

**INVESTIGATING GENDER DIFFERENCES IN LANGUAGE USE:**

**AN ANALYSIS OF DEADPOOL & WOLVERINE MOVIE**

**THESIS**

Submitted by

**SITI RAUDHATUL MUNA**

200203094

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2025 M / 1446 H

**THESIS**

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

**SITI RAUDHATUL MUNA**

200203094

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y  
Supervisor,



---

Rahmi Fhonna, M. A

Date: 31 / 12 / 2024

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfilment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

Monday, January 6<sup>th</sup> 2025  
6 Rajab 1446 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Secretary,



Rahmi Fhonma, M.A.



Azizah, S. Ag., M. Pd

Member,

Member,



Dr. Muhammad Nasir, M. Hum

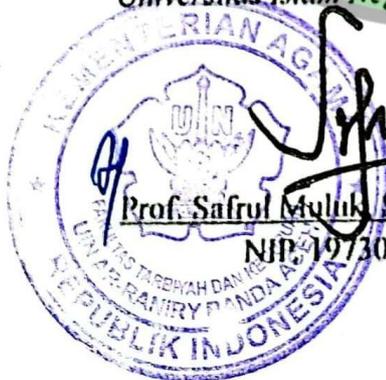


Dr. Maskur, M.A.

جامعة الرانيري

A Certified by: I R Y

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



  
Prof. Safrul Muluk, S. Ag., M.A., M.Ed., Ph.D

NIP: 197301021997031003 

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertandatangan di bawah ini:

Nama : Siti Raudhatul Muna  
NIM : 200203094  
Tempat/tanggal lahir : Lamno, 11 Mei 2002  
Alamat : Meunasah Tutong, Kec. Indra Jaya, Kab. Aceh Jaya

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Investigating Gender Differences in Language Use:**

**An Analysis of Deadpool & Wolverine Movie**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2024

Saya yang membuat surat pernyataan,



Siti Raudhatul Muna

## ACKNOWLEDGEMENT

All praise be to Allah the Almighty, who has bestowed countless blessings, so that this thesis can be completed. May peace and blessings always be upon the Prophet Muhammad SAW, who guided and led the people from the darkness to light.

I would like to express my deepest gratitude to all parties who have given me support in completing this thesis, I received invaluable support, guidance, and advice from many parties, both directly and indirectly. I am very grateful to Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D., Dean of the Faculty of Tarbiyah and Teacher Training, and to Mrs. Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D., Head of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh.

Special appreciation is reserved to my supervisor, Mrs. Rahmi Fhonna M. A., for her invaluable guidance and insightful advice during the entire process of completing this thesis. I also deeply grateful my academic advisor, Mrs. Rita Hermida, M. Pd., along with all lecturers and staff of the English Language Education Study Program, UIN Ar-Raniry for their support and assistance during this research.

I am eternally grateful to my family, my father, my mother, my brother for the support and prayers they have given. May Allah bless the with happiness and prosperity in this life and the hereafter. Special thanks also go to my dear friends,

Aidal, Nazirah and Tiara for their kindness and assistance so that I can complete this thesis.

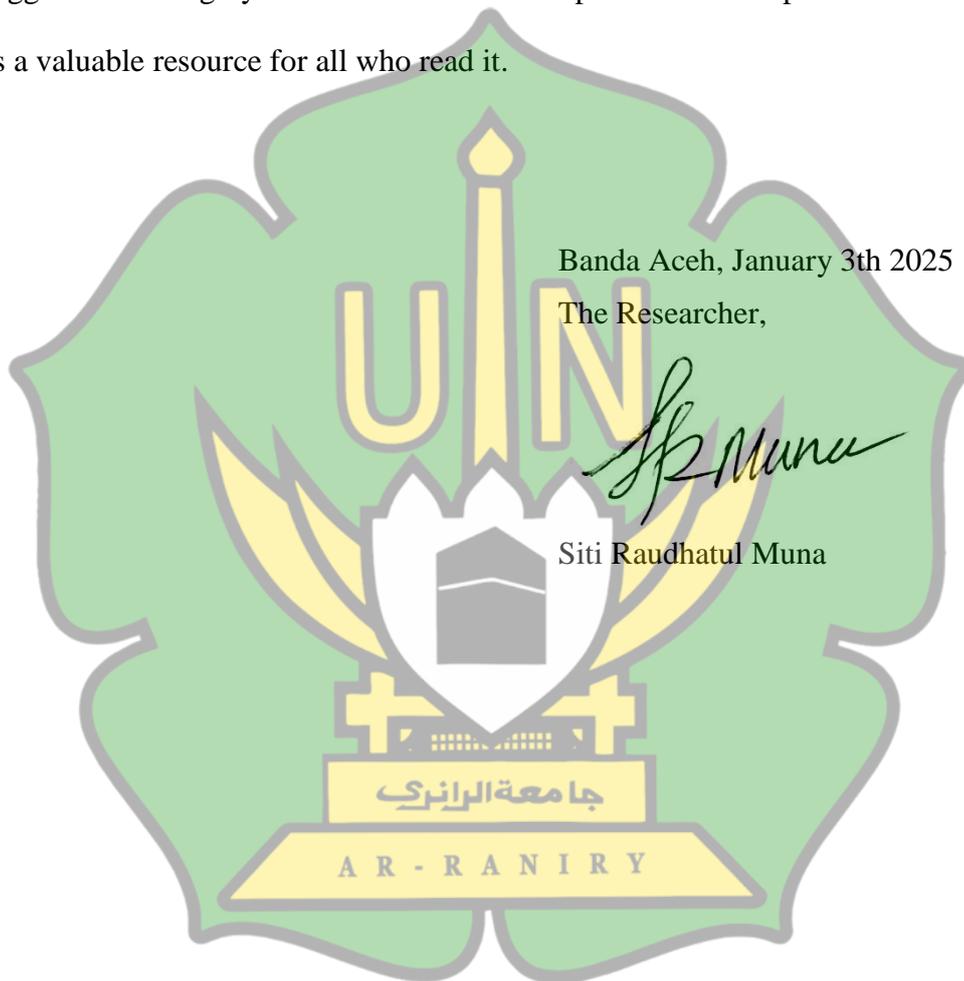
While every effort has been made to ensure the quality of this thesis, I humbly acknowledge that it may still be imperfect. Constructive feedback and suggestion are highly welcomed for future improvement. I hope this thesis serves as a valuable resource for all who read it.

Banda Aceh, January 3th 2025

The Researcher,



Siti Raudhatul Muna



## ABSTRACT

Name : Siti Raudhatul Muna  
Nim : 200203094  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis Working title : Investigating Gender Differences in Language use: An Analysis of Deadpool & Wolverine Movie  
Supervisor : Rahmi Fhonma M. A  
Keywords : Language, Gender, Men's Language Features, Women's Language Features, Movie

The way a person communicates using language is influenced by various factors. Gender is one of the factors that influence language. This study aims to find language features used by men and women in Deadpool & Wolverine movie. This study used qualitative descriptive approach with content analysis method to answer the question. The data collected through documentation method with Deadpool and Wolverine movie and the transcript as a source of data. The language features analysed by using theory of Coates (2013) and Lakoff (2004). As a result, four out of six men's language features were found in the movie, namely question, command & directives, swearing & taboo language and compliment meanwhile minimal response and theme were not found in the movie. For women's language features, there are eight out of ten language features were found in the movie, namely lexical hedges or fillers, tag question, empty adjective, intensifiers, hypercorrect grammar, polite form, avoid of strong swear words and emphatic stress, meanwhile precise color term and rising intonation were not found in the movie. It can be concluded that men and women exhibit distinct linguistic patterns in the movie, reflecting gendered communication styles as theorized by Coates (2013) & Lakoff (2004) and the relevance of gender-specific language features in shaping character interactions and contributing to the narrative dynamics in movie.

## TABLE OF CONTENT

<b>DECLARATION OF ORIGINALITY</b> .....	i
<b>ACKNOWLEDGEMENT</b> .....	ii
<b>ABSTRACT</b> .....	iv
<b>TABLE OF CONTENT</b> .....	v
<b>LIST OF TABLES</b> .....	vi
<b>LIST OF APPENDICES</b> .....	vii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of Study.....	1
B. Research Question .....	5
C. Aim of Research .....	6
D. Significance of Study .....	6
E. Terminology .....	6
<b>CHAPTER II LITERATURE REVIEW</b> .....	9
A. Language and Gender.....	9
B. Men’s Language Features .....	11
C. Women’s Language Features .....	13
D. Movie.....	16
E. Deadpool & Wolverine Movie .....	19
<b>CHAPTER III METHODOLOGY</b> .....	22
A. Research Design .....	22
B. Source of The Data.....	22
C. Techniques of Collecting Data .....	23
D. Techniques of Data Analysis.....	23
<b>CHAPTER IV RESULTS AND DISCUSSION</b> .....	25
A. Results .....	25
B. Discussion .....	37
<b>CHAPTER V CONCLUSION</b> .....	41
<b>REFERENCES</b> .....	44
<b>AUTOBIOGRAPHY</b> .....	48

## LIST OF TABLES

Table 4.1 Men's Language Features

Table 4.2 Women's Language Features



## LIST OF APPENDICES

Appendix A          Appoitment Letter of Supervisor



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language plays a crucial role in daily life as the primary tool humans use to communicate and convey information. Elizabeth (2018) asserts that language is one of the most essential aspects that enables people to share their ideas, emotions, and thoughts with others. Language is not merely a communication tool; it also shapes the way individuals interact and express their intentions more clearly and effectively. In this context, language serves as a medium that enriches social interactions, broadens perspectives, and helps individuals connect with the world around them through various means of communication that language facilitates.

