

**LINGUISTIC FEATURES OF GOSSIP ACROSS GENDER IN
HARDCASTLE'S *SENIOR YEAR***

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

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**LINGUISTIC FEATURES OF GOSSIP ACROSS GENDER IN
HARDCASTLE'S *SENIOR YEAR***

Presented to:

Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the degree of *Sarjana Sastra* (S.S.)

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2023**

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I state that the thesis entitled “**Linguistic Features of Gossip Across Gender in Hardcastle’s *Senior Year***” is my original work. I do not include any materials written or published previously by another person apart from those sources cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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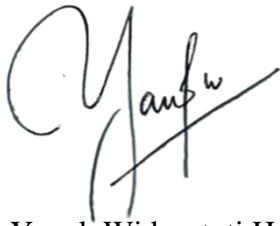
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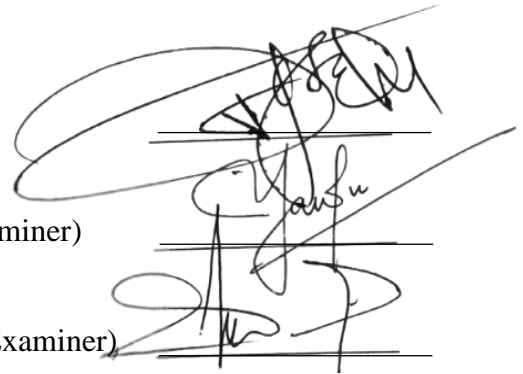
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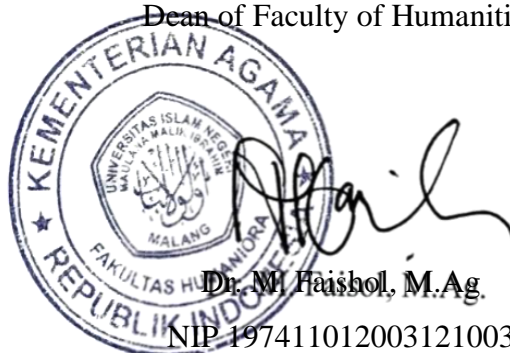
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MOTTO

"Words have the power to shape gossip's allure, where linguistic features become the paintbrushes, and conversations the canvas of society's narratives."

-Raehan Muhammad

"Hidup bukan saling mendahului. Bermimpilah sendiri-sendiri"

-Hindia

DEDICATION

This thesis is proudly dedicated to the following:

My beloved family; my father, Mat Yasin, my mother, Ani Husniati, my sister, Rakha Sifti Fadillah, and my brother Ramadlan El-Bashary who always support and pray for me.

My beloved person, Nasya Rachmadania, who always supports me in any condition.

ACKNOWLEDGEMENT

Alhamdulillah, in the name of Allah subhanahu wa ta'ala, the most gracious and merciful sovereign of the universe. Endless thanks to God for the excellent health and well-being that allowed me to finish my thesis, which was required for the degree of Sarjana Sastra (S.S) and was entitled “**Linguistic Features of Gossip Across Gender in Hardcastle’s Senior Year**” In addition, may peace and salutation be upon the greatest prophet Muhammad Sallallahu ‘alaihi wasallam, whose way of living has always been a source of guidance for me.

This thesis has been made possible by the insightful comments, suggestions, and criticisms of several individuals with a wealth of experience and motivation, without whom I would not have been able to complete it. On this occasion, I would like to express my most heartfelt gratitude and appreciation to the following individuals for their assistance, guidance, and insight.

I would like to express my sincere appreciation to Dr. M. Faisol, M.Ag., the Dean of the Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang. His guidance and support throughout my academic journey have been invaluable.

A heartfelt thanks to Ribut Wahyudi, M.Ed., Ph.D., the Head of the English Literature Department. His valuable insights and leadership have contributed significantly to my growth as a student. I am grateful for his continuous encouragement and belief in my abilities.

I am grateful to my advisor, Dr. Yayuk Widyastuti Herawati, M.Pd., for his unwavering support and mentorship. Her expertise in sociolinguistics and insightful suggestions have shaped this thesis significantly. I appreciate her patience and guidance throughout the research process.

I sincerely thank all the lecturers in the English Literature Department. Their dedication to teaching and valuable lessons have expanded my understanding and enriched my academic experience. I would also like to thank my fellow students in the department for their camaraderie and support.

My heartfelt thanks go to my supportive friends, including Hanjuang Jalaludin Rumi, Zhidan Ramadan Antony, Hagi Fridana, Gaizka Naufal Winalda, Irvin Rahardian Nugraha, Widodo Aji Pradana, Sayyid Asyhur Raihan, and Muhammad Fauzan Azhar. Their friendship, knowledge-sharing, and unwavering support have strengthened me throughout my academic journey.

Lastly, I want to express my deepest appreciation to all those who have contributed to completing this thesis, even if I cannot mention each person individually. Your assistance and support have been invaluable.

Malang, 6 October 2023

A handwritten signature in black ink, appearing to read 'Raehan Muhammad', with a long horizontal stroke extending to the right.

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ABSTRACT

Muhammad, Raehan (2023) *Linguistic Features Of Gossip Across Gender In Hardcastle's Senior Year*. Undegraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Yayuk Widyastuti Herawati, M.Pd.

Keywords: Gossip, Linguistic Features, Type, Function, Senior Year

This study aims to analyze the utilization of gossip by male and female characters in Hardcastle's Senior Year. This study intends to challenge the common assumption that gossip is predominantly utilized by women, by investigating the broader usage of gossip outside gender stereotypes. This study examines the linguistic features of gossip, the different types of gossip employed by male and female characters, and the particular functions of gossip utilized by male and female characters in films. In the examination of this study, the researcher employs the theoretical frameworks proposed by Robin Lakoff (1975), Deborah Jones (1980), and Robert Foster (2004). Furthermore, the researcher employs qualitative methodologies to analyze this study. The findings of this study indicate that the female and male characters in the film employ five linguistic characteristics associated with gossip, specifically Neutral Word, Meaningless Particle, Tag Question, Request, and Requisite Information. Furthermore, it has been observed that individuals of both genders engage in the utilization of four distinct types of gossip, namely Chatting, Scandal, House Talk, and Bitching. Furthermore, both male and female characters use four functions of gossip in their conversation, including Provide Information, Enhance Friendship, Give Entertainment, and Influence Others. The findings of this study demonstrate that gossip is not only limited to women. The male characters in the film have a tendency to engage in gossip that is comparable in nature to that of the female characters.

This study support previous studies from Sari (2015) and Nabilah (2019) in terms of its type and function, but it has slight differences on the way of analyzing. This study analyze the type and function after the researcher find the linguistic features first. This makes the result provide more insights into the exchange of gossip depicted in the film which is in the form of a combination of certain linguistic features which will produce types and functions of gossip that tend to lead to one type or function of the gossip. However, this study is difference from 8 other previous studies. Davis (2018), Poranen (2018), Bradford (2018), and Diego (2022) research analyse gossip focusing on the topic of gossipers talk about. Anwer (2022) uses Coates's (1997) theory of male and female speech to study gossip. Another study by Irza (2022), Nwaenyi (2020), and Ibkar (2018) examined gender differences in communication rather than gossip like the analytical researcher. This makes my study stand out among the previous studies.

Yet, there is limitation of the study. The gossip depicted in this film is a scripted narrative crafted by only one person, that is the director, Alex Hardcastle. That indicates the occurrence of gossip is not natural or reflective of real-life situations. Therefore, the researcher suggests that future researches dig up further into various dimensions of gossip that occurs personally in the lives of people. Researchers that are interested in analyzing gossip can broaden their scope by examining gossip in many contexts, such as analysing its presence in the neighborhood or in the work environment. Furthermore, future researchers may employ alternative theoretical frameworks pertaining to the phenomenon of gossip. Thus, future study has the potential to yield varied outcomes about the phenomenon of gossip.

ABSTRAK

Muhammad, Raehan (2023) *Fitur Linguistik Lintas Gender di Hardcastle's Senior Year*. Skripsi. Program Studi Sastra Inggris Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Yayuk Widyastuti Herawati, M.Pd.

Keywords: Gosip, Fitur Linguistik, Tipe, Fungsi, Senior Year

Penelitian ini bertujuan untuk menganalisis penggunaan gosip oleh karakter laki-laki dan perempuan dalam film *Hardcastle's Senior Year*. Penelitian ini bermaksud untuk menantang asumsi umum bahwa gosip sebagian besar digunakan oleh perempuan, dengan menyelidiki penggunaan gosip yang lebih luas di luar stereotip gender. Penelitian ini meneliti fitur linguistik dari gosip, jenis-jenis gosip yang digunakan oleh karakter laki-laki dan perempuan, dan fungsi-fungsi tertentu dari gosip yang digunakan oleh karakter laki-laki dan perempuan dalam film. Dalam mengkaji penelitian ini, peneliti menggunakan kerangka teori yang diajukan oleh Robin Lakoff (1975), Deborah Jones (1980), dan Robert Foster (2004). Lebih lanjut, peneliti menggunakan metodologi kualitatif untuk menganalisis studi ini. Temuan dari penelitian ini menunjukkan bahwa karakter perempuan dan laki-laki dalam film tersebut menggunakan lima karakteristik linguistik yang terkait dengan gosip, yaitu *Neutral Word*, *Meaningless Particle*, *Tag Question*, *Request*, and *Requisite Information*. Selain itu, telah diamati bahwa individu dari kedua jenis kelamin terlibat dalam penggunaan empat jenis gosip yang berbeda, yaitu *Chatting*, *Scandal*, *House Talk*, and *Bitching*. Selain itu, baik karakter pria maupun wanita menggunakan empat fungsi gosip dalam percakapan mereka, termasuk *Provide Information*, *Enhance Friendship*, *Give Entertainment*, and *Influence Others*. Temuan dari penelitian ini menunjukkan bahwa gosip tidak hanya terbatas pada perempuan. Karakter laki-laki dalam film ini memiliki kecenderungan untuk terlibat dalam gosip yang sebanding dengan karakter perempuan.

Penelitian ini mendukung penelitian sebelumnya dari Sari (2015) dan Nabilah (2019) dalam hal jenis dan fungsinya, tetapi memiliki sedikit perbedaan dalam cara menganalisis. Penelitian ini menganalisis jenis dan fungsi setelah peneliti menemukan fitur linguistiknya terlebih dahulu. Hal ini membuat hasil penelitian ini memberikan lebih banyak wawasan tentang pertukaran gosip yang digambarkan dalam film yang berupa kombinasi dari fitur linguistik tertentu akan menghasilkan jenis dan fungsi gosip yang cenderung mengarah pada satu jenis atau fungsi gosip. Namun, penelitian ini berbeda dengan 8 penelitian sebelumnya. Davis (2018), Poranen (2018), Bradford (2018), dan Diego (2022) melakukan penelitian yang menganalisis gosip dengan fokus pada topik yang dibicarakan oleh para penggosip. Anwer (2022) menggunakan teori Coates (1997) tentang ucapan laki-laki dan perempuan untuk mempelajari gosip. Penelitian lain oleh Irza (2022), Nwaenyi (2020), dan Ibkar (2018) meneliti perbedaan gender dalam komunikasi, bukan gosip seperti yang dilakukan oleh peneliti analitis. Hal ini membuat penelitian saya berbeda dari penelitian-penelitian sebelumnya.

Namun, ada keterbatasan penelitian ini. Gosip yang digambarkan dalam film ini merupakan narasi bernaskah yang dibuat hanya oleh satu orang, yaitu sang sutradara, Alex Hardcastle. Hal itu menandakan terjadinya gosip terasa kurang alami atau mencerminkan situasi kehidupan nyata. Oleh karena itu, peneliti menyarankan agar penelitian selanjutnya menggali lebih jauh berbagai dimensi gosip yang terjadi secara personal dalam kehidupan masyarakat. Peneliti yang tertarik menganalisis gosip dapat memperluas cakupannya dengan mengkaji gosip dalam berbagai konteks, misalnya menganalisis keberadaan gosip di lingkungan sekitar atau di lingkungan kerja. Selain itu, peneliti yang akan datang mungkin menggunakan kerangka teori alternatif yang berkaitan dengan fenomena gosip. Oleh karena itu, penelitian di masa depan berpotensi menghasilkan hasil yang bervariasi tentang fenomena gosip.

مستخلص البحث

محمد، ربحان (2023) السمات اللغوية بين الجنسين في السنة الأخيرة في هاردكاسل. برنامج دراسة الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المستشار د. يايوك ويدياستوتي هيراواتي، (دكتور في الطب)

الكلمات المفتاحية: النميمة، السمات اللغوية، النوع، الوظيفة، السنة العليا

هذه الدراسة تهدف إلى تحليل استخدام النميمة من قبل الشخصيات الذكور والإناث في عام السنة النهائية لـ هاردكاسل. تهدف هذه الدراسة إلى تحدي الافتراض الشائع بأن النميمة تُستخدم بشكل رئيسي من قبل النساء، من خلال استقصاء الاستخدام الأوسع للنميمة خارج الصور النمطية للجنس. تتناول هذه الدراسة السمات اللغوية للنميمة، وأنواع النميمة المختلفة المستخدمة من قبل الشخصيات الذكور والإناث، والوظائف الخاصة بالنميمة التي يستخدمها الشخصيات الذكور والإناث في الأفلام. في فحص هذه الدراسة، يستخدم الباحث الأطر النظرية المقترحة من قبل روبن لوكوف (1975)، ديورا جونز (1980)، وروبرت فوستر (2004). علاوة على ذلك، يستخدم الباحث منهجيات نوعية لتحليل هذه الدراسة. تشير نتائج هذه الدراسة إلى أن الشخصيات الذكور والإناث في الفيلم يستخدمون خمسة سمات لغوية مرتبطة بالنميمة، وتحديدًا الكلمة المحايدة، الجزء البلا معنى، السؤال البطاقي، الطلب، والمعلومات الضرورية. علاوة على ذلك، لوحظ أن الأفراد من كلا الجنسين يشتركون في استخدام أربعة أنواع متميزة من النميمة، وهي الدردشة، والفضائح، والحديث عن المنزل، والنقد. علاوة على ذلك، يستخدم الشخصيات الذكور والإناث أربع وظائف للنميمة في محادثاتهم، بما في ذلك تقديم المعلومات، وتعزيز الصداقة، وتقديم الترفيه، والتأثير على الآخرين. تظهر نتائج هذه الدراسة أن النميمة ليست مقتصرة فقط على النساء. الشخصيات الذكور في الفيلم لديهم اتجاه للمشاركة في النميمة التي تكون مماثلة من حيث الطبيعة لتلك التي يشارك فيها الشخصيات الإناث.

تدعم هذه الدراسة الدراسات السابقة لساري (2015) ونبيلة (2019) من حيث نوعها ووظيفتها، ولكن هناك اختلافات طفيفة في طريقة التحليل. تحلل هذه الدراسة النوع والوظيفة بعد أن يجد الباحث السمات اللغوية أولاً. وهذا يجعل النتيجة تقدم مزيداً من الرؤى حول تبادل النميمة المصور في الفيلم، الذي يكون عبارة عن مزيج من سمات لغوية معينة تؤدي إلى أنواع ووظائف للنميمة تميل إلى نوع واحد أو وظيفة للنميمة. ومع ذلك، تختلف هذه الدراسة عن ثماني دراسات سابقة أخرى. يركز بحث ديفيس (2018)، وبورانين (2018)، وبراندفورد (2018)، وديغو (2022) على تحليل النميمة بالتركيز على موضوع النمامين. يستخدم أنور (2022) نظرية كوتس (1997) للكلام الذكوري والنسائي لدراسة النميمة. بالإضافة إلى ذلك، قامت دراسة أخرى من قبل إرزا (2022)، ونويني (2020)، وإبكار (2018) بدراسة الفروق الجنسية في الاتصال بدلاً من النميمة كما يفعل الباحث التحليلي. وهذا يجعل دراستي تبرز بين الدراسات السابقة.

ومع ذلك، هناك قيوداً على هذه الدراسة. النميمة المصورة في هذا الفيلم هي سرد مكتوب من قبل شخص واحد فقط، وهو المخرج أليكس هاردكاسل. وهذا يشير إلى أن حدوث النميمة ليس طبيعياً أو معبراً عن الحياة الواقعية. لذلك، يقترح الباحث أن الأبحاث المستقبلية يمكن أن تتعمق أكثر في أبعاد متعددة للنميمة التي تحدث شخصياً في حياة الأشخاص. يمكن للباحثين الذين يهتمون بتحليل النميمة توسيع نطاق أبحاثهم من خلال دراسة النميمة في العديد من السياقات، مثل تحليل وجودها في الحي السكني أو في بيئة العمل. علاوة على ذلك، قد يستخدم الباحثون المستقبلون الأطر النظرية البديلة المتعلقة بظاهرة النميمة. وبالتالي، لديهم القدرة على إنتاج نتائج متنوعة حول ظاهرة النميمة في المستقبل.

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a social phenomenon that is currently developing, gossip is considered something that is only done by women and is not a relevant activity for men. Gossip, which is the result of the use of a unified language, is consistently cited as a feature of women's speech, such as the quote from McAndrew (2017). This activity has a bad connotation, for example, empty or unimportant (Umer, 2017). Human beings in lots of societies are raised to agree with that woman speak more than man and that only woman do gossip. It is conventionally accepted that gossiping is something women do. According to research by Waddington (2022), on Google, an informal analysis of 100 images with the keyword 'gossip' was performed. It revealed that 62% of the images were of women gossiping, while only 7% were of men. The remaining 31% depicted male and female gossiping together. This research reinforces people's opinion that men do not gossip. Based on these data, gossip is getting stronger with activities attached to women.

Humans, as social beings, cannot be separated from language. The use of language will also always be different for each individual. Therefore, linguistic research must be carried out not only from the point of view of symbols but also from the people, namely gender (Jinyu, 2014). Gender differences are the most significant differences between humans. Xiufang (2013) stated that gender research is critical to the study of language, and the first step is to investigate the differences between men and women.

Thus, people of different sexes in their use of language will have their gender characteristics both sociologically and psychologically. Gender differences in sociolinguistics have both academic and practical meanings. It broadens the scope of research and deepens understanding of the universal laws of language. It also helps explain the factors involved in the internal changes in language development. Gender differences in language structure reveal the relationship between gender and language.

