CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

This research is considered a sociolinguistic research since it explores the communication strategies implemented by men and women. A number of analytic schemes have been proposed in order to analyze gender language features. For instance, Lakoff (1973) argues that women's marginality is reflected in how women are expected to speak, and presented the types of women's language features. Another theory from Tannen (1990) is also applicable in analyzing gender interactions. This theory argues that men and women contrast in their communication, for instance, women's talk is seen as "rapport", while men's talk is more "report". This research will only use the theory proposed by Coates (2013) that highlights the features used by men and women in conversations.

2.1.1 Coates Gender Language Features

Coates (2013) explained the gender differences in conversational practice in the book *Women, Men, and Language*. The book suggests that women and men developed different communicative competence. The ability to know when to talk and when to keep silent, or the knowledge of how to give a compliment and apologize, are examples of communicative competence. In order to examine how men and women often distinguish themselves in conversational interactions, Coates concentrated on seven aspects of conversational practice: minimal responses,

hedges, tag questions, commands and directives, swearing and taboo language, and compliments. This theory is chosen since the features that Coates' highlighted are often found in daily communication and is applicable for both men and women.

2.1.1.1 Minimal Responses

Minimal responses are also known as 'back-channels'. According to Coates (2013), Some examples of minimal responses are *yeah*, *right*, or *mhm*. According to numerous research cited in Coates' book, women tend to use more minimal responses than men to show their support for the speaker who is speaking. While men often use delayed minimal response, a strategy that reinforces male dominance and undermines the current speaker (Coates, 2013:88).

2.1.1.2 Hedges

Hedges are linguistic forms that convey the speaker's certainty or uncertainty regarding the subject being discussed, such as *I think, I'm sure, you know, sort of, and perhaps*. Coates (2013:33) argues that when we use hedges, we are saying that we lack confidence in the truth of the proposition expressed in that utterance. It is possible that the reason why the use of hedges is mostly found in women is because of the topic choice that women prefer to choose. Unlike women, men tend to choose less-sensitive topics and talk more about impersonal subjects.

2.1.1.3 Tag Questions

Tag questions are most linked to tentativeness, as Lakoff's remark (in Coates, 2013) claimed. However, empirical evidence showing women use more tag questions than

men was not provided. The examples of tag questions are *isn't it*, *aren't you, right?* and *okay*?. Holmes (in Coates, 2013) wrote that tag questions are expressed to convey two meanings, namely modal and affective meaning. Modal meaning is considered speaker-oriented. This type is used to ask the addressee to confirm the speaker's proposition. Meanwhile, affective meaning is addressee-oriented, which is used to express the speaker's attitude toward the addressee.

2.1.1.4 Questions

According to Coates (2013:93) questions are always linked with answers. In other words, we demand an answer from someone when we ask them a question. The findings from Coates (2013) suggest that women use more questions than men and tend to use many of them to sustain the conversation. Men ask more questions when the context is when they hold higher status. Questions also occur in men when they want to talk about a topic that they can talk expertly about by introducing the topic in the form of questions (Coates, 2013:135).

2.1.1.5 Commands and Directives

A directive can be defined as a speech act that aims to get someone to do something. In a research conducted by Goodwin (in Coates, 2013) that observed a group of girls and boys in Philadelphia, it was found that the forms of commands and directives performed by boys and girls are distinctive. Boys tend to use more explicit commands, also known as 'aggravated' directives. Meanwhile, the girls used more 'mitigated' directives by including words like *lets*, *can*, or *could* when performing directives.

2.1.1.6 Swearing and Taboo Language

According to Coates (2013:13), swearing and taboo language is anything that could come under the general heading 'vulgar language.' While Allan (2019) wrote that when language conflicts with what people expect in a given situation, it is considered taboo. Furthermore, a language is taboo when at least one individual experiences negative emotional consequences from using it. According to Coates (2013) it is a folklinguistic belief that women are more polite and men swear more than women. Lakoff (in Bucholtz, 2004:44) claims that men use stronger expletives when swearing, such as *damn*, *shit*. In comparison, women use words like *oh dear* and *goodness*.

