

**WOMEN'S LANGUAGE FEATURES
IN "ENOLA HOLMES" MOVIE**

THESIS



By

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ABSTRACT

WULANDARI, PUTRI. 2023. *Women's Language Features in "Enola Holmes" Movie.* Thesis, English Language Teaching Department, Tarbiyah and Teacher training Faculty, State Islamic Institute of Ponorogo. Advisor: Wiwin Widyawati, M.Hum.

Keywords: *Women, Language Features, Movie, Utterances, Socio-culture.*

Women and men use language differently because they have different parts of the brain. These parts are called Broca's and Wernicke's areas, which play an active role in language processing. In practice, women have a group of special language features often used in everyday speech. Based on Lakoff's theory, there are ten types of women's language features. There are lexical hedges or fillers, tag questions, rising intonation on declarative, empty adjectives, intensifiers, super-polite forms, 'hypercorrect' grammar, precise color terms, avoidance of strong swear words, and emphatic stress. Women use language that is less assertive, less direct (using figurative words), cautious when expressing something, and often use more subtle and polite words or gestures.

The aims of this research are: 1) to identify the types of women's language features used by the women characters in *Enola Holmes* movie. 2) to find out the women's language features conveyed by the women characters in *Enola Holmes* movie.

This research was conducted by using library research and descriptive qualitative was used as the approach. The source of data in this research are taken from *Enola Holmes* movie and movie's script as primary data. For the secondary data, the researcher used e-books, books, journals, and some internet sources. The researcher used documentary technique to collect the data and content analysis to analyze the data.

The results of this research showed that there are nine types of women's language features found in the utterances of the women characters of the *Enola Holmes* movie. The researcher found 99 women's language features with details of 20 data (20,20%) of super-polite forms, 19 data (19,20%) of intensifiers, 14 data (14,14%) of lexical hedges or fillers, 12 data (12,12%) of tag questions, 8 data (8,08%) of hypercorrect grammar, 7 data (7,07%) of rising intonation on declarative, 7 data (7,07%) of empty adjectives, 7 data (7,07%) of avoidance of strong swear words, and 5 data (5,05%) of emphatic stress. The dominant type of women's language features in the *Enola Holmes* movie is super-polite forms to show respect, politeness and reveals the social class of the speaker. There are several purposes for conveying women's language features. Women use lexical hedges/fillers and tag questions to show doubt and uncertainty in utterances. Women use rising intonation on declarative, intensifiers, and emphatic stress to emphasize the utterance's meaning. Super-polite forms, empty adjectives, 'hypercorrect' grammar, and avoidance of strong swear words are used by women to maintain politeness and show their social status.



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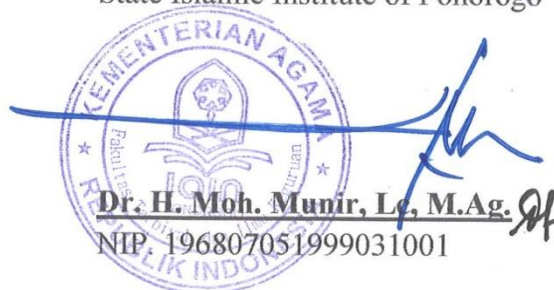
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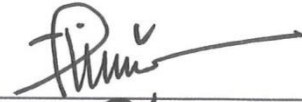


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CHAPTER I

INTRODUCTION

A. Background of The Study

People speak language differently in social contexts and functions. Language is used to convey social meaning. Therefore, it is important to understand how language works, the social relations in society, and how people use language in different social contexts. People construct aspects of social identity through language.¹

Language also shows aspects of social identity. Speech gives clues to others about who we are, where we come from, our age, and perhaps what kind of social experiences we have had.² The language used by children and adults is different. The differences in language use can also be seen from educational backgrounds. For example, a highly educated person will see differences in the character of his language use with uneducated speakers even though both use the same language. In addition to these, speech is also influenced by gender.

Gender is the nature and behavior attached to men and women that are socially and culturally shaped, including speech.³ Because it is shaped by local society and culture, gender does not apply forever depending on the time and place.

In general, sex is different from gender. Sex is a biological characteristic of humans from birth which is male and female with different physical characteristics. Male have Adam's apple, and penis, and produce sperm. While female have a vagina, uterus, and eggs. These biological traits are inherent and cannot be exchanged. Different from sex, gender is an inherent characteristic of men and women who exist because of social and cultural construction by linking it to the biological characteristics of each sex.⁴

¹ Janet Holmes, *An Introduction to Sociolinguistic: Fourth Edition* (New York: Routledge, 2013), 1.

² Ibid, 2.

³ Sabrina Rifka Anisa Irhaz, "Gender Equality in Class Management At Mi Ma'arif Setono Ponorogo," (Thesis, IAIN Ponorogo, Ponorogo, 2019), 3.

⁴ Achmad Muthali'in, *Bias Gender dalam Pendidikan* (Surakarta: Muhammadiyah University Press, 2001), 22.

The relationship between language and gender is the relationship between language and ideas about men and women. Lakoff states in her work *Language and Women's Place* that women are forced to learn a weak, trivial, and low style of language as part of their social life, indicating a subordinate status. Women's language is considered a reflection of women's powerlessness and men's power.⁵

The discussion between language and gender is also influenced by differences in the brains of men and women. There are two parts related to language in the human brain, namely the Broca and Wernicke Areas. This section was discovered by a French neurologist named Paul Broca while researching the brains of patients with language disorders. Wernicke was discovered by a German neurologist named Carl Wernicke while researching patients with similar symptoms to language disorders.

The Broca area is a part of the human brain located in the left prefrontal lobe.⁶ The Broca area is adjacent to the Wernicke that generally only exists in the left hemisphere (part of the brain hemisphere). This area regulates language processing and understanding aspects of speech.

Because of this function, disturbances in the Broca and Wernicke areas can cause a person to experience language disorders, such as stuttering or other speech disorders. The Broca area in women is larger than in men. It means that women have implications for language acquisition and understanding of word articulation better than men.⁷

This theory is also supported by research conducted at Northwestern University in 2008. In the study, men's and women's brains were active in different parts during the English language acquisition process. The respondents were given tasks to write and spell words while being fitted with an fMRI (Functional Magnetic Resonance Imaging)

⁵ Janet Holmes, *Op. Cit.*, 301.

⁶ David S. Heyn, et al., "Structure of the Cerebral Cortex in Men and Women," *Journal of Neuropathology and Experimental Neurology* Vol 61, No. 1, (2002).

⁷ Suyadi, "Diferensiasi Otak Laki-laki dan Perempuan Guru Taman Kanak-kanak Aisyiyah Nyai Ahmad Dahlan Yogyakarta: Studi Pendidikan Islam Anak Usia Dini Perspektif Gender dan Neurosains," *SAWWA: Jurnal Studi Gender* Vol 13, No. 2 (2018). DOI: <http://dx.doi.org/10.21580/sa.v13i2.2927>

device. The researchers then found that women had a better level of brain activation in the part of the language associated with abstract thinking and speech production. Meanwhile, men's brains are more active in the auditory and visual. It can be concluded that men rely heavily on their senses, while women have a more holistic approach to language learning.⁸

We may know the assumption that women and men are different in using language because they are sexually different. In this regard, Lakoff states that the language used by women is less assertive, less direct (using figurative words), and cautious when expressing something, and often uses more subtle and polite words or gestures. If a woman feels unsure about an issue, she will question herself and not have confidence in herself.

That's why, women often use expressions that indicate that they are unsure of what they are saying which are called *Lexical hedges or fillers*. Women also often use expressions at the end of a sentence to gain agreement called *tag questions*. Women also use *rising intonations* that turn a statement into a question and use *emphatic stress* when they feel unsure about an utterance.

Women are considered to be more meticulous and detailed when it comes to color so they can use *precise color terms*. Women also often use *intensifiers* to emphasize a verb or adjective such as so, very, totally, and so on.

Women use more *hypercorrect grammar* in language. They also use *super polite forms* to maintain social values. Then, they *avoid using strong swear words* and use subtle city words to insult someone. Lastly, they use more subtle and emotionally *empty adjectives* such as gorgeous, fabulous, lovely, charming, divine, and adorable.⁹

⁸ Merideth Wightman, *Gender Differences in Second Language Learning: Why They Exist and What We Can Do About It* (Knoxville: University of Tennessee, 2020), 4-5.

⁹ Ibid, 302-303.

Lakoff reveals that these ten features of the women's language are indirectly used in our daily lives and are even present everywhere. They are also expressed through mass media, especially movies.

Movies are one of the most influential mass media. A movie, moreover known as a film, is visual communication that employs moving pictures and sound to tell stories that can be found at the cinema or on tv.¹⁰ It communicates messages and information through voice, images, and text. The movie also reflects opinions, social conditions, and criticisms. This media is also an expression of people's way of life. The utterances in movie scenes can show the social identity of the characters based on the reality in society.

In this research, researcher chose movies to analyze because they show the reality that exists in society. The audience can easily find out what issues are raised in a movie. Through the movie, the issues can be given quickly by serving images and sound, which can touch feelings and influence the audience's understanding of the intent, message, and purpose of the film that has been watched. Moreover, the issue of gender began to be echoed in the 20th century in various movies. Many interesting things can be known about gender-related language differences in a movie, such as in the movie *Enola Holmes*.

One of the latest movies about gender and women with an interesting portrayal is *Enola Holmes*. This movie is the latest *Sherlock Holmes* series. A movie that takes a new perspective on the adventures of *Sherlock Holmes*'s sister, *Enola*.

The researcher is interested in choosing this movie as an object of the study because it is very unique. The movie has a brave woman protagonist who is trying to find herself in 1800s London. This movie gives a new perspective on the social awareness of gender and women empowerment in action and mystery genres.

¹⁰ Wikipedia, <https://en.wikipedia.org/wiki/Film>, accessed on December 4th 2022, at 05.14 p.m.

Through *Enola Holmes* movie, we can learn about language variation, especially women's language features. In this case, the teacher can use *Enola Holmes* movie as media learning to teach the material related to women's language features. The researcher believes that this way can make students enjoy and it can be an alternative for teachers to teach material related to the women's language features on sociolinguistics. It will be interesting and easy to comprehend the material for the student.

Based on the explanations above, the researcher is going to conduct research to analyze the women's language features in "Enola Holmes" movie based on Robin Tolmach Lakoff's theory, under the title "WOMEN'S LANGUAGE FEATURES IN "ENOLA HOLMES" MOVIE".

B. Statement of the Problems

1. What are types of women's language features used by the women's characters in *Enola Holmes* movie?
2. How are the women's language features conveyed by the women's characters in *Enola Holmes* movie?

C. Research Objectives

1. To Identify types of women's language features used by the women characters in *Enola Holmes* movie.
2. To find out the women's language features conveyed by the women characters in *Enola Holmes* movie.

D. Significances of The Study

The finding of this research is an expected contribution given both theoretically and practically, those are:

1. Theoretical Significance

The theoretical benefit expected of this research would be helpful and can enrich the knowledge about language variation users, especially in women's language features. On the other hand, it will positively impact English teaching, especially in teaching sociolinguistics.

2. Practical Significances

a. For researcher

This research is expected to be able to improve the researcher's ability to comprehend this study and understand the values and the story of the movie itself.

b. For reader

The result of this study is expected to be a reference to get a better understanding of the movie, especially about women's language features.

c. For the future researchers

This research can be a reference for further researchers who analyze the same topic, especially in women's language features.

E. Previous Research Findings

Research about movie analysis is not new at this time. Many researchers research movies to observe characters, and values, and even for the benefit of English language education. To make this study clear and different, the researcher provides some previous studies that are related to women's language features research.

Firstly, a journal was written by Tika Oktapiani et al., (2017) entitled *Women's Language Features Found in Female Character's Utterances in The Devil Wears Prada Movie*, which aimed to identify the women's language features based on Lakoff's theory and also to identify language functions based on Jakobsen's theory. This research was conducted by using descriptive qualitative methods by watching the movie several times,

reading the script movie, and underlining female characters' utterances. The findings show that only nine types of women's language features were found in this movie: lexical hedges or fillers, tag questions, rising intonation on declarative, empty adjectives, precious color terms, intensifiers, super polite form, avoidance of strong swear words and emphatic stress.¹¹

Based on the research above, there are some similarity and differences with this research. The first research uses descriptive qualitative research to observe the utterances of all women characters in the movie. This research also uses descriptive qualitative research to observe the utterances of the women characters in *Enola Holmes*. Furthermore, the previous study focused on women's language features and identify language functions based on Jakobsen's theory, while this research only focused on women's language features.

Secondly, a thesis was written by Bayu Anggara Putra and Prayudha (2018), entitled *The Analysis of Women and Men's Language Features on America's Got Talent*, which aimed to identify the women's language features of female judges and men's language features of male judges in America's Got Talent 2018. This research was descriptive and qualitative and conducted by using the *simak* method of listening, observing, and grouping the data from the video. As the result, there are six women's language features used by female judges in America's Got Talent, namely lexical hedges, rising intonation on declarative, empty adjectives, intensifiers, super polite forms, and emphatic stress. There are three male language features used by male judges in America's Got Talent, namely direct forms, interrupting, and swear words.¹²

Based on the research above, there are some differences with this research. The first difference is on the object, and the second is on the focus of the study. This previous

¹¹ Tika Oktapiani et al., "Women's Language Features Found in Female Character's Utterances in The Devil Wears Prada Movie", *Jurnal Ilmu Budaya*, Vol 1, No 1 (July, 2017).

¹² Bayu Anggara Putra and Prayudha, "The Analysis of Women and Men Language Features on America's Got Talent," (Thesis. Universitas Ahmad Dahlan, 2018).

study uses America's Got Talent 2018 videos, while this research uses Enola Holmes Movie. Then, this previous study focused on women's and men's language features. Meanwhile, this research focused only on women's language features.

