# FEATURES OF WOMEN'S LANGUAGE USED BY THE MAIN MAN CHARACTER IN MIKE MITCHELL'S MOVIE *SKY HIGH*

**THESIS**

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Surabaya, 30th April 2018

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## ABSTRACT

Ma'rifah, Umi Hanik. 2018. *Features of Women's Language Used by the Main Man Character of Mike Mitchell's Movie Sky High*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

The Advisor : Dr. A. Dzo'ul Milal, M. Pd.
Key Words : *sociolinguistics, features of women's language, situational context*.

This thesis is the study of sociolinguistics. It investigates the features of women's language which are used by the main man character of Mike Mitchell's movie *Sky High*.

The writer mainly utilizes Lakoff's theory about features of women's language, these included features are lexical hedges/ pause filler, tag questions, rising intonation on declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swearwords, and emphatic stress. Under descriptive method, this research significantly gives an understanding about what are the features of women's language that is used by the main man character of the movie in his speeches. Additionally, the researcher acts as the key instrument-human instrument. In the data collection, watching the movie, reading the entire scripts and collecting the data are conducted. It is then followed by classifying, counting and analyzing the data as the procedures of data analysis. At last, drawing the conclusion is also required.

As the result, there are 86 utterances of the main man character of the movie which are included into features of women's language. There are only seven features which are used by the main man character of the movie in his speeches. The percentage of each features are 33,7% for lexical hedges, 2,3% for tag questions, 31,4% for rising intonation on declaratives, 9,3% for intensifiers, 1,15% for hypercorrect grammar, 1,15% for super polite form, and 21% for emphatic stress. There is no empty adjective, precise color term, and avoidance of strong swearword found in his speeches. There are some different situations that caused the main man character of the movie to use the most dominant features of women's language, which is lexical hedge/ pause filler. But most of the situations are refer to his lack of confidence, to mitigate the possible unfriendliness or unkindness of his statement, and to blunt the force of a rather painful assertion.




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# INTISARI

Ma'rifah, Umi Hanik. 2018. *Features of Women's Language Used by the Main Man Character of Mike Mitchell's Movie Sky High*. Sastra Inggris, Fakultas Adab dan Humaniora. Universitas Islam Negeri Sunan Ampel Surabaya.

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Kata kunci : *sosiolinguistik, fitur-fitur bahasa perempuan, konteks situational*.

Tesis ini merupakan studi sosiolinguistik. Ini menyelidiki tentang fitur-fitur bahasa perempuan yang digunakan oleh karakter utama laki-laki dari film oleh Mike Mitchell yang berjudul *Sky High*.

Penulis menggunakan teori oleh Lakoff tentang fitur-fitur bahasa perempuan, yang termasuk didalamnya *yaitu lexical hedges, tag question, rising intonation on declarative, empty adjective, precise color term, intensifier, hypercorrect grammar, super polite form, avoidance of strong swearword*, dan *emphatic stress*. Dengan menggunakan metode deskriptif, penelitian ini secara signifikan memberikan pemahaman tentang fitur-fitur bahasa perempuan apa saja yang digunakan oleh karakter utama laki-laki pada film dalam ujaran-ujarannya. Selain itu peneliti bertindak sebagai instrument kunci-instrumen manusia. Dalam pengumpulan data, menonton film, membaca keseluruhan skrip dan mengumpulkan data dilakukan. Kemudian dilanjutkan dengan mengklasifikasikan, menghitung dan menganalisis data sebagai prosedur analisis data. Yang terakhir, menarik kesimpulan juga dilakukan.

Hasilnya, ada 86 ujaran karakter utama laki-laki dari film yang termasuk kedalam fitur-fitur bahasa perempuan. Hanya ada tujuh fitur yang digunakan oleh karakter utama laki-laki dalam film pada ujaran-ujarannya. Persentase dari tiap fitur adalah 33,7% untuk *lexical hedge*, 2,3% untuk *tag question*, 31,4% untuk *rising intonation on declarative*, 9,3% untuk *intensifier*, 1,15% untuk *hypercorrect grammar*, 1,15% untuk *super polite form*, dan 21% untuk *emphatic stress*. Tidak ada *empty adjective*, *precise color term*, dan *avoidance of strong swearword* yang ditemukan dalam ujaran-ujarannya. Ada beberapa situasi yang berbeda-beda yang menyebabkan karakter utama laki-laki untuk menggunakan fitur-fitur bahasa perempuan yang paling dominan, yaitu *lexical hedge*. Tapi kebanyakan situasi tersebut mengarah pada kekurangan kepercayaan dirinya, untuk mengurangi kemungkinan ketidakramahan atau ketidakbaikan dari penyataannya, dan untuk menumpulkan kekuatan pada pernyataan yang agak menyakitkan.



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# CHAPTER I

# INTRODUCTION

The first part of this thesis is introduction of the study which consists of background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, and definition of key terms.

## 1.1 Background of the Study

Communication is the most important thing of interaction within society. According to Anjali Hans (2014), communication is the activity of conveying information through the exchange of thought, messages, or information, as by speech, visuals, signals, writing, or behavior. The way how we communicate is the most important thing to be considered. When we are living in the society, we have to make a good relationship with them. Because human being cannot live alone, they always need others. When a problem appears between us and the society, our life will get into trouble. So we have to keep good our relationship with them. One of the ways to realize it is by using the language properly while having conversation with them. We have to know how to speak with others, because each person has different personality and way of communicating.

Language is the only one medium that is used to communicate, whether it is spoken or written. The human capacity to communicate has been hypothesized to



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be causally dependent upon language. Intuitively this seems plausible since most communication relies on language (Willems, 2010). Both casual and serious observers of the human condition have long recognized that communication between the sexes is often frustrating. A possible cause of the difficulty is that men and women may in fact not really be speaking the same language (Haas, 1979).

Male speech and female speech have been observed to differ in their form, topic, content, and use. Early writers were largely introspective in their analyses; more recent work has begun to provide empirical evidence. Men may be more loquacious and directive; they use more nonstandard forms, talk more about sports, money, and business, and more frequently refer to time, space, quantity, destructive action, perceptual attributes, physical movements, and objects. Women are often more supportive, polite, and expressive, talk more about home and family, and use more words implying feeling, evaluation, interpretation, and psychological state. A comprehensive theory of "genderlect" must include information about linguistic features under a multiplicity of conditions (Haas, 1979).

Many researchers studied about language. They studied about women's language, men's language, and also differences between women's and men's language which became the most interesting topic to be studied. The first researcher is Permatasari (2010), she analyzed women's speech features used by

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the main characters of Sex and the City movie and also the cause of it. However, she does not mention the differences between men and women's language in her research, whereas it can give more understanding on language.

Then Puspitasari (2013) tried to complete the previous research by investigating the differences between woman and man speech style which is reflected in "LOL (Laughing Out Loud)" movie. In analyzing the data, Puspitasari used gender differentiation theory proposed by Adelaide Haas. It is stated that male speech and female speech style have been observed to differ in their form, topic, content, and use. However, in some cases there are some misused of specialized language styles. Sometimes women also use men's language style, but she does not explain about it.

And the last researcher is Marhaeny (2016). She analyzed men's speech features used by woman character on "Gone Girl" movie. She made a new contribution to research on language features because she did a new thing. She analyzed women's character of the movie's utterances with men's speech features. But unfortunately, she just focused on women who used features of men's language. She ignored the fact that there are also men who used features of women's language.

So, after reading all of the previous studies, we know that there are many researches about language. Then I interested and decided to do a research on

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language too, especially when I read Marhaeny (2016) research about woman who used men's language features, it is inspiring me to do this research, a research on man who used features of women's language in his speeches as the opposed to her research. And, we also know that the subject of all of the previous studies that I have mentioned above is a movie. To analyze language we need utterances, and we can get more utterances in movie. So I did the same thing, I used movie as the subject of my research.

After watching some movies, I compared the men characters speeches of all of those movies to find which movie that suitable to this research. I found some men who used features of women's language in their speeches but not as much as in *Sky High* movie by Mike Mitchell. Then I thought that Mitchell's movie *Sky High* is the best subject that can help me to success this research, because along the movie, Will, the main man character of the movie, uses in many times some features of women's language.

*Sky High* is a movie directed by Mike Mitchell. It tells about the child of two famous superheroes, Will Stronghold. At first, he does not know what power he has, until he fights with one of the students, which is the son of his dad's enemy (Warren). After that incident, Will found his power, it is super-strength just like his dad. His super power makes him close to Gwen, the most famous girl in the school, which actually his parent's enemy, Royal Pain. After knowing that fact, Will immediately fight her and win.

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The present research analyzed the utterances of the main man character of Mitchell's movie *Sky High* (2005) using Lakoff's features of women's language as the theory to identify the language used by the main man character of the movie, which is included into features of women's language.

Thus, the researcher entitled this research as *Features of Woman's Language Used by The Main Man Character in Mike Mitchell's movie Sky High*. The researcher wants to prove that not only women who use features of women's language but also men. Then in the last, the researcher also showed the situation that caused the main man character of the movie to use the most dominant features of women's language in the main man character's speeches using Hymes' SPEAKING factors theory about situational context.

## 1.2 Statement of the Problems

1.2.1 What are the features of women's language used by the main man character in Mike Mitchell's movie *Sky High*?

1.2.2 What is the frequency of each feature of women's language used by the main man character in Mike Mitchell's movie *Sky High*?

1.2.3 How are the situations that caused the main man character of Mike Mitchell's movie *Sky High* in the use of the most dominant feature of women's language in his speeches?

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## 1.3 Objectives of the Study

1.3.1 To identify the features of women's language used by the main man character in Mike Mitchell's movie *Sky High*.

1.3.2 To find the frequency of the use of feature of women's language used by the main man character in Mike Mitchell's movie *Sky High*.

1.3.3 To find the situation that caused the main man character to use the most dominant features of women's language in his speeches.

## 1.4 Significance of the Study

Dealing with the background and the objective of this research, the researcher hopes that this research will contribute a great significance. This research is expected to give a new view to the reader about features of women's language. Since there are some features of women's language that man used in his speeches. So the result of this study is expected to enlarge knowledge about language features.

## 1.5 Scope and Limitation

The scope of this research focuses on features of women's language used by Will, the main man character in Mike Mitchell's movie *Sky High*. And the limitation is the main man character's utterances which included into features of women's language proposed by Lakoff. They are lexical hedges or fillers, tag

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questions, rising intonation on declaratives, ‘empty’ adjectives, precise colors terms, intensifiers, ‘hypercorrect’ grammar, ‘super polite’ forms, avoidance of strong swearwords, and emphatic stress.

## 1.6 Definition of Key Terms

There are some crucial terms in this paper that we have to understand well to get the point of this paper. To avoid misunderstanding on what will be discussed in this paper, the researcher provides definitions of some crucial terms.

**Main Character**

Main character is the most important character of the movie that brings the flow of the story or the plot of the story. It is also the most frequent character who is mentioned or appears. The main character of this project is Will Stronghold.

**Women Language**

Women language is classification of special language style that is used by women which aims to show their social status in the society.

**Features of Women’s Language**

Features of women’s language are some language features that are used to classify women’s utterances to be included in women’s language. These features are: lexical hedges or filler, tag questions, rising intonation on declaratives, ‘empty’ adjectives, precise color terms, intensifiers, ‘hypercorrect’ grammar, ‘super polite’ forms, avoidance of strong swearwords, and emphatic stress.

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this part, the researcher provides some theories related to the study. Considering the statement of the problem above, in this part of the paper the researcher reviewed some theories related to the study there are: Women's language, features of women's language and Hymes' SPEAKING factors.

## 2.1 Women's Language

Language is believed to be varied in accordance with gender, namely men's language and women's language variety (Jendra, 2010:51). Women's language has become foundation of the attitude that women are weak. The weakness and powerlessness of women is reflected in both the ways women are expected to speak, and the way in which women speak. In appropriate women's speech, strong expression of feeling is avoided, expression of uncertainty is favored, and means of expression in regard to subject-matter deemed 'trivial' to the 'real' world are elaborated (Lakoff, 1973:45).

When we turn to certain grammatical matters in English, we find that Brend (1975) claims that the intonation patterns of men and women vary somewhat, women using certain patterns associated with surprise and politeness more often



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than men. In the same vein, Lakoff says that women may answer a question with a statement that employs the rising intonation pattern usually associated with a question rather than the falling intonation pattern associated with making a firm statement. According to Lakoff, women do this because they are less sure about themselves and their opinions than are men.

Women's linguistic behavior is often characterized as being concerned with co-operation (more positively polite than men) and avoidance of conflict (more negatively polite than men). This characterization is based on the assumption that women are powerless and they display their powerlessness in their language; these forms of politeness are markers of their subordination (Wardhaugh, 2006:321). Robin Lakoff's Language and Woman's Place (LWP) which published in 1975, was one of the first publications of its time to address the relationship between language and gender. As a result, LWP served as the impetus for both linguists and feminists alike to look more closely at gender variation in language (Sara, 2003:203).

"Women's language", a term coined by Lakoff, became a commonly used identifier among language and gender researchers. According to Lakoff, women's language describes how women use language and how language is used to talk about women, both which position women as powerless. This position has been adopted by a number of sociolinguistics and feminists. In an effort to support Lakoff's rationale with empirical evidence (Lakoff's argument was based entirely

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on personal observation), many studies focused on identifying and quantifying the linguistic resources that men and women utilize when they speak. The overall goal of such studies has often been the classification of certain linguistic features as occurring more often in women or in men.

However, other researchers have found that gender variation in language is not as clearly and easily defined as much of the earlier research may claim. The influence of context (local and global), social factors other than gender (ethnicity, age, socioeconomic status), and issues of power have also been found to play a role in how men and women use language. Women's language refers not so much, and, not only, to concrete speech forms associated with a feminine speech style, but rather to a network of sites, practices, and discourse that produce the metapragmatic knowledge of how women speak (or how women should speak) (Inoue, 2004). In other words, women's language is a term dealing with discourse about how women should speak rather than a term dealing with women's actual language use (Vranic, 2013).

Women used more standard form of four reasons they are:  to social class and its related status, women role in society, women status as subordinate group and relates with the function of speech expressing masculinity. In this study standard language is generally one which is written and which has undergone some degree of regularization or codification (grammar and dictionary).  It is recognized as a prestigious variety or code by community and it serves high-

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functions that it is used for communication at court for literature and for administration (Holmes, 2008). Standard forms when speech is associated with high social status and then women used them as way of claiming such as status.

Women who work outside are habitually interacted or communicated with other people, who used standard forms too. Women use of more standard forms is related with their place to be the subordinate group. According to Holmes (1992) by using more standard speech, women are looking after their need to be valued by the society and avoiding offence to others. Standard form also an associated with female values (femininity) and women do not use vernacular forms because they do not want the society looks their masculinity than femininity. In contrast, non-standard form is defined as one which is considered as lower variety and serves low functions in society. One of the characteristics of non-standard language is vernacular language. Vernacular language is defined as a first language learned by people in multilingual communities and it is often used for relatively narrow range of informal function (Holmes, 2008).

## 2.2 Features of Women's Language

Robin Tolmach Lakoff in her book entitled 'Language and Woman's Place' has mentioned concerning with features of women's language. She mentions ten features of women's language. These ten features are as follows:

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### 2.2.1 Lexical Hedges or Fillers

Lakoff decided hedging as one of characteristic of features of women's language. She refers to the frequent use of such as *well, you see, like, you know, sort a/sort of, kind a/kind of, I think, I guess* and *It seems like*. For example:

*A: It's sort of a good film.*

Lakoff (cited in Holmes, 1992:316) claimed that hedging devices explicitly signal lack of confidence, to mitigate the possible unfriendliness or unkindness of the speaker's statement, and to blunt the force of a rather painful assertion. So, she claimed women use hedging devices to express uncertainty, and they use intensifying device to persuade them to take them seriously.

### 2.2.2 Tag Question

The tag question is a syntactic device listed by Lakoff which may express uncertainty (Holmes, 1992: 318). We find that syntactically too women's speech is peculiar. There is no syntactic rule in English that only women may use. But there is at least one rule that a women will use in more conversational situations than a man. This is the rule of tag question formation (Lakoff, 1973: 53). A tag question, being intermediate between

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these, is used when the speaker is stating a claim, but lacks full confidence in the truth of the claim. The examples of language used in 'tag question' are *isn't it?, right?, don't we?*, and so on that appear in the final statement.

### 2.2.3 Rising Intonation on Declaratives

Related to this special use of a syntactic rule is a widespread difference perceptible in women's intonational patterns. Lakoff (1973:55) said that there is a peculiar sentence intonation-pattern found in English only among women, which has the form of declarative answer to a question, but has the rising inflection typical of yes-no question, as well as being especially hesitant.

*A: When will dinner be ready?*

*B: Oh ... around six o'clock?*

It is as though (B) were saying, 'Six o'clock, if that's OK with you, if you agree'. Example (A) is put in the position of having to provide confirmation, and (B) sounds unsure. Here we find unwillingness to assert an opinion carried to an extreme. One likely consequence is that these sorts of speech-patterns are taken to reflect something real about character and play a part in not taking a woman seriously or trusting her with any real responsibilities, since 'she can't make up her mind', and 'isn't sure of herself'. And here again we see that people form judgments about other people on

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the basis of superficial linguistic behavior that may have nothing to do with inner character, but has been imposed upon the speaker, on pain of worse punishment than not being taken seriously.

### 2.2.4 Empty Adjectives

Similar sorts of disparities exist elsewhere in the vocabulary. For instance, a group of adjectives which have besides their specific and literal meanings, they also have another use that is indicating the speaker's approbation or admiration for something. Some of these adjectives are neutral as to sex of speaker, either men or women may use them. But another set seems, in its figurative use, to be largely confined to women's speech. This kind of adjectives called 'empty' adjectives, which means that those only convey an emotional reaction rather than specific information. Representative lists of both types are below:

| **Neutral** | **Women Only** |
|---|---|
| *Great* | *Adorable* |
| *Terrific* | *Charming* |
| *Cool* | *Sweet* |
| *Neat* | *Lovely* |
| | *Devine* |

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Lakoff (1973) said if a man uses the women's adjectives the word women's adjectives will damage his reputation. On the other hand, women may freely use the neutral words. However, women use women's words are without risks. Where a woman has a choice between the neutral words and the women's words, as man has not, she may be suggesting very different things about her own personality and her view of the subject matter by her choice of words of the neutral words or words of the women's words. Look at these two sentences:

*a. What a terrific idea!*

*b. What a divine idea!*

Sentence (a) might be used under any appropriate conditions by a female speaker, but (b) is more restricted. Probably it is used appropriately only in case the speaker feels the idea referred to be essentially unimportant to the world at large – only an amusement for the speaker herself. In other words, the use of neutral word is more appropriate for formal situations, while the use of women's words is only used in non-formal situations.

Lakoff (1973:53) said that these words aren't, basically, 'feminine'; rather, they signal 'uninvolved', or 'out of power'. Any group in a society to which these labels are applicable may presumably use these words; they are often considered 'feminine', 'unmasculine', because women are the 'uninvolved', 'out of power'.

