927, <https://doi.org/10.1016/j.ijer.2022.101927>.

¹¹⁵ Lunaeldira, "The Analysis of Female English Teacher's Utterances in Using Women's Language Features of Presenting Mispronounced Words Materials by Using Youtube."

hypercorrect grammar is commonly used by female educators to maintain linguistic accuracy and establish credibility in the classroom.¹¹⁶

Super polite forms were occurring 19 times. The use of super polite forms by the pre-service teachers demonstrated their effort to maintain respectful and friendly interactions with their students. This is align with Lestari, who noted that super polite forms are frequently used by women educators to build supportive and inclusive learning environments.¹¹⁷

Avoidance of strong swear words was appearing 5 times. In the classroom context, teacher chose of milder alternatives expressions. This language behavior showed their awareness of maintaining professionalism and modeling respectful language for students. This corresponds with Karimah et al., who stated that female educators often avoid strong expletives to create a more positive and respectful classroom environment.¹¹⁸

Emphatic stress was found in 22 times. In the context of teaching, the use of emphatic stress allowed the pre-service teachers to draw students' attention to key points of the lesson. This approach aligns with the findings of Lunaeldira, who emphasized that emphatic stress is often employed by

¹¹⁶ Musril Zahari et al., "Optimizing Students' Writing Performance in Higher Education: A Quantitative Study of Teacher Feedback and Classroom Environment," *Social Sciences and Humanities Open* 11, no. October 2024 (2025): 101286, <https://doi.org/10.1016/j.ssaho.2025.101286>.

¹¹⁷ Lestari, "Analyzing Teacher Talk During Microteaching: A Study in Pre-Service English Teacher Education in Indonesia."

¹¹⁸ Karimah and Sari, "Tuturan Guru Ppl Berdasarkan Fitur Bahasa Gender."

women educators to enhance comprehension, build students' focus, and create more dynamic classroom communication.¹¹⁹



¹¹⁹ Lunaeldira, "The Analysis of Female English Teacher's Utterances in Using Women's Language Features of Presenting Mispronounced Words Materials by Using Youtube."

CHAPTER V

CONCLUSION

A. Conclusion

This research aimed to analyze the language features exhibited by female pre-service teachers during their teaching practicum, based on Lakoff's theory of Women's Language. The findings revealed that all ten of Lakoff's language features were represented in the subjects' classroom discourse, though with varying frequency. The most frequently used features were lexical hedges/fillers (54 times), followed by intensifiers (27 times), hypercorrect grammar (23 times), emphatic stress (22 times), and super polite forms (times). Other features such as rising intonation, tag questions, avoidance of strong swear words, empty adjectives, and precise color terms appeared less frequently.

The frequent use of lexical hedges and fillers indicates that the teachers often needed time to think during instruction, especially when facing vocabulary limitations. This aligns with Lakoff's claim that women tend to use these features to navigate uncertainty and maintain politeness in communication. Interviews confirmed that many teachers were aware of their use of fillers and saw them as a strategy to manage fluency and clarity. Meanwhile, less frequent features, such as precise color terms and empty adjectives, were largely absent due to the specific content of the lessons that did not require detailed descriptions. Tag questions and rising intonation were used strategically to engage students, check understanding, and invite

responses. Additionally, features like super polite forms and hypercorrect grammar highlighted the teachers' efforts to maintain professionalism and promote respectful communication in the classroom.

Overall, the findings show that the use of women's language features among female pre-service teachers was influenced by both personal language habits and the context of their teaching. These features served not only as linguistic choices but also as tools for creating inclusive, respectful, and student-friendly learning environments.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for relevant audiences involved in language teaching and research, particularly pre-service teachers and future researchers:

1. Pre-service Teachers

It is recommended that pre-service teachers develop a better awareness of their language use during classroom instruction. Understanding how language features such as fillers, tag questions, or super polite forms affect student engagement and classroom atmosphere can help improve teaching delivery. It encouraged improving their fluency and vocabulary to reduce fillers, while still maintaining the interaction with students.

