GENDER AND LANGUAGE FEATURES: A CASE STUDY IN *GIFTED* MOVIE

A Thesis

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfilment for the Requirement to Obtain Sarjana Degree in English

WRITTEN BY

REZA ACHMAD IRSYANDI SUARDI
F041201079

ENGLISH LITERATURE STUDY PROGRAM
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LEGITIMATION

THESIS

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BY

REZA ACHMAD IRSYANDI SUARDI

Student ID Number: F041201079

It has been examined before the Board of Thesis Examination on Friday, July 26, 2024

and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman

Prof. Dr. Abdul Hakim Yassi, M.A.
NIP. 195611281989031003

Secretary

Dr. Sukmawaty, M.Hum
NIP. 196010121987032002

Dean of Faculty of Cultural Sciences
of Hasanuddin University

Dr. Akin Duli, M.A.
196407161991031010

Head of English Literature
Study Program

Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

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On July 03, 2024 the Board of Thesis Examination has kindly approved a thesis by Reza Achmad Irsyandi Suardi (F041201079) entitled *Gender and Language Features: A Case Study in "Gifted" Movie* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, July 30, 2024

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DECLARATION

The thesis by Reza Achmad Irsyandi Suardi (F041201079) entitled *Gender and Language Features: A Case Study in "Gifted" Movie* has been revised as advised during the examination on July 26, 2024 and is approved by the Board of Undergraduate Thesis Examiners:

1. Prof. Dr. Kamsinah, M.Hum.   First Examiner   1. ....

2. Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts.   Second Examiner   2. ....

STATEMENT LETTER

The undersigned,

Name   : Reza Achmad Irsyandi Suardi

ID   : F041201079

Title of Thesis : Gender and Language Features: A Case Study in *Gifted* Movie

Department/Faculty : English Literature Study Program/Cultural Sciences

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, July 30, 2024

Reza Achmad Irsyandi Suardi

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 1298/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the thesis draft by **Reza Achmad Irsyandi Suardi** (F041201079) to be examined at the English Department, Faculty of Cultural Sciences.

Makassar, July 03, 2024

Approved by

First Supervisor,

Prof. Dr. Abdul Hakim Yassi, M.A.

NIP 195611281989031003

Second Supervisor,

Dr. Sukmawaty, M.Hum

NIP 196010121987032002

Approved for the Execution of Thesis Examination
by The Thesis Organizing Committees
On Behalf of Dean
Head of English Department

Prof. Dra. Nasmilah, M.Hum., Ph.D.

NIP 196311031988112001

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The writer thesis entitled *Gender and Language Features: A Case Study in "Gifted" Movie*. This thesis is written to fulfill one of the requirements in completing the study and to obtain a *Sarjana* of Literature degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

This thesis is my little gift to my family. To Mother, Nahira, Sister, Vira Izyani Aulany Suardi, and Father, Suardi Umar thank you for always keeping me in your prayers and for always letting me pursue my dreams whatever they may be. The nosy little boy has grown up and completed his studies, wait for him to reach his next dreams.

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The writer realizes that this thesis is the result of hard work from the writer and supported by the best prayers they have sent. Hopefully, all the people who have contributed to this thesis can be counted as good deeds and rewarded with good things by Allah SWT. Finally, the writer hopes this thesis can be useful either for the writer's education or for further research.

Makassar, May 25, 2024
The writer,

Reza Achmad Irsyandi Suardi

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ABSTRAK

Reza Achmad Irsyandi Suardi. *Gender dan Fitur Bahasa: Studi Kasus pada film "Gifted"*. (Dibimbing oleh **Abdul Hakim Yassi** dan **Sukmawaty**)

Penelitian ini bertujuan untuk mempelajari fitur bahasa pada perempuan dan laki-laki. Penelitian ini juga bermaksud untuk mendeskripsikan faktor yang mengatur para karakter dalam memilih dan menggunakan fitur bahasanya. Frekuensi dari fitur bahasa juga dibahas untuk menemukan perbandingan dari penggunaan fitur bahasa perempuan dan laki-laki.

