

The Interactional Sociolinguistics of Women Language Features Found in *Pitch Perfect* Movie and Its Application in Teaching Speaking

Ratma Wati Dewi¹, Zulia Chasanah², Andiran Nuriza Johan³
{ratmadewi112@gmail.com¹, zuliachasanah@yahoo.co.id²,
andrianjohan41@gmail.com³}

English Language Education, Muhammadiyah University of Purworejo, Indonesia^{1,2,3}

Abstract: This study aims to find the sorts of women's language features discovered in *Pitch Perfect* movie and to describe the application women's language features in teaching speaking. This study uses descriptive qualitative method with movie transcript and its movie as the instrument and as the data source. The findings show 276 occurrences contain women's language features, such as 146 lexical hedges or fillers (52.89%), 16 tag question (5.79%), 4 rising intonations on declaratives (1.44%), 10 empty adjectives (3.62%), 32 intensifier (11.59%), 30 hypercorrect grammar (10.86%), 10 super polite forms (3.62%), 9 avoidances of strong swear words (3.26%), and 19 emphatic stress (6.88%). Meanwhile, precise colour terms were not found in the *Pitch Perfect* movie. The indicators of language and gender related to the women's language features such as pronunciation, interruption, competitive vs cooperative, topic of conversation, questions, turn-taking, changing the topic in conversation, self-disclosure, and listening and attentiveness. The utterances in the movie can be used to teach short functional text which are taught in XI grade of senior high school semester 1.

Keywords: *Interactional Sociolinguistics, Women's Language Features, Movie, Pitch Perfect, Teaching Speaking*

1. Introduction

Social interaction between women or men of the same or opposite gender is unavoidable. Women act in polite ways since the beginning. The concept of women should behave ladylike has come from Britannia's Royals high ranking and well-mannered noble. Women's language features often occur during a conversation between women. The conversation among women tends to be quite interesting since using both expression and different styles to express their goals through sentences so that women can have a pleasant conversation. Women tend to make certain expressions than men, even so, the features of language between men and women also differ. Thus, social interaction happening to create meaning by language users. Language studies related to social or community are sociolinguistics. The branch of sociolinguistics namely interactional sociolinguistics concerns the studies on how language users create meaning through social interaction. People use language differently in speaking according certain context and circumstances in society. Hence, language put as role of characterizing and contribute identity- based on the speaker's gender.

Apprehending the language features helps people to understand the purpose of words they put into conversation. Language features may be found in everyday conversation. The everyday conversation may also be found in another example, such as movies, television shows, cartoons, and etc. A movie or motion picture is series of moving images shown on a screen, came up with sound and made up a story. A movie is one example that has conversation inside it. Language features are identified through the dialogue made by the writer of the movie script.

A movie shows the closest and related scenario towards social life. Through the movie, people can learn about a lot of things that happen beyond the imagination. Thus, it is challenging for the company movie production to make new variations on their movie. Women's language features can be found in movie, for example *Pitch Perfect* movie. *Pitch Perfect* movie carried musical genre which overlap with comedy genre. *Pitch Perfect* movie talks about the story of All-girls a Capella group which thriving on female pop song on their perfect looks changed. The Barden Bellas once failing for their last year final competition, they are forced to reform. Among the new recruit is freshman Beca, she wants to make a new outlook for Bellas. After, get through some troubles, Beca's spirit has convinced the group that they can do better by adding few contemporary songs to the mix song they had. At the finals, the Bellas perform a modern piece and it is different from their last performance, the Bellas win the national competition.

In this study, the researcher uses a Hollywood movie contained female characters entitled *Pitch Perfect* as the data sources. Moreover, the interaction in the movie happens among the same gender so that the conversation can be analyzed. Every character in the movie has its way of showing its purpose using different characteristics within dialogue. The objective of this study was to identify the women's language features found in *Pitch Perfect* movie and to describe the application of women's language features in teaching speaking. The researcher put the approach of interactional sociolinguistic of women's language features and its application for teaching speaking as related to the issue of the learning process. It was expected that this study can be useful as an example, information, or knowledge for teachers, students, future researchers, and readers.

2. Review of Related Literature

2.1 Interactional sociolinguistics

Sociolinguistics is a field of linguistics that investigates the connection between language and society. They are curious about why we speak differently in different social context, and they care about what social purpose of language is and how it is utilized to transmit social meaning [1]. Moreover, Interactional Sociolinguistics evolved as a expression of John Gumperz's research technique, and it often focuses on face-to-face encounters with substantial disparities in the participants' sociolinguistics sources and/or institutional authority [2]. Interactional sociolinguistics is the study of people's language usage in face-to-face interactions [3]. Furthermore, the study of how speaker signal and interpret meaning in social interaction is known as Interactional Sociolinguistics [4]. Given to that point, interactional sociolinguistics is a study about how language users create new meaning trough face to face interaction.

