Discourse Marker in the Tinker Bell Movie: Sociolinguistic Study

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Abstract

The focus of this research is on the film Tinker Bell's discourse markers. A variety of discourse markers and their purposes are examined in this study, which can be seen in the Tinker Bell movie. In addition, the study explores the differences in speech patterns between male and female language speakers. The "descriptive method" is the approach used in qualitative research. Men and women's dialogue in Tinker Bell's film, together with the reasons for the frequent use of discourse markers and disparities between men and women in their use, were all examined in light of the theory's claimed predictions. According to a number of studies, men and women use and speak different languages and dialects. In Tinkerbell's film, there are a variety of discourse markers, as well as expressive, directed, phatic, and poetic. commissive language functions.

I. Introduction

The branch of linguistics that deals with society is called sociolinguistics. There are many factors that can affect communication, including language, age, and gender. One of these factors is language, which can affect someone in communicating. With language, we can socialize and exchange opinions. Each human being born into the world is selected into one of two genders, namely female and male. With this gender, humans can communicate with people to meet their needs. In sociolinguistics, the term "gender" refers to the differences between men and women's personalities based on socio-cultural construction, which is connected to the nature of each person's status, position, and role in society as well as the occurrence of gender differences that are constructed socio-culturally. There is a saying "why the way of speaking why are women different from men?" In other words, we look at several reasons why women are more likely than men to use standard language. In this way, it's important to think about language as a social act with values that show how social networks, politics, culture, and the relationship between age and society all mix together. Discourse markers are a part of speech that isn't taken into account enough. Psychologists often consider gender differences as an inherent characteristic of a person, not as a social or contextual subject. The study of discourse markers has always been of interest to researchers. Norrick (2001) argues that discourse markers do not creates meaning, but directs the listener in a certain direction. Therefore, discourse markers can be removed without changing the meaning, although by removing them, the power of speech will become less clear 'Discourse markers' can be used for several factors including to create a positive influence in thinking and make the interlocutor easier to understand and quickly find out what what we say. This method is expected to be useful in improving speaking skills. The data collected comes from the

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Tinker Bell in Movie. The data is then classified and presented based on its function. There are 5 'discourse markers' found in the series. 'You know' is the most used 'discourse marker' while 'well' is the least used 'discourse marker' in the film. 'Discourse markers' can communicate more clearly what we mean. This is useful for every human being to be more fluent in communicating. Therefore, discourse markers in narrative discourse also have another role. Yael Maschler classifies discourse markers into four major categories: interpersonal, referential, structural and cognitive. For example, discourse markers "well" are employed as indicators to reject assumptions provided by other speakers, and this is clearly far from the adverbial meaning of discourse markers. Moreover, this research determines kinds of language and the functions of language and gender in Tinker Bell movie. As a part of research, these questions must be answered:

1. What kinds of language are found in the conversation between women and men in the Tinker Bell movie?
2. What are the functions of language and gender in the movie?

II. Review of Literature

2.1 Gender and Language

Language is, in essence, universal. When language is linked to meaning and application, however, the language will alter both individually and collectively (Rahma Salbiah & Sumardi, 2021). This is difficult to avoid because language users are biologically and psychologically distinct. As Holmes (1994) points out, "women and men utilize various language forms in all speech communities. Women and men's verbal behavior differs in many other ways. It is evident from Holmes' comment that the terminology employed by men and women is different. This is owing to the fact that men and women have different attitudes and behaviors. Men and women have distinct purposes, goals, and points of view, which explains the disparity. Emulating, Men scored lower on the Big Five traits of extraversion, agreeableness, and neuroticism than women. At the aspect level, gender inequalities are more pronounced, with significant gender differences in both aspects of each of the Big Five features. Although cross-cultural variations in gender differences for some traits may suggest that cultural origins or social roles and norms influence gender differences, the general consistency of gender differences across cultures may suggest an evolutionary reason for the existence of gender differences in personality traits, language and language skills, girls develop language skills earlier and know more words than boys; however this is by no means a long term difference. Girls are also more likely than boys to give compliments, agree with the people they talk to, and elaborate on other people's comments. Boys, on the other hand, are more likely than girls to assert their opinions and offer criticism (Leaper & Smith, 2004). In terms of temperament, boys are slightly less able to suppress inappropriate responses and slightly more likely to say something than girls (Else-Quest, Hyde, Goldsmith, & Van Hulle, 2006). Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

