

CHAPTER II

LITERATURE REVIEW

2.1. Language and Gender

Language and gender are two entities that are closely related to one another. Until now, ‘there are no languages, which do not distinguish between the genders at all’ (Prewitt-Freilino, et al. 2011:268). All languages mark the gender differences explicitly and or implicitly. Explicitly, in some languages, such as Slavic (Russian), Germanic (German), Romance (Spanish), Indo-Aryan (Hindi), Semitic (Hebrew), English (a West Germanic language), and Northern Germanic (Scandinavian), the gender is marked clearly in feminine, masculine, and neuter. For example, in German language, *der man* is marked as masculine pronoun which by then used for man. The feminine pronoun in German language to indicate woman is *die Frau*. While *das Kind* as neuter pronoun, is used to indicate children. The distinction in the use of feminine, masculine or neuter nouns and pronouns in those languages are then called as *grammatical gender languages* (*gendered* language).

Other languages, such as English (United States, United Kingdom), Uralic (Finnish), Turkic (Turkish), Iranian (Persian), Sinitic (Chinese), and Bantu (Swahili) language families, which contain lack grammatical distinction of gender in nouns and pronouns then called as *genderless* language. In those languages, the gender is not marked. However, the gender can be identified implicitly. For example, based on the *British National Corpus* or BNC, the word ‘fabulous’ is

used more often by females than by males. Females use the word 'fabulous' with the frequency of 7.4 words per million sentences, while males use it with the frequency of 2.7 words per million sentences.

Gender affects the use of language between females and males. Wood (2007:119) states that language organizes gender perceptions in females and males stereotyping. For example, language describes females in indifferent terminology such as *baby doll*, *girlie*, *sugar*, while language has rare terminologies to describe males. The term *gender* itself is something that need to be clarified in a term of language and gender. The term gender here is used consequently to refer to the social condition of being a male or a female (Aarts and McMahon 2006:724). In the research of language and gender, gender does not stand for sex synonym because *sex* refers to biological distinction, while *gender* refers to social construction derived from sex (Coates 2004:4 in Wray and Bloomer 2012:101).

The relationship between language and gender is not something which is new to the academic world. Sunderland (2006:2) clearly states that before the second period of the Women's Movement in the late 60s and early 70s, language and gender had been connected in academic writings. Besides has been related to academic writing, language and gender has also been established as academic course in The United States of America. As stated by Kwary (2013:313), the crucial beginning of gender equality in United States started in 1960s in which the Women's Studies as an academic course were born. The former accredited Women's Studies were held at Cornell University in 1969 that then were established in 1972.

Some experts have some different ideas of how males and females are different in producing language. Lakoff (1975:78), one of the pioneers in this study states that “women’s language” is longer, more polite and more standard. Females tend to use longer utterances in defining something because they have more word stores than males. This has to do with ‘*women’s work*,’ so males tend to reduce the use of longer utterances. Politeness and hypercorrect grammatical structure in females’ utterances are two things which cannot be separated to one another. Politeness theory which was proposed by Lakoff says that females are ones who belong to middle-social class with truthful manner so they are expected to speak more properly than males. As to speak more properly, females then have to deal with hypercorrect grammar which means that females should not speak unevenly. Males carelessly divulge about what their thoughts to others without the awareness of saying something even. The hypercorrect grammatical structure leads to the use of more standard form for females. Males tend to use more vernacular one because it has to do with masculinity.

The difference of grammatical structure which is used by males and females in the speech communities is not the same. Holmes (2008:157) believes that linguistic forms which are used by males and females are different in all speech communities. Females are more linguistically polite than males because they are likely use more standard forms, while males tend to use more vernacular ones. Holmes (2008:163) says that in general, females tend to use more standard forms than males, that on the contrary, males use the vernacular forms of language. Females are more consciously using more polite and standard forms

than males because they are 'more status-conscious'. Females believe that the way they say something can be an indicator of their social status and background in the community. As the society expectations, females have better attitudes towards language than males because they are acting as a role of truthful manner in the society, especially because they are representing child's speech and modeling the role of mother. More standard form of language which is used by females happens because the consideration of females in the inferior group while males belong to superior one. Due to the fact that males belong to superior group, they more likely use vernacular form of language because it represents machismos that carry macho suggestion of masculinity and roughness.

