

## WOMEN'S LANGUAGE FEATURES OF JULES OSTIN IN *THE INTERN* FILM

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### ABSTRACT

This research aims to identify the women's language features of Jules Ostin utterances based on Lakoff's theory and to identify language functions served by women's language features of Jules Ostin based on Jakobson's theory. This research was conducted by using descriptive qualitative research. From ten features of women's language, the researcher found nine features used by Jules Ostin in *The Intern* film. They were lexical hedges or fillers, tag questions, rising intonations on declaratives, empty adjectives, precise color terms, intensifiers, super polite forms, avoidance of strong swear words, and emphatic stress. The first frequent of women's language features that Jules Ostin used lexical hedges or fillers, and the second frequent of women's language features that Jules used intensifiers. Meanwhile, hypercorrect grammar did not occur in this research because Jules used informal language in her utterances to shorten the gap between Jules and the other characters. Then, there are language functions served by women's language features in Jules Ostin's utterances in *The Intern* film. They were expressive function, directive function, and metalinguistic function. Jules used expressive functions to express her feelings such as lack of confidence, being unsure, and gratitude. Jules used the directive function because it contains commands and requests. The purpose of Jules using the mentioned metalinguistic function was to clarify her ideas.

**Keywords:** Sociolinguistics, Women's Language, Women's Language Features.

### ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi fitur-fitur bahasa wanita pada ujaran Jules Ostin berdasarkan teori Lakoff dan mengidentifikasi fungsi bahasa yang disajikan fitur bahasa wanita dari ujaran Jules Ostin berdasarkan teori Jakobson. Penelitian ini dilakukan dengan menggunakan penelitian deskriptif kualitatif. Dari sepuluh fitur bahasa wanita, peneliti menemukan sembilan fitur yang digunakan oleh Jules Ostin dalam film *The Intern* yaitu, lexical hedges or fillers, tag questions, rising intonations on declaratives, empty adjectives, precise color terms, intensifiers, super polite forms, avoidance of strong swear words, dan emphatic stress. Fitur bahasa wanita pertama yang sering digunakan oleh Jules Ostin adalah lexical hedges or fillers, dan fitur bahasa wanita kedua yang sering digunakan oleh Jules adalah intensifiers. Sementara itu, hypercorrect grammar tidak terjadi dalam

penelitian ini, karena Jules menggunakan bahasa informal dalam ujarannya untuk mempendek jarak antara Jules dan karakter lainnya. Kemudian, ada fungsi bahasa yang disajikan oleh bahasa wanita yang ditemukan dalam ujaran Jules Ostin dalam film *The Intern*. Fungsi tersebut adalah fungsi ekspresif, fungsi direktif, dan fungsi metalinguistik. Jules menggunakan fungsi ekspresif untuk mengungkapkan perasaannya seperti, kurang percaya diri, tidak yakin, dan bersyukur. Jules menggunakan fungsi direktif karena berisi perintah dan permintaan. Tujuan Jules menggunakan fungsi metalinguistik adalah untuk memperjelas ide yang disampaikan.

**Kata kunci:** *Sociolinguistik, Bahasa Wanita, Fitur Bahasa Wanita.*

## **A. INTRODUCTION**

In many aspects of language and society, one that attracts the researcher in researching sociolinguistics is the study of language and gender. Gender refers to sexual identity concerning culture and society. In daily life, men and women use different styles, not only in their appearances but also in their works and language styles. Men are more aggressive than women. Most men think rationally, while women think more emotionally (Eckert and Ginet 12). Women tend to prioritize feelings compared to men. Therefore, women speak more refined and cautious than men, who speak spontaneously.

Women's language features can be observed in literary works such as films. Films contain sentences or utterances which reflect the real situation of society. Women's language features are also represented by Jules Ostin as the main female character in *The Intern* film. *The Intern* film tells about a woman named Jules Ostin. She is the founder and company CEO of About the Fit. The company is looking for a senior internship program. Jules Ostin and Ben Whittaker become personal assistants. When they first work together, Jules feels uncomfortable because Ben is older than her. Jules also considers that Ben is too observant. Jules thinks that Ben is just like an ordinary parent who can only manage and never understand her.