2. Future Researchers

Future studies could expand on this research by including male pre-service teachers or comparing gendered language use across different teaching levels (elementary, junior high, senior high). Researchers might also examine how students perceive or respond to these language features in classroom interactions, offering deeper insights into their impact on learning outcomes.



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APPENDIX I: RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	Research Problem
Language Features Exhibited by Female Pre Service Teachers during Teaching Practicum	a. Language Features Exhibited by Female Pre Service Teachers	1. Language and Gender 2. Women's Language Features a. Lexical hedges or filler b. Tag question c. Rising intonation and declaratives d. Empty adjectives e. Precise color terms f. Intensifier g. Hypercorrect grammar h. Super polite form	1. Primary Data Document Review a. Video of female pre-service teachers' video practicum b. Video transcripts of female pre-service teachers' practicum 2. Secondary Data:	1. Research approach Qualitative Approach 2. Types of research Descriptive Qualitative 3. Techniques of data collection a. Document review b. Interview c. Observation 4. Data analysis Content Analysis based on Donald Ary, et.al: a. Familiarizing and Organizing b. Coding and Reducing	1. How the language features are exhibited by female pre-service teachers during their teaching practicum?

		i. Avoidance of strong swear j. Emphatic stress 3. Pre-service Teachers	Interview and Observation	c. Interpreting and Representing 5. Validity of Data Technique Triangulation	
	b. Teaching Practicum	a. Challenges in teaching practicum b. Strategies in teaching practicum c. Advantages in teaching practicum			

APPENDIX II: Authenticity Statement

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

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Hereby declares that the content of the thesis entitled "*Language Features Exhibited by Female Pre-service Teachers during Teaching Practicum*" is the result of the researcher work, except in part referred by the source.

Jember, 10th May 2025

UNIVERSITAS ISLAM NEGERI
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JEMBER

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APPENDIX III: Research Journal

No.	Date of Time	Activity	Notes
1.	27 th September 2024	The researcher asked permission to the pre-service teachers for recording the video practicum	The researcher contacted five of pre-service teachers via WhatsApp.
2.	28 th October 2024	The researcher collected all the data	The researcher collected all of the teaching practicum videos in Google Drive.
3.	15 th December 2024	Specifying and presenting the primary data	Deciding types of women's language features that would be analyzed.
4.	12 th January 2025	Diving the data	Choosing the utterances that would be analyzed.
5.	17 th January 2025	Counting the data	Counting the chosen data. There were five videos of teaching practicum and one hundred and eighty utterances in total.
6.	27 th February 2025	Coding the data	Giving the code to every data that had chosen.
7.	10 th April 2025	Analyzing the data	Analyzing the data in all utterances.
8.	27 th April 2025	Representing the data	Representing the finding of analysis in the sheet of analysis.
9.	06 th May 2025	Conclusion	Concluding the data based on the result of analysis data

APPENDIX IV: Research Instrument

1. Document Review Instrument

- a. Transcribe utterances from teaching practicum video recordings.
- b. Classify based on Lakoff's ten language features.
- c. Provide brief explanations for each classification.

2. Interview Instrument

- a. Can you describe your overall experience during the teaching practicum?
- b. How do you usually talk to your students in class?
- c. Do you ever use words like "maybe", "I think", or "you know" while teaching? Why?
- d. Do you use questions like "..., right?" or "..., don't you?" with your students?
- e. Have you noticed yourself using a rising tone at the end of a statement, making it sound like a question? Why?
- f. Can you remember when you complimented students using words like "nice," "adorable," or "sweet"? What made you choose those words?
- g. How do you show politeness when addressing students in class?
- h. How important is it for you to use correct grammar when teaching?
- i. Do you often emphasize your statements using words like "really," "very," or "so"? How do you feel that affects your communication with students?
- j. Do you avoid using harsh or strong words in front of your students? Why?

3. Observation Instrument

- a. Use for live or recorded classroom observations.
- b. Focus on utterances that reflect Lakoff's features.