According to Kridalaksana (2009), the function of language in social interaction is very significant, because language provides a means for individuals to express their thoughts, feelings, and ideas. Language functions as a connector of culture and values, allowing the exchange of information and thoughts between individuals from various backgrounds. Language not only acts as a means of communication, but also as an important element in building relationships between individuals and between cultures in society. Without language, intercultural interaction would be difficult, and society might have difficulty understanding the views or life experiences of others (Liddicoat, 2013).

Language functions as the main means of verbal communication that allows humans to exchange information, ideas, and emotions. Through the use of language, members of society not only interact with each other, but also form identities and affirm their membership in the group. Thus, language plays an important role not only as a means of communication, but also as a social and cultural marker that connects individuals with their environment (Chaer, 2014).

Further research by Makoni & Pennycook (2007) supports this view, showing that language plays an important role in maintaining and conveying social and cultural identity. Language is not only used for communication, but also serves to strengthen social bonds among members of a society, creating a sense of togetherness and collective identity. Through the use of language, the values and traditions of a group can be inherited and maintained by the next generation.

Suciati et. al. (2021) explained that the way a person communicates using language is influenced by various factors. These factors include geographic location, which influences accent or way of speaking; age, which influences the style of language used; social status, which can reflect the level of formality; and gender, which is often related to differences in communication patterns. In addition, things like cultural background, education level, and environment also influence how a person communicates.

Gender is one of the factors that greatly influences language. Gender is not only related to physical aspects, such as the body and appearance of men and women, but gender refers more to socially and culturally constructed roles, behaviors and identities that determine how individuals are expected to behave

based on their sex in a given context. This includes aspects such as how to dress, speak, and interact with others, all of which are influenced by cultural norms that apply in society (Connell, 2020).

Differences in the way men and women speak are more often influenced by social and cultural contexts than biological factors. According to Muttaqin & Rosadi (2020), gender refers to the differences between men and women that are determined by social and cultural constructions, not just biological aspects. This perspective highlights how roles, responsibilities, and behaviors are associated with gender based on social norms that apply in society. These differences can be seen in various social contexts, such as in the workplace or family, where men and women often speak in different styles to conform to existing social expectations.

Gender representation in movie dialogue often reflects social expectations and norms in society. Wood (2021) shows that movie often depict men characters as strong and dominant, while women are depicted as gentle and empathetic. This shows how language is used to reinforce or challenge existing social norms.

Language features, such as vocabulary, grammar, and text structure, must be analyzed clearly and in detail in this study. This includes an in-depth understanding of how the word choices used by the characters can reflect their identities, social roles, and gender relations in the narrative. In addition, grammatical analysis will provide insight into how sentence structure, word forms, and tense usage contribute to the depiction of men and women characters in the movie. By analyzing the structure of the text, researcher can explore how dialogue is constructed, whether through monologues, accelerated conversations, or

interactions between characters, and how this affects the audience's interpretation of existing gender differences.

Many studies have tried to examine language and gender. One study on language and gender is "The Analysis of Women's and Men's Language Features in Disney Movies" By Sapitri et al. (2023). This study focuses on language features used by main characters in several Disney Movies. The researcher used Lakoff theory as a theory of language features used by women, while for men's language features using the theory of Coates. This study uses a descriptive qualitative method. The finding revealed that all men's language features are used by main characters in selected Disney movies and only 8 out of 10 women's language features were found.

The study of language and gender was also done by Aisah and Fatmasari (2020) entitled Sociolinguistic Analysis of Language Used by Male and Female Characters in "Jumanji Welcome to the Jungle" Movie by Jake Kasdan. This research uses descriptive qualitative as a method and used theory from Wardhaugh. The results show that there are 5 types of male language (adverbs, pronouns "you", expletives and swear statement, imperative sentences and modulation. The researcher found 9 types of female language (adverbs, color words, correctness of grammar, tag questions, pronouns "We", diminutives, adjectives, expletives and swear statement and modulation) in "Jumanji Welcome to the Jungle" Movie by Jake Kasdan.

Another research by Nisa (2022) entitled Gender Differences Language Features Found in Legally Blonde Movie: A Sociolinguistic Analysis. This research

used Lakoff's theory for women's language features and Coates' theory for men's language features. The type of method used is a combination of qualitative and quantitative methods. The findings of this study indicate that there are 9 out of 10 women's language features used and there are 5 men's language features used in this study.

In this study, the researcher analyzed the language and gender contained in the "Deadpool & Wolverine" Movie. This movie is the second highest-grossing movie in 2024. Deadpool & Wolverine Movie itself is a superhero movie that is famous for its humor, telling the story of two superheroes from two different timelines and trying to save the world or their timeline from destruction. In this study, the researcher focused on the analysis of the language features used by men and women characters in the movie. The researcher highlighted the differences in language used that reflect gender characteristics in dialogue and interactions between characters, both in serious and humorous situations. Researcher used Lakoff's theory to research women's language features, while for men's language features researcher used Coates theory.

## **B. Research Question**

Based on the background, the focus of this research is to answer the question: What are the language features used by men and women in Deadpool & Wolverine Movie?

### C. Aim of Research

The aim of this research is to find the language features used by men and women in Deadpool & Wolverine movie.

### D. Significance of Study

The researcher hopes this research will be beneficial both theoretically and practically.

#### 1. Theoretically

This research aims are expected to increase the reader's knowledge about language features used by men and women in movie.

#### 2. Practically

The researcher hopes this research can help and advantageous for other researchers who are interested in the same topic regarding language features of men and women.

### E. Terminology

#### 1. Language

Chaer (2014) stated that language is a system of speech sound symbols used to communication that allows humans to exchange information, ideas, emotions, thoughts and feeling to other people. Language plays a role not only as social and cultural identity that connects individuals with their communities. The way a person communicates using language is influenced by various factors, one of the factors is gender.

## 2. Gender

Tupamahu (2020) said gender is a cultural concept used to understand and differentiate roles, behaviors, thought patterns and emotional characteristics between men and women. Gender not just a biological attribute, but a social construct that affects almost every aspect of life and plays an important role in creating individual identity. Gender is also influenced by social and cultural changes that occur over time, so perceptions and expectations of gender can vary across societies and generations.

## 3. Men's Language Features

Men are often seen as strong, assertive and freer from binding norms of politeness, especially in social and cultural contexts that emphasize masculinity. They are more likely to use clear language, without much elaboration of statements, and do not feel bound by the obligation to show the gentleness or empathy that is often expected of women. Coates (2013) said there are 6 men language features. Minimal response, questions, command & directive, swearing & taboo language, compliment and theme.

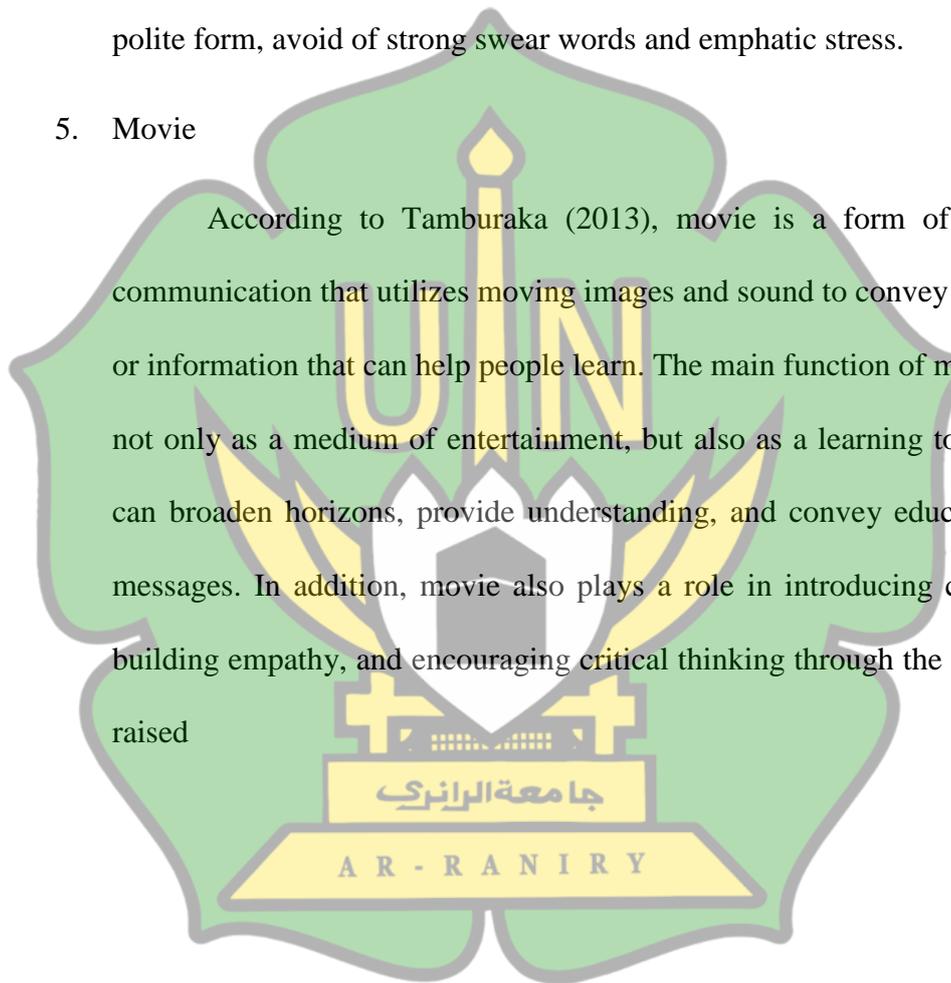
## 4. Women's Language Features

Women are often associated with higher norms of politeness, which include expectations to speak and act in a gentle, considerate, and harmonious manner in social interactions. In many cultures, they are

expected to be more considerate of others' feelings, show empathy, and avoid behavior that could be perceived as rude or dominant. According to Lakoff (2004) there are 10 women language feature, namely lexical hedges, tag question, empty adjective, precise color term, rising intonation on declarative, intensifiers, hypercorrect grammar, super polite form, avoid of strong swear words and emphatic stress.

