# SPEECH FEATURES USED BY THE MAIN CHARACTERS IN "BRIDGE TO TERABITHIA" MOVIE

# **THESIS**



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#### **ABSTRACT**

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Keywords: speech features, situational context, Bridge to Terabithia movie

This research aims to analyze speech features in the "Bridge to Terabithia" movie which were used by the main characters. There are two problems to be investigated in this research. First, what are the speech features used by the main female character in the "Bridge to Terabithia" movie? Second, what are the speech features used by the main male character in the "Bridge to Terabithia" movie?

This research used a qualitative approach with the descriptive study to analyze the conversation of the main female character and the main male character through the script of the "Bridge to Terabithia" movie. The data were collected by transcribing the "Bridge to Terabithia" movie which was then analyzed by identifying the types of speech features by applying suitable codes in the appropriate text. The analysis was continued by analyzing the speech features and the situational context applied by the main female character and the main male character in the movie. Finally, by looking at the situational context of their utterances, it answers why the particular features were used.

This research reveals that almost all the speech features are applied in this movie except the precise color terms feature. These features are lexical hedges/fillers, tag questions, rising intonation on declarative, empty adjectives, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress for women's speech features and general topic choice, monologues and playing expert, handing over through questions, verbal sparring, and overlapping turn-taking for men's speech features. The main female character follows women's speech features of Lakoff's (1973) theory while the main male character does not follow men's speech features of Coates' (2004) theory. They do not consistently use women's and men's speech features based on their gender but it is influenced by the situational context of the speaker who uses these speech features.

#### **ABSTRAK**

Fitria, H. (2021). Studi tentang Fitur-Fitur Berbicara yang Digunakan oleh Tokoh Utama Film "Bridge to Terabithia". Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M.Pd.

Kata Kunci: fitur berbicara, konteks situasional, film Bridge to Terabithia

Penelitian ini bertujuan untuk menganalisa fitur-fitur berbicara yang terdapat dalam film "Bridge to Terabithia" yang digunakan oleh tokoh utama. Dalam penelitian ini, penulis menjawab dua rumusan masalah yang diteliti. Yang pertama, apa saja fitur-fitur berbicara yang digunakan oleh tokoh utama perempuan dalam film ini? Yang kedua, apa saja fitur-fitur berbicara yang digunakan oleh tokoh utama laki-laki dalam film ini?

Penelitian ini menggunakan pendekatan kualitatif dalam kaitannya dengan studi deskriptif untuk menganalisa percakapan tokoh utama perempuan dan tokoh utama laki-laki melalui naskah film "Bridge to Terabithia". Data dikumpulkan dengan terlebih dahulu mentranskripsi percakapan dalam film "Bridge to Terabithia" yang kemudian dianalisis dengan mengidentifikasi fitur-fitur berbicara dengan menerapkan kode yang tepat kedalam teks yang sesuai. Penelitian kemudian dilanjutkan dengan menganalisa fitur-fitur berbicara dan konteks situasional yang diterapkan oleh tokoh utama perempuan dan tokoh utama laki-laki dalam film tersebut. Dengan menganalisa konteks situasional percakapan mereka ketika menggunakan fitur berbicara, itu akan menunjukkan mengapa fitur tersebut digunakan oleh tokoh utama di film "Bridge to Terabithia".

Hasil penelitian ini menunjukkan bahwa hampir semua fitur berbicara telah diaplikasikan dalam film ini kecuali fitur istilah warna yang tepat. Fitur-fitur berbicara tersebut adalah lindung nilai/pengisi leksikal, pertanyaan yang ditempel, meningkatnya intonasi pada kalimat deklaratif, kata sifat kosong, penguat kata, ketepatan tata bahasa yang berlebihan, bentuk sopan yang berlebihan, menghindari kata umpatan yang keras, dan penekanan yang tegas, untuk fitur-fitur berbicara perempuan, dan pilihan topik yang umum, swa-bicara dan bermain seperti ahli, menyerahkan giliran dengan memberikan pertanyaan, perdebatan lisan, dan pengambilan giliran dengan tumpang tindih untuk fitur-fitur berbicara laki-laki. Tokoh utama perempuan mengikuti fitur-fitur berbicara dari teori Lakoff (1973) sedangkan tokoh utama laki-laki tidak terlalu mengikuti fitur-fitur berbicara dari teori Coates (2004). Mereka tidak konsisten menggunakan fitur berbicara mereka berdasarkan jenis kelamin tetapi penggunaan fitur berbicara tersebut dipengaruhi oleh lingkungan/konteks situasional dari pembicara yang menggunakan fitur-fitur berbicara tersebut.

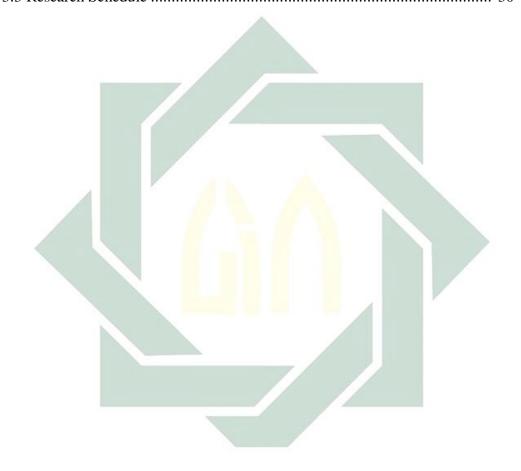
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#### CHAPTER 1

#### INTRODUCTION

In this chapter, the researcher presents the background of the study, problems of the study, significance of the study, scope and limitation, and definition of key terms.

### 1.1 Background of the Study

The way how someone communicates with others is an important part to be learned. By understanding how language is used, people can maintain their relationships with others in society. When people use language properly, the hearer will understand and react well to what the speaker says. It makes the communication running well and it keeps a good relationship between both interlocutors. It is a medium in which a person delivers ideas to the world. But, in using a language, each person has a different way. This difference is called speech features.

Coates (2004, p. 4) describes speech features as the particular different usage of language between women and men as speakers. It means that in the case of speaking, women and men use different speech features in their utterances. They have their way of expressing their thoughts, feelings, ideas, and so on. They have their characteristics or styles in using their language to communicate with others. The existence of speech features is the reflection of social relations so it means the same person can use different speech features depending on the situational context such as the settings, the participants, and the purpose of the

communication. The speakers speak differently with other people according to the situational context when they communicate.

Men and women are expected to have different types of conversation, different roles and interests, and different reactions toward other people (Lakoff, 1973, p. 62). They are expected to be the important people in society so they try to build a good relationship by using their speech features. When members of different cultures communicate, they bring their communication rules and assumptions to understand the interaction with others. In this case, a language demonstrates a culture. Men and women are shaped by the culture so they will speak in different ways if they socialize in a different culture and environment. Pilkington (cited in Coates, 2004, p. 138) states that "the goal of women's and men's talk is solidarity". They just do different strategies to achieve this goal.

Tannen (1990) states that "men like to behave as dominant as talkers while women are in second place during the process of conversation". Men are more aggressive to have a position of dominance. It is different from women who are assigned a submissive role either in the workplace or at home. Both women and men have their speech features to be accepted by society and to show their identity. Lakoff (1973) describes that "women's style conveys weakness, uncertainty, and unimportance". It is influenced by social norms that persuade men to be competitive and women to be cooperative.

Some researchers have researched speech features. Nafilaturif'ah (2017) analyzed the linguistic features of Katniss Everdeen in Suzanne Collin's "The Hunger Games" which was concentrated on Lakoff's (1973) theory to investigate

whether or not Katniss more uses women's linguistic features in her utterances. This research showed that Katniss as a woman breaks Lakoff's theory because she does not need to apply some features as long as Katniss does not require it.

Pahlevi (2019) analyzed the speech features of men characters in the "Bohemian Rhapsody" movie. This research applied Coates' (2004) and Hymes' (1974) theories to analyze speech features of men characters and the situations in using these speech features. Rullyanti & Dohona (2018) analyzed women's speech features of men characters in "Pride and Prejudice" and "Zombies" movies. They used Lakoff's (1973), Holmes' (2001), and Hoppe's (2000) theories to analyze women's speech features, the function of these features, and social manners that are reflected by men characters. This research showed that women's linguistic features that had been spoken by men characters might be the same as women's, but they have different kinds of analyses that referred to the function of the features and the kinds of social manners of the men characters.