APPENDIX V: SHEET OF ANALYSIS

- Pre-Service Teacher 1

No.	Utterances	Language Features	Description
1.	<i>“Mmm..., let’s open our book on page 15”</i>	F	The word “Mmm...” is used to have time while speaking and organize the next instruction.
2.	<i>“Well, Aisha. I think you have finished the task I gave you last week.”</i>	LH	“Well” to soften the statement and seeks engagement or agreement.
3.	<i>“Mmm... what do you think about it?”</i>	F	The word “Mmm...” is used to have time while speaking and organize the next instruction.
4.	<i>“Like, when you describe something, you have to be specific.”</i>	LH	“Like” is used to make the sentence sound more approachable.
5.	<i>“You know, this part is important to know what structure of descriptive text is”</i>	LH	“You know” to soften the statement and seeks engagement.
6.	<i>“Mmm... yes, that’s correct. Good job!”</i>	F	The word “Mmm...” is used to have time while speaking and organize the next instruction.
7.	<i>“Yeah, correct. You have to use present tense”</i>	F	The word “Yeah” is used to maintain the flow.

8.	<i>“Like the example here shows a different structure”</i>	LH	“Like” helped illustrate or emphasize the example.
9.	<i>“Now, let’s, uh, do the next exercise”</i>	LH	“Uh” served as a pause before giving next instruction.
10.	<i>“I mean, this is not hard as you thought”</i>	LH	“I mean” introduced clarification for the prior statement
11.	<i>“You know, sometimes, you might be confuse about these sentences”</i>	LH	“You know” adds a conversational tone and seeks engagement.
12.	<i>“Mmm...”, let’s move on to the next text”</i>	F	The word “Mmm...” is used to have time while speaking and the next instruction.
13.	<i>“You understand the instructions, don’t you?”</i>	TQ	Seeks confirmation from students and encourages participation.
14.	<i>“This isn’t too difficult, right?”</i>	TQ	Used to soften the statement and confirm that students are not struggling with the material.
15.	<i>“The answer is C?”</i>	RI	Rising tone at the end indicated a question-like tone to prompt feedback from students.
16.	<i>“Have you done?”</i>	RI	Used to confirm students' progress and keep engagement in the classroom.
17.	<i>“Can anyone tell me what the main idea is?”</i>	RI	Rising pitch used to signal the students for answering the question.
18.	<i>“Your handwriting is so lovely!”</i>	EA	“Lovely” indicated subjective and emotional rather than describe something. Used to praise casually.

19.	<i>"I'm so proud of how hard you worked on this assignment, students!"</i>	IF	"So" intensified the adjective "proud" to highlight key material.
20.	<i>"That's a really good explanation, Nia!"</i>	IF	"Very" strengthen the positive evaluation and boosts student's confidence.
21.	<i>"I am absolutely sure this is the correct one."</i>	IF	"Absolutely" emphasized the certain answer from the question.
22.	<i>"We are going to begin our lesson"</i>	HG	Full formal sentence construction, avoiding contractions, showing high grammatical accuracy.
23.	<i>"Amanda has finished her assignment, students."</i>	HG	Used present perfect tense correctly, indicating attention to formal grammar structures.
24.	<i>"Do you understand what I just explained?"</i>	HG	Used correct question structure with auxiliary verb.
25.	<i>"Have you finished your assignment?"</i>	HG	Used proper of present perfect tense in question.
26.	<i>"Please remember that everyone must bring their own materials to class tomorrow."</i>	SP	The use of "please" softens the instruction, showing politeness and respect toward students.
27.	<i>"Would you mind to come in front of the class?"</i>	SP	Used proper request participation politely.
28.	<i>"Lower done your voice, please."</i>	SP	Softened the instruction
29.	<i>"I really appreciate it if you listen to me carefully"</i>	SP	Expressed request in a way that values student cooperation
30.	<i>"Oh my goodness, I can't believe all of you forgot about the assignment!"</i>	SS	Used as a softer, more acceptable expression of frustration.