Lastly, a study was conducted by Sekarayu Nuringtyas and Ais Navila (2022) entitled *Women's Language Features on Utterances of Charlies Angels Movie*, which aimed to examine women's language features and the reasons for using the features by the three main women characters in the movie. This analysis only found nine features in this movie, namely lexical hedges or fillers, intensifiers, tag questions, emphatic stress, rising intonation on declarative, avoidance of strong swear words, super polite forms, empty adjectives, and hypercorrect grammar.¹³

Based on the research above, there are differences and similarities with this research. The difference is on the object. The object of this previous study is Charlie's Angels Movie, while the object of this research is the movie by Enola Holmes. The similarity between this previous study and this research is both focused on women's language features.

F. Research Method

1. Research Approach and Design

The research design consists of plans and procedures that include assumptions, data collection, and detailed data analysis.¹⁴ This research design contains specific procedures in the research process such as data collection, data analysis, and report writing.¹⁵

¹³ Sekarayu Nuringtyas and Ais Navila, "Women's Language Features on Utterances of Charlies Angels Movie," *Jurnal Penelitian Humaniora*, Vol. 23, No. 1 (February, 2022).

¹⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition (California: SAGE Publications, 2009), 4.

¹⁵ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition (USA: Pearson Education, 2012), 20.

In this study, the researcher used library research as the research design because this study was designed to analyze the types of language features of women in language variation.

Then, for the research approach, the researcher used descriptive qualitative research. According to Nazir (1988), descriptive research aims to describe the facts, characteristics, and relationships between phenomena that are being observed, systematically, factually, and accurately.¹⁶ This research is descriptive-qualitative because this research describes the linguistic phenomena found in the movie and observed the speech expressions in *Enola Holmes* which are written using descriptions.

This research focused on analyzing women's language features found in the movie script *Enola Holmes* uttered by the characters. Furthermore, this research also knows the types of women's language features conveyed by characters in the movie *Enola Holmes*. The result is presented in the form of descriptions and a matrix.

2. Data and Source of Data

a. Research Data

The data of this research are utterances produced by the characters in the movie *Enola Holmes*. This data will be collected from *Enola Holmes* movie and the movie's script. The duration of this movie is 2 hours and 3 minutes.

b. Source of Data

i. Primary Data Source

Data that has been observed, experienced, or recorded close to the event are the nearest one can get to the truth, and are called primary

¹⁶ Tika Oktapiani, et.al, "Women's Language Features Found In Female Character's Utterances In *The Devil Wears Prada* Movie", *Jurnal Ilmu Budaya*, Vol. 1 No. 3 (July, 2017), 212.

data.¹⁷ It can provide information about virtually any facet of our lives and surroundings.¹⁸ It means primary data is data obtained directly in the field by the researcher as the object of writing.

Based on the explanation above, the primary data in this research is taken from the movie entitled *Enola Holmes*. The movie was published on Netflix on September 23rd, 2020, and consists of 2 hours and 3 minutes. The movie was downloaded from Layarkaca21.com. The movie script was downloaded from www.elSubtitle.com. The *Enola Holmes* movie becomes the subject of the analysis where the researcher follows the actions and all of the character's dialog to find the women's language features in the movie.

ii. Secondary Data Source

A secondary source is a secondhand description written by someone who may have heard about an event from others but did not directly experience it.¹⁹ Meanwhile, Walliman defined that written sources that interpret or record primary data are called secondary sources, which tend to be less reliable.²⁰ The forms of secondary data are news bulletins, magazines, newspapers, documentaries, advertising, the internet, etc.²¹ So, secondary data is a source of research data obtained through intermediate media or indirectly in the form of books, records, existing evidence, or archives, both published and unpublished in general.

Based on the explanation above, the secondary data in this research was taken from any data relating to the material concerns, such

¹⁷ Nicholas Walliman, *Research Method: The Basic* (USA : Routledge, 2011), 69.

¹⁸ Ibid, 70.

¹⁹ Donald Ary, Lucy C. Jacobs, Christine K. Sorensen, *Introduction to Research in Education*, Eight Edition (USA : Wadsworth, Cengage Learning, 2010), 443.

²⁰ Nicholas Walliman, *Op.Cit.*, 69.

²¹ Ibid, 71.

as book references, thesis, web source, interview transcript, and various sources related to this research.

3. Data Collection Technique

In conducting this research, the researcher used the documentary technique to collect the data by getting the data from reading the movie script and watching pause the picture by picture of Enola Holmes movie by Netflix.

The documentary technique is the technique to collect data, and the data were from transcripts, books, newspapers, magazines, scripts, etc.²² The researcher used the movie script from Enola Holmes's movie video to collect the data in this research. In collecting the data for analyzing this research, the researcher gathered references and apply some steps.

The researcher used these steps for collecting the data as follows:

- 1) Downloaded the Enola Holmes movie on the website Layarkaca21.com.
- 2) Watched the whole movie, read the transcript downloaded from www.elSubtitle.com, and pay attention to every dialogue or the picture screenplay in the “Enola Holmes” movie.
- 3) Rechecked the utterances of the women’s characters in the movie and the transcript.
- 4) Collected the data by watching the movie and the script focused on women’s language features. The researcher used the following codes to identify the types of women’s language features.
 - The title of this movie is Enola Holmes, which is abbreviated as EH
 - The types of women’s language features by all the characters include:
 - Lexical hedges or fillers : Lh

²² Siti Mukarromah, “An Analysis of Character Educational Values In" Zootopia" Movie Script” (Skripsi, IAIN Ponorogo, Ponorogo, 2019), 90.

- Tag questions : Tq
- Rising intonation on declarative : Ri
- ‘Empty’ adjectives : Ea
- Precise color terms : Pct
- Intensifiers : Inf
- ‘Hypercorrect’ grammar : Hg
- ‘Super-polite’ forms : Spf
- Avoidance of strong swear words : Asw
- Emphatic stress : Es

5) Eliminated unnecessary utterances.

4. Data Analysis Technique

The technique for collecting data was conducted to collect and organizing of data. The technique for analyzing data is content analysis.

There are several steps to analyze according to qualitative research according to Miles and Huberman (1994)²³:

a. Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The mass of data has been organized and somehow meaningfully reduced or reconfigured. These data are condensed to make them more manageable.

In this case, the researcher sorts the data by focusing on the women’s language features from utterances in *Enola Holmes* movie.

²³ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (USA: Sage, 2014, Third Edition), 7.

b. Data Display

The researcher displayed the research data by using the table and grouping to analyze the data. The researcher extrapolated from the data enough to begin to identify systematic patterns and interrelationships. The researcher drew the data after describing, the data continuously and throughout the study as the outcome. The researcher analyzed the data, explain it, and then makes a conclusion.

The outcome of the study was descriptive and analyzed. The researcher sorts the data by focusing on the women's language features in the movie.

c. Conclusion and Verification

The third step of qualitative data analysis is drawing conclusions and verification. Results can be in the form of a previously unclear description and become clear after being researched.²⁴ After the data were displayed and interpreted, then the researcher concluded. The conclusion was made clear to make the readers easier to know the result of the study.

G. Organization of The Study

The research organization is to make the readers know and understand the research content easily. Those are:

Chapter I: Introduction

This chapter discusses the background of the study explains the reasons behind conducting this research and is the basic partner of the entire thesis. This chapter also discusses the statement of the problem, research objective, significance of the study, a research methodology that covers research design, data and source data, data collection technique, data analysis technique, and

²⁴ Hardani Ahyar, et al., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu, 2020), 171.

lastly, organizations of the study. This chapter also contains the previous research finding which is very important to support the theories.

Chapter II: Review of Related Literature

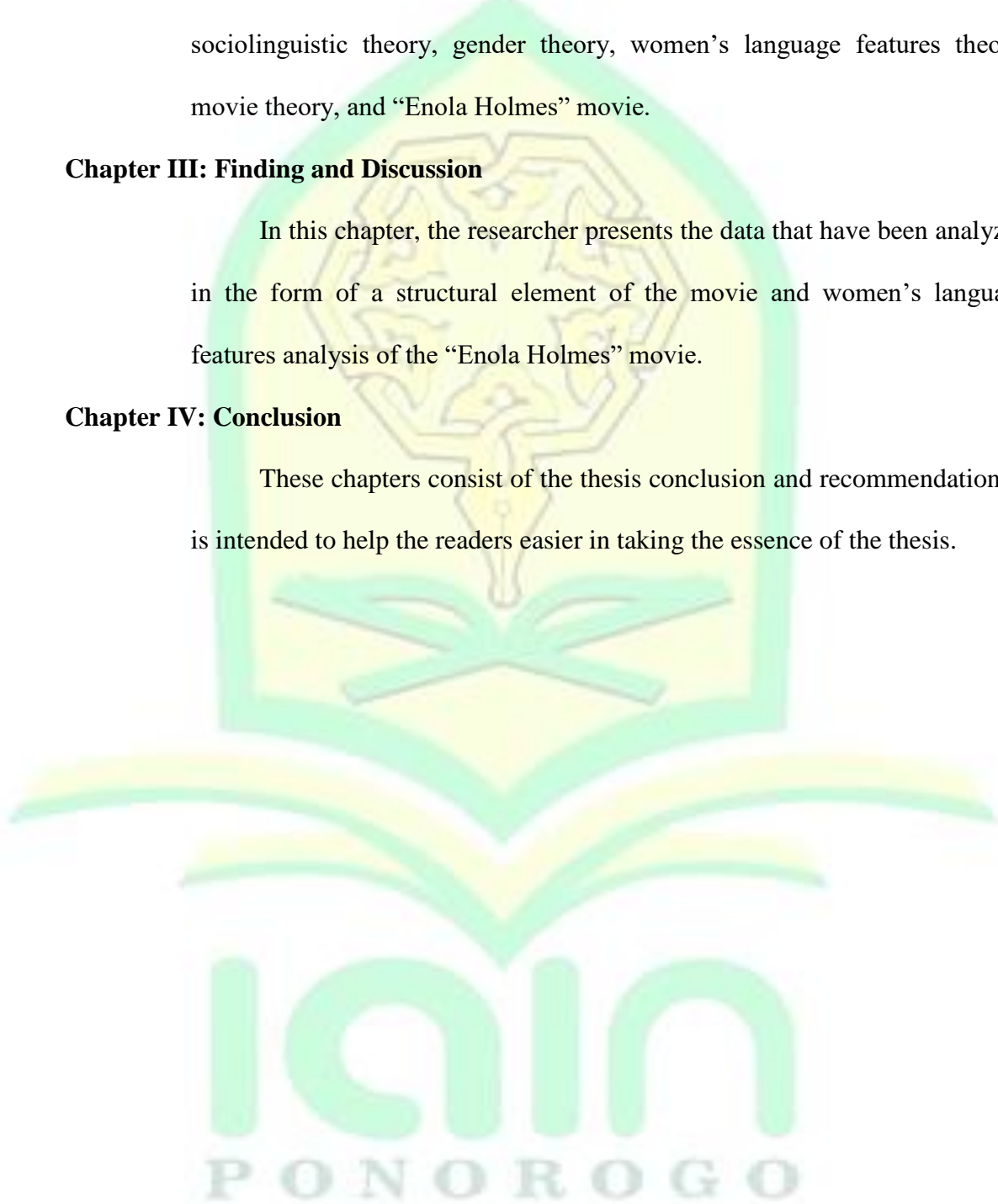
This chapter contains the basic theories related to this research, such as sociolinguistic theory, gender theory, women's language features theory, movie theory, and "Enola Holmes" movie.

Chapter III: Finding and Discussion

In this chapter, the researcher presents the data that have been analyzed in the form of a structural element of the movie and women's language features analysis of the "Enola Holmes" movie.

Chapter IV: Conclusion

These chapters consist of the thesis conclusion and recommendation. It is intended to help the readers easier in taking the essence of the thesis.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the review of related literature such as sociolinguistics, language and gender, gender theory, women's language, women's language features, and also the theory of movies.

A. Sociolinguistics

The term sociolinguistics consists of 'socio' refers to the 'sciences of society' and 'linguistics' which means 'science of language'.²⁵ In short, sociolinguistics is the study of language related to society. It investigates the relationship between language and society to be a better understanding of the language structure and how language functions in social communication.²⁶ Humans should use language to interact and communicate with other humans. They will find various problems if not communicating using language.

Sociolinguistics is a branch of linguistics that studies the relationship between language and society. It explains why people speak differently in context, identifies the social functions of language, and how it is used to convey social meaning. Sociolinguistics provides a wealth of information about how language works, the social relations within a community, and the way people use language in different social contexts. This is particularly important because people construct aspects of social identity through language.²⁷

In studying sociolinguistics related to language and speech community, two main things need to be explored, namely: (1) descriptive sociolinguistics that discusses "who is speaking or writing, what language or what language variations, to whom, when and for

²⁵ Fatchul Mu'in, *Sociolinguistics: A Language Study in Sociocultural Perspectives* (University of Lambung Mangkurat, Banjarmasin, 2019), 4.

²⁶ Ronald Wardhaugh, *An Introduction to Sociolinguistics, 6th edition* (Oxford: Wiley-Blackwell, 2010), 12.

²⁷ Janet Holmes, *Op. Cit.* 1.

what purpose "to find out patterns of language use by the community both small scale and large scale; (2) sociolinguistic dynamics that discuss "what causes the level of difference in the use of language" to find out the reasons why and how the use of language by society can differ between groups of people or between individuals.²⁸

Language also shows aspects of social identity. Speech gives clues to others about who we are, where we come from, our age, and perhaps what kind of social experiences we have had.²⁹

B. Gender

The terms sex and gender are sometimes used interchangeably as synonyms. Language and gender theorists have generally made a distinction between sex as physiological, and gender as a cultural or social construct.³⁰

According to Cambridge dictionaries, gender can be defined as the physical and/or social condition of being male/ female. When a baby is born, the status of a boy or girl is announced. Gender is a system in which there are only two possibilities, a person must be a man or a woman.