2.2 Language and gender

According Oxford University Press (2021), gender can be identified one of the two sexes (male and female), especially when social and cultural differences are considered rather than biological ones.

Gender is defined as differences in role, societal norm, and obligations between men and women that are regulated by the community [5]. Language and gender studies is a sub-discipline of sociolinguistics concerned to linguistics gender segregation as represented in spelling, vernacular, and sentence construction, and the pattern of speech interaction between men and women. As social circle, women have different linguistic features. In discussing the relationship between language and gender [6] focuses on some indicators varieties which differentiate between men and women, as follows:

- a. Pronunciation
- b. Politeness
- c. Interruptions
- d. Competitive vs cooperative
- e. Topic of conversation between men and women
- f. Question
- g. Turn-taking
- h. Changing the subject of the conversation
- i. Self-disclosure
- j. Listening and attentiveness

k. Difference

2.3 Women's Language Features

Lakoff (1975) as cited in [5] mention that in the language, men and women have distinct style. Lakoff (1975) as cited in [7], she claims that women's language features are variety of linguistic used by women to distinguish themselves from men's speech characteristics. These characteristics as follows:

a. Lexical hedges or Fillers

Hedges are words that evoke the impression that the speaker is unsure of something he or she is saying, or cannot confirm for the consistency of the declaration [8]. Meanwhile, filler is a word or phrase used in sentence or utterance which indicate giving signal for pausing the speech but the speech is not yet finished. The example of Lexical Hedges or Fillers such as *kind of, sort of, you know, I think, hm, well, so, uhh, like, etc.*

b. Tag Question

Tag question is used when the speaker makes a claim but has doubts about its accuracy. Tag question are typically used to elicit agreement or assure the speaker's information, e.g., *she would not do anything for her friend, would she?*. The examples of tag question, such as *isn't it? Wpuld she? Right? Okay?*.

c. Rising Intonations on Declaratives

It is a high intonation used by women in declarative form. Rising intonation is similar to a declarative answer to a question, but it has the rising inflection of a yes-no question [9], for example, (a) "*when will the dinner be ready?*" (b) "*Oh...around six o'clock?*". Despite the fact that (b) provides a clear and obvious answer, it appears that (b) seeking for confirmation.

d. Empty Adjective

Empty Adjectives are adjectives that express only an emotional response rather than specific details [10]. The example of empty adjectives such as *divine, charming, cute, fabulous.*

e. Precise Colour Terms

Women give details on colour. Women tend to make detail of colour more precise than men. Words such as *beige, aquamarine, lavender, tosca, maroon,* and etc. are the example of precise discrimination in naming colour.

f. Intensifier

The intensive "so" is more common in women's than men's language than in men's, though men can use it as well [5]. Nordquist, Richard (2020), an intensifier (from the Latin for 'stretch' or intend, also known as a *booster* or *amplifier*) is word that emphasizes another word or phrase. The example of intensifiers such as, *so, really, just, too, quiet, very* and etc. e.g. *I quite love roses.*

g. Hypercorrect Grammar

This includes avoiding terms considered vulgar or coarse, such as "ain't," as well as using exact spelling, such as putting the final g in words like 'going' rather than the more casual 'goin' [8]. Instead of saying 'goin' as men usually do, women prefer to use the original form and say 'going' with a 'g' at the end of the word. Women tend to use standard form of English to convey politeness. These characteristics indicate to super polite language.

h. Super Polite Form

When asking for a favor, women prefer complex and indirect request. Women seem to be more grammatically polite than men, so they utilize 'super polite' form, e.g., "*could you bring me the sugar, please?*" which is more polite rather than saying "*could you bring me the sugar?*" which indicate usual polite form.

i. Avoidance of Strong Swear Words

Swear word is a type of interjection or exclamation used to represent righteous anger and has been regarded as a powerful expression (Eckert, 2003, p. 181, as cited in [5]). Swearing is not supposed to be no used by women and children. In a specific situation, e.g., *shocking/ surprise*, women tend to use the phrase *fudges, oh dear, oh my gosh, oh my god, oh sugar, shoot, my goodness,* and etc. instead using swear word. Women are likely to use this kind of phrase or word to avoid strong swear words.