The researcher did this research based on researcher's interest in gossip because there are still many wrong stereotypes about gossip. The stereotype that gossip is attached to women only, even though men and women are equally dominant in doing so. Departing from this stereotype, the researcher's motivation increased to prove that gossip is not only done by women but also men.

According to Crossley (2020), linguistic features are characteristics that can be examined during a conversation. Linguistic features are essential because they provide information about how language is used and how meaning is conveyed through language. Phonetics (sounds), phonology (sound patterns), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics are examples of linguistic features (language use in context). Linguistic features are essential for a variety of reasons. The first one is for communication. Linguistic features are the foundation of language and are required for efficient communication. It would be difficult to express meaning and exchange information without a shared understanding of these characteristics. The second is for

comprehending language usage. Linguistic features help us understand how language is employed in various contexts and situations. Some sounds or phrases, for example, may have multiple meanings depending on the context in which they are employed. The third category is for language learning. Linguistic features are critical for language learning. Mastering the various aspects of a language, such as its sounds, grammar, and vocabulary, is required for proficiency in that language. The final one is for cultural comprehension. Linguistic features can also reveal information about a language's culture and history. For example, the use of specific phrases or expressions may reflect a community's ideals and ideas. Ultimately, linguistic features are significant because they assist us in efficiently understanding and using language, as well as providing useful insights on the nature of language and its significance in human communication and culture and that is why the researcher choose this topic as research.

The researcher chose *Senior Year* as the object because it is a comedy drama for teenagers, specifically high school students. There are a lot of statements in that phase that involve gossip, whether done by men or women. *Senior Year* is also employed by researchers since it gives them the impression that they are in an atmosphere and environment that is similar to that of the actual world. In terms of school life, this video also feels rational and natural for the broader audience to appreciate.

Several researchers have taken up similar topics regarding gossip, as the research conducted by Davis (2018). His study took a sample of 290 male and female participants and concluded that Women gossip about their physical look and

social record, while men gossip about their accomplishments. Another study was conducted by Poranen (2018) explains how gender can affect the goals to be achieved by a particular gender in the context of gossip using Tannen's theory (1990). A questionnaire was used to collect data from 63 female and 31 male respondents, and data from their responses were analyzed quantitatively and qualitatively. Respondents were asked about their habit of gossiping, their feelings approximately sharing personal troubles, and the maximum essential factors of a verbal exchange, amongst other matters. Another study was also conducted by Bradford (2018), which focused on the effect of gender on the topics discussed in gossip using theoretical results (Crothers et al, 2009; Farley et al, 2010; Jones, 1980) show that the type of gossip influences how we perceive gossipers. Furthermore, men and women are perceived differently depending on the type of gossip they engage in. Their study used a quantitative approach with 103 undergraduate students (40 male and 63 female) ranging in age from 18 to 40 years. In addition, Diego's research (2022) discusses how women gossip on social media. His study uses a qualitative approach and explains the function of gossip for women. Gossip for women serves to voice their voice over a problem and be able to express themselves and also helps release stress.

Several researchers have also examined gossip with the same object, namely films such as Maharani's research (2018), Anwer (2022), and Nabilah (2019). Maharani's research (2018) discusses the various types of gossip spoken by female characters in the third season of the sitcom *2 Broke Girls*. Her study employs a qualitative approach to investigate the various types of gossip, namely House-talk,

Bitching, Scandal, and Chat, based on Jones's theory (1980) and female collaborative style traits such as topic development, minimal response, hedging, questioning, and turn-taking suggested by Coates (2013). While Anwer (2022) analyzed gossip in the drama *Big Little Lies* using Johne's theory (1980) to identify four basic functional types of gossip, Foster (2004) about the function of using gossip and Coates's theory (1997) about the difference between male and female speech. His study aims to explore the most common situations in which gossip is used, the relationship between people who gossip, and the differences between the ways and frequency of men and women gossiping. Nabilah (2019) investigates how male and female characters in the film *Mean Girls* use gossip. She applied Jones and Foster's (1980) theory to this study using qualitative methods. According to her findings, both female and male characters in this film engage in four types of gossip, namely Chatting, Scandal, House Talk, and Bitching. Scandal is frequently used as a form of gossip in both sexes' conversations. Furthermore, in their conversations, female characters use four functions of gossip: providing information, enhancing friendship, entertaining, and influencing others. Male characters, on the other hand, use gossip for three purposes in their conversations: providing information, enhancing friendship, and influencing others.

In recent years, there has also been research on gender differences in communication, such as research conducted by Irza (2022) using a qualitative approach with Lakoff's theory (1975) to analyze comments from men and women on 9gag accounts on Instagram. From the analysis results, women and men have different characteristics in social media conversations. Sometimes the significant

difference between the sexes is usually women show themselves to be more supportive, polite, and expressive. Another study was also conducted by Nwaenyi (2020) on gender differences in the form of linguistic. It identifies and analyzes the conversations of male and female characters using Lakoff's theory (1975) in two Nollywood films. It was found that male and female characters use reinforcement and minimal response, but men use minimal responses more, not to show weakness, but to support and strengthen their points while women use reinforcement more because of the social role attached to them. Moreover, Ibkar (2018) also compare the differences between male and female language using Lakoff's theory (1975). His study found that males frequently use hedges, politeness, and empty adjectives. While females use more capitalized words and sentences to create an emphasis in real-life conversations. According to the findings of his study, males and females in social media or online conversations have slightly different speech characteristics. It is possible that mixed gender groups influence females' speech characteristics.

From previous research that has been done, most researchers put more emphasis on how women gossip, both types, topics, and functions. For this reason, the distinction and novelty in this current research is the presentation of linguistic features in the context of gender differences in gossip by taking the object of a film with the title "*Senior Year*." Sari (2015) said that both men and women enjoy gossiping. Men have the same intention in their social interactions to use gossip as a medium for conversation. In contrast, women are often renowned for their inclination to engage in gossip as a means of expressing their individuality in

various social settings. The identity has persisted to the present day, when women possess the agency to articulate their thoughts and emotions within a societal framework that influences their individuality.

The objective of this study is to provide a descriptive analysis of the linguistic differences between women and men in the context of gossip, as depicted in the film *Senior Year*. The purpose of this study was to investigate the linguistic features exhibited by individuals of different genders in their speech patterns and the substance of their discourse. This study aims to investigate the linguistic differences between women and men when engaging in gossip conversations pertaining to various themes. This research is significant as it encompasses not just linguistic aspects, but also provides valuable insights into the variations of language employed in social contexts. Furthermore, the objective of this study is to establish that gossiping is not solely a behavior exhibited by women, but rather guys engage in it as well.

B. Research Questions

Based on the background of the research above, the research questions that will be discussed in this study are:

1. What are the linguistic features of gossip across gender by female characters in Hardcastle's *Senior Year*?
2. What are the linguistic features of gossip across gender by male characters in Hardcastle's *Senior Year*?
3. How are the linguistic features across gender differ in the film *Senior Year*?

C. Significance of The Study

The author aspires for this research to make a valuable contribution to the pedagogy and acquisition of the English language, with a particular emphasis on its impact on readers.

1. For the Student

The findings of this study can inform students' understanding of gender disparities in language use. Students might learn from this research that not only women but also men engage in gossip, regardless in various forms and settings.

2. For English Lecturers

The findings of this study are anticipated to provide valuable insights for educators seeking to incorporate more references and learning materials in their English language instruction. This research focuses on the analysis of gossip, a prominent area within the field of sociolinguistics that is commonly engaged in by individuals.

3. Other Researchers

The findings of this study offer supplementary insights for future scholars interested in exploring similar domains, specifically the areas of gossip and gender disparities.

D. Scope and Limitation

The research is centered on the phenomenon of gossip that emerges during Hardcastle's Senior Year. The primary focus pertains to the linguistic features of gossip utilized by both female and male characters. The second

worry pertains to the nature of gossip statements. The aforementioned speech qualities may be construed as linguistic unit features that function to differentiate it from other comparable units during the act of gossiping. Numerous speech elements employed in the Senior Year exhibit are utilized in the context of gossip exchange among both female and male characters. The third issue is to the role of gossip within the domain of sociolinguistics, as observed in both female and male individuals. The researcher used Lakoff's (1975) theoretical framework in order to discern the linguistic characteristics, Jones' (1980) framework to differentiate between various types of gossip, and Foster's (2004) framework to examine the purpose or role of gossip.

E. Definition of Key terms

To assist the reader in understanding the contents of this study. The terms used in this study are defined as follows:

1. Gossip

According to Tannen (1990), rumor does not necessarily have to be negative; it can also be positive. It may include secrets and rumors, among other things. Moreover, you can gossip to your peers about your own personal life to keep them informed. It also facilitates the formation of relationships and trust with others.

2. Gender Difference

Gender differences are defined as biological differences between the sexes. In the context of language, gender differences are a sign of cognitive

differences. in line with Tannen (1990), gender variations in language end result from the exceptional conversational dreams of men and women. girls, in line with Tannen, have a provide-and-take fashion of talking and listening. men, then again, are more likely to lecture to set up authority

3. *Senior Year* movie

Senior Year is a comedy film of American origin, released in 2022, and directed by the esteemed director Alex Hardcastle. The narrative revolves around a middle-aged lady, aged 37, who emerges from a prolonged state of unconsciousness lasting two decades and resolves to reenroll in high school with the aim of obtaining her diploma.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Language and Society

Language is the natural ability of native speakers to comprehend and construct grammatically correct sentences. A language is a collection of (finite or infinite) sentences, each of which is composed of a finite number of elements (Chomsky, 1957, as cited in Lyons, 1981). Language variations can be seen when two or more people are communicating, especially in men or women who are doing it. When someone conveys something, they will do it in a different way even though what they are talking about is the same thing. This can happen because each individual has his own unique language variation in communicating which causes differences in his own characteristics and style in conveying something. Nevertheless, Tannen (1990) posited in her work titled "You Just Don't Understand" that communication encompasses more than the verbal expression of intentions. The mode of self-expression is of utmost importance and exhibits individual variability.

Cameron (1998) asserts that both men and women are participants within cultural contexts that are characterized by a pervasive presence of ongoing gender debate. Individuals acquire gendered patterns of speech and then replicate them in a mechanistic manner. However, they also acquire a more extensive range of gendered connotations associated with diverse speech patterns, which are interconnected in intricate ways. Consequently, individuals generate their own behaviors based on these connotations.

Language and society can be studied with sociolinguistics. Sociolinguistics itself, as the name suggests, comes from the word society and also language. The statement was also reinforced by Holmes. As defined by Holmes (2013), in her book "An Introduction to Sociolinguistics," the field of sociolinguistics examines the interplay between language and society. According to Wardhaugh (2006), sociolinguistics can be defined as the scholarly investigation that focuses on examining the intricate connection between language and society, aiming to gain insights into the mechanisms by which languages operate in the realm of communication. The field of language studies offers valuable insights into the comprehension of social dynamics and interpersonal communication.

Language and society are things that cannot be separated. This is reinforced by a statement from an expert in this field. Chaika (1982) argues that language and culture are deeply interconnected, making it challenging to fully understand either in isolation. Language has a pivotal role in shaping and being shaped by every human society, rendering no society independent of its influence. This elucidates a fundamental attribute of language that is crucial for fostering cohesion among expansive social collectives: the capacity to facilitate the transmission of knowledge. Ultimately, this constitutes the primary purpose of language. The primary purpose of social media is to oversee and regulate the activities occurring within an individual's social networks, thereby promoting and enhancing their interpersonal connections. In the interim, a society might be defined as a collective of persons who get together with a certain objective or objectives. Individuals utilize language as a means to reveal or obscure their own

identity, traits, and history, oftentimes without conscious awareness of such actions. Therefore, language has a crucial role in facilitating and sustaining many social structures. Language is employed in several domains such as law, religion, governance, education, and the family.

Sociolinguistic studies examine both language and gender from a scientific perspective. Gender is a concept used to identify differences between men and women that can be viewed from multiple perspectives, such as values and behavior. In sociolinguistic studies, language and gender have a very close relationship, and this also applies to language style differences. In contrast, women tend to use body language expression in a particular type of interaction in communication. An expression such as a phrase refers to how a woman typically expresses her body language through written language and text by employing certain characteristics of general communication on social media.

2. Hardcastle's *Senior Year*

Alex Hardcastle is a well-known British film and television director and producer. His professional background is predominantly focused on the television industry, where he has held positions such as director and producer of numerous television series and episodes. He has participated in productions across various genres, such as comedies and dramas. Anthology episodes have been directed by Alex Hardcastle for a number of renowned television series. His notable contributions include episode direction for "Your Family or Mine," "Parks and Recreation," "The Office," "Brooklyn Nine-Nine," and "Grace and Frankie." These comedies are widely acclaimed and appreciated by viewers. An

extensive body of work by Alex Hardcastle comprises comedic series and episodes. His reputation has been enhanced by his expertise in comedy, which has enabled him to capture humor and comedic timing on screen.

"Senior Year" is the latest work of Alex Hardcastle. The film chronicles the experiences of Stephanie, a blonde cheerleader who develops feelings for a football player but suffers a catastrophic injury during an acrobatic run resulting in a twenty-year coma. Twenty years after the event that transpired in 2000, she reawakens in the hospital bed where she had been incapacitated the entire time and resolves to complete all of her high school coursework, including the twelfth grade, under the same conditions.

The film "Senior Year" portrays a notable transformation in the cognitive perspective of the protagonist, Stephanie, subsequent to her emergence from a coma lasting two decades. Prior to the onset of her coma, Stephanie enjoyed significant popularity as a cheerleader, displaying a fervent preoccupation with attaining the esteemed title of prom queen and successfully completing her high school education. Nevertheless, upon regaining consciousness from her comatose state, Stephanie becomes cognizant of the fact that she has experienced a temporal gap of two decades and resolves to reenroll in high school with the intention of completing her final year of education and obtaining her diploma. Throughout the course of the film, Stephanie undergoes a transformative experience wherein she develops an enhanced appreciation for the current moment and the individuals in her immediate surroundings, thereby shifting her attention away from her previous aspirations. Furthermore, the film delves on

the juxtaposition between Stephanie's childlike mentality and her mature physicality, resulting in a series of comical circumstances.

3. Linguistic Features of Language

Language, being a medium of human communication, exhibits linguistic attributes that govern the interpretation of its content. While there are differences in the languages spoken by men and women, it is important to note that each gender possesses specific linguistic features. In accordance with Wardaugh's (2006) findings, linguistic variables or linguistic characteristics refer to elements within the framework of a language that possess many realizations. These realizations may vary across various speakers or even within the same speaker on different occasions. Therefore, linguistic traits assume a pivotal function in facilitating communication through language, since they ascertain the semantic significance of words.

The primary function of language is not alone to communicate the semantic content of uttered words, but also to serve as a means of discerning the gender of the speaker. There are discernible psychological differences between men and women, seen in various aspects such as their communication styles and strategies employed to exert influence on others. The communication and persuasive methods employed by individuals of different genders have significant ramifications for the contrasting styles exhibited by males and females (Merchant, 2012). In order to distinguish between the language patterns of women and men, it is observed that each gender exhibits distinct linguistic traits.

3.1. Linguistic Features of Women

According to Robert Lakoff (1975), there are five speech features of gossip found in women's utterances. Those are meaningless particles, neutral words, tag questions, requisite information, and requests. Meaningless particles are lexical items which do not have meaning. These features are often used as pause filler in the speech. Neutral word is an adjective that can be used by both men and women regardless of gender. It is used to convey something important. Tag questions are utilized when the speaker expresses an utterance but lacks complete assurance in saying it. The speaker desires confirmation and anticipates a response from the audience. A request may be in the same sense a polite command, in that it does not overtly require obedience, but rather suggests something be done as a favor to the speaker. Requisite information is a peculiar sentence intonation-pattern with the form of a declarative answer to a question, but with the rising inflection typical of yes-no questions, as well as being particularly hesitant.

Furthermore, according to Wardaugh (2006), there is evidence suggesting that women employ a greater frequency of polite forms and compliments compared to men. In interpersonal communication, women often exhibit a tendency to employ more polite language, irrespective of the gender of the individuals involved, in order to avoid conveying rudeness. According to Wardaugh (2006), there exists a psychological inclination among women to establish interpersonal connections with each other, characterized by mutual support and absence of competition. In the context of interpersonal

communication, it has been observed that women often exhibit a tendency to provide support for their partner's viewpoints while refraining from participating in direct argumentation against opposing perspectives, with the intention of minimizing potential emotional harm to others involved in the debate. In addition, they exhibit a wider range of answers, including expressions such as "mhm," "uh-huh," and "yeah," which are interspersed within the discourse of another individual. The provision of a feedback loop is proposed by Tannen (1990). According to Tannen (1990), women tend to exhibit more positive and passionate responses through agreement and laughter. The previously mentioned comments suggest that women exhibit attentiveness in their role as listeners.

According to Tannen's (1990) findings, it was observed that women engage in the act of telling jokes, albeit with less frequency compared to their male counterparts. In contrast to their male counterparts, women exhibited a preference for a more intimate audience size, typically consisting of one or two individuals, with a rare occurrence of exceeding three. It is uncommon for most males to openly share humorous anecdotes in public settings. In contrast, it is commonly observed that women tend to exhibit a tendency to decline when they are requested to engage in the act of delivering jokes in public settings or in the presence of a substantial audience. The act of entertaining individuals serves as a mechanism for fostering connections with them, and the act of sharing jokes can be regarded as a sort of bestowing, wherein the joke itself functions as a gift that elicits delight among the recipients (Tannen, 1990).

3.2. Linguistic Features of Men

There are noticeable differences in the speech patterns exhibited by men and women. According to Weatherall (2002), the speech delivered by the male individuals was regarded as rational, succinct, and relevant to the subject matter. According to Wardaugh (2006), in intergender discourse, males often exhibit a tendency to assert dominance by actively steering the conversation towards issues of their choosing and frequently employing categorical assertions. In a familial context, the father made a request to his cherished daughter to pursue her education in accordance with his preferences, disregarding the daughter's dissenting viewpoint. Subsequently, the father commenced exerting influence over their dialogues and endeavoring to convince his daughter to adhere to his recommendation. Furthermore, Tannen (1990) asserts that men exhibit higher levels of competitiveness and a greater propensity for confrontation.