Biological differences between men and women can determine gender which can cause the difference in their capabilities and disposition. For example, men are considered to have higher testosterone, which causes they are said to be more aggressive than women. In addition, to be more rational than women the dominance of men's left brain leads men. Men and women in the same community interact with one another regularly and in some contexts intimately, but their linguistic behavior is different in measurable manners.³¹ The speech of women and man differs. In some cases, the difference is quite small and not generally noticed. Different gestures and facial

²⁸ Joshua A. Fishman, (ed.) *Advances in the Sociology of Language. Volume I Basic Concepts, Theories and Problems: Alternative Approaches* (Paris: Mouton, 1976), 219.

²⁹ Ibid, 2.

³⁰ Lia Litosselli, *Gender and Language Theory and Practice* (New York: Hodder Education, 2006), 10.

³¹ Eckert, P and McConnell, S. *Language and Gender* (New York : Cambridge University Press, 2003), 12.

expressions may be used by men and women. The men and woman did not speak a different language; they speak different varieties of the same language.³²

Gender is one of the major topics in Sociolinguistics that discusses the connection between structures, vocabularies, and ways of using particular languages and the social roles of the men and women who speak these languages.

C. Language and Gender

In sociolinguistics, language and gender are one of the aspects discussed. The forms of language used by women and men differ - to different degrees - in all language communities.

The term gender is rather used than sex because sex refers to categories that are differentiated based on biological characteristics, while gender is more suitable for distinguishing people based on their sociocultural behavior, including speech.³³

From a linguistic point of view, men and women have learned to act according to their gender. Men learn to be men, and women learn to be women because linguistic behavior is for the most part learned behavior. There are different roles of men and women in society, and we may expect that the more distinct the roles, the greater the differences, and there seems to be some evidence to support such a claim, for the greatest difference appear to exist in societies in which the roles of men and women are most clearly differentiated.³⁴

The relationship between language and gender is the relationship between language and ideas about men and women. Lakoff (as cited in Holmes, 1992) states in her work *Language and Women's Place* that women are forced to learn a weak, trivial,

³² Nanda Dwi Utari. A Theses. *An Analysis Of Women's Language Features Used By Indonesian Female Author In The Book Of Dear Tomorrow By Maudy Ayunda* (Medan: Universitas Muhammadiyah Sumatera Utara, 2019), 10.

³³ Janet Holmes, *Op. Cit.*, 157.

³⁴ J, Sofie. *A study of female language features in same-sex conversation* (Hogskon: Hogskon University, 2010), 330.

and low style of language as part of their social life, indicating a subordinate status. Women's language is considered a reflection of women's powerlessness and men's power.³⁵

D. Women's Language Features

Lakoff mentions that women and men have different styles of language. Man's language is more assertive and mature and men like to speak openly with the right vocabulary. In contrast, the language used by women is not assertive, uses a lot of figurative words, is careful when conveying something, and often uses soft and polite words or gestures. In addition, Lakoff also said that if a woman feels unsure of something, she will blame herself which indicates that she is not confident.³⁶

There is a stereotype that men tend to maintain their masculinity in the language used, while women tend to maintain their femininity. Therefore, some different features are applied by them to maintain their identity. Both men and women have their purposes for keeping these features in place. For example, most women will use several linguistic features that reinforce their subordinate status.³⁷

Lakoff provides a list of ten features of the women language. These ten types of women's language features are lexical hedges or fillers, tag questions, rising intonations on declarative, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress.³⁸ These ten women's language features are indirectly used in our daily lives and are even present everywhere.

³⁵ Janet Holmes, *Op. Cit.*, 301.

³⁶ Nanda Dwi Utari, *Op. Cit.*, 11.

³⁷ Holmes, J and Meyerhoff, M. *The Handbook of Language and Gender* (Oxford : Blackwell Publishing. 2003), 296.

³⁸ *Ibid*, 302-303.

1. Lexical Hedges or Fillers

Lexical Hedges is a pause in the form of phrases words or fillers contained in conversation sentences to a lack of self-confidence, information that is not fully accurate, uncertainty, doubt, confusion, and no empirical evidence to support that. Women are said to use more hedges than men, such as *I think, you know, well, I'm sure, sort of and perhaps*.³⁹

Example: (a) *I think it will overflow this night*

(b) *Jennifer is sorta tall*

From the example above, it can be seen that sentence (a) shows that the speaker is unsure and lacks the confidence to express the meaning of the utterance. The speaker does not know for sure whether the water will overflow at night or not, so she uses the word 'I think' to protect her statement. Then, the speaker intends to say in a sentence (b) that Jennifer looks neither too tall nor too short. Here, hedges are used to reduce the possibility of unfriendliness or untruthfulness of the speaker's utterance because it is uncomfortable to say someone's physical shortcomings.⁴⁰

2. Tag Questions

A tag, in its usage, as well as its syntactic shape (in English), is midway between an outright statement and a yes-no question: it is less assertive than the former but more confident than the latter. A tag question is a question followed by a statement or declarative sentence, and some of them are used because of someone's uncertainty about the statement that he said. The examples of language used in 'tag question' are *isn't it? right? don't we?* and so on that appear in the

³⁹ Nanda Dwi Utari, *Op. Cit.*, 12.

⁴⁰ Lisda Miftahul Aini, A Theses. *Women Language Used by The Main Characters of "Mockingjay" Movie*, (Maulana Malik Ibrahim State Islamic University of Malang, 2016), 19.

final statement.⁴¹ Lakoff claims that tag questions are associated with hesitancy, that women use them more than men, and that tag questions reduce the strength of statements.⁴²

Example: *She's very nice, isn't she?*

The way prices are rising is horrendous, isn't it?

3. Rising Intonations on Declarative

The rising intonation on declarative is related to this special use of a syntactic rule is a widespread difference perceptible in women's intonational patterns. The intonation of declarative occurs in declarative sentences but becomes a question because there is an intonation that rises at the endpoint of the word.⁴³ The effect is as if someone is seeking confirmation, although, at the same time, the speaker may be the only one who has the necessary information.

Ultimately, these speech patterns are used to reflect the obvious of not taking women seriously or trusting them because they cannot make decisions and are unsure of themselves. These features may be part of the general fact that women's speech sounds more polite compared to men's.⁴⁴

Example: *It's really good (?)*

There you are, Emily. How many times do I have to shout your name?

4. Empty Adjectives

A similar distinction is also found in the vocabulary. There is a group of adjectives that specifically show the speaker's approval or admiration for something. This kind of vocabulary is called empty adjectives. The empty

⁴¹ Robin Tolmach Lakoff, *Language and Woman's Place* (Oxford: Oxford University Press, 2004), 48.

⁴² Nanda Dwi Utari, *Op. Cit.*, 13.

⁴³ Robin Tolmach Lakoff, *Op. Cit.*, 49.

⁴⁴ Lisda Miftahul Aini, *Op. Cit.*, 17.

adjective is a word that only concerns emotional reactions rather than specific information. Several adjectives can be used both men and women. But some adjectives are mostly used by women only.⁴⁵

Neutral *Women only*

Great *Adorable*

Terrific *Charming*

Cool *Sweet*

Neat *Lovely*

Example: *What a **charming** young man you are!*

*She is so **adorable**!*

5. Precise Color Terms

Differences in color specifications only occur in women. Women give color details far more precisely in naming colors than men do. Words like beige 'yellowish-gray', lavender 'bluish-purple', 'dark reddish-brown' maroon, aquamarine, magenta, and fuchsia are examples of ordinary words in women's active vocabulary, but the vocabulary is not used by most men.⁴⁶

Men find talking about the right color term silly because they consider the question trivial and irrelevant to the real world. As an example of the lexical difference, imagine a man and a woman looking at the same wall, which is painted a pinkish shade of purple, the woman might say that the wall is *mauve*. But, men will say that the wall is purple.⁴⁷

Examples: *That **magenta** dress suits you the best!*

*I like your **sage green** skirt!*

⁴⁵ Ibid, 45.

⁴⁶ Ibid, 43.

⁴⁷ Nanda Dwi Utari, *Op. Cit.*, 14.

6. Intensifiers

The intensifiers used where purists would insist upon absolute superlatives, heavily stressed, seems more characteristic of women's language than men though it is found in the latter, particularly in the speech of male academics. From the Lakoff intensifier theory, it is more of a women's language characteristic. The following are examples of intensifiers: incredibly, exceedingly, topping-extremely well, extremely, truly, really, very, utterly, absolutely, perfectly, and sublimely. Intensifiers are a word that can reinforce a statement that is said so that listeners are sure of the speaker.⁴⁸

Example: *I like him so much.*

The film was absolutely awful.

7. Hypercorrect Grammar

Hypercorrect grammar is the consistent use of standard verb forms. Highly precise grammar is the consistent use of standard verb forms. This involves avoiding abusive language, apologizing more often, and the use of very polite forms as an added feature. This is known as the use of standard grammatical forms.⁴⁹

In every social class, women tend to use more standardized grammatical forms than men. Women can claim their identity as educated people. Women have this kind of thing because they have to be polite and not speak rudely. It is said that women use more *-ing* pronunciations and fewer *-in* pronunciations than men do in words like *swimming* and *doing*.

⁴⁸ Robin Tolmach Lakoff, *Op. Cit.*, 48.

⁴⁹ Lisda Miftahul Aini, *Op. Cit.*, 20.

Hypercorrect grammar involves avoidance of terms considered vulgar or coarse, such as 'ain't', and the use of precise pronunciation, such as sounding the final 'g' in words such as 'going' instead of the more casual 'goin', or double negatives.

Example: *Kaitlyn and I went to the concert.*

*With **whom** are you going to the show?*

8. Super Polite Forms

Women are supposed to speak more politely than men. In the same sense, a request may be a very polite order, which does not require open obedience but suggests something to do as help or sympathy to the speaker. For example, you are standing in front of the TV. The speaker wants you who is standing in front of the TV to go or move to avoid blocking the TV in polite order.⁵⁰

Examples: *Sorry, could you move a little bit?*

Excuse me, I'm looking for Cathedral Street.

9. Avoidance Of Strong Swear Words

A swear word is a kind of interjection or exclamation to express anger extremely and is considered a powerful expression. It is seen as a powerful language and can sometimes really achieve an impressive effect. Swear words are also considered unsuitable for use by women and children.⁵¹

Women's invective is different from men's. Women use 'oh dear' more often than 'shit'. Women tend to avoid violent curses. Men and women have different preferences for using swear words. Men often use rude and forbidden invective words like damn, bloody hell, and shit often found in male language

⁵⁰ Ibid, 80.

⁵¹ Nanda Dwi Utari, *Op. Cit.*, 16.

while women use more polite versions such as oh dear, my dear, my goodness, goodness, and good heavens.⁵²

Example: *Oh dear, you have to clean the kitchen.*

My goodness, we have to fix it soon.

10. Emphatic Stress

Emphatic stress is the placing of emphasis on a particular word in a sentence. Stress can involve changes in volume, tone, accent, or pitch. Changes in vowel sounds can also be involved in stress in language. This is typically used to connect, clarify, compare, or highlight ideas. Using emphatic stress can significantly change the meaning of a sentence.⁵³

Women use a strict emphasis on increasing their intonation as in the example of "What a beautiful dress!" This shows that women use emphasis because they anticipate not being taken seriously by the other person.⁵⁴ This happens when women want to reinforce a statement and another way to express uncertainty with the women's self-expression.

Example: *It was a BRILLIANT performance!*

You must start and start over it!

E. Movie

1. The Theory of Movie

Movies are also called films, moving pictures, moving images, pictures, or live images.⁵⁵ A movie is the art of simulating experiences that communicate

⁵² Robin Tolmach Lakoff, *Op. Cit.*, 44.

⁵³ Study.com, <https://homework.study.com/explanation/what-is-emphatic-stress-in-the-english-language>, accessed on April 7th 2023, at 11.53 a.m.

⁵⁴ Bayu Anggara Putra and Prayudha, A Thesis. *The Analysis of Women and Men Language Features on America's Got Talent*, (Yogyakarta: Universitas Ahmad Dahlan, 2018) , 4.

⁵⁵ Wikipedia Contributors, "Film," Wikipedia, The Free Encyclopedia, 2022.

ideas, stories, perceptions, feelings, beauty, or atmosphere through recorded or programmed moving images. These images are generally accompanied by sound and, less commonly, other sensory stimuli.⁵⁶ A movie is a moving picture: a series of still images that when viewed in sequence (usually 24 images per second), the human eyes and brain perceive as fluid motion.⁵⁷

Movies are one of the most influential mass media. A movie, moreover known as a film, is visual communication that employs moving pictures and sound to tell stories that can be found at the cinema or on TV.⁵⁸ It communicates messages and information through voice, images, and text. The movie also reflects opinions, social conditions, and criticisms. This media is also an expression of people's way of life. The utterances in movie scenes can show the social identity of the characters based on the reality in society.

The movie is a kind of popular entertainment produced and marketed by a large production house. Regardless of the subject, the film is good to look at in all images and is well-beautified by skilled artists and technicians. The finished product is about two hours or more, initially shown in theaters.⁵⁹

The movie came into existence more than a century ago, but the film has become an active and powerful art form now. Movies bring the journey and experience that engages thoughts and feelings. Late in the 19th century, moving pictures existed as a public amusement. They succeeded because they spoke to the imaginative needs of a broad-based audience. All the traditions that existed, telling fictional stories, recording actual events, animating pictures or objects,

⁵⁶ Andrei Severny, "The Movie Theater of the Future Will Be In Your Mind," Tribeca Film, 2013, <https://web.archive.org/web/20130907214603/http://tribecafilm.com/future-of-film/future-of-the-movie-theater-is-in-your-mind>.

