

APPENDIX 1

The Observation Checklist of Women's Language Features in Emmeline Pankhurst's Speech "Freedom or Death" in 1913

Notes :

- | | |
|---|---|
| <p>H = Hedges
 TQ = Tag Question
 I = Intensifiers
 HG = Hypercorrect Grammar</p> | <p>PE = Polite Expression
 RI = Rising Intonation on Declarative
 E = Expletives
 AA = Adverbs and Adjectives</p> |
|---|---|

No.	Sentences	Women's Language Features							
		H	T Q	I	H G	P E	R I	E	A A
1.	I do not come here as an advocate, because whatever position the suffrage movement may occupy in the United States of America, in England it has passed beyond the realm of advocacy and it has entered into the sphere of practical politics.				v	v			
2.	It has become the subject of revolution and civil war, and so tonight I am not here to advocate woman suffrage.	v			v				
3.	American suffragists can do that very well for themselves.			v					
4.	I am here as a soldier who has temporarily left the field of battle in order to explain - it seems strange it should have to be explained - what civil war is like when civil war is waged by women.	v			v	v			
5.	I am not only here as a soldier temporarily absent from the field at battle; I am here - and that, I think , is the strangest part of my coming - I am here as a person who, according to the law courts of my country, it has been decided , is of no value to the community at all; and I am adjudged because of my life to be a dangerous person, under sentence of	v			v				v

	penal servitude in a convict prison.								
6.	It is not at all difficult if revolutionaries come to you from Russia, if they come to you from China, or from any other part of the world, if they are men.								
7.	But since I am a woman it is necessary to explain why women have adopted revolutionary methods in order to win the rights of citizenship.	v			v				
8.	We women, in trying to make our case clear, always have to make as part of our argument, and urge upon men in our audience the fact - a very simple fact - that women are human beings.			v	v				
9.	Your forefathers decided that they must have representation for taxation, many, many years ago.								
10.	When they felt they couldn't wait any longer, when they laid all the arguments before an obstinate British government that they could think of, and when their arguments were absolutely disregarded, when every other means had failed , they began by the tea party at Boston, and they went on until they had won the independence of the United States of America.				v	v			v
11.	It is about eight years since the word militant was first used to describe what we were doing .				v				
12.	It was not militant at all, except that it provoked militancy on the part of those who were opposed to it.				v				
13.	When women asked questions in political meetings and failed to get answers, they				v				

	were not doing anything militant.								
14.	In Great Britain it is a custom, a time-honoured one, to ask questions of candidates for parliament and ask questions of members of the government.								
15.	No man was ever put out of a public meeting for asking a question.				v				
16.	The first people who were put out of a political meeting for asking questions, were women; they were brutally ill-used; they found themselves in jail before 24 hours had expired.				v				v
17.	We were called militant, and we were quite willing to accept the name.				v				v
18.	We were determined to press this question of the enfranchisement of women to the point where we were no longer to be ignored by the politicians.				v				
19.	You have two babies very hungry and wanting to be fed.			v					
20.	One baby is a patient baby, and waits indefinitely until its mother is ready to feed it.								v
21.	The other baby is an impatient baby and cries lustily, screams and kicks and makes everybody unpleasant until it is fed.								v
22.	Well, we know perfectly well which baby is attended to first.	v							v
23.	That is the whole history of politics.								
24.	You have to make more noise than anybody else, you have to make yourself more obtrusive than anybody else, you have to fill all the papers more than anybody else, in fact you have to be there all the time and see that they do								

	not snow you under.								
25.	When you have warfare things happen; people suffer; the noncombatants suffer as well as the combatants, and so it happens in civil war.	v							
26.	Well, in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to something.	v			v				
27.	The great thing is to see that no more damage is done than is absolutely necessary, that you do just as much as will arouse enough feeling to bring about peace, to bring about an honourable peace for the combatants; and that is what we have been doing.			v	v				v
28.	If you are dealing with an industrial revolution, if you get the men and women of one class rising up against the men and women of another class, you can locate the difficulty; if there is a great industrial strike, you know exactly where the violence is and how the warfare is going to be waged; but in our war against the government you can't locate it.				v				v
29.	We wear no mark; we belong to every class; we permeate every class of the community from the highest to the lowest; and so you see in the woman's civil war the dear men of my country are discovering it is absolutely impossible to deal with it: you cannot locate it, and you cannot stop it.	v			v				v
30.	"Put them in prison," they said, "that will stop it."								
31.	But it didn't stop it at all: instead of the women giving it up, more women did it, and	v			v				