The observed disparity in the number of replies from male listeners might be interpreted as a reflection of the communication techniques employed by men. Specifically, males tend to make statements instead of asking questions and engage in challenging rather than agreeing behaviors. These methods can be seen as a form of competition, analogous to that of beginner or aspiring speakers (Tannen, 1990). Unlike women, the majority of men exhibit a lack of concern towards the cultivation of their listening abilities. Males employ diverse methods to express their focus towards others. Tannen (1990) posits that the linguistic behavior of men is characterized by a tendency to employ the term "yeah" primarily as a means of indicating agreement.

Paradoxically, it is noteworthy that a woman is more susceptible to emotional harm when faced with a man's silence rather than his verbal communication. However, it is intriguing to observe that men tend to overestimate the influence of words, leading them to withhold negative ideas or emotions (Tannen, 1990). According to Tannen (1990), a prominent American linguist, it was observed that men tend to engage in the practice of sharing jokes. According to Tannen (1990), research indicates that there is a higher propensity among men to engage in joke-telling, and they tend to derive greater amusement when there are a minimum of two listeners present, with a preference for four or more. In various social contexts, individuals of the male gender have a greater propensity for engaging in humorous discourse, irrespective of the composition of the surrounding individuals in terms of their gender identity. According to Tannen (1990), the assertion that the act of delivering jokes constitutes a kind of self-expression does not necessarily suggest that it is motivated by selfishness or self-centeredness. There is an observable tendency for men to exhibit increased sociability and investment in a collective context while engaging in humorous exchanges with their peers.

4. Gossip

Gossip unwittingly is a part that can not be separated from the life of every individual, regardless of gender. Some linguists define gossip differently according to their respective views.

Foster (2004) define gossip as a context of congeniality is the exchange of personal information (positive or negative) in an evaluative way (positive or

negative) about absent third parties. Since any exchange requires at least two interlocutors to communicate, then such a kind of communication means that gossip is one of people's oral cultures in using language in speech community. Therefore, gossip is discussed in sociolinguistics because it deals with relationship between language and society.

Yerkovich (1977) characterizes gossip as a sort of social interaction that involves the strategic manipulation of information to portray others as morally questionable individuals during conversations. Moreover, gossip is closely linked to friendship as it serves a crucial role in the formation and strengthening of relationships within the context of friendship or intimacy.

Even when it comes to defining gossip, there are various definitions that contradict one other. Some believe that gossip is a female-dominated activity that is solely carried out by women. However, some have expressed their belief that men and women chatter in many ways.

According to Dunbar (1996), gossip can be characterized as a form of social and private communication. Within certain feminist critiques, gossip is often considered to be closely associated with the notion of "women's conversation" or more broadly, the act of engaging in dialogue among females. Dunbar has conducted an etymological analysis of the phrase, focusing specifically on its application to women. Moreover, there has been a proposition suggesting that the development of language can be attributed to its facilitation of gossip.

Johnson and Finlay (1997) argue that males also participate in the act of gossiping. The differentiation between male and female gossip lies in the

subject matter of the conversations initiated by men. According to his assertion, it is common for males to engage in discussions pertaining to sports throughout their interactions. In social settings, it is observed that women often engage in discussion by discussing their perspectives, personal anecdotes, and observations of others' conduct or life events, commonly referred to as gossip.

4.1. Type of Gossip

There are four types of gossip according to Jones (1980). Those types are house-talk, scandal, bitching and chatting. House-talk, according to Jones (1980), is a type of occupational discussion that involves a housewife discussing shopping. Furthermore, house-talk can be defined as the interchange of knowledge and resources connected to a people's roles in their work, where occupation refers to a position in the context of the topic of conversation, organization, and society.

The second type is scandal. According to Jones (1980) it entails verbally monitoring the behavior of other people. Persons in this form of chatter judge and criticize the actions of others. This form of gossip plainly demonstrates a human's interest in another's life. Domestic morality is a word used by mankind to condemn others.

The next type is bitching. This is an outward manifestation of people's rage about their limited role and low status. They only communicate their dissatisfaction to others in private. The person who bitch do not expect change; all they want is to air their grievances in an environment where their rage is recognized and expected.

The last is chatting. This type of gossip involves reciprocal self-disclosure and is the most personal. People engage in a transaction where they put the abilities they have acquired from caring for others to use. In chatting, one individual recounts a personal story with an emotional undercurrent as a form of parallel storytelling. The second person responds with her own distinctive story, which just repeats the core emotional substance.

4.2.Function of Gossip

Foster (2004) states that there are four functions of gossip, namely to give entertainment, to enhance friendship, to influence others, and to provide information. The purpose of gossip is determined by the gossip's own substance. But the majority of individuals frequently engage in gossip in unpleasant conversations about negative things. Actually, this is entirely incorrect. Gossip can be used to spread information, even though it's not always used to discuss the vices or wrongdoing of others. For men and women, the purpose of gossip varies in certain ways.

According to Foster (2004), gossip serves as an efficient and, at times, exclusive technique of acquiring or transmitting information. It is true that people can obtain or transmit a lot of knowledge through gossip, which can be both positive and detrimental for those involved. The one that can be seen clearly and has the purpose of disseminating information is the one that is presented on television. In addition to providing knowledge to the listener, the act of talking is likely to build intimacy between individuals involved in the gossip exchange (Levin & Arluke. 1987) When someone gossips about

another, it is often because they already have a close relationship with that individual or group.

Similarly, DeBacker, Nelissen, and Fisher (2007) found that gossip is commonly utilized to learn about a potential sexual rival, and that gossip is an important aspect of reproductive strategy. In other words, gossip serves the same purpose for both men and women: to learn more about their opposite gender. It is critical for both men and women to learn more about their opposite gender, especially when they first meet.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses the qualitative analysis approach. The type of qualitative method used by the researcher is descriptive qualitative that includes descriptions and qualitative data. Creswell (2017) asserts that a qualitative approach is used because all data can be acquired verbally and not number. Qualitative research generates data descriptions through the utilization of written or spoken words, derived from the observation of individuals or their behavior. Qualitative research methods aim to depict social phenomena through the implementation of a subjective approach methodology. Qualitative research also advances the idea of constructivist understanding by assuming an intention in a phenomenon and assuming the subject's actions.

This study analyzes every conversation made by each character in the film "*Senior Year*". This methodology was carried out to answer research questions namely, (1) What are the linguistic features of female characters in the film *Senior Year*? (2) What are the linguistic features of male characters in the film *Senior Year*? (3) How are the linguistic features across gender differ in the film *Senior Year*?

B. Data and Data Source

This study focused on the dialogues of the characters in *Senior Year* Movie that contain and reflect the phenomenon of rumor. The data consisted of linguistic features such as the words, phrases, and sentences spoken by the characters in this film. The data sources were extracted from the movie's script.

C. Data Collection

The data collection process is conducted in many steps by the researcher. The researcher will commence by engaging in a comprehensive analysis of the film, focusing specifically on dialogues between female and male characters that encompass instances of gossip. As a result, the researcher is able to concurrently track both the narrative and contextual elements of the video in order to get a thorough comprehension. Furthermore, the researcher will endeavor to ascertain the specific form of hearsay utilized by the characters in the film. The researcher intends to analyze and categorize the language attributes, typology, and communicative purpose of the characters' gossip discourse. The data document functioned as a reference for the procedures of processing, identification, and analysis. The diagram below illustrates the structure of a data page.

Table 3.1 Data Sheet of Gossip among Male and Female Characters in Senior Year

No	Code	Data	Linguistic Features	Types	Function	Explanation
<hr/>						

D. Data Analysis

To answer the research questions, dialogues from the film Senior Year were used to capture data. These are the conversations of the characters that are being analyzed based on theories regarding the linguistic characteristics of language used by both men and women, as well as gossip.

According to Ary, Jacobs, and Sorensen (2010), the first step in a discourse analysis is "specifying the phenomenon to be investigated". There are some important features in the discourse analysis technique that become necessary when analyzing the study's data. Only certain types of data can be analyzed using the discourse analysis technique. Jorgensen and Phillips (2002) said that, discourse analysis is a series of interdisciplinary approaches that can be used to explore many different social domains in many different types of studies. In this study, discourse analysis serves as an exploratory tool for a specific social domain.

This study will concentrate on the phenomenon of women's stereotyping in relation to gossip. Step two is to "select the medium from which observations will be made." Senior Year is chosen by the researcher as the medium for data collection. The concluding stage is "data analysis" (Ary, Jacobs, and Sorensen, 2010). After viewing the film, the researcher began to printscreen the dialogue spoken by the characters and analyze it based on theories about women's and men's gossip.

E. Research Instrument

According to Moleong (2006), the primary tool in qualitative research is the researcher. The researcher is the author of this investigation. The researcher's main task in this study was to organize, gather, examine, and provide the data on the linguistic features of Senior Year rumor among male and female characters. This is in line with Mathie's (2005) thesis, according to which the researcher serves as an interviewer, observer, facilitator, communicator, and data interpreter for all qualitative research methodology.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts. They are findings and discussion of data analysis. The finding present and analyze the frequency of occurrences of the linguistic features, as well as type and function of gossip used by both male and female characters in the film "*Senior Year*". The discussion then provides more explanation and description based on the findings. Some data examples are presented to encourage the description.

A. Findings

This section consists of three parts. The first part is related to the linguistic features of gossip that occurred among both male and female characters in "*Senior Year*". The second is about the types of gossip that used by both male and female characters in "*Senior Year*". Lastly, the third is about the functions of gossip both male and female characters in "*Senior Year*".

1. Linguistic Features of Gossip in Senior Year

According to Lakoff (1975) there are five linguistic features, they are Neutral Word, Meaningless Particle, Tag Question, Request, and Requisite Information that used by both male and female characters in "*Senior Year Movie*"

1.1. Linguistic Features of Gossip by Female Characters

In this section, the linguistic features of gossip by female characters in Hardcastle' *Senior Year* are explained.

a. Neutral Word

Neutral word is is an adjective that can be used by both men and women regardless of gender. It is used to convey something important. The following are some examples of neutral word by female characters in *Senior Year*.

Datum 1

Stephanie : I just want to be like the **populars**.

Lydia : Oh. What do they have, that you don't?

Stephanie : **Cool** hair. **Hot** clothes. Even **hotter** boyfriends.

In this datum, neutral word occur 4 times in stephanie's line. The first word is populars, the second one is cool, and the third is hot, then the last one is hotter. Stephanie used neutral word because she wants to express her desire to be like the popular people. Lydia asks what the populars have that Stephanie does not, to which Stephanie responds by mentioning aspects such as cool hair, hot clothes, and even hotter boyfriends.

Datum 2

Martha : Steph, how's your first day?

Stephanie : Oh my God, it's just been, like, so **amazing**. **Like**, just making new friends. Everyone's already **obsessed** with me.

Martha : That's so **great**. We strive for a welcoming environment here.

Datum 2 shows that neutral word occur 4 times. The first word is amazing, second is like, the third is obsessed, and the last is great. Stephanie used neutral

word to respond with enthusiasm, describing her day as amazing and expressing how she is making new friends and feeling admired by others. Martha used neutral word to acknowledge Stephanie's positive experience and comments on the welcoming environment they strive for.

b. Meaningless Particle

Meaningless particles are a kind of the speech features that include as unmeaningful words. These characteristics are utilized as pause fillers or as the speaker's expression when communicating. The explanation and examples of this speech feature by female characters are presented as follows.

Datum 3

Stephanie : **Oh my God. Duh**, no prob. **Oh**, also, there's gonna be a VIP room, and you're totally gonna be on the list. I mean it.

Seth : Fun.

The conversation above contain three meaningless particles, they are **oh my god**, **duh**, and **oh**. The female character, Stephanie used meaningles particle to show her intimacy with Seth. She mentions the presence of a VIP room and assures Seth that he will be on the guest list.

Datum 4

Martha : **Um**, look, I don't think the cheer squad needs a new member right now.

Stephanie : **Well**, that's wrong 'cause every cheer squad in the country would love to have me.

In this conversation both Martha and Stephanie used meaningless particle. For Martha is **um** and for Stephanie, it is **well**. In this conversation, Martha expresses her opinion that the cheer squad doesn't need a new member at the moment. Stephanie disagrees and asserts that every cheer squad in the country would love to have her. Stephanie's response indicates a sense of entitlement and superiority, implying that she believes she is highly desirable and valuable to cheer squads. In other words Martha used meaningless particle as a sign of doubt. While Stephanie used meaningless particle as a sign of confidence.

c. Tag Question

Tag questions are utilized when the speaker expresses an utterance but lacks complete assurance in saying it. The speaker desires confirmation and anticipates a response from the audience. The majority of the time, when a speaker uses tag questions, he or she is seeking a positive response from the audience (Cameron, 1990). When a statement in an utterance is terminated by the tag, it indicates that the utterance contains a query. In analyzing gossip data, the author discovers the following examples of tag questions by female characters in *Senior Year*.

Datum 5

- Stephanie : Did you hear Tiffany went behind my back and got the Activities Committee to make the prom king and queen song "Wherever You Will Go" by The Calling, **do you?**
- Seth : Uh, no. You know, that piece of gossip hasn't really trickle down to me yet.

Datum 5 shows that Stephanie used a tag question, **do you?**. In this conversation, Stephanie is sharing gossip about Tiffany, claiming that she went behind her back to manipulate the choice of the prom king and queen song. Stephanie perceives Tiffany's actions as a deliberate attempt to mess with her.

Datum 6

- Martha : Oh! she not wear her seat belt, **did she?**
- Mr. Conway : I don't think she did.

Datum 6 shows that tag question is occur in Martha's line, and that is she not wear her seat belt, **did she?**. In this conversation, Mr. Conway and Martha are discussing a situation where Stephanie did not wear her seat belt. Martha asked if Stephanie was wearing a seat belt and Mr. Conway mentions that he doesn't think Stephanie wore her seat belt.

d. Request

The speaker uses request to make his or her sentence courteous. Cameron (1990) says that when they ask someone to do something, it sounds more like a request than an order. This category is similar to a courteous command in that it suggests a favor to be performed for the speaker. The data of requests by female characters are presented and described as follows.

Datum 7

Stephanie : Hey! Oh my God, Seth, did you Fatone your hair? It looks so good!.**Dad, you didn't have to cook breakfast.**

Mr. Conway : You're about to graduate. We're not gonna have too many more of these breakfast opportunities.

The form request is in Stephanie's line and that is **Dad, you didn't have to cook breakfast**. The situation was Stephanie request her father to do not cook breakfast for her but acknowledging that Stephanie is about to graduate and they won't have many more breakfast opportunities together, Mr. Conway insist to cook the breakfast. This serves to enhance their father-daughter relationship, fostering emotional connection and bonding between them.

Datum 8

Tiffany : **I want you to beat Steph for prom queen!**

Bri : You said it rewards archaic gender roles.

Tiffany : Well, exactly, which is why you need to be the woke prom queen. I've already got interest from some brands, and they are supes into it.

Datum 8 contain a request and that is **I want you to beat Steph for prom queen!**. In this conversation, Tiffany is expressing her desire for Bri to beat Steph for prom queen. However, her reasoning is not based on genuine support or admiration for Bri. Instead, Tiffany's motives seem to be driven by personal gain and a desire to undermine Stephanie. She tries to persuade Bri by mentioning potential brand interest and using emotional manipulation

e. Requisite Information

This linguistic feature of gossip is a peculiar sentence intonation-pattern with the form of a declarative answer to a question, but with the rising inflection typical of yes-no questions, as well as being particularly hesitant. In the speech, the speaker intends to offer the listener the power of choice by using pertinent data. Below are the findings of requisite information by female characters in *Senior Year*.

Datum 9

Martha : **Did you just invite me to a party that's at my own house?**

Stephanie : Of course not. I'm inviting you to the VIP section. Seth will be there too. So you'll have someone to talk to.

Datum 9 shows that requisite information is employ by Martha, that is **Did you just invite me to a party that's at my own house?**. In this conversation, Martha questions Stephanie's invitation, expressing confusion about being invited to a party at her own house. Stephanie clarifies that Martha is actually being invited to the VIP section of the party. This refers to necessary details or facts that are shared in the conversation.

Datum 10

Stephanie : Wait, **Madonna's now called Lady Gaga?**

Mr. Conway : No.

Stephanie : But she looks exactly like Madonna.

Stephanie used requisite information in the first line that written **Madonna's now called Lady Gaga?**. Stephanie's initial statement seeks requisite information about whether Madonna is now called Lady Gaga. Mr. Conway's response provides the requisite information by stating "No," indicating that Madonna is not called Lady Gaga. Stephanie's subsequent statement expresses her perception that Lady Gaga looks exactly like Madonna. Martha's response acknowledges that Stephanie has had a lot to digest and promises to catch her up on things later.

Female characters in Senior Year used 113 linguistic features. Additionally, the results of the linguistic features employed by female characters in gossip during *Senior Year* were displayed in Table 4.1

Table 4.1 Linguistic Features of Gossip by Female Characters in Senior Year

No.	LINGUISTIC FEATURES	FREQUENCY	PERCENTAGE
1	Neutral Word	44	39%
2	Meaningless Particle	39	34%
3	Tag Question	9	8%
4	Request	11	10%
5	Requisite Information	10	9%
TOTAL		113	100%

Out of all the female character utterances that were analyzed, it is known that the female character in this movie used all linguistic features of gossip. The highest percentage rate was held by the neutral word at 39%, and it appeared with a frequency of 44. This made the neutral word the most frequently used linguistic feature among all others in gossip. Following the neutral word, the meaningless particle was the second most common, appearing 39 times with a percentage of 34%. Then, requests came in third with a percentage of 10% and a frequency of 11. Similar to requests, requisite information appeared 10 times with a percentage of 9%, placing it fourth or second-to-last in this movie. Finally, a tag question appeared in the last position, occurring just 9 times and having a percentage of 8%, making it the least used among the other linguistic features of gossip.

1.2. Linguistic Features of Gossip by Male Characters

In this section, the linguistic features of gossip by male characters in Hardcastle' *Senior Year* are explained.

a. Neutral Word

Neutral word is is an adjective that can be used by both men and women regardless of gender. It is used to convey something important. The following are some examples of neutral word by male characters in *Senior Year*.

Datum 11

Blaine : Um, most of the football team's already said yes to going to a **different** party. But this one has a **heated** pool and a **live** band.

Stephanie : What? Whose party?

Datum 11 shows that neutral words in Blaine's line are **different**, **heated**, and **live**. Blaine used neutral word in this conversation to inform Stephanie about a different party that most of the football team will be attending. He mentions the amenities at the party, including a heated pool and a live band.