⁵⁷ Richard Barsam and Dave Monahan, *Looking at Movies*, ed. Peter Simon, *Film Theory and Philosophy*, 3rd ed. (New York: W. W. Norton & Company, Inc. Since, 2010).

⁵⁸ Wikipedia, <https://en.wikipedia.org/wiki/Film>, accessed on December 17th 2022, at 06.29 a.m.

⁵⁹ Richard Barsam and Dave Monahan, *Looking at Movies An Introduction to Film* (America: Library of Congress Cataloging in Publication Data, 2010), 3.

experimenting with the original form, and thus aimed to give viewers experiences that they could not get from the other media.⁶⁰

2. Enola Holmes Movie

Enola Holmes movie is a 2020 live-action movie directed by Harry Bradbeer from a screenplay by Jack Thorne that adapts the first novel in The Enola Holmes Mysteries series by Nancy Springer. Millie Bobby Brown plays the main character, while also serving as a producer on the movie. Henry Cavill, Sam Claflin, Adeel Akhtar, Fiona Shaw, Frances de la Tour, Louis Partridge, Susie Wokoma, and Helena Bonham Carter appear in supporting roles. Enola Holmes began production in July 2019 and premiered on Netflix on September 23, 2020.



Enola Holmes tells about the journey of Sherlock Holmes's sister namely Enola Holmes. On her 16th birthday, Enola Holmes discovers that her mother,

⁶⁰ Reza Febiola, A Thesis, *An Analysis Of Directive And Expressive Acts In "The First Grader" Movie*, (Ponorogo: IAIN Ponorogo, 2021), 30.

Eudoria, has disappeared from Ferndell Hall. Hearing this news, his two older brothers named Sherlock and Mycroft went home. Mycroft who is a politician is responsible for educating Enola and putting her in a personality school. Meanwhile, Sherlock, who is a detective, is tasked with finding their mother.

Feeling constrained and wanting to find her mother, Enola runs away from home. While on the run, he meets Tewkesbury, a nobleman who is also on the run from an assassin. They both went to London together with different interests.

Arriving in London, Enola finds out that Eudoria has joined a feminist organization. Having not seen her mother, Enola decides to help Tewkesbury. The two of them find out who sent assassins to Tewkesbury. Enola uses her wits to solve the puzzle of this assassination attempt. He even disguised himself to enter Basilwether, the residence of the Tewkesbury family.

After reuniting, Enola and Tewkesbury headed to Basilwether because there was no answer other than the Tewkesbury family themselves. They are faced with a harsh reality. As it turns out, Grandma is the mastermind behind the Tewkesbury assassination attempt. Grandmother disapproved of Tewkesbury's desire to focus on developing the botanical garden, rather than becoming a soldier and politician to continue the family's reign. Fortunately, the two of them managed to express this point and beat the grandmother.

After successfully solving the Tewkesbury mystery, Enola gets further clues about her mother's whereabouts. In the end, he was able to meet Eudoria and was on good terms. Although Enola wasn't told what Eudoria was doing.

Enola then realized that to become 'Holmes', she had to have her way. Mycroft, Sherlock, and Eudoria chose their paths, and so did she. Like the opposite of the name, alone does not have to be lonely. With that solitude, she can

find her true self. She realized that the future is her responsibility. Enola later became a detective as great as Sherlock Holmes.



CHAPTER III

TYPES OF WOMEN'S LANGUAGE FEATURES IN ENOLA HOLMES MOVIE

This chapter discusses the types of women's language features used by the women characters in *Enola Holmes's* movie. The presentation of women's language features found in the '*Enola Holmes*' movie is presented in research findings. While in the discussion, the researcher discusses the research findings with the theories presented in the previous chapter.

A. Findings

1. The Types Women's Language Features

The types of Women's Language Features found in the *Enola Holmes* movie

Table 3.1.

No.	Types of Women's Language Features	Frequency	Percentage
1.	Lexical hedges or fillers	14	14,14%
2.	Tag questions	12	12,12%
3.	Rising intonation on declarative	7	7,07%
4.	'Empty' adjectives	7	7,07%
5.	Precise color terms	0	0%
6.	Intensifiers	19	19,20%
7.	'Hypercorrect' grammar	8	8,08%
8.	'Super-polite' forms	20	20,20%
9.	Avoidance of strong swear words	7	7,07%
10.	Emphatic stress	5	5,05%
Total		99	100%

The researcher calculated the frequency distribution of women's language features in the form of a table using the formula as shown below:

$$P: \frac{F}{N} \times 100\%$$

P: The percentage

F: the frequency

N: the total number

$$\text{Lexical hedges or fillers} : \frac{14}{99} \times 100\% = 14,14\%$$

$$\text{Tag questions} : \frac{12}{99} \times 100\% = 12,12\%$$

$$\text{Rising intonation on declarative} : \frac{7}{99} \times 100\% = 7,07\%$$

$$\text{'Empty' adjectives} : \frac{7}{99} \times 100\% = 7,07\%$$

$$\text{Intensifiers} : \frac{19}{99} \times 100\% = 19,20\%$$

$$\text{'Hypercorrect' grammar} : \frac{8}{99} \times 100\% = 8,08\%$$

$$\text{'Super-polite' forms} : \frac{20}{99} \times 100\% = 20,20\%$$

$$\text{Avoidance of strong swear words} : \frac{7}{99} \times 100\% = 7,07\%$$

$$\text{Emphatic stress} : \frac{5}{99} \times 100\% = 5,05\%$$

Based on the findings above, it can be found that there are nine types of women's language features found in the utterances of the women characters of the *Enola Holmes* movie. There are lexical hedges or fillers, tag questions, rising intonation on

declarative, empty adjectives, intensifiers, super-polite forms, 'hypercorrect' grammar, avoidance of strong swear words, and emphatic stress.

As in Table 3.1, there are 99 women's language features utterances. It consisted of 14 data (14,14%) of lexical hedges or fillers, 12 data (12,12%) of tag questions, 7 data (7,07%) of rising intonation on declarative, 7 data (7,07%) of empty adjectives, 19 data (19,20%) of intensifiers, 20 data (20,20%) of super-polite forms, 8 data (8,08%) of hypercorrect grammar, 7 data (7,07%) of avoidance of strong swear words and 5 data (5,05%) of emphatic stress

2. The Most Dominant Type of Women's Language Features

Based on the findings in Table 3.1., the most dominant type of women's language features found in the utterances of the women characters of the *Enola Holmes* movie is super polite forms, with a total of 20 data or 20,20%.

B. Discussion

This chapter discusses the type of women's language features in the *Enola Holmes* movie.

In analyzing the data, the researcher makes a table based on each type of women's language features. In the code column, lexical hedges or fillers use the abbreviation 'Lh'; tag questions use the abbreviation 'Tq'; rising intonation on declarative use the abbreviation 'Ri'; empty adjectives use the abbreviation 'Ea'; precise color terms use the abbreviation 'Pct,' intensifiers use the abbreviation 'Inf,' hypercorrect grammar use the abbreviation 'Hg,' super polite forms use the abbreviation 'Spf,' avoidance of strong swear words use the abbreviation 'Asw,' and emphatic stress use the abbreviation 'Es.'

1. Lexical hedges or fillers

Sentences	Time Stamps	Code
Enola : “And Enola spelled backwards reads, <i>well</i> , alone.”	0:01:04	D1/EH/Lh

Context

The context of the dialog with the code D1/EH/Lh shows the scene of Enola cycling. Enola is telling her identity and Eudoria, her mother. When the letter e-n-o-l-a are reversed, the words become a-l-o-n-e. Enola has opinion about this because the mother who gave this unique name, is a fan of words puzzle.

Analysis

From the data coded D1/EH/Lh, the researcher can find one word classified as lexical hedges or fillers, namely well. Lexical Hedges are pausing phrases, words, or fillers in conversation sentences to a lack of self-confidence, information that is not entirely accurate, uncertainty, doubt, confusion, and no empirical evidence to support that.

The word well in this utterance shows that Enola feels doubtful about what she has found. Her expression shows that she feels unsure about the meaning of the name she has just revealed. Enola only assumes the word e-n-o-l-a, if reversed, will become a-l-o-n-e because her mother is fan of word games. Enola also needed to get validation from Eudoria if her name was taken from that word alone. In addition, there is a pause when Enola says the word reads, and after saying the word well. This pause shows the doubt that Enola feels. Based on the context above, the word well in Enola's utterance is classified as lexical hedges or fillers.

Sentences	Time Stamps	Code
Enola : “ <i>I think</i> , you may have us confused with another house.”	0:06:30	D2/EH/Lh

Context

The context of the dialog with the code D2/EH/Lh shows the scene when Enola meets her two brothers, Mycroft Holmes and Sherlock Holmes, at the train station. Enola's two older brothers received news that their mother had left home. They decide to return home together. After not seeing each other for many years, they were shocked to see Enola in such a messy condition. Enola came by bicycle and not by carriage. Mycroft asked about the carriage that they should have at home. Unfortunately, Enola did not know about the existence of the carriage since she was a child.

Analysis

From the data coded D2/EH/Lh, the researcher can find one phrase that included the lexical hedges or fillers, namely *I think*. The utterance is categorized as a hedge because it shows the speaker's uncertainty and lack of confidence. The speaker uses the word 'I think' not to make a definite sentence because she is unsure of her statement.

The speaker uses the hedge 'I think' in this conversation because she is unsure of the facts of listener's statement. When Mycroft said that he had bought a carriage for his family, the speaker did not know the existence of the carriage because she rarely left the house. The speaker also never uses the carriage anywhere because she spends her life at home with her mother. Therefore, speaker thought that Mycroft had made a mistake when buying the train for the family.

Sentences	Time Stamps	Code
Mycroft : “Where is your hat and your gloves?”	0:06:06	D3/EH/Lh
Enola : “ <i>Well</i> , I have a hat. It just makes my head itch”		

Context

The context of the dialog with the code D3/EH/Lh shows the scene when Enola meets her two brothers at the train station. Mycroft and Sherlock are surprised by Enola's appearance since they have not seen each other for a long time. Unlike most women of that era, Enola arrives by bicycle alone. Enola arrives in a simple, stained gown without a beautiful hat and gloves. Enola then tried to explain her appearance politely.

Analysis

From the data coded D3/EH/Lh, the researcher found one word classified as lexical hedges or fillers, namely *well*. The word *well* is used to show doubt about the facts. This word also needs to show more certainty about the utterance.

In her utterance, the speaker uses the word *well* before she answers about the hat and gloves. The speaker does not use these attributes because she does not feel comfortable. Unlike other women who attend formal school, she only gets a non-formal education from her mother. Because of that, the speaker also only travels inside the house. So she does not need to use accessories like gloves and hats outside the house. Therefore, the speaker uses the word *well* to show that she has a hat and gloves, which have not been used for a long time, and she needs to find out where her hat and gloves are.

Sentences	Time Stamps	Code
Miss Harrison : “ <i>Well</i> , we have had a lovely little chat, haven't we?”	0:14:54	D6/EH/Lh

Context

The context of the dialog with the code D6/EH/Lh shows the scene when Miss Harrison meets with Mycroft and Sherlock after conducting a general examination of Enola. Enola has to deal with Miss Harrison doing a body size and posture check on her in another room. They got into an argument that made Miss Harrison angry, and slapped Enola on the cheek. After calming down, Miss Harrison left the room and met the Holmes brothers.

Analysis

In her speech, Miss Harrison used the word well, accompanied by pauses in the sentence to indicate uncertainty and doubt. Mycroft and Sherlock must have heard the argument between Enola and Miss Harrison. In addition, Enola vehemently refused to go to Miss Harrison's Finishing School. The word well indicates uncertainty about the fluidity of the conversation between Enola and Miss Harrison.

Sentences	Time Stamps	Code
Eudoria : ” How on earth did you find that?”	1:53:13	D14/EH/Lh
Enola : “Sherlock did.”		
Eudoria : “I thought you had forgotten it. You never could leave it alone as a little girl. You used to drag it around behind you...”		
Enola : “Sherlock said.”		
Eudoria : “You'd heard Queen Victoria had...”		

Enola : “Sherlock said that too.”		
Eudoria : “ <i>Well</i> , nice that you two have connected.”		

Context

The context of the dialog with the code D14/EH/Lh shows the scene when Enola finally meets Eudoria, her mother. Eudoria came to Enola after seeing various word puzzles that Enola had spread in several newspapers that her mother subscribed to. Eudoria came and saw Enola's favorite childhood toy named, Dash. Enola explained that Sherlock had reminded her and given the toy back.

Analysis

The speaker used the word *well* in her speech to show doubt and surprise. The speaker knew very well that Enola and Sherlock had not seen each other for a long time. The speaker felt doubtful about the fact that she had just heard from Enola. The speaker was also surprised that her daughter got along with her older brother quickly. Therefore, the speaker used the word *well* to show her gratitude that her two children quickly got along after not seeing each other for a long time.

2. Tag questions

Sentences	Time Stamps	Code
Enola : “We were happy. <i>Weren’t we, Mrs. Lane?</i> ”	0:03:57	D1/EH/Tq

Context

In the morning, Enola found that her mother was not at home. Enola was sad that her mother had not returned after waiting several hours. However, her mother gave Enola a box of gifts. The box was given to her by Mrs. Lane at tea time. The

medium-sized box contained a beautiful flower card and lots of stationery for Enola. Enola had many emotions when she looked at her mother's gift.

