ANALYSIS OF GENDER-BASED LANGUAGE FEATURE OF THE MAIN CHARACTERS IN THE MOVIE *CANDY JAR*

A THESIS

In Partial Fulfilment of the Requirements for

S-1 Degree Majoring Linguistics in English Department

Faculty of Humanities Diponegoro University

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I honestly confirm that the thesis entitled *Analysis of Gender-Based Language Feature of the Main Characters in the Movie Candy Jar* has been compiled by myself and without taking any results from other researchers in S-1, S-2, S-3, and diploma degree of any university. I also ascertain that I do not quote any material from other publications or someone's paper except from the references mentioned.

Semarang, August 21st, 2019

Rizka Laksmi Paramita

MOTTO AND DEDICATION

Don't worry about failures,

worry about the chances you miss

when you don't even try. – **Jack Canfield**

Effort makes you.

You will regret someday if you don't do your best now.

Don't think it's too late to keep working in it. – **Jeon Jungkook of BTS**

This paper is dedicated to my parents

for loving and supporting me in any situation.

Thank you for everyone

who gives me emotional support in finishing this study.

APPROVAL

ANALYSIS OF GENDER-BASED LANGUAGE FEATURE OF THE MAIN CHARACTERS IN THE MOVIE *CANDY JAR*

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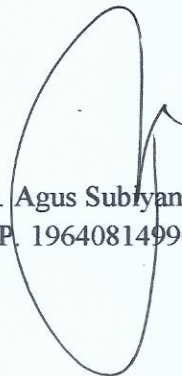
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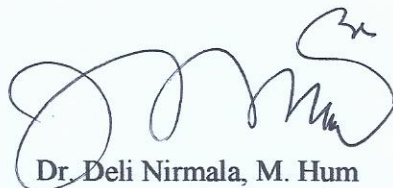
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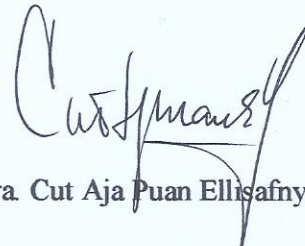
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I realize that this thesis is still not perfect yet. I, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better. Lastly, I expect that this thesis can be useful to everyone who reads it.

Semarang, Agustus 21st, 2019

Rizka Laksmi Paramita

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ABSTRACT

There is no equality about gender in the past including the use of language thus Lakoff made a language feature classification about "Women's Language". There must be differences of the use of language used by women and men because they have different mental state and behaviour. The objective of this study is to identify the gender-based language features and to examine the factors influenced the main characters in using the language feature in the movie *Candy Jar*. This study mainly used Lakoff's classification of language features as a reference. It is included as descriptive qualitative research with non-participant observation technique, and referential identity method is then chosen to analyse the data. The data is from the script of the movie and it is collected by using purposive sampling technique. The result showed that Lakoff's language feature classification is not relevant anymore because women are now showing their power through the use of language, and men are not afraid to be considered as weak or to weaken their image by occupying so-called women's language in their utterances. This study concluded that women's language would be better considered as powerless language because it contains features that are used by people who are lack power, and there are other factors other than gender in influencing people produce utterances, such as social class, ethnicity, and even age.

Keywords: sociolinguistics, language features, gender, movie

CHAPTER I

INTRODUCTION

1.1   Background of the Study

Language and gender has been around and been discussed for so many years, and it makes language and gender become one of the most discussed topic in sociolinguistics. As a human being, language is needed in order to make a good communication with other people. It can be used differently according to gender, region, religion, age, social class, and even level of education. Eckert (2003) defined gender as something we do not born nor have, but it is something we perform in society. Language and gender specify the social roles of men and women in relation to linguistic features in society. The linguistic features can be the structures, vocabularies, and the way men and women using particular languages. The differences of the usage of linguistic features are usually discussed in language and gender issue.

Men and women have their own way to deliver their opinion and ideas, and to show their feelings towards something. The differences of men and women language happen because in general men and women have different conversation goals. They might say the same things, but they actually have different purpose in saying the things. There are also differences when man and woman have conversation; men tend to seek hierarchy and status while women tend to create solidarity and connection (Wardaugh and Fuller, 2015). Because of the issue,

Lakoff (1975) made a classification about "Women's Language". It discussed women's language features such as level of grammar, choice of lexical items, and syntactic performances. Though men do not have particular language features, men tend to do interruption (Zimmerman and West cited in Coates, 2013), topic control, and talk dominance. There are also some factors that influences people in making utterances, such as social, stylistic, and linguistics factors according to the context being discussed.

Candy Jar was a comedy movie directed by Ben Shelton and written by Chad Klitzman. It was released on April 27th, 2018 on Netflix. There were two main characters in the movie, one female and one male character. The movie was about two high school debate champions who hated each other and they had to compete against each other in a debate competition. They competed to win the debate competition so that they could get into their dream college. However, they failed to join the competition because of the argument fight of their mother. Instead, they had to compete together as a team on the state debate competition. In the process of preparing for the competition, they argued a lot because of their different style and personality. Most importantly, there were of course different use of language features used by the female and male character when they communicated with each other; thus I wanted to analyse the different use of linguistic features used between the two main characters and the factors that influenced them in producing the language features.

1.2   Research Question

According to the background of the study above, I stated two question as follows:

1)   What are the types of gender-based language features used by the main characters in the movie?

2)   What are the factors influenced the main characters in producing the language features in the movie?

1.3   Purpose of the Research

Based on the research question above, I had two purposes in conducting this research namely:

1)   To identify the types of gender-based language features used by the main characters in the movie.

2)   To examine the factors influenced the main characters in producing the language features in the movie.

1.4   Previous Studies

Language and gender issues is one of the most discussed topic in sociolinguistics, and it makes many researchers discussed it. Therefore, I found some references in relation to the topic related to my study. First, a study entitled "Women Language Used by the Main Characters of "Mockingjay" Movie" (2016) by Aini. The results of the study showed that both the female and male character used lexical hedge, rising intonation, intensifier, super polite forms, and tag

question; emphatic stress only used by the male character, and precise color terms only used by the female character. The main characters did not use empty adjectives, hypercorrect grammar, and expletive words in their speech. Though the female character of the movie described as a rebel, strong and powerful woman, the use of rising intonation, lexical hedge, and tag question in her utterances showed that she was just a normal woman who could lack of confidence and insecure. The use of women's language features in the male character's utterances also showed that man could be soft sometimes. The difference between the study and my study was that it discussed the functions of the language features while my study discussed the factors in producing the language features.

Then, there was a study about "Conversational Styles and Misunderstanding in Cross-sex Conversations in "He's Just Not That into You" Movie" (2016) by Aryani. This study was conducted because the writer was curious about how gender could affect the use of language that led into misunderstanding between the characters in the movie. There were twelve conversation styles mentioned in the study namely qualifiers, controlling the topics, verbal fillers, intensifiers, swear words, compound requests, tag questions, questions, interruptions, overlapping, talk domination, and silence. It found out that there was no occurrence of silence in the man's utterances, and compound requests in the woman's utterances. The results showed that the man dominated the whole conversation as the woman only dominated in qualifiers and silence features. The woman used qualifiers to soften her utterances, and used silence to show her hesitancy in sharing her feelings and problems. The factors that affected misunderstanding between the characters'

conversation were involvement vs. independence, and message vs. metamessage. It stated that women tended to use involvement, while men tended to seek independence in conversation. Furthermore, the man tended to focus more on the message level whereas woman focused more on the behind message of the man's utterances. Though the study and my study both analysed language and gender issue, my study focused on the use of women's language in the female's and male's utterances meanwhile the study focused more on the conversational styles and misunderstanding in female and male conversations.

Next, there was a study entitled "An Analysis of Woman's Language Features Used by Mia in The Princess Diaries Movie" (2018) by Monica Leoni. The results of the study discovered there were eight of ten women's language features in Mia's utterances namely lexical hedge or fillers, intensifier, superpolite forms, hypercorrect grammar, emphatic stress, tag question, rising intonation, and empty adjectives respectively. The study also showed that gender influenced the use of women's language features used by the main character Mia in facing her social life and reputation as a fifteen-year-old princess. There were five functions of women's language features found in Mia's utterances namely to express uncertainty, to get response, to soften an utterance, to start a discussion, and to express feelings or opinions.

There was also an interesting study that discussed "Gender Characteristics in A Conversation on Social Media" (2018) by Ibkar. The results showed that males also used "women's language" features to adapt their utterances and try to be friendly with females by using hedges, politeness, and empty adjectives. The

females also made them less strict and more friendly by using emphatic stress, and slang words. The study stated that the classification of language features by Lakoff's had not been used since then because there was "women's language" that was also used by males in conversations. In online conversation, both males and females treated each other equally because the conversation did not involve any physical features. Therefore, there was no gap between them in online conversation unlike in real life conversation where interruption and dominance could be seen between genders. However, in online conversation males somehow changed their way in communicating with others especially females, and it could make different perspective towards both genders. The differences between this study and my study was in the object of the study; my study used a movie as the object while the study used conversation in social media as the object.

Finally, there was a journal article entitled "Gender Representation in Men's and Women's Fashion Magazine" (2019) by Kasmiran and Ena. There were some women's language features according to Lakoff (1975), and one of them was precise color terms. This study focused more on the different use of basic and specific color terms used in men's and women's magazine. The most mentioned basic color in women's magazine was pink, while in men's magazine was red. Orange was the least mentioned color in both magazines. Meanwhile, there were 32 kinds of specific color terms mentioned in women's magazine, and it only showed the color of navy, silver, gold, burgundy and cream in men's magazine. The use of specific color terms was to describe certain fashion items in the magazine. It stated that men also used specific color terms even though it was not as much as

women, thus there was no clear-cut of gender differences in using language. The study was pretty much different to my study. My study analysed all of the features of women's language while the study only analysed the color terms used by females and males. Then, the object of the study; the study used magazine while mine used movie as the object.

1.5   Scope of the Study

This study was a sociolinguistics research. It discussed how language and gender worked in society. This study examined more about the different use of language features between teenagers in the movie entitled *Candy Jar*. Although, so many conversations happened done by various characters in the movie. I chose to focus on the main characters, which consisted of one female and one male, utterances as the object in this research. In analysing the data, I used the classification of Woman's Language proposed by Robin Lakoff (1975).

