CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1   Language and Gender

According to Holmes, one of the subjects explored in sociolinguistics is language and gender (2008: 157). Sociolinguistics study of language and gender investigates the relationships between language use and gender. Although language is frequently just seen as a tool for communication, it also plays a role in socialization and the maintenance of attitudes and values. Women and men use several types of language in all linguistic cultures to differing degrees. Language can be used to signal one's gender identity, and individuals may adopt specific linguistic features to align themselves with gender identities (Eckert and McConnell-Ginet, 1992).

The term gender means difference that is not biological and not the nature of God, but gender is behavioral differences between men and women created either by men or women themselves through a social and cultural process that is quite long so that institutionalized in society (Oakley 1972). According to Eckert and McConnell-Ginett (2003), biological factors determine a person's sex at birth, while gender is a product of social construction and elaboration on one's biological sex. Caplan (1987) suggests that gender refers to the dissimilarities in

actions exhibited by men and women, beyond their biological structure, with much of it being formed by social and cultural factors.

The sociocultural elements that support the belief that men are superior to women in terms of social position, social roles, gender stereotypes, and gender ideology influence the language distinctions between men and women. Women are perceived as belonging to the lower class or second class, not intelligent, obedient, weak, chatty, and gossipy, whereas men are seen as intelligent, brave, and in high positions (Holmes, 2013: 314). The idea that women are less competent or authoritative than males may be influenced by the difference in language usage. As a result, during the 1960s and 1970s, society began to establish the use of the two genders, masculine and feminine, in language (Coates, 1986).

2.1.2 Language Features

Women are often associated with being expressive and adept at conveying their emotions. In his book "Language and Woman's Place" (1972), Lakoff asserts that men and women employ distinct communication styles. However, in Lakoff statement is a subject of disagreement among linguists, with some finding the theory inaccurate. Consequently, numerous researchers have reviewed Lakoff's theory. This applies in Jeniffer Coates' work "*Women, Men, and Language*".

Coates (2013:86) states that there are differences in the way women and men interact in conversation. These differences can be identified through several aspects, including minimal responses, tag questions, questions, commands and

directives, swearing and taboo language, and compliments. These features are as follows:

2.1.2.1 Minimal Responses

Minimal responses, also known as Backchannels, are often used more frequently by women than by men. Prior to the study of minimal responses, Holmes (1995) noted that women are aware of supporting their conversation partner by responding with discourse markers such as "*yeah," "right," or "mhm."* Schegloff (1972 as cited in Fellegy, 1995:186), minimal responses can show that a listener is actively participating in what they are hearing. However, another study by Bublitz (1988 as cited in Fellegy, 1995:186) suggested that such responses may signify boredom on the part of the listener. A woman is typically adept at using minimal responses in a way that demonstrates active listening without overlapping or interrupting the speaker's ideas, thus highlighting her role as a listener.

2.1.2.2 Lexical hedges

According Lakoff (1975) women often use expressions that show that they feel less confident with what is said, the expression is called hedge. According to Coates (2013:88), women use more hedges than men, which can make their language sound less assertive and more tentative. According to Holmes (1990), Lexical hedges are used in speech to convey a sense of tentativeness, to reduce the impact of an assertion in utterances, or to show the speaker's ambiguity or uncertainty over the intended meaning of a word or phrase. Hedge words include

"*I think*," "*I'm sure*," "*I mean*," "*you know*," "sort of," "*perhaps*," and "*like*" as they convey a person's level of certainty or doubt about the topic at discussion.

2.1.2.3 Tag Question

According to Lakoff as cited by Cameron (1990), a tag question its utility and grammatical form, is midway between a definite declaration and a yes or no inquiry. Tags question is an expression at the end of a sentence to give emphasis. Usually, it is used to obtain approval or to confirm information. Examples of tag question include "*Isn't it?", "Don't you think?",* and *Right?.* Tags question is also used when a speaker says something, but they feel lacking belief in what they say. According to Litosseliti (2016: 29), some studies have proposed that women may utilize tag questions more frequently than men as a way for showing hesitation, especially in situations where they perceive a lack of authority. It is common to utilize tag questions to get the listener's confirmation or agreement. This involves adding a question tag to the end of a sentence (e.g., *"It's a nice day, isn't it?"*).

2.1.2.4 Questions

According to Lakoff (1975:55), women frequently use more questions than men, which may be seen as a sign of their uncertainty or self-doubt in social situations. Women also frequently use more questions than men, which may be seen as a sign of their perceived weakness in social situations. Coates (2013) argues that questions and responses are related elements of conversational arrangement, with questions demanding a reply from the listener. Women use

questions to encourage engagement, introduce new subjects, express doubt, assess the perspectives of others, and initiate storytelling within social interactions.