Datum 12

Seth : We both were working at the **National** Archives in DC. And when we split up, I needed a change. So Martha got me a job at Harding, and here I am. Trust me, being **close** to 40 and back at my high school isn't exactly where I wanted to be, but...

Stephanie : Oh. Tell me about it!

In datum 12 there are 2 neutral words that are used by Seth. He used neutral word to share his personal experience and explains how he ended up working at Harding. Seth used the word **National** and **Close** to convey his story.

b. Meaningless Particle

Meaningless particles are a kind of the speech features that include as unmeaningful words. These characteristics are utilized as pause fillers or as the speaker's expression when communicating. The explanation and examples of this speech feature are presented as follows.

Datum 13

- Mr. Conway : You think I'll let you drink and drive with my daughter?
- Seth : **Oh, well**, I'm actually not driving. We're taking a Lyft.
- Mr. Conway : **Oh**, cool. Though I suspect Stephanie would prefer not to spend her prom evening with a drunken fool.

The meaningless particles that is presented in bold are **oh**, and **well**. In this conversation, Mr. Conway expresses his concern about Seth drinking and driving with his daughter, Stephanie, during prom. He wants to ensure Stephanie's safety and implies that she would prefer not to spend her prom evening with someone who is drunk. Thus, both Seth and Mr. Conway used meaningless particle because hesitate to reply to the conversation.

Datum 14

- Yaz : This is all kinds of illegal. **Oh my God**, they're gonna make a Netflix documentary about me.
- Neil : **Well**, wait. Okay, think about that. That could be really cool. That... that could be epic Look how well it turned out for Tiger King.

The meaningless particle in the datum occurs 2 times by Yaz and Neil. Yaz used meaningless particle as an exclamation of disbelief. While Neil used meaningless particle as a hesitation to explain.

c. Tag Question

Tag questions are utilized when the speaker expresses an utterance but lacks complete assurance in saying it. The speaker desires confirmation and anticipates a response from the audience. The majority of the time, when a speaker uses tag questions, he or she is seeking a positive response from the audience (Cameron, 1990). When a statement in an utterance is terminated by the tag, it indicates that the utterance contains a query. In analyzing gossip data, the author discovers the following examples of tag questions.

Datum 15

Mr. Conway : You drive here every morning
just so Stephie can drive you to school. You think I'm an idiot,
do you?

Seth : No, sir. It's really hard to find the right time. And
what about Blaine?

The tag question occurred in Mr. Conway's line and that is You think I'm an idiot, **do you?**. In this conversation, Mr. Conway is discussing his knowledge or suspicions about Seth's relationship with his daughter, Stephanie, and questioning whether Seth will ask Stephanie to the prom.

Datum 16

- Seth : It get exhausting trying to make everybody like you all the time, **does it?**
- Stephanie : Well, it will be worth it when I win prom queen.

Datum 16 shows that tag question appeared in Seth's line and that is It get exhausting trying to make everybody like you all the time, **does it?**. In this conversation, Seth expresses his frustration with Stephanie's constant efforts to be liked by everyone and her focus on winning prom queen.

d. Request

The speaker uses request to make his or her sentence courteous. Cameron (1990) says that when they ask someone to do something, it sounds more like a request than an order. This category is similar to a courteous command in that it suggests a favor to be performed for the speaker. The data of requests are presented and described as follows.

Datum 17

- Stephanie : Oh, okay. I don't really need to. I know my way around.
- Mr. Tapper :Oh, **come on**, it's fun. I have nothing else to do.

Request in the datum occurs in Mr. Tapper's line, **come on**. In this conversation, Mr. Tapper and Stephanie engage in a friendly exchange about Stephanie's orientation at Harding. Mr. Tapper suggests showing her around, and Stephanie expresses her familiarity with the place.

Datum 18

Yaz : You and Blaine have an awesome daughter who's so smart and way cooler than what you and I ever were. **Stop competing with her.** There's enough room for both of you. There's enough room for all of us. We don't need to fight with each other.

Tiffany : You're right.

The request is occurs in Yaz's line that written . **Stop competing with her.** In this conversation, Yaz engages in a conversation with Tiffany, expressing her perspective on the dynamics between Stephanie, Blaine, and their daughter. Yaz encourages Tiffany to stop competing with Stephanie and emphasizes the importance of unity and support among them.

e. Requisite Information

This linguistic feature of gossip is a peculiar sentence intonation-pattern with the form of a declarative answer to a question, but with the rising inflection typical of yes-no questions, as well as being particularly hesitant. In the speech, the speaker intends to offer the listener the power of choice by using pertinent data.

Datum 19

Mr. Conway : So, **are you going to ask my daughter to the prom or not?**

Seth : Me? What? No, I don't know what you're talking about.

Datum 19 shows that requisite information that occurred is **are you going to ask my daughter to the prom or not?**. In Mr. Conway's statements, he provides

requisite information about Seth driving to their house every morning for Stephe to drive him to school. Seth also raises the question of finding the right time to ask Mr. Conway's daughter to the prom and mentions Blaine, potentially referring to another person involved in the situation.

Datum 20

Blaine : **Who's that at the door?**

Tiffany : It was... Stephanie Conway.

Blaine : She's awake? Ah, yes. Perfectly preserved.

In datum 20, Blaine employ requisite information that written **Who's that at the door?**. In this conversation, Blaine and Tiffany discuss the arrival of Stephanie Conway at their door. Blaine expresses surprise that Stephanie is awake and makes a comment about her being perfectly preserved.

A total of 57 linguistic features found were use by male characters in *Senior Year*. Furthermore the findings of the linguistic features of gossip by male characters in *Senior Year* are presented in Table 4.2

Table 4.2 Linguistic Features of Gossip by Male Characters in Senior Year

No.	LINGUISTIC FEATURES	FREQUENCY	PERCENTAGE
1	Neutral Word	33	58%
2	Meaningless Particle	17	30%
3	Tag Question	2	3%
4	Request	2	3%
5	Requisite Information	4	7%
TOTAL		58	100%

Similar to the female characters, males also employed all linguistic features of gossip in this movie, but in smaller quantities. Neutral words were the ones that appeared most frequently, just like what happened with female characters, with an appearance of 33 times or 58% of the total. This made the neutral word account for more than half of the total analyzed data. In second place, there were meaningless particles with 17 occurrences and a percentage of 30%. Requisite information came third, appearing 4 times. Tag questions occurred 2 times, making up 3% of the total data and ranking fourth on the list. Finally, the last position was held by requests, appearing just 2 times or 3% of the total percentage.

2. Types of Gossip in *Senior Year*

Jones (1980) classifies four categories of gossip: House Talk, Scandal, Chatting, and Bitching. This section contains a discussion of the varieties of gossip spoken by female and male characters in the film. The following is presented for further discussion.

2.1.Types of Gossip by Female Characters

In this section, the types of gossip by female characters in Hardcastle' *Senior Year* are explained.

a. Chatting

Chatting is a form of gossip in which the speaker reveals something emotional or even something that make they happy, followed by an emotional or supportive

response from the recipient. In the film, both male and female characters use this type of gossip. The discussion about this kind of gossip is presented below.

Datum 21

Martha : Ew. He shouldn't do that to you.

Stephanie : It's called love, Marth. That's what couples do. When you get a boyfriend, you'll understand.

The usage of Chatting as gossip by female character in the movie is showed in this conversation. In this conversation, Martha expresses her disapproval of something that someone is doing to Stephanie, likely within the context of a romantic relationship. Stephanie responds by explaining that it is a normal part of being in a couple and implies that Martha will understand when she has a boyfriend of her own. This exchange seems to involve sharing personal viewpoints and experiences without engaging in negative or scandalous gossip.

Datum 22

Stephanie : Marth, oh my God, what is that, a tiny TV?

Martha : No. No, Steph, this is my cell phone.

Stephanie : Oh my God. Whoa! Really? That is very cool. I always knew you'd be some high-powered, Sex and the City businesswoman.

Other conversation which shows the usage of Chatting as gossip by female character in the movie is showed above. In this conversation, Stephanie expresses surprise and admiration for Martha's cell phone, mistaking it for a tiny TV. Martha clarifies that it is indeed her cell phone. Stephanie then reacts with excitement,

commenting on how cool it is and expressing her belief that Martha would become a successful and powerful businesswoman.

b. House Talk

House Talk is a type of gossip provided by both male and female characters in the film. House Talk is a sort of gossip used by women to demonstrate their status or function in the conversation. This form of gossip demonstrates a woman's demand for recognition and support toward the recipient. According to some experts, women tend to communicate their thoughts towards each other, and this form of gossip demonstrates how women try to display and convey what they think about themselves to others. The major goal of this form of gossip is to obtain the recipient's recognition. In the film, both female and male characters employ House Talk as a form of gossip. The following is an explanation of this form of gossip.

Datum 23

- Martha : With no winners, there aren't any losers. I've made a school with no losers.
- Stephanie : But everybody was just talking to me about how much they want prom queen.
- Martha : Steph, if all the students want it back, they know they can petition for it. But so far no one has.

The gossip in this conversation would fall under the category of "house-talk." House-talk gossip typically revolves around discussions and decisions related to the school or community environment. In this conversation, Martha is discussing her decision to eliminate the prom queen title, stating that she has created a school

with no losers. She explains that if students want the prom queen title back, they have the option to petition for it, but no one has done so thus far. Martha's focus is on the school's policies and decisions, and she is addressing the concerns and opinions of the students. Stephanie, on the other hand, brings up the topic of prom queen, indicating that people have been talking to her about their desire for it. This can be seen as a form of chatting gossip, where casual conversations and information sharing take place. Overall, the conversation primarily revolves around the school's decision regarding the prom queen title and the students' opinions on the matter.

Datum 24

- Martha : Steph, this may come as a shock to you, but for most kids, high school sucks.
- Stephanie : I don't know why you're acting like we didn't have the same experience. High school was awesome!
- Martha : Freshman year, you bailed on Seth and I to go be some popular girl.
- Stephanie : No, I didn't bail. I just got more friends and a really hot boyfriend. Seriously, if you'd had a boyfriend, you would have understood.

Based on the categorization provided by Deborah Jones, the gossip in this conversation would fall under the category of house talk. In this conversation, Martha and Stephanie are discussing their experiences in high school. Martha expresses the view that high school generally sucks for most kids, implying a negative sentiment. Stephanie disagrees and defends her own experience, claiming

that high school was awesome for her. They engage in a back-and-forth conversation where they share their contrasting perspectives on high school.

c. **Scandal**

Scandal is the type of gossip typically associated with women, this type of gossip is only used by female characters in the film. This type of gossip entails the verbal policing of the behavior of other women. Women have a tendency to evaluate the aspect and behavior of others. This type of gossip represents this style of conversation. This section provides additional information regarding this category of gossip.

Datum 25

- Martha : If my parents find out I gave you the keys to our lake house for a party, they'll ship me off to a convent before I even make it to Wesleyan. My grandfather built that with his hands. If anything happens.
- Stephanie : Oh my God, I promise you have nothing to worry about. You're the best. Thank you so much, Marth. You know you're invited, right?

The gossip in this conversation would fall under the category of "scandal." Scandal gossip involves discussions about potentially controversial or morally questionable actions or events. In this conversation, Martha expresses her concern about giving the keys to their lake house for a party, fearing the consequences if her parents find out. She mentions the significance of the lake house, as it was built by her grandfather. The mention of potential repercussions and the importance of the

house aligns with the concept of scandal gossip. Stephanie's response, while not explicitly engaging in scandal gossip, acknowledges Martha's concern and reassures her that everything will be fine. Stephanie also expresses gratitude and extends an invitation to Martha, which could be seen as a form of positive gossip or socializing.

Datum 26

Stephanie : That's not Deanna Russo's husband. Who is that?

Martha : Um...

Stephanie : Oh my God. I know that ass anywhere. That's Blaine.

Based on the categorization provided by Deborah Jones, the gossip in this conversation would fall under the category of "scandal." Scandal gossip involves discussions that revolve around controversial or shocking information about individuals or events.

In this conversation, Stephanie raises a question about the identity of a person, expressing surprise or disbelief that the person is not Deanna Russo's husband. Martha, seemingly unsure, responds with "Um...". Stephanie then recognizes the person in question and confidently identifies them as Blaine, exclaiming, "Oh my God. I know that ass anywhere." The conversation involves speculating about someone's identity and potentially uncovering a scandalous situation where Blaine, who is known to Stephanie, is connected to Deanna Russo. The tone of surprise and the mention of recognizing someone's physical features suggests a scandalous element to the gossip.

Datum 27

Stephanie : Guys, when I was in high school, all the popular kids treated me like shit until I showed them how cool I was, which is so cool that the most popular girl in high school, her boyfriend dumped her for me. And you know who that was, do you?

Janet : Who?

Stephanie : Bri's mom and that guy Bri's dad.

This datum would fall under the category of "scandal." Scandal gossip typically involves sharing or discussing shocking or controversial information about others, often related to their personal lives or relationships. In this conversation, Stephanie shares a story from her high school days where she claims to have become cool and gained the attention of the most popular girl's boyfriend. The revelation that the boyfriend who dumped the popular girl is Bri's dad adds a scandalous element to the story. The conversation revolves around sharing provocative information about past relationships and potential drama, which aligns with the category of "scandal" gossip.

Datum 28

Stephanie : Um, I've got to go and get some votes. I don't know whether you guys saw, but Bri's mom is, like, totally trying to rig the election.

Janet : Oh! Oh, hell, no! I will not stand for voter suppression. We're gonna go help spread the word.

According to Deborah Jones' classification, the gossip in this dialogue falls under the category of "scandal." Scandalous gossip often entails the dissemination or discussion of contentious or surprising facts that may involve deception,

misconduct, or unethical activity. Stephanie brings up the notion that Bri's mother is attempting to rig the election in this exchange, implying a scandalous situation. Janet's strong reaction and willingness to spread the message highlight the scandalous nature of the gossip being shared.

d. Bitching

The form of gossip in which the speaker expresses anger at the behavior of others is known as bitching. This form of gossip reveals how the speaker expresses anger and dissatisfaction towards others. In the film, both female and male characters use this form of gossip in their conversations. The finding of bitching gossip by female characters in *Senior Year* are showed below.

Datum 29

Stephanie : For the last time, Tiffany, I won cheer captain fair and square, and you and Blaine were broken up when we got together. I don't cheat. So why do you continue to be the butt-roids on my... butt?

Tiffany : I don't know what you're talking about.

This datum is the example of bitching as a gossip. In this conversation, Stephanie confronts Tiffany and asserts that she won the cheer captain position fairly, implying that Tiffany has accused her of cheating. Stephanie further expresses her frustration with Tiffany's behavior, referring to her as the "butt-roids" on her "butt." This exchange involves the expression of negative feelings, making accusations, and engaging in a confrontational tone, which aligns with the concept of bitching gossip.

Datum 30

Stephanie : I've been planning mine for months.

Tiffany : You mean the one you have to throw at Barfa's family lake house cause you live in a shanty.

Stephanie : Her name is Martha, and she hasn't thrown up on herself since the eight grade, **so...** cancel your party!

Tiffany : Sorry.

Based on the categorization provided by Deborah Jones, the gossip in this conversation would fall under the category of bitching. In this conversation, Stephanie mentions that she has been planning her own party for months. Tiffany responds by making a derogatory comment about Stephanie's living situation, referring to her home as a "shanty" and implying that it is inferior to Barfa's family lake house. Stephanie defends her friend Martha and counters Tiffany's comment by mentioning that Martha hasn't thrown up on herself since the eighth grade and suggests that Tiffany should cancel her own party. The conversation involves insults, personal attacks, and attempts to belittle each other, which aligns with the concept of bitching gossip.

A total of 42 conversational data from the film *Senior Year* have been analyzed. Furthermore the findings of the types of gossip by female characters in *Senior Year* are presented in Table 4.3

Table 4. 3 Types of Gossip by Female Characters in Senior Year

No.	TYPE	FREQUENCY	PERCENTAGE
1	Chatting	17	41%
2	Bitching	14	33%
3	House talk	6	14%
4	Scandal	5	12%
TOTAL		42	100%

Table 4.3 above show that although the types of gossip used is not the same in each type, the female characters here in *Senior Year* use all types of gossip. Chatting is the most frequently used by female characters with 17 occurrences and 41% percentage. In the second place there is bitching that occurred 14 times out of 42 data or percentage of 33%. After that, house talk ranks the third. It differs significantly in number from bitching in second place, house talk appeared 6 times or the same as 14% percentage. Finally, the type of gossip that appeared most rarely is scandal. Scandal only occurred 5 times or just 12% out of 100% data.

2.2.Types of gossip by Male Characters

In this section, the types of gossip by male characters in Hardcastle' *Senior Year* are explained.

a. Chatting

Chatting is a form of gossip in which the speaker reveals something emotional or even something that make they happy, followed by an emotional or supportive response from the recipient. In the film, both male and female characters use this type of gossip. The discussion about this kind of gossip by male characters are presented below.

Datum 31

- Seth : Oh, come on, you used to pull this with me and Marth all the time in high school. You'd use our attention to make the popular kids crave yours.
- Stephanie : Um, did I?
- Seth : Yes. We always wondered if those kids ever got to really meet you. Like, the real you.

Datum 31 above shows the usage of chatting as a gossip by the male character. In this conversation, Seth and Stephanie reminisce about their high school days and discuss Stephanie's behavior towards them and the popular kids. They engage in a friendly conversation, reflecting on past experiences and questioning Stephanie's actions. The tone is conversational and non-confrontational, aligning with the characteristics of chatting gossip.

Datum 32

- Yaz : Because nobody's gonna sign this unless Bri Luvs signs it.
- Stephanie : Who?
- Yaz : Her. Bri Luvs. That's just her name on social media. She's got, like, three million Instagram followers.

Based on Deborah Jones's categorization, the gossip in this conversation can be classified as "chatting." Chatting refers to casual and informal conversations that involve sharing information, making small talk, or engaging in light-hearted discussions. In this conversation, Yaz and Stephanie discuss Bri Luvs, a social media personality with a significant following on Instagram. They exchange information about her online presence and the importance of her endorsement for signing a petition. The conversation is light-hearted and focuses on sharing

information rather than engaging in negative or scandalous gossip, aligning with the nature of chatting gossip.

b. House Talk

House Talk is a type of gossip provided by both male and female characters in the film. House Talk is a sort of gossip used by women to demonstrate their status or function in the conversation. This form of gossip demonstrates a woman's demand for recognition and support toward the recipient. According to some experts, women tend to communicate their thoughts towards each other, and this form of gossip demonstrates how women try to display and convey what they think about themselves to others. The major goal of this form of gossip is to obtain the recipient's recognition. In the film, both female and male characters employ House Talk as a form of gossip. The following is an explanation of this form of gossip by male characters.