1.6   Significance of the Study

Theoretically, I hoped this study can be used as a reference by other researchers, and the results of this study could be understood better by other students who learnt about language and gender especially language features differences in relation to gender. This research was conducted in hoping that it could provide knowledge about language features differences in relation to gender, and made people understood why such phenomenon happened in practical use.

1.7 Writing Organization

This study was divided into five chapters namely introduction, theoretical framework, research method, data and analysis, and conclusion. Chapter I described the reason why the writer chose the topic to be analysed, and the purpose of the research. Next in chapter II, the writer explained some theories that needed and used for analysing the data. Whereas, chapter III illustrated how the writer collected the data, and the methodology used to analyse the data. Chapter IV was data and analysis; the writer examined and analysed the data for completing the research question. Then, in chapter V the writer concluded the research by summing up the important point of the study.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Language and Gender

Language is a tool that is used by human to communicate ideas, thought, emotion, and desires. Though gender is often associated with the term sex, those are different. The term "sex" referred to the the physiological distinction between females and males, whereas "gender" referred to social and cultural elaboration of the sex difference (Chambers, Trudgill, and Estes, 2003). According to Eckert (2003), gender did not just exist, yet it was continually produced, reproduced, and even changed through people's performances of gendered acts. The structure of gender could be defined not only by participation in certain kinds of speech activities and genres, but also by conversational patterns. Holmes and Meyerhoff (2003) stated that a variety of metaphors shows that gender could be obtained as activity, performance, and accomplishment. The use of gender referred to the social, cultural, psychological constructs derived from biological differences. Gender difference was not only a reflection of speeches between male and female, but also a reflection of their different living styles and attitude (Lihong Gu, 2013).

Lakoff (1975) stated that there was no equity existed between men and women; they considered "separate but equal". However, women and men might also be thought of as belonging to different social groups called gender groups (Finnegan, 2011). Women tended to be "other oriented" emphasizing social community and mutual dependence, while men tended to be "self oriented" who

often made statements about their own character and abilities (Johnstone, 1990). Men and women had different conversational goals. Often times, they might say the same things though it actually meant different things (Wardaugh, and Fuller, 2015). Girls used language to create and maintain cohesiveness and the activities were generally cooperative and non-competitive whereas boys tended to have more hierarchically organized groups (Romaine, 2000).

There is contrasting conversational goals of communication between women and men that lead into contrasting conversational styles. Tannen (1991) defined men's style as "report talk" and women's style as "rapport talk". Though men were more talkative in public, they preferred to solve problems rather than talk about them, they were reluctant to ask for help or advice. On the other hand, women liked to tell each other of their troubles, freely asked for information and help, and liked to show appreciation of others' helping efforts.

2.2   Women's Language Features

In the past, there was a clear discrimination towards gender. Men were considered more powerful in all fields compared to women, including linguistically. Because of that, Lakoff made a classification about "Women's Language". However, O'Barr and Atkins (1998) argued that instead of women's language, it would be better considered as "powerless language". It was because the language features showed some characteristics of people, either men or women, who lacked power in society. Wardaugh and Fuller (2015) supported O'Barr and Atkins study. They argued that so-called women's language features were more used by people

who had less institutional power. There were all levels of the grammar of English in "Women's Language", such as lexical choice, syntactic rules, intonational and supersegmental patterns.

2.2.1   Specific Color Terms

Women have their own specialized vocabulary such as in cooking (*sauté* and *knead*) and sewing (*whipstitch*) like men who have their own vocabularies in sports and mechanics. There was a big gap between men and women in using specific color terms (Kasmiran and Ena, 2019). According to Lakoff, color terms like *mauve*, *beige*, *lavender*, and so on were terms only used by women. There were also many studies that showed women had larger vocabularies when talking about colors, and they apparently had superior abilities to match and discriminate colors (Arthur et al., 2007).

In comparison to women, colors did not become men's concern in real life (Kasmiran and Ena, 2019), and they found it amusing because they viewed such term irrelevant to the real world. Kasmiran and Ena (2019) also stated that though men used specific color terms, it was only used because of the need to describe specific matter such as fashion. According to Simpson and Tarrant (cited in Arthur et al., 2007), women used more elaborate color terms, while men used simpler color terms. Rich (cited in Arthur et al., 2007) also suggested that women used more extensive color vocabulary and more "fancy" color words. Women differentiate color to various shades from the light to the dark shade, for example there are *rose*, *crimson*, *scarlet* names to red colors. The use of specific color terms by women is

because women were not expected to make decisions in important matters. Thus, the use of specific color terms is a way women participate in the real-making decision of life.

2.2.2 Avoidance of Swear Words

According to Eckert (2003), swear words were expression of very strong emotion. Swearing and cursing were pure male habit, and those were often known as the typical male language (Oktapiani et al., 2017). Swear words could be used when someone showed anger or deep frustration. For example:

(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.

When looking at the sentences above, it could be assumed that *(a)* was women's speech while *(b)* was men's speech. Because of the expletive words limitation, women found other alternatives for the use of words "*shit*", "*damn*" to "*oh dear*", "*goodness*", or "*oh fudge*". Those two variations showed an emotion conveyed in a sentence corresponded to the strength of the words. Both men and women used taboo language when they were in angry mood, yet men used swear words much more than women (Hashamdar and Rafi, 2018). Additionally, Vincent (cited in Eckert, and McConnell-Ginet, 2003) stated that young women used taboo words in large numbers though many men and women were still uncomfortable hearing those words from women's mouth. However, the increased amount of the use of expletive words used by women in expressing anger could represent challenge of male domination and claim authority. Cheshire (cited in Coates, 2013)

found in her study that young girls from working-class background wanted to subvert traditional gender roles by adopting linguistic strategies associated with male speakers. Chandra and Yulia (2018) also stated that vulgar or curse words gave women chance to not let the stereotype created by men to control them.

2.2.3 Empty Adjectives

Empty adjectives were affective adjective that were used to express feeling with no significant meaning (Arvidsson, 2009). Those were used to show admiration for something. It conveyed an emotional reaction rather than specific information. Jespersen (cited in Sunderland, 2006) found in his study that women differed from men in their extensive use of certain adjectives. The vocabularies that were considered as adjectives used only by women were:

Neutral	*Woman Only*
Great	Adorable
Terrific	Charming
Cool	Lovely
Neat	Divine

Furthermore, Lakoff also stated that women should be careful to choose the choice of word. This feature was only applicable in certain situation and condition such as in trivial situation as for amusement for the speaker herself. Xia (2013) claimed that women's language was interesting because women tended to use adjective to describe things and feelings. It could show that women were more sensitive to the environment and more likely to express their emotion with words.

2.2.4 Tag Question

The use of tag in English is midway between an outright statement and a yes-no question. The example of tag question,

(a)   The crisis in the Middle East is terrible.

(b)   The crisis in the Middle East is terrible, isn't it?

According to Lakoff, women used (*b*) form more in a sentence than men. It was used when the speaker and the addressee already knew what the answer must be, and the speaker needed confirmation. Siegler and Siegler (cited in Coates, 2013) study supported Lakoff hypothesis, they found that tag question was most often attributed to women. However, it was more about what speakers' attitudes were, and it did not mean women always used more tag question. Women also used this feature to exercise their conversational power (Cuellar, 2006).

However, Dubois and Crouch (cited in Sunderland, 2006) found that men used tags more than women. Carter et al (2018) argued that men were more likely to ask question especially in event like seminar. Yet, Baumann (1976) argued that women and men used tag question in about equal proportions. Women used question as part of conversational maintenance, and men used it as request for information (Wardaugh and Fuller, 2014). The use of tag question was considered polite because it did not force the agreement or belief on the addressee.

2.2.5 Rising Intonation

The intonation of the question had a high-rising tone at the end of the sentence (Eckert and McConnell-Ginet, 2003). It was in the form of a declarative

answer to a question, and had the rising inflection typical of a yes-no question. It was used when someone lacked knowledge, or hesitant to answer, for example

(a)   When will you come to my home?

(b)   Oh…around next week…?

The situation above was (*a*) wanted to provide confirmation, and (*b*) said "next week, if that is fine with you" however (*b*) sounded unsure when he said it. The consequences women might face when they used this feature were not being taken seriously or trusted with any real responsibilities because women could not even make up her mind, and were not sure of themselves. McConnell-Ginet (cited in Weatherall, 2002) stated that women tended to use this feature more than men. Bi (2010) also stated that women liked modulating the intonation, speed, and volume when they spoke. Women and adolescents used rising intonation more on declaratives than men (Holmes and Meyerhoff, 2003). However, Kortenhoven (cited in Eckert, and McConnell-Ginet, 2003) found that there was rising intonation in almost every utterance of preadolescent boys' narrative.

2.2.6   Hedges

Hedges are words or phrases to make a statement less forceful and assertive such as "probably", "perhaps", "kind of", "I think", "I guess", "I wonder" and so on while words such as "well", "you know", and "like" are called filler. It is a pause-shaped words or phrases which can appear anywhere in a sentence, and it can be omitted with no change in context. Both hedges and filler were used when someone expressed her/his certainty or uncertainty toward what was s/he talking about.

Eckert (2003) stated that many linguists found the occurrences of "like" and "you know" were used more by women than men.

Hedges could also be used to simplify an act of unkindness of a statement for the sake of politeness and not to offend anyone, for example "*John is sort of short*". According to Lakoff (1975), hedges tended to be used more by women since they were told that asserting themselves strongly was not a feminine or ladylike act. Houghton (cited in Eckert, and McConnell-Ginet, 2003) examined that hedges were used among women especially young women. However, Miettinen and Watson (2013) argued that women did not use hedges more than men.

2.2.7   Intensifier

On the contrary of hedges, intensifier was used to increase the effect of a verb by using an adverb that strengthened the emotional content of the word (Sardabi and Afghari, 2015), for example,

(a)   I feel *so* unhappy!

(b)   That movie made me *so* sick!