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### 2.2.5 Precise Color Terms

Lakoff (cited in Wardhaugh, 2006:318) claims that women use color words like mauve, beige, aquamarine, lavender, and magenta but most men do not. Fine discrimination of color is relevant for women, but not for men. Men find such discussion amusing because they consider such a question trivial, irrelevant to the real world.

*A: The wall is mauve*

Women are not expected to make decisions on important matters, like what kind of job to hold they are relegated the non-crucial decisions as a sop. Deciding whether to name a color 'lavender' or 'mauve' is one such sop. This lexical disparity reflects a social inequity of the position of women. If we want to change this opinion, we should give women the opportunity to participate in the real decision of life (Lakoff, 1997).

### 2.2.6 Intensifiers

Intensifier such; *so, just, very* and *quite* seem more characteristic of women's language than of men's, though it is found in the latter, particularly in the speech of male academics. For example, the following sentences:

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*a. I feel so unhappy!*

*b. That movie made me so sick!*

Men seem to have the least difficulty using this construction when the sentence is unemotional or non-subjective without reference to the speaker himself:

*c. That sunset is so beautiful!*

*d. Fred is so dumb!*

Substituting an equation like so far absolute superlatives (*like, very, really*) seems to be away of backing out of committing oneself strongly to an opinion. Rather like take question. One might hedge in this way with perfect right in making aesthetic judgment (as in (c) or intellectual judgements (as in (a)). To hedge in this situation is to seek to avoid, making any strong statement: a characteristic, as we have noted already and shall not further, women's speech.

### 2.2.7 Hypercorrect Grammar

Lakoff (cited in Holmes, 1992:314), stated that hypercorrect grammar is the consistent use of standard verb forms. Lakoff said that hypercorrect grammar involves an avoidance of terms considered vulgar or coarse.

*a. 'g' in words such as 'going' instead of the more casual 'goin'*

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### 2.2.8 Super polite forms

A request may be in the same sense a polite command, in that it does not overtly require obedience, but rather suggests something be done as a favor to the speaker. An overt order (as in an imperative) expresses the (often-impolite) assumption of the speaker's superior position to the addressee, carrying with it the right to enforce compliance, whereas with a request the decision on the face of it is left up to the addressee. The same is true of suggestions. Here, the implication is not that the addressee is in danger if he does not comply, merely that he will be glad if he does. Once again, the decision is up to the addressee, and a suggestion therefore is politer than an order.

*a. Close the door*

*b. Please close the door*

*c. Will you close the door?*

*d. Will you please close the door?*

*e. Won't you close the door?*

A sentence like *won't you please close the door* would then count as a doubly compound request. A sentence like (c) is close in sense to 'Are you willing to close the door?' According to the normal rules of polite conversation, to agree that you are willing is to agree to do the thing asked of you. Therefore this apparent inquiry functions as a request, leaving the

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decision up to the willingness of the addressee. Phrasing it as a positive question make the (implicit) assumption that a 'yes' answer will be forthcoming. Sentence (d) is more polite than (b) or (c) because it combines them: Please indicating that to accede will be to do something for the speaker, and will you, as noted, suggesting that the addressee has the final decision. If the question is phrased with a negative, as in (e), the speaker seems to suggest the stronger likelihood of a negative response from the addressee. Since the assumption is then that the addressee is that much freer to refuse, (e) acts as a more polite request than (c) or (d): (c) and (d) put the burden of refusal on the addressee, as (e) does not.

### 2.2.9 Avoidance of Strong Swearwords

Lakoff (1973:50) found that the speech of women and that of men in the use of particles that grammarians often describe as 'meaningless'. There may be no referent for them, but they are far from meaningless: they define the social context of an utterance, indicate the relationship the speaker feels between himself and his addressee, between himself and what he is talking about. For example, the following sentences:

*a. Oh dear, you've put the peanut butter in the refrigerator again.*

*b. Shit, you've put the peanut butter in the refrigerator again.*

It is safe to predict that people would classify the first sentence as part of 'women's language', the second as 'men's language'. Women

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usually use softer forms such us ‘Oh, Dear!’, while the men use stronger ones such as ‘Dammit!’ or ‘Shit!’. It is interesting, by the way, to note that men’s language is increasingly being used by women, but women’s language is not being adopted by men, apart from those who reject the American masculine image (e.g. homosexuals).

### 2.2.10 Emphatic Stress

Women tend to use words which to emphasize the utterance or strengthen the meaning of an utterance. It occurs when women want to strengthen an assertion (Lakoff, 1973). In stressing the opinion in written text, women may use italic, bold, coloring, repeat, capital letter, or typing with longer letter to give more emphasize or strengthen those words. Kennedy (2008) describes that bold is used to make text stand out strongly by highlighting the important words, phrases, and sections and it may applied within body text, the title, etc.

*a.* ***It was a brilliant performance***

The word *brilliant* is one of the examples of an emphatic stress. It is also written in bold. This word can be used to strengthen the meaning of the utterance.

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As cited in Holmes (1992:316), the internal coherence of the linguistic featured Lakoff identified can be illustrated by dividing them into two groups. First, there are linguistic devices which may be used for hedging or reducing the force of an utterance. Secondly, there are features which may boost or intensify a proposition's force. Features which may serve as hedging devices are lexical hedges, tag questions, question intonation, super polite forms, and euphemisms, while boosting devices are intensifiers and emphatic stress. Lakoff (cited in Holmes, 1992:316), claimed both kinds of modifiers were evidence of an unconfident speaker. Hedging devices explicity signal lack of confidence, while boosting devices reflect the speaker's anticipation that the addressee may remain unconvinced and therefore supply extra reassurance. So, she claimed women use hedging devices to express uncertainly, and they use intensifying devices to persuade their addressee to take them seriously. Women boost the force of their utterances because they think that otherwise they will not be heard or paid attention to. So, according to Lakoff, both hedges and boosters reflect women's lack of confidence.

## 2.3 Hymes' SPEAKING Factors

Hymes (1974) proposed that speech events have components that should be taken into account to produce a satisfactory description of any particular speech

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event. He offers the mnemonic device of SPEAKING grid as a heuristic for the various factors he deems to be relevant. Such factors are ‘setting’, ‘participants’, ‘ends’, ‘act sequences’, ‘key’, ‘instrumentalities’, and ‘genre’. This set of components is referred to as the ‘speaking grid’ and its purpose is to help the analysts to put their analysis in some kind of order as follows:

‘S’ for Setting and Scene: Setting refers to the time and place which is the concrete physical circumstances in which speech takes place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion. A particular bit of speech may actually serve to define a scene, whereas another bit of speech may be deemed to be quite inappropriate in certain circumstances. Within a particular setting, of course, participants are free to change scenes as they change the level of formality, or as they change the kind of activity in which they are involved.

“Hymes’ scene subcomponent can be integrated with what Goffman (1974) has called spatial and temporal boundaries, and the subcomponent setting with what I call ‘boundary markers’. Such boundaries should be taken to be universal features of social events across societies, their existence (or psychological realities) being crucial for the participants to conduct themselves in the interaction and for the analysts to isolate the object of their inquiry” (Philips 1977, as cited in Duranti, 1985: 206-207).

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External temporal boundaries refer to the beginning and ending of the event, and internal ones refer to potential division of the event into parts or episodes. External spatial boundaries delineate the space within which the event takes place or the way participants perceive or represent it to themselves with respect to the outside. Spatial boundaries that participants define with respect to one another are called internal.

'P' for Participants: It includes various combinations of speaker-listener, addressor-addressee or senderreceiver. They generally fill certain socially specified roles. A two-person conversation involves a speaker and hearer whose roles change.

'E' for Ends: It refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participations seek to accomplish on particular occasions. A trial in a courtroom has a recognizable social end in view, but the various participants, i.e., the judge, jury, prosecution, defense, accused, and witnesses, have different personal goals.

'A' for Act sequence: It refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. Psychologists and communication theorists concerned with content analysis have shown a similar interest. Early works of the field concentrated on the study of different ways of saying the same thing. Lavandera's

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(1987) work demonstrated that perfect paraphrases exist under rare circumstances, and change of form is related to the change of message being communicated that is directly related to the sociocultural context of speech in a given speech community. Defining content could be problematic due to the fact that different disciplines may vary very much in their assessment of the content.

'K' for Key: in the course of social interaction, participants offer each other cues as how to interpret the message content. It refers to the tone, manner, or spirit in which a particular message is conveyed: lighthearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on. The key may also be marked nonverbally by certain kind of behavior, gesture, posture, or even deportment. When there is a lack of fit between what a person is actually saying and the key that the person is using, listeners are likely to pay more attention to the key than to the actual content.

'I' for Instrumentalities: It refers to the choice of channel such as oral, written, or telegraphic, and to the actual form of speech employed, such as the language, dialect, code, or register that is chosen. Formal, written, legal language is one instrumentality; spoken Newfoundland English is another; code-switching between English and Italian in Toronto is a third; and the use of pig Latin is still another. One may employ different instrumentalities in the course of a single verbal exchange of some length: first read something, than all a dialect joke, then

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quote Shakespeare, and then used an expression form another language, and so on.

'N' for Norms of interaction: Hymes assumed that speech is a rule- governed behavior and that the researcher's task is to infer such rules from systematic observation and recording of spontaneous verbal interaction. It refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, like loudness, silence, and gaze return and so on. Duranti (1985: 218) believes that 'norms of interaction involve different levels of competence, from the very basic rules of constructing processable sequences of words to the use of appropriate code or register'.

'G' for Genre: It refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lecture, and editorials. These are all 'marked' in specific ways in contrast to casual speech. Of course, in the middle of a prayer, a casual aside would be 'marked' too. While particular genres seem more appropriate on certain occasions than on others, such as sermons inserted into church services, they can be independent: we can ask someone to stop 'sermonizing'; that is, we can recognize a genre of sermons when an instance of it, or something closely resembling an instance, occurs outside its usual setting.

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# CHAPTER III

# RESEARCH METHOD

In this part of this thesis, the researcher presents the research method that is used in this research. It consists of research design, data and data sources, data collection, and data analysis.

## 3.1 Research Design

This study aims to understand that features of women's language are not only used by women but it is also used by the main man character in Mike Mitchell's movie *Sky High.* So, to make this research adequate, the descriptive approach is more appropriate to conduct this study, because by using descriptive approach the researcher can explain in detail the situation of the main man character's utterances based on features of Women's Language theory by Lakoff.

## 3.2 Data and Data Sources

The data was the utterances of the main man character in *Sky High* movie that are included into the features of women's language. The data source of this



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research was *Sky High* movie directed by Mike Mitchell in 2005 which has duration 140 minutes.

## 3.3 Data Collection

### 3.3.1 Instruments

The main instrument of this research is the researcher herself, because she is the one who collects the data, she is the most important instrument to collect and analyze the data. In addition, in doing this research, the researcher also used some electronic devices such as computer and office software to collect and analyze the data.

### 3.3.2 Techniques of Data Collection

The researcher used the following techniques to collect the data:

1. First, watching the movie till the end of the movie to know all of the utterances from the main men character (Will).
2. Finding the transcript of the movie from the internet, here the researcher used movie subtitle.
3. Downloading and saving the subtitle.
4. Printing out the script/subtitle that has already been saved.

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5. Identifying Will's utterances by highlighting the script, because in the transcription of the movie subtitle there is no clarity about who is speaking. (look at figure 3.3.2)

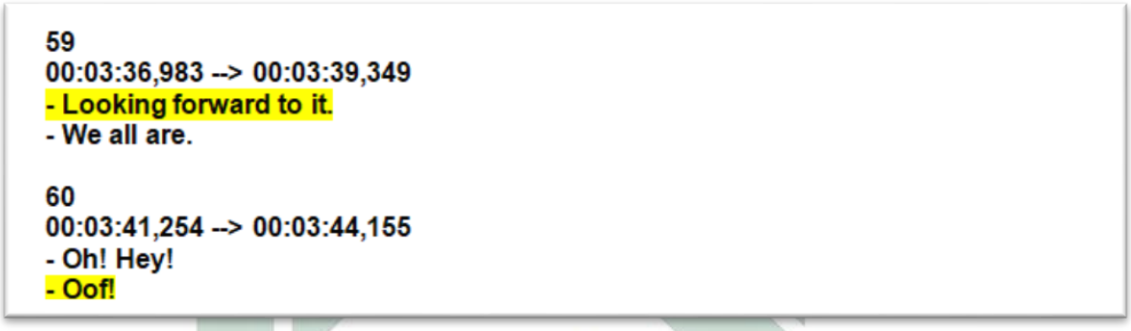


Figure 3.3.2 Highlighted utterances

## 3.4 Data Analysis

This section provides the process of how the researcher analyzed the data. In the process of data analysis, the researcher did some procedures below to get the result as expected.

### 3.4.1 Developing Codes

To identify women's speech features, such as; lexical hedges/ filler, tag question, rising intonation on declarative, empty adjective, precise color term, intensifier, hypercorrect grammar, super polite form, avoidance of strong swearwords, and emphatic stress, the researcher will develop some codes. The codes in this research are as follows:

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| No. | Features of women's language | Code |
|---|---|---|
| 1. | Lexical hedges/ filler | LH |
| 2. | Tag question | TQ |
| 3. | Rising intonation on declarative | RID |
| 4. | Empty adjective | EA |
| 5. | Precise color term | PCT |
| 6. | Intensifier | In |
| 7. | Hypercorrect grammar | HcG |
| 8. | Super polite form | SpF |
| 9. | Avoidance of strong swearword | ASSW |
| 10. | Emphatic stress | ES |

Figure 3.4.1 Table of the code that have been developed by the researcher

### 3.4.2 Classifying the Data

The researcher identified each of word/sentence of main man utterances that are included into ten features of women's language by giving the code to make easy the process of classifying it into each category (look at figure 3.4.2).

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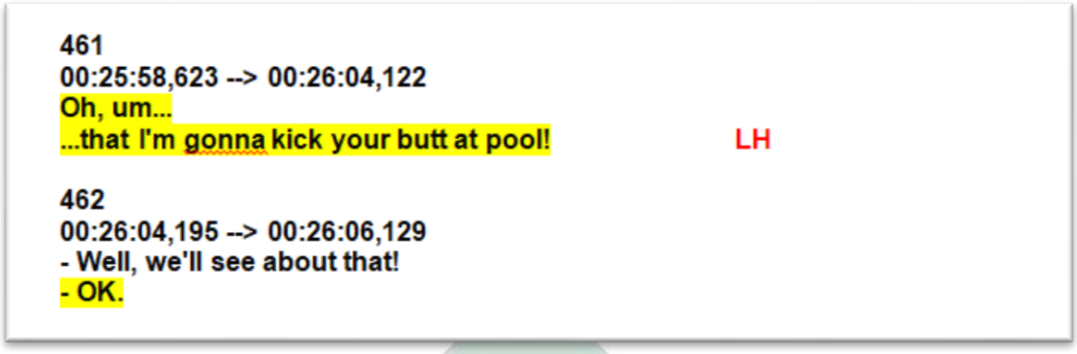


Figure 3.4.2 The data which is classified into lexical hedges/pause filler is coded with LH

### 3.4.3 Counting the Data

To answer the second research question, the researcher counted the classified data to input the frequency of the usage of each feature into table below (look at the figure 3.4.3) and give percentage of each feature of women's language used using the following formula:

Percentage of each features of women's language = $\frac{x}{y}$ x 100%

x = Total utterances of each features of women's language

y = Total utterances of the main man character which are included into ten features of women's language

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| No. | Code | Features of Women's Language | Frequency | Percentage |
|---|---|---|---|---|
| 1. | LH | Lexical hedges | | |
| 2. | TQ | Tag question | | |
| 3. | RID | Rising intonation on declarative | | |
| 4. | EA | Empty adjective | | |
| 5. | PCT | Precise color term | | |
| 6. | In | Intensifier | | |
| 7. | HcG | Hypercorrect grammar | | |
| 8. | SpF | Super polite form | | |
| 9. | ASSW | Avoidance of strong swearword | | |
| 10. | ES | Emphatic stress | | |
| **Total** | | | | |

Figure 3.4.3 Table of the frequency and percentage of each feature of women's language

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### 3.4.4 Analyzing the Situation of the most dominant features of women's language used by the main man character

In analyzing the situation, the writer used Hymes' (1974) method to know the details of the situation based on SPEAKING method (Setting, Participant, Ends, Act Sequence, Key, Instrument, Norm, and Genre).

### 3.4.5 Drawing conclusion

After analyzing the data, the researcher made a brief conclusion of what she got in her research. This conclusion answers all of the research questions that have been mentioned before.

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# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents the finding and discussion of the investigation steps that have been described before, which consist of three issues. First is to answer the types of features of women's language which is used by the main man character of Mike Mitchell's movie *Sky High.* Afterwards, the researcher would like to present the frequency of each feature of women's language used by the main man character in Mike Mitchell's movie *Sky High*. Another is the situations that caused the main man character of the Mike Mitchell's movie *Sky High* in the use of the most dominant feature of women's language.

## 4.1 Findings

In analyzing the main man character of the movie speeches, the researcher uses woman's speech features, the researcher categorizes ten features based on Lakoff theory. These ten features are lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swearwords, and emphatic stress. After analyzing the movie transcripts of Will Stronghold's speech,



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the researcher analyzed and discovered that Will exhibits some distinct linguistic features of men language in his speech. The writer found nine features of women's language as apparent in the following bar chart:

### 4.1.1 Features of Women's Language in the Main Man Character of the Movie's Speeches

In analyzing features of women's language, the researcher categorizes ten features based on Lakoff theory. These ten features are lexical hedges or pause fillers, tag questions, rising intonation on declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swearwords, and emphatic stress.