Penelitian ini merupakan penelitian dengan metode campuran yang merupakan gabungan antara penelitian kualitatif dan kuantitatif. Tuturan dari seluruh karakter dalam film *Gifted* menjadi data dalam penelitian ini. Penulis menggunakan tabel observasi untuk membantu mengumpulkan data untuk menjawab rumusan masalah pertama. Dalam mengetahui jumlah dan presentase masing-masing fitur yang digunakan, penulis membuat sebuah formulasi. Selain itu, penulis juga menggunakan buku, jurnal, dan artikel yang sesuai dalam menjawab pertanyaan kedua.

Hasil penelitian ini menunjukkan bahwa sembilan dari sepuluh fitur bahasa perempuan digunakan oleh para karakter. Fitur tersebut adalah *lexical hedge or filler, tag question, rising intonation on declaratives, empty adjectives, intensifiers, hypercorrect grammar, superpolite, avoidance of strong swear words*, dan *emphatic stress*. Hanya fitur *precise color terms* yang tidak digunakan. Selain itu, terdapat lima dari enam fitur bahasa laki-laki yang diucapkan. Fitur tersebut adalah *minimal responses, questions, command and directives, swearing and taboo language,* dan *compliments*. Hanya *the theme* yang tidak ditemukan dalam penelitian ini. Selain itu, penulis juga mengidentifikasi faktor-faktor yang mengatur fitur bahasa dari seluruh karakter. Faktor-faktor tersebut adalah wilayah, kelas sosial, jenis kelamin, usia, pendidikan (faktor makro-sosiolinguistik) dan kekuasaan, kedekatan, suasana hati, dan situasi lainnya (faktor mikro-sosiolinguistik).

Kata Kunci: fitur bahasa perempuan, fitur bahasa laki-laki, penelitian campuran, film *Gifted*.

ABSTRACT

Reza Achmad Irsyandi Suardi. *Gender and Language Features: A Case Study in "Gifted" Movie*. (Supervised by **Abdul Hakim Yassi** and **Sukmawaty**)

This research aims to study the language features of women and men. This research also aims to describe the factors that govern the choice and use of particular language features by the characters. The frequency of language features is also discussed to compare the use of women's and men's language features.

This research is a mixed-method study which is a combination of qualitative and quantitative research. The utterances of all characters in *Gifted* movie are the data in this research. The writer used observation tables to help collecting the data to answer the first research question. In finding out the number and percentage of each feature used, the writer made a formulation. In addition, the writer also used relevant books, journals, and articles to answer the second research question.

The results of this research show that nine out of ten women's language features are used by the characters. These features are lexical hedge or filler, tag question, rising intonation on declaratives, empty adjectives, intensifiers, hypercorrect grammar, superpolite, avoidance of strong swear words, and emphatic stress. Only the precise color terms feature is not used. In addition, five out of six men's language features are uttered. These features are minimal responses, questions, commands and directives, swearing and taboo language, and compliments. Only the theme is not found in this study. Furthermore, the writer also identified the factors that govern the language features of all characters. They are region, social class, gender, age, education (macro-sociolinguistics factors) and power, proximity, mood, and others situational (micro-sociolinguistics factors).

Keywords: women's language features, men's language features, mixed-methods, *Gifted* movie.

LIST OF TABLES

LIST OF ABREVATION

Women's Language Feature	Abrevation
Lexical Hedges or Filler	LH
Tag Questions	TQ
Rising Intonation	RI
Empty Adjectives	EA
Precise Color Terms	PCT
Intensifiers	I
Hypercorrect Grammar	HG
Superpolite	SP
Avoidance of Strong Swear Words	SW
Emphatic Stress	ES

Men's Language Feature	Abrevation
Minimal Response	MR
Question	Q
Command and Directives	CD
Swearing and Taboo Language	ST
Compliments	C
The Theme	T

CHAPTER I

INTRODUCTION

In this chapter, the writer explains the introduction of the research which consisted of the Background of the Study, Identification of the Study, Scope of the Study, Research Questions, Objective of the Study, and Sequence of the Writing.

1.1 Background of the Study

Language has become an important tool in social life. Because language helps to connect one person to each other. The study of language and society called sociolinguistics. It studies all kinds of relationships between language and society. One of them is the different types of language features use in particular gender.

Gender referred to the differences between men and women in various aspects including reproductive organs, division of roles, and perspectives in society (Bradley, 1996:1). Those differences may impact on their use of language features. Wahyuningsih (2018:82) stated that women tended to communicate by emphasizing tolerance among others, while men tended to communicate by emphasizing power and status.