However, we could substitute *so* for absolute superlative such as *just, very, really, utterly*. Yet, there was a "double standard" in using intensifier. Burgoon, Birk, and Hall (cited in Holmes and Meyerhoff, 2003) argued that when male speakers used greater expression of intensity, it was perceived as an effective tool for reaching interactive goals meanwhile women were judged as more effective when using less intensive and more neutral style. However, Precht (cited in Eckert, and McConnell-Ginet, 2003) found that women used intensifier more than men. It

was usually in the form (*so + adjective and so much*) and (*totally or really + verb or adjective*). Nevertheless, there was study conducted by Fahy (2002) argued that men used intensifier much more than women; men used four of the five intensifiers listed (very, only, never, always, every).

2.2.8 Emphatic Stress

Since women are considered powerless than men in society, it makes women not being well-listened, and their words are considered having no effect when speaking. Emphatic stress could give several meanings depended on the placement of stress and its intensity at words of a sentence (Betti and Ulaiwi, 2018). According to Lakoff, this feature was used only by women to strengthen an utterance, and to make sure that the addressee understood with what the speaker had said. This feature could also be used to show emotion of women because they were sometimes exaggerating something, for instance "*He is **really** handsome*" and "*The movie is **marvellous**, it is **the best** movie of the year*". Giving certain intonation when speaking considered natural, it was an audible signal of the inner emotional state of the speaker (Eckert, 2003). McConnell-Ginet (cited in Weatherall, 2002) found that men showed less variation in fundamental frequency and they shifted frequency less often than women. Fundamental frequency was how fast the vocal cords were vibrating and was associated with perceived pitch, whether it was high or low.

2.2.9 Hypercorrect Grammar

Women are usually more concern when it comes to grammar. Ali (2016) stated in his research that female students followed grammatical rules more than men. It was because they inclined to use more standard forms and exact syntactic structures (Jinyu, 2014). This feature involved an avoidance of vulgar terms such as "*ain't*", and specific pronunciation such as dropping the final 'g' sounds in words like "*singing*" into more causal form *"singin'"*. The use of correct grammar and choice of vocabulary could determine someone's intelligence and status. Furthermore, women wanted to show their good education and status in their speech and pronunciation (Jinyu, 2014).

2.2.10 Super Polite Forms

Women were expected to be polite and speak with standard forms (Holmes cited in Pebrianti, 2013). According to Lakoff (1975:19), politeness involved an absence of a strong statement, and women's language was proposed to prevent the existence of strong statements. Women were taught to say a basic manner such as saying "*please*" and "*thank you*" as an act of mannerism. The instances of polite forms were such as "*I would really appreciate it if . . .*", "*Could you please open the door, if you don't mind?*". Kurniaty et al (2018) stated that politeness somehow created distance to the addressee. They supposed that politeness was developed by societies in order to reduce friction in personal interaction. According to Eckert (2003), women used this feature more because of their concern for others.

Rundquist (cited in Eckert, and McConnell-Ginet, 2003) studied several kinds of indirectness then she found out that men used polite forms more than women.

2.2.11 Lack of Humor

According to Lakoff (1975), women tended to ruin the punchline, mixed up the order of things whenever they wanted to tell jokes. Hence, Lakoff assumed that women just did not have sense of humor in general. Crawford (cited in Holmes, 2006) stated in his study that there were many literatures defined female as a person who lacked both the ability to appreciate others' humor and the ability to create humor. It was more like men made more jokes and women laughed harder. As found in Coates (2013) study, it showed an event where the woman did not initiate any humorous act, but she contributed supportive laughter in conversation. There was a finding in Holmes's which was supported by Mullany's (cited in Coates, 2013) mentioned that humor was more likely to occur in meetings where there were more women while male-dominated meetings produced fewer instances of humor. Holmes (2001) also said that women tended to have well-developed sense of humor and they were able to draw humor as a resources in meetings. The reason women produced humor were to build group solidarity and to reduce power differentials. Swedish feminist and comic artists used humor as the way of exercising power through laughter, with the objective to change their readers' word view (Lindberg, 2016).

2.3   Men's Language Features

Actually, there is no specific features of men's language. However, there are differences in men's speech compared to women's. Aryani (2016) found that there was higher frequency of men in using controlling topics, interruptions, overlapping, and talk domination. According to Crawford (1997), there were 96% occurrences of interruption made by male speakers in mixed-sex conversation. West and Zimmerman (cited in Coates, 2013) stated that males interrupted their conversational partners three times as often as female did. However, Coates (2013) said that men rarely interrupted one another, it was only when they were talking to women. Even when women had high status, they still had tendency to be interrupted (Woods, as cited in Coates, 2013). There was an instance which female physicians were frequently interrupted by male patients (West, cited in Coates, 2013).

Pallegrini (1980) argued that men tended to dominate in mixed-sex conversation. James et al. (cited in Ehrlich et al., 2014) also stated in their study that in adult mixed-gender interaction, it showed that males talked more than females. In addition, Coates (2013) suggested that women introduced more conversational topics, but men who did the talking; men were more likely to decide which topics would be picked and elaborated. It also showed that men used more expletive words in their speech.

There is another method used by men in showing their dominance in conversation. Jack Sattel (1983) mentioned that inexpressiveness was men's way to show their social dominance, and it could be used as a method of achieving and

maintaining control in interaction. He added that the use of no response and silence were used by men as part of male dominance. It can be concluded in accordance with explanations above that men tend to dominate, and take advantage of their power when they have conversation with women.

2.4 Factors Supporting the Use of Language Features

Sociolinguistics is the study of the relationship between language and society (Wardaugh, and Fuller, 2015). Furthermore, Coulmas (cited in Wardaugh, and Fuller, 2015) stated that language varieties and patterns of use associated with social attributes such as class, sex, and age. Labov (cited in Chambers, Trudgill, and Schilling-Estes, 2003) originated a concept that proposed linguistic entity varies according to three types of parameters which consisted of social parameters (age, sex, social class, ethnicity), stylistic parameters (casual, careful, formal), and/or linguistic parameters (segmental, suprasegmental). In addition to that, non-linguistic factors such as social class, gender, and ethnicity often interact. Shakespeare (cited in Coates, 2013) also stated that linguistic behavior might be associated as much with social class or with ethnic group as with gender, for example swearing was related not only to gender but also to social class.

Gender is the sexual identity of a person in relation to culture and society. Gender affects language variation by influencing the language choice between men and women. A man and a woman's speech differ from one another in matters of degree. Men's language can be direct, non-standard, and aggressive. Women's language can be less harsh, emotional, and standard in practical use in society. Based on Eckert and McConnell-Ginet (2003), the use of gender could not be

described at its own. Gender interacted with other hierarchies such socially constructed categories as class, age, ethnicity, and race. Many sociolinguistics studies made classification of social classes based on the factors such as education, occupation, or a combination of these with income, residence, and membership in social institution (Labov, 1990). Social class is also intertwined with gender, sexuality, race, ethnicity, nationality, and other factors to make people who they are continually becoming. Ethnicity refers to a group of people sharing the same cultural characteristics. Ethnicity that is found among groups contributes to the differences of their use of the English language. The other factor that related to gender other than social class and ethnicity is age. Age described a characteristic of linguistic variation and change in the speech behavior of individual speakers as they got older (Holmes, 2001). There is term "age-graded" when discussing language and age. It is kind of differences in speech habits within a community that are associated with age. Age-grading occurs when individuals change their linguistics behavior throughout their lifetimes, but the community as a whole does not change.

Primarily, there was an intersectional or intersectionality concept in sociolinguistics. It was aspects of identity such as gender, ethnicity, or social class that could not be separated and being intertwined to each other (Wardaugh and Fuller, 2015). There were studies that explained plausible reasons why men and women (or boys and girls) acted the way they did. Those studies showed not only the varied ways of performing gender and learning language but also the interconnections with other factors such as class and ethnicity (Ehrlich, Meyerhoff, and Holmes, 2014).

CHAPTER III

RESEARCH METHOD

3.1 Type of Research

This research belonged to sociolinguistic field that concerned about language and society. In this case, this study focused on language features and its use differences based on the gender. This study included as a descriptive qualitative type of research; it described the phenomenon of the use language features in relation to gender, and it used non-numerical data to be analysed. This study analysed the utterances of the main character in the *Candy Jar* movie. It used more literature review from books, journals, and articles as references in analysing the data.

3.2 Data, Population, Sample, and Sampling Technique

The data for this research were from the utterances of the main characters, named Lona and Bennett, in the movie *Candy Jar*. The movie itself was released on April 27th, 2018 on Netflix. The population of this study was all utterances of both of the main characters in the movie meanwhile the sample of this study was the utterances containing certain language features that were used by the main characters. Purposive sampling technique was used in order to choose the data that had particular language features used by the female and male character of the movie.

3.3 **Method of Collecting Data**

In collecting the data, I used non-participant observation technique because I did not involve in making utterances that can be used as data. Then, I did note-taking method by taking notes the utterances that had particular language features used by the main characters. Firstly, I downloaded the movie, then I watched the movie to observe the conversation happened between the two main characters. Next, I found the language features differences used by the female and male character. Furthermore, I examined the factors that influenced the main characters in producing particular language features in their utterances

3.4 **Method of Analysing Data**

In analysing the data, the writer used referential identity method as in Sudaryanto (1993). It was used to analyse the data to discover the language features in the utterances of the main characters. There were several steps in conducting this research, as follows:

1. Download the *Candy Jar* movie from the website www.indoxxi.com.

2. Watch the movie to observe the conversation between the two main characters.

3. Make a transcript of the utterances of the main characters for analysing the data.

4. Take notes of the utterances of the main characters containing language features.

5. Categorize the language features based on the gender, and identify the use of language features used by the female and male character with Lakoff's classification of language features.

6. Examine the factors influenced the main characters in producing language features.

CHAPTER IV

DATA AND ANALYSIS

4.1   The Description of the Characters

Candy Jar was a movie about the intense rivalry between two debate champions in Hemlock Prep Academy high school. There were two main characters in the movie; the female character was named Lona and the male character was named Bennett. Both of them had been raised by a single mother. However, they came from different social background. Bennett was the adopted son of a driven and ambitious state senator. In contrast, Lona was from a lower-income background and her mother was a widow and barista. Their mothers were high school rivals, and they passed the rivalry to them. As a result, Lona and Bennett had been competing and arguing since they were kids. The rivalry of them became severe when they fought over the president position of their debate club. Yet, there was one situation when they forced to work together to compete in the debate state championship to apply to their dream school, the Ivy League college.

