

MEN'S LANGUAGE FEATURES USED IN THE NETFLIX SERIES "SEX EDUCATION": SOCIOLINGUISTICS STUDY

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Abstract

This research aims to explore the language features employed by male characters in the Netflix series "Sex Education" and to uncover the underlying purposes associated with each linguistic feature utilized by these characters. Adopting a descriptive qualitative approach supported by quantitative data analysis, the study focuses on the verbal expressions of male characters within the series, encompassing words, phrases, clauses, and sentences within dialogues. Through meticulous analysis, the researcher identifies 249 instances of men's language features within the series. These instances were categorized into distinct types, with swear words or taboo language accounting for 30.5%, minimal responses or back-channeling comprising 27.7%, direct questions representing 20.7%, compliments based on skills at 11%, and explicit commands making up 10.1% of the total. The study delves into the various purposes associated with men's language features. These purposes encompass expressions of masculinity, establishment of dominance, facilitation of rapport, concealment of vulnerability, and negotiation of social hierarchies within diverse cultural contexts. In contrast, women's language features typically serve to express uncertainty, convey emotions, elicit responses, soften utterances, and emphasize points. The distinctiveness of men's language features lies in their inclination towards asserting dominance, taking specific actions, offering compliments, and gathering specific details, reflecting the multifaceted nature of gendered communication dynamics within the series.

Keywords: *Sociolinguistics; Men's Language; Stereotypes; Sex Education*

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INTRODUCTION

Youth-oriented television series are among the most significant offerings in the media industry when it comes to reflecting youth culture. Over time, teen series have undergone substantial evolution, emphasizing diverse and self-affirming portrayals of youth (Fedele, 2021). In Spain, there has been a notable transition within this genre toward addressing themes pertinent to young viewers, including generational tensions and the differentiation between

romantic love and sexuality (Lacalle et al., 2021). A multitude of these series offer portrayals of both youth and gender, frequently through the lens of language, which can offer valuable insights into how media represents young people. (Kress and Hodge, 1979 as cited in Chandra & Yulia, 2017) described that language, as a social phenomenon, not only mirrors differences between genders but also reflects societal attitudes towards men and women. It captures how society perceives and treats individuals based on their gender. Language plays a crucial role in society due to its ability to connect people, serving as a tool for their interaction and communication with each other. The language spoken by individuals within a specific community is referred to as their linguistic communication (Oktapiani & Setyowati, 2017). Sociolinguistics is the study of the relationships that can be discerned through their appearance, behavior, and the language they employ. While a variety of linguistic variables can influence and reshape our speech, this paper will exclusively consider language and gender.

In 1973, Robin Lakoff conducted a study on language differences, focusing on women's speech patterns. In her paper titled "Language and Women's Place" (1973), Lakoff identified ten features of women's language, such as lexical hedges and tag questions, which she observed to be commonly used by women in communication.

On the other hand, (Coates, 2015 as cited in John Emike et al., 2021) stated that men tend to give brief or minimal responses, use commands and swearing more, and complement each other based on skills and possessions. In conversations, they often talk about current events, travel, and sports. When asking questions, men aim to get straight answers, unlike women who may use question tags.

This paper centers on men's language features used by male characters within the context of a "teen series," specifically the 2019 show, "Sex Education". This series serves as a mirror of contemporary youth culture, examining the characters' language as a valuable source of information regarding the language usage in modern television series and its reflection on youth. Additionally, it could offer insights into how gender influences language in the present day through communication.

There are two published journals that similar to this research. First is "*Study of Language Features Used by Male and Female in #SaveJohnnyDepp on Instagram and Twitter*" by Dewi Ginarti. (Ginarti et al., 2022) investigates the language features employed by men and women users on Instagram and Twitter, focusing on posts related to the #SaveJohnnyDepp hashtag, utilizing theories by Robin Lakoff and Jennifer Coates, and finds that both genders use similar language characteristics with different frequencies, aiming to support Johnny Depp and seek justice for him.

Second, "*The differences between men and women's language in the Devil Wears Prada movie*" by Tri Puspa Juwita. (Juwita et al., 2018) explores the distinct language features of men and women characters and their consistency in using these features, utilizing Jennifer Coates theory for men's language and Jennifer Lakoff for women's language. This journal reveals that the characters display inconsistency in their language use across different contexts. This suggest that language patterns may be influenced by situational factors.