j. **Emphatic Stress**

Emphatic stress is employed to emphasise a speech or to strengthen its meaning e.g., it was a *brilliant* performance. Several phrase which indicates emphatic stress, such as *absolute, great, extremely, surely, terrific, definitely, etc.*

2.4 Teaching Speaking

Teaching is a major undertaking of education that begin with selecting learning activities, students' preparation for new learning, displaying learning activities, inquiring, undertaking drills, examining students' understanding, offering students' learning, providing feedback, and so on. It is critical to examine teachers' beliefs, perspectives, and thinking processes that correspond to classroom practices in order to understand how they deal with these teaching activities (Richards & Lockhart, 2007) [11]. According to Brown (2007) teaching is the process of instructing and facilitating learning, allowing the learner to learn, and creating the conditions for learning [12].

Speaking is act of transferring information on expressing one's thoughts in speech through the mouth. Speaking as an interactive process of construction in which both form and meaning are influenced by the context, persons involved, their experiences, the environment, and the intention for speaking (Florez, M.C. 1999, p.1), [13]. Moreover, teaching speaking is the specific action of demonstrating or guiding someone in learning how to do something, issuing orders, assisting in the study about something, supplying information, or influencing anyone to understand fully about something in terms of speaking accuracy and fluency. Using movie as an example on teaching speaking can be an interactive material for enhancing learners' speaking skills. A film can bring diverse perspectives to a teaching speaking class by increasing the variety of instructional strategies and materials available, thereby supporting students in developing all four communicative skills. For example, an entire scene can be utilized to practice listening and reading, as well as model for speaking and writing.

3. Research Method

This research examines the type of women's language features used by the characters in *Pitch Perfect* movie based on Lakoff (1975) theory. This research uses descriptive qualitative research method because the researcher describes the phenomenon which is being analysed and classified from women's language. This research is conducted by analysing the utterances shown by the characters in the *Pitch Perfect* movie. The object of the research means something that support what is described in the research which is used to achieve the final result. The object of the research is the characters' utterances in the script of *Pitch Perfect* movie as the source of the data. Furthermore, the research instruments of this study are *Pitch Perfect* movie transcript and its movie. Apart from the movie's script and its movie, the researcher also involved as the human instrument. The data source of this research is the script of *Pitch Perfect* movie. Hence, the technique of collecting the data take part as an important key. The researcher uses documentation method to collect the data, **such as:** downloading the *Pitch Perfect* movie, finding *Pitch Perfect* movie script and subtitle, watching *Pitch Perfect* movie thoroughly, reading the script while watching and listening to the movie, adding the utterance to checklist table of women's language features and marking the character's utterance containing women's language features. The researcher creates observation checklist in the form of table. While watching the movie, the researcher types in the utterance column of *Pitch Perfect* characters. At the same time, the researcher classified the utterances, analyzed them, and assigned a checklist mark to the appropriate features. Moreover, the researcher then counted the total quantity of features and calculated the total amount and percentage of each feature used by the characters in *Pitch Perfect* movie. To find out the total percentage of each feature the researcher uses the formula. First, after obtaining the results of each feature, the researcher counts the total number of features. Second, to calculate the percentage of each feature, divide the total number of features by the number of features and multiply by 100 percent. To make it clearer, the formula is shown as below:

$$P = \frac{F}{N} \times 100 \quad (1)$$

P : the percentage of each feature
 F : the frequency of each feature
 N : Total all features

This researcher uses a coding to make it easier for classifying and analyzing the data of sources, the researcher is marked by the data code.

4. Finding

4.1 Types of Women's Language

Based on the findings, the researcher draws the table of the findings below:

Table 1. Women's Language Features in *Pitch Perfect* movie

No	Women's Language Features	Result (quantity & percentage)	
		Σ	%
1	Lexical Hedges/Fillers	146	52.89 %
2	Tag Question	16	5.79%
3	Rising Intonation on Declaratives	4	1.44%
4	Empty Adjectives	10	3.62%
5	Precise Colour Terms	0	0%
6	Intensifiers	32	11.59%
7	Hypercorrect Grammar	30	10.86%
8	Super polite Forms	10	2.92%
9	Avoidance of Strong Swear Words	9	3.26%
10	Empathic Stress	19	6.88%
	Total Features	276	100%

According to the table above, it is present the result of women's language features used by the character of *Pitch Perfect* movie. There were 276 women's language features that appeared in the *Pitch Perfect* movie involving each character as a source. There are nine out of ten women's language features. They are 146 lexical hedges or fillers (52.89%), 16 tag question (5.79%), 4 rising intonations on declaratives (1.44%), 10 empty adjectives (3.62%), 32 intensifier (11.59%), 30 hypercorrect grammar (10.86%), 10 super polite forms (3.62%), 9 avoidances of strong swear words (3.26%), and 19 emphatic stress (6.88%). Meanwhile, precise colour terms were not found in the *Pitch Perfect* movie.