The use of language, and the choice of words when speaking somehow could be determined by someone's social background. As related with this study, the character Lona came from lower-working class, Cheshire (cited in Coates, 2013) stated that female who came from lower-working class background tended to use more swear words. In fact, Lona and her mother often times included expletives or swear words in their utterances either as an intensifier or just to express their emotion. Meanwhile, Bennett whose mother was a senator, thus it

could be assumed that he came from upper-working class rarely used expletives when he interacted with his mother.

4.2 Findings

According to the data, the female character of the movie used more language features in her utterances than the male character. However, there were certain features that were not corresponded with Lakoff's classification of language feature such as the use of specific color terms, swear words, and rising intonation. According to Lakoff, specific color term tended to be used by women, however in this study there was no occurrence of it in the female character's utterance, and instead it found in the male character's utterance. Though Lakoff stated that female tended to avoid the use of swear words, this movie showed the opposite result. In fact, Lona used more swear words than Bennett in her utterances. However, the use of rising intonation was dominated by Bennett. There were three functions of it; it was used to express uncertainty or doubtful feelings, annoyance, and excitement. The functions of rising intonation as mentioned before which were commonly used by women to express their emotion somehow also used by Bennett. It showed that in this case the use of rising intonation was different to what Lakoff's study had stated. Based on the data, there was a slight difference in the use of emphatic stress. It meant that both of the main characters were equally expressive in showing their emotion. Furthermore, the movie showed that Lona was still lacking in making humor compared to Bennett.

There were factors other than gender that influenced the main characters in producing their utterances, such as social class, ethnicity, and age. Social class factor affected the use of swear words of the female character because she came from lower-working class. Ethnicity factor also had a role in influencing the main characters in producing polite term in their utterance. The female character who was native American would know better the appropriate rule of conversation compared to the male character who was an African-American. On the other hand, age factor was not really shown in the movie. However, there was difference in the use of Lakoff's language features classification and the data of this study. It showed that language has been changed through years.

4.3   Data Analysis

4.3.1. Language Features

1.   Specific Color Terms

Though many linguists stated that women tended to use more specific color terms than men, based on the data, there was no occurrence of specific color terms used by the female character. However, there was one occurrence found in the male character utterance's that was crimson. Crimson is a strong, red color. It is slightly bluish-red colors that are between red and rose.

> Lona: You look good in red.
> Bennett: It's ***crimson***. (Data 1)

In the conversation above, Lona said that Bennett looked good in "red" to which Bennett responded Lona's statement by correcting the specific color of red by saying "It's *crimson*." The reason Bennett used specific color terms in his

utterance might be because he wanted to add a little humor in his conversation with Lona by correcting her statement. Nevertheless, the absence of specific color terms said by Lona was because she mainly talked about her education in her utterances, and she could not use her floor to talk about color because there was not particular topic that was suitable to talk about color. On the opposite of Lona, Bennett could smartly use his floor to add specific color terms in his utterance. This showed that Lakoff's study was no longer valid. There were no gender differences in using language terms, including the use of specific color terms. It proved that the use of specific color terms was genderless; it could be used either by woman or man. Furthermore, when there was a man using specific color terms in daily conversation, he no longer considered damaging his image.

2. Swear Words

According to Lakoff, women tended to avoid the use of swear words in their utterances because it was unsuitable to women nature. However, the female character of the movie seemed speaking more swear words than the male character. She used swear words twice as many as the male character. As can be seen from the data below, Lona said various kinds of swear words such as *crap, stupid, dick, sucks*, and *damn* compared to Bennett.

Lona	Bennett
- It's a matter of fact that he is a **dick** to everyone every day all the time. (Data 3)	- You meant to say you have "a" **stupid** face. (Data 8)
- You have... **Stupid face**! (Data 4)	- Wow! So it's all **bullshit**? (Data 9)
- I meant to say that you're a **dick**. (Data 5).	- Next year scares the **shit** out of me. (Data 10)
- Getting into college **sucks**. (Data 6)	
- Well, **damn** it. (Data 7)	

Based on the data above, the use of swear words had functions as instruments not only to show anger or annoyance but also to express feelings. Lona and Bennett used swear words to show their annoyance or frustration by saying mockery words to offend their speaking partner as can be seen in data 3, 4, 5, and 8. Similarly, data 6, 7, 9, and 10 used to show the main characters' feelings. Data 6 was occupied by Lona to show their disappointment after getting rejected by her dream college, and data 10 was occupied by Bennett to show his worry towards his future after getting rejected by Yale University. He thought that getting into Yale was the only way of becoming success, so when he got rejected by Yale he began to lose his hope. They somehow felt betrayed by their own efforts after struggling to maintain their accomplishment both in school grades and all the debate tournament they had participated, yet they eventually got a rejection letter.

Therefore, the studies of Vincent (cited in Eckert, and McConnell-Ginet, 2003) and Cheshire (cited in Coates, 2013) were more applicable in this study rather than Lakoff's study. Vincent said that young women used taboo words in large numbers than men, and Cheshire stated that young girls from working-class background usde swear words to subvert traditional gender roles. Lona herself was a teenager who was in her final year of high school; she also came from a lower-

working class background. As Lona's character correlated with Vincent and Cheshire study, it can be concluded that this feature in this study supported their studies.

3.   Empty Adjectives

Empty adjective is a meaningless adjective that is used to show an admiration of something. It also uses to convey an emotional reaction rather than informational content. It is usually used more by women than men in a conversation. This feature has functions to soften an utterance, and to add friendly element to a sentence. According to the data, both Lona and Bennett produce one occurrence of empty adjective in their utterances.

Lona	Bennett
- Yeah, I know. It's **awesome**. (Data 11)	- I've also raised more money than she has for our program, and for our school and for that **lovely** building... (Data 12)

There are many adjectives that are used by both of the main characters such as *good, nice, great, bad, smug*, and many more. However, there is a thing that differ empty adjective from commonly used adjective. The difference between adjective in general and empty adjective is that common adjective gives extra information about something whereas empty adjective emphasizes more about emotional reaction rather than informational content. Based on the data 11 above, Lona said the empty adjective "*awesome*"; the word *awesome* used to express feelings of great admiration, respect, or fear (Cambridge Dictionary). Lona said the word after her monologue admitting that she liked Bennett. She said "*awesome*"

without context; she said it to express her feelings because she thought it was still unbelievable that she liked Bennett after spending many years hating on him.

Meanwhile in data 12, Bennett used the word "*lovely*". The word "*lovely*" itself meant someone or something really beautiful and pleasing to look at (Collins Dictionary). Bennett said "*lovely*" to the building because he might think that it was well-constructed or had a beautiful color paint so that it was pleasing to look at. It might also because he claimed himself that he funded his school including the school program and the school building so that he said it for showing off. Thus, the study of Lakoff that stated only women could use this feature was invalid because the male character was seen not hesitant to use empty adjective in his utterance.

4.   Tag Question

Tag question is midway between an outright statement and a yes-no question. It is usually used for seeking a confirmation from the speaking partner. In other words, the speaker wants the addressee to agree with him/her. Tag question normally is in the form like in data 13 and 19 below. There are two rules in using tag question in English; first, a positive statement uses a negative tag, and secondly, a negative statement with a positive tag in a statement.

Lona	Bennett
- You just want to ruin my chances of getting into Harvard, **don't you?** (Data 13) - Mom, you won, **okay?** (Data 14) - I'll see you tomorrow, **okay**? (Data 17) - Facts over feelings, **right**? (Data 18) - He thinks I actually like him. **Don't you**, Bennett Russell? (Data 19)	- The only thing I should focus on is that dude in the mirror, **remember**? (Data 20)

The main sentences of the data 13 and 19 above were positive, but the tag question were in the negative form. Both of the data 13 and 19 were monologues of Lona speaking her thoughts in her mind. Data 13 happened when Lona and Bennett were fighting over the president position in their debate club. Lona then claimed that Bennett was trying to ruin her chances of getting into Harvard. Additionally, data 19 was when Lona assumed Bennett thinking that she liked him. Though the two of the data above were just in Lona's mind, it had function to ask for confirmation. She wanted to know that what she was thinking was right.

However, sometimes a single word could be placed at the end of a statement to change it into a tag question such as in data 14, 15, 16, 17, 18, and 20. Lona used words such as "*okay*" and "*right*" as a tag question at the end of her utterances. As can be seen from data 17 above, the tag meant that Lona had decided that she would meet Bennett 'tomorrow', and she did not want an answer from Bennett yet she was expecting that Bennett would agree with her decision. It was the same with data 18, Lona used the word "*right*" as tag question to her audience in the debate tournament for asking confirmation whether they agreed to her statement that fact was more important than someone's feelings. In contrast, Bennett used the word "*remember*"

as tag question in his utterance. He used it when he was having an argument with his mother and get frustrated because of his mother's stubbornness. He, then, asked the statement his mother used to say to him to remind her.

Both of the main characters of the movie used this feature to get a response, and to seek a confirmation from their partner. When using this feature, usually the speaker already knew what the answer was, s/he only wanted confirmation by asking a question regarding to her/his statement. It could also be considered that the speakers used tag question to express their uncertainty because they unsure whether the addressee agreed with them or not.

Based on the discussion above, the tag question feature still referred to Lakoff's study of language features because the female character used more of this feature than the male character. The data and discussion above also referred to Cuellar's study stated that women used tag question to exercise their conversational power, such as in data 16 and 17. The data showed that Lona did not need confirmation from Bennett, she just wanted Bennett to agree with her decision of meeting him.

5.   Rising Intonation

Rising intonation is usually in the form of a declarative answer to a question, and has the rising inflection typical of a yes-no question at the end of a sentence. Rising intonation mostly uses to express uncertainty, or lacks of knowledge.