2.2 Discourse Markers

Studies have looked at how the presence of language can connect every human being when speaking and listening, how speakers structurally govern language, and how language coordinates or dictates our daily activities. The study of linguistics is a good place to start when looking into discourse signifiers. In order to understand the rise of discourse markers as an academic subject, three issues must be addressed: discourse markers are defined in terms of their function, how they promote language acquisition, and what textual roles they fulfill. Language's textual function shows how the message's language is arranged so that it creates a cohesive text and sinterlocks So that the interlocutor can grasp what the speaker is saying, discourse markers can be utilized by speakers to help each other. (Ruhleman, 2006) The significance of utterances is being investigated. For example, if someone wishes to communicate with another person, what he wishes to communicate is the meaning or aim of the speech., The international encyclopedia of linguistics defines discourse markers as a set of linguistic items in the cognitive, social, expressive, and textual domains (Light, 1992). Markers (for example, hmm, like, uh, you know) help communicators maintain linguistic or conversational consistency and coherence (Busman, 1984).Bussman (1984) further argues that the use of discourse markers helps speakers develop language skills, feel more comfortable about their conversational language skills, and allows speakers to gather their thoughts before speaking formally. For this reason, many studies revealing discourse markers are devoted to how signifiers assist in language acquisition. When language users produce and understand language context, discourse refers to a set of language-to-context rules, preferences, and expectations that they rely on and adapt to. Language users can construct and understand discourse systems such as linguistic actions (e.g. demand, supply), conversation sequences (e.g. question-answer), behavior (e.g. narration and debate), and communication formats by being aware of discourse (e.g. female voices). This signifies that discourse refers to speech or writing produced by language users through verbal actions, conversation, or communication. Louwerse and Graesser (2005, pp. 1-2) argue that "the term discourse was reserved for dialogue many years ago, and the text is reserved for monologues." The discourse includes monologic and dialogical spoken and written language in contemporary science. In connection with the many researchers who have expressed various opinions related to the discussion of discourse markers, it can be concluded that the discourse markers used in the Tinker Bell film are commonly found, such as "well and you know ". These discourse markers are more frequently and widely expressed by the characters in the film. This is useful to make it easier for speakers to follow what is expressed in the communication.

2.3 Function of Language and Gender

People, on the whole, aren't very conscious of the language they use. However, a growing body of evidence suggests that how people use gendered words, such as personal pronouns, shapes not only their gender beliefs but also their perceptions of the social world and their place in it as a woman or a man. The Problem's History As a tool for communicating and interacting with other humans, language plays a crucial role in the human life cycle. According to Janet Holmes (2001:3), "Languages provide a variety of ways of saying the same thing—addressing and greeting others, describing things, paying compliments." It can be concluded that in everyday conversation, there is always some diglossia by each individual. The presence of high and low diglossia is a feature of the use of diglossia in everyday conversation by every speaker and speech partner. The primary

goal of this research is to examine the language functions of Tinker Bell's main character. The goal of this study was to figure out what language function the main character in Tinker Bell employed, as well as to characterize the environment in which that language function was used. A descriptive qualitative technique is used in this investigation. This study is classified as discourse analysis since it examines the phenomena of the main character's speech. The information is gathered through Tinker Bell's speech as the main character. The researcher examines language function using Holmes theory and describes the environment of language function using Hymes theory. Only seven of Holmes' eight types of language functions utilised the main character in the Tinker Bell film, according to the findings. The language functions are expressive, directional,, phatic, poetic, and commissive.

III. Research Method

The Tinker Bell Film is the source of data for this study. The research data is presented in the form of speech or dialogue from the cartoon characters in the film, which reveals speech acts containing discourse markers in the form of sentences. This study contains qualitative research, which is defined as research conducted with the goal of better understanding the phenomenon that the research subject is experiencing. Qualitative research encompasses studies of people's lives, histories, behaviors, and social movements, among other topics. This study is also descriptive, meaning that information was acquired by analyzing signs such as written and spoken words, photos of humans, and observed behavior. The descriptive approach is a problem-solving procedure that involves describing the current state of the study subject or item using facts and striving to communicate all indicators or symptoms in the features that will be used as research material. The data for this study is in linguistic form due to the fact that it is a descriptive qualitative study. The listen and note strategy was employed for data gathering in this study. This listening strategy is expressed in a data collection methodology. The author employs a free-listening method. The second method of data collecting is note-taking, which is a more advanced method. The information is gathered through the dialogues' utterances, which serve as discourse markers for the characters in the film. Researchers carefully examine the film to ensure that they have a complete and accurate grasp of it. The study also discovered linguistic units associated with male and female speakers. The researcher entered the information into a data collection table and categorised it using a sociolinguistic technique. This study's data analysis was presented in a tabular format. This is done to make it easier to check if the conclusion is right. As a result, the researchers created a table from each scene of the male and female characters in the film, based on the language and discourse indicators spoken.

IV. Result and Discussion

Speaking well in public is a goal shared by both sexes. Since prehistoric times, people have utilized language to communicate with one another. It is said that language is a tool used to interact in the form of thoughts, ideas, concepts, or feelings. Furthermore, language is characterized as a system symbol in the form of sound, arbitrary, productive, dynamic, diversified, and human in sociolinguistic studies, every speaker, male or female, has his or her own style of speaking, especially when it comes to the subject at hand. The conversation's topic is the subject that is being discussed. Men are particularly good at talking about competitive issues like hobbies, preferred sports activities, and so on.

Women who are more cooperative, on the other hand, prefer to talk about things that are close to them. About his life, how he feels, and the events that occurred in his life, This demonstrates that women are more open to their emotions than men, While men prefer topics that allow them to express their emotions, sociolinguistics will assist humans in communicating by recommending which language, variety of language, or style of language should be chosen while speaking with a specific individual. The data obtained are 5 data on language communication dialogues using discourse markers.