Besides centering in the different grammatical structure and politeness attitudes toward language between females and males, the differences can also be observed in their communicative competence. Wray & Bloomer (2012:109) add communicative competence can be included in differentiating language use. Communicative competence distresses how females and males learn the use of speaking and writing more properly for their gender in the society. The stereotyping of females' communicative competence is that they are more aware in language use, while males have 'style-shift' to make standard pronunciation in formal context. The differences between males and females can be also analyzed from their language orientation. Aarts and McMahon (2006:731) argue if females and males are not quite similar, the characteristic of their discourse styles show a big deal difference in their orientations to the world, with females 'oriented mainly to people and relationships' while males are 'more oriented to objects and

information.’ Females center in affective dimension of communicating verbally and use more linguistic devices than males to sustain appropriate relation in conversation.

2.2. Language of Television Advertisement

An advertisement is not something which is new in our lives. It can be found in spoken, written, or both spoken and written text. As a text, an advertisement contains persuasive and or informative texts. As containing persuasive texts, advertisements function as promoting goods and services. Kotler and Keller (2009:498) define advertising as a form of no personal management and promotion ideas, goods, or services by an acknowledged sponsor. Therefore, basically the function of an advertisement is to promote something. Many of the product producers use advertisement to sell and promote their products. Yet, there is some experts’ opinion that advertisements stand for more than about promoting something.

Advertisements are directed towards a mass audience more than promoting sales of a commercial product or service because they are useful in building an image of a product. Goddard (1998:10) states that the advertisement is not only about the promoting products but also building the idea of texts whose intention is to improve the image of an individual, group or organization. Television advertisements not only cover spoken and written texts, they also contain pictures, actors/narrators, music, and language. The additional modes in the television advertisements build more than persuasive and informative sides. Lapšanská

(2006:11) points out that language, pictures, and music are unified in the advertisements, that they contain not only information, but also emotion and imagination which have social and practical aims.

The function of language in advertising is to express feelings, offer advice, inform and persuade, describe or create. Indirectly, language and gender impact on language of advertisement by its persuasive side. Advertising language can both follow “a prescribed path of advertising clichés” and have the freedom to “deviate from it and from the rules of the language itself” (Leech, 1972: 4). For example, such television advertisements use pictures, moving images, actors and or narrators, colors, and language to bond the relation between consumers and producers to get the social meanings of the products. Yet sometimes there are some television advertisements which use their own communicative ways to fulfill the idea of social meanings in their products, such as cigarette advertisements. Cigarette advertisements in Indonesia are those which rarely use obvious language to communicate their products. They usually explicitly use such idioms and narrative language to bond their relation to the consumers. While using different language of advertising to promote their products to the consumers, advertisement offers something more than the products themselves. Advertising does not only offer products, but also models of attitudes, ways of life and images which orient and in many cases define the needs and wishes of people (Peña and Frabetti, 1990: 5).

In the television advertisements, actors and or narrators use affects the promoting products or services. When the actor and or narrator are males, it

mostly suggested that the advertisement is for males and when the actor and or narrator are females, the advertisements might be only targeted for females. Mulvey and Stern (2004:178) states that advertising research affirms the importance of the advertising narrator, whose function is to persuade consumers by attracting attention, enhancing credibility, triggering consumer-speaker identification, and conveying product meanings. The narrator is functioned as the speaker in the advertisements to create a bond between the producers and the consumers. The use of gendered narrator is crucial in defining target market since the use of language is different between females and males. Most females will be more attracted to advertisements which use females' actors and or narrators because they perceive sound-alike languages, so that males do.

The stereotyping of females' utterances and males utterances impacts in the use of television advertisements language. According to Goffman (1979:84), advertising transmits, implicitly, who we should be. The impact of advertising language in defining consumers' gender is by then can be connected. As the studies by Goffman which was then supported by Gentry and Harrison (2010) that advertising tends to offer traditional and stereotyped images of males and females, relations and gender roles. The language which is used by the advertising agency should propose a proper language to the target market that can reach the idea of the products. As Hogg and Garrow (2001:2) argues that there is a proof of females and males consuming messages in quite different way according to hard wiring of the brain. If they process information according to gender identities so then biological and psychological aspects of gender have important role in how

females and males consuming advertisements. The role of the language and gender is very important to clarify the language used in advertising and the impact it has on males and females. There have been different styles of information processing and interpretation that males and females bring to understanding advertising meanings (Hogg & Garrow, 2001:3).