Lona	Bennett
- I thought you said I was pulling off Diane Keaton. (Data 21) - That's a keen observation. (Data 28) - Maybe it'll help me get into school, maybe it won't. (Data 29) - I did dunk it. (Data 31) - God, do I detest you. (Data 50) - I don't know how it's gonna work! (Data 52) - Special for you. (Data 56)	- You think we can win this thing? (Data 39) - At that French bakery you love? (Data 40) - Lona, it's... It's cold outside. (Data 44) - They dropped out. (Data 46) - So it's all bullshit? (Data 53) - You don't think I know that? (Data 55) - Congratulations to you. (Data 59)

According to the overall data, the male character used more of this feature in his utterances than the female character. There were three functions of the use of rising intonation namely to show uncertainty or doubt, to express annoyance, and to express excitement. Based on the data, Bennett used more devices in showing uncertainty or doubt, also in expressing excitement while Lona expressed more annoyed reaction in her utterance.

Data 21, 28, 29, and 31 above were examples of rising intonation in expressing uncertainty or doubt by Lona, meanwhile data 39, 20, 44, and 46 were by Bennett. Data 21 showed that Lona was doubtful about her mother statement because her mother previously said that she was pulling off Diane Keaton's style, but just before Homecoming she said that Lona's style looked like an accountant. Lona also expressed her uncertainty in data 28, and it showed that she was unsure with Bennett's statement saying that it was cold; Lona thought that Bennett just found a logic reason to take Lona home. Meanwhile in data 29, Lona expressed her uncertainty whether or not the state tournament could help her to get into college. Lona used rising intonation, and it was the same for Bennett. Bennett also showed

his uncertainty in data 39 by asking Lona whether they could win the state tournament or not. He also showed his uncertainty towards his mother who made him a cookie. Furthermore, he asked his mother if she bought the cookie at the French bakery she liked. Finally, Bennett was confused to find a reason to take Lona home so he just made up the alibi that it was cold outside.

Moreover, data 50 and 52 was used to show annoyance in Lona's utterances, and data 53 and 55 in Bennett's utterances. In data 50, Lona expressed her dislike towards Bennett, and in data 52 she expressed her annoyance because she was confused how she was going to work with Bennett when they had so many differences in personality. On the contrary, Bennett expressed his annoyance in data 53 and 55 because he was frustrated that his mother was so stubborn and did not want to know how was Bennett's feelings upon the rejection of getting into Yale. The table above showed each example of rising intonation expressing excitement by Lona and Bennett in data 56 and 59. Data 56 showed that Lona was excited to give Bennett the cookie that he liked, and data 59 showed how Bennett was getting excited because Lona accepted in Yale instead of Harvard.

The data and discussion above examined that Bennett used rising intonation to express various kinds of feelings or emotions that were usually adopted by women. Hence, it proved that Lakoff's classification of language feature was not applicable in this feature because it was not only female that could use rising intonation, but also male. Furthermore, it showed that rising intonation could be used to express other expressions other than expressing uncertainty depended on

the context of situation, and how the speaker added the intonation in his/her utterances.

6. Hedges

Hedges are words or phrases that are used to make a statement less forceful and assertive. Meanwhile, verbal filler is a pause-shaped words or phrases which can appear anywhere in sentence. It can be omitted without changing the meaning of the context of the message. The main function of hedges and verbal fillers is to show either certainty or uncertainty of the speaker.

	Lona	Bennett
Hedges	- That **sort of** thinking is a loser's mentality. (Data 61) - **I'm supposed** to hate you. (Data 68) - He has no sense that in a few months we'll go our separate ways, **probably** lose contact. (Data 69) - **Maybe** it'll help me get into school, **maybe** it won't. (Data 74, 75)	- **I mean**, but why have a relationship in high school? (Data 77) - **I think** you're right, we wouldn't qualify. (Data 80) - No, **I'm saying** we never... (Data 83) - **Maybe** she doesn't care if she wins. (Data 85) - **Listen**, about what happened last night, I... (Data 113)
Verbal Filler	- It's just, **you know**, Harvard. (Data 88) - **Well**, I was gonna say vague, but sure. (Data 90) - **Well**, damn it. (Data 98) - But, I mean, it's, **like**, her funeral, and so... she should be here, **you know**? (Data 94, 95)	- **Um**... Do you want a ride? (Data 105) - **Well**, we got the regional qualifier tomorrow, so... (Data 106) - Hey, **uh**... I watched that fast food documentary. (Data 107)

The use of hedges and verbal filler has a function to make a statement less forceful. It is also used to not force other people to have the same opinion like the speaker. It is not like the speaker is expressing uncertainty, it is more like s/he lacks

confidence and hesitant to say the statement s/he wants to say. It can also be used as an instrument to not offend other people.

However, based on the data above, hedges mainly used to show uncertainty and to soften an utterance. The words that were signaling uncertainty, for example "*I mean*", "*I think*", "*I wish*", and "*maybe*". On the other hand, the words used to soften an utterance, such as "*I'm supposed to*", "*Honestly*", and "*probably*". There was also one instance of hedges that was used as a device to not offend the speaking partner like in data 61 "That *sort of* thinking is a loser's mentality". The use of hedge "*sort of*" had a function to lessen the effect of vulgar yet blunt statement "That thinking is a loser's mentality". Furthermore, verbal filler mostly used to show how the speaker lacked of confidence and hesitant to speak his/her statement, and the expression that were used in the movie, for example "*you know*", "*well*", "*like*", "*Uh…um…*" and so on. However, it could also be used when someone was confused how to start a conversation and respond the speaking partner such as in data 105 and 107.

The use of hedges somehow could change a meaning of an utterance, and it looked like the speaker gave less force to the addressee to agree with what the speaker had said. In addition to that, it could be used to soften an utterance. In contrast, verbal filler would not change the meaning of an utterance, because it was used to give the speaker a sequence of time to think with what s/he wanted to say. Even though female character used this feature more than the male character, it could be concluded that this feature was a gender-neutral feature because it could

be used by either women or men. It was the feature that could be used in any conversation regardless the topic was discussed.

7.   Intensifier

Intensifier is a feature used to increase the effect of a verb by using an adverb that can strengthen the emotional content of the word. On the contrary to hedges that are used to express uncertainty towards a statement, intensifier has function to emphasize a strong emotions and statement about something.

Lona	Bennett
- She's a **very** popular senator. (Data 143) - You don't think it's **too** revealing? (Data 148) - No, you have **extremely** bad habits. (Data 157) - I **certainly** don't. (Data 158) - It resulted in a **big fat** rejection letter. (Data 164) - You're **not** helping. (Data 173)	- It's **just** a jacket. (Data 178) - I don't think we were **ever really** high schoolers. (Data 195) - Yeah. This is **so** good. (Data 199) - I can **easily** do it. (Data 217) - Eating that junk food could **seriously** damage your organs. (Data 219) - I wanted it **bad**. (Data 218) - My head is **not** sweaty. (Data 228)

However, according to the data, intensifier is used to give an emphasize to an utterance and strengthen the meaning of the utterance by adding an adverb to the verb of a sentence. The adverb can be words, for example "*just*", "*even*", "*so*", "*very*", "*too*" and so on. It can also be adverbs that have –*ly* ending such as *extremely*, *certainly*, *easily*, *seriously,* and many more, such as in data 157, 158, 217, and 219 above.

Furthermore, there were other expressions that could be considered as intensifier such as in data 164, and 218. The sentence "*It resulted in a **big fat***

rejection letter" meant that Lona got a huge rejection letter from her dream college, Harvard, which made her disappointed. In contrast, Bennett said "*I wanted it **bad***" that meant he really wanted to be accepted by Yale University but he got rejected instead. Other expressions that could be used as intensifier and were not mentioned in the table above were "*way*", "*pretty*", "*exact*", "*straight*", and *right.*"

Intensifier could also be used to change the meaning of an utterance by adding an adverb "*not*" to a sentence, for instance like in data 173 and 228 above. Adverb "*not*" that was usually considered as negative could also be used to give an emphasis to a sentence. Negative form would be easily recognized in a statement because it had different meaning to its original sentence.

The use of intensifier somehow could also be determined by word choices and how someone used it; by giving stresses in certain words or phrases in a statement. Based on the data, the male character tended to use intensifier by giving stress to the adverb in his statement (such as in data 178, 199, 217, and 228) meanwhile the female character used intensifier by using various kinds of word choices for example, *extremely, certainly, easily, rarely, humanly, absolutely, actually, straight, right, and big fat* (such as in data 157, 158, and 164). So, in the end we could see how the female and male character used intensifier differently.

8. Emphatic Stress

Emphatic stress is used by giving a certain stress to emphasize an emotion of the speaker. The certain stress can be placed anywhere in a sentence and it can give several meaning depends on the placement of stress and its intensity of the

words of a sentence. Emphatic stress is used to strengthen an utterance, and to make sure that the addressee understood towards the utterance or emotion the speaker has been delivered.

Lona	Bennett
- God, do I detest you. I **loathe** you, Bennett Russell. I **despise** you, Bennett Russell. I **abhor** you... (Data 230) - Him and **me**, **myself** and **I**. We, two! (Data 231) - Are you telling me that I dreamed up all those **classes** and **tests**? (Data 245) - I did everything I thought I needed to do, and... what happened? It resulted in a **big fat** rejection letter. (Data 251)	- Her and **myself**. (Data 257) - Out of everyone in this school, you're **literally** the **last** person I want to work with. **The very, very last**. (Data 267) - I don't think we were ever really high schoolers. (Data 276) - Next year **scares** the **shit** out of me. I don't know where I'll **end up**, or what I'm going **to do**, or what I'll **become**. (Data 281)

Lona used emphatic stress to emphasize her emotion. As can be seen in data 230, she was giving stresses in verbs *loathe*, *despise*, and *abhor*. She used it to express how much he hated Bennett. However, in data 251 Lona showed her disappointment upon the rejection of getting into Harvard with emphasis of words "***big fat*** *rejection letter*". It showed that she was extremely disappointed with the result because she had already worked hard for getting into Harvard. Bennett also showed his emotion by giving emphasize to his statement. In data 267, he emphasized his statement by giving stresses in intensifier "*literally*" and "*The very, very last*". Bennett also expressed his worry about his future by stressing the swear words "*Next year scares **the shit out of** me*" in data 281. It showed that he was very worried towards his future because he thought that getting into Yale would guarantee a success in his life. However, the result announced that he was getting

rejected by Yale therefore he scared about what might be happened to him next year, whether he could fulfil his dream or not.