The researcher chose this film because the researcher is interested in Jules Ostin as the main female character representing women's language features. The story of Jules's life has been seen a lot in our daily lives. Jules Ostin has doubt and fragility about herself, but Jules Ostin was a successful career woman with high social status. Because of that, every word can influence people around her. It can be seen that the way she behaves influences her way of speaking.

## **B. REVIEW OF RELATED LITERATURE**

### **1. Sociolinguistics**

Sociolinguistics is the study concerned with investigating the relationship between language and society better to understand language structures and how language functions in communication (Wardhaugh 13). Sociolinguistics is the field that studies the relationship

between language and society, between the use of language and the social structure in which the users of the language live (Spolsky 3).

From all the sociolinguistics definitions above, the researcher concluded that sociolinguistics was the multidisciplinary science that examines the problems of language used in society related to social, situational, and cultural structures.

## **2. Language and Gender**

According to Eckert in *Language and Gender* book, described that gender as one of the major topics in sociolinguistics that discussed the connection between structures, vocabularies, and ways of using particular language and the social roles of men and women who are regulated by the community (10). Gender refers to the conditions of the process of how men and women should play their roles and act according to the value of the structured, social, and cultural provision in which they are located.

## **3. Women's Language**

Women's language shows the characteristic of women's behavior (Lakoff 42). Women must have certain speech features to be shown in their society because someone's used language to perform their roles in the society. According to Holmes, women's linguistics behavior can be seen mostly when women use more standard forms than men. In the community of speeches, generally, the standard form is a prestigious form that women favor (6).

## **4. Women's Language Features**

According to Lakoff in her book entitled *Language and Women's Place*, women should not speak roughly and they must be aware of their conversations because their languages reflect women's personal identity (47). The linguistic features used by women showed that women's language is really related to women's lack of power in society. Therefore, women tend to use figurative words and use words polite or through gestures. Lakoff also identifies the traits in women's language features (43), such as:

### **a. Lexical Hedges or Fillers**

The words like **I think, kind of, perhaps, I guess, maybe, you know and sort of** are classified as lexical hedges (Lakoff 39). Hedges are used to weakening the strength of an assertion. Hedges on the other hand, shows the uncertainty of women when they are given statements or questions by their interlocutors or even their own statements, but they are not sure about that. The words like **you see, well, uh, um, and ah** are classified as fillers which are meaningless words that women always used to give a pause for women to think about what they want to say.

From the explanation above, it can be concluded that hedges and fillers as meaningless particles are pause-shaped phrases contained in conversations to indicate a lack of confidence, and uncertainty, filling the breath gap, and information is not entirely accurate.

### **b. Tag Questions**

Tag questions are questions in declarative sentences that generally occur at the end of a speech and said to increase intonation or decrease in each statement because rising intonations is one of the feminine views and is often used by women. Tag questions or also known as yes-

no question is used when the speaker states a claim but is not confident enough about their claim. Asking a question is the best example of women's doubt (Cameron 217). Women use questions to one another when they are talking, in English is among definite statements and yes or no questions.

**c. Rising Intonations on Declaratives**

There is a strange pattern of sentence intonation usually used by women, found in English which has a declarative answer form for a question and is often used. This is related to the specific use of syntactic rules (Lakoff 49). This is a broad difference that can be understood in women's intonation patterns where women usually tend to give answers by changing the tone to an upward tone. This feature is used when women are hesitant when giving information or statements.

**d. Empty Adjectives**

There are adjective groups in terms of vocabulary that have special, literal meanings and also show the speaker's approval or admiration for something. Adjectives like these are called empty adjectives, meaning that they only concern the emotional reaction of specific information. Some of these adjectives are neutral, native speakers of any gender, men and women can use them. But there are adjectives that seem to give a limited impression to be used by women. Some neutral adjectives are good, neat, and only for women such as, **adorable, charming, sweet, lovely, divine, gorgeous, and cute**. These words have a trivial meaning used by women to amuse them. Empty adjectives are used by women to express their feelings about something in certain situations.