Many research about speech features (Mazidah, 2013; Yuniarti, 2014; Sholikha, 2016; Ma'rifah, 2018; Handyanta, 2018; Apridaningrum, 2018) have focused on Lakoff's (1973) theory and the source of data was in form of movies, talk shows, and public speeches. There was previous research that investigated the speech features of women and men characters in "The Devil Wears Prada" movie using Lakoff's (1973) and Coates' (2004) theories (Juwita, Sunggingwati, & Valiantien, 2018). This research was designed to analyze men characters using men's speech features and women characters using women's speech features. The result of this research explained that men and women do not consistently use their

language based on their gender. This is also influenced by the environment of the speaker who uses those language features.

However, from all previous research, as far as the researcher knows, no research uses Lakoff's (1973), Coates' (2004), and Hymes' (1974) theories in analyzing speech features of the main female character and the main male character in "Bridge to Terabithia" movie (2007) by Jeff Stockwell and David Paterson (IV). But, there were previous research, Khoiroh (2017) that analyzed implicature, and Fitria, Ningrum, & Suhandoko (2020) that analyzed politeness strategies, used the "Bridge to Terabithia" movie as the data source. This "Bridge to Terabithia" movie is a faithful adaptation of the novel. It had been nominated for seven awards and won five at the Young Artist Awards (https://en.m.wikipedia.org). Besides that, "Bridge to Terabithia" movie is a suitable movie to be analyzed about speech features because the utterances of the main characters who are Leslie and Jess can reflect the speech features based on Lakoff's (1973) and Coates' (2004) theories. By analyzing the main characters, this research gives a big result about what the speech features used and their situational context in their utterances. They have many interactions and conversations with other characters and it makes the speech features more apparent. These are why the researcher is interested in investigating this movie about speech features through the main characters.

The researcher uses a movie as the data source because a movie can be a good medium to learn speech features in communication. Because speech features are related to society, a movie can be a good reflection of the real condition in

society. It eases the researcher to analyze the speech features. Besides that, nowadays, people are so close to digital devices from which they can watch movies everywhere and every time. Also, knowledge of speech features has great importance because both the researcher and the readers can adopt these speech features in their real-life since it affects communication in daily life. That is why the researcher chooses speech features in the movie as a topic in this research.

Thus, this present research analyzes speech features that are used by the main female character and the main male character who are Leslie and Jess in the "Bridge to Terabithia" movie because it has not been researched yet by previous researchers. Meanwhile, there is little research that concerns the main female character and the main male character using their speech features in their utterances. The researcher analyzes based on Lakoff's (1973) theory about women's speech features, Coates' (2004) theory about men's speech features, and additional theory from Hymes' (1974) about S.P.E.A.K.I.N.G factors. Here, S.P.E.A.K.I.N.G factors mean the situational context which refers to Scene and Setting, Participant, End, Act, Key, Instrumentality, Norm, and Genre. The researcher combines two theories which are Lakoff's (1973) and Coates' (2004) to find out women's speech features that are used by Leslie and men's speech features that are used by Jess. Lakoff is the first linguist who has put forward ten basic assumptions about a special language for women based on her intuitions and observations. The last, the additional theory from Hymes' (1974) is used to describe the situational context of the utterances because when describing the

speech features, it also covers the situational context so that it can be known when and why the speech features are used in the communication.

#### 1.2 Problems of the Study

- 1.2.1 What are the speech features used by the main female character in the "Bridge to Terabithia" movie?
- 1.2.2 What are the speech features used by the main male character in the "Bridge to Terabithia" movie?

# 1.3 Significance of the Study

The significance of this research is first, to add the linguistics field relating to the sociolinguistics area specifically about speech features. Secondly, the significance of this research is to establish an understanding of the researcher and the readers about speech features that are used by women and men. The results of this research may help the readers, especially those who like to watch the "Bridge to Terabithia" movie to know when and why the speech features of the main female character and the main male character are influenced by the situations at the time the speaker says. It is expected to give evidence that the speech features of women and men can affect their position in the public. By understanding women's and men's speech features, it should decrease the frequency of people who do not understand and get the goal of communication. By using their language, women and men can show their identity to keep the relationship in society. Furthermore, the researcher hopes that this present research can help other

researchers who want to conduct a similar field of this study as a reference with a different theory, method, or data source about speech features.

# 1.4 Scope and Limitation

This research is restricted to analyze the speech features that are used by the main female character and the main male character who are Leslie and Jess in the "Bridge to Terabithia" movie. The researcher limits the subjects of this research to Leslie and Jess and the data are the utterances of them which are words, phrases, clauses, and sentences that are indicated as speech features. It analyzes the speech features of Leslie and Jess and their situational context that influence their speech features without explaining how it affects the relationship between the main characters and other characters.

# 1.5 Definition of Key Terms

# 1. Speech Features

Speech features are the features in using a language to show the identity to be accepted in society.

# 2. Speech Events

Speech events are all activities that are controlled by rules or standards for the use of speech.

#### 3. Movie

A movie is a recording of moving pictures that tells a story that people watch on a screen.

# 4. "Bridge to Terabithia" Movie

"Bridge to Terabithia" movie is a fantasy-adventure story of friendship, family, and the power of imagination which is written by Jeff Stockwell and David Paterson (IV).



#### **CHAPTER II**

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theories related to this research. The researcher gives a brief explanation about the theories that are used in this research which support to answer the research problems which has mentioned in the previous chapter.

### 2.1 Language and Gender

Language and gender deal with a speech variety between women and men when they talk with others. It describes the differences in their speech features. Women and men establish different relations with society and it reflects the language which is used by them. They are shaped by the culture and linguistic environment so they are expected to be the important people in society. When members of different cultures communicate, they bring their communication rules and assumptions to understand the interaction with others. In this case, a language demonstrates a culture.

Women and men are completely different. Besides the difference in physical appearances, they also have differences in using language. When women or men speak their language, they want to show their identity to be accepted in society. Through language, they can identify themselves as well as view their language as a symbol of their identity. Women and men deliver their ideas to the world which means the language says something about the speaker is.

#### 2.2 Speech Features

Speech features are the features or characteristics that are used by people for communication to show their identity to be accepted in society. Besides the difference in physical appearances, women and men also have differences in using their language. When men or women speak their language, they do not speak in a given way but they construct their identity through talking with others (Brown & Attardo, 2006, p. 167). In this case, Wardaugh (2006, p. 316) argues that "gender is a key component of identity".

Although women and men live in the same environment, it does not mean they have the same language. They grow up in a different world of words. They set up different relations with their environment and it reflects the language which is used by them. Their speech styles are considered consistent with their ideas about social learning. The way language is used and understood varies depending on where, when, and in what situational context interaction is taking place.

According to Weatherall (2002, p. 63), "using the concept of a community of practice, speech features are not simply a reflection of the gender of the speakers in a particular situational context. Instead, the language used in any interaction emerges from the social practices of a community in combination with the linguistic patterns that the speakers develop as they act in their other linguistic communities". One of the effects of context is gender differences in speech. The real gender differences in speech will emerge until the results of the context are controlled for.

Tannen (1990, p. 18) states that "women speak and hear a language of connection and intimacy while men speak and hear a language of status and independence". They have their characteristic or styles in using their language because they have different roles and status in society. As Lakoff pointed out (cited in Weatherall, 2002, p. 55), "men and women are intimately related to the judgments of members of a culture about how to be and think like a good woman or a good man". It means that either women or men struggle with their position in society. Women's speech features are based on the values of affiliation and connection while men's speech features reflect their concern for status.

According to Tannen (1990, p. 36), "for most women, the language of conversation is a language of rapport which is a way of establishing connections and negotiating relationships. It can be done by displaying similarities and matching experiences. On the other hand, for most men, talk is a means to preserve the independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill and by holding center stage through verbal performance such as storytelling, joking, or imparting information. They are more comfortable speaking in larger groups which are called 'public speaking' which is more like giving a report". If men often use opposition to establish connections, women can be competitive and critical using obvious cooperation and association.

Speech features can be divided into two parts which are women's speech features and men's speech features.

# 2.2.1 Women's Speech Features

Usually, women use a certain language to show their femininity. It reflects the characteristics of women's behavior because language can represent the role of someone in society. It has never been claimed that men cannot use women's style or that women must. These are likely to be used by women in a wider range of linguistic, psychological, and social environment. Tannen (1990, p. 36) states that "women's language is a way to establish connections and negotiate relationship". For women, the community is a source of power. They think that life is a struggle against the danger of being cut off from their community. Hence, Lakoff (1973, p. 6) also states that "women have to talk like a lady. If they refuse to do it, they are ridiculed and subjected to unfeminine". That is why women have a role as the guardian of social values. They are the role of modeling correct behavior in society. Because of it, women tend to communicate with the rules of politeness. Lakoff (1973, p. 53) proposes a theory about the existence of women's language. She mentions ten women's speech features as follows:

# 1) Lexical Hedges or Fillers

Lexical hedges refer to the use of 'you know', 'you see', 'well', 'it seems like', 'I guess', 'I think', 'sort a/sort of' or 'kind a/kind of'. To express their uncertainty about what they say, women use lexical hedges/fillers. It is also used to esteem the face needs of the speakers and to encourage the speakers about the topic that is talked about (Coates, 2004, p. 129). For example:

- I think that's a good movie.
- It seems like he wants to say something.