The use of emphatic stress in this study somehow still referred and supported Lakoff's study that proposed women applied more emphatic stress in their utterances than men. This feature showed that women were not powerless but they tended to be more expressive in showing their emotion and feelings compared to men (for instance, in data 230 and 251). However, emphatic stress could also be used by someone when s/he was not being taken seriously while speaking, and then s/he gave an emphasize to words or phrases they were speaking so that the addressee would pay attention to her/him (such as in data 231, 255, 264, 266, and 271).

9.   Hypercorrect Grammar

According to Lakoff, women tend to concern more about grammar than men when they are speaking. The correct usage of grammar somehow can measure someone's status and education. It is because the speaker must have plentiful lists of vocabulares, and master every grammar structure in English. The speakers of the correct grammar usage mostly speak in the standard forms without using any contraction in their utterances.

Based on the data, there was no occurrence of hypercorrect grammar in the utterance of the female and male character. The main characters of the movie mainly used correct grammar usage in almost of their utterances. One of the reasons why they did that might be because they were members of a debate club, and they had been taken many parts in various topics of debate tournament. As explained in

the movie, debater must read various kinds of research because they needed some data to provide their argument in order to debate. Thus, that was why they became to have many vocabularies and were able to speak in the standard forms. Another reason both of the main characters did not use hypercorrect grammar in their utterance was because the topic of conversations mainly was not that serious and the settings was based on the daily life activity therefore the main characters tended to use casual style in speaking, or rather formal style when they were in a special occasion. There was no need in using hypercorrect grammar because the use of correct grammar could already represent the intention of what the main characters intended to convey.

10.   Polite Terms

Women are expected to be polite in every situation and in order to show politeness, women must speak in the standard form. Hence, grammar and politeness are somehow related to each other. The most basic thing to show politeness is by saying "*please*" and "*thank you*" to other people. Standard form should be used when using politeness, and there should not be a strong statement or expression said to the interlocutors. There is a study stated that politeness can create distance to the addressee. However, it can also be interpreted that the speaker respects the addressee rather than wanted to create a distance. Furthermore, it can also be used as an instrument to not offend other people when communicating.

Lona	Bennett
- Would you...? (Data 284) - I'm sorry. Can you please give me a second? (Data 285) - Can you switch out the two? (Data 286) - Hey, Bennett, can I have the notes, please? Thanks. (Data 287) - Now let me finish getting ready, please. (Data 288) - We will have some Reese's Pieces, please. (Data 289)	- Can you let me finish? (Data 290) - Excuse me. Thank you. (Data 291) - Thank you for having me, Mrs. Skinner. (Data 292)
Addition	
- You just want to ruin my chances of getting into Harvard, **don't you?** (Data 13) - Mom, you won, **okay?** (Data 14) - I'll see you tomorrow, **okay**? (Data 17) - Facts over feelings, **right**? (Data 18) - He thinks I actually like him. **Don't you**, Bennett Russell? (Data 19)	- The only thing I should focus on is that dude in the mirror, **remember**? (Data 20)

There was no super polite form used by the main characters in the movie, there was only polite forms used such as in data above. Based on the data, the movie still supported Lakoff's study because the female character used more polite terms than the male character. Lona used polite terms twice as many as Bennett. Data 285 was produced by Lona when Bennett came into her house, and she was confused by her mother's attitude upon Bennett's arrival. Thus, it made her wanting to talk to her mother. She asked Bennett politely to let her talk to her mother by saying "*I'm sorry. Can you please give me a second?*". She began it with saying "*I'm sorry*" because she respected Bennett as her guest, and felt sorry to leave him alone. In addition, data 288 happened when Lona's was getting ready to go to the Prom while tidying her old stuffs up. Lona's mother then came to Lona's room for checking her

and having a small talk with her. Feeling a little bit disturbed by her mother presence, Lona asked her mother to walk off her room by saying "*Now let me finish getting ready, please*". She used "*please*" to not offend her mother and it would sound politer. In comparison, Bennett used polite terms in his utterance in data 290 to ask Lona if he could finish his speaking, because Lona was always cutting him off whenever he wanted to explain his statement. There was also data 292 used when Bennett showed his gratitude to Lona's mother by saying "*thank you*" politely for having him in her house.

The table with "addition" label above previously included in tag question feature however it could also be categorized as polite terms. Normally, tag question was used in the form of positive statement with negative tag or vice versa such as in data 13 and 19. Hence, it could be used in formal form such as in "*You just want to ruin my chances of getting into Harvard, **do not you**?*" or informal situation "*You just want to ruin my chances of getting into Harvard, **don't you**?*". There should be no contraction when using tag question in formal situation, and it should be used in a statement with a standard form to look and sound polite. However, the rest of the data which had "*okay?*", "*right?*", and "*remember?*" as the tag question were usually used in a more casual situation. Those forms were not in the standard form and it would be more appropriate if it was used in daily conversation instead of special occasion. Data 14, 15, 16, 17, and 20 showed that the use of nonstandard tag question were used in daily conversation, yet there was one instance made by Lona in data 18 where she used it at the podium of the regional debate tournament. She used it when she poured out her feelings after getting rejected by her dream

college, Harvard, hence that might be the reason she was unaware to use the nonstandard tag question in such formal situation.

11. Humor

According to many linguists, women cannot produce humor in their utterance. In other words, women just do not have sense of humor in general. Women tend to ruin the punchline and mixed up the order of things whenever they want to tell jokes. Therefore, it is undeniable to this day that women are still lacking in making humor compared to men.

Lona	Bennet
– Is it tomorrow? God, I better start preparing. Hmm. (Data 293)	– He's vacationing in Belize. I don't have a chef. (Data 294) – For you or your campaign? (sarcasm). (Data 295)

Based on the data above, there was one occurrence of humor in Lona's utterance, and two occurrences of humor in Bennett's utterances. The situation in data 293 happened when Bennett was trying to give Lona a ride. Previously, Lona had been declined Bennett offer so that he tried to use the regional qualifier as an excuse to his last attempt. Finally, Lona took Bennett's offer by responding "*Is it tomorrow? God, I better start preparing. Hmm.*" She jokingly pretended to forget that the regional qualifier was 'tomorrow'. Furthermore, she added her alibi to take Bennett's offer by saying she should go home as soon as possible so that she could start preparing for the qualifier.

Nevertheless, in data 294, Bennett was joking to Lona saying that his chef was vacationing in Belize when actually he did not have a chef. Data 295 showed that Bennett used a joke as sarcasm to his mother. His mother asked him to take photos of him for her, but Bennett responded it by saying "*For you or your campaign?*" asking whether the photo was for her or her campaign. As previously explained that Bennett's mother was an ambitious senator hence Bennett jokingly responded to his mother's request with a sarcasm.

4.3.2. The Factors Influenced the Use of Language Features

According to Eckert and McConnell-Ginet (2003), gender could stand on its own. Gender often interacted with other hierarchies such socially constructed categories as class, age, ethnicity, and race. Based on the description of the character of the movie, Lona was a white native American who came from lower-working class meanwhile Bennett was a black African-American who came from upper-working class. Thus, it could be concluded that both of the main characters had differences in gender, social class, ethnicity, and race factors. The above data and analysis mainly discussed the different use of language features used by the main characters of the movie in terms of gender. However, there was also different factor that influenced the use of language feature in terms of social class in the movie, such as the use of swear words. The female character who came from lower-working class produced more swear words than the male character who was an African-American who often considered saying more expletive words in their

utterance. This result supported Shakespeare's study (cited in Coates, 2013) that stated swearing was related not only to gender but also to social class.

There was also a relationship between gender and ethnicity in the movie, such as polite terms feature that was found in the data. The use of polite term by the female and male character somehow could be influenced by their ethnicity. Even though there was only a slight difference in the use of polite term, the female character who was a native American knew more of basic conversation behavior in asking request to someone by using word "*please*" in the utterance compared to the male character who was not a native American.

Though it was not really seen in the movie or the data, the different result of the classification of language features by Lakoff, and the actual data in this study could identify the occurrence of age factor in it. Language is dynamic, and it has always changed through years and generation. Women might use the language features proposed by Lakoff in the past because of the discrimination between men and women, and women were considered powerless and weak back then. However, there is no such thing in this generation and era, because today women are equal to men. Women can use the language features that are famously used by men such as swear words without afraid being judged by other people, and men can also use language features that are known to be used by women, such as specific color terms, empty adjective, rising intonation, and even emphatic stress in their utterances without being judged as feminine or damaging their image. The language features hedges or filler, and intensifier are not identified as women's language features anymore. Those are gender-neutral features that can be used either by men or

women, because those are kind of words that can be used in any situation with any topics being discussed, and it usually comes out naturally when speaking.

In conclusion, even though gender is the main topic to be analysed in this study, it cannot be denied that there also other factors that supporting gender, such as social class, ethnicity, and age in influencing the main characters of the movie in making their utterances. This study also proves the existence of intersectional or intersectionality concept in sociolinguistics. According to Wardaugh and Fuller (2015), they stated that aspects of identity such as gender, ethnicity, or social class could not be separated and being intertwined to each other.

CHAPTER V

CONCLUSION

According to the data and discussion, the language features that was proposed by Lakoff could no longer be categorized as women's language because there were so many evidences that men also used the language features. However, it would be better considered as powerless language that based on O'Barr and Atkins (1998) study. The reason was because those features were usually used by someone who lacked power. The total number of the most used to the least used language features applied by both of the main characters were intensifier, hedges or verbal filler, emphatic stress, rising intonation, swear words, polite forms, tag question, hypercorrect grammar, humor, empty adjective, and specific color terms respectively.

In addition, there was a contrary between Lakoff's study, and the data that were found in this study namely specific color terms, swear words, and rising intonation. Swear words that were usually used by male were found more in the female utterances'. It could be influenced by the female character's social background, or she just wanted to show that she dominated the conversation. On the other hand, the use of specific color terms, and rising intonation used by the male character indicated that it was not restricted to women only, and men were now aware that using it would not damage their image. The use of specific color terms revealed that man could also have more vocabularies compared to woman. However, there were occurrences of rising intonation in the male character's

utterances. It was used to express not only uncertainty but also annoyance, and excitement in his utterances. The use of rising intonation showed than man could be expressive in their utterance.