2.3.Multimodality

The study of multimodality has been proposed by Kress and van Leeuwen. As a kind of social semiotic theory, multimodality is interested in meaning. The way of studying meaning in language is observing what words mean, but we can also observe how spoken or written words can communicate meaning to the target market (Marshall and Werndly 2002:15). Yet the use of multimodality is more than about knowing what language means. Jewitt (2009:14) in Sørensen (2001:10) states that multimodality is a kind of approaches that understand if communication and representation is something more than a language and something that fulfill the range of communicational forms that people use, such as image, gesture, gaze, posture, and so on and the relationships between them.

Multimodality has been derived from Halliday's Systemic Functional Grammar which focuses on text. Halliday's Systemic Functional Grammar can be used to analyze any texts such as spoken and written text. Linguistic framework which was proposed by Halliday has been adopted by many experts in analyzing discourse texts. O'Toole (1994) used it to analyze paintings, sculpture and architecture. Kress and van Leeuwen (1996) used the functional linguistic analysis

for analyzing visual images. Martinec (1998) used it to analyze actions. Van Leeuwen (1999) used that linguistic framework to analyse music. Multimodality has been used for analyzing verbal, visual, symbolic and any other semiotic resources in the meaning-making processes.

As used for analyzing verbal, visual, symbolic and other semiotic resources, multimodality is useful for analyzing modes. Kress (2010:79) states the examples of modes are image, writing, layout, music, gesture, speech, moving image, soundtrack, and 3D objects. Each mode proposes each meaning, so modes can possess their own meaning (Kress 2010:79). Besides the modes which have been explained by Kress, the choice of actors and colors in the advertisements will be also in the scope of multimodality. Kress and van Leeuwen (2006:156) argues that the conceptual meaning of multimodality is how it represents visual communication such as people, places and things so they look real, although they are imaginings, fantasies, caricatures, and so on. Colors are often given meanings and can be put together in simple language-like systems in which they are used as a symbol, that they represent things and ideas (Marshall and Werndly 2002:16).

In multimodality analysis, there are modality markers in analyzing colors according to Kress and van Leeuwen (2006:160). Color is used to stress detailed aspects of the overall meaning therefore, there are modality markers for analyzing colors. The modality markers in colors are *color saturation* (a scale running from full colour saturation to the absence of colour that is, to black and white), *color differentiation* (a scale running from a maximally diversified range of colours to monochrome), and *color modulation* (a scale running from fully modulated

colour, with, for example, the use of many different shades of red, to plain, unmodulated colour). Colors, image and writings are together being the modes which communicate more signs than the other modes. As colors stress the detailed aspects, images show the consumers what they need to read, and writings show what is hard to be read to the consumers (Kress 2010:1).

Since this study focuses on advertisements which use Indonesian language, it is necessary to review the Indonesian words and sentences. The main theory used in this case is Alwi et al. (2010). Based on Alwi et al. (2010:14-15), the standard Indonesian language has four functions in which three of them are symbolic and another is objective. The first function is unifier function, the second is peculiarity giver function, then authority carrier function and the last is basic foundation function. The first function is used to connect all dialects in Indonesia language; therefore people with different ethnics can improve their verbal communication by unifying the standard Indonesian language. The second function is useful in giving a peculiarity between the standard Indonesian language with the other languages, such as Melayu language in Malaysia, Brunei Darussalam or even Melayu Riau-Johor language. The third function is used to show prestigious side in using the standard Indonesian language, ones who use more standard Indonesian language in their utterances are considered well-educated than those who do not use the standard one. The fourth function is used to give a clear explanation to Indonesian in using basic well-structured sentences in the use of the standard Indonesian language.