#### 5. Movie

According to Tamburaka (2013), movie is a form of visual communication that utilizes moving images and sound to convey a story or information that can help people learn. The main function of movie is not only as a medium of entertainment, but also as a learning tool that can broaden horizons, provide understanding, and convey educational messages. In addition, movie also plays a role in introducing culture, building empathy, and encouraging critical thinking through the themes raised



## CHAPTER II

### LITERATURE REVIEW

#### A. Language and Gender

Tseng (2018) explain that language is a systematic tool designed to convey ideas, emotions, or symbols that have been agreed upon and have understandable meanings. As the primary means of communication, language allows human to interact, share information and build social relationship. Language also reflects the cultural and social identity of a group and plays an important role in conveying traditions, values and history between generations.

According to Ispording & Otten (2014) Language has two main meanings that show the importance of the role of language in human life. First, language is a tool used to form thoughts, feelings, desires and actions. Language is the main medium that allows humans to express and understand. Second, language is a clear reflection of individual and group personality. In other words, Language is not only mean of communication, but also a complex instrument for building human relationships, preserving cultural heritage, creating individual and collective identity.

One of the scientific aspects that influence language is gender. The feminine and masculine roles formed by society are known as gender. This concept includes how society defines traits and behaviours that are considered appropriate for each sex. Gender does not only involve biological aspects, but also reflects social norms and values that apply in a community (Holmes, 2013).

Language and gender have a very close relationship, and this also applies to language style differences. On the other hand, in a kind of interaction in communication women tend to use body language expression. An expression such as a phrase refers to how a woman usually writes her body language, through written language and text by using some characteristics of general communication (Wright, 2015).

Tupamahu (2020) said that gender is a cultural concept used to understand and differentiate roles, behaviours, thought patterns, and emotional characteristics between men and women. This concept not only determines how men and women are expected to act, but also shapes society perception of the personality and values inherent in each gender. In society, gender develops and is formed through social interactions, norms, and traditions that determine different expectations and social roles for men and women. This makes gender not just a biological attribute, but a social construct that affects almost every aspect of life and plays an important role in creating individual identity (Risman, 2018).

Lindawati & Shelo (2021) said many societies still position women as having a lower social status than men, while men are often placed in a more dominant or superior position. Women are often associated with higher norms of politeness, expected to speak and behave gently and attentively. In contrast, men are often seen as strong, assertive figures and less bound by the same norms of politeness (Alvi et al., 2023).

The different formation or pattern of men and women in the language is due to the unequal status that is given by their society. Since their infants, men and

women babies have different treatments, so they learn to be different (Eckert & McConnell-Ginet, 2013). Lakoff (2004) said that women have 10 language features, on the other hand Coates (2013) said that men have 6 language features

## **B. Men's Language Features**

Coates (2013) revealed that the language features used by men are a minimal response, commands and directions, swearing and taboo language, compliments, themes, and questions.

### **1. Minimal Response**

Minimal response is a short response form used in conversation to indicate that someone is listening or following the conversation, without giving a long or detailed answer. Examples of minimal responses include words such as yes, yeah, I see, or uh-huh. This feature is often used in informal communication and serves to keep the conversation flowing smoothly.

### **2. Questions**

Question is interrogative forms in order to get answers from the audience. According to Lakoff (2004) women ask more questions than men and this question may be the signals of their insecurity. Coates (2013) also mentioned that women use more questions than men and this may be due to their weakness in interactive situations. Another function is in order to keep conversation going. In contexts where women and men have equal status, men may ask questions more frequently.

### **3. Commands and Directives**

According to Coates (2013) directives are actions in the form of commands and requests to get someone to do something. Men tend to use more assertive forms

such as "give me" or "gimme," and "I want..." to define their status. This shows that the language used by men is often more direct and focuses on control or influence.

#### 4. Swearing and Taboo Language

Coates (2013) said swearing or taboo language is used more often by men than women. Lakoff (2004) claims that women will utter oh dear, oh fudge, goodness, and any other word rather than the strong swear words. While men prefer to say shit, damn, or fuck. However, in practice, people who use taboo words are categorized as breaking the rule and desirable to find the connotation of strength or freedom. The reason why men tend to use taboo language more than women is because the form is associated with masculinity, not femininity.

#### 5. Compliments

Men and women differ significantly in their patterns of compliment giving, as reflected in the types and contexts of compliments they give. Women, for example, are more likely to give compliments related to physical appearance or aesthetic items, such as the phrase "What a cute dress!" which is more often uttered by women. This compliment tends to place emphasis on the visual aspect or outward appearance of a person, which is considered important in a female social context. Meanwhile, men are more likely to use shorter and more direct forms of compliments, such as "Great clothes!" which focus more on the ownership or quality of the item or skill that a person possesses.

#### 6. Theme

Coates (2013) in his book states that women tend to talk about people and feelings. Meanwhile, men with their masculine nature prefer to discuss current

affairs, travel, sports, technology, or cars. Men are more likely to discuss these themes as a way to build social connections and demonstrate their status or knowledge in that context.

### C. Women's Language Features

Lakoff (2004) mentioned that women in the language have different language features, namely lexical hedges, precise colour terms, tag question, empty adjective, rising intonation on declarative, intensifiers, hypercorrect grammar, polite forms, avoid of strong swear words and emphatic stress. Women establish "Women Language" which characterize as weak and unassertive.

#### 1. Lexical Hedges or Fillers

Women language often categorized as tentative, and this statement related to women use more hedges than men (Coates, 2013). Hedge is a mitigating word or sound used to lessen the impact of an utterance. A hedge is using by women to avoid making a strong statement. Hedge also shows the expressing lack of confidence or uncertainty, "well" and "you see" are classified as meaningless particles and defined to the similar category as pause fillers such as "uh", "um", and "ah" (Rosanti & Jaelani, 2016).

#### 2. Tag Question

Lakoff (2004) stated that tag questions are more often used by women compared to men. Tag questions are a form of statement that is delivered politely, where the goal is not to pressure the listener or convey an idea firmly. According to Lakoff, women often use tag questions because they are considered to reflect

uncertainty or hesitation in speaking. By using tag questions, speakers can ask something or convey an opinion without sounding too direct or confrontational. This allows for smoother communication and maintains politeness, especially in sensitive conversations or when the speaker wants to avoid tension (Leech, 2014).

### 3. Rising Intonation on Declaratives

According to Lakoff (2004), women often use rising intonation in declarative statements to express hesitation when providing information or conveying opinions. Usually, they answer a question with a rising intonation. This may indicate that they feel doubtful and expect confirmation from others.

### 4. Empty Adjectives

Women are considered feminine by society because they tend to use adjectives to express admiration. These empty adjectives usually do not function to convey specific information, but rather to express feelings or emotions. In other words, the use of these words focuses more on affective meaning than on conveying important information. This shows that women are often associated with emotional expression in communication.

### 5. Precise Colour Terms

Women tend to mention more specific colours such as aquamarine, emerald, ruby, lavender. While men are more likely to mention colours using more general categories such as blue, green, red and purple. The use of this detailed colour vocabulary is related to social expectations and interests, such as fashion and

design, where women are often encouraged to be more sensitive to colour differences.

#### 6. Intensifiers

Women use boosters or intensifiers more often than men. The use of intensifiers, such as "just," "very," "so," and "really," often reflects a lack of confidence and an expression of uncertainty, although this is not always the case. Intensifiers also give the impression that women are more emotional or empathetic in their communication, which is often considered a feminine trait. In this way, women ensure that their feelings and intentions are conveyed more clearly, especially in situations where they feel less heard or empowered. The use of intensifiers also strengthens the meaning of their message, making it harder for the listener to ignore it (Mills, 2022).

#### 7. Hypercorrect Grammar

Women tend to use more standard grammatical forms and choose verbs in the standard form. This is in contrast to men who often use less formal forms of language. Women also prefer a more formal style of language, which may reflect their politeness. For example, instead of saying "goin," they will use the standard form "going," while men usually use a more casual form such as "goin."

#### 8. Super Polite Form

Women tend to use more polite language than men when speaking. Through this form of language, women can express feelings or opinions without hurting the feelings of the other person. The super polite form is also often used by women to

suggest something or ask for help in a polite manner. Common examples of this super polite include phrases such as "thank you," "please," "would you," and "could you."

#### 9. Avoidance Strong Swear Words

Women prefer to use euphemisms or softer words to replace harsh words that are commonly used by men. Women often use words such as "oh dear," "goodness," or "oh fudge," compared to stronger words such as "shit" or "damn". This reflects social norms that place greater emphasis on politeness and self-control in women, who are often considered to be polite and refined in their speech than men.