Additionally, the use of hedges, and intensifier features could not be considered as women's language anymore because it proved that it could be used by any gender. Those were the features that would be used unconsciously by people because those vocabularies could come out naturally in any situation and condition regardless the topic that was being discussed. Nevertheless, humor still referred to Lakoff's study that stated female was still lacking in making humor compared to male. Next, the female character used more emphatic stress than male character, because it was just women nature that they were more expressive in expressing her feelings and emotion. The use of tag question, and polite forms was still dominated by the female character. Tag question was used to ask for confirmation, and it could be assumed that the female character was not confident enough in stating her statement. Additionally, polite term was used to show respect and gratitude towards the speaking partner. Moreover, it found in the analysis that the use of appropriate tag question somehow could be considered as polite because it was used in standard form. However, there was no occurrence of hypercorrect grammar in the main characters' utterance. It might be because the topic was mainly discussed the activity in daily life of the teenagers thus the use of hypercorrect grammar was not needed in discussing such matters.

There were other factors besides gender that influenced the main characters in producing their utterances such as social class, ethnicity, and even age. The most

salient factor that could be noticed in the movie was social class. It affected the use of swear words between the female and male character because they came from different social class background. On the other hand, ethnicity also influenced in producing polite term because people who were native in an area would know better the rule, and condition that should be applied in doing certain activities. It was the same with Lona who was a native American, and knew better the rule in using polite term in her utterances. Although it was not seen in the movie, age was also the factor in influencing making utterances. The classification of language features by Lakoff had different result with this study. It proved that language had changed through years, and generation with some new changes, and arrangement. Even though this study mainly discussed the gender in language features, it could not be denied that there were also other factors that supported people in producing an utterance, such as social class, ethnicity, and age. Those features could not be separated, and there must be at least one factor that supported one another when producing an utterance, for example gender and social class, social class and ethnicity, or else.

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APPENDIX

Language Features

1. Specific Color Terms

Bennett: It's **crimson**. (Data 1)

2. Swear Words

Lona	Bennet
- You should, because this **crap** will kill you. (Data 2) - It's a matter of fact that he is a **dick** to everyone every day all the time. (Data 3) - You have... **Stupid face!** (Data 4) - I meant to say that you're a **dick** (Data 5). - Getting into college **sucks**. (Data 6) - Well, **damn** it. (Data 7)	- You meant to say you have "a" **stupid** face. (Data 8) - Wow! So it's all **bullshit**? (Data 9) - Next year scares the **shit** out of me. (Data 10)

3. Empty Adjectives

Lona	Bennet
- Yeah, I know. It's **awesome**. (Data 11)	- I've also raised more money than she has for our program, and for our school and for that **lovely** building... (Data 12)

4. Tag Question

Lona	Bennet
- Huh? You just want to ruin my chances of getting into Harvard, **don't you?** (Data 13) - Mom, you won, **okay?** (Data 14) - I'm flustered, **okay**? (Data 15) - I'll see you in the morning, **okay**? (Data 16) - I'll see you tomorrow, **okay**? (Data 17) - Huh? Facts over feelings, **right**? (Data 18) - He thinks I actually like him. **Don't you**, Bennett Russell? (Data 19)	- The only thing I should focus on is that dude in the mirror, **remember**? (Data 20)

5. Rising Intonation

	Lona	Bennet
Uncertainty/ Doubt	- I thought you said I was pulling off Diane Keaton. (Data 21) - You don't think it's too revealing? (Data 22)	- So your argument is that I'll become a better kisser? (Data 32) - You want me to write it? (Data 33)

	- You'll take me straight home? (Data 23) - Of the tournament? (Data 24) - You remember my dad's service? (Data 25) - You think so? (Data 26) - You think we're good? (Data 27) - That's a keen observation. (Data 28) - Maybe it'll help me get into school, maybe it won't. (Data 29) - Beer? (Data 30) - I did dunk it. (Data 31)	- By you and your mom? (Data 34) - So you'll mail it out for me? (Data 35) - You think we'd win? (Data 36) - Condescending tone? Mine? (Data 37) - You think what they're saying is meaningless? (Data 38) - You think we can win this thing? (Data 39) - At that French bakery you love? (Data 40) - You ordered them online? (Data 41) - For you or your campaign? (Data 42) - Contaminated? (Data 43) - Lona, it's... It's cold outside. (Data 44) - It might. (Data 45) - They dropped out (Data 46) - I should take every... Well, everything. (Data 47) - I think it's time for bed. (Data 48) - I don't know where I'll end up, or what I'm going to do, or what I'll become. (Data 49)
Annoyed	- God, do I detest you. (Data 50) - We have no chemistry. We disagree in strategy; we have opposite routines. (Data 51) - I don't know how it's gonna work! (Data 52)	- So it's all bullshit? (Data 53) - So it's Yale or nothing? (Data 54) - You don't think I know that? (Data 55)
Excitement	- Special for you. (Data 56)	- We're gonna do great. (Data 57) - Hi, Mrs. Skinner. (Data 58) - Congratulations to you. (Data 59)

6. **Hedges**

	Lona	**Bennet**
Hedges	– They said **it was supposed to** rain tonight. (Data 60) – That **sort of** thinking is a loser's mentality. (Data 61) – **I think** that the facts will always win and you do, too. (Data 62) – **Honestly**, they shouldn't even give a trophy… (Data 63)	– **I mean**, but why have a relationship in high school? (Data 77) – **I mean**, sweet and salty perfection. (Data 78) – **I think** you meant to say you have "a" stupid face. (Data 79) – **I think** you're right, we wouldn't qualify. (Data 80)

	– I **sort of** thought we were gonna see Kathy here. (Data 64) – **I know** that doesn't make any sense. (Data 65) – But, **I mean**, it's, (Data 66) – **I'm saying** that we should play football. (Data 67) – **I'm supposed** to hate you. (Data 68) – …we'll go our separate ways, **probably** lose contact. (Data 69) – Or **maybe** I just lost that day. (Data 70) – **Maybe** I'm not. **Maybe** I'm not any different. **Maybe** I'm just another robot. (Data 71, 72, 73) – **Maybe** it'll help me get into school, **maybe** it won't. (Data 74, 75) – Because **maybe** I will be a politician or a lawyer someday. (Data 76)	– **All I'm saying** is how do we prepare to debate someone's personal experiences? (Data 81) – **I mean**, I don't think we were ever really high schoolers. (Data 82) – **I'm saying** we never... (Data 83) – **I think** it's time for bed. (Data 84) – **Maybe** she doesn't care if she wins. (Data 85) – **I wish** I had one. (Data 86) – And **maybe** it was all worth it. (Data 87)
Verbal Fillers	– Of course. It's just, **you know**, Harvard. (Data 88) – **Well**, you should, because this crap will kill you. (Data 89) – **Well**, I was gonna say vague, but sure. (Data 90) – But the evidence you use is, **well**, debatable. (Data 91) – **Well**, start page three. (Data 92) – **Well**, we don't have to worry about them. (Data 93) – It's, **like**, her funeral, and so... she should be here, **you know**? (Data 94, 95) – **Well**, I just don't think that's what I'm good at. (Data 96) – **Well**, I shouldn't say that because I haven't gotten in yet. (Data 97) – **Well**, damn it. (Data 98) – **Look**, I'll make the changes and see you tomorrow. (Data 99) – **Look**, I'm just... (Data 100) – **Look**, Harvard has a five percent acceptance rate. (Data 101)	– **Uh**, she and I. (Data 102) – **Well**, you should, because Research Connection is the gold standard! (Data 103) – **Um**... I'm just glad I'm not the only one who still gets dressed up to go to the movies. (Data 104) – **Um**... Do you want a ride? (Data 105) – **Well**, we got the regional qualifier tomorrow, so... (Data 106) – Hey, **uh**... I watched that fast food documentary. (Data 107) – **Uh**, no, I'm okay. (Data 108) – I like to let the cookie soak in there, **you know**. (Data 109) – Right. **Uh, um**... We should... I should take every... (Data 110) – **Well**, everything. (Data 111) – Hey. **Um**... Did you get my email with the revisions? (Data 112) – **Listen**, about what happened last night, I... (Data 113)

7. Intensifier

Lona	Bennet
– You **just** want to ruin my chances of getting into Harvard… (Data 114)	– No, it's **just** that being co-presidents is ridiculous. (Data 177)
– **Just like** when you brought in the governor. (Data 115)	– It's **just** a jacket. (Data 178)
– I'm **just** glad it'll all be over **soon**. (Data 116, 117)	– I'm **just** glad I'm not the **only** one who still gets dressed up. (Data 179, 180)
– I'm **just** glad you're judging and **not** sitting over there. (Data 118, 119)	– That's **just** for teams. (Data 181)
– **Just** stupid people. (Data 120)	– You're **just** not good enough. (Data 182)
– It's **just**, you know, Harvard. (Data 121)	– And maybe it was **all** worth it, **just** to see you two come in here. (Data 183, 184)
– Or maybe I **just** lost that day. (Data 122)	– They've been doing this **all** year, **just** like us. (Data 185, 186)
– I'm **just**... I'm flustered… (Data 123)	– it was **all** a waste of time. (Data 187)
– I **just**... I don't know how it's gonna work! (Data 124)	– **All** I'm saying is how do we prepare to debate someone's personal experiences. (Data 188)
– Maybe I'm **just** another robot who spends **too** much time in the library. (Data 125, 126)	– He **also** used to be President of the United States. (Data 189)
– I was **just** waiting to see Kathy. (Data 127)	– I've **also** raised more money than she has. (Data 190)
– **Just** stop. (Data 128)	– I'm sure you'll be **very** competitive. (Data 191)
– I **just**... I want to win. (Data 129)	– The **very, very** last. (Data 192)
– I **just** don't think that's what I'm good at. (Data 130)	– I have a **very** welcoming tone. (Data 193)
– It's **just** another dance. (Data 131)	– Have you **ever** debated against it? (Data 194)
– You **always** know just what to say. (Data 132)	– I don't think we were **ever really** high schoolers. (Data 195)
– He has no sense that in **just** a few months. (Data 133)	– It was the first funeral I had **ever** been to. (Data 196)
– Co-presidents goes against the purpose of **even** having a president. (Data 134)	– The expectations are **so** high... (Data 197)
– You can't **even** do a date-specific search on that site. (Data 135)	– Or laughing at a joke **so** hard that you start crying? (Data 198)
– We **only** get to buy a subscription to one research database. (Data 136)	– Yeah. This is **so** good. (Data 199)
– I don't **even** understand why we're here. (Data 137)	– You're gonna go to **so** many football games. (Data 200)
– Why are you **even** eating here? (Data 138)	– Instead they chose something **more** important, communicating. (Data 201)
– Honestly, they shouldn't **even** give a trophy for a qualifier. (Data 139)	– **More** important than facts. (Data 202)
– I believe in them **even** less. (Data 140)	– No, I'm saying we **never**... (Data 203)
– I didn't **even** know what their mascot was. (Data 141)	– I've **never** prepared this much evidence for a tournament. (Data 204)
– They changed the rules so we **only** have eight minutes per round. (Data 142)	– So by that rationale we should **never** hold hands. (Data 205)
	– Water has **always** been proven wet. (Data 206)