In sociolinguistics, language and gender have a very strong relationship because gender can influence language use in social interactions. Men and women have their own language when they are communicating differentiated by the gender of the interlocutor. The reason can be influenced by culture, education, and age ps in society. However, men and women have their own characteristics in ise. Men tend to use their logic, while women will use their feelings.

In identifying the types of language features use in a particular gender, the writer uses two theories. First, the theory proposed by Lakoff (1973) about ten aspects of women's language which contains *Lexical Hedges or Fillers, Tag Questions, Rising Intonation, Empty Adjectives, Precise Color Terms, Intensifiers, Hypercorrect Grammar, Superpolite, Avoidance of Strong Swear Words,* and *Emphatic Stress*. This theory explains about the language features used by women. Furthermore, the writer also uses the theory of Coates (2004) about six aspects of men's language that contains *Minimal Response, Question, Command and Directives, Swearing and Taboo Language, Compliments,* and *The Theme*. This theory explains about the language features used by men. Both of these theories will guide the writer to conduct this research.

In analyzing the use of language features in a particular gender, the writer chose *Gifted* movie as the object of research. *Gifted* movie tells the story of a child named Mary who is the subject of a custody battle between her uncle and her grandmother. Mary is a genius mathematician who is raised by Frank (her uncle) after her mother commits suicide. Mary has no friends her age; Mary's friends are only Frank and Roberta. Therefore, Frank decides to send Mary to public school, which was previously homeschooling, to help her socialize and appear more like a normal child.

The climax of the movie is when Evelyn (her grandmother) wants to take custody of Mary. Because she believes Frank is unable to finance her education. In Evelyn also has a specific goal to fulfill her intellectual ambitions. She at she would lose in court, Evelyn then offered another compromise. Mary

has to be raised by adoptive parents until she turns twelve and cannot be visited except at certain times. Long story short, Frank discovers that Mary's adoptive parents are actually hired by Evelyn and promptly brings Mary home. At the end, it is shown that Mary is sent to a special school for genius children based on her wishes. This movie is particularly interesting for research because the characters use language features not commonly associated with their gender, making it a compelling subject for analysis.

Mary looks different when using language features. As described in the movie, Mary does not use language commonly used by children her age. She tends to use language like an adult. One instance is when Ms. Stevanson (Mary's teacher) asks her students a question, and Mary responds with "*what kind of school is this, anyway?*" because she finds the question is too easy. Another character Frank uses language that is not typically spoken to a child, which is Mary. This indicated that in the movie the characters lack of knowledge about the use of language features.

Nowadays, social factors also greatly influential in the use of language features. Schneider and Barron (2008:426) stated *"we distinguish five social factors. These are region, social class, ethnicity, gender, and age (less stable—and less studied—factors such as education and religion may be considered in addition)"*. Furthermore, mood and interlocutors strongly influence in the use of language features. The choice of language features can be conscious and speakers can change their language choices depending on these factors.

Moreover, many people assume that the use of language between men and women is the same. But in reality, it is different, especially in the use of language features in linguistic forms. In watching movies, people do not have an awareness of the language features used by the characters. Thus, in this study, the writer analyzes the use of language features by the characters in *Gifted* movie.

Based on the explanation above, the writer finds this movie is interesting to research. The language features use by the characters not commonly used by their gender. The characters in this movie also lack of knowledge about the use of language features. Furthermore, social factors are also very influential in the choice of language features. Moreover, in watching the movie, people have no awareness of the language features used by the characters. This research aims to answer those problems. Therefore, the writer chose to analyze gender and language features: a case study in *Gifted* movie.

1.2 Identification of the Study

Based on the previous background of study, the writer has made an identification of the study:

1. In *Gifted* movie, the characters use language features that are not commonly used by their gender.

2. The characters are lack of knowledge about the use of the language features.

3. Social factors may impact on differences in the use of language features. People have no awareness of the language features used by the characters.

1.3 Scope of the Study

The scope of this research focuses on language features used by men and women characters in the movie. The writer use Lakoff's (1973) theory of ten aspects of women's language and also Coates' (2004) theory of six aspects of men's language. Moreover, the writer also identifies the factors that govern the characters in choosing particular language features.