2.1.1.7 Compliments

Compliments are expressions that convey, either directly or indirectly, positive appreciation for something that the addressee may seem to be associated with, such as appearance, accomplishments, or belongings. They do not only evaluate or appraise, but also provide encouraging remarks with the intention of pleasing the recipients and boosting their self-esteem (McConnell-Ginet & Eckert, 2003:145). Herbert (in Coates, 2013) found that women preferred complimenting with personalized forms by using first or second-person focus (e.g., *I like your hair* or *Your hair looks good*). Meanwhile, men preferred third-person forms (e.g., *nice shoes!*). Moreover, women tend to compliment each other on appearance, while men tend to avoid it and compliment each other on possessions or skills.

2.2 Methodology

2.2.1 Data, Population, Sampling, and Sampling Technique

The primary data source of this study is the utterances performed by Annie and Shane in the movies *The Nanny Diaries* (2007) and *The Pacifier* (2005), the data population is the utterances performed by Annie and Shane that are collected directly from the characters as the primary data. Annie performed 595 utterances, while Shane 458 utterances in total for the population. The sampling technique is a purposive sampling as the author aims to analyze the utterances containing gender language features spoken by the characters. Therefore, the sample is the seven types gender language features proposed by Coates (2013) performed by Annie and Shane.

2.2.2 Method of Collecting Data

1. I watched both movies, *The Nanny Diaries* (2007) on Netflix and *The Pacifier* (2005) on Disney Plus, and paid close attention to the utterances performed by Annie and Shane.

2. The transcripts (in srt. format) from both of the movies were downloaded at sub-scene.com. The link to *The Nanny Diaries* subtitle is http://sub-scene.com/subtitle/112858, while *The Pacifier* is http://sub-scene.com/subtitle/42355.

3. The data was converted from srt. Format into xlsx. To make the data accessible in Microsoft Excel.

4. The converted data was organized into utterances performed only by Annie and Shane by creating new worksheets in Microsoft Excel.

5. Five columns were created in a new Excel worksheet to simplify the data analysis as seen in **Figure 1**. The first column contains the acronym of the movie. *The Nanny Diaries* is abbreviated into TND, while *The Pacifier* is TP. The second column contains the name of the character who is speaking. The third column contains the character to whom the character in the second column is speaking to. The fourth column is filled with utterances performed by the character. The fifth column is used to mark whether the utterances in the third column contains Coates' (2013) gender language features or not. If the utterance contains gender language features, there will be a "v" mark. Otherwise, if it does not contain gender language features, it is left with a blank column.

Figure 1. Sample template

Movie	Character	Whom	Utterance	Gender Lang. Features
TND	Annie	Mrs. X	Oh...	v
TND	Annie	Mrs. X	The note said to pick up Grayer from school at 2:15.	
TND	Annie	Mrs. X	And it's only... it's only 1:00.	
TND	Annie	Mrs. X	So I was **a little** sweaty from moving and I **thought** that I would, **you know**...	v

6. To limit the analysis, utterances performed when the characters were performing monologues and when they act as a narrator in the movies were excluded.

2.2.3 Method of Analyzing Data

1. After all the utterances data are organized in columns, the utterances were categorized whether they contain gender language features proposed by Coates (2013) or not. The categorization began by adding one more column from the sample template in **Figure 1**. The column consists of the categories of gender language features proposed by Coates. The categorization is followed by identifying the types of gender language features in the utterances that contain them, as shown in the **Figure 2**.

Figure 2. Extended sample template

Movi	Charac	Who	Utterance	Gender Lang. Featur	Type
TND	Annie	Mrs. X	Oh...	v	Minimal Response
TND	Annie	Mrs. X	The note said to pick up Grayer from school at 2:15.		
TND	Annie	Mrs. X	And it's only... it's only 1:00.		
TND	Annie	Mrs. X	So I was **a little** sweaty from moving and I **thought** that I would, **you know**...	v	Hedges

2. For each gender language features category, some examples are presented and discussed in the result and discussion section (chapter 3).

3. After the categorization is completed, a stacked bar chart is presented to show the number and the comparison of gender language features performed by Annie and Shane.

4. The differences are discussed on why Annie and Shane differ in their language use based on the context of the movie and the background of the characters

5. From the result of the analysis, a conclusion is drawn that sums up the research discussion.