**e. Precise Color Terms**

According to Lakoff, women have their own vocabulary for naming the color (43). Compared to women, men assume talks about the precise color terms were ridiculous because they think questions like that were trivial and irrelevant to the real world. Words such as, **maroon, beige, mauve, peach, and lavender** are examples of normal words in the active vocabulary of women, but the term does not exist for men (Lakoff 43).

**f. Intensifiers**

Women use boosters or more boosters than men (Holmes 304). The kinds of intensifiers that indicate more characteristics of women's languages are, **so, just, very, and really**. Intensifiers are often used by women to strengthen their intended meaning, to make sure the interlocutor receives the message, and also intensifiers are used as an emphasis.

**g. Hypercorrect Grammar**

According to Holmes, hypercorrect grammar is a feature where women consistently use standard verb forms (329). Instead of saying what most men do, women tend to stick to their original form and they will say **going** with the word *g* at the end. Hypercorrect grammar involves avoiding terms that are considered vulgar or abusive, women use the standard form of English at all times to reflect politeness (Holmes 167).

**h. Super Polite Forms**

The super polite forms are categorized as forms of indirect requests and euphemisms (Lakoff 50). The super polite forms are usually used as polite command and polite language.

This feature is the application of women to selecting more polite utterances while speaking. Super polite forms are related to hypercorrect grammar and also an imperative statement but women often use it in a more polite way.

**i. Avoidance of Strong Swear Words**

The use of swear words is often associated with men rather than women because men were use more often in speeches. In other words, the use of swear words is identical to the typical language of men. Swear words was kind of exclamation to express anger with extreme and have been considered with a strong expression. Women use harsh words that swear strongly to show how strong they feel about something (Lakoff 44). Usually, phrases like fudge, my kindness, oh my, oh sugar, and shoot can come out of their mouth when they are shocked at something without saying swears words.

**j. Emphatic Stress**

Emphatic stress is also known as a boosting device. Empathic stress is typical of special stress that is given by the speaker to several words in a sentence. It is used to emphasize, compare, correct or clarify things. Women like to use words that are used to emphasize speech or reinforce the meaning of speech. Women like to use empathic stress to strengthen the strength of statements.

**5. Language Functions**

According to Jakobson, there are six types of women's language functions (16). They are expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function, as follows:

**a. Expressive Function**

Expressive function is also known as emotive function. Expressive function means expressing the speaker's feelings or emotions. Expressive function focuses on the addresser, which means that a speaker addresses a message. This function tends to express the speaker's attitude towards the addressee.

**b. Directive Function**

Directive function that focuses on the addressee is most commonly found in commands and requests. The directive function is used to give instructions or give orders and instructions to the addressees to fulfill something (Jakobson 4). In essence, this function is used to order the addressee to do something that is requested.

**c. Referential Function**

Referential function means giving information. This function also deals with the communication context. Essentially, the referential function is the communication of information. Referential function affirms or denies propositions, as in science or the statement of fact.

**d. Metalinguistic Function**

When the communication participants want to check whether they do the same code or not, it can be identified through the metalinguistic function (Jakobson 356). Metalinguistic function means commenting on the language itself. The aim of this function is to convey the code analysis where the code is misunderstood and needs correction or clarification.

**e. Poetic Function**

Poetic function is a language function that is usually associated with literary work such as poetry. In this function, language can be used to deliver the idea, concept, and feeling wherever that is true or just imaginative.

**f. Phatic Function**

Phatic function means expressing solidarity and empathy with others. The phatic function helps to establish contact and refers to the channel of communication. It opens the channel or checks that it is working either for social reasons.