2.1.2.5 Commands and Directives

Montgomery (2008) defines a command as an utterance intended to convince someone to carry out a certain action. Various scholars, such as Goodwin (1980), Tannen (1994, 2013), and Holmes (2013), have studied how men and women express commands. The purpose of giving a directive is to express the speaker's wishes, and effective communication requires both the speaker and listener to understand the directive speech act. According to Arista and Murni (2014:85), directives are meant to encourage the addressee into taking a particular action. Men tend to employ directives like "*give me*," "*gimme*," and "*I want*" to express their status, whereas women choose softer directives like *"let's*." While making a suggestion, females use the word "*gonna"* as a mitigated directive. Additionally, females utilize modal auxiliaries like *"can"* and "*could*" to imply something. It has been noted that men and women typically employ different linguistic forms when communicating commands. Coates (2013) said that the use of commands or directions in spoken language is often seen as a form of power or dominance in conversation.

2.1.2.6 Swearing and Taboo Language

Eckert (2003) suggests that swear words are a form of interjection or exclamation used to convey intense anger and are considered a potent language tool. Swear words can also be used to express other emotions, such as surprise,

agreement, contradiction, or pleasure. Jespersen (1922) claimed that women tend to feel naturally ashamed of impolite and thoughtless language and instead prefer to soften their expressions, either directly or indirectly. According to Lakoff (1973: 51), women typically avoid using strong swear words and instead use terms like "*oh dear*," "*oh fudge*," "*goodness*," or any other words.

2.1.2.7 Compliment

According to Tsui (1994), a compliment is a type of evaluation that involves the speaker expressing positive sentiments towards the recipient. According to Holmes (1998), women tend to complement each other in appearance, and they both receive and give more compliments than men do. Krisdiyanta (2019) argues that men avoid giving compliments as it can be seen as a threat to their reputation. Instead, men tend to rely on teasing, mocking, and friendly banter to strengthen their relationships, particularly among friends. The use of compliments by men and women is very different from one another. Women are more likely to compliment someone a long way, such as "*What a lovely bag*!", but men are more likely to say something short when complimenting someone, such as "*Great clothes!*"

2.1.3 Language Functions

According to Jakobson (1960), he categorizes language functions into six types: expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function. This types of language function can

help in identifying and understanding how various language elements are used for specific communication purposes.

2.1.3.1 Expressive Function

According to Jakobson, (as cited in Oktapiani, 2017) the expressive function is one of the six functions of language, which focuses on the addresser or speaker of the message. According to Holmes (2013: 75), the use of language to express a person's emotions or feelings is referred as the expressive function. This can include a variety of feelings, such as happiness, sadness, or enthusiasm. For example: "*Yuck*!", "*God, these people*!", and "*Well, I think I could do it better*"

2.1.3.2 Directive function

According to Holmes (2013), the directive function refers to the use of language to give commands, make requests, or offer suggestions to influence the behavior or actions of others. The directive function is a crucial aspect of communication in various contexts, including the workplace, family, and social interactions. According to Lyons (1981), directives function is used to direct, instruct or advise other people to do something or not to do something. Directives can take many different forms, including imperatives (e.g., "*Close the door*"), requests (e.g., "*Can you close the door*?"), and suggestions (e.g., "*You might want to close the door*").

2.1.3.3 Referential Function

According to Holmes (2001: 286), the referential function of language is largely concerned with informational communication, which is accomplished

through a variety of speech patterns, such as declarative or interrogative utterances. Based on Jakobson in Sebeok, similarly argues that referential or cognitive function is frequently the primary goal of messages, the observant linguist must also take into account the participation of other functions in such signals (1960: 353). Language's context-dependent referential function tries to impart knowledge or the speaker's views to others. For example: "*The earth is round*" and "*Every human need Oxygen*".

2.1.3.4 Metalinguistic Function

Jakobson in Sebeok (1960: 356) stated the use of language can serve a metalinguistic function when speakers or listeners need to verify whether they are using the same language code. This means that when individuals focus on the language itself to ensure mutual understanding, it performs a metalinguistic function. For example: "*What do you mean by 'krill'?"It is not turquoise. it is lapis.*

2.1.3.5 Poetic Function

According to Jakobson as quoted in Sebeok's book, the poetic function of language involves focusing on the message itself for its own sake (1960: 354). In other words, the poetic function is a fundamental component of language and a necessary consideration in any study of language. Lanigan (2010: 154) suggests that the poetic function of language centers on the reversal of paradigmatic and syntagmatic categories. This paradigmatic and syntagmatic category reversal allows for a more creative and expressive use of language that can evoke emotions

and convey meaning beyond the literal sense of the words. According to Chandler (2007: 184), the poetic function of language is directed toward the message of communication. This means that the use of language in a poetic way focuses on the message itself, rather than just conveying information.