#### 10. Emphatic Stress

Women tend to use stronger word stress to emphasize meaning or reinforce the message being conveyed. For example, using words such as "brilliant," "amazing," or "fantastic" with strong emphasis. This emphasis is intended to grab the listener's attention and give more weight to what is being said.

#### **D. Movie**

Film, often called "movie," according to Tamburaka (2013) is a form of visual communication that uses moving pictures and sound to tell a story or provide information that can help people learn. All over the world, movies are watched as a means of entertainment and enjoyment. The process of making a movie begins with the writing of a script by a screenwriter. This script contains a storyline, complete with dialogue to be spoken by the actors. Actors and directors read the

script to understand the dialogue and actions that must be done in the movie. The actors then memorize the dialogue in the script and learn the movements that must be done according to the directions in the script.

According to Wibowo (2012) movie or film is a tool to convey various messages to the general public through the media of stories, and can also be interpreted as a medium of artistic expression for artists and filmmakers to express their ideas and story ideas. Film or movie is an image collected in a frame, with a projector lens that is projected and makes the screen make the image come alive. A film can provide its own appeal because the film also moves quickly and alternates (Arsyad, 2019).

Kristanto (2014). explain film or movie plays an important role in encouraging the development of a nation's culture and supporting national development efforts. As a medium of art and communication, film is able to introduce cultural values, promote traditional heritage, and strengthen national identity. In addition, through the themes raised, film can provide inspiration, increase social awareness, and motivate society to be actively involved in development.

Bordwell and Thompson (2023) said movies or film can be categorized into several main genres:

1. Action. This genre features action-packed scenes such as fights, chases, explosions, and various other thrilling moments. focuses on heroes facing conflict or strong enemies, with a fast and intense storyline

2. Adventure. Adventure films usually tell the story of a challenging journey or quest in an exotic location. This genre often presents elements of exploration and danger, with the main character trying to achieve a big goal.

3. Comedy. The comedy genre aims to entertain the audience through humor, funny dialogue, and silly situations. focuses on unique character development and a light storyline that provokes laughter.

4. Drama. Drama is a genre that emphasizes emotional conflict, deep character development, and realistic stories. This genre often raises themes of human life, such as family, love, or life struggles.

5. Horror. The horror genre is designed to scare the audience with supernatural elements, scary creatures, or tense situations. This film usually creates a dark atmosphere and creates a sense of fear or anxiety.

6. Musical. The musical genre features a story that combines song and dance as a central element. Music is used to convey emotion, develop characters, or enhance the plot.

7. Science Fiction. This genre focuses on scientific themes, futuristic technology, outer space, or life in the future. Science fiction films often explore humanity's relationship with technological innovation and its impact on society.

8. Western. This genre is usually set in the 19th century American West, featuring cowboy life, gunfights, and frontier conflicts. Westerns often depict themes of morality, justice, and struggle.

9. Documentary. The documentary genre aims to record, present, and explain real facts or events. These films are often made to educate, investigate, or provide new insights to the audience.

10. Mystery. The mystery genre focuses on stories that involve puzzles or investigations, usually about crimes or events that are difficult to explain. The audience is invited to follow clues until they find the solution.

These genres often overlap, leading to the creation of subgenres or hybrid genres, as many movies blend elements from various genres to create more intricate stories.

#### **E. Deadpool & Wolverine Movie**

Deadpool & Wolverine is an American superhero movie that combines two iconic characters from Marvel Comics, Deadpool and Wolverine. The movie is directed by Shawn Levy and stars Ryan Reynolds as Deadpool and Hugh Jackman reprising his role as Wolverine. As part of the Marvel Cinematic Universe (MCU), the movie is a sequel to *Deadpool* (2016) and *Deadpool 2* (2018). With a duration of 128 minutes and a production budget of \$200 million, *Deadpool & Wolverine* was officially released in Indonesia on July 24, 2024. The movie marks the integration of the characters Deadpool and Wolverine into the MCU, utilizing the multiverse concept to bring back Wolverine after his death in *Logan* (2017). Carrying the action, adventure, comedy, and science fiction genres, the movie presents a unique combination of Deadpool's signature humor and Wolverine's intense action, providing a fresh feel to the Marvel franchise. *Deadpool &*

Wolverine received positive reviews from critics and audiences, with praise for the humor, action, and dynamics between the two main characters. The movie grossed over \$1.3 billion worldwide, making it the highest-grossing R-rated film of all time.

After Wolverine's death in Logan (2017), Wade Wilson (Deadpool) lives a quieter life. However, everything changes when agents of the Time Variance Authority (TVA) come to him, accusing him of disrupting the sacred timeline by crossing dimensions. Deadpool is offered by Paradox to travel to the sacred timeline in exchange for the destruction of Deadpool's original timeline due to the loss of his anchor being, Wolverine. Deadpool refuses the offer because he will lose the people he cares about and eventually Deadpool seeks out Wolverine from another timeline to replace Wolverine who died in his timeline. On his journey with Wolverine, Deadpool encounters Cassandra Nova, an evil telepath who has plans to destroy the multiverse by mastering uncontrollable psionic powers. Nova manipulates multiple realities to create a world where mutants hold absolute power, sacrificing the balance of the universe. Deadpool and Wolverine must face Cassandra, who uses mind manipulation and an army of followers to hinder them. During their journey, Deadpool continues to use his trademark humor to deal with serious situations, while Wolverine brutally confronts physical threats. In an epic battle across multiple dimensions, Deadpool and Wolverine eventually defeat Cassandra Nova.

Characters:

- Ryan Reynolds as Wade Wilson/Deadpool/Nicepool
- Hugh Jackman as Logan/Wolverine

- Emma Corrin as Cassandra Nova
- Morena Boccarin as Vanessa
- Leslie Uggams as Blind Al
- Matthew Macfayden as Mr. Paradox
- Dafne Keen as Laura
- Wesley Snipes as Blade
- Jennifer Garner as Elektra
- Chris Evans as Johnny Storm
- Brianna Hildebrand as Negasonic Teenage Warhead
- Shiori Kutsuna as Yukio
- Jon Favreau as Happy Hogan



## CHAPTER III

### METHODOLOGY

#### A. Research Design

This study used descriptive qualitative method to analyze the data in this study. Creswell (2024) describes qualitative research as a method for examining how human problems are described in terms of their deeper meaning. The aim of qualitative research is to depict the intricate structure of the subject under study in great detail. According to Moleong (2018), qualitative methods involve research procedures that analyze written texts, including books, newspaper or magazine articles, advertisements, speeches, official documents, films or videotapes, song lyrics, photographs, clothing and works of art. Qualitative research is research conducted to understand the phenomena experienced by the subject in their entirety by using descriptive methods in the form of words or language in a natural context and utilizing natural methods. Based on the explanation above, the researcher uses descriptive qualitative research in conducting this research because it is suitable for this type of research.

#### B. Source of The Data

The data sources in this study was the transcript of the Deadpool & Wolverine movie and the movie itself. The used of transcript as analytical material allows researcher to conduct an in-depth study of the language features used by the men and women characters in it. The movie also provided visual and emotional

contexts that help enrich the analysis, such as intonation, expression, and conversational situations.

### **C. Techniques of Collecting Data**

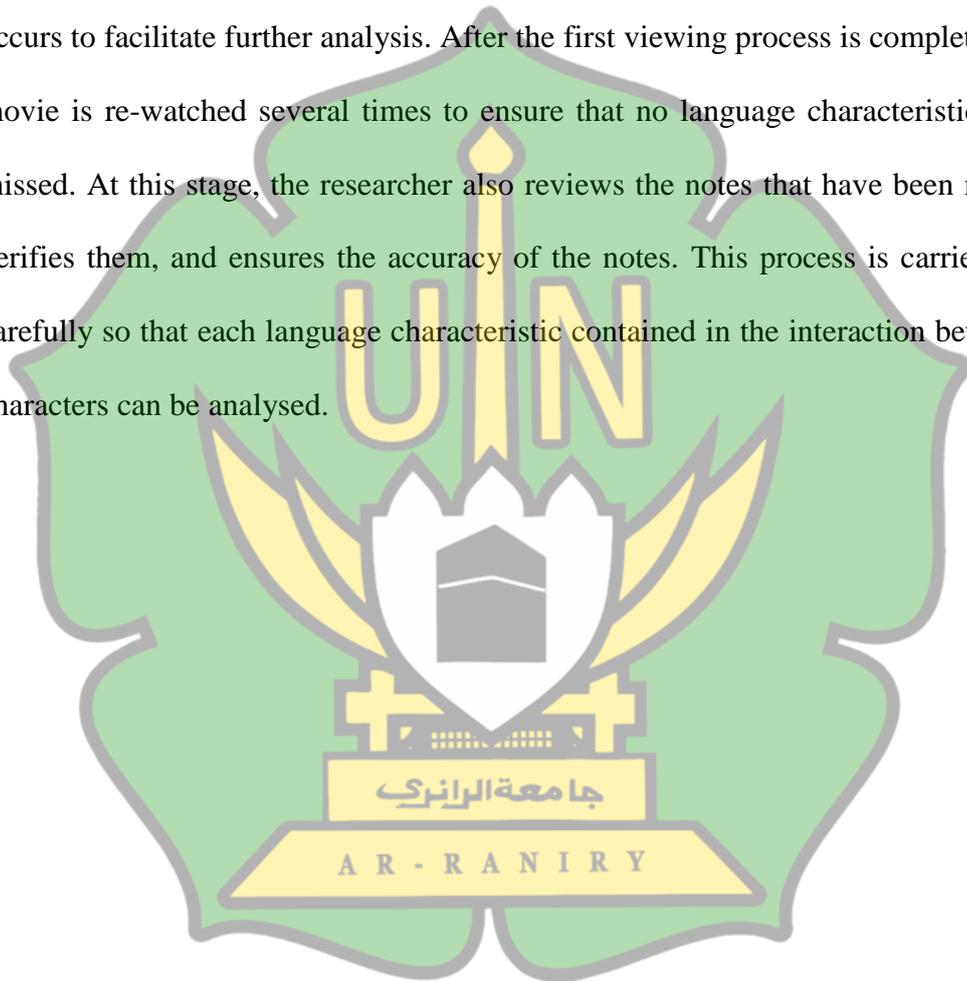
In collecting data in this study is documentation method which involves the collection, analysis and interpretation of documented data such as movies and transcript used in this study (Miles et.al, 2019). The researcher followed several steps to analyze the data. First, the researcher downloaded the movie and also the transcript of the Deadpool & Wolverine movie, then watched the movie to observe and analyze the language used by the men and women characters while paying attention to the transcript. Additional techniques include taking detailed notes on transcript, transcribing key conversations, and categorizing language features based on gender-specific patterns. Furthermore, specific scenes and interactions will be replayed as needed to ensure accuracy.