#### 4.1.1.1 Lexical Hedges or Filler

Lexical hedges are form such as well, you see/see, sorta/sort of, like, you know, kinda/kind of, like, I guess, I think, and it seems like (Lakoff, 2004). The purposes of lexical hedges are to show a doubt or less confidence of what has been said, to mitigate the possible unfriendliness or unkindness of the speaker's statement, and to blunt the force of a rather painful assertion. In this research, the researcher found twenty eight lexical hedges in Michelle's speech. Michelle's lexical hedges are

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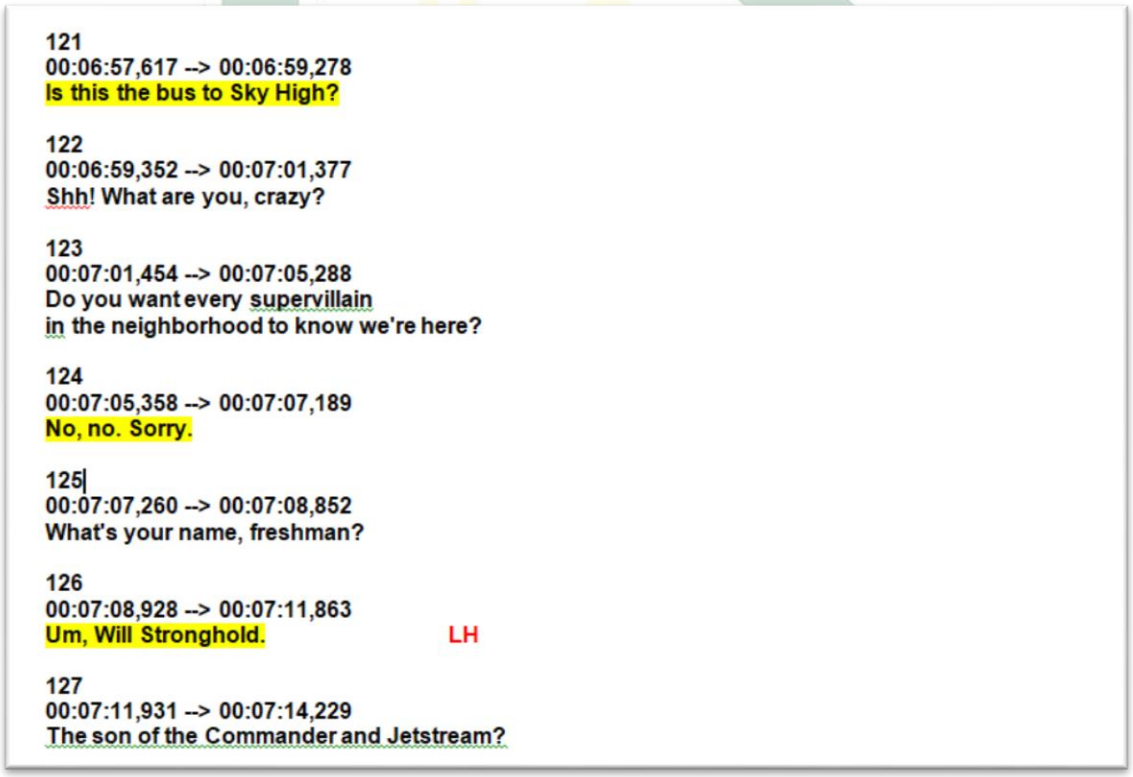
You Know, You See/See, Like, and I Think. Besides, the total emergences are different.

In Will Stronghold's speeches, the researcher found twenty eight lexical hedges or filler. Besides, the researcher concludes that twenty eight lexical hedges or filler is aimed to show a doubt or less confidence of what has been said. The explanation is below:

Excerpt:



121
00:06:57,617 --> 00:06:59,278
Is this the bus to Sky High?

122
00:06:59,352 --> 00:07:01,377
Shh! What are you, crazy?

123
00:07:01,454 --> 00:07:05,288
Do you want every supervillain
in the neighborhood to know we're here?

124
00:07:05,358 --> 00:07:07,189
No, no. Sorry.

125
00:07:07,260 --> 00:07:08,852
What's your name, freshman?

126
00:07:08,928 --> 00:07:11,863
Um, Will Stronghold. LH

127
00:07:11,931 --> 00:07:14,229
The son of the Commander and Jetstream?

This is the conversation of Will Stronghold and Ron Wilson (bus driver) in Will's first day school at sky high. Because it is the first time they meet, Ron do not

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know who he is, so he asks Will's name "What's your name, freshman?" but before this question appears, Will is shocked with Ron's response when he asked if the bus go to Sky High, "Shh! What are you, crazy? Do you want every supervillain in the neighborhood to know we're here?" he becomes nervous start from here, it seems in his response "No, no. Sorry" he repeats 'no' twice. And suddenly Ron asks his name, so he uses filler "Um" to mitigate the possible unfriendliness or unkindness of his statement.

#### 4.1.1.2 Tag Question

Tag question is a kind of polite statement that does not force the agreement or belief on the addressee. The purposes of tag question are to express uncertainty and to soften the directives or criticism (Holmes, 1992). Here the researcher found two tags question in Will speeches. The explanation is on the next page:

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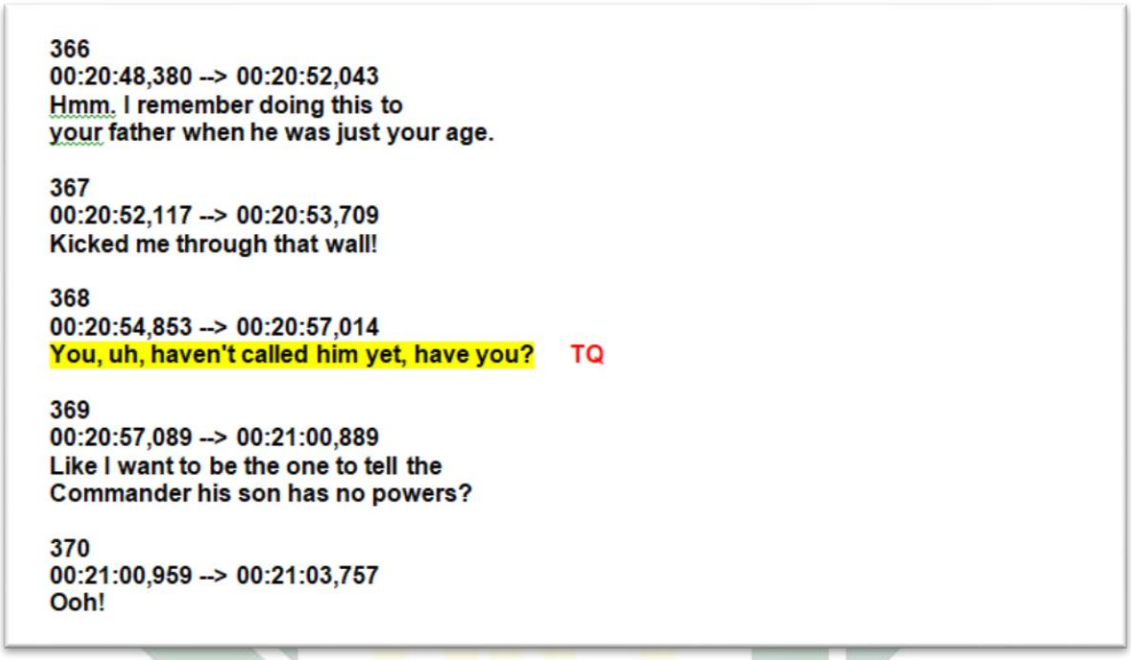
Excerpt:



366
00:20:48,380 --> 00:20:52,043
Hmm. I remember doing this to
your father when he was just your age.

367
00:20:52,117 --> 00:20:53,709
Kicked me through that wall!

368
00:20:54,853 --> 00:20:57,014
You, uh, haven't called him yet, have you? TQ

369
00:20:57,089 --> 00:21:00,889
Like I want to be the one to tell the
Commander his son has no powers?

370
00:21:00,959 --> 00:21:03,757
Ooh!

This is the conversation between the doctor of Sky High and Will Stronghold after the Power Placement, exactly after Will is classified into Sidekick. Will is so afraid if his parents know that he has no super power. He said "You, uh, haven't called him yet, …" but because he is still uncertain to what he has been said, he added a tag question "have you?" to show his uncertainty. He is stating a claim that the doctor has not called his father yet, but lacks of confidence in the truth of the claim, that is why in his last speech he adds a tag question.

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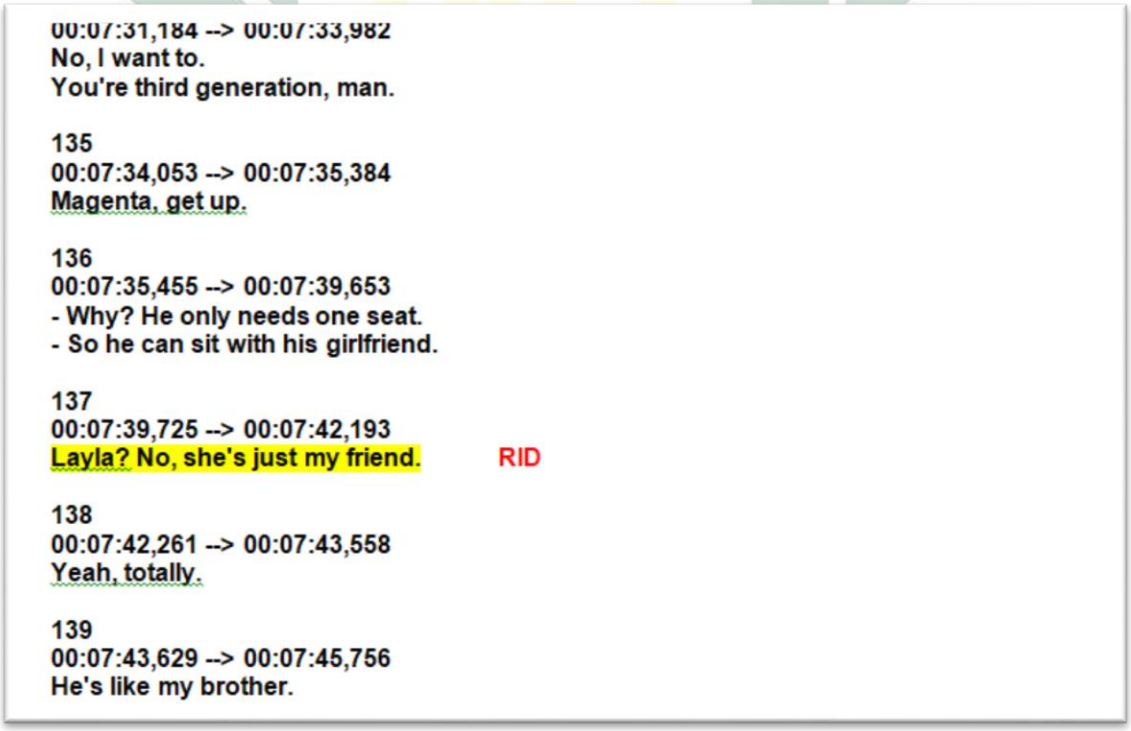
#### 4.1.1.3 Rising Intonation on Declaratives

Rising intonation which is found in a form of declarative sentence is used to answer question but typically has a rising intonation similar to yes-no question intonation. The purposes are to indicate that there is unwillingness to be very assertive in carrying an opinion and to show that the speaker leaves the decision open to the addressee in a non-forceful way (Lakoff, 2004). In Will Stronghold's speeches, the researcher found twenty seven statements of rising intonation on declaratives. The explanation is below:

Excerpt:

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This conversation is happened between Will Stronghold and his new friend in the bus, at the first day school. After Ron introduces Will to the passengers, Ron says that the seat behind him belong to Will Stronghold. There are two seats behind Ron Wilson which both is already full. One of them get up and asks the person who sit beside him to move because Will is accompanied by Layla and he wants her to sit next to Will, and Magenta replied "Why? He only needs one seat". "Layla? …" Will replies using rising intonation similar to yes-no question. He means to indicate that there is unwillingness to be very assertive in carrying his opinion, because he is not sure enough if what his friend mean is Layla or others.

#### 4.1.1.4 Empty Adjective

Empty adjective is the special adjectives used by the women in order to show their gender as the different person in terms of using the language. Empty adjective is used to indicate the speaker's approbation or admiration for something (Lakoff, 2004:25). Some of the forms of empty adjective are as follows: adorable, pretty, sweet, lovely, divine, etc. Unfortunately, in this research the researcher did not find any empty adjective used by the main man character of Mike Mitchell's movie *Sky High*.

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#### 4.1.1.5 Precise Color Term

Women have an ability to mention clearer discriminations of color terms than men do, such as beige, ecru, aquamarine, lavender, or mauve (Lakoff, 2004). Unfortunately, the researcher did not find any precise color terms in Will's speeches.

#### 4.1.1.6 Intensifier

There are some intensifiers which are included into women's speech features such as so, just, very, such, or quite. Besides, there are also some purpose of intensifiers like to be a way of backing out of committing oneself strongly to an opinion, to persuade their addressee to take them seriously and to strengthen the meaning (Lakoff, 2004). In this occasion, intensifiers that used by Will are really, totally, and just. The explanation is on the next page:

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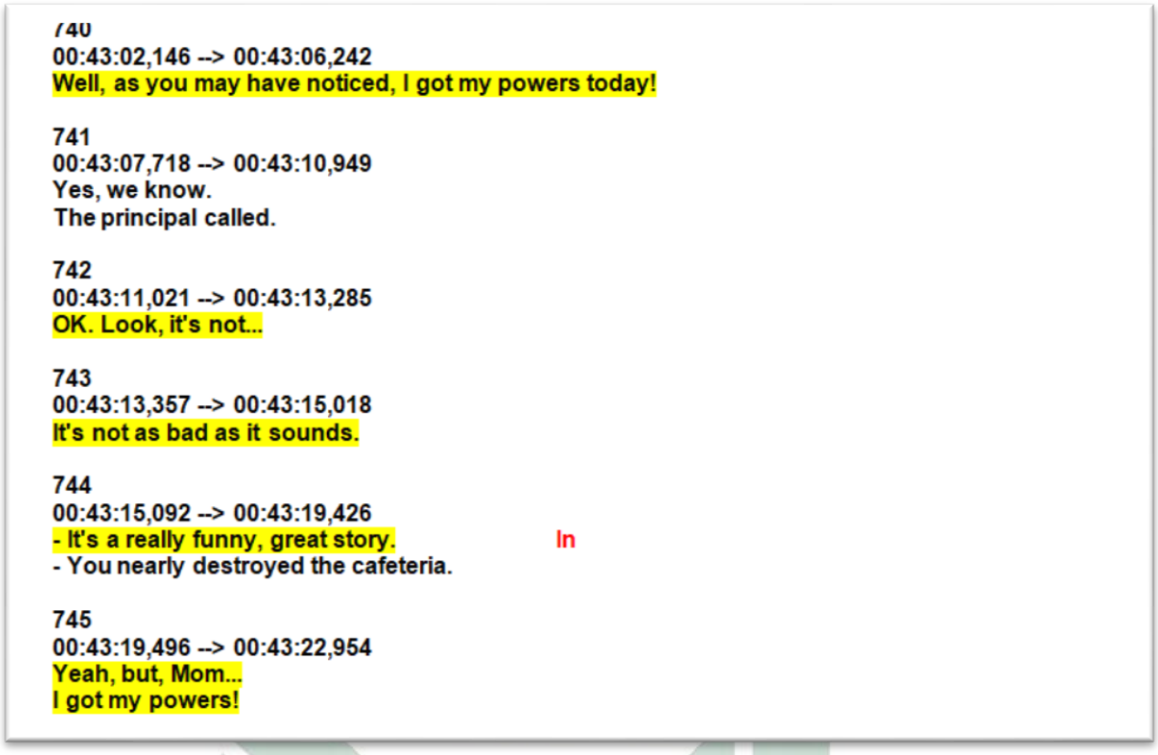

740
00:43:02,146 --> 00:43:06,242
Well, as you may have noticed, I got my powers today!

741
00:43:07,718 --> 00:43:10,949
Yes, we know.
The principal called.

742
00:43:11,021 --> 00:43:13,285
OK. Look, it's not...

743
00:43:13,357 --> 00:43:15,018
It's not as bad as it sounds.

744
00:43:15,092 --> 00:43:19,426
- It's a really funny, great story.
- You nearly destroyed the cafeteria.

745
00:43:19,496 --> 00:43:22,954
Yeah, but, Mom...
I got my powers!

This is the conversation between Will Stronghold and his parents after he gets his power for the first time. The principal tells his parents that Will nearly destroys the cafeteria. His mother is angry because Will do not know how to use his power wisely, but Will is very happy because finally he gets his super power, he try to calm down his mother “It’s a really funny, great story” it is meant to persuade his mom to take them seriously if it is not as bad as what principal told to them.

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### 4.1.1.7 Hypercorrect Grammar

Women tend to use more grammatical standard form than men do, while men use more vernacular form than women do (Holmes, 1992). The purposes of woman using hypercorrect grammar are to rise social status in the society so that women use more standard speech as way of claiming such status and to see women as behavior model as an expectation from the society.

In this research, the researcher found one hypercorrect grammar occurred in Will Stronghold's speeches. The explanation is on the next page:

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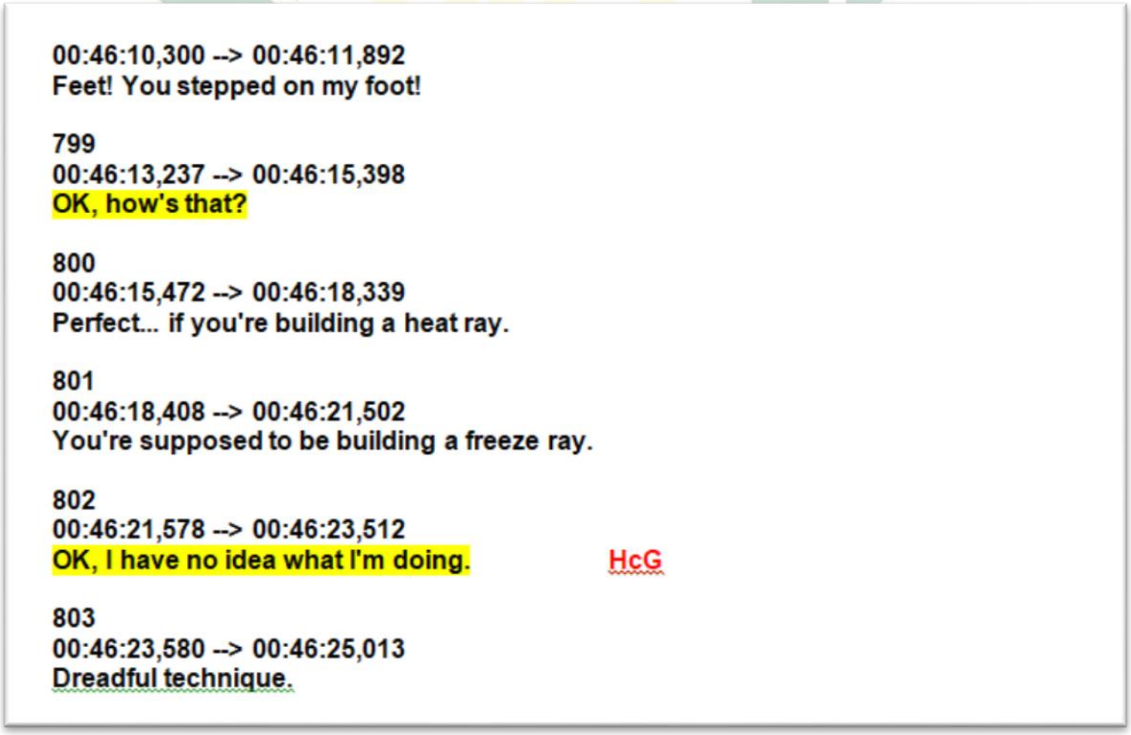
00:46:10,300 --> 00:46:11,892
Feet! You stepped on my foot!

799
00:46:13,237 --> 00:46:15,398
OK, how's that?

800
00:46:15,472 --> 00:46:18,339
Perfect... if you're building a heat ray.

801
00:46:18,408 --> 00:46:21,502
You're supposed to be building a freeze ray.