## **C. RESEARCH METHOD**

### **1. Research Design**

Gibbs in his book *Analyzing Qualitative Data* suggested that qualitative data did not include counting and measures but included any form of human communication, written or text, audio or visual (2). The major purpose of descriptive research was to describe the situation and also to accurately portray the characteristics of a particular individual, situation, or group (Kothari 2). This research used descriptive qualitative research to describe women's language features in *The Intern* film and the language functions served by women's language used by the main female character in *The Intern* film. The results of the data presented were in the form of words, utterances and dialogues from the script of the film.

### **2. Data and Data Source**

The data of this research were from of words, utterances and dialogues by Jules Ostin, the main female character in *The Intern* film containing women's language features. Meanwhile, the source of data was the script of *The Intern* film.

### **3. Research Instrument**

In qualitative research, the research instrument was important to obtain the data for this research. The writer plays an important role in interpreting qualitative data as a fundamental instrument for making sense of the phenomena under research (Barret 417). The key instrument was the researcher herself who had a role in analyzing the main female character in *The Intern* film.

### **4. Data Collection**

The data were collected from *The Intern* film and the script of the dialogues. The data was collected through several steps. In the first step, the researcher watched the film while reading the script and then comprehended the utterances. In the second step, while watching the film, the researcher listened and focused on the utterances or dialogues of Jules Ostin to other characters in the film and matched the dialogues with the script which contained Jules Ostin's utterances that the researcher found. The last step was underlining utterances containing the women's language features used by Jules Ostin.

### **5. Data Analysis**

According to Miles and Huberman, there were three concurrent flow activities: data reduction, data display and conclusion drawing (10-11).

**a. Data Reduction**

Data reduction was the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this process, the researcher selected and focused on the utterances used by Jules Ostin, which clarify the women's language features used by Jules Ostin in *The Intern* film.

**b. Data Display**

Data display was an organized, compressed assembly of information that permitted conclusion, drawing, and action. In this process, the researcher elaborated on the utterances used by Jules Ostin in *The Intern* film using Lakoff's theory of the ten women's language features.

**c. Conclusion Drawing**

Conclusion drawing was the process of concluding and analyzing the data. In the conclusion process, the researcher found the result of the research through the analysis. The researcher described the findings and concluded the whole part of the analysis related to the research questions about women's language features and the functions through Jules Ostin's character in *The Intern* film.

**6. Triangulation**

In qualitative research, triangulation was one of the most important parts to find out the degree of confidence in the results of the research that has been done by using the triangulation techniques in data collection, and then the data obtained more valid. According to Denzin, triangulation was the combination of two or more data sources, investigators, methodological approaches, and theoretical perspectives (301).

In this research, the researcher applied one type of triangulation, namely theoretical triangulation. The researcher chose the theoretical triangulation because this research used several theories, specifically sociolinguistic theory. The researcher chose the theory from two experts, the first expert Robin Lakoff, and the second expert, Roman Jakobson.

**D. FINDINGS AND DISCUSSIONS**

**1. Lexical Hedges or Fillers**

Lexical hedges or fillers were used to express uncertainty, inaccurate information, doubt, and confusion defined as meaningless particles. In this research, the researcher found lexical hedges or fillers was Jules first frequent feature. In this film, Jules used words like **I mean, I think, maybe, you know, and I thought** identified as lexical hedges, and the words like **you see, well, wow, uh, yeah, and oh** identified as fillers. An example of utterance contains women's language features is identified as lexical hedges or fillers.

**Jules** : **I think** I forgot to eat today.

**Ben** : Should I pick you up some sushi?

**Jules** : No, I eat too much mercury. I'll be fine. I'm good. I'm actually kind of nauseous, so.... (sigh)

(00:33:28 – 00:33:38)

Based on the conversation above, Jules used lexical hedges by using the word **I think**. She used particle **I think** to reflect her insecurity and nervousness because she wanted to meet with someone potential CEO. Jules also felt unsure about what she was saying.

