

CHAPTER 2 REVIEW OF RELATED LITERATURE

The researcher uses several theories related with the data and the analysis as a basis of the research and also the way to analyze the data. In this chapter, the researcher will explain about some of the previous research and the theories related with the research. Those theories are: Discourse Analysis, Conversation Analysis, Language and Gender, and Genderlect.

2.1 Previous Studies

The previous research about language and gender has been done in 2015 by Ayu Monita Eka Shinta. The research, entitled *Feminism Reality As Expressed By Sumarni In the Years Of The Voiceless Novel By Okky Madasari: A Critical Discourse Analysis*, focuses on feminism as depicted by Sumarni in *The Years of The Voiceless*. This research reveals how woman that is stereotyped as subordinate among men is able to show their power through her utterances. Shinta (2015) uses Transitivity choices and Wodak's Triangulatory approach as the theories of her research. Another research about language and gender is done by Costin - Valentin Oancea (2014), a research entitled *Gender Exclusive Differences in Language Use*. This research is about the differences of language use by men and women that are not only from phonological point of view, but also morphological, syntactical, and lexical.

Gossip Girl has become data for several studies as well, as done by students' worldwide for their assignment related with the topic: women stereotypes. Allie Troutman (2017) posted in storyfi.com, an essay entitled *Gender Role in Gossip Girl*, and reveals how women are being stereotyped as 'gossipers' and 'mean girls'. In the other words, women are being described as the ones who are not in control of their emotions or having emotions instability. Another essay is posted in sites.psu.edu by

Carolline Rose Ackiewicz entitled *Stereotyping Women in TV & Film*, she introduces the 'hooked up culture' in society nowadays and heterosexuality as depicted by *Gossip Girl*. How women deal with relationship are discussed, they are stereotyped as dependent, weak, and improper to have a relationship.

In this research, the researcher not only focuses on the use of language and the stereotypes of women, but also men in conversation. As a Sociolinguistic study, this research of language and gender uses Genderlect theory by Tannen (1991) as a framework, as well as an aspect of Conversation Analysis, namely Adjacency Pairs, by Paltidge (2006), to indicate the difference of men and women language and reveal the stereotypes of men and women that are described by Chuck Bass and Blair Waldorf in *Gossip Girl*.

2.2 Discourse Analysis

The use of language in a context between two people or more is Discourse. It consists of spoken and written discourse. Weedon (1987) defines discourse as a way to establish knowledge, create social practices, forms of subjectivity and power relations. Foucault (1969) introduces his idea about discourse as a set of rules that is used by society. A society can be defined through: the limits and form of expressibility (i.e., what is possible to express), the limits and form of conversations (i.e., what cannot be conversed), the limits and form of memory (i.e., what we are encourage to forget), and the limits and form of reactivation. In this research, the researcher will use spoken discourse as the data.

Discourse Analysis (DA) was first introduced by Zellig Harris in 1952 as a way of analyzing connected speech and writing. In the other words, it is a study of a way in which language is used in a text or certain context. Nunan (1993) proposes that discourse analysis is a study of text-forming devices with reference to the purposes and functions for which the discourse was produced, and the content within which the discourse was created. The aim is to reveal how the linguistics elements allow

language users to communicate. Discourse analysis also show how texts relate to context of situations (i.e., subject matter (field), participants involved (tenor), and channel (mode)) and context of culture (i.e., narrative, recount, procedure, etc.), how text are produced as a social practice, how text represent ideology, and what texts tell us about (i.e., idea, event, certain person, etc.).

2.3 Conversation Analysis

Conversation Analysis (CA) as one of DA's branches, is an approach, which focuses on oral communication. It is first introduced by Hervey Sacks, Gail Jefferson, and Emanuel Schegloff in the early 1970s at the California University. Paltridge (2006) developed this theory in his book entitled *Discourse Analysis*, states that CA is originally derived from sociology field and mostly looked at everyday spoken interaction, such as casual conversation. Hence, the analysis has been extended to doctor-patient consultations, legal hearings, news interviews, psychiatric interviews, and interactions in courtroom and classroom. Paltridge (2006) mentions that CA is aiming to avoid starting with assumptions about analytical categories in the analysis of conversational data. It also aims to demonstrate how both participants produce and respond to develop social context, using conversational, rather than contextual data, as the source of the claims it wishes to make.