31.	"This is a very important thing, so please remember it!"	ES	Stressing "very" emphasized the importance to the students.
32.	"I really want you to focus right now."	ES	Used "really" emphasized the importance for focusing to the teachers.
33.	"You must complete your homework ya!"	ES	Used "must" to show the urgency in completing homework
34.	"She wears a burgundy Hermes bag."	PC	The word "burgundy" is a specific and refined color term used instead of a general term like "red," showing attention to detail in color description.

• Pre-service Teacher 2

No.	Utterances	Language Features	Description
1.	" Well , so, I think we should start the lesson now."	LH	Used to ease into the statement and organize the speaker's thought before beginning the lesson.
2.	"Well, so , I think we should start the lesson now."	LH	Used as a filler to connect thoughts and smoothly transition into giving instructions.
3.	"Well, so, I think we should start the lesson now."	LH	Used to soften the statement and express uncertainty or politeness in giving suggestions.

4.	"Can anyone tell me, like , what we talked about in the last meeting?"	LH	Used to gain thinking time and reduce assertiveness.
5.	"I just, you know , want to make sure that everyone understands."	LH	Used to soften the message and check understanding.
6.	"Um... does anyone have any ideas about the answer of this question?"	LH	Used to have time while speaking and organize the next instruction.
7.	" You know , huge is like big"	LH	Used to explain informally and reduce assertiveness.
8.	" Well , that's the material for today"	LH	Used to soften the ending of the lesson.
9.	"This is the main idea of the paragraph, isn't it? "	TQ	Used to seek confirmation and involve listeners politely.
10.	"You've finished the homework, don't you? "	TQ	Used to politely confirm information.
11.	"We'll continue to the next chapter, okay? "	RI	Used to turns the statement into a question.
12.	"Can you explain this part again? "	RI	Indicates a question and politely requesting clarification
13.	"Students, collect the book in my room later, okay? "	RI	Softens the command and seeks polite confirmation.
14.	"You did a really good job on this material."	IF	Used to strengthen the compliment.
15.	"Remember, this explanation is so important ya"	IF	Used to emphasize the importance of the explanation.
16.	"I'm really happy today!"	IF	Used to strengthen the expression of happiness.
17.	"Good, very good guys!"	IF	Used to intensify the compliment.
18.	"That answer is really helpful for your friends."	IF	Used to strengthen the value of the answer.

19.	<i>"What the differences are between these two texts?"</i>	HG	The utterance shows careful use of standard grammar, reflecting a formal and precise speaking style.
20.	<i>"Does anyone know where the main idea of the paragraph is?"</i>	HG	The sentence uses grammatically accurate structure, proper question form, and showing careful attention to formal language use.
21.	<i>"The main character in this story has faced many challenges and has grown throughout the plot."</i>	HG	The utterance uses formal and grammatically precise language to explain the narrative structure clearly and accurately.
22.	<i>"Can someone identify the main character?"</i>	HG	The question employs grammar with proper question formation, focusing on narrative analysis.
23.	<i>"Look, the moral lesson is clearly presented at the end of the story."</i>	HG	The utterance uses accurate grammar and formal structure to explain the story's message clearly.
24.	<i>"Students, could you please open your textbooks page 50"</i>	SP	Uses polite and grammatically precise phrasing to give a clear and respectful instruction.
25.	<i>"Putra, please listen to me"</i>	SP	Softens the command, showing politeness and respect toward the listener.
26.	<i>"Can you help me erase this, students?"</i>	SP	Show respect and soften the command.
27.	<i>"Oops, that's a little mistake. It's okay, we can fix it together."</i>	SS	Soften the correction, making it less direct.

28.	<i>"You need to pay attention to this part, okay?"</i>	ES	Highlight its importance and ensure students focus on it.
29.	<i>"I really want everyone to understand this material clearly."</i>	ES	Show importance placed on student understanding.
30.	<i>"Make sure you really understand the main idea in the second paragraph"</i>	ES	Emphasized to stress the importance of fully comprehending the main idea.