Datum 33

- Mr. Conway : You think I'll let you drink and drive with my daughter?
 Seth : Oh, well, I'm actually not driving. We're taking a Lyft.
 Mr. Conway : Oh, cool. Though I suspect Stephanie would prefer not to spend her prom evening with a drunken fool.

The gossip in this conversation can be classified as house-talk. House-talk gossip typically involves discussions or concerns related to family matters, relationships, and personal lives. In this conversation, Mr. Conway expresses his concern about Seth drinking and driving with his daughter, Stephanie, during prom.

He wants to ensure Stephanie's safety and implies that she would prefer not to spend her prom evening with someone who is drunk. The conversation revolves around personal relationships and parental concerns, fitting the characteristics of house-talk gossip.

Datum 34

Mr. Conway : I know you used to roll your eyes whenever Mom would compliment you, tell you how amazing, beautiful, wonderful you were, like she had to say it 'cause she was Mom, but she wanted to because she believed it, deeply. One of the last things she said to me was to make sure that you knew how to receive love. And I spent every day of your coma wondering if I messed up.

Stephanie : Thanks, Dad.

Datum 28 above can be classified as house talk based on Jones's theory. In this conversation, Mr. Conway shares a heartfelt message with Stephanie, reminiscing about her mother's compliments and expressing his concern about her ability to receive love. He conveys his thoughts and emotions related to their family dynamics and the impact of Stephanie's coma on their relationship. Stephanie responds with gratitude, acknowledging her father's words. The conversation centers around personal matters within the family, aligning with the characteristics of house-talk gossip.

c. Bitching

The form of gossip in which the speaker expresses anger at the behavior of others is known as bitching. This form of gossip reveals how the speaker expresses

anger and dissatisfaction towards others. In the film, both female and male characters use this form of gossip in their conversations. The finding of bitching gossip by male characters are showed below.

Datum 35

- Seth : Just to be clear, this is a way for people to pretend their life and skin texture is better than it is.
- Stephanie : Is that what you've posted this picture of you with this random hot chick?
- Seth : No, that's my ex-fiancée Diana.

The gossip in this conversation can be classified as bitching. Bitching gossip involves talking negatively or critically about someone or something. In this conversation, Seth and Stephanie discuss the motives behind people posting on social media. Seth suggests that people use social media to create an illusion of a better life and appearance. Stephanie then brings up Seth's own social media post featuring a picture with a random attractive woman, questioning his intentions. The conversation involves a critical tone and discussing others' actions, fitting the characteristics of bitching gossip.

Datum 36

- Seth : It wouldn't have mattered, because prom doesn't matter, especially not prom queen.
- Stephanie : You maniac.
- Seth : Come on, Steph. You will yourself out of a coma, and that's what you care about?

This datum also shows the usage of bitching as a gossip. In this conversation, Seth expresses his opinion that prom and the title of prom queen are not important. He criticizes Stephanie's focus on such trivial matters, particularly given her recent recovery from a coma. Stephanie reacts with disbelief, calling Seth a "maniac." The conversation involves a negative tone and criticism of Stephanie's priorities, aligning with the characteristics of bitching gossip.

A total of 20 conversational data from the film *Senior Year* have been analyzed. Furthermore the findings of the types of gossip by male characters in *Senior Year* are presented in Table 4.4

Table 4.4 *Types of Gossip by Male Characters in Senior Year*

No.	TYPE	FREQUENCY	PERCENTAGE
1	Chatting	8	40%
2	Bitching	7	35%
3	House talk	5	25%
4	Scandal	0	0%
TOTAL		20	100%

In contrast with the female, male characters in this movie do not employ all types of gossip. Sequentially, chatting is the most frequently used in this movie with a total of 8 appearances out of 20 analyzed data, or a total of 40%. Bitching is in the second place with only a number away from the first rank, which is 7 occurrences or 35% of the data. Then, there is a house talk with 5 appearances or 25% of the data.

3. Functions of Gossip

Foster's (2004) theory regarding the functions of gossip was utilized to analyze the data. Foster states that there are four functions of gossip, including Enhance Friendship, Provide Information, Influence Others, and Give Entertainment. Through this discussion, the movie's female and male characters' gossiping functions are revealed.

3.1. Functions of Gossip among Female Characters

In this section, the functions of gossip by female characters in Hardcastle's *Senior Year* are explained.

a. Enhance Friendship

One of purposes of having gossip with other people is to enhance friendship with people. It indicates that the purpose of their conversation is to strengthen and deepen their relationship. Some of the characters' dialogue in the film reveals this function as their purpose. The explanation about Enhance Friendship as the functions of gossip which were used by female characters in the movie is presented below.

Datum 37

- Stephanie : Seth, I would love for you to come to my after-prom party.
- Seth : Oh, wow. Yeah, cool. Thanks, Steph.
- Stephanie : Oh my God. Duh, no prob. Oh, also, there's gonna be a VIP room, and you're totally gonna be on the list. I mean it.
- Seth : Fun.

Based on the functions of gossip described by Foster (2004) the most suitable function for this gossip would be to enhance friendship. Stephanie's response to Martha's question aims to enhance their friendship. By inviting Martha to the VIP section of the party and mentioning that Seth will be there as well, Stephanie is offering Martha a social opportunity and someone to talk to. This gesture implies a desire to include Martha and strengthen their friendship bond by ensuring she has a positive social experience at the event. While the gossip in this conversation may also involve providing information (Stephanie clarifying that she's not inviting Martha to a party at her own house) and potentially influencing others (Stephanie's invitation could influence Martha's decision to attend the event), the primary focus appears to be enhancing their friendship by extending a social invitation and facilitating a connection with Seth.

Datum 38

Martha : Steph, how's your first day?

Stephanie : Oh my God, it's just been, like, so amazing. Like, just making new friends. Everyone's already obsessed with me.

Martha : That's so great. We strive for a welcoming environment here.

This datum shows the example of to enhance friendship as the function of gossip. In this conversation, Martha asks Stephanie about her first day, showing an interest in her well-being and creating an opportunity for Stephanie to share her positive experiences. Stephanie responds enthusiastically, expressing her excitement and the positive reception she has received from others. By sharing her positive experiences, Stephanie strengthens her bond with Martha and enhances

their friendship. The gossip serves as a means to foster a closer connection and build rapport between them.

b. Provide Information

Getting information from the person we are speaking to is the major reason we chat to them. One of the purposes of gossip, which is utilized by both the male and female characters in the film, is to provide information. This function is sometimes used by the characters in dialogue as a means of engaging in social interaction. The use of the "provide information" function by female characters in the film as a sort of gossip is discussed below.

Datum 39

Stephanie : Um, and they give you a fancy cell phone for that?
 Mr. Conway : Oh, they're common now. Even I have one.
 Stephanie : Oh. Okay.
 Martha : That do much more than just call people. You could also watch the news.

This is the example of provide information as the function of gossip. To enhance friendship: Stephanie's response to Martha's revelation about her cell phone can be seen as an attempt to enhance their friendship. Stephanie expresses surprise and excitement, complimenting Martha's choice of technology and complimenting her by saying she always knew Martha would be a successful, high-powered businesswoman like those portrayed in the TV show "Sex and the City." This response aims to strengthen their friendship by acknowledging Martha's achievements or aspirations and showing support for her. While this gossip may

also involve providing information (Martha clarifying that the object is her cell phone) and potentially making social comparisons (Stephanie comparing Martha to successful businesswomen from the show), the main emphasis is on enhancing their friendship through positive affirmation, admiration, and shared enthusiasm. Stephanie's comments aim to foster a closer bond and convey her belief in Martha's potential success.

Datum 40

Stephanie : Wait, why are you living here with Blaine? I don't get it.

Tiffany : This is mine and Blaine's dream house, so...

Stephanie : Why are you here?

Tiffany : It's a long story. Our parents got it for us as a wedding gift and... Well, that's it. The end.

Stephanie : No, you shut your face.

The primary focus of this gossip is to provide information about the living arrangements and circumstances between Stephanie, Tiffany, and Blaine. Stephanie expresses confusion and asks why Tiffany is living with Blaine. Tiffany responds by explaining that the house is their dream house and was given to them as a wedding gift by their parents. Stephanie then dismisses Tiffany's response with a retort. The conversation revolves around exchanging information about the living situation and the backstory behind Tiffany and Blaine residing together. While there may be elements of enhancing friendship (Stephanie and Tiffany engaging in conversation) and potentially making social comparisons (discussing the gift of a dream house), the primary function is to provide information about the living arrangement and Tiffany's explanation for it.

c. **Influence Others**

Influence others is identified as a function of female-favored gossip. According to Foster (2004), Influence Others is capable of forming friendships. This function of gossip is to influence the recipient to do what the speaker desires. Some of the conversation between the characters serves this function. Female and male characters in the film Influence Others use gossip as a means of influencing others. Below is a description of this function by female characters.

Datum 41

Martha : Ew. He shouldn't do that to you.

Stephanie : It's called love, Marth. That's what couples do. When you get a boyfriend, you'll understand.

Based on the functions of gossip described by Foster (2004) the most suitable function for this gossip would be to influence others. Stephanie's response, "It's called love, Marth. That's what couples do. When you get a boyfriend, you'll understand," suggests an attempt to influence Martha's perspective or behavior. Stephanie is presenting her viewpoint that the behavior Martha finds objectionable is a normal part of being in a romantic relationship. By stating that Martha will understand when she gets a boyfriend, Stephanie is implying that her perception might change once she experiences a similar situation. While the gossip in this conversation may also have elements of providing information (Martha expressing her opinion) and enhancing friendship (Stephanie using a nickname and trying to relate to Martha's future experiences), the primary focus appears to be influencing Martha's understanding and potentially shaping her beliefs about relationships.

Datum 42

Martha : Um, look, I don't think the cheer squad needs a new member right now.

Stephanie : Well, that's wrong 'cause every cheer squad in the country would love to have me.

In this conversation, Martha expresses her opinion that the cheer squad doesn't need a new member at the moment. Stephanie, on the other hand, confidently disagrees and asserts that every cheer squad would love to have her. Stephanie's statement can be seen as an attempt to influence Martha's perception and persuade her to reconsider her opinion. By asserting her desirability as a cheer squad member, Stephanie aims to sway Martha's perspective and potentially change her mind about the need for a new member. The gossip serves as a means to influence Martha's viewpoint and potentially affect her decision-making.

Datum 43

Stephanie : Um, I've got to go and get some votes. I don't know whether you guys saw, but Bri's mom is, like, totally trying to rig the election.

Janet : Oh! Oh, hell, no! I will not stand for voter suppression. We're gonna go help spread the word.

The most suitable function for this gossip would be to influence others: Stephanie is sharing information about Bri's mom attempting to rig the election. By spreading this gossip and raising awareness, Stephanie and Janet aim to influence others to take action against voter suppression. The gossip serves as a means to mobilize support and create a collective response to the situation.

d. Give Entertainment

Give Entertainment is the final function of gossip that is explored in this study. By discussing what the speaker says, this type of function aims to amuse or satisfy the audience. In the movie, only the female characters use gossip for this purpose. The use of Give Entertainment by female characters in the film is further explained in the section below.

Datum 44

- Stephanie : Wait. What happened? Where all the prom king and queen winners?
- Mr. Tapper : Oh, um, Principal Riser felt that it sent a bad message, so she replaced it with something more positive.
- Stephanie : That looks like a bunch of tampons.
- Mr. Tapper : Yeah, it is.

The focus of this gossip is to provide entertainment through the unexpected and humorous revelation of the replacement for the prom king and queen winners. Stephanie expresses surprise and confusion about what happened to the traditional prom king and queen, and Mr. Tapper reveals that Principal Riser replaced it with something more positive, which turns out to be a bunch of tampons. The conversation generates amusement and humor through the unexpected twist, which serves the function of providing entertainment. While there may be elements of providing information (about the replacement of the prom king and queen) and making social comparison (comparing the traditional practice with the new replacement), the primary function in this case is to give entertainment by creating a humorous and unexpected situation.

Datum 45

- Stephanie : Well, look at you! Oh my God! You look so cool and suave and adult.
- Seth : Yeah.
- Stephanie : Wow! What happened to that nerd that used to just hang out in the library?
- Seth : He became the school librarian.

The focus of this gossip is to provide entertainment through the surprise and contrast between Seth's current appearance and Stephanie's memory of him as a nerd. Stephanie expresses amazement at Seth's transformation and comments on how cool and suave he looks now. The conversation generates amusement and entertainment by highlighting the unexpected change in Seth's image. While there may be elements of providing information (about Seth's transformation) and making social comparison (contrasting Seth's current appearance with his past), the primary function in this case is to give entertainment by creating a surprising and amusing situation.

A total of 42 data have been analyzed to determine the function of the gossip. In addition, the findings of the functions of gossip among female characters in *Senior Year* are presented in Table 4.5.

Table 4. 5 Functions of Gossip among Female Characters in Senior Year

No.	FUNCTION	FREQUENCY	PERCENTAGE
1	To Give Entertainment	7	17%
2	To Provide Information	18	42%
3	To Influence Others	7	17%
4	To Enhance Friendship	10	24%
	TOTAL	42	100%

As for functions of gossip, all functions of gossip are found used by the female Characters in the movie. The one with the most appearances is to provide information. It occurs 18 times out of the total 42 data or the percentage is 42%. After that, to enhance friendship ranks the second. It occurs 10 times, which is equal to 24% of the total 100%. Following to enhance friendship, as the third and the last most often appearing phenomenon, there is to influence others and to give entertainment that both occurs 7 times with the percentage of 17%.

3.2. Functions of Gossip among Male Characters

In this section, the functions of gossip by male characters in Hardcastle' *Senior Year* are explained.

a. Enhance Friendship

One of purposes of having gossip with other people is to enhance friendship with people. It indicates that the purpose of their conversation is to strengthen and deepen their relationship. Some of the characters' dialogue in the film reveals this function as their purpose. The explanation about Enhance Friendship as the functions of gossip which were used by male characters in the movie is presented below.

Datum 46

Seth : You're a catch, Mr. Conway. A sad woman would totally go out with you.

Mr. Conway : I'll tell you what, I'll ask somebody out when you do, Seth.

Datum 46 above shows to enhance friendship as the function and it is employ by the male. The gossip in this conversation is used as a playful banter and

friendly teasing between Seth and Mr. Conway. They engage in light-hearted conversation about dating and encouraging each other to ask someone out. The gossip serves to strengthen their bond and camaraderie, enhancing their friendship through shared humor and support.

Datum 47

Seth : Cause, you know, we were friends. And you were with Blaine.

Stephanie : Maybe, maybe not. We're hanging out right now, aren't we?

Seth : Yeah, but that's only because you thought you could use me to make Blaine jealous. Steph, come on. I'm a full-blown adult.

Based on the functions of gossip described by Foster (2004) the most suitable function for this gossip would be To enhance friendship. Seth and Stephanie are discussing their relationship and the motives behind their current interaction. Seth expresses his belief that Stephanie is using him to make Blaine jealous, indicating that he feels manipulated. Stephanie counters by suggesting that they are hanging out because they are friends, implying that she values their friendship. The gossip in this conversation allows them to discuss their feelings and intentions, potentially strengthening their friendship by promoting honesty and understanding between them.

b. Provide Information

Getting information from the person we are speaking to is the major reason we chat to them. One of the purposes of gossip, which is utilized by both the male and female characters in the film, is to provide information. This function is sometimes

used by the characters in dialogue as a means of engaging in social interaction. The use of the verb "provide information" by the male characters in the film as a sort of gossip is discussed below.

Datum 48

Blaine : Who's that at the door?

Tiffany : It was... Stephanie Conway.

Blaine : She's awake? Ah, yes. Perfectly preserved.

The gossip in this conversation serves as a means to provide information. Blaine asks about the person at the door, and Tiffany informs him that it was Stephanie Conway. Blaine's response about Stephanie being awake and perfectly preserved indicates that he has some prior knowledge or interest in Stephanie's condition. The gossip is primarily aimed at sharing factual information about Stephanie's state or situation.

Datum 49

Yaz : Because nobody's gonna sign this unless Bri Luvs signs it.

Stephanie : Who?

Yaz : Her. Bri Luvs. That's just her name on social media. She's got, like, three million Instagram followers.

The gossip in this conversation serves the function of providing information. Yaz introduces Stephanie to Bri Luvs, explaining that it's her name on social media and she has three million Instagram followers. This gossip is aimed at sharing knowledge about a specific person and their online presence. It serves to inform Stephanie about Bri Luvs and her popularity on social media.

c. Influence Others

Influence others is identified as a function of female-favored gossip. According to Foster (2004), Influence Others is capable of forming friendships. This function of gossip is to influence the recipient to do what the speaker desires. Some of the conversation between the characters serves this function. Female and male characters in the film Influence Others use gossip as a means of influencing others. Below is a description of this function by the male characters.

Datum 50

Seth : It wouldn't have mattered, because prom doesn't matter, especially not prom queen.

Stephanie : You maniac.

Seth : Come on, Steph. You will yourself out of a coma, and that's what you care about?

In this conversation, Seth is expressing his opinion that prom and the title of prom queen are not important or worth caring about. By sharing his perspective, Seth is attempting to influence Stephanie's perception and priorities, suggesting that there are more significant things to focus on, especially considering Stephanie's recent experience of coming out of a coma. Seth is trying to shift Stephanie's attention and potentially influence her decision or mindset regarding the significance of prom and being prom queen.

d. Give Entertainment

Give Entertainment is the final function of gossip that is explored in this study. By discussing what the speaker says, this type of function aims to amuse or

satisfy the audience. In the movie, only the female characters use gossip for this purpose. The use of Give Entertainment by male characters in the film is further explained in the section below.

Datum 51

Yaz : This is all kind of illegal. Oh my God, they're gonna make a Netflix documentary about me.

Neil : Well, wait. Okay, think about that. That could be really cool. That... that could be epic. Look how well it turned out for Tiger King.