CA has its own discourse structure as a pattern that needs to be followed by the speakers to make a conversation structurally correct. The discourse structure of conversation is hard to predict than any other genre, because it usually tends to be more open-ended and involve more shift of certain topic than some other genres. Conversation itself are divided into three main stages as proposed by Burns and Joyce (1997) in Paltridge (2000):

- a. Opening Stages: It is the beginning of a conversation (e.g., greetings such as "Good Morning." or "How are you?")

- b. Middle Stages: The development of certain group of topics using conversational strategies for turn taking, turn allocation, keeping turn, adjacency pairs, preferred and dispreferred responses, ways of giving back, changing a topic, asking for clarification, correcting what the speakers have said, etc.
- c. Closing Stages: It is the end of conversation where the speakers usually close it using preclosing, such as discourse marker or formulaic expression (e.g., “Well, I’d better keep going.”) with falling intonation, and closing, such as formulaic expression (e.g., “Good bye.”, “I’ll see you soon.”, etc.)

According to Paltridge (2006) aspects of conversational interactions are: Conversational Opening and Closing, Turn-Taking, Sequences of Related Utterances (Adjacency Pairs), Preference for Particular Combinations of Utterances (Preference Organization), Feedback, and Conversational ‘Repair’. The following section explains the aspects of conversational interaction according to Paltridge (2006):

2.3.1 Opening and Closing

Opening and Closing takes important role in conversation. It shows how the conversation will start, how it will be going on, and how it will find its end. Paltridge (2000) states that Opening and Closing in conversation are often carried out in typical ways. It means that context and situation of conversation become the factors of how the opening and closing will be. For the example, how we open and close a conversation on the street with a friend we just met (informal conversation) and how we open and close a conversation in a class room as a teacher to the students (formal conversation) will be different. The opening of conversation with a friend be like (e.g., “Hey.”) and using preclosing (e.g., “It’s nice talking to you.”). In a class room as a teacher, the opening will be like (e.g., “Good morning, students.”, and using the preclosing (e.g., “Thank you for your attention.”).

2.3.2 Turn-Taking

In a conversation, there is a situation when the speakers get the chance to speak, which is called turn. Turn-taking gives a chance to the speakers to take and manage their turns in spoken interaction without the domination of one speaker. In conversation, there are also norms to follow by the speakers. It consists of who gets the turn to talk, when, and for how long. The most important rule is, only one speaker speaks at a time. It means, the first speaker utters something and will be followed by the second speaker with a respond that is related with the topic. To give an allowance of turn, we may make a signal that shows we have reached our end of a turn, such as the completion of a syntactic unit followed by pause, using eye contact, body movement, pitch, and loudness.

2.3.3 Adjacency Pairs

Adjacency pairs are utterances produced by two speakers in a way that second utterances are identified as related to the first one, as an expected follow-up to that utterances. The speaking of the first utterance by the first speaker called 'the first part' or 'the first turn', while the respond of related topic by the second speaker called 'the second part' or 'the second turn'. The respond can be suitable or not, or as known as preferred or dispreferred. Levinson (1983) in Paltridge (2006) proposes the types of adjacency pairs as following:

Table 2.1 Adjacency Pairs (Levinson, 1983)

First Parts	Second Parts	
	Preferred	Dispreferred
Request	Acceptance	Refusal
Offer / Invitation	Acceptance	Refusal
Assessment	Agreement	Disagreement
Question	Expected Answer	Unexpected Answer or Non-Answers
Blame	Denial	Admission

The following section elaborates the adjacency pairs as proposed by Levinson (1983):

a. Request

Request is an act of asking something for another person. The person can answer the request with an acceptance or a refusal. For example:

Q: "Could you pass the salt, please?" (Request)

A: "Yes, of course." (Acceptance)

Or

Q: "Could you pass the salt, please?" (Request)

A: "Sorry, my hands are full." (Refusal)

b. Offer / Invitation

Offer or Invitation is the request of giving another person something ours or our service. Sometimes, it also refers that we are asking the person to come in a certain place. The person can answer the offer or invitation with an acceptance or a refusal. For example:

Q: "Will you come to my party tonight?" (Invitation)

A: "Absolutely." (Acceptance)

Or

Q: "Will you come to my party tonight?" (Invitation)

A: "No. I'm busy." (Refusal)

c. Assessment

Assessment is asking another person's idea, opinion, and comment towards something. The idea or opinion by the person can be an agreement or a disagreement. For example:

Q: "What do you think about my dress?" (Question)

A: "It looks good on you." (Agreement)

Or

Q: "What do you think about my dress?" (Question)

A: "It is weird." (Disagreement)

d. Question – Answer

Question is an act of asking information or clarification to another person. The person can respond the question by providing information, clarification, or none. The answer itself can be expected or unexpected. For Example:

Q: "Where are you, mom?" (Question)

A: "I'm at the supermarket." (Expected Answer)

Or

Q: "Where are you, mom?" (Question)

A: "It is none of your business." (Unexpected Answer)

e. Blame

Blame is the utterances that indicate about another person's mistake, in the other words, he or she is responsible about something. The respond of a blame is a denial or admission, which means that the person is saying something is not true or real. For example:

A: "You broke the vase, didn't you?" (Blame)

B: "No. I didn't do anything." (Denial)

Or

A: "You broke the vase, didn't you?" (Blame)

B: "Yes. I did." (Admission)

2.3.4 Preference Organization

Preference organization is a pair which gives freedom to the second speakers (the second part) to respond what the first speaker say. The respond may be preferred of dispreferred one. For example:

A: "Would you join me for dinner tonight?" (Invitation)

B: "Yes. Absolutely." (Acceptance)

Or

B: "Sorry, I can't. I have a work to do." (Rejection)

For some cases, the second speaker may make dispreferred respond which preceded by a delay, a preface, and / or an account. For example:

A: "Would you join me for dinner tonight?"

B: "Uh... (Delay)

I'm not sure. (Preface)

I think I have a work to do. (Account)

Sorry, I can't." (Rejection)

2.3.5 Feedback

Feedback shows the listeners respond to what is the speakers say or what is the speakers discuss in a conversation with a certain topic. In the other words, it is the way the listeners show their attention to what is being said. It can be done verbally, as an answer, or non-verbally such as body movement, eye contact, face expression, etc. For example, the second speaker is responding the first speaker request by saying 'yes'. The second speaker can also 'nod' to respond the first speaker request which has the same meaning.

2.3.6 Repair

Repair is the way of speakers to correct things that they or someone else said during the conversation. It has two types, self-repairs and other-repairs. Self-repair is kind of repair that is done by the speakers themselves, while other-repairs is kind of repair that is done by other speakers. For the example:

A: "I want to buy a milk... **I mean soy milk.**" (Self-repairs)

Or

A: "I want to buy a soy milk at Flower Café."

B: "**You mean Fleur Café?**" (Other-repairs)

A: "Yes. That is the place. Fleur Café."

Repair organization also shows how the speakers deal with conversation problem, such as speaking, hearing, or understanding. It is classified by who initiates

the repairs, and resolve the problem (whether it self-repairs or other-repairs) as well as by how it unfolds within a turn or a sequence turns.

2.3.7 Topic Management

Paltridge (2000) adds that topic management is a crucial aspect of conversation. The way the speakers maintain the topic during the conversation is also related to the social culture. Topic management deals with the knowledge of appropriate and 'taboo' topics in particular circumstances. In the other words, the speakers are not allowed to mention about something that is considered to be 'taboo' in society to make the conversation reach its goal. As Burns and Joyce (1997) in Paltridge (2000) states that topic management includes an awareness of how the speakers maintain the topic, how they deal with the changes of topic during the conversation, and how they handle a misunderstanding that possibly happens during the conversation. The speakers have to make an effort to manage the topic, so the topic will not change easily, and the other speakers will follow the topic as they should be.

In this research, the researcher uses Adjacency Pairs that is considered suitable to analyze Chuck Bass's and Blair Waldorf's conversations related with Genderlect, the difference of men and women language in conversation.

2.4 Language and Gender

Some people think that gender and sex are the same thing, as a state for being male or female. But gender is not mainly about our biological aspects and the other things that come along with it. Gender is what we are, psychologically, and our actions towards everything. In society, gender is a term that is used to tell someone's masculinity or femininity. Eckert and McConnell-Ginet (2003) states that gender is embedded in our intuitions, actions, beliefs, and desires, that it appears to us as natural thing. West and Zimmerman (1987) argues that gender is not something that we are born with, or have, but something that we do. In society, gender influences the use of language for someone. Men and women use language differently as they

have different gender. According to Eckert and McConnell-Ginet (1992) 'women language' represents women's conservatism, prestige consciousness, upward mobility, insecurity, deference, nurture, emotional expressivity, connectedness, sensitivity to others, and solidarity. 'Men language' represents men's toughness, lack of affect, competitiveness, independence, competence, hierarchy, and control.

2.4.1 Genderlect

Genderlect is a term proposed by Deborah Tannen in 1990 that describes the way men and women's conversation is not about right or wrong, superior or inferior, they are just *different*. She writes all of her idea about this theory into a book entitled *You Just Don't Understand: Men and Women in Conversation*. Tannen (1991) believes that men and women live in complete different worlds, that is why they also make different words. Many linguists have also done several researches about language and gender, and they got several findings about the related topic that will support this theory.