802
00:46:21,578 --> 00:46:23,512
OK, I have no idea what I'm doing. HcG

803
00:46:23,580 --> 00:46:25,013
Dreadful technique.

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This is the conversation between Will Stronghold and Gwen Grayson. That was Will first day in Hero class, he does not know what to do and said “OK, I have no idea what I’m doing” then Gwen help him for his work. He chooses to pronounce ‘going’ instead more casual ‘goin’.

#### 4.1.1.8 Super polite Form

Super polite form is some forms to show the politeness, such as Would You, Please, and Pleasure. The purposes for using super polite form are to behave and communicate politely, to leave the decision to receive the request depend on the addressee without an attempt to impose what they want or appear in their mind (Lakoff, 2004). In Will’s speeches, the researcher found one super polite form. The explanation is on the next page:

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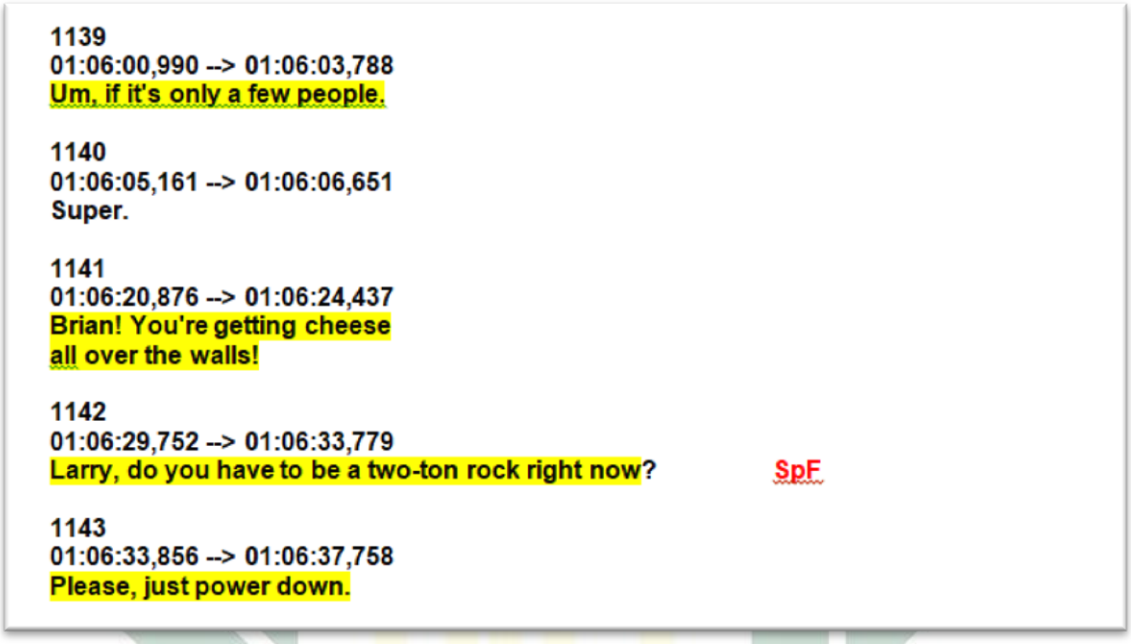

1139
01:06:00,990 --> 01:06:03,788
Um, if it's only a few people.

1140
01:06:05,161 --> 01:06:06,651
Super.

1141
01:06:20,876 --> 01:06:24,437
Brian! You're getting cheese
all over the walls!

1142
01:06:29,752 --> 01:06:33,779
Larry, do you have to be a two-ton rock right now? SpF

1143
01:06:33,856 --> 01:06:37,758
Please, just power down.

This is the conversation between Will Stronghold and his friends in his house. Will is angry to Larry, because Larry changes himself to be a two-ton rock inside his house and breaks the sofa. Will asks Larry not to use his power inside the house with a super polite form “Larry, do you have to be a two-ton rock right now?”. It is an order in form of a question, it is meant to make the order polite.

### 4.1.1.9 Avoidance of Strong Swearword

In avoidance of strong swearwords, women usually use softer forms such us ‘Oh, Dear!’ or ‘Darn!’ while the men use stronger ones such as ‘Dammit!’ or ‘Shit!’,

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(Rafi', 2014). In Will's utterances in this movie *Sky High*, the researcher did not find any avoidance of strong swearwords.

#### 4.1.1.10 Emphatic Stress

The last is *emphatic stress* features. It occurs when women want to strengthen an assertion (Lakoff, 1973). In stressing the opinion in written text, women may use *italic, bold, coloring, repeat, capital letter*, or *typing with longer letter* to give more emphasize or strengthen of those words. Kennedy (2008) describes that bold is used to make text stand out strongly by highlighting the important words, phrases, and sections and it may be applied within body text, the title, and etc. There are eighteen emphatic stress found in Will's utterances. The explanation is on the next page:

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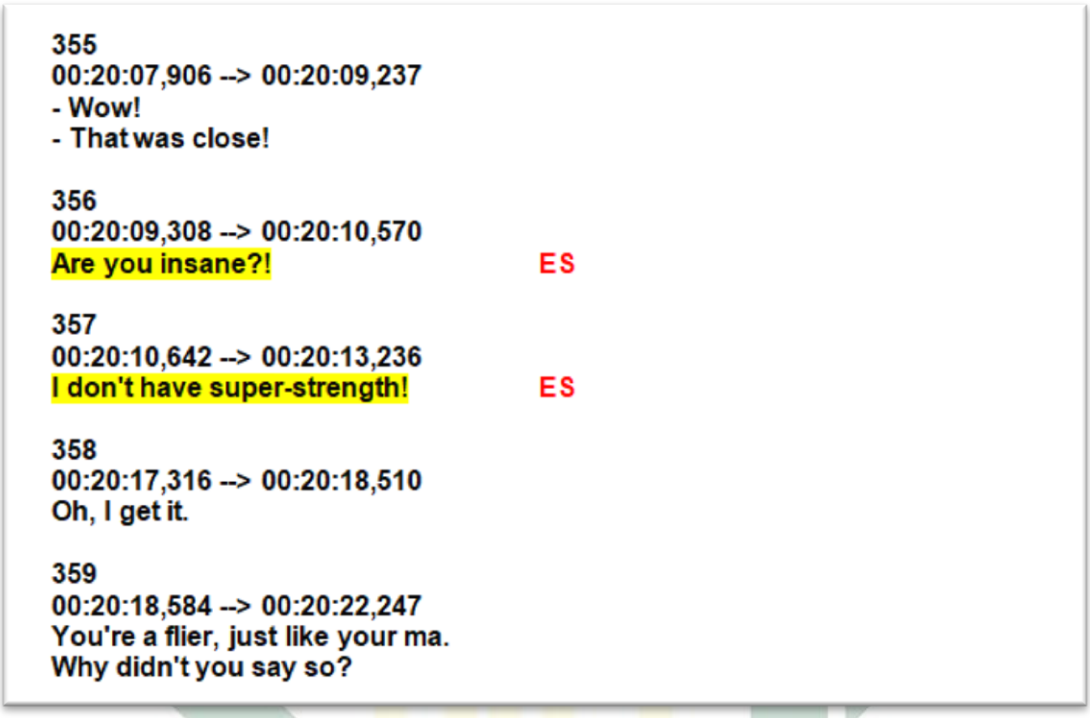
355
00:20:07,906 --> 00:20:09,237
- Wow!
- That was close!

356
00:20:09,308 --> 00:20:10,570
Are you insane?! ES

357
00:20:10,642 --> 00:20:13,236
I don't have super-strength! ES

358
00:20:17,316 --> 00:20:18,510
Oh, I get it.

359
00:20:18,584 --> 00:20:22,247
You're a flier, just like your ma.
Why didn't you say so?

This is the conversation between Will Stronghold and Coach Boomer in Power Placement. Because the source of the data was a movie, the researcher can found the emphatic stress form the sound of the movie itself, the stress that given to an assertion is included into emphatic stress. Here Will said “Are you insane?!” “I don’t have super-strength!”. The transcription of Will’s speech is using question mark and interjection mark to indicate that it is pronounced in stress. This is meant to strengthen Will assertion.

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### 4.1.2 The Most Dominant Feature Used by the Main Man Character of the Movie

In this part, the writer analyzed the most dominant features of women's language used by main man character of Mike Mitchell's movie *Sky High*. After analyzing the data, the writer found some of features of women's language in Will's utterances and after counting the data, the researcher found that the emergence of every feature is different, it can be seen from the diagram below:

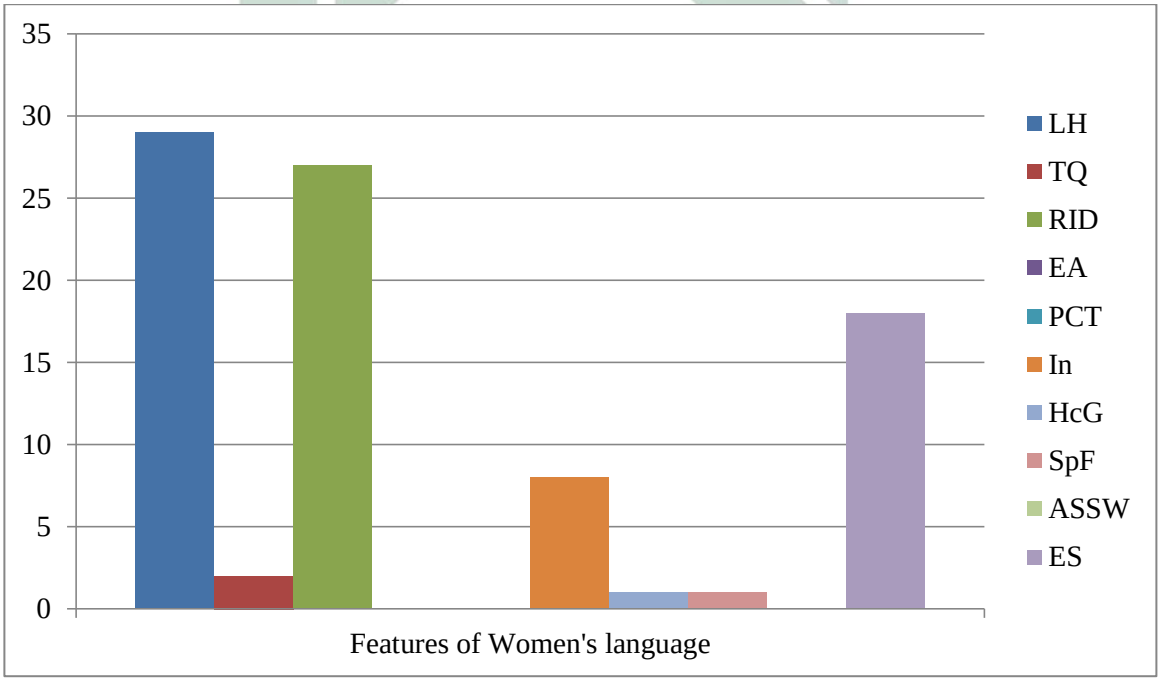


Chart 4.1.1 Features of women's language frequency of the usage in Will's speeches

Based on the diagram above, the emergence of each feature of woman's language is different. The total emergence of lexical hedges is twenty nine, while total emergence of tag question is two. Rising intonation appears in total twenty

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seven, and there is no empty adjective also precise color term. Then, there are eight occurring in intensifier, one occurring in hypercorrect grammar, and one in super polite form, but zero in avoiding of strong word. The last, the total emergence of empathic stress is eighteen.

Based on the description above, it can be seen that the most dominant feature of women's language used by Will is lexical hedges or pause fillers, with the total number twenty nine. Lakoff claimed that lexical hedges show a doubt or lack of confidence of what has been said, to mitigate the possible unfriendliness or unkindness of the speaker's statement, and to blunt the force of a rather painful assertion. It means that Will often has lack of confidence to what he has been said.

Besides, there are three features of women's language that are not found in Ella's utterances. They are empty adjective, precise color term and avoidance of strong swearword. While, the other seven features are lexical hedges or pause filler, tag question, rising intonation on declarative, intensifier, hypercorrect grammar, super polite form and emphatic stress. They are applied in Will's speeches.

### 4.1.3 Situation of the Most Dominant Features of Women's Language used in Will Stronghold's Speeches

According to Hymes (1974), a speech situation is a situation in which a speech occurs. Within a community, we may detect many situations associated with

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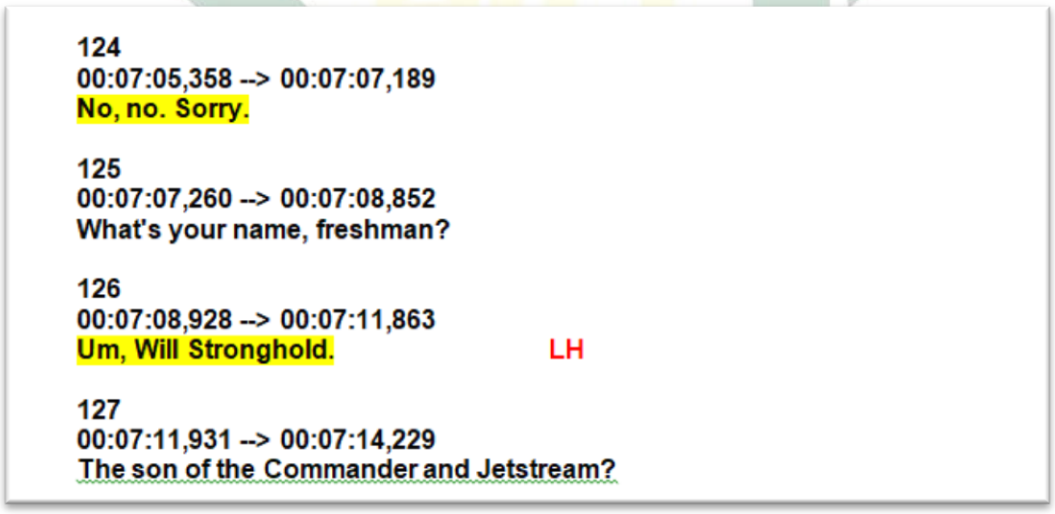
(or marked by the absence of) speech. Such situations will be described as ceremonies, fights, hunts, meals, lovemaking, and the like.

In doing conversation, people may have certain situations on it. Such situation becomes factor to support the main character in the use of features of women's language. In this part, the researcher discussed the situation which features of women's language are applied in Will's speeches.

#### 4.1.3.1 Situation in Data 1

Data 1:




This is the first day of Will Stronghold to study in Sky High. There is a special bus to reach Sky High. Because this is the first time he will go to Sky High, it means that he never rides this special bus, so after answers the good morning greeting from the bus

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driver, Ron Wilson, Will asks him if the bus will go to the Sky High to make him sure that he is in the right bus. Instead answering Will's question, Ron beckon him to speak it slowly by saying "Shh! What are you, crazy?..." then Will say sorry for it. And because this is their first meeting, Ron asks his name. But after he is shocked by Ron's response to his first question, Will becomes a little bit nervous. It is noticed in his speech when answering Ron's question. Will answered it using pause filler "um, Will Stronghold" to mitigate the possible unfriendliness or unkindness of his statement before he mentioned his name. Because Ron asks him seriously, Will also answer it in serious too.

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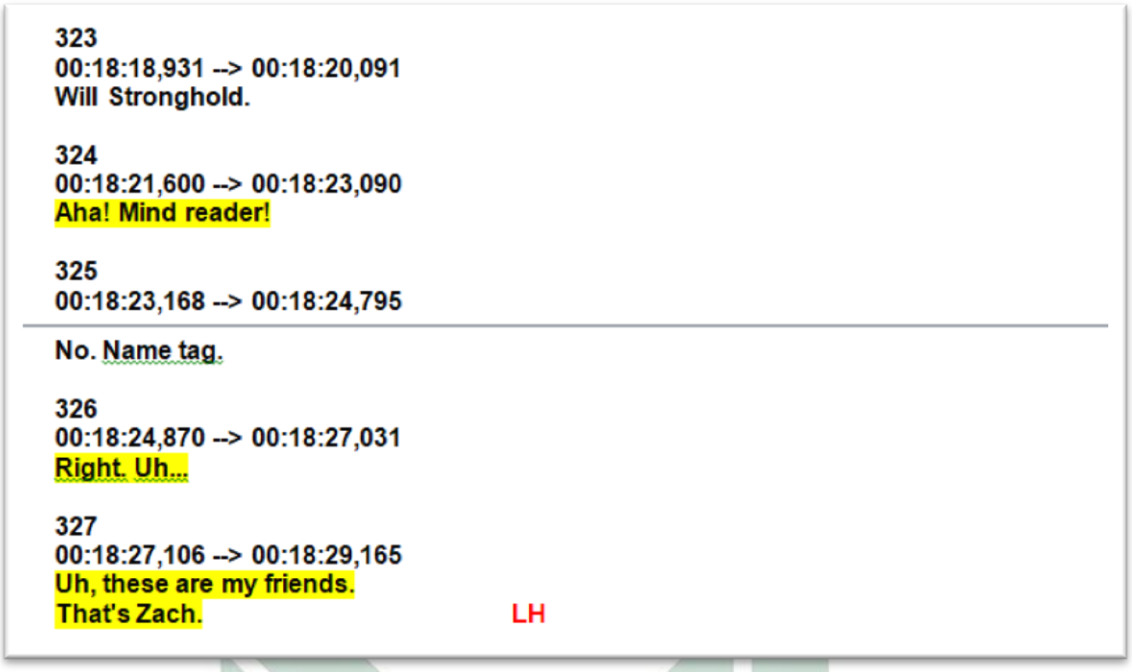
#### 4.1.3.2 Situation in Data 2

Data 2:


323
00:18:18,931 --> 00:18:20,091
Will Stronghold.

324
00:18:21,600 --> 00:18:23,090
Aha! Mind reader!

325
00:18:23,168 --> 00:18:24,795
No. Name tag.

326
00:18:24,870 --> 00:18:27,031
Right. Uh...