	more and more and more women did it until there were 300 women at a time, who had not broken a single law, only "made a nuisance of themselves" as the politicians say.								
32.	They have said to us, government rests upon force, the women haven't force, so they must submit.	v			v				
33.	Well, we are showing them that government does not rest upon force at all: it rests upon consent.	v			v				
34.	As long as women consent to be unjustly governed, they can be, but directly women say: "We withhold our consent, we will not be governed any longer so long as that government is unjust."			v					v
35.	Not by the forces of civil war can you govern the very weakest woman.			v					
36.	You can kill that woman, but she escapes you then; you cannot govern her.	v							
37.	No power on earth can govern a human being, however feeble, who withholds his or her consent.								v
38.	Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote.	v			v				
39.	I ask American men in this meeting, what would you say if in your state you were faced with that alternative, that you must either kill them or give them their citizenship?				v	v	v		
40.	Well, there is only one answer to that alternative, there is only one way out - you must	v							

	give those women the vote.								
41.	You won your freedom in America when you had the revolution, by bloodshed, by sacrificing human life.				v				
42.	You won the civil war by the sacrifice of human life when you decided to emancipate the negro.								
43.	You have left it to women in your land, the men of all civilised countries have left it to women, to work out their own salvation.				v				
44.	That is the way in which we women of England are doing.				v				
45.	Human life for us is sacred, but we say if any life is to be sacrificed it shall be ours; we won't do it ourselves, but we will put the enemy in the position where they will have to choose between giving us freedom or giving us death.	v			v	v			

The Observation Checklist of Women’s Language Features in Kamala Harris’s speech at Fisk University in Nashville on April 2023

Notes :

- | | |
|---|---|
| <p>H = Hedges
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|---|---|

No.	Sentences	Women’s Language Features							
		H	T Q	I	H G	P E	R I	E	A A
1.	As the students, as the young leaders here know, the legacy of this extraordinary place, of education in America has produced leaders who have gone on to be not only national leaders, but global leaders.	v			v				
2.	And I'm reminded in particular this afternoon of two of those leaders, the late. great John Lewis.					v			v
3.	And of course, the phenomenal Diane Nash.	v				v			
4.	And what they learned and then taught was that if one is to understand that you are born a leader and it is just a matter of when you decide to kick that in.			v					
5.	Then you know that we will see leadership at every stage of life if people choose to turn that on.	v							
6.	And we have seen that here in Tennessee over the last couple of weeks.it				v				
7.	We have seen over 7000 students and young leaders go to the Capitol to talk about what John Lewis and Diane Nash talked about, the importance of freedom, the importance of liberty, the				v				

	importance of respecting the right of all people to live, where they receive dignity, where they live in a place that they can be free from harm.								
8.	And so we are here understanding the broad shoulders upon which we all stand those fighters for freedom and liberty and justice.	v			v				
9.	Those fighters who understood the truth must never be stifled or silenced when it is on behalf of the people.								
10.	And so I want to start by recognizing that Tennessee three, we are here because they and their colleagues, the Democratic Caucus of the state legislature.	v			v				
11.	And I'd ask you to stand as well, please, because they chose to show courage in the face of an extreme tragedy, which is that 11 days ago, six people three educators and three babies, nine years old, were murdered senselessly due to gun violence.				v	v			v
12.	They chose to lead and show courage to say that a democracy allows for places where the people's voice will be heard and honored and respected.								
13.	And they understood the importance, these three, of standing to say the people will not be silenced, to say that a democracy hears the cries, hears the please, who hears the demands of its people.								
14.	Who say the children should be able to live and be safe and go to school and not be in fear they said, we understand when we took an oath to represent					v			