2.4.1.1 Independent and Intimate

According to Tannen (1991), using the summarize research of anthropologist named Daniel Maltz and Ruth Boker, states that 'Genderlect' of men and women happened since the very beginning of their time growing up. Boys tend to play outside in a large group and hierarchically structured that make status in a group crucial for them. They exhibit their knowledge and skill to get the higher status in a group and also hold the center stage by telling stories, joke, or imparting information. As they grown up, men tend to focus on 'independence' to establish status, avoid being the one who is taking order (it is a marker of low status), in the other words they tend to make more request, and make decision (asking for women's opinion is considered to be the limitation of their independence). They focus on the jockeying for status in a conversation (e.g., Is the person trying to be one-up or put me down?). As for girls, they like to play in small groups or in pairs with the center of girls' social life is best-

friend that makes connection is important for them. This is the reason why women tend to build 'intimacy' to make a strong connection, avoid the appearance of superiority, and minimize differences. They often on the negotiation of connections (e.g., Is the other person trying to get closer or pull away?") and do what others told them to. Gray (1992) support this theory by saying that males are goal-oriented to achieve the results, while females are relationship-oriented that use their feelings. In addition, Sun (2013) states that based on gender, women tend to make more compliment, especially when the topics is about appearance, than men. The way they respond to a compliment is also different. Women most likely will accept it and men reject it.

2.4.1.2 Symmetric and Asymmetric

Tannen (1991) mentions that 'intimacy' speaks for 'we're close and the same' and 'independence' speaks for 'we're separate and different'. The essential element of connection is symmetry: people are the same, feeling equally close to each other. The symmetry of connection is what creates community (e.g., if two people are struggling for closeness, they are both struggling for the same thing). As the essential element of status is asymmetry: people are different, they are differently placed in a hierarchy. The asymmetry of status is what creates contest (e.g., two people can't both have the upper hand, so negotiation for status is inherently adversarial).

Dealing with symmetry and asymmetry communication, the way men and women react to frustration related with solving a problem are different. Women tend to show understanding for another women's feeling, while men always try to reassure women by telling them that their situation is not so 'gloomy'. This brings the down feeling to women and discourages them in a way that men would not understand. Women are often frustrated if men do not respond to their problem by offering something match, while men are often frustrated if women do. Men tend to complain if women asked for their solution repeatedly, in a contrary, women refuse to take

action to solve the problem they are complaining about. The initiation to build symmetrical communication ended up with asymmetrical one.

2.4.1.3 Social and Informative

Rapport-Talk is the style of women's conversation which aims is to establish connection with other people. Report talk itself is the style of men's conversation which is aiming to command attention, convey information, and win arguments. Tannen (1991) states that women are stereotyped for being the ones who talk much and men are not. This can be seen from how they introduce a topic to begin a conversation as stated by Fishman (1978) that men introduce a topic of conversation using simple statement and minimal effort, on the other hand, women often use questions and attention beginnings (i.e., "Hey!" or "and another thing...") to carry a topic that they want to introduce. Tannen (1995) also believes that women do ask question more often rather than men. They are more comfortable doing 'private speaking', and men more comfortable doing 'public speaking'. This, sometimes, an exception that makes men talk more than women during meeting, mixed-group discussion, and in a classroom where girls sit next to boys. Men also tend to speak longer when they are questioning about something or giving a comment and follow up the speaker's answer with another question or comment.

2.4.1.4 Competitive and Cooperative

Tannen (1991) states that men's style in dealing with conflict are competitive and prone, while women are cooperative and given to affiliation. Basow and Rubinfeld (2003) support this statement by mentioning that men are ambitious and restless, while females are more expressive and conditional. For men, conflict is the necessary means to negotiate status, so it is accepted and may even be looked for, enjoyed, and embraced. They will use it as short-cut to gain status and establish the

hierarchical order that they prefer. This statement is supported by Wolfe and Powell (2006) that it is men who tend to complain in order to make them look superior. As for women, conflict is a threat to the connection that they have built, although they talk much and comfortable using language to express rapport, women will try to avoid it under any circumstances.

Tannen (1991) also describes men with 'politeness' and women with 'powerlessness'. Although their way to communicate is the same, but they are being judge differently. This tendency makes mischievousness to men, women, and power. The use of linguistics strategies by women is seen as 'powerlessness'. If men use linguistic strategies, it is seen as 'powerful'. The label of 'women language' as 'powerless language' reflects the idea of men about women's behavior that tend to frame themselves as one-down and not struggle to be one-up. In society, women also have lower status rather than men, that makes them framed as the ones with a lot of 'indirectness'. To women, this action can be the way they are seeking for connection.