- **Pre-service Teacher 3**

No.	Utterances	Language Features	Description
1.	<i>"Well, let's open our class today by reciting al-fatihah togeteher."</i>	LH	Used to ease into the statement and organize the speaker's thought before beginning the lesson.
2.	<i>"Umm... do you know what the topic of today's class is?"</i>	LH	Used as a filler to gain thinking time.
3.	<i>"Um... can anyone tell me the writer's opinion in the first paragraph?"</i>	LH	Used as a filler to gain thinking time.
4.	<i>"I think the author wants to express something emotional here, but let's see what you think."</i>	LH	Shows the speaker is giving an opinion and asking for the students' ideas.
5.	<i>"Arguments usually start with the writer's opinion,</i>	LH	Assumes shared understanding and invites agreement.

	<i>you know</i> ”		
6.	“ Maybe the writer wants to emphasize their personal opinion here”	LH	Shows tentativeness and invites student interpretation.
7.	“ Well , it’s quiet difficult for you ya”	LH	Used as soften the opinion and make it more approachable.
8.	“Students, mmm... just do it ya”	LH	Used as a filler to gain thinking time.
9.	“ Mmm... you can see it here”	LH	Used as a filler to gain thinking time.
10.	“ I mean , the author wants us to understand both positive or negative arguments”	LH	Used to clarify or emphasize a previous point softly.
11.	"We need to underline the verbs, right? "	TQ	Used to check if the students agree or understand.
12.	“You understand the difference between fact and opinion, right? ”	TQ	Used to make sure the students know or agree with the idea.
13.	"Everyone ready to move on? "	RI	Used to check if students are prepared to continue.
14.	“Can you repeat it again? ”	RI	Shows the speaker is asking a question politely.
15.	“Is this part clear to everyone? ”	RI	Rising intonation checks if students understand the lesson.
16.	“Is it your book? It’s cute! ”	EA	The word “cute” is an empty adjective used to express a positive feeling but doesn’t give specific information about the book.
17.	"This topic is very important, so please pay attention."	IF	Makes the importance stronger and clearer.

18.	<i>"This explanation is really important for understanding the text."</i>	IF	Makes the importance stronger and clearer.
19.	<i>"You did a very good job!"</i>	IF	"Very" intensifies the compliment.
20.	<i>"I'm very happy with your participation today."</i>	IF	"Very" intensifies the happiness.
21.	<i>"The writer's opinion is quite interesting here"</i>	IF	"Quite" makes the opinion sound stronger but polite.
22.	<i>"Does anyone know what the author is trying to convey in the second paragraph?"</i>	HG	Uses formal question structure with correct grammar to guide discussion
23.	<i>"It is important that every argument is clearly showed here"</i>	HG	Shows formal and precise grammar to emphasize importance.
24.	<i>"I have noticed some students are having difficulty to understand this topic."</i>	HG	Attempts formal expression, reflects careful, corrected speech.
25.	<i>"The writer clearly presents his point of view here."</i>	HG	Uses correct grammar to clearly explain the author's idea.
26.	<i>"Please don't hesitate to ask for clarification if you need it."</i>	SP	Very polite encouragement to ask questions.
27.	<i>"Would you mind sharing your opinion?"</i>	SP	Polite request that shows respect and gives the student a choice.
28.	<i>"Please open your book to page 32"</i>	SP	Polite imperative using "please" to give an instruction gently.
29.	<i>"That's a bit confusing, isn't it? Let me explain it again."</i>	SS	Avoids using strong or negative words by using mild language like "a bit confusing" to sound more gentle and supportive.

30.	<i>"This is the most important thing you'll need to remember for the test."</i>	ES	Stresses "most important" to highlight key information.
31.	<i>"Make sure you understand the difference between fact and opinion."</i>	ES	Emphasizes "make sure" to show the importance of understanding.
32.	<i>"Once again, you really need to pay attention to the sentence ya"</i>	ES	Used to stress the importance of focusing.
33.	<i>"You need to read this paragraph carefully."</i>	ES	Used to stress the importance of careful reading.