327
00:18:27,106 --> 00:18:29,165
Uh, these are my friends.
That's Zach.
LH

This is the conversation between Will and Gwen Grayson in his way to attend the next agenda in his new school "Power Placement" after class breaking. This is the second time of their meeting. In the first meeting, Will falls in love to Gwen. For the person who has been falling in love, it is common to be nervous when he/she meets him/her crush, it is also happened to Will. When they unintentionally meet for the second time, Will becomes nervous and does not know what to say, so he is just able to say "I'm…" but Gwen suddenly cut his speech by mentioning his name, because she already know that he wants to introduce himself and she already know it by his name tag. Will still does not know what her power is, so he guesses if she is a mind

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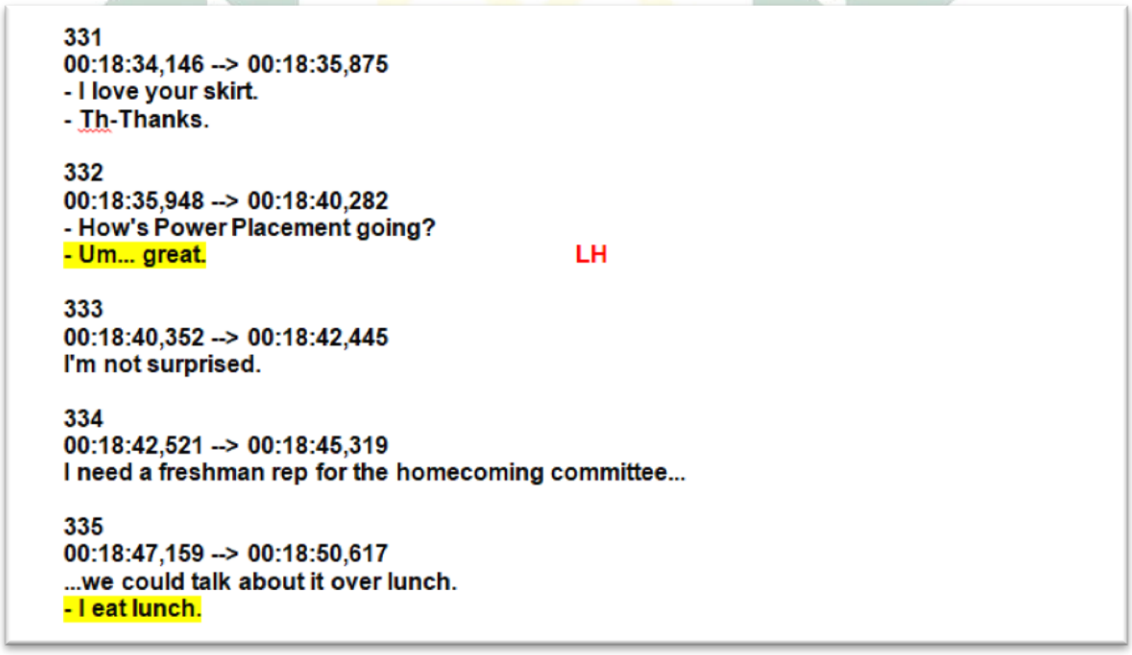
reader. Will becomes more nervous after knowing that his guess is false. Then he tries to change the topic by introducing his friends to Gwen. Because it is an introduction, Will tries to be friendly. But his nervousness is still noticed in his speech, he uses lexical hedges and pause filler "Right, uh…" before introduce his friends to Gwen.

#### 4.1.3.3 Situation in Data 3

Data 3:




This is the conversation between Will and Gwen Grayson in his way to attend the next agenda in his new school "Power Placement" after class breaking too, this is the

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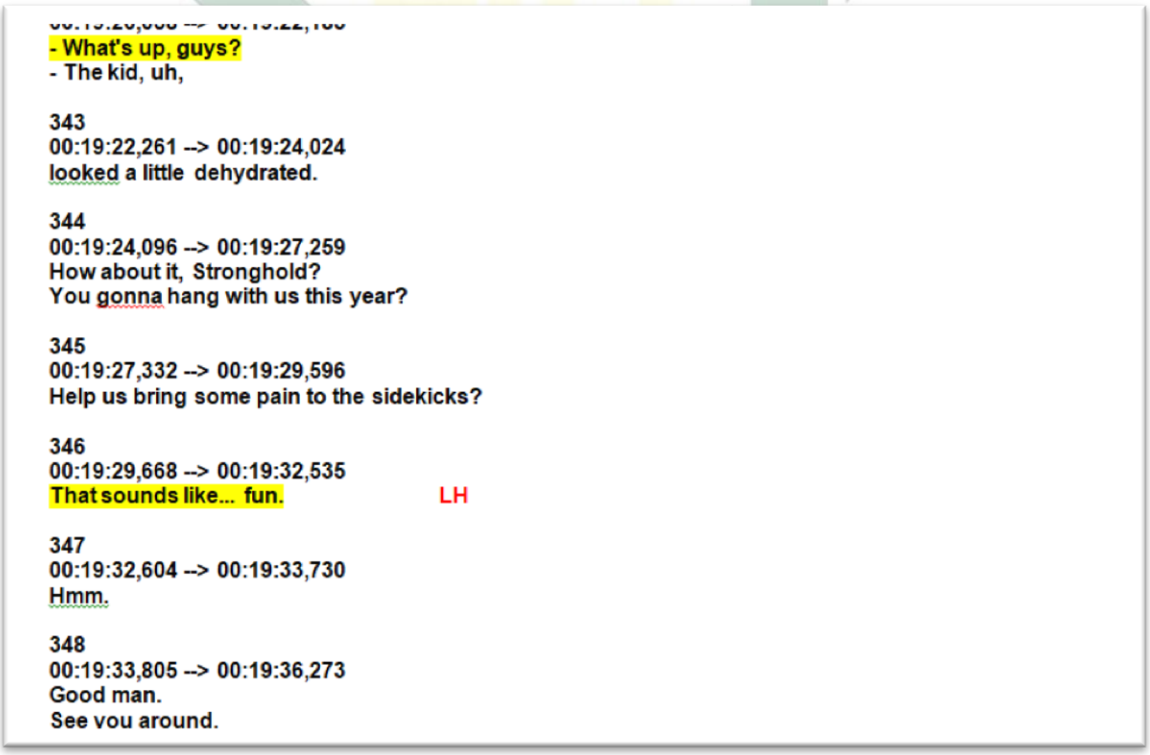
following conversation of the data 2. Will's nervousness is still ongoing, it seems in his next speech. When he is asked by Gwen about how his Power Placement is going, he uses lexical hedges of pause filler "um.." before "great", this is what he actually want to say. He did not finish the Power Placement yet, but he answers it with "great". It shows two things, the first is his nervousness and the second is his lack of confidence to his Power Placement result, because Will himself does not know his power yet.

#### 4.1.3.4 Situation in Data 4

Data 4:


- What's up, guys?
- The kid, uh,

343
00:19:22,261 --> 00:19:24,024
looked a little dehydrated.

344
00:19:24,096 --> 00:19:27,259
How about it, Stronghold?
You gonna hang with us this year?

345
00:19:27,332 --> 00:19:29,596
Help us bring some pain to the sidekicks?

346
00:19:29,668 --> 00:19:32,535
That sounds like... fun. LH

347
00:19:32,604 --> 00:19:33,730
Hmm.

348
00:19:33,805 --> 00:19:36,273
Good man.
See you around.

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This is the conversation between Will, Speed, and Lash. This conversation is happened in the toilet after Ethan is dunk in the toilet by Speed and Lash. Knowing this situation, Will becomes nervous and afraid all in once. Then Will tries to calm down himself by saying “What’s up, guys?” to them. Speed and Lash guess that Will will be classified into Hero class, because he is the son of two famous superheroes. So they asked him to join their hobby, that is “… bring some pain to the sidekicks”. Because this conversation is happened before his Power Placement, he still does not know what is his Power Placement result yet, so he answers it with lexical hedges or pause filler “That sounds like… fun” in afraid tone. He is not answering if he wants to do it or not, he just gives his opinion to what they offered. That speech is included into lexical hedges or pause filler because it shows his lack of confidence to his Power Placement result. He does not want to answer it with “no” although he knows that he will be classified into sidekick, to mitigate the possible unfriendliness or unkindness of his answer.

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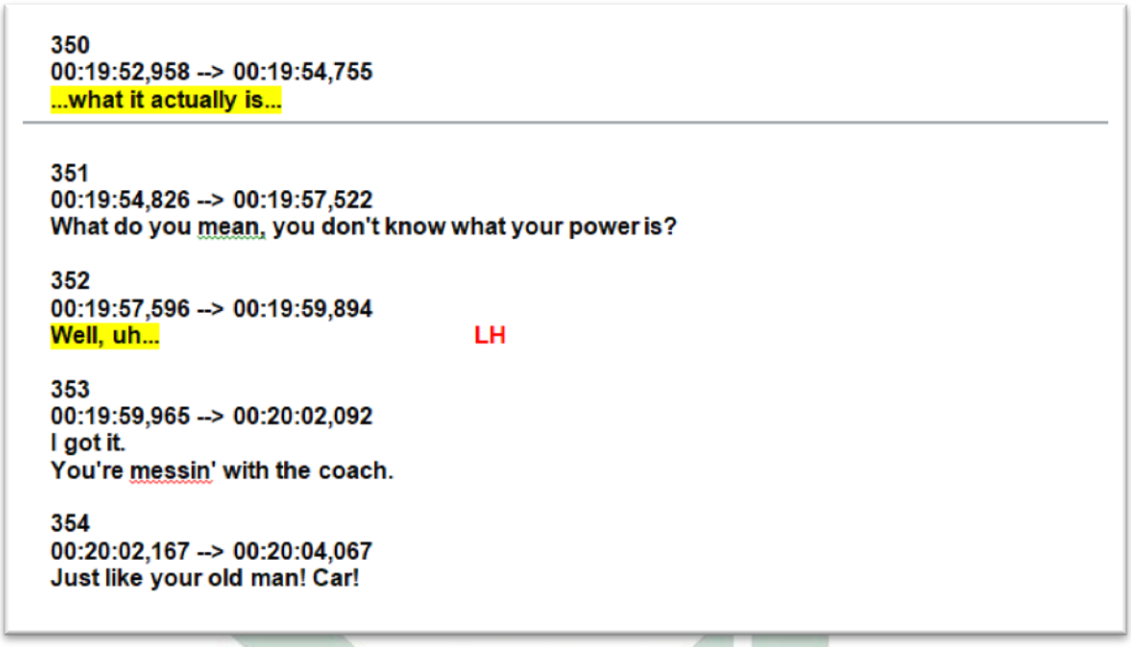
#### 4.1.3.5 Situation in Data 5

Data 5:




This conversation is happened when Power Placement is going on. This is Will's time to show off his power to the class. He spent some seconds by do nothing in front of the class, because he does not know what his power is. Then he tries to whisper to Coach Boomer to inform him what is actually happened. And Coach Boomer said "What do you mean, you don't know what your power is?" he becomes more less of confidence to himself and afraid. Then he said "Well, uh…" which is included into lexical hedges/pause filler with aim to show his lack of confidence. Before he finishes his speech, Coach Boomer interrupts him by saying "I got it. You're messin' around

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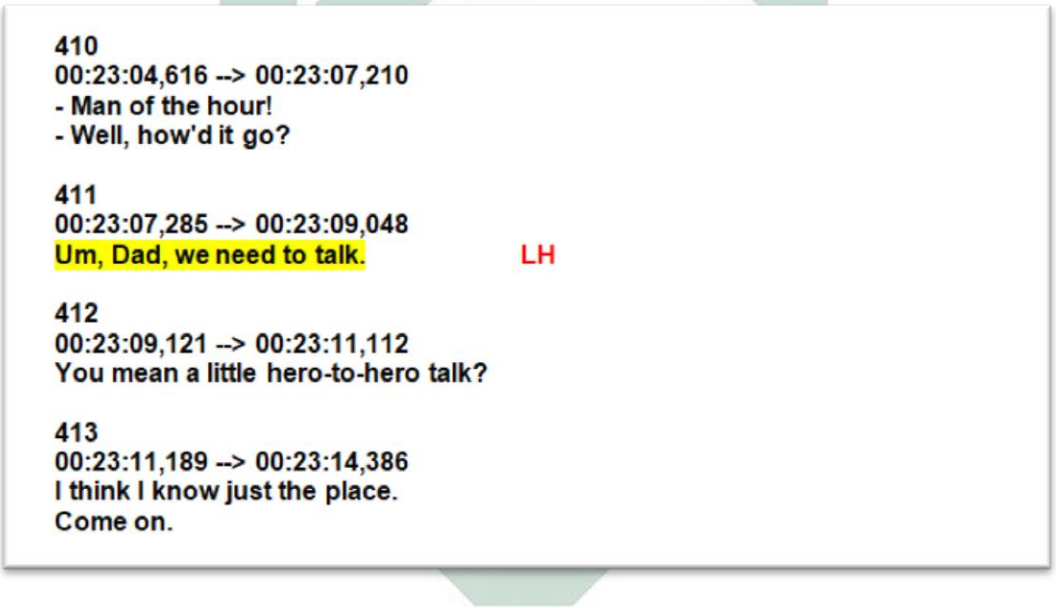
with the coach". Coach Boomer think that Will is only messing around with him, he does not know that Will really does not know what his super power is.

#### 4.1.3.6 Situation in Data 6

Data 6:




This is the conversation between Will and his father after his first day of school in Sky High. His parent already waited for long time to this chance. They are alumnus of Sky High, so they know that the first day of school is Power Placement, and then they want to know how the result of his Power Placement is. His father asked "Well, how'd it go?" and Will answer it with lexical hedges "Um, Dad, we need to talk". From his speech, it shows that he is lack of confidence because he has no power like

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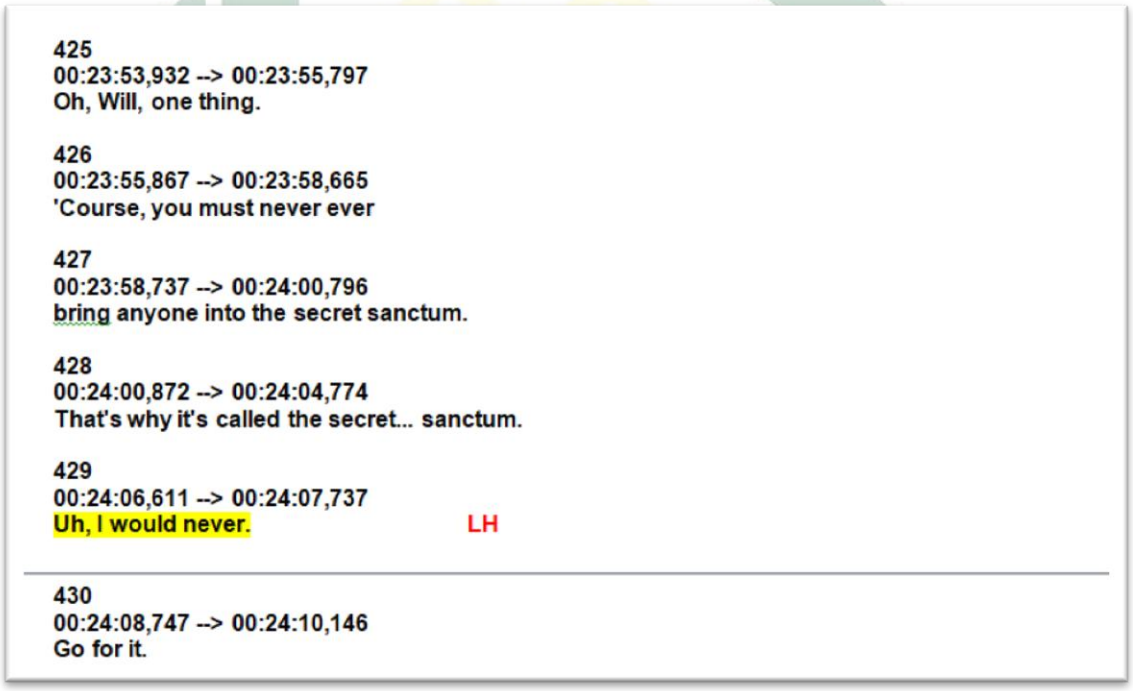
his parent, and he is classified into sidekick. So he wants to tell his father about his problem. But his father trusts his positive thinking that Will is included into Hero just like him. That is why his father says “you mean a little hero-to-hero talk?”. Will becomes lack of confidence more and more.

#### 4.1.3.7 Situation in Data 7

Data 7:



425
00:23:53,932 --> 00:23:55,797
Oh, Will, one thing.

426
00:23:55,867 --> 00:23:58,665
'Course, you must never ever

427
00:23:58,737 --> 00:24:00,796
bring anyone into the secret sanctum.

428
00:24:00,872 --> 00:24:04,774
That's why it's called the secret... sanctum.

429
00:24:06,611 --> 00:24:07,737
Uh, I would never. LH

430
00:24:08,747 --> 00:24:10,146
Go for it.

This is the conversation between Will and his father before they enter the Secret Sanctum. He is showed by his father about the secret sanctum because he already

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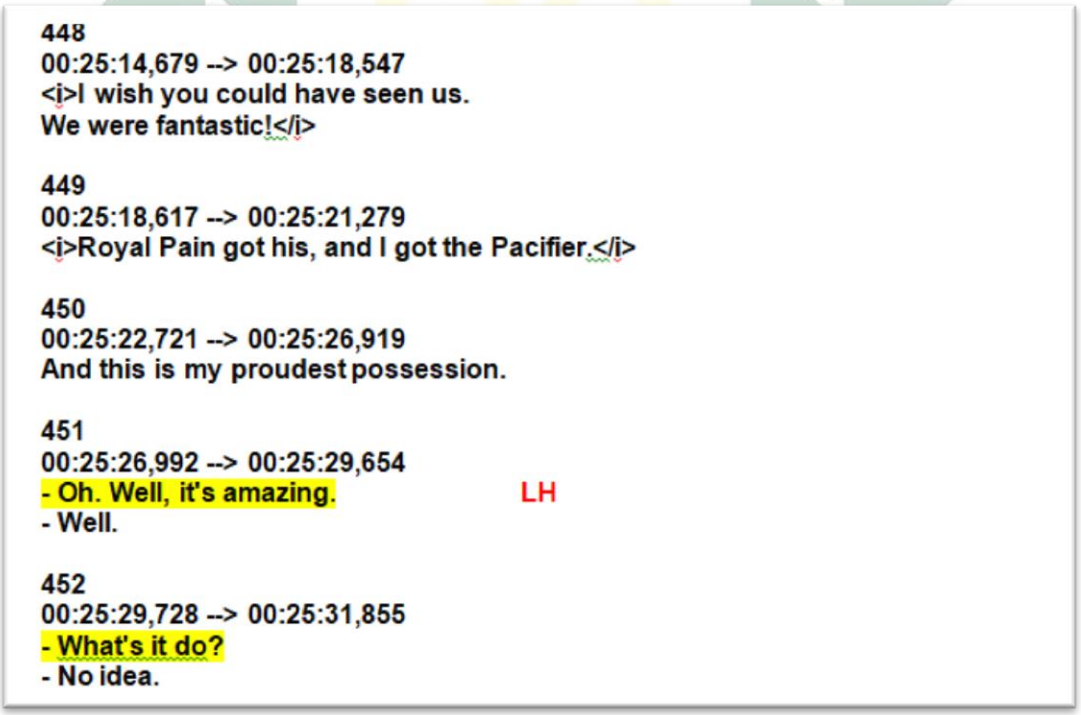
entered Sky High and his father thinks that Will is classified into Hero. His father asks him to promise that he must never ever bring anyone into the secret sanctum. Then Will answer it with a bit hesitant “Uh, I wound never”. It shows that he is in lack of confidence to what he has been said, he is afraid that he cannot keep his promise. That is why he used that lexical hedges or pause filler.

#### 4.1.3.8 Situation in Data 8

Data 8:


448
00:25:14,679 --> 00:25:18,547
I wish you could have seen us.
We were fantastic!

449
00:25:18,617 --> 00:25:21,279
Royal Pain got his, and I got the Pacifier.