Women are more lacking in self-confidence because they are taught to believe that asserting themselves strongly is not nice or ladylike, or even feminine. The expressions of lexical hedges or fillers mean something like: 'I would like to say but I am not sure I can because I do not know if it is right.'

# 2) Tag Question

A tag question is midway between an outright statement and a yes-no question. Tag questions are used by women when they state a claim but lack confidence in the truth of their claim. They want to ensure that the communication proceeds smoothly. Tag question requests a confirmation of the information which the speaker is unsure about. The expressions are such as 'don't we?', 'right?', 'isn't it?', and so on that are stated in the final statement. For example:

- You haven't called him yet, have you?
- This dress is so beautiful, isn't it?

A tag question gives the hearer flexibility which means not forcing the hearer to go along with the speaker's point of view. It is included as a polite expression because it does not force an agreement on the hearer. Sometimes, a tag question is also often used in which the speaker knows what the answer must be, as well as the hearer, but it does not require clarification. That is when the speaker tries to evoke dialogue from the hearer by having 'small talk'.

# 3) Rising Intonation on Declarative

Rising intonation on declarative means that there is a particular sentence intonation-pattern found in English among women who have the form of a declarative answer to a question, which has a rising inflection typical of a yes-no question as well as being hesitant. This feature needs confirmation from the hearer. For example:

A: "When will dinner be ready?"

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

# 4) Empty Adjectives

Empty adjectives mean the adjectives that express an emotional reaction rather than specific information. It has a specific and literal meaning and it aims to indicate the speaker's admiration or approbation of something. It is mostly used by women in communication which using adjectives such as sweet, charming, lovely, divine, and adorable. The use of words for women is only for non-formal situations. For example:

- What a divine idea!
- This candy is so sweet.

### 5) Precise Color Terms

Women use color words like mauve, beige, ecru, lavender, aquamarine, magenta, and so on. Fine color discrimination is pertinent to women. When they talk about color, they tend to use these color words.

# For example:

- The wall is mauve.
- The beige of this jacket is charming.

Since women are not supposed to make decisions on important issues, they have relegated non-crucial decisions as a sop, such as what kind of job to hold. As Lakoff (1973, p. 9) pointed out, "deciding whether to name a color 'lavender' or 'mauve' is one such sop".

#### 6) Intensifiers

The expressions of intensifiers are such as very, so, quiet, and just. It is to convince the hearer to talk about the topic seriously and to strengthen the meaning. It is used to hedge one's strong feelings. For example:

- That movie made me so sick!
- The scenery is so beautiful.

# 7) Hypercorrect Grammar

Hypercorrect grammar is consistent with using standard forms when uttering the utterances. For example, the usage of 'g' in a word such as 'doing' instead of the more casual 'doin' or the usage of 'I will not' rather than 'ain't'. It also includes avoidance of vulgar or coarse terms. Women are not supposed to talk roughly in their utterances.

### 8) Super Polite Forms

In a conversation, women use more polite words and compliments to maintain a social relationship. They tend to behave and communicate politely and carefully. Leaving a decision open is one form of politeness which means not forcing the mind or thoughts, or arguments, or someone else. They are supposed to say 'thank you' and 'please' and maintain the other social conventions. For example:

- Will you turn off the lamp, please?
- Could I lend your book, please?

### 9) Avoidance of Strong Swear Words

Women often use softer forms like 'oh, dear!' while the men use stronger ones like 'shit!' or 'dammit!'. Women tend to avoid violent curses and use more polite versions such as my goodness, my dear, and goodness. For example:

- Oh dear, you don't brush your teeth again.
- Why don't you sleep yet, sweetie?

# 10) Emphatic Stress

Women tend to emphasize the utterances by using emphasizing words or strengthen the meaning of their utterances. It occurs when women want to strengthen an assertion. They like to use coloring, bold, italic, repeatedword, capital letter, using an exclamation mark, or typing with the long letters to give more emphasis to the utterances. For example:

- I don't have super-strength!
- You are a very very beautiful girl.

The more ladylike and feminine a woman is, the more she is meant to use the emphatic stress feature in her utterances. This is another way of expressing uncertainty, though this statement may appear contradictory which is, for example, using bold seems to strengthen the utterance. But actually, women use it because they say something like: 'Here are directions telling how to react since my saying is not likely to convince you, I'd better use double force to make sure you see what I mean.'

#### 2.2.2 Men's Speech Features

Men's language reflects their concern with status. They tend to use taboo words than women in some situations. Taboo words are words or phrases which

are inappropriate in a certain context. Besides that, men are likely to interrupt others disruptively. They feel comfortable doing 'public speaking' which is to negotiate and maintain independence and social status by exhibiting knowledge, skill, and joking (Tannen, 1990, p. 36). For men, to avoid the risk of failure, life is a contest in which they are constantly tested and must perform. They tend to communicate with the rules of conversation and straight factual communication. They focus to talk about sports, politics, and business. Coates (2004) proposes some of the men's speech features as follows:

# 1) General Topic Choice

Men's topics are very easy and more general. Coates (2004, p. 133) states that "men usually do not talk about their personal life or issues, but in some conditions, they intend to talk about drinking habits or personal achievement rather than feelings". Men are more interested in a general topic, such as sports, modern technology, cars, current affairs, and so on. For example:

A: "You remember our last concert? The crowd was singing our songs back to us. I mean, it was defeated, but it was wonderful. They're becoming a part of our show. I want to encourage that, so I've got an idea to involve them a little bit more. Let's start with this". From Pahlevi (2019)

# 2) Monologues and Playing Expert

Men tend to do monologues in the conversation. It means that they become the only speaker that holds the floor in communication for a considerable time. According to Coates (2004, p. 135), "it is where the speaker takes the turns to hold the floor and to talk about a subject on

which they are an expert". Similar to monologues, the playing expert suggests the speaker take turns to hold the floor in the conversation. It is a type of conversational game and talks about a subject on which they are an expert. For example:

A: "I have an announcement. One of the A&R men from EMI saw us recording. Gave our demo to John Reid. He looks after Elton John".

B: "Oh, my God".

A: "Mr. Reid wants to meet us... and possibly, even manage us". From Pahlevi (2019)

The example above shows that the speaker does monologues and becomes an expert when he talks about his band which will get a manager. The speaker holds the communication floor for a considerable time. It shows that the hearer only reacts by saying "Oh, my God" and it is continued by the speaker again.

# 3) Handing over through Questions

Questions occur with regularity such as encouraging the speakers to play the expert. It is used to find information and invite the hearer to speak. The hearer often provides long expert answers rather than short ones. Sometimes, questions are used to introduce a new topic. According to Coates (2004, p. 135), "men tend to use questions as a way of handing over the conversational floor to another speaker". For example:

A: "Do you know Pennsylvania experiment?"

B: "No, tell me about it".

### 4) Verbal Sparring

Verbal sparring is an argumentative debate. All male talk does not always contain monologues or a series of long terms. According to Coates (2004), "men often take the form of an exchange of rapid-fire turns". The conversation seems to relish conflict and the speakers limit themselves to a single utterance per turn. For example:

A: "I put my heart and soul into this song"

B: "No one is disputing that"

A: "And you don't like it because you want your songs on the album!"

B: "It's not that".

A: "Then what is it?"

B: "I'm in Love with My Car. Maybe it's not strong enough?"

A: "What does that even Maybe it's not strong enough?"

From Pahlevi (2019)

# 5) Overlapping Turn-Taking

The process by which people in conversation determine who will talk next is called turn-taking. The conversation is often recognized in terms of speakers holding the floor in turn, with the only speaker speaks at any one time. Men tend to speak a one at a time model of turn-taking or it is called an overlapping model. According to Coates (2004, p. 113), "overlapping turn-taking happens when the next speaker begins to speak at the very end of the current speaker's turn or overlapping the last word". For example:

A: "He's I mean he's like a real artsy-fartsy fag (...) and he sits next to the ugliest-ass bitch in the history of the world and"

B: "And they're all hitting on her too, like"

A: "I know it's like four homos hitting on her"

B: "Four guys hitting on her".