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- Pre-service Teacher 4

No.	Utterances	Language Features	Description
1.	" <i>Well, let's open our class today by praying together.</i> "	LH	The word "Well" is used to ease into the statement and organize the speaker's thought before beginning the lesson.
2.	" <i>Mmm... Aldi, do you still remember what the topic that we discussed last week is?</i> "	LH	"Mmm..." is a filler used to pause and think before continuing the question.
3.	" <i>So, today's topic is recount text</i> "	LH	So" is used as a discourse marker to introduce or shift to a new topic.
4.	" <i>Simply, recount text usually mmm... tells about someone's experience.</i> "	LH	"Mmm..." is used to maintain the flow while searching for the next word or idea.
5.	" <i>Well, now you can see here.</i> "	LH	The word "Well" is used to ease into the statement and organize the speaker's thought before beginning the lesson.
6.	" <i>Well, it seems like this verb should be in past tense, but let's double-check together.</i> "	LH	The word "Well" is used to ease into the statement and organize the speaker's thought before beginning the lesson.
7.	" <i>Okay, maybe we can start from the orientation part first.</i> "	LH	"Maybe" indicates hesitation or politeness, inviting flexibility.
8.	" <i>I mean, the events are written in order</i> "	LH	"I mean" clarifies or emphasizes the speaker's intended point.

9.	<i>"Mmm... can you identify the time connectors in this paragraph?"</i>	LH	"Mmm..." is a filler used to pause and think before continuing the question.
10.	<i>"This part is the mmm... re-orientation because it gives a closing."</i>	LH	Mmm..." is used to maintain the flow while searching for the next word or idea.
11.	<i>"Mmm... you can say this is as the climax."</i>	LH	Mmm..." is used to maintain the flow while searching for the next word or idea.
12.	<i>"The writer started the story like a specific time and place."</i>	LH	"Like" functions as a filler, making the sentence more casual and relatable.
13.	<i>"Well, it's quiet easy for you students"</i>	LH	The word "Well" is used to ease into the statement and organize the speaker's thought before beginning the lesson.
14.	<i>"You've done this kind of exercise before, haven't you?"</i>	TQ	The phrase "haven't you?" is to seek confirmation and encourage students' participation in a gentle and polite way.
15.	<i>"This is a recount text, right?"</i>	TQ	The tag "right?" seeks confirmation and helps check students' understanding.
16.	<i>"You still remember the story we read yesterday, don't you?"</i>	TQ	The tag "don't you?" helps confirm prior knowledge and subtly prompts students to recall information.
17.	<i>"The verb is past tense, right?"</i>	TQ	The tag "right?" seeks confirmation and helps check students' understanding.

18.	<i>"Am I going to explain this to you again?"</i>	RI	Signaling the teacher's expectation of a response and emphasizing engagement
19.	<i>"Did you find the main idea in this part?"</i>	RI	Used to encourage students to respond or think critically.
20.	<i>"Can you mention who is the main character?"</i>	RI	Shows the teacher's expectation of student participation.
21.	<i>"You still remember the orientation part, right?"</i>	RI	This yes/no question uses a rising tone to check student understanding and encourage response.
22.	<i>"Giving a big applause for this group. Such a wonderful presentation!"</i>	EA	The word "wonderful" is an empty adjective used to give a positive evaluation without providing specific details.
23.	<i>"That's a really creative answer, I like it!"</i>	IS	The word "really" is used to emphasize the adjective "creative", showing strong approval and engagement.
24.	<i>"This is so important to understand before we continue."</i>	IS	The word "so" emphasizes the importance of the material.
25.	<i>"You did a very good job on this task."</i>	IS	"Very" strengthens the praise given to the student.
26.	<i>"I'm really proud of how you presented the story."</i>	IS	"Really" intensifies the teacher's feeling of pride.
27.	<i>"It was such an interesting experience</i>	IS	"Such" adds emphasis to how interesting the experience was.
28.	<i>"You're absolutely right"</i>	IS	Used to strongly agree or affirm the student's response.
29.	<i>"If you had studied the material carefully, you can answer this question correctly."</i>	HG	This sentence demonstrates hyper-correct grammar by using a complex conditional structure to show formal.

