CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Language Features

Coates (2013) in his book Women, Men, and Language outlines the relationship between language and gender, namely women and men through several literature reviews. However, the explanation described by Coates does not refer to male or female language with certainty because it was conducted by other researchers. The research conducted by Coates does have a tendency for the distinct use of language of communication competence by women and men by focusing only on 7 language features.

The seven features are minimal responses, lexical hedges, tag questions, questions, commands and directives, swearing and taboo language, and compliment (2013: 86-97).

2.1.1.1 Minimal responses

Coates (2013:87) categorized phrases that indicated as minimal responses (back channels) such as yeah, right, mhmm, and etc. In a conversation, the use of minimal response has different purposes and meanings between women and men. Women use minimal response as an indication that they agree with the topic presented by the speaker and as an active listener in a conversation (Coates, 2013: 127-128).

The use of minimal response in men is usually used as an indication of disinterest or lack of understanding of a topic being discussed (Zimmerman and

West in Coates, 2013: 123). However, it does not imply that women or men always use minimal response for the same reason as stated above, because the use of minimal response is also conditional.

2.1.1.2 Lexical Hedges

Coates (2013:87) stated that hedges are linguistic forms such as I think, I'm sure, you know, sort of and perhaps which in their use can indicate the certainty, uncertainty, and confidency of the speaker. Coates (2013:33) also mentions that hedges can also be used to show similar feelings, find the right words to say, and avoid the role of expert. This statement is supported by Holmes (as cited in Coates, 2013:88) that hedges (especially the phrase 'you know') show two sides, namely certainty and uncertainty.

2.1.1.3 Tag Questions

Dubois and Crouch's remark in Coates (2013) who mentioned examples of formal tag questions, namely "isn't it?" and informal such as 'right?' and 'ok?'. These phrases are used as speaker oriented since they ask the addressee to confirm the speaker's proposition, or by softening the force of negatively affective speech acts (Holmes in Coates 2013:91). The use of tag questions is usually to invite the listener or someone into the topic being discussed (Coates 2013:262).

2.1.1.4 Questions

Questions are constantly a part of conversations whether it's a conversation between two people or in a group. A sentence is usually recognized as a question if it is marked with a '?' sign, but it can also be determined by the intonation when saying it (Coates,1998:195).

There are two types of questions such as yes/no question or wh-question, and women use more frequently than men when referring to yes/no questions (Fishman in Coates, 2013:93). Questions have function as an information gathering tool, an invitation to join the conversation, an introduction to a new topic, or a hedge (Coates 2013:130).

2.1.1.5 Commands and directives

Coates (2013: 94) states that this command and directive have the aim of making someone do something. In men and women, the way of delivering commands and directives is different or opposite. As mentioned by Goodwin in Coates (2013:95), men tend to use commands and directives in a more aggravated manner while women tend to be mitigated. An example of mitigated is by using the word Let's (Coates, 1998: 78). Also mentioned are several words other than let's, namely gonna, can, or could (Coates, 2013: 95).

2.1.1.6 Swearing and taboo language

According to Coates (2013:13), swearing and taboo words are anything which could come under the general heading of 'vulgar language'. Swear words are used usually to describe strong feelings of anger or frustration that are deep and specific to another person or a nearby target. (Eckert & McConnell,2013:162). Swearing is unpredictable when it is used, but in the context of same-gender conversations, it often appears (Coates, 2013:97).

2.1.1.7 Compliment

Quoting from Holmes (as cited in Coates 1998:101), a compliment is an act of speech in which the speaker, generally the person being addressed, directly or

implicitly gives credit to another person for some quality (possession, characteristic, skill, etc.). Compliments have several functions, namely as a form of politeness that shows solidarity and goodwill, and as a form of praise and encouragement (Coates 1998:102). Coates mentions that in the context of same sex compliments women often use compliments that refer to the other person's appearance, whereas men focus on skills and possessions (2013:99).

2.2 Methodology

2.2.1 Type of Research

This study uses qualitative method to give a detail analysis of the object (Creswell,2007). Applying qualitative method allows to deliver information about social relations, imagination, direct or indirect communication, the way social events may occur, comprehension of something, and the meaning to be shared (Mason, 2002). The data in the form of utterances by the lead characters in *Mr. and Mrs. Smith (2005)* will be analyzed by the type of seven language features by Coates (2013)

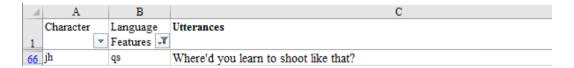**2.2.2 Data, population, sample, and sampling technique**

The writer uses data from the "Mr. and Mrs. Smith (2005)" utterances in the movie and script. The data for this study are obtained from "Mr. and Mrs. Smith (2005) movie by director Doug Liman and scriptwriter Simon Kinberg. The population of this data is taken from all conversations of the two main characters, John and Jane, and while they are talking to each other in the movie. Then by using purposive sampling, only conversational sentences that represent the 7 language features of Coates (2013) are used.

2.2.3 Method of Collecting Data

The procedure for collecting the data can be described as follow:

1. The writer downloads Mr. and Mrs. Smith movie script at Script.com and subtitles at moviesubtitlesrt.com.

2. Then the data is converted into docx (word) form, and transferred to excel to simplify data processing.

3. The data was tidied up by viewing the movie to ensure that all the utterances in the movie were also in excel. Sentences containing language features are written in separate lines. Thus, a line consists of only a single language feature.

4. The writer creates 3 columns in the excel sheet, to facilitate the data processing process later. The first column is used to write the name of the character is speaking. The second column consists of the categories of the language features. The third column contains features which include the language features corresponding.

Figure 1. Sample Template

	A	B	C
1	Character	Language Features	**Utterances**
66	jh	qs	Where'd you learn to shoot like that?

For example, in line 66 the sentence "Where'd you learn to shoot like that?" (col 3) incorporate the language feature of "Question" (col 2), as shown in the underlined this comes from John (col 1).

5. To classify the data that belongs to language features by Coates (2013), the writer uses tags that will be incorporated in the language features column. The following are the tags used.

Table 2.2.2 Language Feature Tag Set

Tags	Language Features
mr	Minimal response
hg	Lexical hedges
tq	Tag question
qs	question
cm	Commands and directives
sw	Swearing and taboo language
cp	Compliment

2.2.4 Method of Analyzing Data

1. The annotation (see 2.2.2) is placed in the tags column of the excel sheet which marks which language features used by the speakers.

2. After all the annotations have been completed, the writer will use the filter feature to double-check and calculate the frequency of occurrence of each feature for each character (John and Jane).

3. To answer the research question (see 1.2), the results of all the frequencies of language features used by John and Jane were incorporated in a table.

4. Furthermore, the data will be described and explained in detail based on the context and theory applied.

5. From the results of the analysis, a conclusion will be formulated that comprehensively explains the research discussion.