According to Lakoff, the words like **I think, maybe, sort of, and I guess** are classified as lexical hedges to weaken the strength of an assertion, show a lack of confidence, and reflect women's insecurity (39). Jules used lexical hedges **I think** to start the conversation with Ben and reduce her nervousness and insecurity. The word **I think** that Jules used reflects her insecurity and nervousness and her uncertainty of Jules, which is indicated as an expressive function. It is shown that lexical hedges or fillers included the expressive function.

## 2. Tag Questions

Women are more often to use tag questions than men and asking questions is the best example of women's doubt (Lakoff 48). In this research, Jules used the words like **will you, isn't, okay, right, shall we, and isn't it**. The example of tag questions from Jules utterance was below:

**Becky** : Oh, and these just arrived from Mark Townsend. Here  
**Jules** : Thanks (reading the card) Becky give me Townsend's number, **will you?**  
**Becky** : Okay.

(01:51:38 – 01:51:56)

Jules used tag questions in order to gain certainty from her assistant, Becky, and she gives responses. Jules wanted Becky to give her Townsend's number. According to Pearson, women are more likely to ask others to do something for them indirectly than men (218). The words **will you** were the sign of Jules asking Becky to answer her question and to do something that she wants. Sometimes, the questions are used because the interlocutor is believed to have a correct answer (Lakoff 49). Therefore, Jules knows the answer but she has still used tag questions to Becky.

From the explanation above, it is shown that tag questions included directive function because Jules needs confirmation from Becky and wants Becky to do something.

## 3. Rising Intonations on Declaratives

According to Lakoff, there is a strange pattern of sentence intonation usually used by women, found in English which has a declarative answer from for a question and is often used (49). From this research, Jules used this features seven times in *The Intern* film. One of the example of rising intonations on declaratives that Jules used is:

**Jules** : **You're tired? That's why you haven't looked at me once since I came over here?**  
**Ben** : I'm looking at you.  
**Beck** : Jules, Cameron's on the phone.  
**Jules** : Okay.

(01:30:37 – 01:30:50)



This situation happened when Ben back to the office after picking up Pagie from her school. He felt confused and shocked, because he saw Matt, Jules husband was chatting on Jules. Jules, who does not know what happened with Ben, asked the various questions about their works. Once again, Ben did not respond to all the questions asked by Jules. Jules said “**You’re tired? That’s why you haven’t looked at me once since I came over here?**” as identified rising intonations on declaratives because she was seeking confirmation why Ben did not notice that Jules was asking to him. The effect is as though one were seeking confirmation. Thought at same time the speaker may be the only one who has the requisite information (Lakoff 50).

Jules used rising intonations on declarative in her utterance, which included of directive function because Jules wants Ben to confirmation why Ben did not notice when Jules was talk to him. From the explanation, it is shown that rising intonations on declaratives feature included the directive function.

#### 4. Empty Adjectives

The word such as, *charming* and *cute* have trivial meanings that are used by women to make them sound more amusing. In this feature, the words like **nice**, **cute**, **brilliant**, and **beautiful** identified as empty adjective that Jules Ostin used in *The Intern* film.

**Cameron** : Ben Whittaker! Someone’s very happy.  
**Jules** : **Brilliant!** Thank you! Best that’s happened around here all week. (Ben raises two fingers to his forehead, saluting her from across the room. The bell ringing and the entire office applaud).  
**Ben** : Thank you.

(00:27:41 – 00:28:02)

The data found in the situation happened when Jules looks the cubicle that was always dirty and full of stuff’s but now the cubicle was very clean, and Ben was the one who has been cleaning the cubicle that full of stuff’s for days. Jules feels shocked, happy, and thankful to Ben. In the dialogue, Jules used the word indicated empty adjective feature, **brilliant**. According to Lakoff, these adjectives are neutral, native speakers of any gender, men and women may use them (46). But there are adjectives that seem to give a limited impression to be used by women. Jules used the word **brilliant** to express her feeling about Ben’s attitude, because so far, there were not Jules’s employees have initiative to cleaning the cubicle.

Based on the explanation, it is shown that empty adjective feature included the expressive function because this feature only concerns the word’s emotional reactions to the specific information.