1.4 Research Questions

Based on the identification of the study before, the writer formulated research question as follow:

1. What are the types of language features used by men and women characters in *Gifted* movie?

2. What factors do govern men and women characters in choosing particular language features?

1.5 Objective of the Study

Based on these research questions above, the writer determined two objectives of the study as follows:

1. To find out the types of language features used by men and women characters in *Gifted* movie.

2. To describe the factors that govern the characters in choosing particular language features in *Gifted* movie.

1.6 Sequence of the Writing

This study consists of five chapters. The first chapter is Introduction which presents Background of the Study, Identification of the Study, Scope of the Study, Research Question, Objective of the Study, and Sequence of Writing. The second chapter is Literature Review which consists of Previous Related Studies and Theoretical Background which contains any theory used to conduct research. The third chapter is Research Methodology which contains Method of Research, Method of Collecting Data, and Method of Analyzing Data. Chapter four presents the data and research results of language features in *Gifted* movie. Finally, Chapter five is the closing chapter which consists of Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses Literature Review, which consists of Previous Related Studies and Theoretical Background that contains Sociolinguistics, Language and Gender, Women Language, Men Language, and Social Factors.

2.1   Previous Related Studies

This chapter consists of studies that are relevant to the research conducted by the writer. The similarity of objects and theories helps the writer in conducting research. In this case, the object is *Gifted* movie and the theories are Lakoff's (1973) theory and Coates' (2004) theory. The similarities and differences of previous research and research conducted by the writer are explained as follows:

The first previous related studies entitled *Language Features Tends to Male and Female (Descriptive Qualitative Research Of 10th Grade At Arrisalah Islamic Boarding School In Academic Year 2015/2016* which written by Ika Rahayuningsih (2016). This research focuses on the language features used by 10th Grade in Arrisalah Islamic Boarding School in the academic year 2015/2016 and classifies them into Lakoff (1973) and Coates (2004). Moreover, this research also provides the factors that supported the differences in language features between the 10th-grade men and women students. The similarity between this research and the writer's thesis lies in the theory, such as Lakoff and Coates, and also the factors behind the speakers using their own language features. The difference lies in the object of the

his research used students in Arrisalah Boarding School while the writer's

l a movie as the object.

The second previous studies entitled *The Differences Between Men and Women's Language In The Devil Wears Prada Movie* which written by Tri Puspa Juwita, Dyah Sunggingwati, and Nita Maya Valiantien (2018). The writers in this study focuses on the language features used in *The Devil Wears Prada* movie and then classifies them into the theories of Lakoff (1973) and Coates (2004). Besides, this study also provides a view that both men and women are inconsistent in using their language features. The similarity between this research and the writer's thesis is the theory, such as the ten aspects of women's language and six aspects of men's language. The difference lies in the object of research, which uses different movies.

The next research by Nurhidayah, Abdul Hakim Yassi, and Sukmawaty (2021) with the title *The Types of Conversational Implicature in 'Gifted' Movie*. The researchers used Yule's theory (1996) to classify the types of conversational implicature in this movie. This study finds that generalized conversational implicature is more dominantly used than particularized conversational implicature. The similarity of this study with the writer's thesis is in the object of research; both of them used conversations in *Gifted* movie. On the other hand, the difference lies in the theory used in conducting the research.

The fourth previous studies by Nazila Auliya Nisa (2022) with the title *Gender Differences in Language Features Found in Legally Blonde Movie: A Sociolinguistic Analysis*. This research focuses on the language features of women and men and the purpose of using these language features. The similarity between ch and the research conducted by the writer is in the theory. The difference object of research, and also this research focused on the purpose of using

language features while the writer focuses on the factors that govern the characters use of particular language features.

The last research is entitled *Men's and Women's Language Features Used in the Conversation of the Talk Show 'The Ellen Show'* by Adriel Elbert Dinata, Ni Wayan Sukarini, Sang Ayu Isnu Maharani (2023) This study focuses on the language features used by Will Smith (man) and Ellen DeGeneres (woman) in conversations on The Ellen Show. The results show that women only use seven out of ten women's language features, and men only use four out of six men's language features. Additionally, it is found that man speakers used women's language features and vice versa. The similarity between this research and the writer's thesis is in the theory used. The difference lies in the object of research. Another difference can be found in the results of the research; the writer not only classifies the conversations in the movie into language features between women and men but also includes the factors that govern the characters in choosing particular language features, while in this study, they are not included.