#### 2.3 Situational Context

Situational context refers to the place, time, and environment in which the conversation occurs. It also refers to the relationship between the speaker and the hearer. Aries (1996, p. 13) defines "situational context covers the characteristics of the participants (class, ethnicity, age, etc.), their relationship to one another and the length of an encounter, the task, and the interaction setting. It plays a key role in determining the speech features of women and men". Hymes (1974) proposes the ethnography of communication which is told about how people talk. Hymes (1974) thinks that "by looking at how people use language, patterns could be discovered otherwise, it would not just look at the words themselves".

Hymes (1974) proposes a tool called S.P.E.A.K.I.N.G factors to find out how people communicate and how communication is often patterned. The tool is as follows:

- 1) 'S' refers to a situation that includes both scene and setting. The scene refers to a psychological environment or cultural concepts such as a range of formality and playfulness or seriousness. While setting refers to the place and time of the conversation occurs and it refers to the physical environment. Within the same setting, participants may move from formal to informal, festive to serious, and so on.
- 2) 'P' refers to participants that are involved in the conversation. It includes the speaker and the hearer in the conversation and the relationship among the participants.

- 3) 'E' refers to ends, goals, purposes, or outcomes of the communication. It refers to what is conventionally expected or publicly stated as the object of the event from the point of view of the community.
- 4) 'A' refers to acts including both form and content. It can be the story's plot and development by the speaker. According to Hymes (1974), "any action can be considered a communicative action if it conveys meaning to the participants". For example in terms of 'He prayed saying "..." which the words appearing between double quotation marks represent the form and 'He prayed that he would get well' which reports the content only.
- 5) 'K' refers to the key. It refers to the tone, manner, or spirit in which a particular message is conveyed such as lighthearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on. The key may also be marked nonverbally by a certain kind of behavior, gesture, posture, or even deportment.
- 6) 'I' refers to instrumentality. It refers to the choice of the channel such as oral, written, or telegraphic, and to the actual form of speech employed such as dialect, code, or register that is chosen.
- 7) 'N' refers to the norms of communication. The social rules guide the event and participants' actions and reactions. According to Hymes (1974), "norms refer to the rules relating to the conduct of the speech event". These will include rules about floor holding, turn-taking,

- delivery, topic, and so on. These rules can determine the interpretation of particular acts.
- 8) 'G' refers to genres or the kind of speech act or event either cultural or traditional speech such as prayers, problem-talk, small-talk, apologies, and proverbs, etc. Particular genres seem more appropriate on certain occasions than on others.

In analyzing the situational context using Hymes' (1974) theory, all the tools are not always be set out. It depends on the types of questions. For example, the question is "How can you tell who is a member and what does it mean to be a member of this group?" so it can be analyzed by focusing on the 'P.A.S.' tool which is 'P' as who the participants are, 'A' as to how their actions help to define their identity as a group of a member in particular situations 'S'. It means that not all the tools are used at the same time to answer a question.

# 2.4 "Bridge to Terabithia" Movie

"Bridge to Terabithia" movie is a movie adaptation of the "Bridge to Terabithia" novel by Katherine Paterson. This movie was directed by Gabor Csupo in 2007 and the filming location is in New Zealand. It is an adventure and fantasy story of friendship, family, and the power of imagination. This movie talks about Leslie and Jess who becomes a best friend. They build a secret fantasy-land named 'Terabithia' across the creek in the woods by swinging a rope. They spent their time together in 'Terabithia' after school and during a holiday. This movie had been nominated for seven awards and won five at the Young

#### Artist Awards

(<a href="https://en.m.wikipedia.org/wiki/Bridge\_to\_Terabithia\_(2007\_film">https://en.m.wikipedia.org/wiki/Bridge\_to\_Terabithia\_(2007\_film</a>).

Leslie Burke and Jess Aarons are the main characters in this movie. Leslie's parents are both writers, namely Mr. Burke and Mrs. Burke. They spread much attention and love toward Leslie that is not demonstrated in Jess' house. Leslie's family becomes Jess' new next-door neighbor. Jess has four sisters namely Ellie, Brenda, May Belle, and Joyce Ann. Mr. Aarons has a great deal of concern about being the only breadwinner for a large family while Mrs. Aarons always tries to support her family on a poor family's income. In school, some friends don't like Jess such as Janice Avery, Scott Hoager, and Gary Fulcher. Janice Avery is a school bully. Janice is not an ultimate demon but she has problems of her own that make her be a school bully. She needs sympathy because her father abuses her. One day, Janice Avery cries in the school-bathroom and it is Leslie who supports her. Overall, the 'Bridge to Terabithia' movie tells about friendship, family, and the power of imagination. The friendship helps Jess to deal with the tragedy that makes him remember what was taught by Leslie.

#### **CHAPTER III**

#### RESEARCH METHODS

In this chapter, the researcher discusses how this research was conducted. It consists of research design, data collection, and data analysis.

# 3.1 Research Design

In analyzing speech features in the movie, the researcher used a descriptive research design since the researcher described the data found. The researcher analyzed the data which were the utterances of the main characters who are Leslie and Jess in the "Bridge to Terabithia" movie and she analyzed it by using Lakoff's (1973) theory about women's speech features, Coates' (2004) theory about men's speech features, and additional theory from Hymes' (1974) about S.P.E.A.K.I.N.G factors. Descriptive research design deals with the explanation and information given by the researcher to describe the utterances expressed by all characters (Abidin, 2018). Glass & Hopkins (1984) explain that "descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection". By using this method, the researcher can analyze and describe all the utterances of Leslie and Jess properly.

#### 3.2 Data Collection

#### 3.2.1 Research Data

The data were the utterances from the script of the movie in the forms of words, phrases, clauses, and sentences were uttered by Leslie and Jess toward

other characters. A single word and a phrase such as 'divine' or 'drawing' can be used to indicate the speech features that were used by them. Meanwhile, clauses and sentences are generally contained the speech features.

### 3.2.2 Data Source and Subjects of the Study

The data source in this research was the "Bridge to Terabithia" movie and its transcript. This movie was directed by Gabor Csupo in 2007 which was located in New Zealand. Since the data were words, phrases, clauses, and sentences that were uttered by Leslie and Jess, the subjects of this research were Leslie and Jess who are the main female character and the main male character in this movie. The criterion for choosing these subjects of this research is because these characters have a great influence on the development of the plot in the movie. The application of this criterion is the important one since the most prominent characters are the soul of the movie.

#### 3.2.3 Research Instrument

The research instrument in collecting and analyzing the data was the researcher herself who was active and valid as a member. As the main instrument, the researcher has the role of planning, collecting, analyzing, and reporting the research findings on her own.

# 3.2.4 Data Collection Techniques

The data were collected from Leslie's and Jess' utterances toward other characters in the movie which indicated speech features. In collecting the data, the

researcher applied a few stages to acquire substantial information. The few stages were as follows:

- 1. The researcher downloaded the "Bridge to Terabithia" movie.
- 2. The researcher downloaded the transcript of the "Bridge to Terabithia" movie.
- 3. The researcher read the transcript while watching the movie to check and match the transcript with the movie.
- 4. The researcher re-watched the movie to get a better understanding.
- 5. The researcher identified the utterances of Leslie and Jess which indicated the speech features.
- 6. The researcher underlined or highlighted the utterances of Leslie and

  Jess in the transcript which contained the speech features. It was done as
  the figure below:

```
L = Under the seat. I heard it was your birthday yesterday. Like it?

J = Wow. It must've cost a fortune.
L = What's it matter what it costs?
J = I don't know.
L = Well, I can take it back and get a cheaper one, if you want.
J = Thanks... a lot.
J = Look. The squogre and the vulture.

Gary = Hey, here he comes.
L = And a guy who can stand up to a squogre is scared of a Hoager?
J = Ms. Edmunds?
Ed = He speaks.
J = Can I help you with those?
Ed = You sure can. And you just made my day. Great.
L = I'll get that one.
Ed = Thank you.
J = Hey, guys.
L = Oh, hi, boys.
J = How come you're so good at that?
L = Good at what?
J = Ruilding stuff. You're good at it for a girl.
L = Same way I'm fast... for a girl.
L = You know what I mean.
L = You're pretty good at art... for a boy.
```

Figure 3.1: The Example of Highlighting Data

7. The researcher identified the context (e.g. scene and setting, participants, the purpose, and so on) of the utterances of Leslie and Jess which

contained the speech features to know the situational context of using their utterances.

## 3.3 Data Analysis

The analysis was related to the speech features used by Leslie and Jess and their situational context in their utterances. It was taken by the researcher to answer the research questions. After collecting the data, the researcher analyzed the data in some steps:

## 3.3.1 Developing Codes of the Data that Indicate the Speech Features

This process helped the researcher by coding the data into ten women's speech features based on Lakoff's (1973) theory and five men's speech features based on Coates' (2004) theory. It was given by the initial.