#### 5. Precise Color Terms

According to Lakoff, women who give details of color are much more precise in naming terms than men (43). In this research, the researcher only finds one utterance used by Jules that included precise color terms feature.

**Jules (into headset)** : Okay, let me just review this with you. You have six bridesmaids. You ordered six of the silk chiffon Antoinette

dresses in pink. The wedding is in three days, and the dresses just arrived all in **charcoal gray**. Which we don't even sell, so that is bit of a mystery.....

(00:06:22 – 00:06:37)

The conversation happened between Jules and the customer who complained about the wrong dress that the customer received. Jules re-confirmed the customer complaints that she received and emphasized the words **charcoal gray**. The color **charcoal gray** is a very dark gray color. According to Lakoff, women have their own vocabulary for naming the color (43). Compared to women, men assumed talks about the precise color terms are ridiculous because they think questions like that are trivial and irrelevant to the real world.

According to Jakobson, the metalinguistic function aims to convey the code analysis where the code is misunderstood and needs correction or clarification (356). From the statement, Jules wants clarification about the wrong delivered dress. The researcher concluded that precise color terms included metalinguistic functions.

## 6. Intensifiers

In this research, Jules used the words that indicated of intensifiers like **just**, **so**, **really**, and **very**. Women use intensifiers to strengthen their intended meaning, to make sure the interlocutor receives the message, and also intensifiers are used as an emphasis.

**Jules** : **So**, Ben... I was gonna to say what is a nice guy like you doing at a place like this? But Cameron gave me the drill, **so** can I **just** be honest with you?

**Ben** : Please.

**Jules** : I'm not gonna have a lot for you to do (Ben surprised) that's the truth. And, you being assigned to me is kind of **just** for me to set an example for the rest of the team. If you ask me, I think that you'd be much better of working in creative or marketing. It's a little bit slower pace, maybe a little bit easier to grasp. If you requested to transfer, we can make that happen.

**Ben** : If that's what you'd prefer.

**Jules** : You'll be happier, believe me. I'm not **so** fun to work for.

(00:17:50 – 00:18:23)

The conversation happened between Jules and Ben when Ben introduced himself as a personal assistant of Jules Ostin. But Jules offered Ben to move into the creative or marketing division. Jules was very clear that she did not need a personal assistant like Ben because Ben was too older than her.

Based on the statement, Jules used intensifiers features five times. It was clear because in the statement above there are words **so** and **just** that indicate intensifiers features. Intensifiers **so** is more frequent in women than men language (Lakoff 48). Jules used words **so** and **just** to strengthen her statement and she is serious that she wants Ben to move into another division.

Jules used the words **so** and **just** are classified as intensifiers, to express her feeling. It shows that intensifiers features included the expressive function because this feature can make people more certain of its meaning and intensify the word.

## 7. Super Polite Forms

Super polite forms are usually used as polite command and polite language. Super polite forms also showed if women as human beings can be more polite than men. This feature was the application of women to selecting more polite utterances while speaking. In this research, Jules used words like **can you please**, and **please** which showed super polite forms feature. The example of super polite forms is:

**Jules** : Got to get something in your stomach. (Pagie is still crying) Honey, honey, honey. **Can you please** take one bite before school? **Please?** Just one bite?

**Ben** : Hey, what's with the waterworks, Little one?

**Jules** (sigh) : I just told her the sitter's gonna have to take her to Maddie's birthday party today because Matt's feeling sick.

(01:22:29 – 01:22:41)

From the conversation above, Jules wanted Pagie to eat her breakfast before she goes to school, but she did not want to eat her breakfast. Pagie's felt sad because Jules said that she can go to the party with her sitter. In the conversation Jules used the sentences **can you please** and **please** as a form of request or polite command. The super polite forms was usually used as polite command and polite language, this feature is the application of women to selecting more polite utterances while speaking (Lakoff 50). Using words **can you please**, which showed polite request. But, if added with the word **please** once again it is showed super polite forms. It can be assumed that Jules used super polite forms for her request which reflect women's language features. It is shown that super polite forms included of the directive function, because Jules used the word **please** also indicating asks someone to do something.