2.2 Theoretical Background

In this chapter, the writer explains the theories that are relevant to the topic taken. These theories are collected in order to assist the writer in conducting the research. The purpose of this assist is to answer research questions, interpret data, also increase the knowledge of language features and factors that govern the characters in choosing particular language features.

2.2.1 Sociolinguistics

Language became a tool of communication in society, by voice, sign, and terms to express meaning, ideas, and knowledge (Daulay, 2019:10). The existence of language is inseparable from society. Without language, people will have faced difficulties in doing activities with others. The study of language and society called sociolinguistics. The definition of sociolinguistics can be observed in the following statement.

> "Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structure in which the users of language live. It is field of study that assumes that human society is made up of many related patterns and behaviours, some of which are linguistic." (Spolsky, 1998:3)

Sociolinguistics is the study of how people used language in social interactions. This is in accordance with Coulmas (1997, as cited in Wardhaugh, 2010: 12-13) stated that sociolinguistics investigated the way people spoke, the variety of language used, and patterns of use correlated with social attributes such as age, class, and even gender. Thus, the role of sociolinguistics is to bring language to its function in society, which is a tool of communication.

Sociolinguist (expert in sociolinguistics field) investigate the use of language to convey messages. As language functions to convey messages, there are social interactions between communities. These social interactions can indicate the relationships of the people involved in them. However, in social interaction, people used different language styles. This happens due to the social context, where they ;, who they are talking to, and how the situation is very influential on

language choice. The way people spoke was influenced by the social context in which they spoke (Holmes, 2017:1).

Sociolinguistic studies typically focus on linguistic variation within society. Examples of linguistic studies are code switching/mixing, language variation, politeness strategy, and gender studies which became the focus of this study. Gender differences (in this case, men and women) are still an interesting debate including in language use. Many studies find that women's language is different from men's language. Robin Tolmach Lakoff in 1973 has published a book on gender and language entitled Language and Women's Place, where she has argued that women have ten language features that are different from men. Furthermore, in 2004, Jennifer Coates published a book entitled Women, Men, and Language, where she has argued that men had six language features that were different from women.

2.2.2 Language and Gender

Gender comprehension is commonly mistaken by sex comprehension. According to Eckert, Penelope, and Sally (2013:2), sex was a biological characteristic that distinguished men and women based on their physical appearance. Gender is not only a biological characteristic that distinguished between men and women. Gender was a social construct that differentiated roles, norms, and values that given by society (Phillips, 2005:1). Thus, sex is natural and permanent while gender is a social construction determined by society.

As gender (in this case, men and women) is socially constructed by society, ed from what they see and fell. Their way of life, speech, habits, and re strongly influenced by their society. "*Men and women are members of*

culture and they learn the suitable ways of speaking and a large set of gendered meanings that attached to different ways of speech; they produce their own behavior in the light of those meanings" (Cameron, 1998:281). Society also gives the view that men should not show sadness and women should not show anger, especially using swear words. In addition, society also requires women to speak in a way that reflected femininity and men to reflects masculinity.

Language and gender refer to the differences in language use of men and women in society. In social life, it can be noticed that the status of women is considered lower and below than men. The differences in the language features of men and women could be a result of the unequal status of women that given by society (Dong, 2014:93). Furthermore, Trudgill (1972:182, as cited in Sunderland, 2006) mentioned that in language use, women tended to be more aware of their status than men so they would be more aware of the social significance of linguistic variables. Therefore, women were often discriminated in the use of language in society.

Moreover, due to the discrimination that women felt, they create the political activism of the Women's Movement. They demand to be treated equally like men. Because after the Second World War, all important positions in society are held by men. In Britain, led by King George VI (father of Queen Elizabeth II), the Prime Minister, Members of Parliament, important positions in law, and the Pasto are held by men. The result of the Movement is the Equal Pay Act and the Sex Discrimination come into force in Britain in 1975. This led to changes in views and owards women at all levels of society (Coates, 2013:5).

Based on the explanation above, a person's use of language is very dependent on their gender. Besides, the social construction made by society creates differences in men and women language. Furthermore, due to the women's movement, equality is born in all sectors, including freedom of speech. However, there are still differences in the form of language between men and women. According to Lakoff (1975), there were many things that underlay the differences between women and men in language. The difference in language use also depends on the interlocutor. How men talked to other men, and how men talked to women is different; this also same for women. They also used different forms depending on the gender of the interlocutor (Fasold, 1990:93).