This research adds to the published journal titled "*Men's Language and Masculine Identity Construction in Sexist Jokes*" (Nursanti, 2022), by broadening the scope of analysis of gender-specific language features in different context. Both research confirms the distinct language feature of men and women as outlined by Robin Lakoff and Jennifer Coates. "*Men's Language and Masculine Identity Construction in Sexist Jokes*" (Nursanti, 2022) focuses on the power imbalance and the construction of masculine identity in sexist jokes, highlighting men's competitive and dominant behaviors. In contrast, this research examines these features in scripted series, providing a complete look on men's language features.

Men generally tend to use these expressions to establish their authority. Furthermore, the usage of commands and directives, mainly prominent inside identical-sex group dynamics, includes terms like "gimme," "gonna," and "gotta." Moreover, the combination of swearing and taboo language is another noteworthy factor. Conversations among men contain a

significantly better use of taboo words than between women. In evaluation, combined-gender conversations tend to incorporate elements from both sides in terms of using taboo language. Concerning compliments, research suggests that men are frequently specific compliments closer to each other based on skills and possessions. For example, phrases like "it's cool," and "good job" are commonly used. In terms of thematic content, men engaging in conversations with other men or within same-sex group settings sometimes focus on topics such as current affairs, travel, and sports. Lastly, in the context of questioning, men tend to ask questions to obtain information. Men's question-asking pattern differs from women's, who sometimes use question tags to pose questions. Men typically pose their questions immediately and straightforwardly. As an example, the dialogue between Eric and Otis when they saw Tom Baker kiss a girl in front of them.

Eric: ...man, everyone has had sex over the summer. Everyone except you.

Otis: And you.

Eric: Excuse me, I gave two and a half *hand jobs* to that guy I met in Butlin.

(*Sex Education, episode 1* | (00:07:13 - 00:07:15))

In this dialogue, the use of taboo words like "*hand jobs*" reflects a certain informal, casual style commonly found in men's conversations. Men often use explicit language for humor and establish a sense of closeness among peers. In this context, it is used to share personal experiences or tease each other, creating a relaxed and open atmosphere. Functionally, such language is a way to assert bravado, where discussing sexual experiences might be seen as a display of confidence.

LITERATURE REVIEW

It is important to include references and clarify any pertinent modifications to the method employed. The literature review should have an emphasis on methods of procedure and data analysis. The steps of the investigation ought to be articulated precisely. Language serves primarily as a tool for communication within communities (Larasati & Simatupang, 2022). Language is employed to convey our thoughts, emotions, and concepts to various individuals, including friends, family, colleagues, employers, and even strangers, serving as a medium for communication and expression. Branches of language study include phonology (sounds), morphology (word structure), syntax (grammar), semantics (meaning), pragmatics (social use), philosophy, sociolinguistics (society's influence), psycholinguistics (mental processes), neurolinguistics (brain function), and linguistic anthropology (language and culture).

Sociolinguistics is a branch of linguistics that studies the relationship between language and communities (John Emike et al., 2021). The field of sociolinguistics mainly considers language to be a communicative and social system that is intrinsic to a specific culture and group. To determine the extent to which social influences impact language choices, sociolinguists analyze group-specific linguistic traits. They want to know how language is used in society, what makes human speech unique, and how patterns in speech might be discovered. The field of sociolinguistics is concerned with the study of language diversity through both quantitative and qualitative means. Many fields contribute to enriching this expansive area of study, such as language, society, psychology, and anthropology. Sociolinguistics is a study of how society can influence language use (Nguyen., 2016). It explains how language is impacted by social factors and how individuals can represent their community. Language use is connected to social interactions. On the other hand, (Usman et al., 2020) stated that language is assumed both a social and individual phenomenon.

It is important to remember that linguistic variation can appear at all language levels. These variations can impact language-related elements, including how words are pronounced (phonology), the choice of certain words over others (lexical), or the structure of sentences (syntactic). Conversely, extra-linguistic variations are connected to factors outside the realm of language itself, encompassing aspects such as social, geographical, or ethnographic influences. The significance of these diverse aspects varies depending on the specific speech communities they affect, as they are not universally applicable. As a result, factors such as

gender, sex, or sociocultural background may exist with differing degrees of influence on various speech communities and might even have varying effects within the same community. The primary focus of this project will be one of the social factors that have an impact on language which are gender and sex.