### **D. Techniques of Data Analysis**

The data analysis technique used in this study was content analysis. Content analysis is the process of systematically searching and compiling data obtained from field notes and documentation, by organizing data into categories, describing them into units, synthesizing, arranging them into patterns, choosing what is important and what will be studied, and making conclusions so that they are easily understood by oneself and others (Sugiyono, 2013).

In this study, the steps taken include several systematic stages to ensure data accuracy. First, the researcher categorized the language characteristics used by men

and women characters separately based on the theory used. After that, the researcher watched the Deadpool & Wolverine movie while paying close attention to the dialogue transcript that display the language characteristics of each character. Every time a particular language characteristic is found used by a men or women characters, the researcher noted it in detail, including noting the time the dialogue occurs to facilitate further analysis. After the first viewing process is complete, the movie is re-watched several times to ensure that no language characteristics are missed. At this stage, the researcher also reviews the notes that have been made, verifies them, and ensures the accuracy of the notes. This process is carried out carefully so that each language characteristic contained in the interaction between characters can be analysed.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Results

This chapter presents the results of research findings and discussions on language features used by men and women. These findings are obtained from the analysis of dialogue in the *Deadpool* and *Wolverine* movie, with a focus on identifying and comparing the use of language features based on the theory of women's language features proposed by Lakoff (2004) and men's language features by Coates (2013). The discussion in this chapter includes a detailed explanation of each language feature found, as well as its relevance in answering the research questions.

This chapter will also describe the findings from the dialogue of men and women characters, with a focus on identifying and analyzing the language features used by each gender. These findings are then compared to understand patterns of language use that may reflect gender differences according to the theory used. This analysis will explain how these language features reflect gender stereotypes, both reinforced and challenged, through characterization in the movie.

#### 1. Men's Language Features

Language used by men often reflects different communication patterns from women, as described by Coates (2013). In his theory, Coates explains that men tend to use language to assert status, demonstrate power, and build solidarity within a group. Their communication patterns are often competitive, direct, and result-

oriented. There are four out of six men's language features were found in this movie, namely Directive question, command, swearing and compliment, meanwhile minimal response and theme were not found in the movie.

Table 4.1

*Men's Language Features*

No	Language Features	Men	Women
1	Directive Question	You got <del>nothing</del> to say, mouth?	How about you? You seeing anyone?
2	Command	Don't just stand there, you ape, gimme a hand up	But if these two made it out of there alive, maybe together, we could get back in and take her down
3	Swearing/Taboo language	The fuck was that?	God, good to get out of that head
4	Compliment	That's great	I love your hair system, Wade

a. Directive Questions

Wolverine: I wish I could say you'll die alone, but it's one of God's best jokes that you can't die, except that's on all of us. *You got nothing to say, mouth?*

In the dialogue above Wolverine uses a direct question, "You got something to say, mouth?" in the context of being angry at Deadpool because he feels like he's been lied to by Deadpool. This question reflects a man's communication style that is assertive, confrontational, and authoritative. There is no attempt to soften or lower the emotional intensity, because the goal is to assert dominance and resolve the conflict.

Vanessa: *How about you? You seeing anyone?*

Vanessa in the dialogue "How about you? You seeing anyone?" shows a more empathetic and supportive approach. In the context of a casual conversation with Wade, Vanessa's questions are used to maintain the balance of the conversation and build rapport. The tone used is friendly and polite, with mitigation such as "How about you?" to soften the direction of the conversation. This communication style reflects a woman pattern that is more oriented towards interpersonal relationships and emotional connectedness.

b. Commands

Deadpool: Don't just stand there, you ape, gimme a hand up

Deadpool uses a very direct and unmitigated command style. He commands bluntly with the phrase "Don't just stand there" followed by "gimme a hand." In addition, Deadpool uses the derogatory term "you ape" which reinforces his aggressive and sarcastic humor. These commands reflect male communication patterns that tend to be to the point and focus on immediate action. Elektra conveys commands indirectly by using phrases such as "maybe together we could get back in and take her down." Rather than direct commands,

Elektra: But if these two made it out of there alive, maybe together, we could get back in and take her down.

Elektra uses more subtle forms of invitation ("maybe" and "together") to engage the other party in a joint action. This style reflects women communication patterns that tend to be cooperative, maintain interpersonal relationships, and avoid confrontational tones. Elektra softens her commands to sound more inclusive and persuasive

### c. Swearing

Nicepool: I can gently tap the fourth wall too. The proposal.

Deadpool: The *fuck* was that?

Deadpool says "The fuck was that?" as a spontaneous response to Nicepool's statement because he is uncomfortable with the way Nicepool conveys the idea of "gently tapping the fourth wall." Typically, Deadpool often breaks the fourth wall in a crude and sarcastic manner, often with puns or more vulgar humor. In this case, Nicepool's more subtle and serious way of "tapping" the fourth wall feels out of place with Deadpool's wilder, more unfiltered style. Deadpool, who is used to poking fun at and subverting norms in a provocative way, finds Nicepool's statement too mild and strange. By using "The fuck was that?", Deadpool shows his distaste and bewilderment at Nicepool's different approach than he is used to.

Deadpool uses the word "fuck", which is a harsh and intense swear word, to express his annoyance and displeasure at Nicepool's statement. The swear word is used in a confrontational, direct, and non-mitigative tone, reflecting the men communication style which tends to be more assertive and aggressive in expressing emotions. The swearing in Deadpool's dialogue serves to emphasize his surprise while also explicitly criticizing.

Cassandra: *God*, good to get out of that head. What a mess.

In contrast, Cassandra uses the word "God", which can also be considered a mild form of swearing, to show relief and slight dissatisfaction after using her powers on Paradox's head. Cassandra's swearing is more subtle, expressive, and not intended to be directly confrontational. This reflects the communication patterns of

women who are more likely to use low-intensity swear words to express emotions without aggression.

#### d. Compliment

Wade: - How's work?

Vanessa: Oh, I got a promotion.

Wade: No way.

Vanessa: Yeah. It's mind-numbing middle management, but I'm happy.

Wade: *That's great*

Compliment in this movie is used to show support or empathy between characters. An example is when Wade gives Vanessa a simple compliment, "That's great," which shows appreciation for Vanessa's happiness. This feature reflects the emotional and caring side of masculine characters that are rarely seen. Compliments often appear in the context of romantic relationships, such as between Wade and Vanessa, to create warmer and deeper moments. This shows that masculine characters are also able to give appreciation without losing their dominant characteristics.

Yukio: I *love* your hair system, Wade.

In contrast, Yukio, as a woman, compliments Wade with the phrase "I love your hair system, Wade." reflecting women's attention to small, personal aspects. By using the phrase "I love," Yukio shows a stronger emotional involvement, making her compliment feel warm and personal. Her focus on Wade's appearance also reflects women's tendency to use compliments as a way to build interpersonal relationships. These differences reflect gender theory in communication, where

men are more likely to give simple, to-the-point compliments, while women are more expressive and oriented toward emotional connection.

## 2. Women's Language Features

There are eight out of ten women's language features were found the movie, namely lexical hedge/fillers, tag question, empty adjective, intensifiers, hypercorrect grammar, polite form, avoid strong swear words and emphatic stress. Precise colour term and rising intonation were not found in the movie.

Table 4.2

*Women's Language Features*

No	Language Features	Women	Men
1	Lexical Hedges/Fillers	You know, you can answer the question without swearing	But, the Avengers don't do the job because they need it. They do the job because people need them.
2	Tag Question	That's not all you did, is it?	If you know where we are, start talking.
3	Empty Adjective	Nice, fake o'clock shadow	- Why do you want to be an Avenger? - Look around you, I mean, they're the best of the best.
4	Intensifiers	You're so lost Mr. Wilson	Look, man, you didn't ask for any of this.
5	Hypercorrect Grammar	The thing is, I could get you home	Get my country's name out of your fucking mouth. and my sword. Gimme that.
6	Polite Form	Thank you so much for your help, darling	Did you stick the landing, little guy?