Yaz and Neil are discussing the potential consequences of their actions, which Yaz perceives as illegal. Neil, on the other hand, suggests that the situation could be turned into a Netflix documentary, referring to the popular and entertaining documentary series "Tiger King." By mentioning the success of "Tiger King," Neil is implying that a documentary about Yaz could be entertaining and captivating, thus providing entertainment value.

Datum 52

Mr. Conway : I know you used to roll your eyes whenever Mom would compliment you, tell you how amazing, beautiful, wonderful you were, like she had to say it 'cause she was Mom, but she wanted to because she believed it, deeply. One of the last things she said to me was to make sure that you knew how to receive love. And I spent every day of your coma wondering if I messed up.

Stephanie : Thanks, Dad.

In this context, Mr. Conway is sharing a personal and emotional message with Stephanie about their late mother's love and beliefs. Although it is not explicitly mentioned, this gossip seems to be aimed at providing emotional support and

comfort to Stephanie. By recounting their mother's compliments and expressing his own concerns and regrets, Mr. Conway intends to entertain Stephanie and evoke positive emotions. The gossip serves as a heartfelt and touching moment between father and daughter, aiming to uplift Stephanie's spirits and remind her of the love she received from their mother.

A total of 20 data have been analyzed to determine the function of the gossip. Additionally, table 4.6 present the findings of the functions of gossip among male characters in Senior Year are presented.

Table 4.6 Functions of Gossip among Male Characters in Senior Year

No.	FUNCTION	FREQUENCY	PERCENTAGE
1	To Give Entertainment	3	15%
2	To Provide Information	9	45%
3	To Influence Others	1	5%
4	To Enhance Friendship	7	30%
TOTAL		20	100%

The most common is to provide information. It occurs nine times out of a total of twenty data, or forty five percent. It is nearly half based on the analysis of data. Afterwards, to enhance friendship rates second. It occurs six times, which is equivalent to 30% of the total 100%. As the third most frequent occurrence, to give entertainment occurs three times with a frequency of 15%. After that, the fourth is to influence others. It appear only once and a percentage of 5%. In conclusion, to provide information has the highest frequency, while to influence others has the lowest. It implies that *Senior Year* male characters have a great deal of information

they wish to impart to others, and that they rarely employ the lowest one to persuade others.

B. Discussion

This section differs from the previous one that answered the research question solely through the presentation of tables and brief explanations. In this section, detailed explanations are provided for each finding.

1. The Differences of Male and Female Gossip in *Senior Year* Movie

The present study has concluded the analysis of gossip employed by both female and male characters in the film "Senior Year" based on its findings. From these results, it can be seen that there are some differences that occur when men and women gossip, although from the findings it can also be seen that the stereotype that exists in society that men do not gossip is a wrong assumption. Men also gossip just like women, even though in this *Senior Year* film, the frequency of men gossiping is only half that of women. This can be seen in Table 4.1. and Table 4.2.

This study discusses the use of linguistic features of gossip by female and male characters in Hardcastle's *Senior Year* as its first finding. Lakoff's theory regarding the linguistic features of gossip is used to analyse the dialogue between the characters in the film. Lakoff classified gossip's linguistic features into five categories: Neutral Word, Meaningless Particle, Tag Question, Request, and Required Information.

As it explained in finding, male and female both use all the existing linguistic features. But the difference is the frequency of the use. Both genders use

the neutral word as the most frequent linguistic feature which signifies that the utilisation of neutral word is often employed as a technique for individuals to effectively communicate various significant topics with others. Both genders also use a lot of meaningless particles in their gossip conversations. This indicates that when they are in hesitation, both male and female use this meaningless particle as a pause filler. What is somewhat different is the use of requests. Male characters use requests only as much as 3%, while female characters use 10%. It might be interpreted that men do not likely to make request of other, while women more do not hesitate to use it. This can be seen in Table 4.1. and Table 4.2.

The second finding examined in this study pertains to the utilisation of different types of gossip by both female and male characters in Hardcastle's Senior Year. Jones's theoretical framework on the categorization of gossip is employed to critically examine the discourse exchanged among the fictional personas depicted in the film. Jones (1980) categorised gossip into four distinct types: House Talk, Scandal, Chatting, and Bitching.

According to the data, it has been observed that female characters engage in conversations including four different types of gossip. The *Senior Year* movie portrays female characters engaging in several forms of gossip, including House Talk, Scandal, Chatting, and Bitching. Chatting is the most frequently used by the female characters. This implies that the female characters in this film largely used chatting to deliver gossip because they have a mutual relationship. It can be seen in Table 4.3. In contrast, male characters tend to engage in conversations that mostly revolve around three specific sorts of gossip. In the film "Senior Year," male

characters engage in several forms of gossip, such as House Talk, Chatting, and Bitching. In Hardcastle's *Senior Year*, there are no male characters used Scandal as the type of their gossip. This can be seen in Table 4.3. The distinction between male and female characters is the female character here uses the "Scandal" gossip five times, while the male character doesn't use it at all. They rarely utilize scandal because they dislike judging the behavior of others.

The third finding revealed in this study pertains to the utilisation of gossip functions by both female and male characters in Hardcastle's *Senior Year*. The analysis of the talk among the characters in the movie "Senior Year" reveals four distinct uses of gossip. The dialogue among the characters exhibits several functions of gossip by Foster (2004), namely to enhanced friendship, influence others, provide information, and provide entertainment

The results of this study demonstrated that gossip serves four purposes, which include enhanced friendship, influence others, provide information, and provide entertainment, for both male and female characters. Information is the main purpose of gossip, which is frequently employed in discussion by people of all genders. It's because people of both sexes enjoy exchanging information. The characters' preference for sharing information with friends is evident from the findings.

The distinction is the male more frequent to used function of gossip namely "To Influence Others". The establishment of friendship, whether at the dyadic or group level, is intricately connected to the enforcement of boundaries and the influential role of gossip. Gossip is widely recognised as an effective social tool for

managing or excluding individuals who deviate from societal norms or exhibit unconventional behaviour. It is evident that the information one receives about others can be reciprocally applied to oneself. Consequently, individuals can acquire knowledge on appropriate conduct, as well as actions to avoid, by attentively engaging in gossip. The difference in the use of the gossip function can also affect the differences in the linguistic features used. This is evidenced by data showing that the female character in this film uses "Request" by 10%. While men only 3%. This happens because the request is a courteous command in that it suggests a favor to be performed for the speaker. From this definition it can be concluded that the use of "request" as a linguistic feature is influenced by "To Influence Others" as a function of the gossip.

Based on the preceding findings, my study supports previous studies from Sari (2015) and Nabilah (2019) because in her research, Sari (2015) analysed the categories of gossip, the characteristics of women's speech, and the functions of gossip, while Nabilah (2019) examined the types and functions of male and female gossip. Both studies used Deborah Jones's theory (1980) and Robert Foster's theory (2004). In addition, in this study, the researcher complements the two previous studies. Otherwise, the subject of this investigation was man and woman, and the entire subject was analysed. The primary focus of this study is the examination of linguistic features expressed by male and female characters, followed by the subsequent identification of the type and function of gossip within the text. An examination of such matters has the potential to provide more insights into the exchange of gossip depicted in the film. For instance, a combination of linguistic

features represented by the "Meaningless Particle" and "Neutral Word" tends to give rise to the category of gossip known as "Chatting," in contrast to other types. Another illustrative instance occurs when linguistic features such as "Requisite Information" or "Tag Question" are present, indicating a significant possibility of the gossip function serving the purpose of "To Provide Information". The findings of this analysis are what distinguish this study from prior research endeavours.

On the contrary, this study does not support previous research from eight studies that have been mentioned on the initial page of this research. Such as research conducted by Davis (2018), Poranen (2018), Bradford (2018), and Diego (2022). The mentioned four studies examine the phenomenon of gossip, with a particular focus on the topics that are being talked by the individuals engaging in gossip. The subject matter in question was not addressed within the scope of the research done by the researchers. While Anwer (2022) also discussing gossip in his research but using Coates's theory (1997) about the difference between male and female speech. Another study also done by Irza (2022), Nwaenyi (2020), and Ibkar (2018). All three studies employed the theoretical framework popularized by Lakoff (1975). However, the focus of these studies diverged from the analytical researcher's investigation of gossip, instead examining the variations in communication patterns between men and women.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections. The first section is conclusions, which summarise the proposed research findings. The second section is then suggestions to give more information for the future research which is interested to analyze about the topic.

A. Conclusion

This study examined the utilisation of gossip by both male and female characters in the film "Senior Year." This study aims to examine the language features, types, and functions of gossip employed by both female and male characters. Despite the claims of other scholars, who say that only women engage in gossip, this study demonstrates that men also engage in this form of conversation. This study focused about the linguistic features of gossip that occurred in this movie.

Based on the result of the study, the researcher finds the usage of linguistic features by male and female characters in *Senior Year* movie. Those are meaningless particles, neutral words, tag questions, requisite information, and requests. The most often linguistic features by female goes to the neutral word with frequency of 44. Meaningless particle being the second most appeared in this movie with 39 times occurrences. Then, request come to the third with frequency of 11. Similar to request, requisite information appears 10 times. Finally, there is a tag

question in the last order that appears just 9 times, making it the least used among other linguistic features of gossip.

Male characters on the other hand also employ all linguistic features of gossip in this movie but in smaller quantities. Neutral words are the ones that appear most frequently, with its appearance 33 times, which makes the neutral word to be more than half of the total data analyzed. In second place there is meaningless particle with 17 times occurrences. Then requisite information with frequency of 4 come third. Tag question with 2 times occurrences became the fourth place of the list. Finally, the last one is request with just 2 appearances.

Moreover, the next result to answer the next question of this study which is How are the linguistic features across gender differ in the film *Senior Year*. This question can be answered because of the different types and functions of gossip used by men and women in this film. The different types and functions of gossip can affect the use of linguistic features used in gossip and that is what this study shows.

The result of this study support previous studies from Sari (2015) and Nabilah (2019) because Sari (2015) examined gossip categories, women's speech, and gossip functions, while Nabilah (2019) examined male and female gossip types and functions. Both researches used Deborah Jones's 1980 and Robert Foster's 2004 theories. The researcher also supplements the two previous investigations. Otherwise, this study examined man and woman as a whole. This study analyses male and female characters' language and then determines the text's gossip kind and

function. Such matters may illuminate the film's gossip. For example, the "Meaningless Particle" and "Neutral Word" combine to form the gossip category "Chatting," unlike other types. When language elements like "Requisite Information" or "Tag Question" are present, the gossip function may serve the aim of "To Provide Information". The results of this analysis set this study apart. The eight studies stated on the first page of this research do not support this study. Davis (2018), Poranen (2018), Bradford (2018), and Diego (2022) research. The four studies above analyse gossip, focusing on what gossipers talk about. The researchers did not study the topic. Anwer (2022) uses Coates's (1997) theory of male and female speech to study gossip. Another study by Irza (2022), Nwaenyi (2020), and Ibkar (2018). The Lakoff (1975) theoretical framework was used in all three experiments. These investigations examined gender differences in communication rather than gossip like the analytical researcher.

This study has practical and theoretical benefits. The findings of this study offer supplementary insights for future scholars interested in exploring similar domains, specifically the areas of gossip and gender disparities. For English student, this study can inform students' understanding of gender disparities in language use. Students might learn from this research that not only women but also men engage in gossip, regardless in various forms and settings. Theoretically, this study proves that Robin Lakoff's theory can also be used to analyze linguistic features of gossip by men even though according to Robert Lakoff's (1975) theories taken from Deborah Cameron's book (1990: 248-251) he specifically said there are five speech features of gossip found in women's utterances.

B. Suggestion

This chapter presents suggestions for future scholars who are interested in doing analyses on the topic of gossip. The object of this study, namely *Hardcastle's Senior Year*, which is a work created by humans, of course has limitation. The gossip that occurs in this film is a script that has been set by the director, which mean gossip that occurs is not naturally like in real life. Indeed, it represents some of the context, but with some limitations. For instance, the gossip that occurs here is the result of the thoughts of just one person, namely Alex Hardcastle. Therefore, it is not as complex as gossip done by high school students in general. Alex Hardcastle, who is 50 years old, also uses diction and discussion that is inappropriate for high school students. This also influences the types and linguistic features of gossip used in this film, because high school kids are supposed to be more complex in their discussion and not limited to romance and cheers squad like the gossip that mostly happens in *Hardcastle's Senior Year*. Therefore, the researcher recommends that future researches dig up further into various dimensions of gossip that occurs personally in the lives of people. Researchers that are interested in analyzing gossip can broaden their scope by examining gossip in many contexts, such as analysing its presence in the neighborhood or in the work environment. Furthermore, future researchers may employ alternative theoretical frameworks pertaining to the phenomenon of gossip. Therefore, future study has the potential to yield varied outcomes about the phenomenon of gossip.

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CURRICULUM VITAE



Raehan Muhammad was born in Bekasi on March 3, 2001. He graduated from SMAN 1 Cikarang Pusat in 2019. He started his Higher Education 2019 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2023. During college, he joined the extra-campus organization Keluarga Mahasiswa JABODETABEK Raya. After that, he also joined the intra-campus organization DEMA FAHUM in Division of art and culture (2023). It was helpful for him because he could learn new things, make new friends, and work together with others. It also helped him to think and communicate better, especially when speaking in public, and taught him how to solve problems.

APPENDIX

Appendix 1. Women's Gossip

No	Code	Data	Linguistic Features	Types	Function	Explanation
1	00:01:58 → 00:02:13	Stephanie : I'm having a birthday party, if you guys wanna join. Tiffany : Cute (1a) that in Australia you call it a party, cause in America, we call that a freak (1b) show. Stephanie : Well, (1c) uhm (1d) , it's actually not a freak (1e) show 'cause we have cake, so...	(1a) Neutral word (1b) Neutral word (1c) Meaningless particle (1d) Meaningless particle (1e) Neutral word	Chatting	To Provide Information	Stephanie initiates the conversation by inviting Tiffany to her birthday party. They exchange casual remarks and engage in friendly banter about the terminology used for events in different countries. This part of the conversation can be considered "chatting" gossip, as they are casually discussing an upcoming event and playfully interacting.
2	00:04:21 → 00:04:31	Stephanie : Hey! Oh my God (2a) , Seth, did you Fatone your hair? It looks so good! . Dad, you didn't have to cook breakfast. (2b) Mr. Conway : You're about to graduate. We're not gonna have too many more of these breakfast opportunities.	(2a) Meaningless particle (2b) Request	Chatting	To give entertainment	Stephanie starts the conversation by commenting on Seth's hair, playfully asking if he "Fatoned" it (likely referring to Joey Fatone's distinctive hairstyle from the boy band *NSYNC). This comment is a casual, light-hearted observation about Seth's appearance, which is characteristic of "chatting" gossip, where people chat about everyday things like appearances, events, or personal matters.
3	00:05:17 → 00:05:24	Stephanie : You know (3a) , Dad, uhm (3b) , I saw at the mall in that empty store next to Wet Seal that they were holding, like, groups for widows and widowers. Mr. Conway : Looked pretty jumping.	(3a) Meaningless particle (3b) Meaningless particle	Chatting	To provide information	Stephanie starts the conversation by sharing something she observed at the mall. She mentions seeing groups for widows and widowers in an empty store next to Wet Seal. This is a form of "chatting" gossip, where people exchange information, observations, or experiences in a casual and conversational manner.
4	00:05:37 → 00:05:49	Stephanie : Did you hear Tiffany went behind my back and got the Activities Committee to	(4a) Tag question	Bitching	To influence others	In this conversation, Stephanie is sharing gossip about Tiffany, claiming that she went behind her back to

		make the prom king and queen song "Wherever You Will Go" by The Calling, do you (4a)?	(4b) Meaningless particle			manipulate the choice of the prom king and queen song. Stephanie perceives Tiffany's actions as a deliberate attempt to mess with her. This conversation involves sharing negative information about Tiffany's behavior and attributing negative motives to her actions, which aligns with the concept of bitching gossip.
		Seth : Uh, no. You know, that piece of gossip hasn't really trickled down to me yet.				
		Stephanie : Well (4b), when it gets to you, believe it. She's doing it to mess with me.				
5	00:06:03 → 00:06:43	Stephanie : There she is, Deanna Russo, Harding High cheer captain and prom queen '95. Bangin' bod. She's boy-band rich (5a) and lives in the most beautiful (5b) house in Maryland with her... Three, two, one... .. perfect (5c) husband, Harding High quarterback with a famously girthy dong. So I've heard. They're just like me and Blaine. I want it so bad (5d), It's my dream life.	(5a) Neutral word (5b) Neutral word (5c) Neutral word (5d) Neutral word (5e) Meaningless particle	Bitching	To provide information	In this conversation, Stephanie is engaging in gossip about Deanna Russo, describing her physical appearance, wealth, and seemingly ideal life with her husband. Stephanie also compares Deanna's life to her own aspirations and expresses a desire for a similar lifestyle. This conversation involves making comparisons, expressing envy, and discussing personal judgments about Deanna Russo, which aligns with the concept of bitching gossip.
		Seth : Well, I think you're better than just another Deanna Russo.				
		Stephanie : Oh my God (5e), Seth...				
6	07:00:17 → 00:07:33	Stephanie : Seth, I would love for you to come to my after-prom party.	(6a) Meaningless particle (6b) Meaningless particle (6c) Meaningless particle	House talk	To enhance friendship	In this conversation, Stephanie is inviting Seth to her after-prom party and expressing excitement about his attendance. She mentions the presence of a VIP room and assures Seth that he will be on the guest list. The conversation revolves around social plans and personal invitations, which aligns with the concept of house-talk.
		Seth : Oh, wow. Yeah, cool. Thanks, Steph.				
		Stephanie : Oh my God (6a). Duh (6b), no prob. Oh (6c), also, there's gonna be a VIP room, and you're totally gonna be on the list. I mean it.				