Sociolinguistics has extensively investigated the connection between language and gender, examining both stylistic variations and social dynamics (Ahmed & Sani, 2018). (Kiesling, 2024) highlighting role of language in constructing and displaying gender and sexuality, also emphasizing the influence of new media and the role of language in sexual harassment. (Weatherall, 2016) challenges the notion of inherent gender differences in language use, instead focusing on the reflection and production of gender through language. It's the starting point for creating social categories. Additionally, men's left brain is often regarded as more rational than most women's. Gender, on the other hand, is about masculinity and femininity, how someone feels and expresses themselves. Gender differences can influence the way individuals speak, leading to the belief that women may produce different utterances compared to men (Kartika & Rusnaningtyas, 2017). Men and women differ not just physically but also in how they think and feel. In the realm of reproductive health, men frequently utilize silence, interruptions, profanity, and taboo language, alongside employing conversational tactics like self-sufficiency and playful teasing (Melvin AtienoOuma et al., 2022). (Salihu, 2014) emphasizes the influence of gender on behavior, suggesting that societal perceptions often assume these differences are inherent and genetic.

These characteristics are flexible, adjusting to various contexts, circumstances, temporal factors, and modes of communication. Studies in sociolinguistics have revealed a spectrum of language characteristics linked to masculinity. (McDonald, 2016) discovered that male personas in Aristophanes' dramas utilized distinct linguistic cues to express their gender, societal status, and sexual orientation. Masculinity can be associated with language through the specific linguistic patterns used by men, as well as through language that aligns with stereotypical male traits within a given culture. Align with the framework of shaping masculine identity, men's language within sexist jokes often mirrors a competitive and authoritative persona, aimed at upholding gender inequalities in society (Nursanti, 2022). In terms of gender stereotypes, many societies tend to position women as subordinate to men (Alfi et al., 2023). Women often have lower status in society and tend to be politer than men. Also, as caregivers of children, women are expected to act and speak politely.

Men often engage in conversations about sports, politics, and technology, whereas women frequently discuss topics related to their families, food, and lifestyle. However, it's important to note that the choice of conversational topics can vary based on location, context, and cultural norms. (Puspawati, 2016) and (Hidayati, 2016) delved deeper into these distinctions, with Puspitawati scrutinizing unique verbal exchange techniques and Hidayati studying language traits in kid's lively films. Both inquiries discover that men and women appoint fantastic distinct speech patterns, wherein men desire vernacular and casual speech, while women tend toward more excellent formal language. (Sreetharan, 2017) underscores the numerous linguistic behaviors exhibited by Japanese men, contesting the concept of a uniform, popular language style. These studies underscore the intricate and nuanced variations in language usage between genders depicted in movies.

Robin Lakoff, a distinguished sociolinguisticist, highlighted in 1975 (Paggao, 2022) that women's speech differs from men's, reflecting and reinforcing their subordinate status in society. Lakoff identified ten linguistic traits, such as tag questions and politeness particles, forming what she termed 'women's language.' Despite criticisms, Lakoff's work has influenced studies worldwide. These traits encompass aspects like rising intonation, precise color terms, and avoidance of strong swear words, shaping the communication style often associated with women.

(Coates, 2015 cited in Juwita et al., 2018) introduces some language features that are used by men. Firstly, minimal responses, also known as backchannel, involve expressions like "ok," "yeah," and "I know." Men often use these to assert their dominance. Secondly,

commands and directives are common among men, especially in same-sex groups, where explicit commands are frequently employed. Thirdly, swearing and taboo language are often associated with men, with the belief that they use more taboo forms than women. Men use substantially more taboo words or swear words in conversations with other men, while mixed conversations accommodate both sides. The different types of swear words associated with sexuality, bodily functions, animal names, personal origins, mental health, sexual acts, taboo subjects, religion, oaths, and racism. Examples include words like “damn,” “fuck,” or “shit.”

Fourthly, in terms of compliments, men tend to give compliments to each other based on skills and possessions, using phrases like “it’s cool,” or “good job.” Fifthly, in discussions about themes, men in same-sex or male group conversations often focus on current affairs, travel, and sports. Lastly, regarding questions, men typically ask direct questions to gather information, exhibiting a different questioning pattern than women, who sometimes use question tags.

The classification of language features based on gender, as discussed in various studies related to films, series, and everyday situations, often reflects the standards associated with men's and women's language. However, it's important to note that studies focusing on real-life human interactions, outside of scripted media like series and films experiences and behaviors. It specifically focuses on the language features of men characters in the series “*Sex Education*.”