450
00:25:22,721 --> 00:25:26,919
And this is my proudest possession.

451
00:25:26,992 --> 00:25:29,654
- Oh. Well, it's amazing. LH
- Well.

452
00:25:29,728 --> 00:25:31,855
- What's it do?
- No idea.

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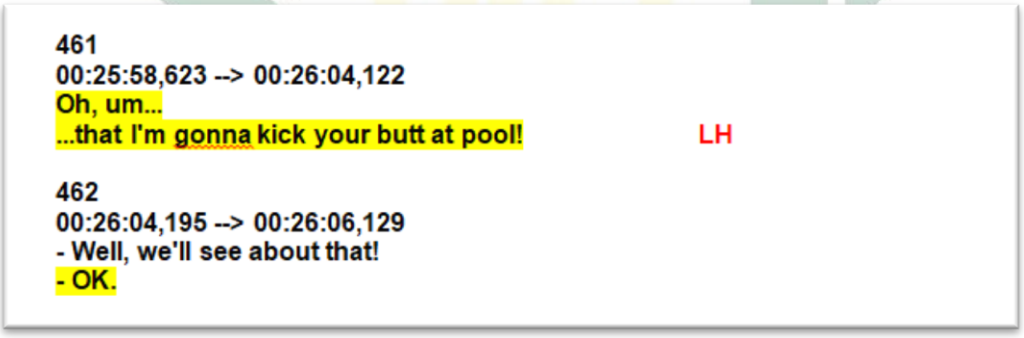
This is the conversation between Will and his father inside the secret sanctum. His father shows him his collection of his greatest battles, Ticranium's head, Exo's number one bug-bot, and Royal pain's Pacifier. He tells Will a little bit about his battle with Royal Pain and how he finally get the Pacifier. Will said "Oh. Well, it's amazing", it shows that he is lack of confidence. He is afraid if he never has amazing battle like his parent.

#### 4.1.3.9 Situation in Data 9

Data 9:


461
00:25:58,623 --> 00:26:04,122
Oh, um...
...that I'm gonna kick your butt at pool! LH

462
00:26:04,195 --> 00:26:06,129
- Well, we'll see about that!
- OK.

This conversation between Will and his father is happened when Will wanted to tell his father about his Power Placement result. But because of his father's positive thinking, his father shows him secret sanctum and tell him so much stories enthusiastically before he can say what he want to tell to his father. But suddenly his father ask him "Now, what was it you wanted to tell me about?", Will's face looks

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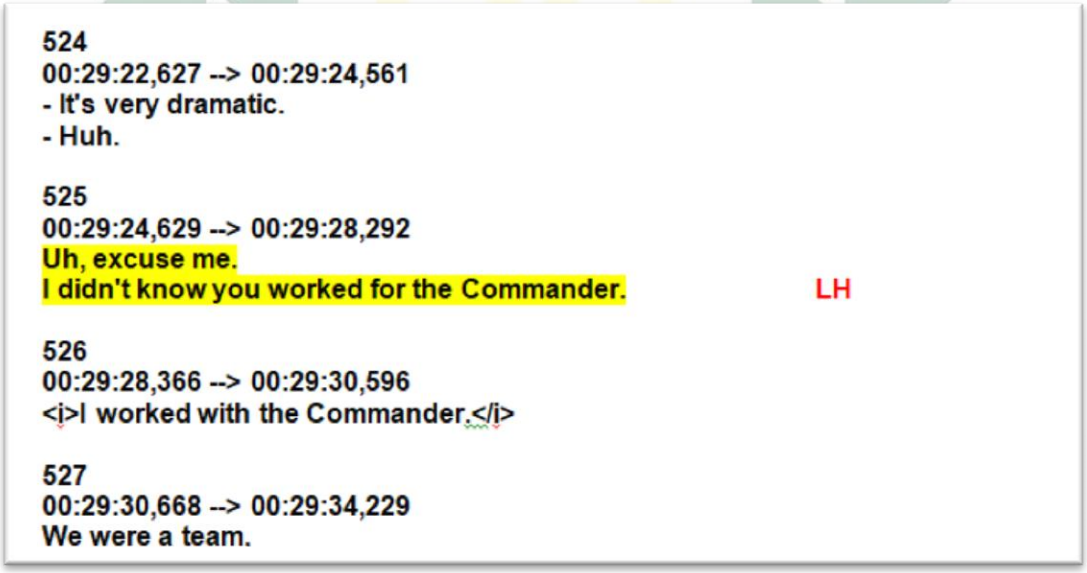
confused, he want to tell the truth about his Power Placement result but he is afraid to change his father's good mood at that time, he does not want to make his father disappointed. And he answers it by using lexical hedges "oh, um.. that I'm gonna kick your butt at pool!", he choose not to tell his father, because he is lack of confidence to tell his father about it.

#### 4.1.3.10 Situation in Data 10

Data 10:




This is the conversation between Will Stronghold and Mr. Boy, his lecture in Sky High. This is the first class that he attends in Sky High. Not many people know that Mr. Boy is Commander's team, even Commander's son, Will, does not know about

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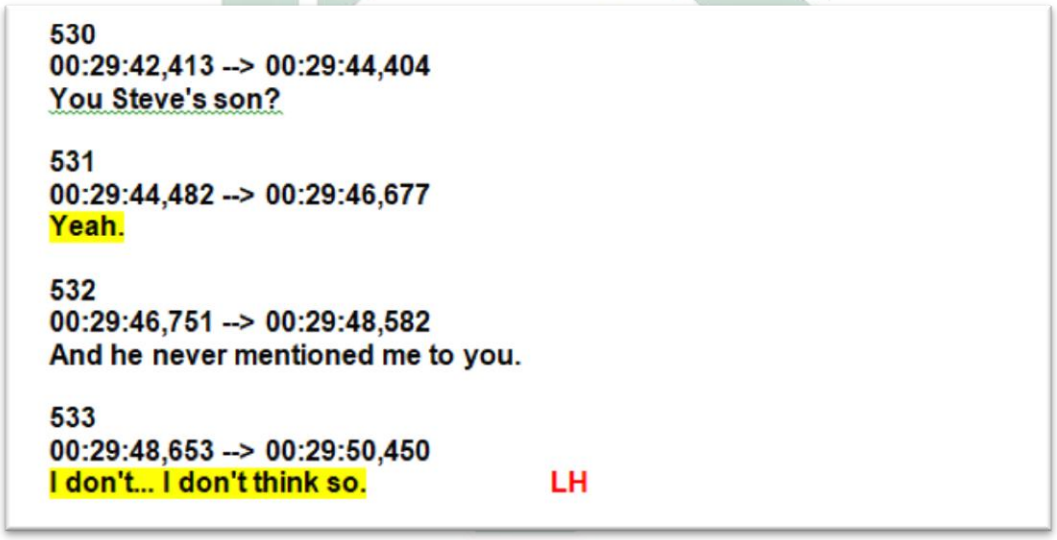
it. So Will interrupted Mr. Boy's speech, but he uses lexical hedges to mitigate the possible unfriendliness or unkindness in starting his speech "Uh, excuse me. I didn't know you worked for the Commander".

#### 4.1.3.11 Situation in Data 11

Data 11:




This is the conversation between Will and Mr. Boy in Will's first day school in sidekick class. After knowing that who is speaking to him is Will, the son of Commander, he want to make sure if he is ever mentioned by Commander to Will, to mitigate the possible unfriendliness or unkindness, Will answers it using lexical hedges "I don't… I don't think so". It shows that Will want to mitigate the possible unfriendliness or unkindness of his statement.

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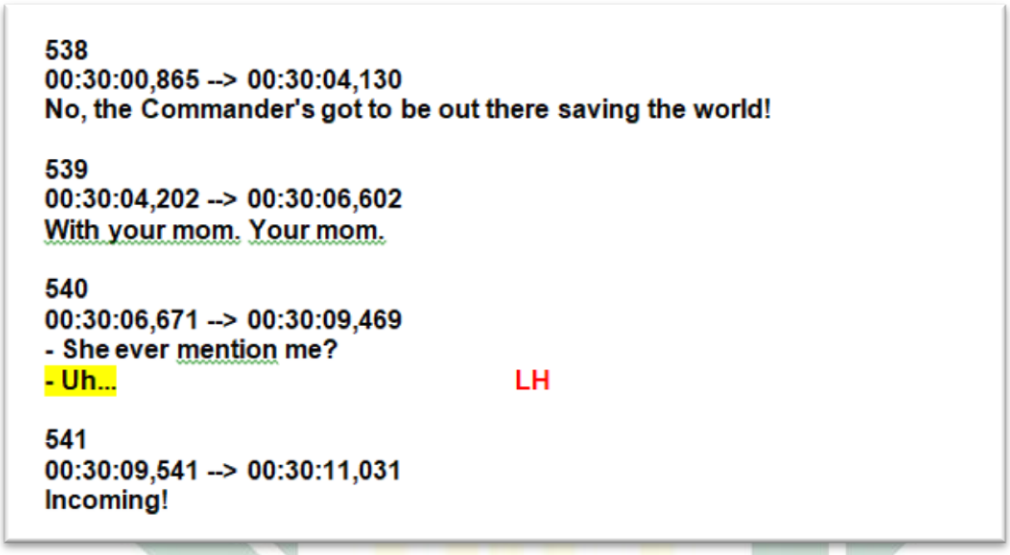
#### 4.1.3.12 Situation in Data 12

Data 12:


538
00:30:00,865 --> 00:30:04,130
No, the Commander's got to be out there saving the world!

539
00:30:04,202 --> 00:30:06,602
With your mom. Your mom.

540
00:30:06,671 --> 00:30:09,469
- She ever mention me?
- Uh... LH

541
00:30:09,541 --> 00:30:11,031
Incoming!

This is the continuance of the previous data. It still the conversation between Will and Mr. Boy in the first class. Mr. Boy want to make Will sure that he is in team with Commander, after knowing that Commander never mention his name to Will, Mr. Boy change the question to his mom but with the same topic. He asked “She ever mention me?” and Will answer “Uh..”. Will answered it by using lexical hedges again to mitigate the possible unfriendliness or unkindness to his statement.

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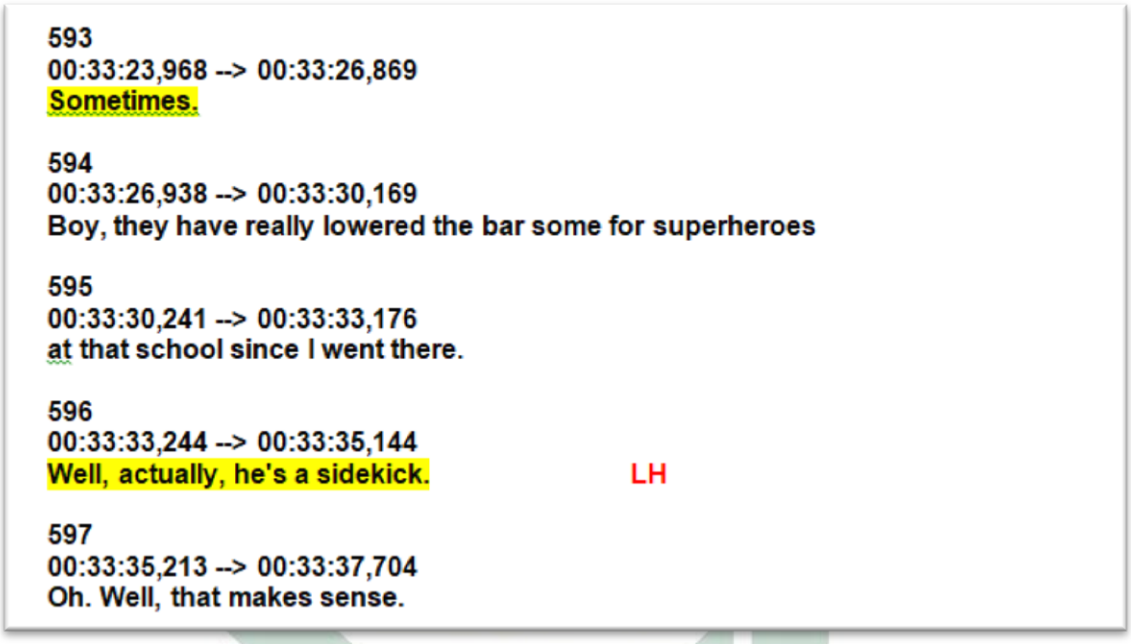
#### 4.1.3.13 Situation in Data 13

Data 13:


593
00:33:23,968 --> 00:33:26,869
Sometimes.

594
00:33:26,938 --> 00:33:30,169
Boy, they have really lowered the bar some for superheroes

595
00:33:30,241 --> 00:33:33,176
at that school since I went there.

596
00:33:33,244 --> 00:33:35,144
Well, actually, he's a sidekick. LH

597
00:33:35,213 --> 00:33:37,704
Oh. Well, that makes sense.

This is the conversation between Will and his father in the kitchen. This is happened when Will want to tell his father about the truth of his Power Placement result. Before this conversation is happened, all of his friends who come to his house introduce themselves to his father, and mention their power also. After knowing his friends' powers, his father thought that Sky High really lowered the bar some for superheroes. But then, he told his father that his friends who came to his house are all sidekicks. He uses lexical hedges "Well,.." while he is telling his father about this, because he want to tell his father that he is part of them, but he is still in lack of confidence to tell his father about it.

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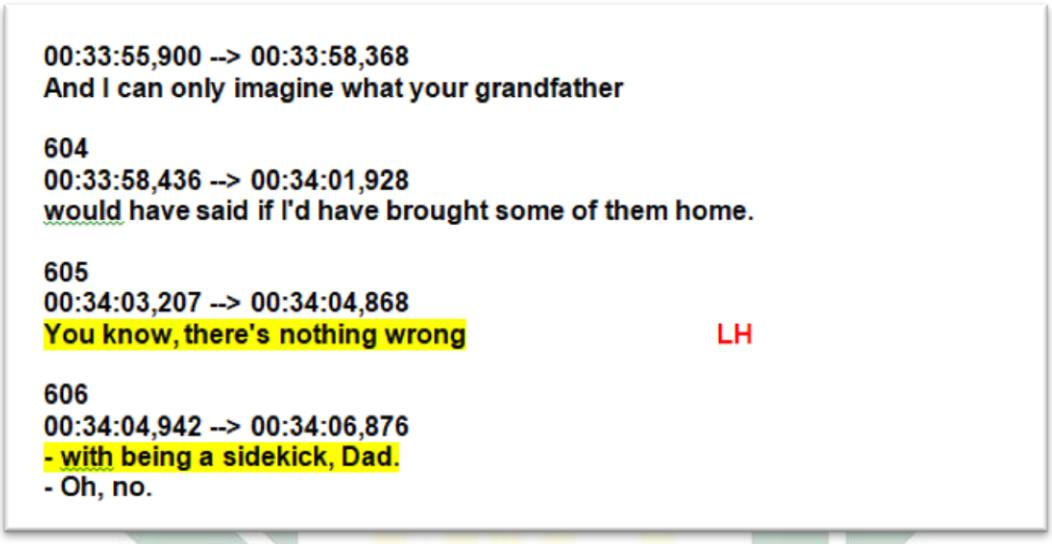
#### 4.1.3.14 Situation in Data 14

Data 14:




This is the continuance of the previous data, the conversation between Will and his father. Before he wants to tell his father about his result, he tells his father first about the fact that there is nothing wrong with being sidekick. He wants to make positive view of sidekicks to his father. He tells this by using lexical hedges "you know" before, to make the situation friendlier and to mitigate the possible unfriendliness or unkindness of his statement. Because he is afraid if his father will be angry to know that he is a sidekick.

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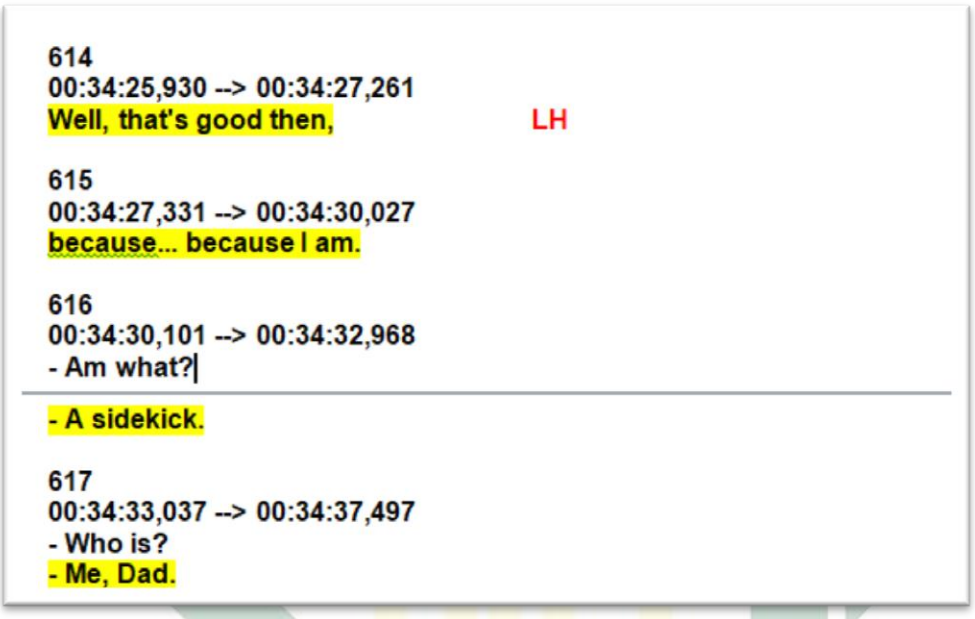
#### 4.1.3.15 Situation in Data 15

Data 15:




This is the conversation between Will and his father, when Will wants to tell his father that he is a sidekick. He experienced difficulty to tell the fact that he is a sidekick, because it is confounded to the son of two superheroes to be a sidekick. To start his speech, he tells his father that there is nothing wrong to be a sidekick and his father is agree, then he confess that he is a sidekick. But he uses lexical hedges "Well. That's god then," at first, then followed by his confession "because… because I am", it shows that he is full of lack of confidence, even he repeats his utterance.