	the people who elected us, that we speak on behalf of them.								
15.	It wasn't about the three of these leaders. It was about who they were representing. It's about whose voices they were channeling understand that, and is that not what a democracy allows a democracy says you don't silence the people.				v				
16.	You do not stifle the people.								
17.	You don't turn off their microphones when they are speaking.				v				
18.	What life and liberty that is not what the democracy the does and understand, so they turned off the microphones.	v							
19.	They tried to tell them to sit down and be quiet, but they understood that the voices must be heard.								v
20.	So think about this, in order to make sure the voices were represented in that place where elected leaders are supposed to lead in a democracy.	v			v				
21.	These leaders have to get a bullhorn, they have to get a bullhorn to be heard.								
22.	Well, you know what? That happens in a democracy, too.	v					v		
23.	That happens in a democracy, too.								
24.	If the students demand, if the moms demand, if the people's demand is not being heard by those who should listen and care.					v			
25.	And contemplate and reflect and think about, maybe I should give this a moment to listen give it a fair chance to be heard.	v				v			
26.	If I feel like I'm so right, shouldn't I have the courage to debate it?	v				v	v		

27.	Make your case. Make your case.								
28.	You don't turn off the microphones? and then they do that.						v		
29.	And then guess what? Because you know what? Can't have those voices in that room?					v	v		
30.	Challenging notions about who should say what and when and where.				v	v			
31.	Oh, let's expel them.								
32.	Can you imagine? Let's get rid of them entirely.					v	v		v
33.	Let's remove them. Not only for that moment.								
34.	But remove these people who have been elected to represent the people and let us decide who should represent the people.	v			v	v			
35.	What is that? That is not a democracy. That is not a democracy.						v		
36.	You can't walk around with your lapel pin and you're not representing the values that we hold dear as Americans.				v				
37.	You can't walk around and talk about protocol.								
38.	Protocol and procedures were devised to require and allow and encourage debate and discussion. And, yes, dissension, but let these so-called leaders try to shut it down instead, But we're not having that. We're not having that.	v			v				
39.	And so the thousands of young leaders who descended on the Capitol and continue to organize, continue to require that the voices be heard because let's understand, the underlying issue is about fighting for the safety of our children.	v			v				
40.	Saying that, you know, our	v			v				

	babies are going to school.								
41.	It's been years now where they're taught to read and write and hide in a closet and be quiet.								
42.	If there is a mass shooter at their school, where our children who have God's capacity to learn and lead, who go to school in fear if their back is to the back of the door, that they don't know what might be coming through the door, Our children are being traumatized right now by this fear.				v	v			
43.	Parents are wondering and asking and praying every time they send their child to school or take their child to school, that their baby might come home safe.				v	v			
44.	Think about the underlying issue .				v				
45.	You know , some things are up for partizan debate. Sure.	v							
46.	And they will be because that is also a sign of a democracy.								
47.	But on the issue of smart gun safety laws, background checks, background checks, the policy is really pretty straightforward.	v		v					v
48.	It's to say you might want to know before someone buys a gun, whether they've been found by a court to be a danger to themselves or others, you just might want to know.				v	v			
49.	You might want to know if someone has shown themselves to be violent before they can go and buy a gun.				v				
50.	You just might want to know it's reasonable.				v	v			
51.	The Mayor talked about red flag laws when we know and								

	when a community or a family knows.								
52.	Shouldn't we listen? Shouldn't we listen? assault weapons or these are weapons of war?					v	v		
53.	These are weapons that were designed to kill a lot of people, quickly.				v				v
54.	No place on the streets of the civil society? part of the underlying point is let's not fall for the false choice.				v		v		
55.	We suggest you're either in favor of the Second Amendment or you want reasonable gun safety. Laws.	v							
56.	We can and should do both.					v			
57.	Don't fall for the false choice.								
58.	So the underlying issue is one that we are witnessing over and over again.	v			v				
59.	This community experienced it firsthand.								
60.	Just 11 days ago, I have been to Atlanta, I have been to Buffalo, I have been to Highland Park and Monterey Park just in the last several months.					v			
61.	You know, and and the thing is, is that it's not like we're trying to figure out how we should deal with a policy around smart gun safety laws.	v			v	v			
62.	The ideas are there.								
63.	The issue which gets back to these three is that we need leaders who have the courage to act at statehouses and in Washington, D.C., in the United States Congress, have the courage to act instead of the cowardice, to not allow debate and to not allow a discussion on the marriage piece of what is at stake courage, courage								
64.	You can't call yourself a leader if you don't have the courage								