- 1. Lexical Hedges or Fillers (LH)
- 2. Tag Question (TQ)
- 3. Rising Intonation on Declarative (RID)
- 4. Empty Adjectives (EA)
- 5. Precise Color Terms (PC)
- 6. Intensifiers (IN)
- 7. Hypercorrect Grammar (HG)
- 8. Super Polite Forms (SP)
- 9. Avoidance of Strong Swear Words (AS)
- 10. Emphatic Stress (ES)
- 11. General Topic Choice (GTC)

- 12. Monologues and Playing Expert (MP)
- 13. Handing over through Questions (HQ)
- 14. Verbal Sparring (VS)
- 15. Overlapping Turn-Taking (OT)

The coding data were as the figure below:

```
Dad = No, why don't you go on and do your homework, I'll clean this mess up.

L = Under the seat. I heard it was your birthday yesterday. Like it?

J = Wow. It must've cost a fortune.

L = What's it matter what it costs?

J = I don't know.

L = Well, I can take it back and get a cheaper one, if you want.

J = Look. The squogre and the vulture.

Gary = Hey, here he comes.

L = And a guy who can stand up to a squogre is scared of a Hoager?

J = Ms. Edmunds?

Ed = He speaks.

J = Can I help you with those?

Ed = You sure can. And you just made my day. Great.

L = I'll get that one.

Ed = Thank you.

J = Hey, guys.

L = Oh, hi, boys.

J = How come you're so good at that?

L = Good at what?

J = Building stuff. You're good at it for a girl.

J = You know what I mean.

L = You're pretty good at art... for a boy.
```

Figure 3.2: The Example of Coding Data

## 3.3.2 Classifying and Analyzing the Data that Indicate the Speech Features

After getting the data, the researcher classified the data based on Lakoff's (1973) women's speech features which are lexical hedges, tag question, rising intonation on declarative, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress and based on Coates' (2004) men's speech features which are general topic choice, monologues and playing expert, handing over through questions, verbal sparring, and overlapping turn-taking which the researcher analyzed, described, and explained the data. The researcher used a table to make the classifying data more organized. The table was as follows:

Table 3.1: Classifying Data for Women's Speech Features

No.	Leslie's Utterances	Women's Speech Features									
		LH	TQ	RID	EA	PC	IN	HG	SP	AS	ES

**Table 3.2: Classifying Data for Men's Speech Features** 

No.	Jess' Utterances	Men's Speech Features						
		GTC	MP	HQ	VS	OT		
		1						
		4						

## 3.3.3 Describing the Speech Features and Their Situational Context

After classifying and analyzing the speech features, the researcher described the speech features that are used by Leslie and Jess and their situational context based on Hymes' (1974) theory about S.P.E.A.K.I.N.G. factors. The researcher analyzed, described, and explained the speech features used by Leslie and Jess and the situational context of their utterances. It was through the participants, the aims of the conversation, the tone or speech of the speaker, and so on.

## **3.3.4 Making Conclusion**

The last step in data analysis was the conclusion. Here, the researcher concluded the results of the analysis.

#### **CHAPTER IV**

#### FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the investigation steps that have been described before which consist of two issues. The first is to describe the types of speech features which are used by the main female character in the "Bridge to Terabithia" movie. The second, it is to describe the types of speech features which are used by the main male character in the "Bridge to Terabithia" movie.

## 4.1 Findings

The researcher has identified the speech features used by the main female character and the main male character in the "Bridge to Terabithia" movie. The data were taken from the utterances of Leslie and Jess in the "Bridge to Terabithia" movie that contained the speech features. This chapter describes the types of speech features used by Leslie and Jess and the situational context of their utterances in the movie. The theories for identifying the types of speech features were Lakoff's (1973) theory for women's speech features and Coates' (2004) theory for men's speech features. Hymes' (1974) theory helps the researcher to describe the situational context of the utterances of Leslie and Jess that indicated as speech features. There are 93 data for the speech features used by the main female character and the main male character in this movie. 71 data is for women's speech features and 22 data is for men's speech features. The researcher made a table of speech features to know the frequency of the speech

features that were used by Leslie and Jess. Then, the researcher analyzed the utterances of Leslie and Jess which contained the speech features and their situational context and it is explained in this chapter. The researcher shows the scripts of the movie which contained the speech features to ease the readers in reading this research and the details are as follow:

# 4.1.1 Women's Speech Features Used by the Main Female Character in the "Bridge to Terabithia" Movie

The researcher analyzed women's speech features used by the main female character in the "Bridge to Terabithia" movie. The researcher categorized based on Lakoff's (1973) theory. These features are lexical hedges/fillers, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress. The researcher found 71 data for women's speech features used by Leslie in the "Bridge to Terabithia" movie. Unfortunately, precise color terms feature was not found in this research because there is no topic about color that is discussed in this movie. The discussion about women speech features that are used by the main female character is presented below:

## 1. Lexical Hedges/Fillers

Lexical hedges refer to the use of 'you know', 'you see', 'well', 'I guess', 'I think', 'perhaps', 'if you like', and so on. This feature is used to express the uncertainty that the speaker feels about what she/he says. It is because the speaker tries to minimize the possible unfriendliness of the statement. In this research, the researcher found 27 utterances of Leslie that contained this feature. The lexical

hedges/fillers that Leslie used were 'I think', 'if you', 'you know', 'you think', 'I heard', 'well', and 'probably'. Lexical hedges/filler is the feature that Leslie used the most. While the most lexical hedge that she used was 'I think'. The researcher concluded that Leslie used this feature to express her uncertainty about her statements. She was afraid that the hearer did not agree with her claims. The explanation is below:

#### Datum 1

Belle : Oh. You got any barbies?

Leslie: Yeah. I think I have a few. You got any?

Belle: Yeah, I have one... and a half.

Leslie's utterance which is 'I think' in datum 1 reflects the use of lexical hedges/fillers feature. The conversation was between Leslie and May Belle, Jess' younger sister. It took place when they were going to go home. They were talking about barbies. Belle asked Leslie about the barbies that Leslie had. Leslie answered Belle's question by using 'I think' because she was uncertain about the barbies that she had. When Leslie uttered her statements, it implied that Leslie wanted to mitigate the possible unfriendliness that she had with Belle. Because Belle was Leslie's new friend, Leslie prefer used politer forms to maintain her relationship with Belle. She did not want to give a false statement to Belle so she used a lexical hedge to express her uncertainty about her barbies.

#### Datum 2

Leslie: Well, I can take it back and get a cheaper one, if you want.

Jess: Thanks... a lot.

Leslie's utterance occurred when she and Jess were going to go to school by school bus. They were already best friends. At that time, it was Jess' birthday. Leslie knew it before and she had prepared the gift for Jess. Maybe she got the information from Belle about Jess' birthday. She bought a set of drawing tools for Jess because Leslie knew that Jess was good at drawing. Firstly, Jess was questioning about the price because the gift was so beautiful and pricey. But, Leslie answered, "What's the matter what it costs?" Afterward, to fulfill Jess' want, she applied the lexical hedge feature by saying 'if you want' to answer Jess' statement. It was used to minimize the possible unfriendliness that Leslie and Jess may get. Then, the filler 'well' uttered by Leslie also expressed the uncertainty of Leslie to respond to Jess' statement. By saying 'well', Leslie was unsure about what she said. It indicated that Leslie said it in a polite way to keep a good relationship with Jess. Leslie did not want to take the gift back but she did it because maybe Jess wanted to have another one. She tried to understand Jess' feeling by using this feature.

## 2. Tag Question

Tag question refers to the use of 'don't we?', 'right?', 'isn't it?' and so on. This feature is used to ensure the communication runs smoothly. It is also used when the speaker tries to evoke dialogue from the hearer by having 'small talk'. Besides, it can be used when the speaker states a claim but lacks confidence in the truth of the claim. Tag question requests a confirmation of the information which the speaker is unsure about. In this research, the researcher found 4 data of Leslie's utterances that contained tag questions. The tag questions that she used were 'right?', 'is it?', 'won't we?', and 'isn't it?'. The researcher concluded that

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Leslie used this feature because she needed confirmation from the hearer about her claims. The explanation is below:

#### Datum 3

Leslie: That's not fair, is it? Peeing's definitely supposed to be free.

All : Free to pee! Free to pee! Free to pee! Free to pee!

In datum 3, it can be seen that Leslie used the tag question 'is it?' in her utterance. The utterance took place in the school when it was a break time. In her school, peeing was paid for a dollar. It is operated by upper-class students. In her utterance, Leslie felt a lack of confidence about her statement that it was not fair for them to pay for the pee to the upper-class students. By using a tag question, Leslie needed confirmation from Jess and other students that the rule was not fair for humans because peeing should be free. She encouraged the others to do protest against the upper-class students. The statement of that sentence is included in a polite form and it does not require the hearer to agree with the opinion which is given by Leslie. Indeed, Leslie's utterance which used tag question contains the options for the hearer to choose agree or not of Leslie's statement.