In the case of Indonesian words, we can differentiate between simple words and complex words. In Indonesian language, simple words have no affix. While complex words have prefix, suffix, infix and confix. Prefix is an affix which is put in front of a basic word to form a new meaningful word. For example, prefix such as *ber-*, *meng-*, *peng-*, and *per-*. Suffix is an affix which is put behind a basic word. For example, *-an*, *-kan*, and *-i*. Infix is an affix which is put in the middle of a basic word. For example, in a word *gigi*, we can put infix *-er-*, then it becomes *gerigi*. Confix is a mix between prefix and suffix. For example, a word *datang* can be given a confix *ber-an*, so it becomes *berdatangan*.

Since Indonesia is one of those countries which provides many ethnics with particular regional dialects and languages, this is important to use the standardized Indonesian language to make the communication between people are easier. According to Kridalaksana (1992:4) there are nine characteristics to define the best standardize Indonesian language. The first characteristic showed is in the words used give explicitly consistent conjunctions, such as *bahwa* and *karena*. The second is the use of particles *-kah* and *-pun* consistently. The third is the use of grammatical function such as subject, predicate, and object explicitly. The fourth characteristic is the use of *me-* and *ber-* consistently. The fifth characteristic is the use of consistent verbal phrase *Doer + V*. The sixth characteristic is the use of syntactic construction, e.g. *mobilnya* (non-standard: *dia punya mobil*), *membersihkan* (non-standard: *bikin bersih*), *memberi tahu* (non-standard: *kasih tau*). The seventh is limited lexical and grammatical items from regional dialects and languages so that the utterances can be uneasily understood. The eighth is the

use of consistent pronoun polarities, e.g. *saya – kamu*. The ninth is the use of lexical items, e.g. *dengan, silahkan, harap, kepadanya, etc.*

2.4. Related Studies

There are at least four studies that are closely related to this thesis. The first is the thesis written by Sasangka (2008). She wrote an unpublished undergraduate thesis in Universitas Airlangga Surabaya, Indonesia. She stated that in Ponds' and Axe advertisements there are stereotyping in how females and males are constructed by their language use. In the Ponds' advertisement, there are two constructions implied by language used by females. The first female is 'indecisive', 'emotionally weak', 'hypocrite', and 'good lover' while the second female is 'bad-tempered', 'materialistic' and 'silly'. Yet it is very significant how females are well-constructed with many characteristics that males only constructed by words 'cool' and 'active' in Axe advertisement. She only mentioned how females and males are constructed based on their language use but she did not tell word choices were used by them during the advertisements to show the how language can construct the idea of being females and males.

The second related study has been done by Nugroho (2009). He wrote an article as he comes from English Department, Faculty of Letters, Petra Christian University, Surabaya, Indonesia. He uses the theory of multimodality to analyze symbols available in the printed advertisement, which include actor, color, camera angle and written text. The result shows that theory of multimodality used in Elizabeth Arden cream product can fulfill the idea of the product itself.

The difference with my thesis is that he used printed advertisement, so it has no music and spoken text from the actor. He also did not use consumers' gender to be analyzed in his analysis of the advertisement, whether the advertisement reflects the target for female or male based on the symbols used in the advertisements.

Another study about language and gender has been done by Nuraini (2011). She wrote an unpublished undergraduate thesis in Universitas Airlangga Surabaya, Indonesia. She identified the communicative competence between *Olga* and *Jeng Kelin* in *Online* talk show and emerged her conclusions that *Olga* and *Jeng Kelin* have their own communicative competence in language use based on their gender. She also mentioned that their individual style in language and gender reflected males as superior ones and females are inferior. Yet, again, the communicative competence which includes grammatical, discourse, functional, sociolinguistics and strategic, did not mention specific words that are related or even mostly used by females or males to indicate how language can construct the idea of females and males.

The other study of multimodal analysis advertisement has been done by Triristina (2012). She wrote an unpublished undergraduate thesis in Universitas Airlangga Surabaya, Indonesia. She analyzed verbal communication and visual elements in cigarette advertisement billboards in Surabaya. She found out that from the Billboards advertisements one out of three products which use multimodality analysis, one of them shows the best. *Djarum L.A. Lights* choose the best image of narrative patterns to persuade the target market. It uses the component of the images and can relate it with the target meanings. The thing that

she did not mention and explain that later on will be in my undergraduate thesis is the connection of actor/narrator to persuade the consumers that covers music and the use of spoken text also.