7	Avoid Strong Swear Words	God, good to get out of that head	-Cassandra melted a helmet. - Fuck!
8	Emphatic Stress	I have a good feeling about this	Don't listen to him. He's a fucking liar.

#### a. Lexical Hedges/Fillers

Tammy: You know, you can answer the question without swearing

The use of lexical hedges or fillers such as "you know", in this dialogue aims to reduce the assertiveness of the speech, making it sound friendlier and less offensive to the person being spoken to. The example sentence "You know, you can answer the question without swearing" shows how the woman character tries to reprimand someone in a subtle and less confrontational way. By inserting "you know," the character gives the person she is speaking to space to reflect on her own words, rather than forcing an opinion directly.

Happy: But, the Avengers don't do the job because they need it. They do the job because people need them.

The man in this example does not use any hedge at all. Happy conveys his point in a clear, firm and direct manner. This style suggest that men tend to avoid language features tat could weaken a statement or give the impression of uncertainty.

#### b. Tag Questions

Wolverine: I walked away. They called after me and I walked away. I always do.

Cassandra: *That's not all you did, is it?* You found them, the X-Men.

Wolverine: Dead.

Cassandra: What did you do?

Wolverine: I started killing and I couldn't stop.

Cassandra uses a tag question with the sentence "That's not all what you did, is it?" in the context of discussing Wolverine's past after entering his mind. This tag question is used to soften the question while also provoking Wolverine to reveal more information about his actions. Cassandra shows a typical women communication pattern, namely using indirect questions to maintain interpersonal relationships and provide space for the interlocutor to explain. The use of this tag question not only adds a nuance of empathy, but also reflects an attempt to open a discussion without direct confrontation.

Wolverine: If you know where we are, start talking.

In contrast, Wolverine, in the context of asking Joni to explain their location, uses the sentence "If you know where we are, start talking." Although the form has elements of a question, Wolverine prefers a direct and commanding style, without using a tag question. This reflects the communication pattern of men who tend to be more assertive, oriented towards problem solving, and pay less attention to mitigation in conversation. Wolverine does not feel the need to reduce the intensity of his request, because his main goal is to get information quickly.

### c. Empty Adjectives

Negasonic: *Nice*, fake o'clock shadow

The sentence "Nice, fake o'clock shadow." contains the adjective "nice" which is included in the empty adjective category. Empty adjectives are adjectives that are used to give an assessment or describe something in a general and non-

specific way, such as "nice", "lovely", "pretty", or "cute". These words provide a subjective assessment and do not explain in detail or depth about the object in question. In this case, the word "nice" is used to state that the "fake o'clock shadow"

The use of the word "nice" seems lighter and not deep because it does not provide a clear description of the quality or characteristics of the shadow of the face. By comparison, if someone were to say "I love how unique and detailed your fake o'clock shadow looks," that judgment would be more specific and would not fall into the empty adjective category, because it provides more information about why the shadow is liked.

Happy: Why do you want to be an Avenger?

Wade: Look around you, I mean, they're the best of the best.

Wade uses the word "best" as an empty adjective to convey his admiration for the Avengers, without going into detail about why they are considered "the best." The phrase "best of the best" is a hyperbole that immediately conveys the intensity of his emotions toward the group. This use of the word reflects a male communication pattern that tends to be to the point and does not provide additional details when the topic is considered to be understood by everyone. In this context, Wade relies on the common understanding that the Avengers are highly respected heroes, so he does not feel the need to provide further explanation.

#### d. Intensifiers

Cassandra: You're *so* lost, Mr. Wilson

The sentence "You're so lost, Mr. Wilson." uses the intensifier "so" to emphasize the feeling or emotion that the women character is trying to convey in

the dialogue. Intensifiers are words or phrases that are used to strengthen the meaning of another word, especially an adjective or adverb, to add a level of strength, emphasis, or depth of emotion that the speaker is feeling. In this example, the use of "so" serves to put more emphasis on the word "lost," which refers to the confusion or bewilderment of Wade Wilson, the character being spoken to. "So" reinforces the impression that Wade Wilson is not just a little confused or disoriented, but is truly confused or disoriented, which gives the sentence a more dramatic feel.

Deadpool: Look, man, you didn't ask for any of this.

Deadpool does not use intensifiers like so, very or really in his speech to Wolverine it drags him into Deadpool's trouble. However, empathy is still conveyed through his direct tone and use phrase like "look man" which reflect his concern and guilt. This pattern reflects the stereotypes of men as communicators who are to the point and focus on the substance of the message, showing empathy without being too emotional in their words

e. Hypercorrect Grammar

Cassandra: The thing is, I could get you home

The sentence contains examples of hypercorrect grammar, which refers to the use of more formal or careful grammar than is required in everyday conversation. In this sentence, the use of the phrase "the thing is" suggests that the speaker is beginning the explanation in a more structured and careful manner, which is more often found in formal conversational contexts. In addition, the use of the

word "could" in "I could get you home" shows a more polite and careful choice of language compared to using a more direct form such as "I can get you home".

Deadpool: Get my country's name out of your fucking mouth and my sword. *Gimme* that.

In contrast, the man in this sentence tends to ignore formal grammar. The sentence uses informal language, such as "gimme" (short for give me) and is structurally incomplete (for example, not using a subject at the beginning). This style of language reflects the tendency of men to be more relaxed, less concerned with formal grammar, and focused on getting the message across directly.

#### f. Polite Forms

Cassandra: *Thank you* so much for your help, darling.

Cassandra uses a polite expression with the phrase "Thank you so much for your help." In addition to thanking, Cassandra also adds "darling," which is a term of affection that softens and warms the tone of speech. This language choice reflects the tendency for women to use polite and affectionate forms more often in conversation, even in complicated situations such as thanking someone who previously tried to kill her.

Deadpool: Did you stick the landing, little guy?

Deadpool uses a style of language that tends to be impolite or sarcastic, even in the form of a question. The term "little guy" has a mocking tone, which is contrary to the actual polite form. This sentence reflects a men communication pattern that is more likely to use humor, sarcasm, or teasing to interact, especially in the context of competition or dominance. Deadpool does not use polite forms,

because the purpose of his communication is not to build relationships, but rather to tease and assert his superiority.

g. Avoidance of Swearing

Cassandra: *God*, good to get out of that head.

Cassandra uses the word "God" as a mild swear word to express relief or discomfort after getting out of someone's head with her power. Although considered a form of swearing, it is a relatively mild and commonly used word in everyday contexts without overly vulgar connotations. This language feature reflects the tendency of women to avoid using strong swear words, replacing them with milder or socially acceptable terms. This is consistent with women's communication patterns of keeping the tone of conversation from being too offensive.

Deadpool: Now, I know Magneto's dead, but I venture a guess that his helmet is lying around here somewhere.

Blade: Cassandra melted his helmet.

Deadpool: *Fuck!*

Blade: After did she killed him.

Deadpool: *Fuck!*

Deadpool directly uses the word "fuck" in response to Blade's remarks about Cassandra. This word is one of the most vulgar strong swear words in the English language, often used by men to express intense emotions, such as anger, surprise, or frustration. Deadpool makes no attempt to tone down his expression, reflecting a more liberal male communication pattern of using strong words to convey emotions forcefully and directly.

#### h. Emphatic Stress

Cassandra: I have a *good feeling* about this

The use of emphatic stress in the sentence "I have a good feeling about this" contains a more complex meaning and can reflect Cassandra's dominant and leadership side. If Cassandra says, "I have a good feeling about this," and emphasizes the word "good feeling," then this can indicate that she feels very sure and confident about the situation at hand. This emphasis shows that she feels her feelings are right, that her plan will work, and that this situation will benefit her.

Wolverine: Don't listen to him, he's a *fucking* liar.

Wolverine uses emphatic stress on the word "fucking" to emphasize the intensity of his emotions when warning others about Deadpool. This stress gives the impression of being strong, direct, and aggressive, reflecting the communication pattern of men who tend to use intense and assertive language to convey warnings or disagreements. The use of harsh words as part of emphatic stress also shows men's preference for emphatic strength in conversation.

#### B. Discussion

Based on the gender language features proposed by Coates (2013) and Lakoff, this analysis identifies important differences in the linguistic strategies used by men and women characters. This study shows how these language features not only reflect gendered communication styles but also contribute to gender characterization and dynamics in the movie.

Language stereotypes often reflect gender stereotypes that are common in society. In this study, the use of language features by men and women, such as swearing, tag questions, empty adjectives, and so on, shows how their communication patterns are often associated with internalized gender roles and expectations. Based on the analysis of data taken from character dialogues in the Deadpool & Wolverine movie, it was found that the use of language by men and women reflects certain stereotypes, as explained by Robin Lakoff's (2004) theory of language features.

Lakoff(2004) argues that women tend to use more refined, cooperative, and polite language, which reflects their gender role in society as beings who maintain social harmony. Examples from this study, such as Cassandra using "Thank you so much for your help, darling" in a situation that remains polite even though she has power, show that women are more likely to avoid direct confrontation and choose a more diplomatic form of communication. In contrast, men according to Coates (2013) tend to use more direct, aggressive, or even rude language to assert their dominance or power, as seen in Deadpool's statement, "Don't just stand there, you ape, gimme a hand," which not only shows superiority but also displays the stereotype of men as assertive and practical individuals.