		Seth : Fun.				
7	00:07:33 → 00:07:50	Stephanie : Okay, um (7a), I'm gonna let you out here because I got to make my entrance. Oh (7b), also, I need that sock back (7c). It's Blaine's. We use it for handies.	(7a) Meaningless particle (7b) Meaningless particle (7c) Request	House talk	To provide information	In this conversation, Stephanie is mentioning practical matters like making an entrance and requesting the return of a sock. Although the mention of using the sock for "handies" is somewhat suggestive, it still falls within the realm of personal matters and everyday discussions, which aligns with the concept of house-talk.
		Seth : Oh, okay, yeah. That's... that's gross.				
8	00:08:43 → 00:08:52	Martha : Ew (8a). He shouldn't do that to you. Stephanie : It's called love, Marth. That's what couples do. When you get a boyfriend, you'll understand.	(8a) Meaningless particle	Chatting	To influence others	In this conversation, Martha expresses her disapproval of something that someone is doing to Stephanie, likely within the context of a romantic relationship. Stephanie responds by explaining that it is a normal part of being in a couple and implies that Martha will understand when she has a boyfriend of her own.
9	00:08:56 → 00:09:12	Martha : If my parents find out I gave you the keys to our lake house for a party, they'll ship me off to a convent before I even make it to Wesleyan. My grandfather built that with his hands. If anything happens. Stephanie : Oh my God (9a), I promise you have nothing to worry about. You're the best (9b). Thank you so much, Marth. You know you're invited, right? (9c)	(9a) Meaningless particle (9b) Neutral word (9c) Tag question	Scandal	To enhance friendship	In this conversation, Martha expresses her concern about giving the keys to their lake house for a party, fearing the consequences if her parents find out. She mentions the significance of the lake house, as it was built by her grandfather. The mention of potential repercussions and the importance of the house aligns with the concept of scandal gossip.
10	00:09:12 → 00:09:20	Martha : Did you just invite me to a party that's at my own house? (10a) Stephanie : Of course not. I'm inviting you to the VIP section. Seth	(10a) Requisite information	Chatting	To enhance friendship	In this conversation, Martha questions Stephanie's invitation, expressing confusion about being invited to a party at her own house. Stephanie clarifies that Martha is actually being invited to the VIP section of

		will be there too. So you'll have someone to talk to.				the party, where Seth will also be present. Stephanie mentions that Martha will have someone to talk to, suggesting a more casual and social conversation rather than engaging in negative or scandalous gossip.
11	00:11:10 → 00:11:21	Stephanie : For the last time, Tiffany, I won cheer captain fair (11a) and square , (11b) and you and Blaine were broken up when we got together. I don't cheat. So why do you continue to be the butt-roids on my... butt? Tiffany : I don't know what you're talking about. (11c)	(11a) Neutral word (11b) Neutral word (11c) Requisite information	Bitching	To influence others	In this conversation, Stephanie confronts Tiffany and asserts that she won the cheer captain position fairly, implying that Tiffany has accused her of cheating. Stephanie further expresses her frustration with Tiffany's behavior, referring to her as the "butt-roids" on her "butt." This exchange involves the expression of negative feelings, making accusations, and engaging in a confrontational tone, which aligns with the concept of bitching gossip .
12	00:11:27 → 00:11:43	Stephanie : I've been planning mine for months. Tiffany : You mean the one you have to throw at Barfa's family lake house 'cause you live in a shanty. Stephanie : Her name is Martha, and she hasn't thrown up on herself since the eight grade, so... cancel your party! (12a) Tiffany : Sorry. (12b)	(12a) Request (12b) Neutral word	Bitching	To provide information	In this conversation, Stephanie mentions that she has been planning her own party for months. Tiffany responds by making a derogatory comment about Stephanie's living situation, referring to her home as a "shanty" and implying that it is inferior to Barfa's family lake house. Stephanie defends her friend Martha and counters Tiffany's comment by mentioning that Martha hasn't thrown up on herself since the eighth grade and suggests that Tiffany should cancel her own party.
13	00:13:00 → 00:13:20	Tiffany : I'm sorry , (13a) since when does a clipboard and a windbreaker make you a Bulldogette? Stephanie : Since I appointed her equipment manager, Tiffany. Do you have any	(13a) Neutral word (13b) Tag question	Bitching	To enhance friendship	In this conversation, Tiffany questions Stephanie's authority and mocks Martha's role as an equipment manager for the Bulldogettes. Stephanie defends Martha's position by stating that she appointed her as the equipment manager and emphasizes the importance of

		idea how much she does for us, do you? (13b) Without her, we'd fall apart. Whereas without you, Tiff, we'd, I don't know, have less stains on our uniform from catching your spray-tanned ass.				Martha's contributions to the team. Stephanie then directs a derogatory comment towards Tiffany, mentioning the stains on their uniforms from Tiffany's spray tan.
14	00:18:56 → 00:19:10	Stephanie : Marth, oh my God , (14a) what is that, a tiny (14b) TV? Martha : No. No, Steph, this is my cell phone. Stephanie : Oh my God. (14c) Whoa! Really? (14d) That is very cool. (14e) I always knew you'd be some high-powered, Sex and the City businesswoman.	(14a) Meaningless particle (14b) Neutral word (14c) Meaningless particle (14d) Tag question (14e) Neutral word	Chatting	To enhance friendship	In this conversation, Stephanie expresses surprise and admiration for Martha's cell phone, mistaking it for a tiny TV. Martha clarifies that it is indeed her cell phone. Stephanie then reacts with excitement, commenting on how cool it is and expressing her belief that Martha would become a successful and powerful businesswoman.
15	00:19:35 → 00:19:44	Stephanie : Um , (15a) and they give you a fancy (15b) cell phone for that? Mr. Conway : Oh,they're common now. Even I have one. Stephanie : Oh. (15c) Okay . Martha : That do much more than just call people. You could also watch the news.	(15a) Meaningless particle (15b) Neutral word (15c) Meaningless particle	Chatting	To provide information	In this conversation, Stephanie expresses surprise at the idea of receiving a fancy cell phone for a certain reason. Mr. Conway responds by stating that fancy cell phones are common nowadays, even he has one. Stephanie then responds with an "Oh, okay."
16		Stephanie : That's not Deanna Russo's husband. Who is that? (16a) Martha : Um... (16b) Stephanie : Oh my God. (16c) I know that ass anywhere. That's Blaine.	(16a) Requisite information (16b) Meaningless particle (16c) Meaningless particle	Scandal	To provide information	In this conversation, Stephanie raises a question about the identity of a person, expressing surprise or disbelief that the person is not Deanna Russo's husband. Martha, seemingly unsure, responds with "Um..."
17	00:21:16 →	Stephanie :	(17a) Request	House talk	To provide information	In this conversation, Stephanie expresses surprise

	00:21:32	Wait. Did he get me my dream house? Stop the car! (17a) Why didn't you say anything? (17b)	(17b) Requisite information (17c) Request (17d)			and excitement upon realizing something related to a house, suggesting that someone may have gotten her dream house. She urges Martha to stop the car and questions why Martha didn't mention anything earlier.
		Martha : Don't stop the car. (17c)	Requisite information (17e) Request			Martha, however, advises against stopping the car, mentioning that the person in question is likely sleeping and it's best not to disturb them.
		Stephanie : What are you talking about? (17d) Stop the car! (17e)	Request			
		Martha : No. he's probably sleeping. You don't wanna wake him.				
18	00:21:52 → 00:22:04	Tiffany : Oh. (18a) You know what? Someone from the shelter already came by yesterday to pick up our donations, so... Thank you though.	(18a) Meaningless particle (18b) Request	Chatting	To provide information	In this conversation, Tiffany responds to Stephanie's statement about donations by mentioning that someone from the shelter already picked them up the day before. She expresses gratitude for the gesture and thanks Stephanie for the thought. Stephanie then addresses Tiffany directly by saying her name, which prompts Tiffany to respond with a curt "Shut up!"
		Stephanie : Tiffany?				
		Tiffany : Shut up! (18b)				
19	00:22:20 → 00:22:37	Stephanie : Wait, why are you living here with Blaine? I don't get it. (19a)	(19a) Requisite information (19b) Neutral word (19c) Meaningless particle (19d) Request	Bitching	To provide information	In this conversation, Stephanie questions why Tiffany is living in the house with Blaine, expressing confusion about the situation. Tiffany responds by stating that it is their dream house and briefly mentioning that their parents got it for them as a wedding gift. Stephanie then responds with a confrontational and dismissive remark, telling Tiffany to shut her face. This response reflects a negative and confrontational attitude, displaying an element of belittling and criticism.
		Tiffany : This is mine and Blaine's dream house, so...				
		Stephanie : Why are you here?				
		Tiffany : It's a long (19b) story. Our parents got it for us as a wedding gift and... Well, (19c) that's it. The end.				
		Stephanie : No, you shut your face. (19d)				
20	00:24:00 → 00:24:12	Mr. Conway : And here we are.	(20a) Tag question	House talk	To provide information	In this conversation, Mr. Conway and Martha are

		Martha : Oh! she not wear her seat belt, did she? (20a)	(20b) Meaningless particle			discussing a situation where someone did not wear their seat belt. Mr. Conway mentions that he doesn't think the person wore their seat belt, and Martha reacts with concern, exclaiming, "Oh God."
		Mr. Conway : I don't think she did.				
		Martha : Oh God. (20b)				
21	00:24:49 → 00:24:59	Stephanie : Wait, Madonna's now called Lady Gaga? (21a)	(21a) Requisite information (21b)	Chatting	To provide information	n this conversation, Stephanie expresses confusion about Madonna's name change, mentioning that she now goes by Lady Gaga. Mr. Conway clarifies that this is not the case.
		Mr. Conway : No.	Neutral word			Stephanie then comments on the similarity in appearance between Madonna and Lady Gaga. Martha acknowledges Stephanie's need to catch up on recent information and assures her that they will get her caught up over the weekend.
		Stephanie : But she looks exactly like (21b) Madonna.				
		Martha : You've had a lot to digest today. We'll get you caught up this weekend.				
22	00:25:06 → 00:25:22	Stephanie : Dad. What the F? Who was in charge of my feeding tube? My boobs are huge. (22a)	(22a) Neutral word (22b) Meaningless particle	Scandal	To provide information	In this conversation, Stephanie confronts her father about her feeding tube and expresses surprise and concern about the size of her breasts. Mr. Conway responds by trying to explain the changes that occur as one gets older, mentioning menopause. Stephanie then interrupts him, expressing her discomfort and requesting that he not continue.
		Mr. Conway : Well, you... you're just getting older. You know, bodies change, and pretty soon, you'll go through menopause.				
		Stephanie : Oh my God. (22b) Don't				
23	00:27:19 → 00:27:30	Stephanie : I just want to be like the populars. (23a)	(23a) Neutral word (23b)	Chatting	To provide information	In this conversation, Stephanie expresses her desire to be like the popular people. Lydia asks what the populars have that Stephanie doesn't, to which Stephanie responds by mentioning aspects such as cool hair, hot clothes, and even hotter boyfriends.
		Lydia : Oh. (23b) What do they have, that you don't? (23c)	Meaningless particle (23c) Tag question (23d,23e, 23f)			
		Stephanie :	Neutral word			

		Cool (23d)hair. Hot (23e) clothes. Even hotter (23f) boyfriends.				
24	00:30:44 → 00:30:59	Martha : Steph... I can't let an almost 40 years old woman into high school. Stephanie : Yeah, but you heard the doctor. I'm still 17 mentally. That is medical .(24a) And you cannot argue with science.	(24) Neutral word	Chatting	To provide information	In this conversation, Martha expresses her concern about letting Stephanie, who is almost 40 years old, into high school. Stephanie responds by mentioning that the doctor has determined that she is still mentally 17, and she attributes it to medical reasons. Stephanie emphasizes the scientific aspect and implies that Martha cannot argue with science.
25	00:34:05 → 00:34:19	Stephanie : Wait. What happened? Where all the prom king and queen winners? (25a) Mr. Tapper : Oh, um, Principal Riser felt that it sent a bad message, so she replaced it with something more positive. Stephanie : That looks like (25b) a bunch of tampons. Mr. Tapper : Yeah, it is.	(25a) Requisite information (25b) Neutral word	Bitting	To give entertainment	In this conversation, Stephanie expresses surprise and confusion about the absence of the traditional prom king and queen winners. Mr. Tapper explains that the decision was made by Principal Riser, who felt it sent a bad message. Stephanie then makes a sarcastic remark, stating that the replacement looks like a bunch of tampons.
26	00:35:08 → 00:35:20	Stephanie : Well , (26a) look at you! Oh my God! (26b) You look so cool (26c) and suave (26d) and adult .(26e) Seth : Yeah. Stephanie : Wow! (26f)What happened to that nerd that used to just hang out in the library? Seth : He became the school librarian.	(26a) Meaningless particle (26b) Meaningless particle (26c) Neutral word (26d) Neutral word (26e) Neutral word (26f) Meaningless particle	Chatting	To give entertainment	In this conversation, Stephanie expresses her surprise and admiration for Seth's current appearance, describing him as cool, suave, and adult. Stephanie then recalls Seth's previous persona as a nerd who used to spend time in the library. Seth responds by informing Stephanie that he became the school librarian.

27	00:36:04 → 00:36:16	Martha : Steph, how's your first day? (27a) Stephanie : Oh my God ,(27b) it's just been, like, so amazing .(27c) Like , (27d) just making new friends. Everyone's already obsessed (27e) with me. Martha : That's so great .(27f) We strive for a welcoming environment here.	(27a) Requisite information (27b) Meaningless particle (27c) Neutral word (27d) Neutral word (27e) Neutral word (27f) Neutral word	Chatting	To enhance friendship	In this conversation, Martha asks Stephanie about her first day, showing an interest in her experience. Stephanie responds with enthusiasm, describing her day as amazing and expressing how she is making new friends and feeling admired by others. Martha acknowledges Stephanie's positive experience and comments on the welcoming environment they strive for.
28	00:36:45 → 00:36:53	Martha : Um ,(28a) look, I don't think the cheer squad needs a new (28b)member right now. Stephanie : Well ,(28c) that's wrong (28d) 'cause every cheer squad in the country would love to have me.	(28a) Meaningless particle (28b) Neutral word (28c) Meaningless particle (28d) Neutral word	Bitching	To influence others	In this conversation, Martha expresses her opinion that the cheer squad doesn't need a new member at the moment. Stephanie disagrees and asserts that every cheer squad in the country would love to have her. Stephanie's response indicates a sense of entitlement and superiority, implying that she believes she is highly desirable and valuable to cheer squads.
29	00:37:33 → 00:37:49	Martha : With no winners, there aren't any losers. I've made a school with no losers. Stephanie : But everybody was just talking to me about how much they want prom queen. Martha : Steph, if all the students want it back, they know they can petition for it. But so far no one has.		House talk	To enhance friendship	In this conversation, Martha is discussing her decision to eliminate the prom queen title, stating that she has created a school with no losers. She explains that if students want the prom queen title back, they have the option to petition for it, but no one has done so thus far. Martha's focus is on the school's policies and decisions, and she is addressing the concerns and opinions of the students.
30	00:38:12 → 00:38:24	Stephanie : Okay, what is with this enormous (30a) lunch table? How are we supposed to know where	(30a) Neutral word (30b) Neutral word	Bitching	To provide information	In this conversation, Stephanie expresses her dissatisfaction with the concept of a single large lunch table, questioning how they are supposed to know

		the popular (30b) kids sit? (30c)	(30c) Requisite information			where the popular kids sit. Her comment implies a desire to identify and associate with the popular crowd. Stephanie's statement reflects a negative perspective and a belief that popularity should be exclusive rather than inclusive.
		Janet : Well , (30d) when there's just one table, we're all popular (30e) kids.	(30d) Meaningless particle (30e) Neutral word			
		Yaz : Everybody.	(30f) Meaningless particle			
		Stephanie : Oh (30f) no, no, no. that's not how life works.				
31	00:39:14 → 00:39:27	Janet : And that 98 pounds of sexy is Lance, her fine (31a)-ass boyfriend. Last year, Vice did a whole (31b) vlog about their open (31c) relaish and called it the gold standard (31d) of the future.	(31a,b,c,d,e) Neutral word	Chatting	To give entertainment	In this conversation, Janet shares information about Lance, describing him as a "98 pounds of sexy" and referring to him as Stephanie's boyfriend. Janet also mentions that Vice did a vlog about their open relationship and praised it as the gold standard of the future. Stephanie responds with a casual and nonchalant "cool, cool, cool," indicating that she acknowledges the information but doesn't show much interest or engagement in the topic.
		Stephanie : Cool, cool, cool. (31e)				
32	00:40:49 → 00:41:02	Bri : Oh , (32a) before I forget. My mom, Tiffany, told me to tell you she says hi. She said to remind you she's married to Blaine and lives in your dream house, in case you couldn't place her.	(32a) Meaningless particle (32b) Neutral word	Bitching	To enhance friendship	In this conversation, Bri mentions that her mom, Tiffany, told her to say hi to Stephanie. However, the tone and content of the message imply a sense of sarcasm and spite. Bri mentions that Tiffany is married to Blaine (Stephanie's ex-boyfriend) and lives in Stephanie's dream house, seemingly to taunt or provoke Stephanie. Stephanie's response of "Your mom, Tiffany" suggests that she perceives Tiffany's message as an attempt to provoke her or make her feel inferior.
		Stephanie : Your mom, Tiffany.				
		Bri : Nice (32b) meeting you, Stephanie. Bye.				
33	00:41:12 → 00:41:18	Yaz : Oh my God. He knows you exist.	(33a) Meaningless particle	Chatting	To give entertainment	In this conversation, Yaz expresses excitement by saying, "Oh my God. He knows you exist," suggesting

		Stephanie : Yeah , <i>(33a)</i> 'cause probably he's, like, already obsessed with me.				that someone is aware of Stephanie's presence or has acknowledged her. Stephanie responds with a playful and confident tone, implying that the person is likely already interested in her and possibly obsessed with her.
34	00:51:35 → 00:51:44	Stephanie : Oh my God , <i>(34a)</i> Lance and Bri look so hot. What the slut? They're all there. Janet : Can I <i>(34b)</i> ... can I have my phone back now?	(34a) Meaningless particle (34b) Tag question	Bitching	To enhance friendship	In this conversation, Stephanie makes a comment about Lance and Bri looking hot, but then follows it with the phrase "What the slut?" This derogatory term suggests that Stephanie is expressing disapproval or surprise at their presence or behavior. Janet's response, asking for her phone back, implies that Stephanie's comments might be inappropriate or offensive.
35	00:52:38 → 00:52:52	Stephanie : Guys, when I was in high school, all the popular kids treated me like shit until I showed them how cool <i>(35a)</i> I was, which is so cool that the most popular <i>(35b)</i> girl in high school, her boyfriend dumped her for me. And you know who that was, do you? <i>(35c)</i> Janet : Who? <i>(35d)</i> Stephanie : Bri's mom and that guy Bri's dad.	(35a) Neutral word (35b) Neutral word (35c) Tag question (35d) Tag question	Scandal	To provide information	In this conversation, Stephanie shares a story from her high school days where she claims to have become cool and gained the attention of the most popular girl's boyfriend. The revelation that the boyfriend who dumped the popular girl is Bri's dad adds a scandalous element to the story.
36	01:02:38 → 01:03:01	Martha : Steph, this may come as a shock to you, but for most kids, high school sucks. Stephanie : I don't know why you're acting like we didn't have the same experience. High school was awesome! <i>(36a)</i> Martha :	(36a) Neutral word (36b) Neutral word	House talk	To influence others	In this conversation, Martha and Stephanie are discussing their experiences in high school. Martha expresses the view that high school generally sucks for most kids, implying a negative sentiment. Stephanie disagrees and defends her own experience, claiming that high school was awesome for her. They engage in a back-and-forth conversation where they share their contrasting perspectives on high school.