METHOD

The results should be presented in the same part, clearly and briefly. Separate writing words such as tables, figures, or graphs could be used to enhance the research results and provide further clarity. Refrain from displaying comparable data in an independent table. The analysis ought to resolve the mentioned disparity. Paragraphs are devoted to discussing the qualitative data, such as interview results. It is unacceptable to rewrite the references given in the introduction in the body of the debate. The results should be compared to those of earlier research. The research methodology used in this study was qualitative descriptive. Gathering first-hand accounts from people, communities, and society at large is what qualitative research is all about. (Awasthy, 2019). According to (Yin, 2016) “qualitative research explicitly encompasses the contextual conditions surrounding people's lives, including social, institutional, cultural, and environmental factors. It delves into the settings and circumstances that shape individuals experiences and behaviors.” It specifically focuses on language features between men and women in the series “*Sex Education*.” The primary data source for this research was the Netflix original series “*Sex Education*.” For data collection, the researcher utilized the technique of watching, listening, and taking notes. The data collection technique is of paramount significance in research since its primary objective is to acquire data that is appropriate, precise, and comprehensive. Following the data collection, the researcher conducted data analysis using the textual analysis method. Utilizing Coates's gender linguistic theory as a framework, the researcher examined how language characteristics and cultural aspects were portrayed by male characters in the movie.

The research questions of this study are:

1. What are men's language features used in The Netflix series “*Sex Education*”?
2. What are the purposes of using men's language features in Netflix's series “*Sex Education*”?

RESULT

The result of a study on men’s language features used in the Netflix series “*Sex Education*” identified five main language features. These language features include minimal response used 27.7% of the time, explicit commands 10.1%, swear or taboo words 30.5%, skill-based compliments 11%, and direct question 20.6%.

a. Minimal Response

Men tend to use minimal response or backchannel. For example, the dialogue between Otis and his mother's boyfriend:

Dan: Hopefully see you again, then, dude.

Otis: *Yeah*.

(*Sex Education, episode 1 | (00:04:50 - 00:04:52)*)

The men's language features used by Otis are minimal response or backchannel. Otis giving a short and minimal response "*Yeah*" characterize as men language, it is often aiming for efficiency and brevity in communication. In the conversation between Dan and Otis, the dynamics of their interaction hint an interesting play of power through language. When Dan expresses hopeful feelings about meeting again, he uses the term "dude" lending a casual and friendly tone to the conversation. However, Otis's response breaks this tone, using a short and minimal "*Yeah*". This innocuous answer holds weight beyond its brevity, as it exudes an air of dominance and detachment.

Otis's purpose on using men's language feature is to acknowledge Dan's statement and show affirmation. The choice of a short and unenthusiastic response indicates a deliberate attempt to assert control over the interaction, by responding with a simple "*Yeah*", Otis signaling that he has heard what Dan has said and showing his lack of interest in continuing the conversation.

This finding suggests that men's use of minimal responses can reflect power dynamics in conversation. In the interaction between Dan and Otis, it is clear that Dan tries to create a friendly atmosphere by saying "Hopefully see you again, then, dude," but Otis give a minimal response "*Yeah*" disrupts the tone of the conversation, showing his dominance and disinterest. Research by (Coates, 2015) showed that men often use language to manage power dynamics in interaction, which can be seen on how Otis responded to Dan.

b. Explicit Command

The explicit commands are frequently employed in a same-sex conversation between Men. For example, in dialogue nine when Otis and Eric are debating about ringing Aimee's house bell:

Eric: What are you doing?

Otis: Ring the buzzer.

Eric: *No, you're not. We're gonna wait until other people get here!*

(*Sex Education, episode 2 | (00:16:46 - 00:16:49)*)

In the alternate between Otis and Eric from "*Sex Education*," Eric's use of explicit commands stands proud as a distinguished feature of same-sex conversation dynamics amongs men. As Eric questions Otis about his movements with the inquiry "What are you doing?" he initiates a speech aimed at knowing Otis's contemporary interest. Otis responds straightforwardly, pointing out his aim to ring the buzzer. Before Otis can say anything, Eric quickly steps in and corrects him, saying, "*No, you're not. We're gonna wait until other people get here!*". Eric's response is a way for him to express his expectation that Otis will wait to sound the buzzer until other people arrive. This directive and explicitness does not allow for any interpretation.

Throughout the conversation, Eric uses specific command to achieve two goals. First, it shows that he is responsible for the situation and the one that must decide how things should go. Eric uses explicit commands to assert his dominance and establish himself as decision maker. Second, Eric's used imperatives aims to convey his preferences and expectations were clear to Otis. Eric's statement is clear and straightforward because he needs to ensure that his perspective is understood and followed, strengthening his authority and maintain his stance in

this conversation. Overall, this conversation illustrates how direct commands play an important role in same-sex conversations. It is also serving as a tool to promote control, conveying choices and maintain social dynamics.