## 8. Avoidance of Strong Swear Words

According to Lakoff, few women even rarely used swear words than men to express their emotions (44). The researcher finds some utterances of women's language features that include in avoidance of strong swear word features. Jules used words like **oh my God**, **oh good**, and **God** which identified avoidance of strong swear words. The example of this feature is:

**Ben** : That was fast.

**Jules** : Not fast enough.

**Ben** : Oh, I picked you up some soup from a place I know.

**Jules** : Thanks, you really didn't have to... to do... (Opens the bag) **Oh my God**, that smells so good.

**Ben** : Good

(00:34:13 – 00:34:15)

The data found in the dialogue between Jules and Ben when Jules finished the meeting with one of the potential CEO. Ben bought some soup for Jules to eat because before meeting Jules said that she forgot to eat. Jules was amazing with the smell of the soup. She used **Oh my god**, to avoid using strong swear words and substitute it more polite. From the explanation, Jules used **Oh my god** to express her feelings.

Based on the conversation above, Jules used swear word **Oh my god** to express her feeling. She felt grateful because she could eat delicious food. In conclusion, avoidance of strong swears words in this scene included expressive function.

## 9. Emphatic Stress

Emphatic stress was typical of special stress that is given by the speaker to several words in a sentence. It is used to emphasize, compare, correct or clarify things. In this film, Jules used emphatic stress seven times. The mark words that included of avoidance of strong swear words used by Jules, like words **great** that Jules used three times in this film, **awesome**, **genius**, **super**, and **beyond**.

**Jules** : I just wanted to say thank you for helping out with Mike today and for getting me chicken soup. And for cleaning that mess. That was **awesome**. Seriously.

**Ben** : you're very welcome.

(00:35:29 – 00:35:40)

The conversation happened when Jules finished all her activities at work and comes back to her home. Jules felt thankful to Ben for everything he did today. According to Lakoff, correcting or clarifying things is one of the goals of emphatic stress (50). The word **awesome** used by Jules is indicated correct or clarified things, because Jules was very grateful for Ben's attendance, such as cleaning the mess cubicle in the morning, driving her to meet with one of the potential CEO, gave her chicken soup and bring her to back home. The word **awesome** is a kind of emphatic stress indicated of the women's language features.

From the conversation above, Jules used the word **awesome** which indicated of emphatic stress to express her gratitude for Ben's attendance. It is shown that emphatic stress features included expressive function because the word **awesome** is used to emphasize the utterance and also to express Jules's feelings.

## E. CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concluded based on the research questions of this research. First, the used women's language features in Jules Ostin's utterances in *The Intern* film. Second, the functions of language served women's language features in the film.

From ten features of women's language, the researcher found nine features in this research. They are lexical hedges or fillers, tag questions, rising intonations on declaratives, empty adjectives, precise color terms, intensifiers, super polite forms, avoidance of strong swear words, and emphatic stress. The first frequent of women's language features used by

Jules was lexical hedges or fillers. Jules used this feature because when she talks with someone she lacks confidence, uncertainty, doubt, and sometimes to fill the pauses in conversation. The second frequent was intensifiers because Jules uses this feature to strengthen her intended meaning, to make sure her interlocutor receives her message and used it as an emphasis. Meanwhile, hypercorrect grammar did not use in this research, because Jules used informal language in her utterances to shorten the gap between Jules and the others character.

According to Jakobson, the six functions of language such as expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function (16). From six functions of women's language features, the researcher found expressive function, directive function, and metalinguistic function. The expressive function was the most frequently used in this research.

The researcher hoped this research could be a reference for linguistic students and sociolinguistic researchers, especially for further researchers who want to do a similar analysis of women's language features by focusing on different points of view. Many things can be analyzed using the theory of women's language features. The researcher hoped to compare women's language through their culture. The other researchers can take the data from women being presenters, women's language in social media, and women's language in international speech.

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