Analysis

A tag question is a condition where a declarative or imperative statement turns into a question by adding an interrogative fragment. A tag question is also a polite statement by not imposing agreement or belief on the addressee.

The utterance "We were happy. Weren't we, Mrs. Lane?" indicates that the speaker is unsure of the situation. The speaker felt that their life was delightful and complete. The speaker did not expect her mother to go and leave her. The speaker felt that her mother should have given this gift herself and said goodbye if she was going to leave. Therefore, The speaker felt unsure and confirmed her statement to Mrs. Lane.

Sentences	Time Stamps	Code
Enola : "She will return, <i>won't she, Sherlock? Won't she?</i> "	0:10:21	D3/EH/Tq

Context

The context of the dialog with code D3/EH/Tq shows the scene when Sherlock, Mycroft, and Enola are in their mother's study room. Sherlock and Mycroft ask several questions related to Enola and Eudoria's lives. Also, they ask about the possibility of Eudoria returning.

Analysis

The utterance "She will return, won't she, Sherlock? Won't she?" shows the speaker has doubts. The speaker doubts that her mother can return home. Because of this doubt, the speaker confirms this to her brother. The speaker needs validation and

reassurance that can make her sure. Furthermore, the speaker feels that she can only get this with the help of Sherlock, her brother, a famous detective. Therefore, this utterance falls under tag questions.

Sentences	Time Stamps	Code
Miss Harrison : “Well, we have had a lovely little chat, <i>haven't we?</i> ”	0:14:54	D5/EH/Tq

Context

The context of the dialog with the code D5/EH/Tq shows the scene when Miss Harrison meets with Mycroft and Sherlock after conducting a general examination of Enola. Enola has to deal with Miss Harrison doing a body size and posture check on her in another room. They got into an argument because Enola is not like all of Miss Harrison's ideas about women, bodies, and life. That argument made Miss Harrison angry, and slapped Enola on the cheek. After calming down, Miss Harrison left the room and met the Holmes brothers.

Analysis

The words "Well, we've had a nice chat, haven't we?" indicate Miss Harrison is unsure about the conversation. This utterance happened because Miss Harrison got into an argument with Enola. Despite being unsure of her conversation with Enola, Miss Harrison maintains her social status and politeness in front of the Holmes brothers. Therefore, she expects confirmation so that her doubts disappear, and she gets an answer through the tag question, "Haven't we?"

Sentences	Time Stamps	Code
Edith : “Enola Holmes. It is you, <i>isn't it?</i> ”	0:42:47	D7/EH/Tq

Context

The context of the dialog with the code D7/EH/Tq shows the scene when Enola meets Edith, her mother's friend. Enola goes to the address that always sends letters to her mother. This address refers to a tea and snacks place. Surprisingly, there is a martial arts training center on the second floor. Edith was a martial arts trainer who was also a waitress. When Enola asked about Eudoria's whereabouts, Edith wanted to make sure that the person was Enola, her friend's daughter.

Analysis

In general, tag questions are used by someone to ask for reassurance, confirm information, and request approval. From the utterance "Enola Holmes. It is you, isn't it?", it can be seen that Edith is not sure of her statement. Edith is trying to confirm important information about her interlocutor. Edith wants to ensure that the person in front of her is the son of her good friend. After confirming the information, Edith can gain confidence that her statement is true.

Sentences	Time Stamps	Code
Edith : “Ah, the corkscrew. You could never manage that one, <i>could ya?</i> ”	0:44:37	D8/EH/Tq

Context

The context of the dialog with the code D8/EH/Tq shows the scene when Enola meets Edith (Eudoria's friend) at the martial arts training ground. Enola, who was looking for her mother, asked Edith. Edith could not answer Enola's question and

chose to return to training. They also got into a fight that made Enola pull out the Corkscrew move. However, Enola could not defeat Edith due to her lack of skill.

Analysis

The utterance coded D8/EH/Tq indicates the presence of a women's language feature called Tag Questions. The utterance "You could never manage that one, could you?" shows doubt and uncertainty in the sentence. Speakers also ask for confirmation from their interlocutors to make their statements stronger. Edith knows for sure that Enola knows about this martial arts technique. Enola is also seen trying to practice the basic movements of the Corkscrew technique. However, Edith also realized that Enola's ability was not expert enough when using this technique to defeat her.

Sentences	Time Stamps	Code
The Dowager : "Beautiful, <i>isn't it?</i> "	1:09:33	D11/EH/Tq

Context

The context of the dialog with the code D11/EH/Tq shows the scene when Enola meets The Dowager (Tewkesbury's grandmother). Enola, who wants to help Tewkesbury, goes to Basilwether's residence. While at Tewkesbury's tree house, Enola meets The Dowager. They discuss Tewkesbury's existence and the Lord's power over the royal estate. The Dowager also asked Enola what she thought of the land they were already managing.

Analysis

The utterance in code D11/EH/Tq can also be included in the women's language feature. There is one type of women's language feature called tag questions. The utterance "Beautiful, isn't it?" is indicated as a women's language feature because

there is a question tag at the end of the sentence. The function of tag questions here is to ask for confirmation so the speaker feels more confident with his statement.

The speaker and listener walk together in the garden managed by the Lords. While looking around, the speaker asks listener for confirmation about the condition of their garden while giving thanks for all the assets they protect.

3. Rising intonation on declarative

Sentences	Time Stamps	Code
Enola : “A pine cone called Dash? That sounds ridiculous.”	0:16:40	D2/EH/Ri

Context

The utterance D2/EH/Ri was said by Enola while drawing on the tree. At that moment, Sherlock approached Enola by talking about their childhood memories. Sherlock said that Enola had a toy that she always carried everywhere. The toy was made of pine cones and was called Dash. Unfortunately, Enola seemed to have forgotten about her toy and doubted Sherlock's memories.

Analysis

The utterances D2/EH/Ri is classified as rising intonation on declarative. The utterance has an intonation pronounced like a yes-no question, even though it is not in the form. Using rising intonation on declarative is to ask the interlocutor for confirmation on the topic. The speaker raises the intonation while speaking to emphasize the statement.

The speaker raises her intonation in this utterance when Sherlock talks about Dash. This intonation makes a declarative sentence into a question. The speaker hesitates because she does not have such a toy. Also, the speaker thinks that the toy is

silly and different from her current personality. The speaker also felt she never saw the toy again and wanted Sherlock's response to stop discussing the topic.

Sentences	Time Stamps	Code
Enola : “Thank you? You’re supposed to say thank you”	0:30:41	D3/EH/Ri

Context

It refers to the scene of Enola and Tewkesbury walking together in the meadow towards London. Before that scene, Enola had saved Tewkesbury from being chased by a man in a black hat. Although they both had to jump off the train, they survived and continued their journey together. From the incident, Enola felt that Tewkesbury should have thanked her.

Analysis

The utterance D3/EH/Ri is classified as rising intonation in the declarative. After all her efforts to help Tewkesbury, the speaker felt she needed to be thanked. Unfortunately, Tewkesbury does not say a word, and the conversation turns to another topic. The speaker raises her intonation in her utterance so the interlocutor realizes this topic is essential. After the argument, the speaker applied rising intonation on declarative to get confirmation from Tewkesbury. The use of rising intonation was to confirm whether the addressee accepted the speaker's statement. The rise in intonation at the end of the sentence also emphasizes that the speaker wants an appropriate response.

Sentences	Time Stamps	Code
Edith : “So, you’re alone? In London?”	0:43:20	D4/EH/Ri

Context

The D4/EH/Ri speech is in the scene where Enola meets Edith at the martial arts training center. Enola just realized that Edith is one of her mother's friends. Edith also realized that Enola was Eudoria's daughter after seeing many similarities between the two. They also talked for a while about their respective conditions.

Analysis

This utterance is part of the women's language feature called rising intonation on declarative. "So, you're alone? In London?" shows a declarative sentence accompanied by rising intonation at the end of the sentence. This rising intonation makes a declarative sentence turn into a question. Also, this sentence is supported by a similar form in the utterance after it.

From the utterance, it can be seen that the speaker raises the intonation at the end of the sentence to get confirmation from the interlocutor. The speaker is trying to get confirmation when he discovers that his friend's son suddenly appeared at his workplace in London after learning of his mother's departure. This increase in intonation shows emphasis so that the interlocutor considers the sentence necessary. The speaker knows very well that the interlocutor's focus at that time was to look for his mother, not about his current whereabouts, which is a clear answer.

Sentences	Time Stamps	Code
Enola : "I'm his assistant. He sends me ahead of time to prepare the ground." Lady Tewkesbury : "Sherlock Holmes is interested in our case?"	0:57:31	D5/EH/Ri

Context

This utterance was said by Lady Tewkesbury (Tewkesbury's mother) when she met Enola at the Basilwether Manor. Enola was disguised as May Beatrice Posy because she was interested in the Tewkesbury case. Enola posed as a female detective who was also a widow as Sherlock Holmes' emissary.

Analysis

The utterance "Sherlock Holmes is interested in our case?" is a form of rising intonation on declarative. The speaker raises the intonation at the end of a declarative sentence, making the sentence sound like a question. The aim of using rising intonation is to get confirmation from the listeners about specific ideas stated by the speaker.

Lady Tewkesbury clearly expresses doubt about Enola by pausing and raising her intonation at the end of the sentence. She knows that Sherlock is no ordinary detective. If Sherlock is interested in the Tewkesbury case to the point of sending a messenger, his son could be found soon. However, she also doubts Enola's young age and the rumor that Sherlock always works alone. Therefore, she expresses her doubts by raising her intonation and pausing the sentence. By doing so, Lady Tewkesbury was able to make her point politely and asked Enola for confirmation in a polite way indirectly.

Sentences	Time Stamps	Code
Tewkesbury : "You're a strange-looking gentleman"	0:23:52	D6/EH/Ri
Enola : "You think you look normal?"		

Context

This speech was uttered by Enola when she met Tewkesbury in a train carriage heading to London. The two of them met under quite strange circumstances. Enola dressed up as a man to escape from her brother. Meanwhile, Tewkesbury suddenly emerges from a big bag to escape from his family. They both do not know each other and are in the same condition.

Analysis

The utterance "You think you look normal?" is an example of rising intonation in a declarative sentence. It can be seen that the speaker utters a statement but raises the intonation at the end of the sentence. This rising intonation makes the declarative sentence turn into a question. The rising intonation indicates rhetoric and emphasis at the end of the sentence to get confirmation from the listener.

Enola uttered the sentence after the interlocutor stated the same thing. Tewkesbury states that Enola is a strange-looking person. Of course, Tewkesbury can tell that Enola is in disguise. Enola then says the same thing. She also realizes that Tewkesbury's emergence from a big bag is not natural either. Here, the speaker tries to press the conversation and seek confirmation that what she says is true.

4. Empty Adjective

Sentences	Time Stamps	Code
Miss Harrison : “Well, we have had a <i>lovely</i> little chat, haven't we?”	0:14:54	D1/EH/Ea

Context

The utterance with the code D1/EH/Ea occurred in the scene after Miss Harrison and Enola argued. Enola, who did not want to go to Miss Harrison's school, begged

her two older brothers. Meanwhile, Miss Harrison, who argued a little with Enola, had to calm down before meeting Mycroft and Sherlock. After that, Miss Harrison left the room and met the Holmes brothers to say goodbye.

Analysis

In this utterance, there is one empty adjective, *lovely*. Empty adjectives are adjectives with a specific and literal meaning that indicates the speaker's approbation. Women usually use empty adjectives to soften and show their practical side of a woman.

After arguing with Enola, the speaker knows Enola has a rude and principled nature. On the other hand, she is educated and has good manners. Hence, their conversation ended in a slap. The speaker used the word *lovely* to soften the argument that had taken place. She wanted to show the audience she was as educated and polite as any other women.

Sentences	Time Stamps	Code
Enola : “Now, where might I find a lodging house? I'll pay <i>handsomely</i> for good value.”	0:39:49	D4/EH/Ea

Context

The utterance coded D4/EH/Ea was uttered by Enola while in a clothing store in London. Enola bought some clothes to support her disguise. Starting from dresses, corsets, bags, and head accessories. After buying some clothes, she asked the shop owner to show her a good place to stay. Enola is willing to pay a high price for a nice place to stay.

Analysis

The word handsome in this utterance is included empty adjectives. Although less relevant to the facts, empty adjectives in women's language indicate that the speaker wants to show the relationship of her emotional expression with her listener. The speaker chose to use the word handsome instead of expensive. All forms of beauty, including body beauty, were assumed to be expensive in that era. In this case, the speaker is talking to the shop owner, using the word handsome to indicate a high price.

Sentences	Time Stamps	Code
Enola : “Is this really good value?” Owner : “Oh, best value you'll find. You're lucky you found me. Here you have it. ” Enola : “It is <i>lovely</i> ”	0:40:22	D5/EH/Ea

Context

The utterance coded D5/EH/Ea can be found in Enola's scene with the shop owner, the innkeeper. Enola was delivered to a room that was said to be very nice. However, Enola found herself delivered to a cramped, dark, and minimally furnished room.

Analysis

In this utterance, there is the word *lovely*. This word can be classified as an empty adjective. An empty adjective is a form of an adjective that is usually used more by women. An empty adjective indicates the presence of an emotionally related word that is more suitable when used by women.

In this utterance, Enola uses the word *lovely* to express the condition of her room. She realizes that her room is awful. The small bed and minimalist furniture are found in the narrow and dark room with the high price. She even found a mouse walking on her foot when she entered the room. Although irrelevant to the actual condition, Enola still showed her gratitude by complimenting the room using the word *lovely*.