## Datum 4

Belle : She stole my Twinkies.

Jess : Come on.

Leslie: It's all right, May Belle. We'll get her back. Won't we, Jess?

This conversation occurred in the school when it was break time. Belle, who was Jess' younger daughter, complained to Jess about her Twinkies that were stolen by Janice Avery and her friends. Janice Avery and her friends liked to bully others. And at that time, it was Belle's turn to be bullied by Janice. Belle wanted Jess to take her Twinkies back but Jess did not want to do that because Janice was

an upper-class student. Besides, Jess was afraid that he will be punished if he fought with a girl. Leslie was there and made Belle calm. She used a tag question 'won't we, Jess?' to request a confirmation from Jess that they will get Belle's Twinkies again. By saying that sentence, Leslie calmed Belle to not worry about her Twinkies. It made the conversation still run smoothly although firstly Jess denied Belle to take her Twinkies back from Janice.

## 3. Rising Intonation on Declarative

This feature is used when the speaker needs confirmation from the hearer. Different from the tag question, this feature is a question in the form of a declarative answer. In this feature, the statements are made but using intonation for questions with rising at the end of the statement. In this research, the researcher found 7 data contained this feature in Leslie's utterances. The researcher concluded that Leslie used this feature to get a confirmation from the hearers about her statements. The explanation is below:

#### Datum 5

Leslie: What do you mean?

Jess : Well, you like to make things up. And that's what your parents do

for a living.

Leslie: You know a lot about hardware?

Jess : No. Why?

Leslie: Well, your dad works at a hardware store.

In this datum 5, the conversation was between Leslie and Jess. They were in the house-tree and talked about their parents' job. Jess claimed that Leslie can make things up because her parents are writers. When Jess uttered that claim, Leslie assumed the same toward Jess about his skill of knowing about hardware because it was his father's job but she asked him with a rising intonation on

declarative similar to a yes-no question. Here it appears that Leslie confirmed her disagreement and she was not sure. She needed confirmation from Jess by stating that statement in the form of a question.

#### Datum 6

Jess : You lied in your essay?

Leslie: No. I made it up. It's different from lying. Those drawings you

make, you've seen those things yourself?

Jess: No, but...

This conversation occurred in the land when Jess and Leslie played after school. Jess asked Leslie about her essay that she read in Mrs. Myers' class because it was so beautiful. It seemed alive and Leslie seemed to see the things in her essay. Actually, Leslie only made it up but Jess thought that Leslie lied in her essay because she have never done scuba-diving in her whole life. In Leslie's opinion, making something up and lying are different. When writing something, imagination will be developed. Following Jess' question, Leslie asked Jess about his drawings but by rising intonation. She applied rising intonation on a declarative feature to have a confirmation from Jess about her statement. From that question, the statement is made but using a rising intonation.

## 4. Empty Adjectives

Empty adjectives are used to express an emotional reaction rather than specific information. It is used to indicate the speaker's admiration or approbation of something. The adjectives are such as sweet, lovely, charming, adorable, divine, and so on. In this research, the researcher found 5 data that contained empty adjectives in Leslie's utterances. The empty adjectives that were used by Leslie were nice, lucky, amazing, and beautiful. The researcher concluded that

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Leslie used empty adjectives to show her admiration for something that she saw.

The explanation is below:

Datum 7

Leslie: Look at this. Wow. This is **amazing**.

Jess : Wow.

In this conversation, Leslie and Jess came to land after school for playing.

Over there, Leslie's imagination was made up. She saw that there was a magical

kingdom. She used her imagination to build up the magical kingdom. In showing

her admiration toward the magical kingdom, she used the adjective 'amazing' in

her utterance. This adjective is included as an empty adjective. It is not

meaningful but it expresses the emotional reaction of Leslie. This explains how

women use the empty adjective to support their speech in expressing an opinion.

They tend to use some adjectives to express her feeling about something.

Datum 8

Leslie: You're lucky to have a sister.

: I've got four, and I'd trade them all for a good dog.

The conversation occurred when Leslie, Jess, and May Belle were going to

go home. Leslie saw May Belle and she said to Jess that it will be interesting if

she also had a sister. She was the only child in her family. Likely, Leslie felt alone

because she did not have siblings. The utterance of Leslie reflected the use of the

empty adjectives feature. She used the adjective 'lucky' to admire Jess because of

having a sister. It functions to give a compliment to Jess for having sisters. Instead

of using adjective which contains specific meaning, Leslie tends to use empty

adjectives to express her feeling about something.

#### 5. Intensifiers

This feature is used by women to persuade the hearer about the topic or to strengthen the meaning. The expressions of intensifiers are such as very, quiet, so, just, even, etc. In this research, the researcher found 10 utterances contained the intensifiers feature used by Leslie in the "Bridge to Terabithia" movie. The expressions were 'really', 'so', 'even', and 'very'. The researcher concluded that Leslie used this feature to strengthen her words. The explanation is below:

#### Datum 9

Leslie: Wow. You're **really** good at drawing.

Jess: Uh... Thanks.

This conversation was between Jess and Leslie at their school. Leslie accidentally dropped Jess' drawing book on the floor. That utterance in datum 9 was uttered by Leslie when she took Jess' drawing book from the floor and she opened it. She was amazed at Jess' works. To show her admiration toward Jess' drawings, Leslie used this feature by using the expression 'really' which is included as an intensifier. Leslie tended to exaggerate something through the intensifiers. The word 'really' makes her utterance sound more realistic when she gives a compliment to Jess.

## Datum 10

Leslie: That was **so** much fun. You have to try it. Come on.

Leslie uttered these utterances when she and Jess tried to swing by the enchanted rope to the magical kingdom. It took place in the land that she and Jess were playing after school. She was very happy that made her express her happiness by using the intensifier 'so'. It indicated that Leslie strengthens the

meaning of her sentence by using this feature. Leslie was a person who loved freedom so when they run to the beautiful land near their house, she felt very alive. She built up her imagination to make the magical kingdom real. It made her express her happiness using this feature.

## 6. Hypercorrect Grammar

Hypercorrect grammar is consistent in using standard forms when uttering utterances. It is used to maintain the social status in the society. In this research, the researcher found only 1 datum that contained a hypercorrect grammar feature in Leslie's utterances. The explanation is below:

#### Datum 11

Leslie: "I'm moving gently forward, over the wild and beautiful, unexplored world below me. I'm floating in silence, and breaking it up with the sound of my breath. Above me, there's nothing but shimmery light, the place where I've come from, and will go back to when I am done here. I'm diving. I'm a scuba diver. I'm going deeper past the wrinkled rocks and dark seaweed toward a deep blueness where a school of silverfish wait. As I swim through the water, bubbles burst from me, wobbling like little jellyfish as they rise. I check my air. I don't have as much time as I need to see everything, but that is what makes it so special."

In this datum 11, Leslie was reading her essay about "Self-Contained Underwater Breathing Apparatus" in Mrs. Myers' essay class. Her writing used standard forms because it was used for the essay's class exactly. The adjectives were very well in her writing. She was the only student that was asked by Mrs. Myers to read the essay in front of the class. It shows that Leslie had maintained her social status in the class. By using this feature, she had shown that she can be a good role model as a good student. Because of that, the researcher concluded that Leslie used hypercorrect grammar feature in her essay.

## 7. Super Polite Forms

This feature is used to maintain a social relationship. The speaker tends to behave and communicate politely and carefully. It can be by using more polite words or compliments. In this research, the researcher found 9 data contained this feature in Leslie's utterances. Frequently, Leslie used this feature when she talked with older people. The explanation is below:

#### Datum 12

Mom: It's nice to meet you. Leslie: Thank you. You too.

In this conversation, Leslie came to Jess' house because she wanted to wash her face after it was shot by Janice Avery with ketchup pockets in the school bus. Leslie did not wash her face at her house because she was afraid that when her parents knew this, they will come to school and Leslie will be embarrassed. In Jess' house, Leslie met Jess' mother for the first time. When Jess' mother said "it's nice to meet you" to Leslie, she directly answered "thank you, you too" to Jess' mother to express her honor toward Jess' mother. In this utterance, Leslie applied the super polite forms feature. For the first impression, Leslie wanted to give Jess' mother a good impression. It can maintain the social relationship between Leslie and Jess' family.

#### Datum 13

Leslie : **Excuse me.** Jane : Got a dollar?

Leslie: No.