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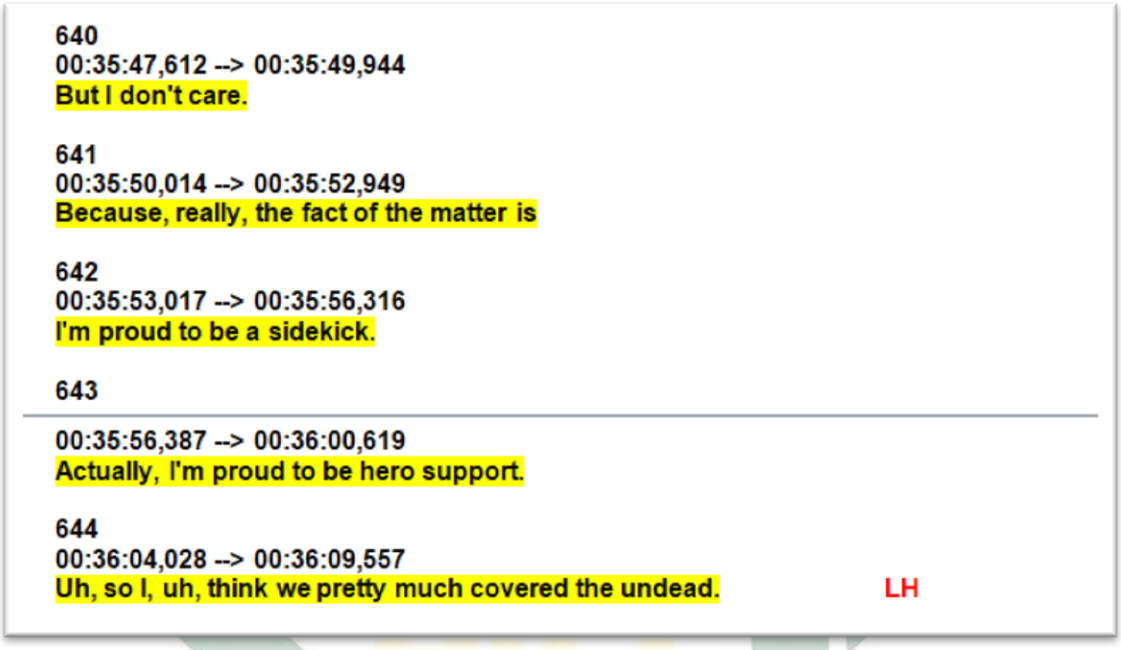
#### 4.1.3.16 Situation in Data 16

Data 16:


640
00:35:47,612 --> 00:35:49,944
But I don't care.

641
00:35:50,014 --> 00:35:52,949
Because, really, the fact of the matter is

642
00:35:53,017 --> 00:35:56,316
I'm proud to be a sidekick.

643

00:35:56,387 --> 00:36:00,619
Actually, I'm proud to be hero support.

644
00:36:04,028 --> 00:36:09,557
Uh, so I, uh, think we pretty much covered the undead. LH

This is the conversation between Will and his friends, after he is success to tell the fact to his father, and also tell his father that he is proud to be a sidekick. After that he goes back to the verandah, to study together with his friends. He looks so nervous, because he knows that all of his friends are listening to his conversation with his father. So, to calm down himself he starts the conversation with lexical hedges “Uh, so, I, uh, think we pretty much covered the undead”. From that speech, Will seems so nervous and lack of confidence. He uses lexical hedges to mitigate the possible unfriendliness or unkindness after that incident.

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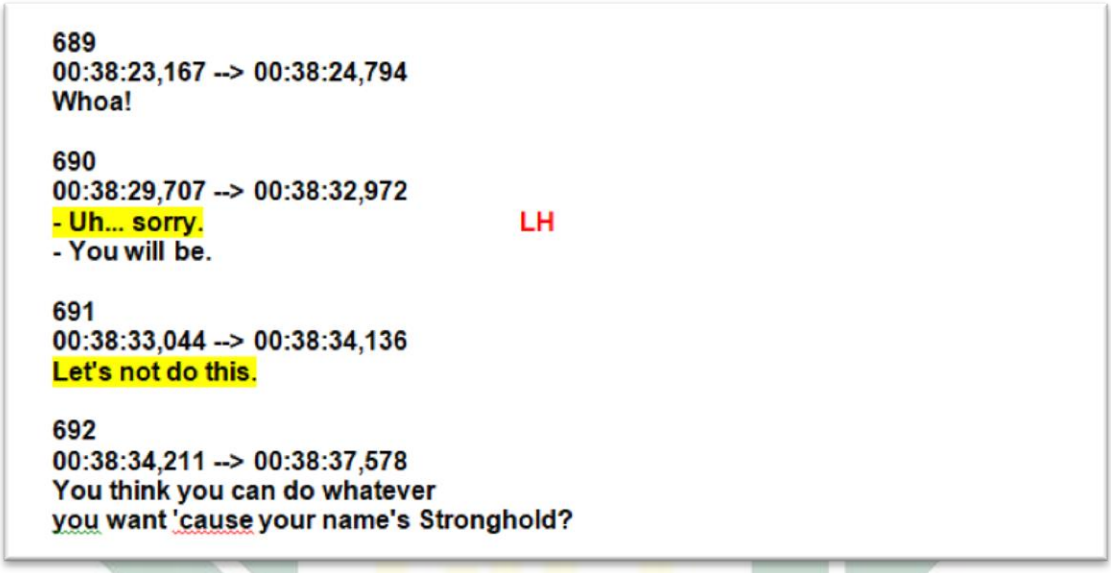
#### 4.1.3.17 Situation in Data 17

Data 17:




This conversation is happened between Will and Warren Peace, the son of his father's enemy, in the cafeteria. Lash stumble block Will until he fall to the floor and throw his food tray to Warren. Will is afraid to make a trouble with Warren, because he knows that Warren has a super power and he has not, Will becomes lack of confidence to fight with anybody, especially Warren, because he already has revenge to his father who put his father in jail. So he uses lexical hedges before he say sorry "Uh… sorry", it shows that he is afraid and also lack of confidence to fight with Warren.

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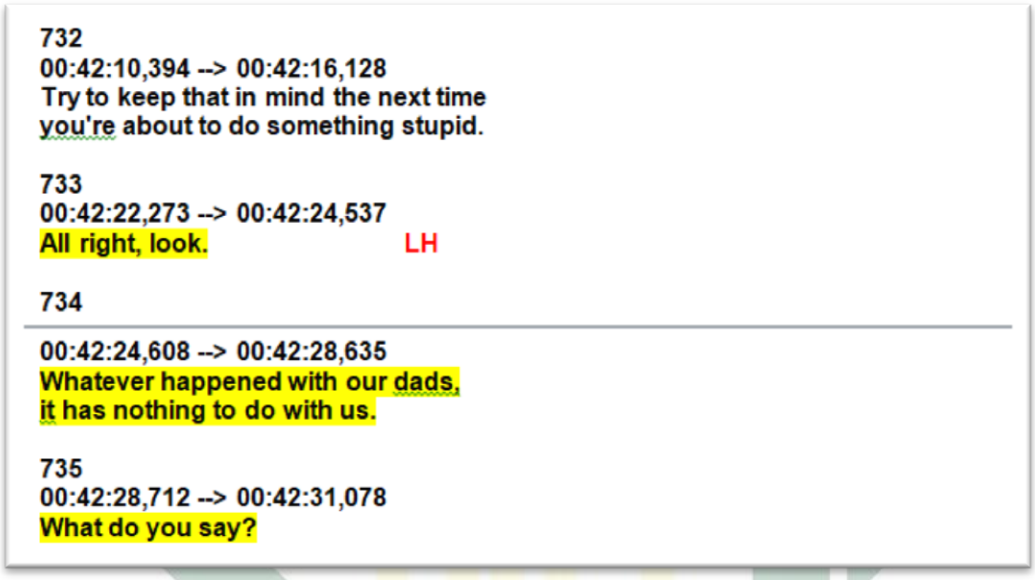
#### 4.1.3.18 Situation in Data 18

Data 18:




This conversation is happened after Will fight with Warren, which almost destroy the cafeteria. They are punished to shut-in the Detention room. It is a room which neutralizes all super power. So, who are punished cannot use their super power to attack each other. The principal power advises both about how to use their super power correctly. Then Will want to make straight that what they are fighting about is the problem between their fathers. He uses lexical hedges “Alright, look” to start his speech. It shows he want to mitigate the unfriendliness or unkindness of his next statement, because he does not want to make Warren angry to him.

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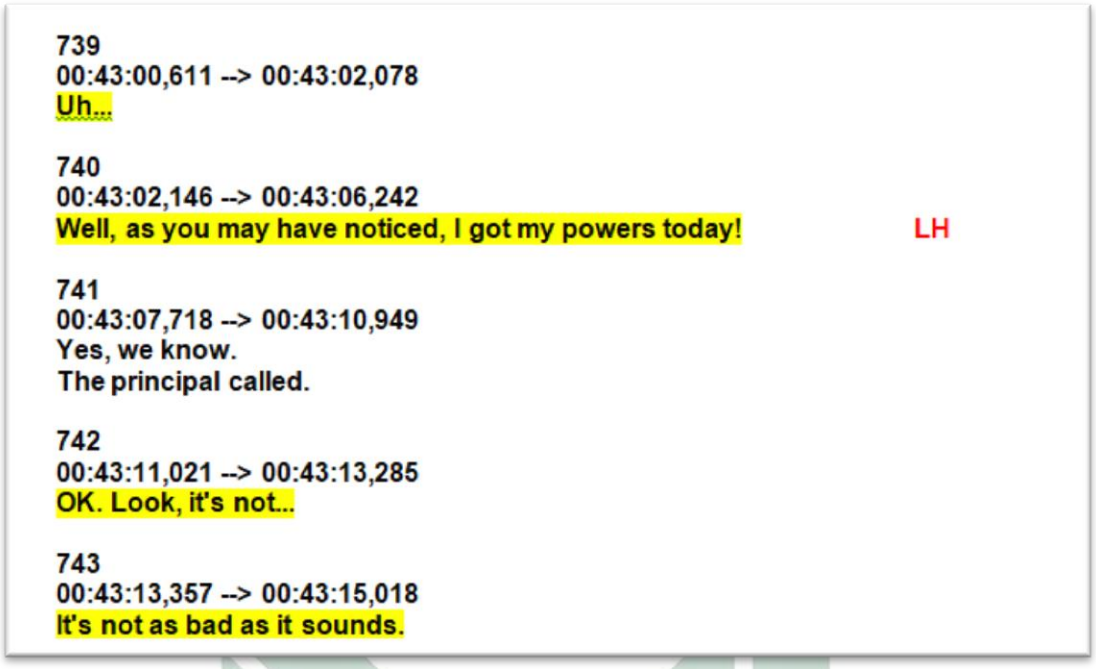
#### 4.1.3.19 Situation in Data 19

Data 19:




This is the conversation between Will and his parent in his house after Warren case in the cafeteria. His parent welcomes him as he opens the door. But his parent looks like in a bad mood. So his mother asked him “so, Will, anything interesting happen at school today?” and Will know that he is wrong but he does not want to be blew up by his parent, he answer it with the good news that he get his power. But he uses lexical hedges in telling it. He is lack of confidence because he has do something wrong, and he also want to mitigate the possible unfriendliness of unkindness of his statement, so he chose to use lexical hedges “uh, well,…” to show it.

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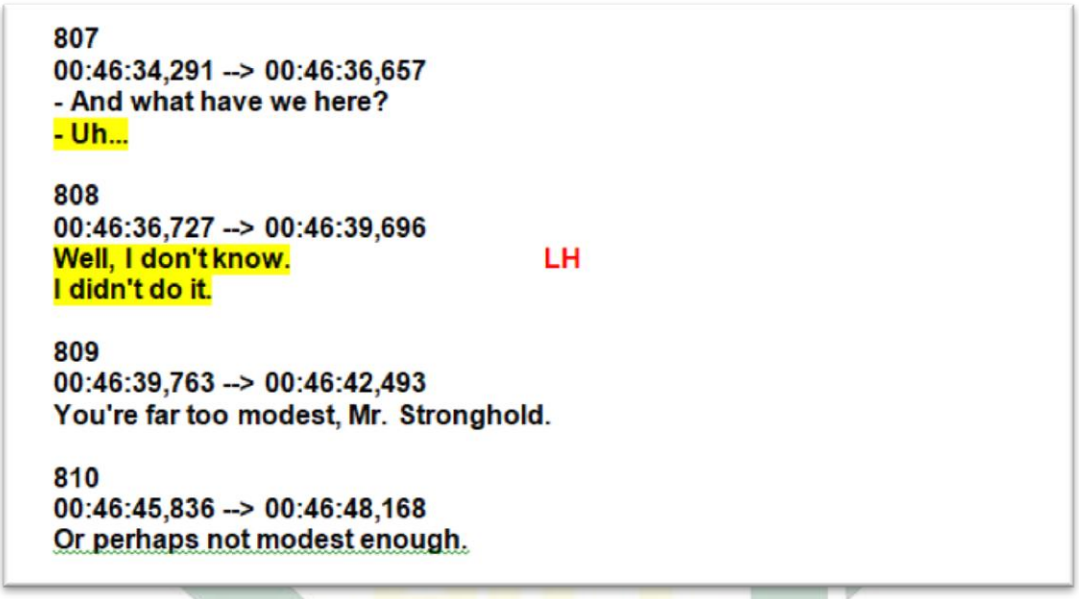
#### 4.1.3.20 Situation in Data 20

Data 20:




Because of incident with Warren, Will get his super strength. And because of it he is transferred to hero class. He is not in sidekick class anymore. And this conversation is happened in his first day in her class. In the first meeting, he already has a difficult task. Because he comes late to the class he does not know anything about the lesson that Mr. Medulla gave. And fortunately, Gwen, Mr. Medulla teaching assistant, who sit beside him, helps him to do the task. And when Mr. Medulla walk through the class to see the student's progress of the task, he is asked by Mr. Medulla "And what have we here?" and Will answer it with "uh, well, I don't know", it shows that he is lack of confidence, because who makes the task is not him but Gwen. Mr. Medulla

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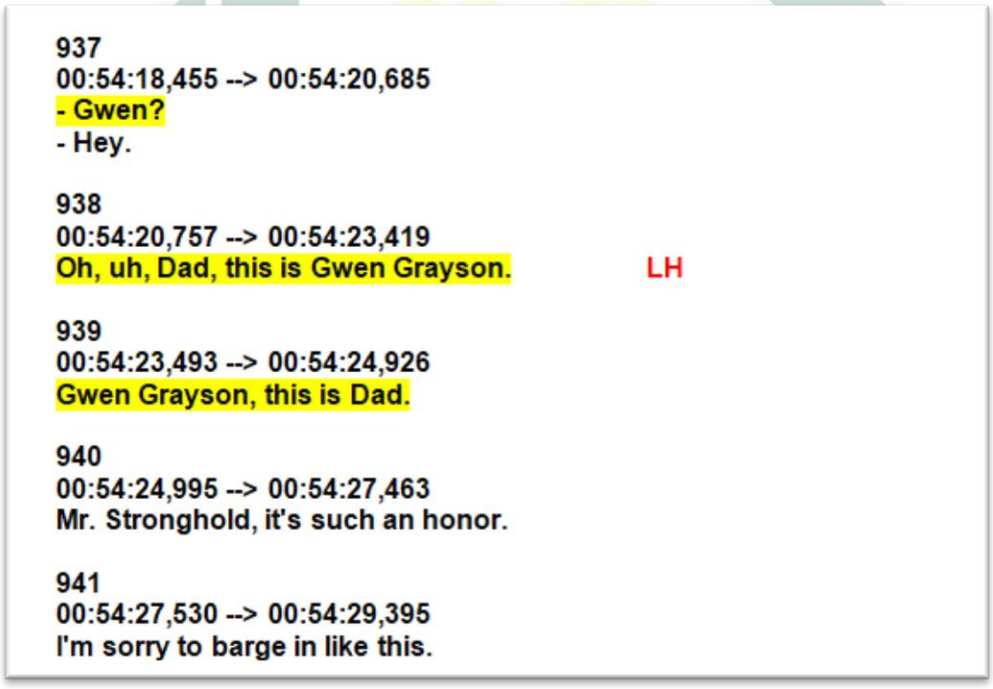
thinks that it is Will's work, so he replay with "you're far modest, Mr. Stronghold" but after testing the work, it is too perfect for the student who attend the class for the first time, he added "or perhaps, not modest enough" because Mr. Medulla is sure that it is Gwen's work.

#### 4.1.3.21 Situation in Data 21

Data 21:




This is the conversation between Will, his father and Gwen in Will's house. Will is shocked by Gwen's coming to his house, because he makes a promise to study with her but not at that day. But the fact, Gwen comes to his house early that when it is

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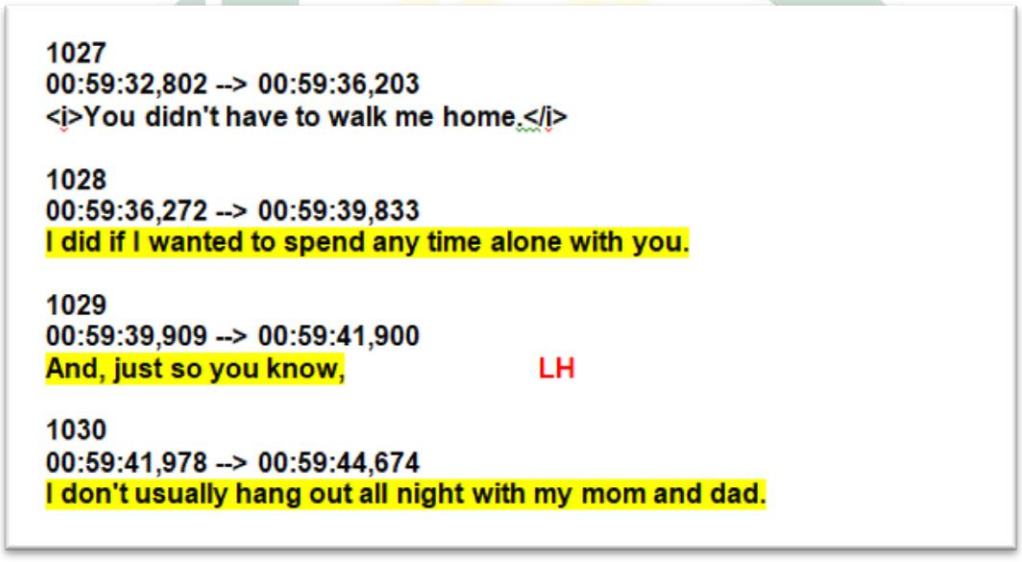
supposed to be. Then Will introduce her to his father. But because he is nervous to see the girl he likes is in his house, and he did not prepare anything, he uses lexical hedges “oh, uh,…” which shows his lack of confidence and he wants to mitigate the possible unfriendliness or unkindness of his statement.