Sentences	Time Stamps	Code
The Dowager : “As the world becomes increasingly unstable, it feels important that these ideas of England are preserved for the safety and security of the future of our country.” Enola : “It is <i>lovely</i> here”	1:10:02	D7/EH/Ea

Context

The utterance with code D7/EH/Ea is in the scene where Enola and The Dowager (Tewkesbury's grandmother) are walking in the garden of Bassilwether's family. They both walk side by side and talk about the garden. The Dowager states that she is grateful that noble families are given the right to manage the royal estate. Enola then compliments the state of the garden.

Analysis

In the utterance "It is lovely here," there is the word *lovely* which is categorized as an empty adjective. With sincerity, Enola praises the state of the garden, which is very well maintained. Because of the many servants belonging to the Bassilwether family, the garden is very well maintained. The trees can stand firmly and shady.

Many flowers and other plants have lush bodies. Instead of using the word beautiful, Enola chose to use the word lovely. The word lovely shows more of Enola's emotion when praising. So, Enola wants her praise to be received by the listener sincerely.

5. Intensifiers

Sentences	Time Stamps	Code
Eudoria : “You’ll do <i>very</i> well on your own, Enola.”	0:01:13	D1/EH/Inf

Context

The utterance coded D1/EH/Inf is in the scene where Eudoria, her mother, carries baby Enola. Previously, Enola explained to the audience about her mother's given name while riding a bicycle. Since she was little, Enola said that Eudoria had always said positive affirmations to little Enola.

Analysis

There is the word *very* which is an example of an Intensifier. Intensifiers are adverbs that emphasize the statement so that the listener becomes convinced of the speaker. To emphasize their opinion, some people use the device to strengthen the meaning of their utterances. The word *very* has the function of intensifying the utterance.

In this case, "You'll do very well on your own, Enola." the word *very*, shows women's language feature as intensifiers. The use of intensifiers is used to make the addressee know the intense feeling of the speaker. Eudoria wants to show that she will educate Enola and mold her into an intelligent woman who does everything well.

Sentences	Time Stamps	Code
Miss Harrison : “Well, that's too	0:12:45	D4/EH/Inf

small.”		
Enola : “They are <i>perfectly</i> fine.”		

Context

The utterance in code D4/EH/Inf is in the scene of Enola and Miss Harrison in one room. Miss Harrison takes Enola's physical measurements in the room. After measuring her chest, Miss Harrison looks disappointed because Enola's chest size is relatively small. Enola, who heard herself being judged, felt offended. She felt that there was nothing wrong with her body size.

Analysis

The intensifier in a sentence provides an emphasis so that the listener feels convinced of the speaker's statement. In the utterance "They are perfectly fine", there is one intensifier, namely the word *perfectly*. The word *ideally* is used by Enola to emphasize that her chest size is very average. Enola feels that there is nothing wrong with her size and feels that Miss Harrison's actions are wrong.

Sentences	Time Stamps	Code
Mrs. Lane : “I must admit to being <i>quite seriously</i> concerned for her.”	0:29:20	D6/EH/Inf

Context

The utterance with the code D6/EH/Inf is in the scene where Mrs. Lane, a maid in the Holmes Family, talks to Sherlock. Sherlock, who was looking for clues in Eudoria's room, was visited by Mrs. Lane. Mrs. Lane gives much information about Enola's personality and knowledge. Moreover, she was worried after discovering that Enola had left the house to look for Eudoria.

Analysis

In the utterance, "I must admit to being quite seriously concerned for her.", Mrs. Lane uses the word *quietly* to show emphasis. Therefore, this word is included in intensifiers. Mrs. Lane, as the speaker, wants to show her concern for Enola to Sherlock. Unlike her two brothers, the speaker has spent much time with Enola since childhood. Therefore, the speaker feels a close connection and knows more about Enola. The speaker emphasizes so that the listener can feel what she feels.

Sentences	Time Stamps	Code
Enola : "I never <i>really</i> knew my father."	0:32:30	D7/EH/Inf

Context

The utterance with the code D7/EH/Inf appears in the scene where Enola and Tewkesbury spend the night in the forest. After successfully escaping from the man in the brown hat, the two decided to go together to London. They also decided to spend the night in the forest. The two talked about their parents. Their fathers are both dead. Enola revealed that she did not know her father because he passed away as a child. However, their mother has a very different way of educating them.

Analysis

In the utterance, "I never really knew my father." Enola, as the speaker, uses the word *really*. The word *really* is a form of intensifier. The intensifier is used so that the interlocutor knows the speaker's strong feelings. This word emphasizes that she does not know the facts about her father. This emphasis is used so the listener feels more sure of the speaker's statement. By intensifying the utterance, he wants to convince Tewkesbury to take him seriously with what he said.

Sentences	Time Stamps	Code
Edith : “Enola seems to be surviving <i>perfectly</i> well on her own.”	1:01:47	D12/EH/Inf

Context

The utterance D12/EH/Inf occurs when Sherlock meets Edith in the tea room. At first, Edith did not realize that Sherlock had come to her workplace. However, she realized that Sherlock had come to look for Enola and her mother at once. From the clues Sherlock finds, both lead to Edith. Unfortunately, Edith and Sherlock have contrasting personalities. They get into an argument. However, Edith had said that Enola could adapt to London life quickly.

Analysis

In the utterance "Enola seems to be surviving perfectly well on her own.", there is a word *perfectly*, which is part of an intensifier. *Intensifiers* are words that can emphasize the sentence. This emphasis shows that the speaker feels certain and wants the listener to feel the same way.

Sherlock initially asked about Eudoria's whereabouts because of her sister. However, Edith stated that Enola was surviving well. Edith, as the speaker, emphasizes through *perfectly* so that her statement can be reinforced. This reinforcement is expected to make the listener believe the speaker.

Sentences	Time Stamps	Code
The Dowager : “Some of those branches are <i>extremely</i> capricious.”	1:08:07	D13/EH/Inf

Context

The utterance D13/EH/Inf is found in the scene where The Dowager catches Enola in the Basilwether family garden. At that time, Enola was in Tewkesbury's tree house. She wanted to find clues about Tewkesbury's whereabouts and who was behind the man in the brown hat. Then, The Dowager caught Enola in the treehouse.

Analysis

"Some of those branches are extremely capricious." was said by The Dowager. There is the word *extremely* in her utterance, which is part of the intensifier. The word *extremely* is used by The Dowager to shout and warn anyone who is in the tree to be careful. She knows that the branches of the trees in her family's garden often break. A large broken branch had nearly hit Tewkesbury. The speaker wanted to emphasize her statement by using the word *extremely*. This emphasis can reinforce his statement about the often changing branches to the listener. That way, the listener can feel the speaker's conviction.

Sentences	Time Stamps	Code
Miss Harrison : “She never <i>truly</i> cared for anything except her own unusual ideas.”	1:21:40	D16/EH/Inf

Context

The speech with code D16/EH/Inf is in the scene of Miss Harrison and Enola. After running away from home, Mycroft learns of Enola's whereabouts. Mycroft then forces Enola to enter Miss Harrison's school. Unfortunately, Enola still rebels and does various annoying things at school. Therefore, Enola was punished and had to go to a detention room. Miss Harrison also talked to her with a more subtle approach.

Analysis

The utterance coded D16/EH/Inf reflects women's speech features, classified as an intensifier. By using this intensifier, the speaker gives emphasis and assertiveness in the statement. Because of this, the speaker's statement becomes more reliable and adds to the listener's confidence.

In this case, Miss Harrison is giving information as an old friend of Eudoria. Miss Harrison states that they used to be friends at school. Her mother is an unusual person, like challenges and unique things. By revealing this, the speaker wants to shake the listener's belief. The speaker emphasizes her statement and can make the listener's stance waver. Her statement aims to make Enola stop looking for her mother and feel at home in Miss Harrison's school.

6. Hypercorrect Grammar

Sentences	Time Stamps	Code
Enola : “When looking to travel incognito, it is safest to travel as a widow.”	00:56:03	D3/EH/Hg

Context

The utterance D3/EH/Hg is in the scene where Enola is disguised as a widow. Enola realizes that Tewkesbury is in danger and tries to help him. Enola tries to find out the person who sent the assassin to Tewkesbury. Enola went to Tewkesbury's residence. Enola disguised herself as a widow. In those days, a widow was someone to be feared. People were afraid to talk about death, especially with someone who had lost a spouse. Enola thought her disguise as a widow would only get a few questions about her real identity.

Analysis

The utterance coded D3/EH/Hg reflects women's speech features, classified as hypercorrect grammar. Exact grammar is the consistent use of standard verb forms. Women are perceived to use standardized forms of grammar more often because it gives the impression of being polite and educated.

In this case, the speaker is describing her appearance. In order to find out about the Tewkesbury murderer, the speaker disguised herself as a widow. In those days, people were afraid to talk about death. The speaker disguised herself as a widow so that others would not ask many personal questions about her. The speaker thought this was the best way to support his mission.

Hypercorrect grammar in utterances D3/EH/Hg can be seen using the word *safest*. This word shows the existence of a Superlative Adjective. The speaker uses the word to show that his way is the best. The use of the word *as* in this utterance also shows the presence of Hypercorrect grammar. Usually, in informal conditions, people use the word *like* rather than *as*. However, the speaker prefers to use the word *as* and avoid the word *like*.

Sentences	Time Stamps	Code
The Educator : “Walk as we show you to. Speak as we tell you to. Act, think, and be as we tell you.”	01:20:03	D4/EH/Hg

Context

The speech D4/EH/Hg is in the scene where Enola is studying at Miss Harrison's Finishing School. Enola had to study at the school because her eldest sister, Mycroft, told her to. Enola has to learn many things. Starting from how to speak

clearly, how to walk elegantly, and how to eat politely, to many skills that women usually have, such as sewing and embroidery. Enola had to do many of these things in order to be formed into a trully woman.

Analysis

The utterance above is considered an example of hypercorrect grammar. Women are perceived to use standardized forms of grammar more often because it gives the impression of being polite and educated.

In this case, the utterance is spoken by Miss Harrison, the principal, and teacher at a personality school. As we know, a teacher is a figure who gives us a lot of knowledge and learning. The speaker wants to show the educated woman side of her. The speaker uses formal and polite language. The speaker uses the word as rather than like to show the students the standard form of the sentence.

This utterance is spoken by the speaker so that her students, including Enola, are always obedient and disciplined in the lessons they provide. This speech shows the assertiveness that teachers must have.

Sentences	Time Stamps	Code
Enola : “We should think about sleeping soon. We should think about eating soon. We have nothing to eat.”	00:31:01	D7/EH/Hg

Context

The utterance D7/EH/Hg occurs in the scene of Enola and Tewkesbury walking among the weeds. Enola and Tewkesbury manage to escape the pursuit of the man in the brown hat on the train. They decide to jump off the train and continue their journey on foot. On the way, they start to think about things because of the change of

plans. They argued a lot about many things. Moreover, their identities were supposed to be kept secret. The two people who had just met started talking about temporary lodging and food.

Analysis

This speech shows the use of hypercorrect grammar. Hypercorrect grammar usually exists in utterances with consistent use of standard verb forms.

Previously, it was mentioned that hypercorrect grammar is mainly used by women in formal conversations to show social status and education. In this case, the speaker uses formal words for a new person. Therefore, the speaker uses the -ing suffix to indicate a formal conversation between the two. The speaker uses the -ing ending in 'sleeping' and 'eating,' rather than 'sleepin' and 'eatin', which indicate casual speech. This utterance also has proper grammar. Hypercorrect grammar can be seen from the absence of the use of abbreviations. These abbreviations usually indicate an informal conversation.

7. Super-polite form

Sentences	Time Stamps	Code
Eudoria : “Right, ladies, to conclude our choice: The Bankment met, entangle herb, Ellie Houseman.”	0:02:30	D1/EH/Spf

Context

The utterance happens when Eudoria leads a meeting with a feminist group at her home. Edith was one of the many members of the group. They negotiated many things, including some of the destinations of their movement. Later, Eudoria

summarized the results of the negotiations, which became the feminist group's initial decision.

Analysis

In D1/EH/Spf, Eudoria is known to use standard forms in her speech. The speaker uses the greeting Ladies for all members. This greeting shows that the speaker decided to address her members with a polite and formal greeting. This greeting shows that women should always maintain politeness to be accepted by society.

Sentences	Time Stamps	Code
Mrs. Lane : “Gentlemen, welcome home.”	0:07:03	D3/EH/Spf

Context

Earlier, Enola met Sherlock and Mycroft at the train station. After chatting, they decided to take the carriage home. Afterward, they return to their family home, Ferndell Hall. After arriving, Mrs. Lane, the house's maid, greeted them.

Analysis

In D3/EH/Spf, the speaker addresses the Holmes brothers with a polite greeting. The speaker uses the greeting word, Gentleman. Also, the speaker uses a formal greeting to show that women in that era had a position below men. In addition, the speaker's position in the house is a maid. Thus, the speaker uses polite and formal greetings to honor the owner of the house, Mycroft Holmes.

Sentences	Time Stamps	Code
Miss Harrison : “Mr. Holmes, it’s an honor”	0:15:06	D6/EH/Spf

Context

This speech refers to the scene where Miss Harrison meets Mycroft Holmes in front of Ferndell Hall. Mycroft greets Miss Harrison by kissing the back of her hand. Miss Harrison also greeted back respectfully.

Analysis

The utterance in D6/EH/Spf shows the super polite form. The speaker uses a standard form to address the listener. The speaker does this to show her social status as a headmaster who must be highly educated. In addition, the speaker also uses a formal greeting to respect the listener as a well-known politician.

Sentences	Time Stamps	Code
The Dowager : “Would you care to come down?”	1:08:26	D17/EH/Spf

Context

This speech refers to the scene where The Dowager discovers Enola is in Tewkesbury's tree house. Initially, The Dowager warns Enola that the poon house is harmful because the branches often sway and break. Therefore, The Dowager asked Enola to come down politely.