There are several language features that do not appear in the movie, for example, men characters in the movie are less likely to use minimal responses such as "yeah" or "okay," which Coates said are typical of men communication. This is because characters like Deadpool and Wolverine are designed to be dominant, expressive, and humorous, so their dialogue tends to be long and full of emotion.

Thus, Coates' theory is less relevant in contexts where language features are designed to support story dynamics rather than reflect real communication patterns.

Differences in swearing also show a correlation with gender stereotypes. Women, like Cassandra, use mild swear words like "God" that remain within acceptable social limits, while men like Deadpool use the harsh word "fuck" to express more intense emotions. This is in line with the stereotype that women tend to maintain politeness in speaking, while men are freer to express their emotions explicitly.

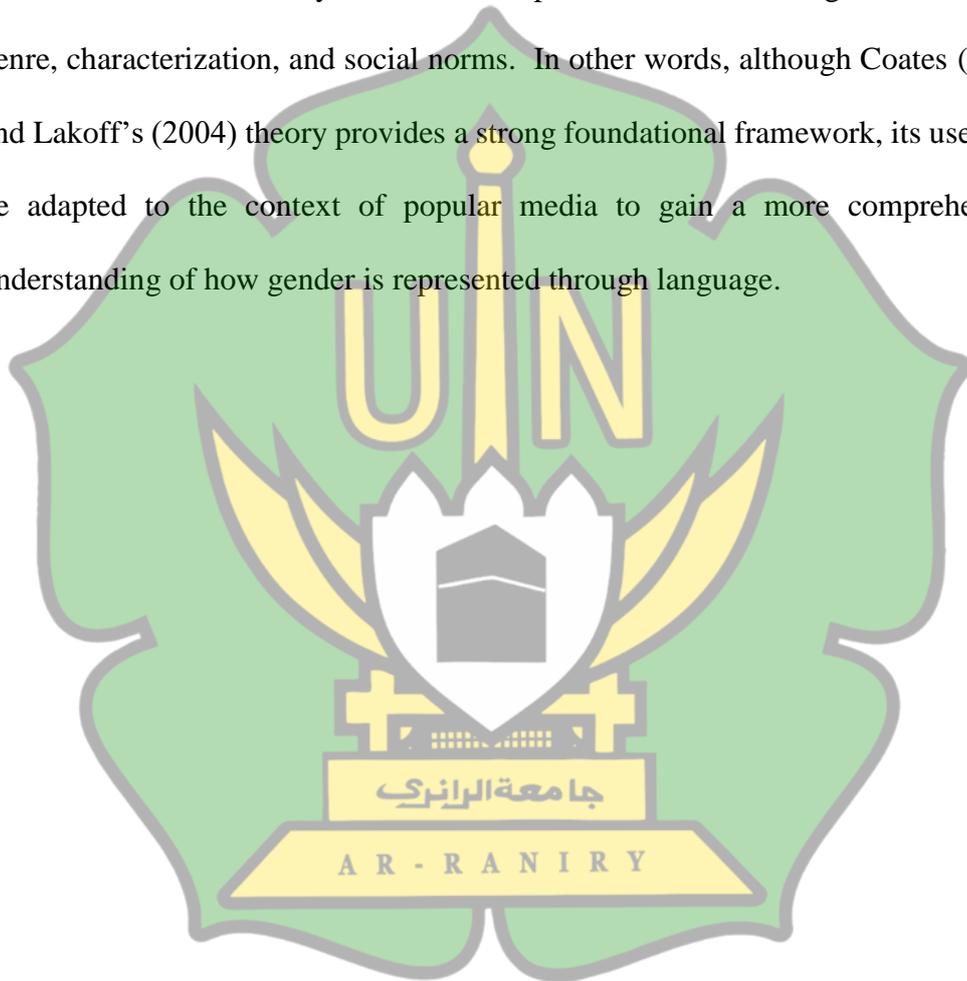
On the other hand, men in this movie are not always depicted with only verbal dominance. The use of compliments in dialogue shows empathy and concern. This shows that gender representation in movie is not entirely tied to traditional norms, but is more flexible and complex (Ehrlich, 2019).

The differences in the results of this analysis can also be explained through the broader social and cultural context. This movie reflects modern values, where gender is no longer tied to traditional norms. Women are no longer required to speak politely, while men can also show empathy without losing their masculine character. This shows that popular media such as movie contribute to the normalization of more equal and inclusive gender representations.

There are some language features that do not appear, but that does not mean theory of Coates (2013) and Lakoff (2004) irrelevant, but rather shows that context plays an important role in determining communication patterns. In movie, dialogue is designed to support the story and reflect characterization, so it is not entirely

comparable to everyday social interactions. However, this theory is still useful for identifying language patterns that reflect or challenge gender norms.

This discussion highlights how gendered language features in the Deadpool and Wolverine movie only reflect gender theory. The differences between theory and the results of the analysis show the importance of considering factors such as genre, characterization, and social norms. In other words, although Coates (2013) and Lakoff's (2004) theory provides a strong foundational framework, its use must be adapted to the context of popular media to gain a more comprehensive understanding of how gender is represented through language.



## CHAPTER V

### CONCLUSION

This study aims to analyze the differences in language features used by men and women in the *Deadpool* and *Wolverine* movie by referring to the theories of gender language features proposed by Lakoff (2004) and Coates (2013). The results of the analysis show that men characters in this movie used four out of six language features identified by Coates, namely directive questions, commands, swearing and compliments. Minimal responses and theme not appearing in their conversations. Meanwhile, women characters used eight out of ten language features according to Lakoff, namely lexical hedges, tag question, empty adjectives, intensifiers, hypercorrect grammar, avoid of strong swear words, polite forms, and emphatic stress. Meanwhile, features such as precise colour terms and rising intonation were not found in the conversations of women characters.

From the results of the study, it can be seen that men characters in the movie tend to use more direct, dominant, and challenging language. This is in line with Coates' theory which states that men more often use language to assert power, competition, and solidarity in groups. The use of swearing, commands, and directive questions depicts men characters who are more aggressive and confident in their communication. In contrast, women characters tend to use more refined language and consider social norms, such as in the use of lexical hedges, polite forms, intensifiers and other language features. This shows that although women in

this movie have strong and independent roles, they still tend to prioritize politeness and caution in the way they speak, which may reflect gender stereotypes in society.

The use of different languages between men and women in the Deadpool and Wolverine movie not only reflects differences in how they communicate, but also reinforces or challenges existing gender stereotypes. In this context, movie can serve as a tool to depict or even critique traditional gender roles in society. This study also contributes to enriching the study of gender language by looking at the influence of action and comedy movie genres on character formation and language use.

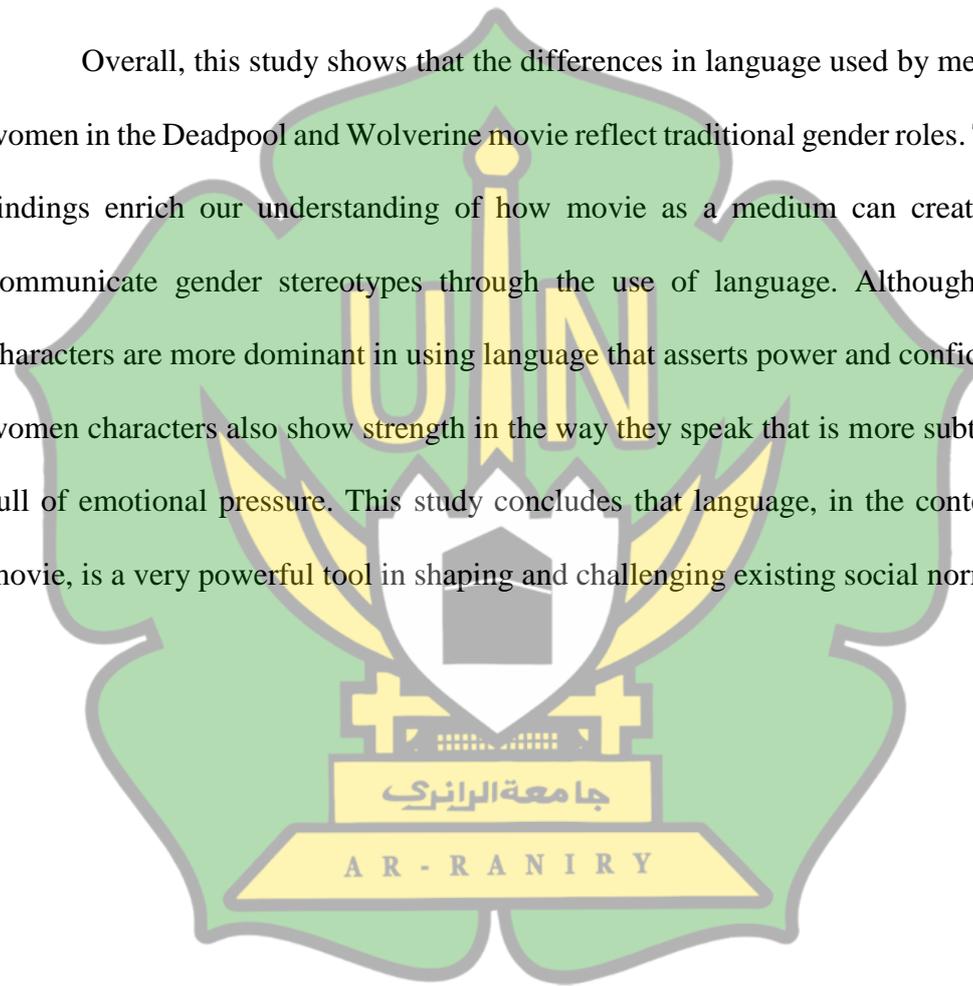
In conclusion, language stereotypes are indeed closely related to gender stereotypes in society, but their use does not always strictly follow this pattern. Social context, power relations, and communication goals play an important role in determining the language patterns used by men and women. This shows that gender stereotypes in language are dynamic and depend on certain situations, as depicted in the character dialogues in the movie.