5. Discussion

5.1 Interactional Sociolinguistics of Women's Language Features in *Pitch Perfect* Movie

a. Lexical Hedges or Fillers

Based on the findings, there are 146 occurrences of lexical hedges or fillers in *Pitch Perfect* movie, such as, *I guess* (2), *I think* (9), *I mean* (2), *you know* (5), *you guys* (3), *of course* (2), *kind of* (1), *all right* (6), *probably* (1), *like* (12), *well* (15), *yeah* (16), *um* (8), *uh* (5), *ah* (1), *oh* (13), *okay* (22), *hmm* (2), *so* (20), *right* (1), *mm-hmm* (1). It accounts for 52.89% percent of the overall percentages as the most uttered.

Aubrey: But I am my father's daughter, and he always said, "if at first you don't succeed, pack your bags"

Amy : Jesus, that's really crazy

Beca : I get it. Mine gets on me too. *i guess* we don't really know that much each other (SIT100/043/BC/LH/01:28:20,923-01:28:23,949)

From the dialogue above, it shows hesitance and identify of the self-disclosure indicator of language and gender

b. Tag Question

There are 16 occurrences of tag questions found in *Pitch Perfect* movie. They are, *okay?* (10), *right* (4), *do you?* (1), and *isn't it?* (1). It contributes 5.79 percent out of the total percentages.

Chloe : That's not what I'm talking about

Aubrey: No, no, no, that's what you're all thinking, *isn't it?*

(SIT100/007/AB/TQ/01:25:09,930-01:25:12,160)

From the dialogue above, it implies to seek agreement or make a confirm and identify question indicators of language and gender.

c. Rising Intonation on Declaratives

There are 4 occurrences of rising intonation on declaratives features uttered by the character in *Pitch Perfect* movie. It accounts for 1.44 percent out of the total percentage.

Dr. Mitchell : if you think I'm paying for you to go to LA after a stunt like this, I'm not. Get in the car.

Beca : You're not even gonna hear what I have to say about this?

(SIT70/011/BC/RI/01:04:51,821-01:04:54,141)

From the dialogue above, it is imply to seek confirmation but at the same time the speaker may be the only one who has the requisite information and identify of listening and attentiveness indicator of language and gender.

d. Empty Adjectives

There are 10 occurrences of empty adjectives features uttered by the character in *Pitch Perfect* movie, it accounts for 3.62 percent from the total percentages.

Chloe : Yeah, that song is my jam

Chloe : my lady-jam

Beca : that's nice. (SIT30/015/BC/EA/00:20:55,690 – 00:20:57,055)

From the dialogue above, it shows the emotional reaction rather than giving a specific information and identify topic of conversation indicator of language and gender.

e. Intensifiers

There are 32 occurrences of intensifiers features, such as *so* (7), *really* (10), *pretty* (9), *too* (1), *a little* (2), *still* (1), *just* (1) and *very* (1). It accounts for 11.59 percent of the overall percentages.

Dr Mitchell : But you, you shut me out

Beca : Yeah, well, I shut everybody out. Don't take it personally.

It's

just easier. (SIT100/003/BC/I/01:23:07,071-01:23:08,163)

From the dialogue above, it shows a stronger effect to the sentence by emphasizing the information and identify topic of conversation indicator of language and gender.

f. Hypercorrect Grammar

There are 30 occurrences of hypercorrect grammar found in *Pitch Perfect* movie. It accounts for 10.86 percent of the total percentages.

Kimmy Jin : I am going to the activities Fair

(SIT15/009/KJ/HG/00:09:09,761-00:09:12,025)

From the sentence above, it identifies politeness indicator of language and gender.

g. Super Polite Forms

There are 10 occurrences of super polite forms uttered by the characters in *Pitch Perfect* movie. It accounts for 3.62 percent from the total percentages.

Beca : Aubrey, would you pick a song for us, please?

(SIT101/002/BC/SF/01:31:30,440-01:31:25,036)

From the utterance above, it indicates politeness the indicator of language and gender.

h. Avoidance of Strong Swear Words

There are 9 occurrences of avoidance of strong swear words found in *Pitch Perfect* movie, such as *Oh my God* (5), *God* (1), *For God's sake* (1), *Oh my gosh* (1), *Holy* (1). It accounts for 3.26 percent of the total percentages.