Analysis

The utterance in D17/EH/Spf shows a super polite form. The super polite form uses a very polite and formal form of language. Women, rather than men, often use this form.

In this case, the speaker asks for a request very politely. The speaker wants the listener to come down from the tree house because she is distraught. The speaker knows that the listener's position is in danger. The tree branches where the tree house is located are prone to breaking and swaying. As part of a noble family, the speaker

utters an utterance that does not require overt compliance but suggests something that should be done as a form of favor or sympathy for the speaker.

Sentences	Time Stamps	Code
Miss Harrison : “Ladies, Would you just take this parcel into my office that I might open it later?”	1:30:50	D18/EH/Spf

Context

This utterance is at the point where Tewkesbury is trying to get Enola out of Miss Harrison's school. Tewkesbury tried to distract Miss Harrison by pretending to be a package delivery person addressed to Miss Harrison. Tewkesbury also said that the package came from Mycroft and was top secret. So Miss Harrison had to open it herself. Later, Miss Harrison asked some of her students to bring the package into her office.

Analysis

D18/EH/Spf belongs to the women’s language feature, which is the super polite form. The super polite form is the use of language that is very polite and formal. This form is usually used by women rather than men who tend to be straightforward.

The speaker asks the listener, namely the two students, to bring the package politely. The speaker uses polite greeting words. In addition, the request is conveyed in a sentence that does not overtly demand compliance, but suggests something that must be done as a favor. As teachers, speakers also tend to use polite forms of language to show their educated side.

Sentences	Time Stamps	Code
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Enola : “May I borrow your pencil? Thank you”	1:48:23	D19/EH/Spf
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Context

After solving the Tewkesbury case, Enola refocused on finding her mother. Previously, she had sent some riddles as codes to some newspapers her mother subscribed to. She bought a random newspaper and returned to the original mission. Surprisingly, Enola got the code from her mother. She also borrowed a pencil from the newspaper vendor to solve the puzzle.

Analysis

D19/EH/Spf contains the speaker's request to the newspaper seller. This speech can be categorized in the form of super polite. Women tend to use a very polite form of language than men. Instead of giving direct orders, women tend to use request sentences.

In this data, the speaker politely asks for permission to borrow a pencil. This request is said so that the listener is willing to help. Then, the speaker also said thank you after being allowed to use the pencil. This expression also shows the form of sympathy shown by the speaker and the listener.

8. Avoidance of strong swear words

Sentences	Time Stamps	Code
The Maid : ” Hips, 35 inches.” Miss Harrison : “Oh my, how disappointing. We will have to use an amplifier.”	0:12:48	D1/EH/Asw

Context

This speech refers to the body measurement scene that Miss Harrison did to Enola. In the room, Miss Harrison took body measurements such as height, chest circumference, hips, and others. This measurement aims to ensure that Enola can get services and clothes that suit her body condition. However, Miss Harrison looked confused and disappointed with Enola's body measurements.

Analysis

D1/EH/Asw was uttered by the speaker to show her disappointment. The words "Oh my, how disappointing." show that the speaker is trying not to use harsh vocabulary. As a high-status principal, harsh words are taboo. The speaker wants to express her disappointment more politely. The speaker is also trying to keep the listener from feeling offended by what he said. Therefore, this utterance is included in the women's language feature of avoidance of strong swear words.

Sentences	Time Stamps	Code
Enola : "She is not dangerous. She is remarkable and always has been. And if you still can't see that, then shame on you both!"	0:14:39	D2/EH/Asw

Context

This remark refers to the scene where Enola is angry with her two brothers. Mycroft forces Enola to go to Miss Harrison's school. He also always talks about his mother as a dangerous person. Meanwhile, Sherlock has no intention of helping Enola. Because of these things, Enola is very angry with both of them. Enola was disappointed with the fact that no one supported her opinion at that time.

Analysis

The D2/EH/Asw speech ends with the sentence "Shame on you both" This speech can be considered as an avoidance of harsh swear words. A swear word is a kind of interjection or exclamation to express anger extremely and is considered a powerful expression. Swear words are usually avoided by women and children because they are considered unsuitable and impolite.

In this case, the speaker is trying to express his disappointment. The speaker is disappointed with her brothers' opinion of her mother. The mother is considered a dangerous and worthless figure. The speaker feels very disappointed with her brother's thoughts. The speaker then expresses disappointment by giving emphasis and using the phrase "Shame on you both" at the end of her sentence. Even with the raised intonation at the end of the sentence, this utterance is still a polite expression of disappointment.

Sentences	Time Stamps	Code
Tewkesbury : "He's checking every carriage"	0:25:11	D3/EH/Asw
Enola : "Wonderful"		

Context

This speech refers to the scene of Tewkesbury being kicked out of the train car by Enola. Tewkesbury was kicked out because he was being followed by a man in a brown hat. Enola thought that they could disrupt Enola's cover and mission. After leaving for a while, Tewkesbury returned with a shocking fact. The man in the brown hat entered all the carriages in search of Tewkesbury.

Analysis

The word "Wonderful" in utterance D3/EH/Asw is not intended to be complimentary. The speaker expresses his frustration by using a more subtle and polite word. The speaker tries to avoid using harsh words because she is talking to a nobleman, Tewkesbury. Therefore, this utterance is considered one of the features of women's language which is the avoidance of strong swear words.

Sentences	Time Stamps	Code
Edith : “Enola ? Enola Holmes. It is you, isn’t it? Why are you dressed like a powder puff? Oh my!”	0:42:57	D5/EH/Asw

Context

This speech refers to the scene where Enola and Edith meet. Enola, who was looking for her mother, came to a tea house and martial arts training place in London. It was the place where Edith, her mother's friend, worked. When they first met, Edith was surprised by Enola's appearance, which was similar to Eudoria. However, Enola was dressed very neatly like a lady.

Analysis

"Why are you dressed like a powder puff? Oh my!" shows the speaker's surprise. The speaker expresses the surprise more subtly and avoids using harsh words. The speaker, who is also a teacher, seems to take care not to speak harshly in front of her student and her friend's daughter. The speaker uses more polite words in expressing her confusion and surprise. Therefore, this utterance is included avoidance of strong swear words category.

9. Emphatic stress

Sentences	Time Stamps	Code
Enola : “And I don't need to go to your ridiculous school.”	00:13:39	D1/EH/Es

Context

This speech is in the argument scene between Miss Harrison and Enola. Enola vehemently refused to go to personality school. Enola even mentioned words that made Miss Harrison angry and slapped her.

Analysis

The speech of D1/EH/Es reflects the feature of women’s speech as emphasis. It is included in emphatic stress because of the use of words used to emphasize the utterance or strengthen the meaning of an utterance. The use of emphatic stress aims to make the speaker want the listener to take it seriously. So they add certain words to strengthen the meaning of the utterance.

In this utterance, the speaker tries to emphasize the noun. This emphasis shows reinforcement and conviction of the statement the speaker wants to make. Since the speaker doesn't want to go to personality school, the speaker adds an unkind word to the sentence that supports her idea of school. Emphatic stress is a way for someone to seek agreement in persuading an audience by using a word that gives power to the next word. Therefore, rather than using speech to persuade the interlocutor, the speaker uses emphatic stress to put pressure on her speech.

Sentences	Time Stamps	Code
Enola : “Let me remain happy. I am happy here.”	00:13:53	D2/EH/Es

Context

This speech is in the scene where Enola refuses to go to personality school. After an argument with Miss Harrison, Enola further rejects the idea of going to school. Enola tries to convince Mycroft and Sherlock that she is happy with her current condition. But unfortunately, Mycroft still insists on sending Enola to school.

Analysis

The utterance in D2/EH/Es reflects women's language feature as emphatic stress. It is included in emphatic stress because it emphasizes the utterance or strengthens the meaning of an utterance. The use of emphatic stress is to aim that the speaker wants the audience to take them seriously.

In this case, the speaker wants to show that she is happy. The speaker wants the listener to feel the earnestness and seriousness in her utterance. The speaker even uses the word emphasis in the next statement.

Sentences	Time Stamps	Code
Enola : “Get out of this carriage, right now.”	00:23:44	D3/EH/Es

Context

This utterance is in the scene where Enola tells Tewkesbury to get out of the train car. Enola knows that a man in a brown hat is after Tewkesbury. Enola knew that this person was dangerous. Tewkesbury's presence could also ruin her mission to London. Therefore, Enola threw Tewkesbury out of the carriage so that he would not be dragged into his case.

Analysis

The utterance in D3/EH/Es reflects women's speech features as emphatic stress. Emphatic stress is the giving of emphasis to a particular word in a sentence. This emphasis aims to make the speech get more attention.

The speaker emphasizes at the end of the sentence so that her statement is taken seriously by the listener. The speaker also wants the listener to leave immediately and save themselves before the man in the brown hat comes. Although it has a rude and annoying impression, the emphasis in this sentence has an important role so that the conversation is taken more seriously.

Sentences	Time Stamps	Code
Eudoria : “This is a surprisingly nice room.”	01:52:27	D4/EH/Es

Context

This speech refers to the scene where Enola meets her mother, Eudoria. After much effort, Enola was finally able to meet her mother. One day, Enola met up with Tewkesbury and her brothers. Even so, Enola could see them from a distance. After a long day, Enola returned to the inn. As she climbed the stairs, Enola was told that a guest was waiting for her in her room. Enola opened the door with her heart pounding. To her surprise, Enola met the mother she had been looking for all this time. A little awkwardly, Eudoria greeted Enola and complimented her daughter's room.

Analysis

The utterance in data D4/EH/Es shows a firm emphasis. Empathic stress is the giving of emphasis to a particular word in a sentence. This happens when women want to reinforce a statement and express uncertainty. This pressure is intended to make the utterance more serious and more noticed.

In this case, the speaker wants to convince the listener that the room she is staying in is very nice. The speaker, who may have waited for a while in the room, must have paid close attention to the contents and decoration of the room. The speaker emphasizes the word surprisingly so that his sincere statement is taken seriously. Even

so, the listener remains focused on the speaker's presence, not on his words. This is because the listener has not seen the speaker for some time.



CHAPTER IV
THE CONVEYANCES OF WOMEN'S LANGUAGE FEATURE
IN THE *ENOLA HOLMES* MOVIE

This chapter discusses conveying women's language features used by the characters in *Enola Holmes*. The researcher discusses the delivery of women's language features following the theory presented in the previous chapter.

A. Women's Language Features Conveyed By The Women Characters In *Enola Holmes* Movie

1. Lexical hedges or fillers

Someone often uses lexical hedges or fillers if they need clarification on what they are saying. Everyone must have used lexical hedges or fillers. However, women usually use lexical hedges or fillers more than men.

In a study conducted by Armelia Yunita (2018), lexical hedges are linguistic features that serve to reduce the strength of an utterance and weaken the effect of a statement. Ni Nyoman Astrini Utami (2022) states that lexical hedges or fillers soften the effect of an utterance. Lexical hedges or fillers also have a referential function, where there is a process of providing information that confirms or denies a proposition. Thus, when women give information or statements, they often use lexical hedges or fillers because they feel unsure.

In this movie, Lexical hedges or fillers are used by several women characters, from the main character, *Enola Holmes*, to several supporting roles such as Miss Harrison, Mrs. Lane, The Dowager, and Eudoria. Two examples of lexical hedges or fillers appearing in some utterances are *well*, and *I think*. Several women characters use lexical hedges or fillers to express doubt over utterances. These two examples are widely used by some characters at the beginning of a sentence before uttering a

complete utterance. These two findings also show the hesitation of the characters in the utterance. This hesitation is based on a lack of confidence, inaccurate information, and confusion. Lexical hedges or fillers in these two examples are accompanied by pauses in the words and hesitation in the actors' expressions.

2. Tag questions

According to Lakoff (1973), women use tag questions because they feel unsure or uncertain about what they think or say. This uncertainty makes women less confident in the facts or statements they say. These two things make women choose to soften their words. Speech is refined by using short questions that ask the listener for confirmation so that the speaker can dispel doubts and gain confidence in a statement. Therefore, women use tag questions to get confirmation and confidence.

In this movie, tag questions are used by several women characters such as Enola Holmes, Miss Harrison, The Dowager, and Edith. Several examples of tag questions appear in Enola Holmes movie, such as *'won't she?'*, *'haven't we?'*, *'don't you?'*, *'isn't it?'* and many more.

Tag questions occur when the speakers want to gain confidence in their opinions or utterances. The speakers want to confirm the information and ask the listener for agreement. This can be seen in Enola's character. Enola uses many tag questions in her speech. There are several factors cause Enola to use many tag questions. Enola is a main character with a relatively young age of 16. Enola also did not get formal education like other women at that time. She also rarely leaves the house, a place of learning and a comfort zone. Enola became a figure who had many doubts after facing the outside world. Therefore, Enola uses many tag questions aimed at several other characters whom she considers able to rely on and get confirmation of her opinions.

3. Rising intonation on declarative

Rising intonation on declarative is also known as up talk or question intonation. This term refers to the use of question intonation in non-question sentences. This question intonation usually comes at the end of the sentence.

Rising intonation on declarative is usually used by women in vulnerable positions. Women are trying to leave the decision open. Women do not try to force an answer like a yes-no question in a question sentence.

In this film, the rising intonation in the declarative is used by several women characters, such as Enola Holmes as the main character, Eudoria, dan Lady Tewkesbury. Rising intonation on declarative occurs to emphasize the speaker's feelings. From several utterances, Enola's character raises the tone at the end of the utterance to ask the listener for confirmation. Although not in the form of a Yes-No question, the utterance that has a rising intonation at the end of the sentence makes the statement look like a question.

In addition, the rising intonation is used by Enola's character to express sarcasm. This sarcasm occurs in several scenes where Enola experiences unfavorable conditions or the opposite of the conditions she expects.