30.	<i>"Please make sure your sentences are written in the past tense."</i>	HG	Formally structured instruction showing attention to standard grammar.
31.	<i>"Each student is expected to submit their task before the class ends."</i>	HG	Shows proper use of passive voice and formal classroom expectation.
32.	<i>"Did you notice the time signals used in the second paragraph?"</i>	HG	A grammatically correct question using standard sentence structure.
33.	<i>"The text was written to describe a sequence of events that already happened."</i>	HG	Displays accurate past perfect usage and formal explanation.
34.	<i>"Azka, could you please read this out loud for the class?"</i>	SP	Used to make a request sound more respectful and considerate.
35.	<i>"Please feel free to ask if you have any questions."</i>	SP	Inviting students politely to ask questions without hesitation.
36.	<i>"Could you please pay attention to this part?"</i>	SP	Respectfully asking students to focus on an important part.
37.	<i>"Would you please read this paragraph aloud?"</i>	SP	Request a student to read a paragraph aloud.
38.	<i>"Could you kindly repeat that, please?"</i>	SP	Politely asking someone to repeat what they said for clarity.
39.	<i>"It's okay if you didn't get it, let's go over it again."</i>	SS	Uses gentle and encouraging language to avoid harsh or strong expressions, making the correction supportive and polite.
40.	<i>"You've done a great job, but make sure you pay attention to the details."</i>	ES	Used to emphasize the importance of paying attention to details, showing emphatic stress

41.	<i>"It's very important that you understand this concept well."</i>	ES	Strongly stresses the importance of understanding the concept.
42.	<i>"Don't forget to remember what I said before."</i>	ES	Stresses the necessity of careful review.
43.	<i>"Please pay close attention to this important point."</i>	ES	Emphasizes focusing carefully on a key detail.

- **Pre-service Teacher 5**

No.	Utterances	Language Features	Description
1.	<i>"I think this kind of question usually appears in the exam boys! So let's pay attention here."</i>	LH	Used to ease into the statement and organize the speaker's thought.
2.	<i>"Okay, maybe we can try answering this one together."</i>	LH	Softens the suggestion, making it less direct.
3.	<i>"I guess you can start by writing the materials needed."</i>	LH	Shows hesitation or tentativeness in giving instructions.
4.	<i>"Well, I mean, we can use 'first' to begin the instruction."</i>	LH	Organize thoughts and clarify explanations.
5.	<i>"Like, we need to use action verbs in procedure texts, right?"</i>	LH	Filler to ease into the point being made.

6.	<i>"Um... let's think about what we do before cooking noodles."</i>	LH	Used to gain time and manage speaking flow.
7.	<i>"I think it's better if you write it in order."</i>	LH	Softens the correction and emphasizes the point.
8.	<i>"Well, maybe we can add more steps if it's not clear yet."</i>	LH	Used to help organize thoughts and clarify explanations.
9.	<i>"So, like, the first step should be boiling water, right?"</i>	LH	Fillers to make the explanation smoother.
10.	<i>"I mean, the goal is to make the instructions easy to follow."</i>	LH	It used to clarify or rephrase what was just said.
11.	<i>"So, kind of like when we follow a recipe, right?"</i>	LH	Making it sound less direct or assertive.
12.	<i>"This word is the noun, right?"</i>	TQ	Used to check understanding or seek confirmation.
13.	<i>"We should write the steps clearly, right?"</i>	TQ	Used to check agreement or understanding about the structure.
14.	<i>"The material is easy to follow, isn't it?"</i>	TQ	Seeks confirmation and boosts students' confidence.
15.	<i>"Andi, you didn't do your homework again?"</i>	RI	Used for showing surprise or seeking confirmation.
16.	<i>"Is this the right way to do the procedure?"</i>	RI	The rising intonation is used to ask for confirmation.
17.	<i>"Can you explain the steps again?"</i>	RI	The rising intonation signals a polite request for repetition.
18.	<i>"Are you all ready to move on?"</i>	RI	The rising intonation checks students' readiness and encourages participation.