Although this study provides valuable insights into differences in language use based on gender, there are several limitations that need to be considered. First, in Deadpool and Wolverine movie men's character were more numerous than women's character, which may not be representative enough to describe language differences between men and women in other movie genres.

For further research, it is recommended that the analysis be conducted on other movies with more diverse men and women characters, both in genre and

cultural background. Research involving more movie from various genres can provide a more comprehensive picture of gender language differences in media. In addition, research can also explore how the social and cultural contexts in the movie affect the characters' language choices, as well as how these characters may show changes in the way they speak as the story progresses.

Overall, this study shows that the differences in language used by men and women in the Deadpool and Wolverine movie reflect traditional gender roles. These findings enrich our understanding of how movie as a medium can create and communicate gender stereotypes through the use of language. Although men characters are more dominant in using language that asserts power and confidence, women characters also show strength in the way they speak that is more subtle but full of emotional pressure. This study concludes that language, in the context of movie, is a very powerful tool in shaping and challenging existing social norms.



## REFERENCES

- Aisah, S., & Fatmasari, Y. (2020). Sociolinguistic Analysis of Language Used by Male and Female Characters in "Jumanji Welcome to the Jungle" Movie by Jake Kasdan. *Jurnal Dialektika Jurnal Pendidikan Bahasa Inggris*, 8(2), 129-146. DOI: <https://doi.org/10.58436/jdpbi.v8i2.609>
- Alfi, K. Z., Syamsi, K., Effendi, A., & Hartono. (2023). Women's Domination in Their Relationship with Language in the Movie "Tilik The Series." *Indonesian Journal of EFL and Linguistics*. 8(2), 394-405. DOI: <https://doi.org/10.21462/ijefl.v8i2.716>
- Arsyad, A. (2019). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Bordwell, D., & Thompson, K. (2023). *Film art An introduction 13<sup>th</sup> Edition*. New York: McGraw-Hill College.
- Chaer, A. (2014). *Linguistik Umum Edisi Revisi*. Jakarta: Rineкта Cipta.
- Coates, J. (2013). *Women, Men and Language A Sociolinguistic Account of Gender Differences in Language Third Edition*. New York: Routledge.
- Connell, R.W. (2020). *Gender in World Perspective 4<sup>th</sup> Edition*. Cambridge, UK: Polity Press.
- Creswell, J. W. (2024). *Research design: Qualitative, quantitative, and mixed methods approaches Fourth Edition*. United Kingdom: SAGE Publications.
- Eckert, P., & McConnell-Ginet, S. (2013). *Language and Gender*. Cambridge University Press.
- Ehrlich, S. (2019). *Language and Gender*. New York: Routledge
- Elisabeth, W. W. (2018). Women's Language Features Used by English Teacher Candidates. *ELTR Journal*, 2(2), 91-98. DOI: <https://doi.org/10.37147/eltr.v2i2.99>
- Holmes, J. (2013). *An Introduction to Sociolinguistics Fourth Edition*. New York: Routledge.
- Isphording, I. E., & Otten, S. (2014). Linguistic Barriers in the Destination Language Acquisition of Imigrants. *Journal of Economic Behavior & Organization*, 105, 30-50. DOI:10.1016/j.jebo.2014.03.027
- Kridalaksana, H. (2009). *Pembentukan Kata dalam Bahasa Indonesia*. Jakarta: PT. Gramedia.

- Kristanto, A. (2014). *Analisa Sistem Informasi*. Yogyakarta: Graha
- Lindawati, y. I., & Shelo M. N. C. (2021) Analysis Wacana: Representasi Perjuangan Perempuan Dalam Mengejar Pendidikan pada Film MARS (Mimpi Ananda Raih Semesta). *e-journal Pendidikan Sosiologi Universitas Pendidikan Ganesha*, 3(2): 51-62.  
DOI:10.23887/jpsu.v3i1.35842
- Litosseliti, L. (2020). *Research method in linguistics*. New York: Bloomsbury.
- Lakoff, R. (2004). *Language and Woman's Place. Text and Commentaries*. New York: Oxford University Press.
- Leech, G. (2014). *The Pragmatics of Politeness*. Oxford: Oxford University Press.
- Liddicoat, A. J. (2013). *Interculturality in Language Learning and Teaching*. New Jersey: Wiley-Blackwell.
- Makoni, S., & Pennycook, A. (2007). *Disinventing and reconstituting languages. Multilingual Matters*
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook 4<sup>th</sup>*. United Kingdom: Sage Publication
- Mills, S. (2022). *English Politeness and Class*. Cambridge: Cambridge University Press.
- Moleong, J. L. (2018). *Metode penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Muttaqin, M. N., & Rosadi, M. (2020). Perlindungan perempuan melalui perjanjian pra nikah (Respon terhadap isu hukum dan gender). *Al-Maiyyah: Media Transformasi Gender Dalam Paradigma Sosial Keagamaan*, 13(1), 51-63. DOI:10.35905/al-maiyyah.v13i1.709
- Nisa, N. A. (2022). *Gender Differences Language features found in legally blonde movie: A sociolinguistic analysis*. (Thesis, Hasanuddin University, Makassar). Retrieved from <http://repository.unhas.ac.id/id/eprint/13473/>
- Risman, B. J. (2018). *Where The Millennials Will Take Us: A New Generation Wrestles with the Gender Structure*. Oxford: Oxford University Press
- Rosanti, E. D., & Jaelani, A. (2016). The use of lexical hedges in spoken language by female and male students. *Electronic Journals of UIKA Bogor*, 16(1), 29-39. DOI: <https://doi.org/10.32832/english.v9i1.251>
- Sapitri, N. K. S., Laksmi, L. P., & Saientisna, M. D. (2023). The Analysis of Women's and Men's Language Features in Disney Movies. *Journal of*

*Arts and Humanities*, 27(3), 353-362. DOI:  
<https://doi.org/10.24843/JH.2023.v27.i03.p10>

- Suciati, S., Winatapura, U. S., Pannen, P., Mustafa, D., Delfi, R., Andriyani, D., Purwanto, E., & Puspitasari, S. (2021). *Belajar dan Pembelajaran 2*. Tangerang Selatan: Pusat Penerbitan Universitas Terbuka.
- Sugiyono, S. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.
- Tamburaka, A. (2013). *Literasi Media: Cerdas Bermedia Khalayak Media Massa*. Jakarta: Rajawali Pers.
- Tseng, M. Y. (2018). Creating a Theoretical Framework: On the Move Structure of Theoretical Framework Sections in Research Articles Related to Language and Linguistics. *Journal of English for Academic Purposes*, 33(1), 82-99. DOI:10.1016/j.jeap.2018.01.002
- Tupamahu, M. K. (2020). Perempuan dalam pembangunan berwawasan gender: sebuah kajian dalam perspektif fenomenologis. *Jurnal Ekonomi, Sosial & Humaniora*, 2(05), 128-134. Retrived from <https://www.jurnalintelektiva.com/index.php/jurnal/article/view/425>
- Wibowo, I. S. W. (2012). *Semiotika : Aplikasi Praktis Bagi Penelitian Dan Penulisan Skripsi Mahasiswa Ilmu Komunikasi*. Tangerang: Mitra Wacana Media.
- Wood, J. T. (2021). *Gendered Lives: Communication, Gender, and Culture*. Boston, Massachusetts: Cengage Learning.
- Wright, J. D. (2015). *International Encyclopedia of the Social & Behavioral Sciences*. Amsterdam: Elsvier

جامعة الرانيري  
AR - RANIRY

## Appendix A Appointment Letter of Supervisor



### KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 707 TAHUN 2024

#### TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA

#### DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :  
**Rahmi Fhonna, M.A**

Untuk membimbing Skripsi

Nama : **Siti Raudhatul Muna**

NIM : **200203094**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Investigating Gender Differences in Language Use: An Analysis of Deadpool & Wolverine Movie**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Desember 2024  
Dekan,

Saiful Muluk

#### Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsp.



## AUTOBIOGRAPHY

Name : Siti Raudhatul Muna

Student Number : 200203094

Place/Date of Birth : Lamno/ May 11<sup>th</sup> , 2002

Gender : Female

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesia

Address : Meunasah Tutong, Kec. Indra Jaya, kab. Aceh Jaya

Email : [200203094@student.ar-raniry.ac.id](mailto:200203094@student.ar-raniry.ac.id)

Phone Number : 082363783364

Parents

Name of Father : Djuadi

Name of Mother : Ummi Kalsum

Address : Meunasah Tutong, Kec. Indra Jaya, kab. Aceh Jaya

Education

Elementary : A : MIS Meunasah Tutong (2008-2014)

Junior High School : MTsN 2 Aceh Jaya (2014-2017)

Senior High School : SMAN 1 Jaya (2017-2020)

University : Department of English Language Education,  
Faculty of Education and Teacher Training, Ar-  
Raniry State Islamic University Banda Aceh  
(2020-2025)