4. Empty adjectives

Empty adjectives are a group of adjectives that show the speaker's admiration for something. Also, these adjectives are called empty because they do not use adjectives that have actual meanings. Empty adjectives are used as an emotional reaction to something.

Women are thought to convey more of an emotional response rather than providing specific information using empty adjectives. This is also based on the assumption that women use their emotional side more than men, who are considered to use logic more. In this case, men tend to use neutral adjectives with a direct

meaning. In contrast, women can use neutral and empty adjectives that are more emotional.

In this movie, empty adjectives are mainly used by the main characters, Enola Holmes and Miss Harrison, as the supporting roles. There are several examples of empty adjectives that appear in Enola Holmes movie, such as *lovely*, *awful*, and *handsomely*.

Empty adjectives explore the emotional feelings of the speaker rather than specific information about their opinions. Empty adjectives are also used to emphasize what the speaker is saying more. This can be seen in the characters Miss Harrison and Enola. These two characters use some empty adjective words in their utterances. They use more empty adjectives to explore the emotional side rather than adjectives representing the actual situation. One of the advantages of using empty adjectives in this movie is that the women characters become more elegant. Empty adjectives are some adjectives with a more refined and polite pronunciation. This makes the characters' speech more comfortable and elegant.

5. Intensifiers

An intensifier is a word, usually an adverb, that indicates the sentence's emphasis. Intensifiers are usually used to emphasize or reinforce words with a distinctive difference or feature. In addition, intensifiers can also exaggerate the meaning of words so that a sentence turns into hyperbole.

Intensifiers also draw the listener's attention to concentrate fully on the speaker's statement. Words in intensifiers are usually given emphasis when spoken. That way, the listener can give full attention and concentration to the speaker's speech. Men also use intensifiers in many utterances, but women use them more often.

In this movie, intensifiers are used by several women characters, from the main character, Enola Holmes, to several supporting roles such as Miss Harrison, Mrs.

Lane, The Dowager, Edith, and Eudoria. Several examples of intensifiers appear in Enola Holmes movie, such as *very, frequently, really, truly, totally, perfectly*, and many more.

Intensifiers occur when the speaker wants to give a strong opinion. This can be seen in the examples of intensifiers that occur in the movie. All the examples of intensifiers emphasize the adjective or verb that comes after it. This emphasis makes the statement stronger. Intensifiers are also accompanied by intonation emphasis when spoken. This emphasis makes the utterance catch the listener's attention to the point of giving full attention to the speaker.

6. Hypercorrect grammar

When speaking, one's grammar, subtlety and personality have a close relationship. Therefore, using poor grammar can bring one's education and personality into question. In conversation, a woman tends to use proper grammar to give a polite impression. The way they speak can determine their social status in society from a woman's point of view. Not only that, the way women speak also represents their level of education.

This movie mainly uses hypercorrect grammar by Enola, Miss Harrison, Mrs. Lane, and the other educator. Hypercorrect grammar occurs to show that women are more likely to use standard linguistic forms. Some women characters use standardized language forms such as sentences with correct grammar, use a lot of formal language forms, use a lot of -ing endings in verbs, use the word *as* rather than *like*, and so on.

Some characters also use hypercorrect grammar to show their identity. Some characters use the standard form to claim identity as educated people. This can be seen in the characters Miss Harrison and Enola Holmes. Miss Harrison uses a lot of standard forms in her utterances to show her status as a teacher. On the other hand,

Enola uses many standard forms to show that she got a decent education even though she did not go through formal education. With this, the standard linguistic form shows that women have complete control over emotions and deliver a high level of education and social class to the interlocutor.

7. Super polite forms

The super polite form is one of the most common women's language features. Women are considered more consistent in using standard words and proper forms. As such, women's speech becomes more polite. When disagreeing with something, women tend to soften their words. They also tend to avoid apparent contradictions in speech.

The concept of politeness and women has been around for a long time. These two things feel close and bound because of the influence of culture and social life. Politeness is one of the social skills that a person has in order to be accepted in a specific condition. Siti Sudartini (2010) states that women tend to use positive politeness that, understands and appreciates the intention of the interlocutor's speech, rather than negative politeness that tends to take the form of apologies and avoidance.

In this movie, super polite forms are used by several women characters, from the main character, Enola Holmes, to several supporting roles such as Miss Harrison, Mrs. Lane, The Dowager, and Lady Tewkesbury.

Super polite forms are used by women to show their respect and politeness. This can be seen by The Dowager and Lady Tewkesbury characters. Both characters use many address words such as *ladies*, *gentlemen*, and other formal address words. In addition, command words are spoken by both of them indirectly. They use many suggestions to make the sentence more polite. In addition to these two, other characters also use the words *sorry* and *thank you*, which further elevate the level of

politeness in the sentence. Indirectly, the super polite form they use to claim their desired social class.

8. Avoidance of strong swear words

Swear words are a form of expression with a strong meaning. Usually, swear words are uttered during unfavorable or dangerous conditions. In addition, swear words are also used to express conditions with high losses.

Women tend to avoid swear words in their speech. Women avoid uttering swear words because they are considered inappropriate and do not fit the image of women who are always synonymous with modesty. Women tend to avoid swear words because of their role as protectors of society. Women are considered to play the role of the first and longest education for the future of society, namely children. Therefore, women then use other words or phrases to replace swear words. In this way, women can express their confusion and disappointment more politely.

In this movie, the avoidance of strong swear words is used by several women characters, from the main character, Enola Holmes, to several supporting roles, such as Miss Harrison, The Dowager, and Edith. There are several examples of avoidance of strong swear words that appear in Enola Holmes movie, such as *'Oh my!,' 'Oh my darling!,'* and many more.

Avoidance of strong swear words occurs when the speaker wants to describe their emotional feelings. When in an unfavorable situation, the women characters utter phrases that match their emotional state. However, they choose to use subtle words. In the end, these more subtle rich words can make the utterances more polite. Their speech will also sound more controlled but still emphasize the statement that is appropriate to the situation.

9. Emphatic stress

Emphatic stress is the emphasis the speaker gives to some words in an utterance. This emphasis aims to select, compare, correct, or clarify something. The characteristic in this term is as a form of expression of uncertainty by using the form of expression and the speaker himself. The function of this sentence gives a form of emphasis to an utterance that is considered to feel unsure of what it says. Compared to men, women tend to use more emphatic emphasis to emphasize the utterance or strengthen the meaning of the utterance.

In this movie, emphatic stress is used by the main character, Enola Holmes, and the mother, Eudoria. Apart from using intensifiers, both women characters use emphatic stress in their utterances. Both use emphatic stress to strengthen the meaning of their utterances. Both are revolutionary characters and want to be recognized. Both are independent and outspoken and do not like the dictates of women's behavior that conform to society's standards. Both also use emphatic stress to call attention to the listener so that their statements are received correctly.

From the explanation above, there are several purposes for using women's language features used by several women characters in the movie *Enola Holmes*. Broadly speaking, there are three purposes for conveying women's language features. Women use lexical hedges/fillers and tag questions to show doubt and uncertainty in utterances. Women use rising intonation on declarative, intensifiers, and emphatic stress to emphasize the utterance's meaning. Lastly, super-polite forms, empty adjectives, 'hypercorrect' grammar, and avoidance of strong swear words are used by women to maintain politeness and show their social status.

B. Reasons for Using Women's Language Features

Three reasons why women use the women's language features when they are speaking. The first appeals to social class and its related status for an explanation, the second refers to women's role in society, and the third to women's status as a subordinate group.⁶¹

1. Status Conscious

Janet Holmes (2013) states that women use more standardized forms of speech than men because they are more status-conscious than men. Women are more aware that how they speak signifies their social class background or social status. Standardized speech forms are generally associated with high social status; hence, women use more standardized forms to claim that status.

Women of all classes use standardized forms to claim their social status, especially unemployed women. Women without jobs cannot use their jobs as a basis to signify social status. Therefore, they improve their speech by using standardized forms of speech, avoid using words that are harsh and have bad meanings.

Polite standardized forms are also used by working women in various sectors. Women workers in a hotel, schools, and other sectors also use standardized forms. The higher the job position, the more varied the standard forms used. The interlocutor certainly influences this. The higher the status of the interlocutor, the more women use standardized forms when speaking. Women hope that using standard language can impress the interlocutor. When women have few other sources of prestige, language can be essential as a social resource to build professional identity.

This awareness of social status is also evident in the movie *Enola Holmes*. Several women characters utter many standardized and very polite forms of speech. For example, when Miss Harrison talks to Mycroft Holmes. Miss Harrison is a teacher and headmistress of a personality school. Mycroft Holmes is a famous

⁶¹ Janet Holmes, Op., Cit., 167-169.

politician at that time. Because of her social status awareness, Miss Harrison uses more standard forms in her speech. Miss Harrison also uses polite and refined vocabulary, even though the words are spoken in harmful conditions.

2. Role / Guardian of the Society

Women using more standardized forms than men shows how society tends to expect 'better' behavior from women than men. Young boys are generally given more freedom than girls. Bad behavior from boys is tolerated, whereas girls are more quickly corrected.

Then, rule-breaking by girls is frowned upon more severely than by boys. Girls tend to get stronger and more negative reactions when they violate societal norms than boys. Women are designated as models of correct behavior in society. Thus, society expects women to speak more correctly and standardized than men, especially when modeling how to talk to children.

Women are expected to be a good example for children. This expectation rests on the assumption that women raise children at home. Even though most interactions between children and their mothers at home use informal and casual language, women are still responsible for their children's politeness and language skills. They are expected to have good language skills to be good examples and learning resources for children. Women will also avoid using words that are harsh and have bad meanings. From this responsibility, children, as the future of society, need women who play the role of the Guardian of Society.

This reason can be seen in the scenes in Miss Harrison Finishing School. Enola had to undergo many personality classes. She is taught many skills, such as knitting, sewing, eating gracefully, walking elegantly, and speaking well and politely. From this, the classes and the existence of Miss Harrison's school can be an example of how women are molded into the Guardian of Society.

3. Subordinate Group

Subordination is an assessment or assumption that a role performed by one sex is inferior to another. Based on gender theory, society often compartmentalizes roles between men and women. Women are considered responsible and have a role in domestic affairs or reproduction, while men are in public affairs or production.

The roles undertaken by each gender also have different positions in the eyes of society. The role of women is considered to have a position below men's. Therefore, women are considered to have a lower position. This position also makes women use more standard, subtle, and polite language to someone with a higher position. As a subordinate group, women are told that they must avoid offending men - so they must speak carefully and politely.

There is no apparent reason why polite speech should be equated with standard form speech. However, by using standard forms of speech, women safeguard their need to be valued by society. By using standardized forms, a woman protects her 'face.' By speaking with polite standard forms, women can also avoid offending others.

The awareness of lower status can also be seen in the utterances of Mrs. Lane. Mrs. Lane is a maid in the Holmes family. She is someone who helps Enola prepare things at Frenern Hall. When meeting with Mycroft and Sherlock, Mrs. Lane always uses a standardized form of language. Mrs. Lane always uses epithets and polite language when talking to them. In this case, Mrs. Lane uses a standard polite form because she knows her social status is lower than Mycroft and Sherlock, who owns the house.

From the three reasons and explanations above, socio-culture has a powerful influence on how women speak. For these three reasons, women have significant consideration even to talk. Women tend to be a group that has a lot of doubts and

insecurities. Thus, they need an appropriate form of language to make their utterances acceptable and in line with society's expectations. Therefore, social class, women's role in society, and subordinate status are three important reasons for women's language features.



CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusion based on the research findings and discussion. The researcher also presents suggestions for the lectures, the readers, and for other researcher.

A. Conclusions

This chapter presents the conclusion based on the findings and discussion. This chapter is intended to answer the previous problem statements. The results of this study are shown below:

1. Based on the research findings, there are nine types of women's language features found in the utterances of the women characters of the *Enola Holmes* movie. The researcher found 99 women's language features with details of 20 data (20,20%) of super-polite forms, 19 data (19,20%) of intensifiers, 14 data (14,14%) of lexical hedges or fillers, 12 data (12,12%) of tag questions, 8 data (8,08%) of hypercorrect grammar, 7 data (7,07%) of rising intonation on declarative, 7 data (7,07%) of empty adjectives, 7 data (7,07%) of avoidance of strong swear words, and 5 data (5,05%) of emphatic stress.
2. From the conclusion above, the dominant type of women's language features in the *Enola Holmes* movie is super-polite forms. The characters in this movie use the super-polite form in utterances to show respect and politeness. Indirectly, the super polite form reveals the social class of the speaker.
3. There are several purposes for conveying women's language features. Women use lexical hedges/fillers and tag questions to show doubt and uncertainty in utterances. Women use rising intonation on declarative, intensifiers, and emphatic stress to emphasize the utterance's meaning. Finally, super-polite forms, empty adjectives,

'hypercorrect' grammar, and avoidance of strong swear words are used by women to maintain politeness and show their social status.

B. Suggestions

After analyzing the data about women's language features spoken by the women characters of the *Enola Holmes* movie, the researcher would like to give some suggestions for the lectures, the readers, and the future researchers.

1. For the Lecturers

The researcher suggests the lecturers use this research to help with teaching and learning activities in the classroom. Using movies, the lecturer can give concrete examples of how to identify the types of women's language features in daily conversation. The researcher expected the lecturers to convey moral messages in a film and to motivate students to study language variation, especially women's language features.

2. For the Readers

The researcher hopes that readers will recognize that women's language features have a part in language. Women's language features are unique and should be preserved. Women's language features also have many valuable values. These uniqueness and values have a contribution to communication that not only women but also men should be aware of.

3. For the Future Researchers

For future researchers interested in language variation, this research can be used as a reference to support broader research in the same field.

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