Chloe : Aubrey, it actually went really well

Aubrey: Chloe, stop!

Chloe : Oh my God, okay. (SIT75/021/CH/SW/01:16:01,772-01:16:04,535)

From the dialogue above, it shows how strongly she felt about something without using strong swear word and indicate the politeness indicator of language and gender.

i. Emphatic Stress

There are 19 occurrences of emphatic stress found in *Pitch Perfect* movie, such as, *exactly* (4), *definitely* (1), *great* (1), *literally* (2), *particularly* (1) and *actually* (1). It accounts 6.88 percent of the total percentages.

Aubrey: And Jessica and Ashley, it is like you haven't been here all year long

Jessica : Aubrey, really?

Ashley : We've literally been here the whole time

(SIT99/007/AH/ES/01:22:12,949-01:22:14,629)

From the dialogue above, it shows to emphasize the information or to strengthen the meaning and indicate the politeness indicator of language and gender.

5.2 The Application of Women's Language Features Found in *Pitch Perfect* Movie in Teaching Speaking

Teaching is a major undertaking of education that begin with selecting learning activities, students' preparation for new learning, displaying learning activities, inquiring, undertaking drills, examining students' understanding, offering students' learning, providing feedback, and so on. It is critical to examine teachers' beliefs, perspectives, and thinking processes that correspond to classroom practices in order to understand how they deal with these teaching activities (Richards & Lockhart, 2007) [11]. According to Brown (2007) teaching is the process of instructing and facilitating learning, allowing the learner to learn, and creating the conditions for learning [12].

Meanwhile, according to Brown (2002), teaching speaking focuses on teaching oral proficiency [11]. Teaching fluency is concerned with teaching word usage or language-oriented instruction. Given to this point, teaching speaking is the particular action of demonstrating or guiding someone in learning what to do, providing instructions, assisting in the study of something, supplying wisdom, or influencing someone to fully comprehend understand about something in refers to accuracy and fluency in speaking.

Women's language can be applied in teaching speaking material. Meanwhile, the women's language features can be applied in the classroom during the teaching-speaking process. In order to make it captivating, a teacher can use the *Pitch Perfect* movie as the material for teaching speaking which shows examples of women's language features related to the material. The expression of women's language features can be applied in XI grade semester 1 of senior high school students. The advantage of using women's language features as used by the character in *Pitch Perfect* movie in teaching speaking is the students will not be bored while attending the teaching speaking class. On the other hand, students will become more motivated or entertained as a result of the learning media. The teacher also gives a brief explanation about the material while students watch the movie. Meanwhile, giving examples of women's language features through movies gives students more knowledge to express something. As such, students have the right to choose or ignore using women's language features during conversation regardless of their language choice.

The disadvantage of using women's language features used by the character of *Pitch Perfect* movie is the students might find it difficult to understand the meaning of each utterance, since watching movies also need listening skill. Hence, the students should pay attention to material or media used in the teaching speaking class.

6. Conclusion

Based on the findings and discussion, the researcher drew the following conclusion.

- a. The types of women's language features found in *Pitch Perfect* movie were related to Lakoff (1975) theory. There were nine out of ten women's language features in *Pitch Perfect* movie. They are 146 lexical hedges or fillers (52.89%), 16 tag question (5.79%), 4 rising intonations on declaratives (1.44%), 10 empty adjectives (3.62%), 32 intensifier (11.59%), 30 hypercorrect grammar (10.86%), 10 super polite forms (3.62%), 9

avoidances of strong swear words (3.26%), and 19 emphatic stress (6.88%). Meanwhile, precise colour terms were not found in the *Pitch Perfect* movie. There were 276 total occurrences of women's language features that appeared in the movie. Interactional sociolinguistics approach related to language and gender explain some functions about women's language features. The relationship between language and gender using interactional sociolinguistics approach shows some indicators related to the function of women's language features. Language and gender indicators that differ between women and men include pronunciation, politeness, interruption, competitive vs cooperative, topic of conversation, questions, turn taking, changing the topic in conversation, self-disclosure, listening and attentiveness.

- b. The application of this study can be applied in teaching speaking for XI grade senior high school semester 1. The related material is Basic Competence 4.2 asking and giving opinion. Teachers can use utterance in the movie in teaching speaking, while assisting students in developing speaking skill related to the material.

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