2.1.3.6 Phatic function

According to Tannen (1990) argued that women are more likely than men to use phatic communication to build relationships and establish connections with others. According to Warner and Turner (2011) suggest that words and phrases used in phatic communication are solely for interpersonal purposes and its not intended to be understood literally. This type of communication may be perceived to be lacking content because the listener is not expected to focus on the statement's meaning but rather to react to the conversation. When someone asks "*Hi, how are you doing?",* they are just establishing a social connection and isn't necessarily trying to find out more information. According to Lanigan (2010), the phatic function can be used to distinguish between first and second-person discourse functions.

2.1.4   The Factors that Influence Language

Holmes (2013) identifies four important factors that consistently influenced the way people employed the use of language: participants, setting or social context, topic, and function. The following factors are:

2.1.4.1 Participant

Language use is significantly influenced by the individuals participating in communication (Holmes, 2013: 9). The language choices they make are influenced including their age, gender, position in society, cultural background, and relationship to each other.

2.1.4.2 Setting

Language usage is significantly impacted by the environment of communication (Holmes, 2013: 9). The use of language is influenced by a variety of elements, including situational conditions, social standards, and the physical environment. For instance, various levels of formality and language variation may be required in formal and informal contexts, such as formal settings in business meetings and casual talks with friends.

2.1.4.3 Topic

Language usage is influenced by the topic or issue being discussed (Holmes, 2013: 9). For instance, while addressing specialized topics, technical jargon may be used, whereas casual topics are used in everyday language.

2.1.4.4 Function

In this aspect, the author will elaborate the function in more dept with Jacobsson's theory as can be seen in page 14 because it offers a more comprehensive and in-depth understanding of the subject matter.

2.2 Research method

2.2.1   Types of Research

This present study uses descriptive qualitative research. Type of research that focus on the personal observations of individuals or groups and the understanding of social interactions is known as qualitative research. This methodology tries to show the complexity of human behavior, attitudes, and beliefs through a variety of data collection methods, including interviews, focus groups, observations, and document analysis. Small sample sizes are common in qualitative research, and participants are interviewed in a more natural setting so that the researcher may acquire an in-depth knowledge of the topic under investigation (Creswell, 2013). This research is compatible with descriptive qualitative methods because this research aims to understand the context and features of language used by Angel.

This study examines the language features used by Angel as the main female character in the movie Redeeming Love to explore the characteristics of language features, function and the factors that influence. The research analyzes social phenomena based on the female language features observed in the character's speech. This study used the utterances of Angel as the main female character in redeeming love to examine in this study. This study incorporates relevant literature from various sources, such as books, journals, and articles as references.

2.2.2 Data and Data Source

The main data of the research are the utterances of Angel as the main female character in the movie Redeeming Love. Population of this study is

composed of utterances spoken by the main female character in the movie Redeeming Love. In the sample, the author do not use all the utterances, but only utterances that show language features.

The purposive sampling applied to Angel's speech shows the features of the female language. Turner (2010) defines purposive sampling as a sampling technique used when researchers have specific goals in research and want to select the most relevant and appropriate sample for that purpose. In purposive sampling, the researcher selects a sample from Angel utterances that show language features.

2.2.3   Method of collecting data

According to Talbot (1995), collecting data is an important phase in the research process and should be performed systematically with careful consideration. Talbot argues that the researcher must initially determine where and from whom data will be collected before gathering information. In this research, the researcher chose non-participant observation.

The researcher used the non-participant observation method because the researcher's position was only as an observer and does not participate at all in the object being observed. The researchers started by observing the utterances used by Angel in the movie Redeeming Love by watching the movie and observing the existing movie script. The steps taken in collecting this research data are follows: -

1) The researcher watched, searched transcript and read the transcript of the movie Redeeming Love to observe language features in the speech of the main female characters;

2) The researcher transcribes using dialogue transcription to make it easier to classify the data, and checks the data;

2.2.4 Method of analyzing data

Miles and Huberman (1994) state that qualitative data analysis is typically divided into three parts: data reduction, data display, and conclusions drawing. Data reduction involves sorting and summarizing the data to identify patterns, themes, and categories. This process involves reducing the data to its essential elements and identifying key features that are relevant to the research questions.

In this research, the study employed referential techniques to analyze the collected data and investigate the language characteristics of the utterances used by the female main character. The following are the steps of data analysis in this research: First, the writer will be taking note of words that contain language features and classifying data that contain language features according to Coates' theory. Then, the writer will describe function of language features used by main female character in the movie Redeeming Love. The last, the writer will describe social factor that influence language features used by main female character in the movie Redeeming Love.