- She's a **very** popular senator. (Data 143)
- We could **really** use Kathy right now. (Data 144)
- I want to win **so** bad. (Data 145)
- And **so** many parties. (Data 146)
- Which she **never** has. (Data 147)
- You don't think it's **too** revealing? (Data 148)
- Everyone emails judges and opponents everything **right** before the debate. (Data 149)
- This is **more** important. (Data 150)
- You'll take me **straight** home? (Data 151)
- You were supposed to take me **straight** home (Data 152)
- It's **always** important to scout potential opponents (Data 153)
- I've **always** done things by myself my whole life. (Data 154)
- **Always** stick to the facts (Data 155)
- I think that the facts will **always** win. (Data 156)
- No, you have **extremely** bad habits. (Data 157)
- I **certainly** don't. (Data 158)
- You can **easily** do a lot of things, Bennett. (Data 159)
- This approach **rarely** wins. (Data 160)
- I can speak at 400 words per minute and cram as many facts as **humanly** possible. (Data 161)
- **Absolutely**, at least on a microscopic level. (Data 162)
- He thinks I **actually** like him. (Data 163)
- It resulted in a **big fat** rejection letter. (Data 164)
- But I am **not** gonna let you get in my way, **not** this time. (Data 165, 166)
- I am **not** eating out of that sweaty hat. (Data 167)
- Some skill set that I could **not** attain anywhere else. (Data 168)
- Which the judges do **not** appreciate. (Data 169)
- I'm **not** drinking it. (Data 170)
- No, those are **not** my style. (Data 171)
- There's **always** gonna be someone passing stupid drawings. (Data 207)
- I **always** thought you were a bit of a Bulldog. (Data 208)
- I'm **already** done…I'm, I'm… (Data 209)
- I was **too** busy with... with homework, tests and debate. (Data 210)
- They're good, **really** good. (Data 211)
- Kathy was the **only** person you could really talk to. (Data 212)
- The **only** thing I should focus on is that dude in the mirror. (Data 213)
- And it's **way more** convincing. (Data 214)
- Out of everyone in this school, you're **literally** the last person I want to work with. (Data 215)
- **Obviously**, I'll give the opening statement. (Data 216)
- I can **easily** do it. (Data 217)
- I wanted it **bad**. (Data 218)
- Eating that junk food could **seriously** damage your organs. (Data 219)
- What if everything we went through high school will be the **exact** same in college? (Data 220)
- I'm **pretty** sure the Ivy League has football games and parties (Data 221)
- I'm **not** a social person. (Data 222)
- That's **not** date material. (Data 223)
- It's **not** fair. (Data 224)
- You're **not** helping. (Data 225)
- They're **not** going to Yale or Harvard. (Data 226)
- It's **not** a great argument. (Data 227)
- My head is **not** sweaty. (Data 228)

– It's **not** about luck. (Data 172)	
– You're **not** helping. (Data 173)	
– No, seniority, **not** age. (Data 174)	
– we can**not** have a vote. (Data 175)	
– It's **not** fair. (Data 176)	

8. **Emphatic Stress**

Lona	Bennet
– Look at that **smug** look on his **smug** face. He thinks the presidency is his **birthright**, like he's the heir to the **throne**. I don't care **who** your mother is. (Data 229)	- Her and **myself**. (Data 257)
– God, do I **detest** you. I **loathe** you, Bennett Russell. I **despise** you, Bennett Russell. I **abhor** you... (Data 230)	- You wind up at different colleges, and then it was all a waste of **time**. (Data 258)
– Him and **me**, **myself** and **I**. **We, two!** (Data 231)	- You both are going to do **great**. (Data 259)
– Oh. no, no, no. You don't get to buy your way to the **top** with your mother's **Rolodex**. (Data 232)	- It's just that being co-presidents is **ridiculous**, because Lona is impossible to **work with**. (Data 260)
– Kathy, this is a **vehement** hatred. (Data 233)	- Um... I'm just glad I'm not the only one who still gets **dressed up** to go to the **movies**. (Data 261)
– And they deserve to have an **opinion**. Democracy is democracy. (Data 234)	- **They** were the reason we didn't qualify. After Amy and Julia went at it, the judges **stopped** the awards ceremony and took five minutes to talk before they announced the qualifiers. It's **not** fair. (Data 262)
– I'll be at Harvard and Bennett will be at Yale, and **that** will be **that**. (Data 235)	
– This is a **skilled** event based on **research**, **memorization** and **execution**, where I am in charge of my **own** destiny. It's **not** about luck. (Data 236)	- The same thing happened in middle school. **Twice**. (Data 263)
	- I need **this** for Yale. And you want to get into Harvard. (Data 264)
– It's a matter of **fact** that he is a **dick** to everyone every day all the time. (Data 237)	- Do you... Do you think I want **this**? (Data 265)
– You have... **Stupid** face! (Data 238)	- **Neither** do I. (Data 266)
– No, actually, I meant to say that you're a **dick**. (Data 239)	- you're literally the **last** person I want to work with. **The very, very last.** (Data 267)
– I **flow** every single one of my **rounds**. And for **your** information, when you speed through crossfire, you get through more **questions** and you make the other team **nervous**. (Data 240)	- You're **egocentric**, you speed through **crossfire** and you refuse to flow **rounds**. (Data 268)
	- I have to compete in the debate tournament with a brand **new** partner whom I've hated my **entire** life. (Data 269)
– I could carry us both through **qualifiers** and state **championship**. (Data 241)	- There's **no** way to anticipate what they'll say. (Data 270)
– Look, I'm just... I'm **flustered**, okay? We have **no** chemistry. We **disagree** in	- Are you **out** of your mind? (Data 271)

strategy, we have **opposite** routines and I just... I don't know how it's gonna **work**! (Data 242)
- You don't know **that**. (Data 243)
- Maybe I'm **not**. Maybe I'm not any **different**. Maybe I'm just another **robot** who spends too much time in the library. (Data 244)
- Are you telling me that I dreamed up all those **classes** and **tests**? (Data 245)
- You **don't know** me (Data 246)
- I **do** things by myself. I've **always done** things by myself my whole life. I want to win so **bad** that it physically **hurts**. (Data 247)
- No, my whole life I've **hated** you. Not because I **knew** you, but because... I thought you hated me, too. But this other **thing**, this thing where we study together and eat cookies... (Data 248)
- Getting into college **sucks**. (Data 249)
- I've spent the last 18 years **researching**, **writing**, and **debating** both sides of every argument. (Data 250)
- I **did** everything I thought I needed to do, and... what happened? It **resulted** in a **big fat** rejection letter. (Data 251)
- No. I am not eating out of that **sweaty** hat that's been on your **sweaty** head. (Data 252)
- And now our **candy** is **contaminated**. (Data 253)
- **Absolutely**, at least on a microscopic level. (Data 254)
- He thinks I actually like him. **Don't you**, Bennett Russell? (Data 255)
- Well, **damn** it. (Data 256)

- There's **no** bending. They **saw** the application, and it wasn't good enough. End of story. Sometimes you lose. (Data 272)
- You don't think I know **that**? You know how much time I've spent trying to **get in**? How many classes **I've taken**? How many nights I've gotten **no sleep**? I wanted it **bad**. But **so what**? (Data 273)
- You send them to **public school**. Why do you do it if it's such a **waste**? (Data 274)
- And you **expect** everything! (Data 275)
- I don't think we were **ever** really high schoolers. (Data 276)
- I was too busy with... with **homework**, **tests** and **debate**. (Data 277)
- This is **so** good. (Data 278)
- We make a **good** team. (Data 279)
- They've been doing this **all** year, just like **us**. But they're **nothing** like us. Because they didn't choose to focus on the pressure to win that we did. **Instead** they chose something more important, **communicating**. (Data 280)
- Next year scares the **shit** out of me. I don't know where I'll end **up**, or what I'm going to **do**, or what I'll **become**. (Data 281)
- Just to see you two come in here and free the **robots**. So that we would stop talking **at** each other, and start talking **to** each other. (Data 282)
- Congratulations to you. I always thought you were a bit of a **Bulldog**. (Data 283)

9. Polite Forms

Lona	Bennet
- Would you...? (Data 284) - I'm sorry. Can you please give me a second? (Data 285) - Can you switch out the two? (Data 286) - Hey, Bennett, can I have the notes, please? Thanks. (Data 287)	- Can you let me finish? (Data 290) - Excuse me. Thank you. (Data 291) - Thank you for having me, Mrs. Skinner. (Data 292)

– Now let me finish getting ready, please. (Data 288)	
– We will have some Reese's Pieces, please. (Data 289)	

10. Humor

Lona	Bennet
– Is it tomorrow? God, I better start preparing. Hmm. (Data 293)	– He's vacationing in Belize. I don't have a chef. (Data 294)
	– For you or your campaign? (sarcasm). (Data 295)