Freshman year, you bailed on Seth and I to go be some **popular** (36b) girl.

Stephanie :
No, I didn't bail. I just got more friends and a really hot boyfriend. Seriously, if you'd had a boyfriend, you would have understood.

37	01:08:17 → 01:08:30	Stephanie : Two decades later , (37a) and I still love watching Tiff lose her mind.	(37a) Neutral word	Bitching	To give entertainment	In this conversation, Stephanie and Seth are discussing their feelings towards Tiffany. Stephanie expresses her ongoing enjoyment of watching Tiffany "lose her mind," suggesting that she takes pleasure in Tiffany's negative experiences or emotional reactions. Seth then acknowledges that he now understands why Stephanie spent a significant amount of time focusing on Tiffany during high school, implying that they both engaged in negative talk or gossip about Tiffany back then.
		Seth : I mean, that was incredibly satisfying. Okay, now I understand why you devoted so much of your time on it in high school.				
38	01:08:35 → 01:08:50	Stephanie : Anyways , (38a) Marth told me something about you in high school.	(38a) Meaningless particle	Chatting	To enhance friendship	In this conversation, Stephanie brings up a topic that Martha told her about Seth's feelings towards her during high school. There is no negative or scandalous element involved in their discussion. They are simply chatting and sharing information about their past experiences and emotions.
		Seth : Oh god. What?				
		Stephanie : She said that you had a crush on me.				
		Seth : Yes. When we were in high school, I was very much in love with you.				
39	01:10:20 → 01:10:37	Tiffany : I want you to beat Steph for prom queen! (39a)	(39a) Request (39b) Meaningless particle	Bitching	To influence others	In this conversation, Tiffany is expressing her desire for Bri to beat Steph for prom queen. However, her reasoning is not based on genuine support or admiration for Bri. Instead, Tiffany's motives seem to be driven by personal gain and a desire to
		Bri : You said it rewards archaic gender roles.	(39c) Request			
		Tiffany :				

Well,*(39b)* exactly, which is why you need to be the woke prom queen. I've already got interest from some brands, and they are supes into it.

Bri :
Mom. I'm not doing this.

Tiffany :
Just beat Steph for mommy. *(39c)*

undermine Stephanie. She tries to persuade Bri by mentioning potential brand interest and using emotional manipulation ("Just beat Steph for mommy").

40	01:12:04 → 01:12:25	Stephanie : And you know what she used to say to help cheer me up? She'd, like, say, "Steph, close <i>(40a)</i> your eyes and imagine your perfect <i>(40b)</i> life." "And if you can imagine it, you can have it." "I was like.." Shut up, Mom. " <i>(40c)</i> I didn't believe her. Then she died.	(40a) Neutral word (40b) Neutral word (40c) Request	Chatting	To give entertainment	Stephanie shares a heartfelt story about her late mother's advice to imagine and strive for her perfect life. The conversation takes a serious and introspective turn as Stephanie reflects on her initial disbelief and regrets about her mother's words. Seth acknowledges his previous insensitivity and apologizes.
		Seth : Okay, definitely not just a crown. Sorry about that. I'm an asshole.				
41	01:19:06 → 01:19:14	Stephanie : That filthy <i>(41)</i> ho. She's rigging the election.	(41a) Neutral word	Bitching	To provide information	In this conversation, the derogatory remark "That filthy ho" is directed towards someone, indicating a negative opinion or accusation. The conversation continues with Seth expressing his belief that the person in question, who is referred to as "she," is unlikely to engage in dishonest behavior.
		Seth : She's an adult. She won't stop that low.				
42	01:20:52 → 01:21:06	Stephanie : Um , <i>(42a)</i> I've got to go and get some votes. I don't know whether you guys saw, but Bri's mom is, like, totally trying to rig the election.	(42a) Meaningless particle (42b) Meaningless particle	Scandal	To influence others	In this conversation, Stephanie brings up the claim that Bri's mom is attempting to rig the election, suggesting a scandalous situation. Janet's strong reaction and determination to spread the word further indicate the scandalous nature of the gossip being discussed.
		Janet : Oh! <i>(42b)</i> Oh, hell, no! I will not stand for voter suppression. We're gonna go help spread the word.				

Appendix 2. Men's Gossip

No	Code	Data	Linguistic Features	Types	Function	Explanation
1	00:04:05 → 00:04:19	Mr. Conway : So,(1a) are you going to ask my daughter to the prom or not? (1b) Seth : Me? What? No, I don't know what you're talking about. Mr. Conway : You drive here every morning just so Stephie can drive you to school. You think I'm an idiot, do you? (1c) Seth : No, sir. It's really hard (2d) to find the right (1e) time. And what about Blaine?	(1a) Meaningless particle (1b) Requisite information (1c) Tag question (1d) Neutral word (1e) Neutral word	House talk	To provide information	In this conversation, Mr. Conway is discussing his knowledge or suspicions about Seth's relationship with his daughter, Stephanie, and questioning whether Seth will ask Stephanie to the prom. The discussion revolves around personal relationships within the household, making it a form of house-talk gossip.
2	00:05:25 → 00:05:33	Seth : You're a catch, Mr. Conway. A sad (2a) woman would totally go out with you. Mr.Conway : I'll tell you what, I'll ask somebody out when you do, Seth.	(2a) Neutral word	Chatting	To enhance friendship	In this conversation, Seth and Mr. Conway are engaging in a light-hearted exchange, joking about each other's dating lives. It is a friendly conversation without any negative intentions, fitting the description of chatting gossip.
3	00:06:58 → 00:07:15	Seth : Hey,(3a) so you know prom is coming up, and I really wanted to ask you something.I know it's a long (3b) shot, but... Stephanie : Seth, you don't even have to finish the question. The answer's yes. Seth : Wait, really? What about Blaine? (3c) Stephanie : Ah, he'll understand. It wouldn't feel right to spend prom without you.	(3a) Meaningless particle (3b) Neutral word (3c) Requisite information	House talk	To enhance friendship	In this conversation, Seth is asking Stephanie to prom, expressing his interest in her. They discuss their relationship and the potential impact on Stephanie's current partner, Blaine. The conversation is centered on personal matters and relationships, fitting the description of house-talk gossip.

4	00:10:11 → 00:10:27	Blaine : um ,(4a) most of the football team's already said yes to going to a different (4b) party. But this one has a heated (5c) pool and a live (4d) band. Stephanie : What? Whose party? Blaine : Tiff's. But we could bone there, if you want. Stephanie : What the slut?	(4a) Meaningless particle (4b) Neutral word (4c) Neutral word (4d) Neutral word	Chatting	To provide information	In this conversation, Blaine informs Stephanie about a different party that most of the football team will be attending. He mentions the amenities at the party, including a heated pool and a live band. Stephanie reacts with surprise and expresses her disapproval by using a strong language, indicating her shock and disbelief.
5	00:23:41 → 00:24:02	Blaine : Who's that at the door? (5a) Tiffany : It was... Stephanie Conway. Blaine : She's awake? Ah ,(5b) yes. Perfectly preserved.	(5a) Requisite information (5b) Meaningless particle	House talk	To provide information	In this conversation, Blaine and Tiffany discuss the arrival of Stephanie Conway at their door. Blaine expresses surprise that Stephanie is awake and makes a comment about her being perfectly preserved.
6	00:33:06 → 00:33:18	Mr. Tapper : Your friend, my boss, Principal Riser, asked me to show you around and give you a little (6a) orientation here at Harding. Stephanie : Oh, okay. I don't really need to. I know my way around. Mr. Tapper : Oh ,(6b) come on ,(6c) it's fun .(6d) I have nothing else to do.	(6a) Neutral word (6b) Meaningless particle (6c) Request (6d) Neutral word	Chatting	To give entertainment	In this conversation, Mr. Tapper and Stephanie engage in a friendly exchange about Stephanie's orientation at Harding. Mr. Tapper suggests showing her around, and Stephanie expresses her familiarity with the place. The conversation is light-hearted and doesn't involve any negative or scandalous content, aligning with the nature of chatting gossip.
7	00:39:03 → 00:39:14	Yaz : Because nobody's gonna sign this unless Bri Luvs signs it. Stephanie : Who? Yaz : Her. Bri Luvs. That's just her name on social media. She's got, like, three million Instagram followers.		Chatting	To provide information	In this conversation, Yaz and Stephanie discuss Bri Luvs, a social media personality with a significant following on Instagram. They exchange information about her online presence and the importance of her endorsement for signing a petition.

8	00:45:17 → 00:45:25	Seth : Just to be clear , <i>(8a)</i> this is a way for people to pretend their life and skin texture is better <i>(8b)</i> than it is. Stephanie : Is that what you've posted this picture of you with this random hot chick? Seth : No, that's my ex-fiancée Diana.	(8a) Neutral word (8b) Neutral word	Bitching	To provide information	In this conversation, Seth and Stephanie discuss the motives behind people posting on social media. Seth suggests that people use social media to create an illusion of a better life and appearance. Stephanie then brings up Seth's own social media post featuring a picture with a random attractive woman, questioning his intentions.
9	00:45:35 → 00:45:50	Seth : We both were working at the National <i>(9a)</i> Archives in DC. And when we split up, I needed a change. So Martha got me a job at Harding, and here I am. Trust me, being close <i>(9b)</i> to 40 and back at my high school isn't exactly where I wanted to be, but... Stephanie : Oh. Tell me about it!	(9a) Neutral word (9b) Neutral word	Chatting	To enhance friendship	In this conversation, Seth shares his personal experience and explains how he ended up working at Harding. Stephanie empathizes with Seth's situation and expresses understanding. The conversation focuses on sharing personal stories and experiences in a casual and friendly manner, which aligns with the characteristics of chatting gossip.
10	00:59:29 → 00:59:46	Blaine : If you ever want to take another trip down <i>(10a)</i> memory Blaine. Stephanie : Yeah, but, Blaine, what about Tiff? Blaine : Didn't stop us the first <i>(10b)</i> time. Stephanie : What? You said you two were broken up. Blaine : It's, uh... <i>(10c)</i> You know , <i>(10d)</i> I was joking.	(10a) Neutral word (10b) Neutral word (10c) Meaningless particle (10d) Meaningless particle	Bitching	To provide information	In this conversation, Blaine suggests to Stephanie that they could have another intimate encounter, implying a desire to relive past experiences. Stephanie expresses concern about Blaine's relationship with Tiff, to which Blaine dismisses it by stating that it didn't stop them before and later reveals it was a joke.
11	01:08:56 → 01:09:14	Seth : Cause, you know , <i>(11a)</i> we were friends. And you were with Blaine. Stephanie :	(11a) Meaningless particle (11b) Meaningless particle	Bitching	To enhance friendship	In this conversation, Seth confronts Stephanie about their friendship and her intentions. Seth accuses Stephanie of using him to make Blaine

		Maybe, maybe not. We're hanging out right now, aren't we?	(11c) Neutral word			jealous and questions her motives. The conversation involves an argument and the expression of negative feelings, which aligns with the characteristics of bitching gossip.
		Seth : Yeah , (11b) but that's only because you thought you could use me to make Blaine jealous . (11c) Steph, come on. I'm a full-blown adult.				
12	01:09:20 → 01:09:34	Seth : Oh , (12a) come on, you used to pull this with me and Marth all the time in high school. You'd use our attention to make the popular (12b) kids crave yours.	(12a) Meaningless particle (12b) Neutral word (12c)	Chatting	To enhance friendship	In this conversation, Seth and Stephanie reminisce about their high school days and discuss Stephanie's behavior towards them and the popular kids. They engage in a friendly conversation, reflecting on past experiences and questioning Stephanie's actions. The tone is conversational and non-confrontational, aligning with the characteristics of chatting gossip.
		Stephanie : Um, did I?	Neutral word			
		Seth : Yes. We always wondered if those kids ever got to really meet you. Like, the real (12c) you.				
13	01:11:03 → 01:11:19	Seth : it get exhausting trying to make everybody like you all the time, does it? (13a)	(13a) Tag question (13b) Meaningless particle	Bitching	To provide information	In this conversation, Seth expresses his frustration with Stephanie's constant efforts to be liked by everyone and her focus on winning prom queen. He criticizes the overhyped nature of prom and highlights that Stephanie wasn't present, suggesting that his experience of prom was disappointing.
		Stephanie : Well, it will be worth it when I win prom queen.				
		Seth : Well , (13b) what I remember about prom is that it was overhyped, you weren't there, and it sucked.				
14	01:11:32 → 01:11:44	Seth : It wouldn't have mattered, because prom doesn't matter, especially not prom queen.		Bitching	To influence others	In this conversation, Seth expresses his opinion that prom and the title of prom queen are not important. He criticizes Stephanie's focus on such trivial matters, particularly given her recent recovery from a coma. Stephanie reacts with disbelief, calling Seth a "maniac." The conversation involves a negative tone and
		Stephanie : You maniac.				
		Seth : Come on, Steph. You will yourself out of a coma, and that's what you care about?				

						criticism of Stephanie's priorities, aligning with the characteristics of bitching gossip.
15	01:17:33 → 01:17:44	Mr. Conway : You think I'll let you drink and drive with my daughter? Seth : Oh ,(15a) well ,(15b) I'm actually not driving. We're taking a Lyft. Mr. Conway : Oh ,(15c) cool .(15d) Though I suspect Stephanie would prefer not to spend her prom evening with a drunken (15e) fool.	(15a) Meaningless particle (15b) Meaningless particle (15c) Meaningless particle (15d) Neutral word (16e) Neutral word	House talk	To provide information	In this conversation, Mr. Conway expresses his concern about Seth drinking and driving with his daughter, Stephanie, during prom. He wants to ensure Stephanie's safety and implies that she would prefer not to spend her prom evening with someone who is drunk. The conversation revolves around personal relationships and parental concerns, fitting the characteristics of house-talk gossip.
16	01:17:56 → 01:18:08	Mr. Conway : Hm .(16a) Didn't think we needed to have this talk, but, uh ,(16b) Seth, you are aware (16c) that unprotected (16d) sex can lead to geriatric pregnancies? Seth : I'm sorry, do you want me to sleep with your daughter? (16e)	(16a) Meaningless particle (16b) Meaningless particle (16c) Neutral word (16d) Neutral word (16e) Requisite information	Bitching	To provide information	In this conversation, Mr. Conway brings up the topic of unprotected sex and geriatric pregnancies, suggesting that Seth should be aware of the potential consequences. Seth responds with sarcasm, implying that Mr. Conway's comment is unnecessary and questioning if he wants Seth to sleep with his daughter.
17	01:29:42 → 01:29:52	Yaz : This is all kinds of illegal. Oh my God ,(17a) they're gonna make a Netflix documentary about me. Neil : Well ,(17b) wait. Okay, think about that. That could be really cool .(17c) That... that could be epic .(17d) Look how well it turned out for Tiger King.	(17a) Meaningless particle (17b) Meaningless particle (17c) Neutral word (17d) Neutral word	Chatting	To give entertainment	In this conversation, Yaz expresses concern about the legality of a situation, possibly hinting at something scandalous or controversial. Neil responds by bringing up the idea of a Netflix documentary and mentions the success of "Tiger King," indicating a casual and conversational tone focused on pop culture references.
18	01:30:49 → 01:30:59	Seth : They were not your friends. We were your friends. We were the ones who cared about you.		Bitching	To enhance friendship	In this conversation, Seth confronts Stephanie about their friends' lack of support during her

		We were the ones who showed up at the hospital. They never came to the hospital. None of them.				hospitalization, suggesting that they were not true friends. Seth expresses his disappointment and emphasizes their own presence and care during that time. Stephanie, on the other hand, reacts with surprise and disbelief, indicating that she disagrees with Seth's statement.
		Stephanie : I can't believe you would say that.				
19	01:36:06 → 01:36:54	Mr. Conway : I know you used to roll your eyes whenever Mom would compliment you, tell you how amazing ,(19a) beautiful ,(19b) wonderful (19c) you were, like she had to say it 'cause she was Mom, but she wanted to because she believed it, deeply. One of the last (19d) things she said to me was to make sure (19e) that you knew how to receive love. And I spent every day of your coma wondering if I messed up.	(19a) Neutral word (19b) Neutral word (19c) Neutral word (19d) Neutral word (19e) Neutral word	House talk	To give entertainment	In this conversation, Mr. Conway shares a heartfelt message with Stephanie, reminiscing about her mother's compliments and expressing his concern about her ability to receive love. He conveys his thoughts and emotions related to their family dynamics and the impact of Stephanie's coma on their relationship. Stephanie responds with gratitude, acknowledging her father's words.
		Stephanie : Thanks, Dad.				
20	01:39:34 → 01:39:54	Yaz : You and Blaine have an awesome (20a) daughter who's so smart (20b) and way cooler (20c) than what you and I ever were. Stop competing with her. (20d) There's enough room for both of you. There's enough room for all of us. We don't need to fight with each other.	(20a) Neutral word (20b) Neutral word (20c) Neutral word (20d) Request (20e) Neutral word	Chatting	To enhance friendship	In this conversation, Yaz engages in a conversation with Tiffany, expressing her perspective on the dynamics between Stephanie, Blaine, and their daughter. Yaz encourages Tiffany to stop competing with Stephanie and emphasizes the importance of unity and support among them. Tiffany acknowledges Yaz's point and agrees with her.
		Tiffany : You're right .(20e)				