2.4.1.5 Less Overlapping and More Overlapping

According to Tannen (1991) the key to understand a situation about what is going on is the distinction between rapport-talk, the way women use language to create connection, and report-talk, the way men use language to manage contest. In the end, both women and men are complaining of being interrupted, but the ways they show it are different. They tend to interrupt women by switching the topic and they feel interrupted by women who overlapped with words of agreements, support, and anticipation of how their sentences and thoughts would ended. For women, co-opt the topic of conversation is the way they interrupt. Tannen (1991) claims that women tend to overlap men more often, while men overlap women once in a time.

Tannen (1991) states that overlap is all about dominance, control, and showing lack of interest or support. It is a way to keep the conversation going without risking silence. For the listeners who are not showing any support to the speakers, in

fact, they are trying to control the conversation by managing the topic, they are called Uncooperative Overlapped. Tannen (1991) mentions that some people (not only women), practice Cooperative Overlapping in conversation, while the others refuse to practice until given the time to speak. According to Tannen (1991), there are two types of speakers, dealing with overlapping, 'High Involvement' and 'High Considerateness'. 'High Involvement' speakers give priority in conversation to expressing enthusiastic support, while 'High Considerateness' speakers are more concerned with being considerate for others.

2.5 Gossip Girl

Gossip Girl is known as one of the most popular TV Series in the United States of America. It is originally a book series written by Cecily von Ziegesar that is supposed to be adapted into a film by Amy Sherman-Palladino and starring Lindsay Lohan. As the film project got canceled, on October 2006, the books were adapted into TV Series by Josh Schwartz and Stephanie Savage, and narrated by Kristen Bell. In the end, *Gossip Girls* has 121 episodes in total with 39 until 44 minute durations, and airs from September 19, 2007 until December 17, 2012. It also got several award nominations and won 18 Teen Choice Awards. The success of *Gossip Girl* led to the adaptation of several versions, such as Mexican version, *Gossip Girl: Acapulco*, and Thailand Version, *Gossip Girl: Thailand*.

Gossip Girl itself is fictionally about high-schoolers who live in Manhattan's Upper East Side, New York, as upper-class adolescents. There are five main character on the show: Serena van der Woodsen, Blair Waldorf, Chuck Bass, Nate Archibald, and Dan Humpfrey. They attend the same school named Constance Saint Jude Prep School. Serena van der Woodsen is described as the 'it girl', the girl who gets all of the attention by almost everyone. She is part of Manhattan's Elite that notoriously had scandalous past and on-again off-again relationship with many men. The next is Blair Waldorf, the beautiful 'Queen B', 'Princess B' of the show, also known as the 'queen at the center of their chess game'. She has strong character, part of Manhattan's Elite,

and such an independent woman. Followed by the queen there is ‘the king at the center of their chess game’, Chuck Bass. He is part of Manhattan’s Elite, the anti-hero, party lover, womanizer that has a troubled life and past with a hidden vulnerable side. Chuck Bass’ best-friend is Nate Archibald. He used to be Blair Waldorf first love, ‘the golden boy’, which has a perfect life and lives as part of Manhattan’s Elite. The last is Dan Humpfrey, self-described as ‘the outsider’. He got lucky to attend the Saint Jude as a scholarship student and become part of Manhattan’s scene, not to mention as Serena van der Woodsen lover. He is not part of Manhattan’s Elite, only a boy from Brooklyn with a good heart and moral.

In this research, the researcher only focuses on two chosen characters, Chuck Bass and Blair Waldorf. They both have the same family background and role, as ‘the king and queen’, in the show. The way Chuck Bass and Blair Waldorf treat people who are not part of Manhattan’s Elite is also different. Both are described as wealthy heiresses from Manhattan’s Elite family and are struggling to be on top of the world. Sometimes, they scheme to get what they want. Because of the reasons above, the researcher wants to analyze their conversation to see how Chuck Bass as a man and Blair Waldorf as a woman depict the use of language by men and women that came from ‘Elite’ family on the show. Even though the theory of Genderlect plays huge role in men and women conversation, Lorenzo-Dus and Bou-Franch (2003) argue that cultural behavior can be the stronger factor for men and women during their communication. This, which came from Elite family, makes the researcher more interested in analyzing both characters’ conversation.