This conversation occurred when Leslie wanted to pee in her toilet school.

Unfortunately, the toilet's door was guarded by Janice Avery and her friends.

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They asked all students who wanted to pee for a dollar. No one protested to them because they were all upper-class students. Leslie, who was a new student, did super polite forms by saying 'excuse me' when they wanted to enter the toilet. She wanted to save her face by applying this feature because she was a new student there. She did not want to make a problem on her first day of school by saying rudely. But, the rule was still run and Janice still asked her to pay a dollar for peeing in her toilet school.

## 8. Avoidance of Strong Swear Words

This feature is used by using softer forms like 'oh, dear!'. Women tend to avoid violent curses and use more polite versions such as my goodness, my dear, goodness, and so on. In this research, the researcher found 3 data that contained this feature in Leslie's utterances. The polite versions that Leslie used were 'dear' and 'all my love'. The explanation is below:

#### Datum 14

Jess : What's it?

Leslie: Write, "Dear Janice..."

In this datum 14, the conversation took place in the house-tree in the magical kingdom. Leslie and Jess were questioning about the weak spot of Janice Avery because she always did what she wanted at school. She always bullied other students. Leslie and Jess were planning to prank Janice by giving her a love letter from Willard Hughes. Willard Hughes was a handsome boy in the school. Leslie tried to arrange the sentence of the love letter. Because this was a love letter, Leslie tended to use a softer form like 'dear'. Although the sender was written from Willard Hughes, the speaker was Leslie. She still used women's

speech features which is the avoidance of strong swear words in her utterance although the sender was from a boy.

## 9. Emphatic Stress

This feature is used to emphasize the utterances by using emphasizing words or strengthen the meaning of the utterances. It can be by coloring, giving bold or italic, repeating a word, using an exclamation mark, using a capital letter, typing with the long letters, and so on. In this research, the researcher found 5 data that contained this feature which is used by Leslie. The researcher concluded that Leslie used an exclamation mark to strengthen the meaning of her utterances. The explanation is below:

#### Datum 15

Leslie: We rule Terabithia, and nothing crushes us!

This conversation took place in the magical kingdom. Leslie and Jess were fighting a troll there. In this datum 15, Leslie used an exclamation mark when uttering her sentences. It indicated that Leslie's utterances were pronounced in stress. She emphasized her words about her imagination that she and Jess had been sent to free the Dark Master's prisoners at the magical kingdom and nothing can crush them. In this case, Leslie applied the emphatic stress feature in her utterance.

#### Datum 16

Leslie: **Prisoners of the Dark Master, hear me!** We have come to free you. Do you hear us? **Show me that you hear us!** 

It happened when Leslie wanted to show Jess that the magical kingdom was real. It took place in the house-tree in the magical kingdom. She wanted Jess

to believe that they were sent to free the prisoners of the Dark Master. To prove it, Leslie climbed up at the tree and raised her hands, and said 'hear me!' to the people of the magical kingdom. She applied emphatic stress in her utterances by giving an exclamation mark to strengthen the assertion. Besides, Leslie said 'hear me!' until three times. It indicated that Leslie emphasized her words to strengthen the meaning.

# 4.1.2 Men's Speech Features Used by the Main Male Character in the "Bridge to Terabithia" Movie

The researcher analyzes men's speech features used by the main male character in the "Bridge to Terabithia" movie. The researcher categorizes based on Coates' (2004) theory. These features are general topic choice, monologues and playing expert, handing over through questions, verbal sparring, and overlapping turn-taking. The researcher found 22 data for men's speech features used by Jess in the "Bridge to Terabithia" movie. The discussion about men speech features that are used by the main male character is presented below:

## 1. General Topic Choice

Men tend to talk about general topics such as sports, modern technology, cars, or current affairs, and so on. They avoid talking about personal topics and intend to talk about drinking habits or achievements. When men talk about their achievements, it indicates that they want to maintain their social status in society. In this research, the researcher found 5 utterances of Jess that contained this feature. Jess frequently talked about sports, hobbies, and jobs in his utterances. He

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tended to talk to Leslie rather than someone else. The explanation is presented

below:

Datum 17

Jess : What about sharks? You ever see any sharks while you're

scuba-ing or whatever?

Leslie: I've never gone scuba diving in my whole life.

In this conversation, Jess and Leslie were in the land for a break after

running for a long time. Jess was asking Leslie about sharks that she wrote in her

essay in Mrs. Myers' class. He applied the general topic choice feature in his

utterance because he was more interested in that topic. Jess tended to talk about a

simple thing rather than a personal feeling. Besides, because they are new friend,

it will be more sensitive if they are talking about a personal topic.

Datum 18

Jess: How come you're so good at that?

Leslie: Good at what?

Jess: Building stuff. You're good at it for a girl.

This conversation occurred in the magical kingdom at the house-tree. Jess

asked Leslie how she can be good for building stuff for a girl. In this case, Jess

talked to Leslie about a general thing. It was about a hobby or an activity that

Leslie could do. This indicates that Jess applied the general topic choice feature in

his utterances. He did not like to talk about a personal thing.

2. Monologues and Playing Expert

This feature is used when the speaker holds the floor in communication for

a considerable time. It reflects the image of men that they are the dominant people

in society. They tend to talk about something on which they know so well. In this

research, the researcher found only 1 utterance of Jess that contained this feature.

The explanation is below:

#### Datum 19

Jess : "Get your head out of the clouds, boy. Draw me some money.

Make yourself useful, draw me money."

Leslie: What are you going on about?

Jess : "This isn't one of your cartoons. This is serious."

Leslie: Jess...

Jess : I mean, what's so great about being serious all the time

anyway? Tell me that.

This conversation was between Jess and Leslie in the magical kingdom. Jess applied monologues and playing the expert feature by talking about what happened with him. He lost his father's keys and it made his father angry at him and it made Jess so mad. Because of that, he talked to Leslie by repeating the words that he got from his father. He was a victim so he knew exactly about the case. He tended to hold the communication floor because he felt bad and wanted to mad at everyone. In this case, it appears that Jess was the dominant one as a

## 3. Handing Over through Questions

boy. He still held the floor although Leslie had stopped him.

As a way to hand over the conversational floor to another speaker, men prefer to use questions. It can be for seeking information from the hearers or introducing a new topic. In this research, the researcher found 13 data for Jess' utterances that contained this feature. Jess frequently used this feature to seek information from the hearers. It is the feature that Jess used the most. The explanation is below:

#### Datum 20

Jess : Don't your parents notice this stuff's missing?

Leslie: Not when they're in the middle of writing a book.

In this datum 20, the conversation was between Jess and Leslie when they were painting the house-tree. It was Leslie's painting tools. Here Jess applied handing over through questions feature to seek the information of what he asked Leslie. He was asking about the stuff that Leslie brought to the house-tree. Before that question, Jess and Leslie were talking about their hobbies in the house-tree. By applying this feature, Jess introduced a new topic of their conversation. Besides, Jess also gave a question to seek the information about his question and to give Leslie a chance to speak as an expert because it was about her parents' stuff.

#### Datum 21

Jess : Well, what did you say to her?

Leslie: Well, I told her about not having a TV and everyone laughing at

me. I know what it's like to have everyone think I was weird.

This conversation occurred in the magical kingdom. Jess asked Leslie about what happened to Janice Avery at school because she cried in the girl's toilet and Leslie came to her to know what happened. Leslie did not say to Jess in the school and she preferred to talk in the magical kingdom because it was about Janice's problem who was hit by her father at home. Some neighbors heard them yelling so loud and they called the police. All her friends knew about it and Janice was ashamed to face their friends. In this case, Jess wanted to know something by handing over through questions to Leslie. By giving a question, Jess will get the information from Leslie and it gives Leslie a chance to speak as an expert in the conversation.

## 4. Verbal Sparring

This feature is an argumentative debate. Men often take the form of an exchange of rapid-fire turns. In this research, the researcher found 2 data contained this feature in Jess' utterances. The explanation is below:

#### Datum 22

Jess : What are you talking about?

Leslie: To the kingdom.

Jess: What's that?

Leslie: What?

Jess: That sound. I've heard it before. Someone's out there. Leslie: That's the sound of the prisoners rattling their chains.

Jess: What prisoners?

Leslie: The prisoners of the Dark Master.

In this datum 22, Jess and Leslie were going to the land. Leslie with her imagination built up a magical kingdom as she wanted. Because Jess did not agree with Leslie, he applied argumentative debate about the magical kingdom that Leslie talked about. He felt that there was someone strange in that land. He was not comfortable there and he felt that they should not play there. But, Leslie believed that it was the prisoners of the Dark Master in the magical kingdom. She still argued that the magical kingdom was real. That is why Jess applied verbal sparring feature in his utterance.