19.	<i>"You explained it so clearly, Danial."</i>	IF	Intensifies the clarity of the explanation.
20.	<i>"I'm really proud of how you did the presentation today."</i>	IF	Adds emphasis to how proud the teacher feels.
21.	<i>"You need to be very careful when following the steps."</i>	IF	Intensifies the level of caution required.
22.	<i>"I'm so happy you all understood the procedure."</i>	IF	Strengthens the emotional reaction of happiness.
23.	<i>"This is a really important part of the procedure"</i>	IF	Emphasizes how crucial the step is in the procedure.
24.	<i>"Each student is responsible for completing their own assignment by the end of the lesson."</i>	HG	Uses precise grammatical structure appropriate for formal classroom instruction.
25.	<i>"You should not forget to mention the materials before explaining the steps."</i>	HG	Demonstrates the correct use of modal + verb + to-infinitive in a formal tone.
26.	<i>"Please make sure the tools are listed ya."</i>	HG	Applies correct passive voice and formal instruction.
27.	<i>"After you finish, you must write the conclusion yaa"</i>	HG	Employs the modal verb "must" with a clear directive using grammatically correct language.
28.	<i>"We are going to identify the imperative verbs used."</i>	HG	Shows precise subject-verb agreement and formal sentence structure
29.	<i>"Please feel free to approach me if you have any questions about the topic."</i>	SP	Used to encourage students politely to ask questions without hesitation.

30.	<i>"Would you mind explaining your answer to the class?"</i>	SP	Used to politely ask for an explanation.
31.	<i>"Could you please work with your partner on this exercise?"</i>	SP	A polite request for students to collaborate.
32.	<i>"Please remember to submit your work on time."</i>	SP	A polite reminder.
33.	<i>"Would anyone mind helping me writing this?"</i>	SP	A polite way of requesting student assistance
34.	<i>"That's almost right! Let me just explain it again ya."</i>	SS	Show to avoids any harsh or strong language
35.	<i>"This is very important to understanding the whole steps."</i>	IS	Emphasizes the significance of understanding the steps
36.	<i>"You really need to focus on the sequence here."</i>	IS	Emphasizes the importance of focusing on the correct order of steps.
37.	<i>"Always remember to write the materials before the steps."</i>	IS	Emphasizes students to consistently follow the structure.
38.	<i>"You must follow the instructions exactly as written."</i>	IS	Shows strong necessity, highlighting the importance of precision.
39.	<i>"It's really important that your steps are clear."</i>	IS	Emphasizes the need for clarity.

APPENDIX VI: Turnitin Check Letter



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Nadiya Khoirunnisa'
NIM : 211101060022
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Language Features Exhibited by Female Pre-service Teachers during Teaching Practicum

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (7%)

1. BAB I : 8%
2. BAB II : 12%
3. BAB III : 7%
4. BAB IV : 2%
5. BAB V : 4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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Penanggung Jawab Turnitin
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(Ulfa Dina Novienda, S.So.S.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

APPENDIX VII: Documentation



Interview with Pre-service 1



Interview with Pre-service 2



Interview with Pre-service 3



Interview with Pre-service 4



Interview with Pre-service 5



Observation of Pre-service 1



Observation of Pre-service 2



Observation of Pre-service 3



Observation of Pre-service 4



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Observation of Pre-service 5



Video of Pre-service 1



Video of Pre-service 2



Video of Pre-service 3



Video of Pre-service 4



Video of Pre-service 5

APPENDIX VIII: Curriculum Vitae



1. Personal Information

- a. Name : Nadiya Khoirunnisa'
- b. NIM : 211101060022
- c. Gender : Female
- d. Place, date of birth : Bondowoso, 11th July 2003
- e. Religion : Islam
- f. Faculty : Education and Teacher Training
- g. Department/Major : English Education Program
- h. E-mail Address : nadiyanisa1107@gmail.com

2. Education Background

- a. Elementary School : MI At-Taqwa Bondowoso
- b. Junior High School : MTs At-Taqwa Bondowoso
- c. Senior High School : MAN Bondowoso