2.2.3 Women Language

The theory of women's language features is first proposed by Lakoff (1973) in her book entitled Language and Women's Place. This book is a symbolic moment in language and gender language. Lakoff (1973, as cited in Holmes, 2017:324) formulated ten characteristics of women's language such as Lexical hedges or fillers, Tag questions, Rising intonation on declaratives, 'Empty' adjectives, Precise color terms, Intensifiers, 'Hypercorrect' grammar, 'Superpolite' forms, Avoidance of strong swear words, and Emphatic stress.

1. Lexical Hedge

    According to Coates (2013:88), Women's language is frequently classified as provisional because women used hedges more often than men. Hedges are

    forms such as *I think*, *I'm sure*, *you know*, *sort of*, *perhaps*, and *like*, which

    ie speaker's certainty or uncertainty about the topic being discussed.

Rosanti and Jaelani (2016, as cited in Namaziandost and Shafiee) stated that a hedge could be an adjective or adverb but might also consist of a clause. In other studies, it is found that there are nine types of lexical hedges based on their classification; the explanation is as follows.

1. Modal auxiliary verb: will, must, might, can, should, could, would, may.

2. Lexical verb: appear, believe, assume, tend, suggest, estimate, think, argue, speculate, indicate, seem, propose, suppose.

3. Probability adjective: possible, likely, unlikely, clear, definite, certain, probable.

4. Noun: assumption, claim, probability possibility, estimate, suggestion.

5. Adverb: Practically, presumably, clearly, probably, conversely, possibly, perhaps, definitely, certainly, virtually apparently, completely.

6. Adverb of frequency: often, occasionally, generally, usually, sometimes, normally, frequently, always, rarely, never, seldom.

7. "If" Clause: if true, if anything.

8. Compound hedges: seems reasonable, looks probable, may be suggested.

9. Fillers: you know, you see, by the way, sort of, well, hmm, uhm, uhh, uh..huh, all I know, I mean, yeah, like.

2. Tag Question

Tag questions were one of the linguistic forms that showed tentativeness in speech (Lakoff, 1975, as cited in Coates, 2013:90). Moreover, Holmes (2017:329) stated that tag questions could be used to soften the critical comment, and treating ons as an uncertainty signal was clearly misleading. Furthermore, the tag s also classified as reinforcers. Based on Coates (2013:91), the main

function of tag questions was affective, expressing the speaker's attitude to the addressee and therefore oriented to the addressee. "*She's very beautiful, isn't she?*" is an example of a tag question. In other studies, it is found that tag questions are mostly used by women, but men may also use it.

3. Rising Intonation on Declarative

In many languages, including English, rising intonation becomes the endpoint of a question. Rising intonation is used to change a statement into a question, de-emphasize the statement, and make the speaker sound uncertain. Lakoff (1973:55) stated that rising intonation was typically in the form of a yes-no question and seemed hesitant in expressing it. The effect resembles like one is looking for confirmation, although at the same time the speaker might be the only one with the necessary information. An example of rising intonation can be seen in the following conversation.

(A)   When will lunch be ready?

(B)   Oh…. around twelve o'clock…?

In this conversation, (B) uses rising intonation to show hesitation. Like (B) is questioning "Twelve o'clock, is that okay for you, are you agree".

4. Empty Adjectives

Empty adjectives are a group of adjectives that has the meaning of showing someone's admiration for something. According to Lakoff (1973:51), empty adjectives related to emotional reactions to specific information. However, another d that empty adjectives were only used to show feelings or emotions, not formation (Crawford, 1995:24). This means that the words do not express

the actual meaning, but only conveyed an emotional meaning. Lakoff (1973:51) explained that there were two types of empty adjectives, which were neutral (great, neat, cool, terrific), and women-only (beautiful, gorgeous, adorable, charming, sweet, cute). She adds that if men use empty adjectives, it ruins a man's image.

5. Precise Color Terms

Women are more likely to give color names to colored objects that they find. Women usually named colors more accurately than men (Lakoff, 1973:49). When we ask men about the comparison of two colors, they generalize the colors even though they are different. The words *Beige*, *lavender*, *maroon*, *aqua*, *cyan*, etc are examples of color names that women usually use.