## Datum 23

Jess : **How big?** 

Leslie: That's how big its feet are.

Jess: You really think so?

Leslie: What else could it be?

Jess: What should we do?

Leslie: If we had a troll hunter, we could track its scent and sneak up on

it.

This conversation occurred in the magical kingdom when Leslie and Jess argued about the giant troll. Jess did not believe that there was really a giant troll there. He assumed that it was only a giant tree that almost killed them in the house-tree. By doing verbal sparring, Jess gave Leslie a question many times to make Leslie gave up about what she thought. By doing this feature, Jess did not want to lose from Leslie. He tried to maintain his social status.

## 5. Overlapping Turn-Taking

Men tend to speak one at a time or it is called overlapping model turn-taking. That is when, at the very end of the current speaker's turn, the next speaker starts talking. In this research, the researcher found only 1 data that contained this feature in Jess' utterances. The explanation is below:

#### Datum 24

Leslie: May Belle, why did you tell me you found them on the ground?

Belle: They were on the ground

Jess : Yeah, on the ground in the greenhouse. What's the matter with

you? Dad wants to kill me.

This conversation took place on the bus when Leslie, May Belle, and Jess were going to go to school. Jess was angry because his father mad at him. He lost his father's keys. But apparently, it was found by May Belle and the keys were given to Leslie to decorate the house-tree that Jess and Leslie had. Previously, when they were at the church, Leslie had an idea to set a bell in their house-tree. Belle wanted to help Leslie by giving her father's keys to replace the bell. She did not know that it was her father's keys. Belle said to Leslie that she found the keys on the ground and Jess overlapped Belle's words by repeating the last word that

she uttered which was 'on the ground'. In this case, Jess applied overlapping turntaking in his utterance.

#### **4.2 Discussions**

The results of this present study imply that Leslie's utterances frequently follows Lakoff's (1973) women's speech features while Jess' utterances does not frequently follow Coates' (2004) men's speech features. Leslie applies nine of ten women's speech features with 71 data. From the 9 of women's speech features, lexical hedges or fillers feature that is used by Leslie are 27 times. Tag questions are found 4 times while rising intonation on declarative is found 7 times. Empty adjectives are 5 times and intensifiers are 10 times. Hypercorrect grammar is found only once and super polite forms are found 9 times. Avoidance of strong swearwords is found 3 times and emphatic stress is found 5 times. Precise color terms feature is not found in Leslie's utterances in the "Bridge to Terabithia" movie because there is no topic about color that is discussed in this movie.

The reason why Leslie frequently used women's speech features is that she put forward the solidarity to others. She always used polite words even toward her annoying friend, Janice Avery. She looks like a role model of a good student. The most frequent type of women's speech features used by Leslie was the lexical hedges/fillers feature. It is because Leslie as a girl believes that asserting herself strongly is not nice or ladylike. Leslie frequently uses this feature because she does not know that her statement is right or not. She prefers to express her uncertainty rather than gives a false statement.

Although Jess applies all men's speech features which are general topic choice with 5 data, monologues and playing the expert with only 1 datum, handing over through questions with 13 data, verbal sparring with 2 data, and overlapping turn-taking with only 1 datum, the frequency of his utterances in using men's speech features is less than Leslie's utterances in using women's speech features with the total is 22 data. His utterances did not frequently follow Coates' (2004) theory about men's speech features.

Handing over through questions feature is mostly used by Jess in his utterances. It is because Jess wants to get the information from the hearers and he wants to give the hearers a chance to speak as an expert. Because Jess asks about the hearers' activities, they know what happens. It makes Jess get the information that he wants.

Furthermore, when describing the speech features, it also covers the situational context when the speech features are used. Here the researcher also describes the situational context of speech features used by the main female character and the main male character in the "Bridge to Terabithia" movie. The kinds of situations were fulfilled in each speech feature. Some emotions and situations caused the main characters to use a certain feature in their utterances. It appears from the setting, the participants, the goals of the communication, and the tone of speech act. The researcher concludes that either women or men use their speech features are also influenced by the situational context of their utterances.

Based on the findings above, the researcher wants to discuss this present research with several previous studies. This research has similarities with many

previous studies about the theory which is proposed by Lakoff (1973). For example, it is from the research conducted by Nafilaturrif'ah (2017). The result of her research showed that Katniss tends to break Lakoff's (1973) theory as long as she does not require using women's speech features. While in this present research, Leslie frequently used women's speech features in her utterances with a total is 71 data. Similar to other research (Juwita, Sunggingwati, & Valiantien, 2018), Leslie and Jess do not consistently use their language based on their gender. This is also influenced by the situational context when they use their speech features. Sometimes, Leslie used men's speech features in a certain situation, and sometimes, Jess also used women's speech features in a certain situation.

Moreover, the other similarity between this research and previous research is from the source of data which is a movie. Many researchers had conducted research using a movie as a data source in analyzing speech features. Meanwhile, the difference between this present research and previous researches is that this research uses theories which are Lakoff's (1973) theory, Coates' (2004) theory, and the additional theory by Hymes' (1974) to find out the speech features used by the main female character and the main male character in the "Bridge to Terabithia" movie. In this case, this research can be supported by previous research to discover a fresh discovery of speech features.

Having found that there are 71 data for women's speech features used by Leslie in "Bridge to Terabithia" movie, it shows that Leslie wants to maintain the social relationship with others, especially Jess, her close friend. She concerns with

the values of affiliation and connection between her and the hearers (Lakoff, cited in Weatherall, 2002, p. 55). While for Jess, his utterances do not frequently follow men's speech features proposed by Coates (2004). The researcher only found 22 data in Jess' utterances. As Coates (2004, p. 135) pointed out, men tend to hold the floor as dominant people which they very concern with their status. But here in this research, the researcher found that Jess did not too hold the center stage in his utterances when communicating with others.

For the explanation above, the researcher concludes that the speech features are dynamic. It is not absolutely that women will use women's speech features and men will use men's speech features. Lakoff (1973) and Coates (2004) only proposed the generalization and the tendency of women and men using their speech features. It is still influenced by the existing context of the conversation. Besides, when it is applied in this era, the frequency of using women's speech features or men's speech features will be less than at the time which Lakoff's (1973) and Coates' (2004) theories are proposed. The condition of that era and this era is quite different. In this era, many women have a bravery to speak up and they also tend to be the dominant one in the community. It aims to reach the social status and also to maintain the social relationship with others. This case also occurs toward men who sometimes use politer words in some occasions. They do not want to get a bad image because it will affect the social status of them. Either women or men know when and why they should use women's speech features or men's speech features in their utterances. Still, it is influenced by the situational context when they utter their utterances.

#### **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

In this chapter, it shows the conclusion of this research as it answers the research questions which had mentioned in the first chapter of this research. It also contains a suggestion to give more information for the next researchers who are interested in analyzing the speech features.

## **5.1 Conclusion**

After analyzing the data, the researcher found that there are differences in speech features of women and men. Leslie used nine of ten women's speech features based on Lakoff's (1973) theory which is lexical hedges/fillers, tag questions, rising intonation on declarative, empty adjectives, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress while Jess used five men's speech features based on Coates' (2004) theory which are general topic choice, monologues and playing the expert, handing over through questions, verbal sparring, and overlapping turn-taking. The feature that was not used by Leslie was precise color terms. It is because there is no topic about color that is discussed in this movie.

The understanding of the differences in speech features between women and men will help them to understand one another and develop effective communication. Having found that there are 71 data for women's speech features used by Leslie in the "Bridge to Terabithia" movie, it shows that Leslie wants to maintain the social relationship with others, especially Jess, her close friend. She

concerns with the values of affiliation and connection between her and the hearers. While for Jess, he does not frequently follow men's speech features proposed by Coates (2004). The researcher only found 22 data in Jess' utterances. As Coates (2004, p. 135) pointed out, men tend to hold the floor as dominant people which they very concern with status. But here in this research, the researcher found that Jess did not too hold the center stage in his utterances when communicating with others.

The researcher concludes that the speech features are dynamic. It is not absolutely that women will use women's speech features and men will use men's speech features. Lakoff (1973) and Coates (2004) only proposed the generalization and the tendency of women and men using their speech features. It is still influenced by the existing context of the conversation.

## **5.2 Suggestion**

This research is important because it examines the speech features used by the main female character and the main male character in the "Bridge to Terabithia" movie. There are still several problems about this topic such as how the speech features can affect the relationship between the main characters and other characters, or how the speech features can reveal the power of someone in society, and so on. However, these can be discussed in the next analysis. The researcher hopes that this research can be beneficial for the next researchers who are willing and curious to analyze a topic about speech features as an additional contribution.

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