4.1 Cognitive Discourse Marker Category
Data 1
Lizzy**:** *Oh!,I wiss it was summer all year long!.*
(The Tingker bell 07:32/1:25:18)

The kinds of dialogue cognitive discourse marker language example above is the female language in the Tinkerbell movie "*oh! i wiss it was summer all year long!"* . "*Oh* "is a discourse marker, and"*I wish it was summer all year long*".The daughter feels emotions, namely hope for her father for summer throughout the year so that she always sees the beauty of nature, the words of the girl named Lizzy describe women always have special emotions such as great expectations that are very desirable.

The function of language is expressive, The film makes use of the expressive function. Lizzy a language's expressive function refers to the type of language that conveys the speaker's emotions, thoughts, attitudes, and opinions. The film employs expressive functions such as language when the female protagonist exclaims, "Oh, I wish it was summer lasted all year long !" The context of language function is that Lizzy is a female participant in the preceding discourse. Lizzy disclosed that she desires perpetual summer so that she can constantly experience the beauty of her yard. Action: The sequence matches Lizzy's expectation. The key is revealed by the speaker's seriousness. The instrument is provided orally informally. The genre expresses emotion.

4.2 Interpersonal Discourse Marker Category
Data 2
Tinker bell*: you know what?,vidia? I think this powers the whole thing!*
 (The Tinkerbell 08:57/1:25:18)

In the dialog there are kinds of interpersonal discourse marker language for example "*you know*", among the things Tinker Bell and her fairy pals discuss is Lizzy's father using and maintaining a car that represents cutting-edge technology to them. But because the other fairies don't believe in her, Tink can only nod. Women tend to transmit what they perceive more frequently and go into greater depth while describing something to an interlocutor.

A directive function is terminology that refers to several direct messages from the listener to the speaker seeking action. Similarly to the dialogue in Data 2, Tinker Bell makes speech with directive function since he employs language to instruct the listener to perform an action. Tinker Bell stated in conversation, "*You know what, Vidia? I think this powers the whole thing!"* Tinker Bell and her fairy companions are the participants in the preceding dialogue, which serves as the language function's context. The action poses questions and provides information to Tinker Bell's fairy pals regarding the newly discovered technology. According to the proverb, Tinker Bell is a Directive.

4.3 Informal Discourse Marker Category
Data 3

Lizzy: lest's go home,father,"
 (The Tinker Bell 1:20:46/1:25:18)

The dialogue above "*let's go*" kinds of informal discourse marker category, that female characters use discourse markers. From here we can judge. Because women are kind and polite, they say what they mean. Lizzy tells her father to go home because all of their problems have been solved.

The phatic function is the ability to speak in a way that makes the listener feel what you are feeling. In the line ", *let's go home dad*," for example, Lizzy asks her father to come home soon. This is an example of a phatic function. Lizzy the role of language, context, and function in the above text.

4.4 Structural Discourse Marker Category
Data 4

Father: well, of course, my darling, look at the creek and the woods and the meadow!
(The Tinker Bell 07:26/1:25:18)

 "*Well*", namely the kinds of structural discourse marker category language used in the conversation between father and Lizzy because men are impressed as visual creatures since they observe something that begins with the eyes, according to the quote. The father is addressing Lizzy's query, a child he loves, and his son Lizzy is astonished to see the house they have just visited, according to the dialogue. Because he saw Lizzy, whose face was beaming, the father saw Lizzy delighted. Men communicate more about data and facts, whereas women talk about what they find lovely and comfortable in their emotions.

Poetic language functions are speakers who use language to say something, but poetic language, like the words praise, quotes, and quick, is used for its beauty. "*Well, of course, my darling, look at the creek, the woods, and the meadow,*" the father says in a quote that sounds like a conversation. What he says to Lizzy. From what my father said, I could tell that he was looking at Lizzy's beautiful drawing.

4.5 Refential Discourse Marker Category
Data 5

Terence: oh and think! Don't worry.you"ll find something to fix
(The Tinker bell 5:05/1:25:18)

This kinds of linguistic language ,refential discourse marker categorie , is still very common, as seen by the fact that the word *"and"* is utilized rather frequently over the course of this movie. Because men are visual animals who begin their observation of the world with their eyes, this remark demonstrates that males are more quickly impressed than women are. The conversation reveals that men frequently use terms that are easy to understand but profound.

This language function includes a commissive language function, the term "commissive" then refers to language that makes a promise. The commissive function's goal is to get someone to do something in the future. For instance, the male character says, *"Oh, and I think! Don't worry, you'll find something to fix."*Because Artur deals with committing to act in the future and can create, Terence's comments pertain to the function of commissive.

V. Conclusion

There is a discourse marker linked with this language shift; this language marker can connect or one of our qualities to communicate; hence, many communication exchanges in this film employ language markers used by men or women, such as "well, oh, you know." We are able to conclude that both gender and language are highly affected by social circumstances.

Different languages are spoken as a result of gender differences. The two are interconnected. Every spoken language has unique properties and characteristics. We can tell which speakers are male and female by their gender. The speaker's cultural and social background has an impact on everything.

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