#### 4.1.3.22 Situation in Data 22

Data 22:




After Gwen’s surprise coming to Will’s house, Will walked her home. This conversation is happened in the way to Gwen’s house. He says that he wants to spend any time alone with her and it is enough to make him nervous. He continues his talk

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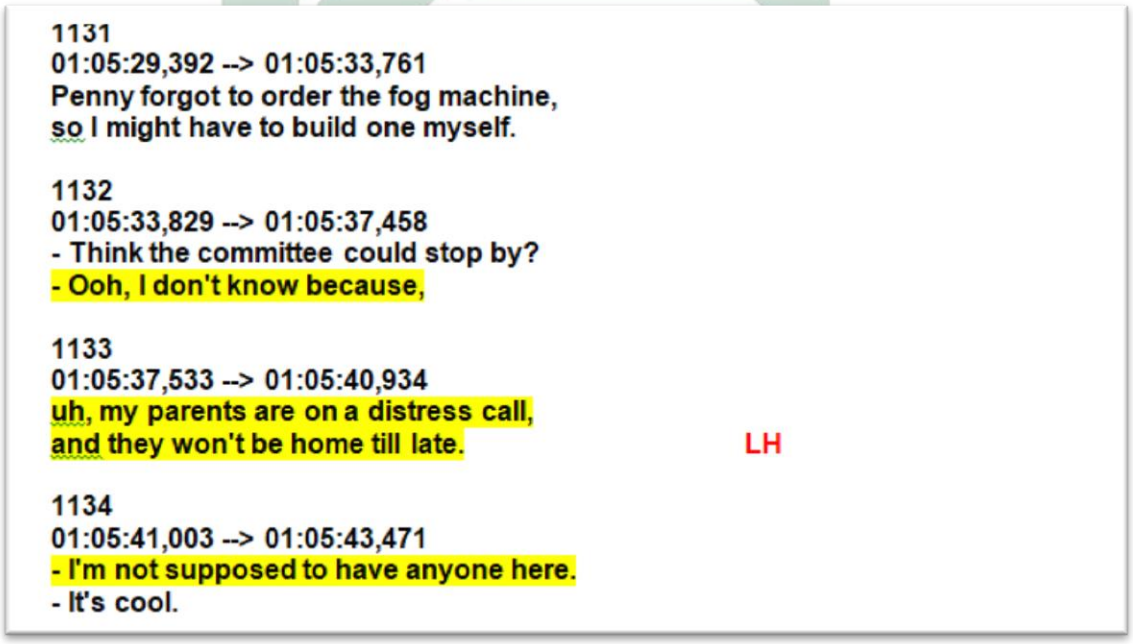
with lexical hedges “and, just do you know,…” in the middle of his speech. It shows his lack of confidence, because it is the same with confessing his feeling to her.

#### 4.1.3.23 Situation in Data 23

Data 23:




This is the conversation between Will and Gwen in his house while studying Mr. Medulla lesson. But suddenly Penny calls her and tells her that he forgets to order the fog machine, so he might has to build one herself. But Gwen does not want to go from Will’s house early, so she asks for permission to him if the committee could stop by, so she does not have to go from Will’s house. And Will answer with lexical

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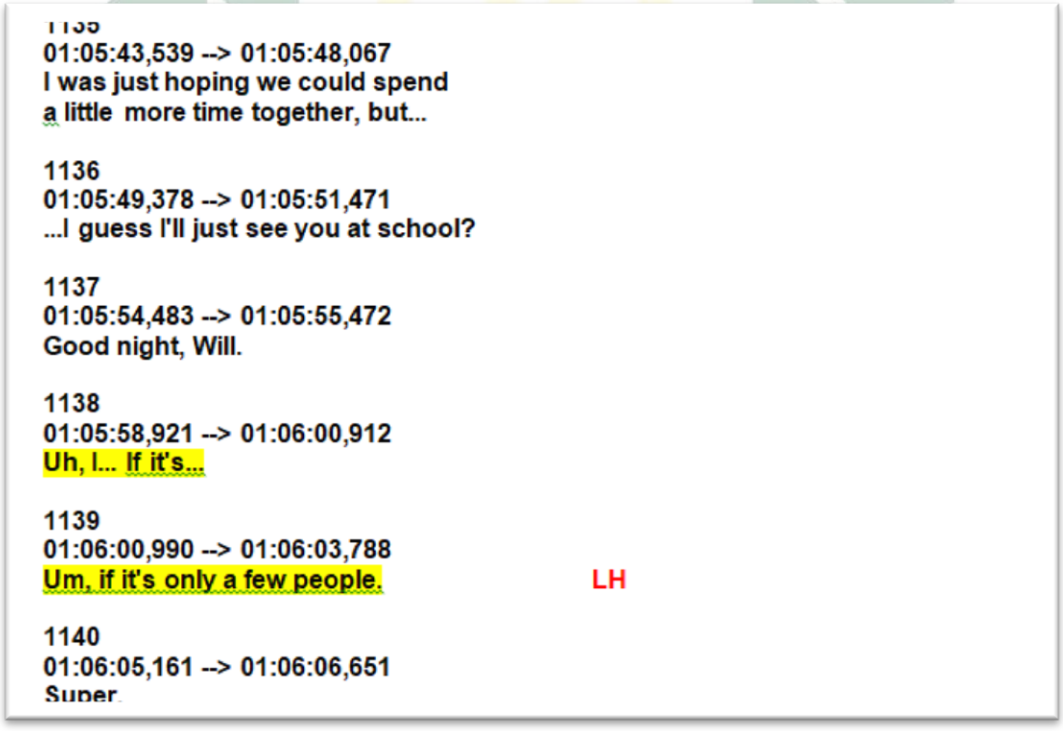
hedges “ooh, I don’t know because, uh,…”. He does not want to answer it with “no” directly, because he is afraid if she will be offended. He wants to mitigate the possible unfriendliness or unkindness of his statement. He is afraid if his parent will be angry if he lets anyone come to his house because just his parents are on a distress call, and they will not be home till late.

#### 4.1.3.24 Situation in Data 24

Data 24:


1135
01:05:43,539 --> 01:05:48,067
I was just hoping we could spend
a little more time together, but...

1136
01:05:49,378 --> 01:05:51,471
...I guess I'll just see you at school?

1137
01:05:54,483 --> 01:05:55,472
Good night, Will.

1138
01:05:58,921 --> 01:06:00,912
Uh, I... If it's...

1139
01:06:00,990 --> 01:06:03,788
Um, if it's only a few people. LH

1140
01:06:05,161 --> 01:06:06,651
Super.

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Because Will does not allow the committee to stop by his house, Gwen say “I was just hoping we could spend a little more time together, but I guess I’ll just see you at school? …”. It makes him fells uncomfortable. Then Will says “uh, I.. if it’s.. um, if it’s only a few people”. It shows that he is lack of confidence. He used lexical hedges many times to allow the committee to come. Because he is afraid if his parents are coming when there are so many people in his house.

#### 4.1.3.25 Situation in Data 25

Data 25:

1164
01:07:43,592 --> 01:07:44,889
Sorry!

1165
01:07:44,960 --> 01:07:46,621
Just lookin' for a bucket!

1166
01:07:51,100 --> 01:07:55,400
I wish there was somewhere we could go to be alone.

1167
01:07:57,673 --> 01:07:59,038
Um... LH

1168
01:08:16,292 --> 01:08:19,853
Wow. This is incredible.

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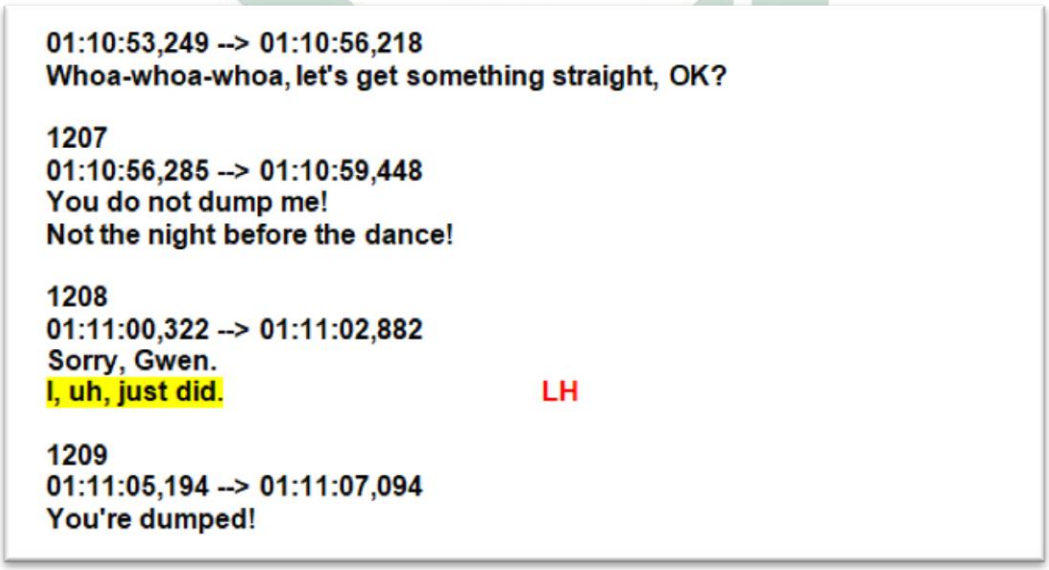
This conversation happened between Will and Gwen when the party is held on his house. Because the party is very crowded, Gwen askes Will to find a place to be alone. Will remembers that there is that kind of place inside his house, the secret sanctum. And he brings her into the secret sanctum with afraid. It seems in what Will said “Um…” before he showed the secret sanctum. He uses lexical hedges because he is lack of confidence. He has promise to his father that he will never ask anyone to come to secret sanctum but he breaks it.

#### 4.1.3.26 Situation in Data 26

Data 26:

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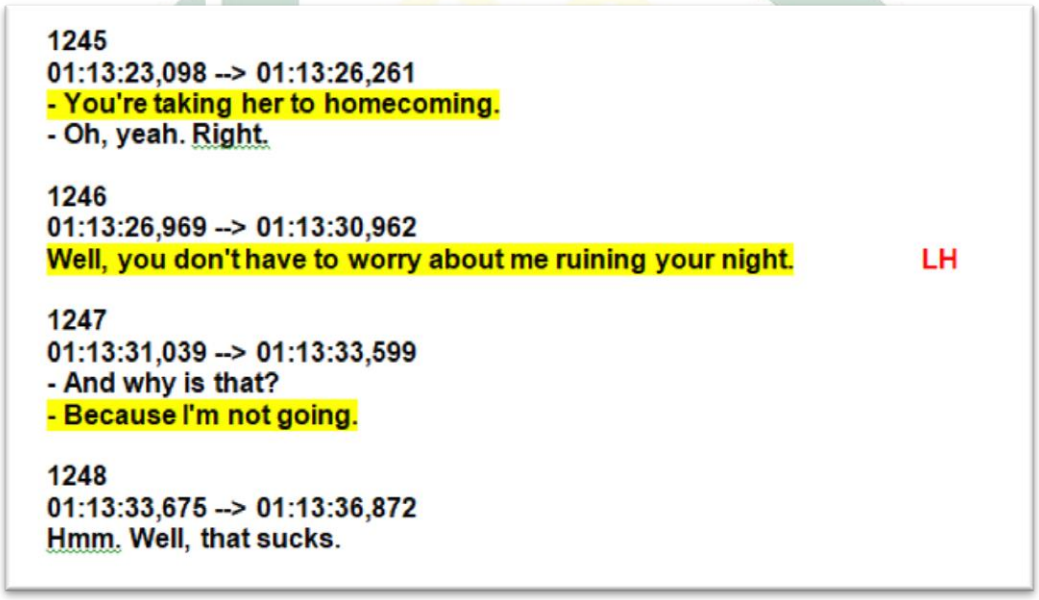
This is the conversation between Will and Gwen when Will knows that Gwen did not trait well Layla, his best friend. Will decides not to come to homecoming with Gwen, and said to her “I, uh, just did”. It indicates that he wants to blunt the force of a rather painful assertion, so he uses lexical hedges in his speech.

#### 4.1.3.27 Situation in Data 27

Data 27:




This is the conversation between Will and Warren in restaurant “Paper Lantern”. Will is looking for Layla, and suddenly meets Warren in that restaurant. Will asks Warren about where Layla is, because Warren asked Layla to go to the homecoming together. Will tell Warren that he does not have to worry about him that will ruin Warren night

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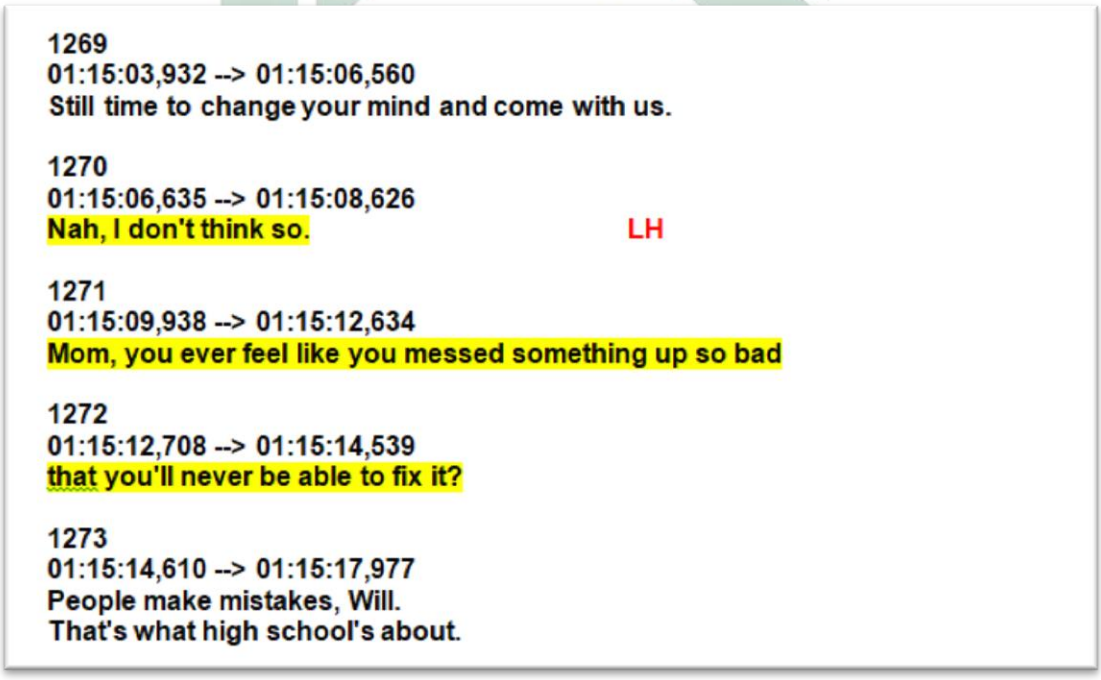
and he will not come to the homecoming. He says “Well, you don’t have to worry about me ruining your night”. He uses lexical hedges in his speech which indicates that he wants to mitigate the possible unfriendliness or unkindness of his statement.

#### 4.1.3.28 Situation in Data 28

Data 28:




This is the conversation between Will and his mom in secret sanctum. This conversation is happened before his parent go to the homecoming. His mom said “still time to change your mind and come with us”, his mom still hopes that Will will go to the homecoming together with her and also his father. Because Will just too

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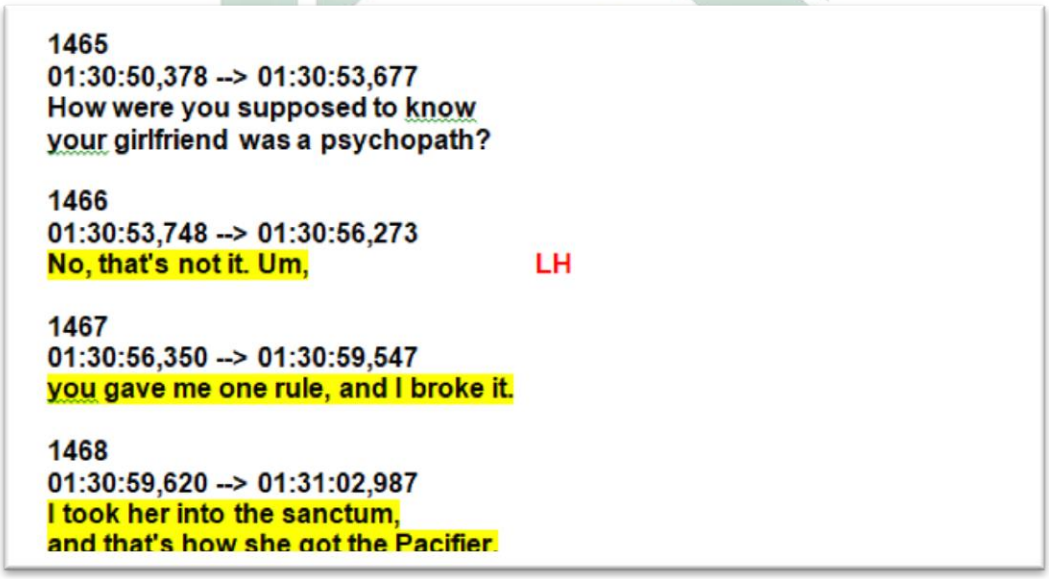
disappointed with Gwen, he does not want to change his mind and go to the homecoming. He says “nah, I don’t think so” rather than “no” it indicates that he want to mitigate the possible unfriendliness or unkindness of his statement.

#### 4.1.3.29 Situation in Data 29

Data 29:




This is the conversation between Will and his parent in Sky High. This conversation is happened after Will bear Royal Pain down. It is the last part of the movie. He felt sorry to his parent because he cannot keep his promise, and he said “no, that’s not it. Um, you gave me one rule, and I broke it”, he uses lexical hedges in his speech which

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indicates that he is lack of confidence, because he cannot keep his promise to his parent.

**4.2 Discussion**

This study has ascertained some of the major findings about the use of features of women's language in Will's utterances. The data from Will speeches shows the usage of feminine traits in general because many features of women's language are used by Will in his utterances like lexical hedges/filler, tag question, rising intonation on declarative, intensifier, hypercorrect grammar, super polite form, and emphatic stress. From my analysis, it is clear that Will used most of features of women's language in his utterances. Each feature has its own frequencies which are different in each with lexical hedges as the most dominant feature used. The situations in each usage of the most dominant feature used, which is lexical hedges, are almost the same. That is the situation where Will is lack of confidence. It is appropriate to Lakoff theory (cited in Holmes, 1992:316) which he claimed that hedging devices explicitly signal lack of confidence. So, she claimed women use hedging devices to express uncertainty and it happened to Will, the main man character of the Mike Mitchell's movie *Sky High.*

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# CHAPTER V

# CONCLUSION AND SUGGESTION

In this chapter the writer presents the conclusion and suggestion for the study. It included what have been discussed in the previous chapter.

## 5.1 Conclusion

After analyzing, presenting and discussing the data, the writer found some conclusions to answer the research problems. First, the writer found that there are seven features of women's language which used by the main man character of Mike Mitchell's movie *Sky High*. They are; Lexical hedges/pause filler, tag question, rising intonation on declarative, intensifier, hypercorrect grammar, super polite form, avoidance of strong swear word, and emphatic stress.

Second, based on the finding in chapter four, lexical hedges was the most dominantly feature used by the main man character of the movie. There are twenty nine data which categorized as lexical hedges.

The third was the situation that caused the main man character to use the most dominant feature that is lexical hedges in his speeches. Based on the finding in chapter four, the main man character of the movie is frequently lack of confidence. There are some different situations in each data, but each of it is refer to his lack of



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confidence, to mitigate the possible unfriendliness or unkindness of the speaker's statement, and to blunt the force of a rather painful assertion.

## 5.2 Suggestion

In this part, the writer would like to contribute some suggestions for linguistics students and the other researchers based on the research findings and discussion. Based on the research, the writer obtained only seven features of women's language in the main man character's utterances. So that, the writer suggested the next researcher to find a movie which the man character uses more features of women's language in his utterances than the woman character of the movie and compare both.

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