6. Intensifiers

Women usually use intensifiers in expressing strong feelings. Intensifiers were used by men and women but were mostly used by women to strengthen their words (Lakoff, 1975). These intensifiers show a woman's lack of confidence. In social life, intensifiers serve to reinforce meaning so that their message is taken seriously. Examples of these language features are *so*, *really*, *very*, *just*, *absolutely*, *perfectly*, *sublimely*, and more.

7. Hypercorrect Grammar

Hypercorrect grammar relates to politeness in speech that used standard grammar. According to Lakoff (1973:80), hypercorrect grammar was a language feature that used standard forms and avoided the use of slang. In practice, women oid using "ain't" and usually use the letter "g" as in "going" instead of

"goin" which men often use. Furthermore, women tend to use more suffix-ing and less suffix-in than men in words like doing and playing.

8. Superpolite

Women commonly use polite words in their speech. Based on Lakoff (1973:80), women were considered to use words more politely than men. This relates to the hypercorrect grammar that they use. This language feature also closely related to women's awareness of their social status in society. In practice, the phrases "*please*", "*thank you*", "*could you*", "*would you*" are superpolite forms.

9. Avoidance Strong Swear Words

According to Lakoff (1973:51), Men gained a stronger position than women in society when they were given the space to express their emotions. The strong emotion means swearing. Swearing is a type of interjection that expresses extreme statements. Men tend to use harsh and forbidden words such as *shit*, *hell*, and *damn*. In contrast, women use more polite versions that are not hurtful to the other person, such as *oh dear*, *my dear*, *my Goodness*, *Goodness*, and *Good heavens*.

10. Emphatic Stress

Emphatic stress relates to boosting. In the opinion of Lakoff (1975), emphatic stress was used to emphasize a word while the speaker was not confident in what they said, so that the interlocutor could believe in them. Women use emphatic stress by making the tone higher. For example, they use words *brilliant*, *best*, *great*, *awesome*, etc.

2.2.4 Men's Language

The theory of men's language features is first proposed by Coates (2004) in her book entitled Women, Men, and Language. This theory is an extension of Lakoff's (1973) theory of women language features. Coates (2013:87-98) formulated six aspect of men language such as minimal response, questions, command and directives, swearing and taboo language, compliments, and the theme.

1. Minimal Responses

According to Fellegy (1995:186), minimal responses were responses uttered by the listener to signal a certain level of engagement from the speaker. Minimal responses are also called back channels. Minimal responses were usually used more by women than men and at appropriate times (Coates, 2013:87). In other research, it was explained that women used minimal responses as a sign of support or full listening, while men used it as a sign of approval (Malts and Borker, 1982; Tannen, 1990, as cited in Fellegy, 1995:186). Zimmerman and West (1975, as cited in Fellegy, 1995:186) found that in conversations, men delayed minimal responses with women; they often paused for several seconds before responding. Men delayed minimal responses to extinguish women's topics of conversation (Hanley and Kramarae, 1991, as cited in Fellegy, 1995:186-187). Examples of minimal responses are *mhm*, *right*, and *yeah*.

2. Question

People ask questions to get information. Fishman (1980, as cited in Coates, 2013:92-93) stated that women asked more questions than men. This is in accordance with the results of research conducted by Coates (2004) in the movie *The Birthday Party* (1960); she found that women used the interrogative form more than men, and this may reflect women's weakness in interactive situations: they exploited questions and tag questions to keep the conversation going.

In contexts where men and women were supposed to have equal status, but in high-status contexts, men asked more questions than women (Coates, 2013:94). This statement was found from several studies such as: in research analyzing questions following formal presentations at conferences (Swacker 1979; Holmes 1988b), in a study of academic seminars at Durham University (Bashiruddin et al. 1990), and in research analyzing questions and other elicitations following public meetings (Holmes 1995). Examples of questions that are commonly used, *What is your name? What do you think about me? What does it say?*

3. Commands and Directives

Coates (2013:94) defined that directives were speech acts which tried to get someone to do something. The most commonly found directive types are commands and requests. In research conducted by Goodwin (1980, 1990, 1998, as cited in Coates, 2013:94-95) on a group of girls and boys in Philadelphia, it was found that boys used different types of directives than girls. The boys used aggravated like gimme and I want to establish status differences between themselves.