	to know what is right and act on it, regardless of the popularity of the moment.								
65.	So I'm going to close with this point I do believe that every generation has its calling and that there are moments in time that find you and require and depend on your leadership.	v			v				
66.	And so in particular, to all the young leaders here, this issue is going to require your leadership.	v			v				
67.	It is, I spent time as the United States Senate senator in the United States Congress.	v							
68.	Before that, I was an attorney general leading the second largest department of Justice in the United States.								
69.	I'm now vice president of United States.								
70.	And I'm telling you and I'm sharing that with you. I'm sharing that with you.				v				
71.	The young leaders here to tell you, we need you. We need you every moment every movement in my perspective that has been about progress in our country was led by the young leaders like John Lewis and Diane Nash, and you	v							
72.	Everyone of our And so we are going to be depending on you in solidarity with the work we will all do.	v			v				
73.	In our respective positions to lead.								
74.	You speak with such clarity and you speak by telling the truth through a lived experience.				v				
75.	Your voices are part of the conscience of our country.								
76.	When we need in these moments in time, people who have something in them that is about empathy, about care				v				

	about a sense of responsibility for their brother and sister we need you all and your leadership in this movement is going to impact people that you may never meet.								
77.	People who may never know your name, but because of your leadership, they will forever be benefited.	v				v			
78.	So I say all that to say we will not be defeated.	v							
79.	We will not be deterred.								
80.	We will not throw up our hands when it is time to roll up our sleeves.								
81.	We will fight. We will lead. We will speak with truth. We will speak about freedom and justice. And we will march on.								

APPENDIX 2

SURAT KETERANGAN BEBAS PLAGIASI

	Perpustakaan	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> ASLI </div>
SURAT KETERANGAN BEBAS PLAGIASI		
Menekuh kugapalitrin / atungpal / karyas / talir / (kalis?) yang ditunshikun atna :		
Nama :	Nusha Nida Azzahra	
NIM :	20191111027	
Fakultas/Departemen :	Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Pendidikan Bahasa Indonesia	
Jurusan :	Pendidikan Bahasa Indonesia	
Prodi :	Pendidikan Bahasa Indonesia	
Nama Dosen Pembimbing :	Des Yana, M.Pd	
Petugas perpustakaan  Putri Budhitasari	Surabaya, 18 Juni 2024 Mahasiswa,  Nusha Nida Azzahra	
	Mengetahui, Kepala Perpustakaan  Des Yana, M.Pd	

*) DILAKUKAN KEMAH MONEV BARUKASAN FOMFINI

HASIL PLAGIARISM CHECKER

Skripsi Novita Nida Azzahra

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SIMILARITY INDEX

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PUBLICATIONS

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2	Pan, Qi. "On the Features of Female Language in English", Theory and Practice in Language Studies, 2011. Publication	1 %
3	Herman Herman, Vivi Lastiar Sinurat, Tiarma Intan Marpaung, Partohap Saut Raja Sihombing. "AN ANALYSIS ON WOMEN'S LANGUAGE FEATURE USED BY JACINDA ARDEN IN SPEECH ABOUT COVID-19", Edu-Ling: Journal of English Education and Linguistics, 2021 Publication	1 %
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Ini surat ini untuk menyatakan bahwa:

- 1. Nama : ...
- 2. ...
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has been endorsed by Pusat Bahasa UMSurabaya for further approval by the examining committee of the Faculty.

Surabaya, July 30, 2023

for this person,


Dr. Waode Hamsiq, M.M.

KARTU KENDALI BIMBINGAN

Kartu Kendali Bimbingan Skripsi
UNIVERSITAS MUHAMMADIYAH SURABAYA

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BIOGRAPHY



Novita Nida Azzahra was born in Sumenep on November 04, 2000. The first child of the couple, Mr. Mistawi and Mrs. Siti Juma'atini, who are also the older sister of Nabila Neylita Azzahra, have studied at the Universitas Muhamadiyah Surabaya for four years and have obtained a bachelor's degree (S1) in the English education Study Program in 2023. Novita Nida Azzahra previously completed elementary education at SDN Pandeman 1 Arjasa in 2013, MTs YPPMI Arjasa in 2016, and SMA Negeri 1 Arjasa in 2019. During her education, Novita Nida Azzahra was also active in the English

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