In contrast, the girls typically used mitigated directives such as *let's* and *gonna*. The modal auxiliaries *can* and *could* are also used by girls for suggesting.

Goodwin argues that girls and boys use different linguistic forms to express directives when playing in same-sex groups. But, in cross-sex arguments, the girls are able to use forceful directives. Furthermore, the linguistic forms reflect and reproduce the social organization of the group. The boys' group is hierarchically organized, meaning the boys use very strong directive forms to demonstrate control, whereas the girls' group is non-hierarchical, meaning that all girls participate in decision-making on an equal basis.

4. Swearing and Taboo Language

It is considered unusual and unacceptable in society to use swear words. Coates (2013:97) stated that men swear more and used taboo language more often than women. Flexner (1960) claimed that most American slang was created and used by men. According to Lakoff (1975, as cited in Coates, 2013:97), men used stronger swear words such as *damn* and *shit*, while women used expressions like *oh dear* and *goodness* which was impressionistic. However, other research suggests that using swear words can be helpful in relieving stress, anger, and tension.

In research conducted by Coates (2003), it was found that when men talked to each other, they would use a lot of taboo language, while when women talked to each other, they almost did not use taboo language. However, in mixed contexts, men and women speakers seem to consider the norms perceived by the other gender. n men talk to women, there is less taboo language, and when women talk ere is more taboo language.

5.   Compliments

In research conducted by Coates (2013:98) in New Zealand, the United States, and Britain, it was shown that women gave and received more compliments than men. Furthermore, as Holmes (1995:127, as cited in Coates 2013:99) stated compliments were formulaic speech acts and mostly referred to very narrow syntactic patterns. This data also indicates that women use compliments like "*what lovely earrings!*" while men use compliments like "*Great shoes!*".

According to Herbert (1998:56), compliments could be analyzed in terms of personal focus.:

1st person focus:	*I like your hair that way*
2nd person focus:	*your hair looks good short*
3rd person focus: [= impersonal]	*nice haircut!*

Herbert found that women preferred to use personalized forms (first or second person focus), and men preferred to use impersonal forms (third person focus). Furthermore, Herbert pointed out that women tended to compliment other women on their appearance, whereas men preferred to compliment other men on their wealth, power, and skills..

In some situations, cross-sex compliments functioned as a positive politeness strategy, which aimed to elicit positive face needs from the addressee, and also compliments could be face-threatening because they ignored the negative face needs of the addressee (Coates, 2013:100). Cross-sex compliments are clearly more face-

ȝ than same-sex compliments, and compliments seem to be more face-

ȝ for men than women.

6. The Theme

Men and women have different topics of conversation. According to Coates (2013:127-128), women were more likely to talk about people and feelings, while men were more likely to talk about vacation, sport, and current news. Moreover, (Holmes, 1991, as cited in Nugroho and Agustin, 2003:124) stated that men preferred to talk about their study, experience, and recount competitive exploits. This indicates that men use their masculinity more in choosing topics of conversation while women use their femininity.

As stated by Tannen (1991:45), when women and men engaged in conversation, they often misunderstood each other because cross-cultural conversation. Thus, they avoid conversations that they would normally have with the same sex. The purpose of the conversation also differs depending on the context. As (Poynton, 1989, as cited in Nugroho and Agustin, 2003:124) concluded that the choices of topics that appealed to men were business and money, followed by sports and vacations, while women tended to talk about other people and clothes.

2.2.5 Social Factors

Social factors are very influential in the use of language in society. Schneider and Barron (2008:2) stated "*we distinguish five social factors. These are region, social class, ethnicity, gender, and age (less stable—and less studied—factors such as education and religion may be considered in addition)*". These factors are used to identify the identity of the speaker. These five factors are identified as macro-

cro-sociolinguistic) factors. On the other hand, there are micro-social

iolinguistic) factors including power, proximity, mood, and other

situational factors. The crucial difference between these two types of factors is that macro-social factors concern the individual speaker, while micro-social factors involve the organization of the speaker.

Macro-social factors and micro-social factors not only impact pronunciation, vocabulary, and grammar but also influence language features in social interaction. The judgments of people studied and less studied distinguished the way they use their language. Women can use men's language features and vice versa. When men grow up in a predominantly women's environment, their language use becomes like women. Likewise, when women have higher power than men, their language use becomes like men. Therefore, social factors are very influential in choosing someone's language features.