This is supported by Coates (2015) who stated that men use explicit commands often aim to regulate power dynamics in social interactions. Men use direct language to demonstrate their authority and maintain control over the situation.

c. Swear or Taboo Words

Swear and taboo language are frequently linked to men, with a common belief that they employ more taboo expressions than women. Men tend to use significantly more taboo words when speaking to other men, whereas conversations involving both genders tend to accommodate the usage of such language from both sides. For instance, Jackson's reaction when Adam shattered the urn holding Aimee's grandmother's ashes.

Jackson: Adam, *what the fuck*, man?

(*Sex Education*, episode 2 | (00:39:19 - 00:39:20))

In the depicted interaction between Jackson and Adam from "*Sex Education*," the use of swear and taboo language by Jackson exemplifies a common association with men's language features. Jackson's blunt expression, "*What the fuck, man?*" embodies a direct and informal style of communication often observed among men in conversational settings. The choice of the swear words provides depth to Jackson's reaction and displays a heightened emotional response, conveying shock, disbelief, or even frustration in response to Adam's moves.

Jackson's use of swearing and taboo words show a specific reaction of shock, disbelief and anger towards Adam's act of destroying the urn containing Aimee's grandmother's ashes. Jackson emphasizes the depth of his emotional reaction to this situation by using a strong language. Jackson's direct expression of his emotion is in line with Adam's behavior, including the confrontational tone. On average, this linguistics feature is crucial in conveying Jackson's immediate reaction to the situation at hand.

This finding suggest that in the situation where demand a quick and intense response, men often use taboo words to express their emotions. Jackson's taboo words emphasize the intensity of his reaction, showing feeling of surprise, disbelief and frustration over Adam's movements. This kind of language also serves as a tool to signal the strength of emotion that a person is experiencing in the conversation or interaction. This is also ties in with the theory on the communication of masculinity that highlight the way men use language to show power or intense emotion (Coates, 2015).

d. Compliments Based on Skills

Men like to offer admiration or praise, and specialize in skills and possessions while complimenting others. For example, the alternative swimmer praised Jackson after winning the swimming competition.

Swimmer: **Nice one.**

Jackson: Well done.

(*Sex Education*, episode 3 | (00:35:00 - 00:35:02))

In the communication between the alternative swimmer and Jackson from "*Sex Education*," the swimmer's brief praise of the "*Nice one*" exemplifies a common language feature used in men's communication, where admiration or praise often centers around skills, achievements, or possessions. This expression recognizes Jackson's fulfillment in winning the competition without delving into giant commentary, reflecting a usual way of men expressing their admiration for each other.

The purpose of such expressions of praise is to validate Jackson's fulfillment, raise his morale, and foster camaraderie with a number of the swimmers by demonstrating guidance and appreciation for his accomplishment. By offering praise, the swimmer acknowledges Jackson's success and strengthens the social bonds between them.

The findings demonstrate how men tend to use language to acknowledge other's achievements or skill as a way to build positive social relationship. This also supported by theory on the communication of masculinity that emphasize how men use language to reinforce social status and maintain positive relationship among men (Coates, 2015).

e. Direct Question

Men generally ask straightforward questions to gather data, displaying an awesome questioning style compared to women, who like to employ question tags. In episode 5, Otis asks Maeve why she wants to help Ruby find the person who shared her scandalous picture.

Otis: ***Well, why are you helping Ruby, anyway?***

Maeve: It's money.

(*Sex Education, episode 5 | (00:06:04 - 00:06:07)*)

In episode 5 of "Sex Education," Otis's use of direct questions exemplifies a common language feature used by men in communication, characterized by truthful inquiries to gather information. Otis's question "***Well, why are you helping Ruby, anyway?***" align with stereotypical men's language features. Otis asks Maeve about her motivation for helping Ruby directly to get specific information.

Otis's direct question seeks explanation and know-how regarding Maeve's actions; by posing the question immediately, Otis pursues to elicit a straightforward response from Maeve, prompting her to provide a clear answer. This direct technique permits Otis to acquire records efficiently and doubtlessly engage in similar communication. Through utilizing a direct question, Otis seeks transparency and clarity in conversation, proceeding to apprehend Maeve's motivations without ambiguity or indirectness.

This finding is in line with (Coates, 2015) theory of gender communication. Men often use direct questions to get information of clarification in conversation, focusing on the goal of getting a clear answer. This can be seen when Otis use direct question to Maeve, he asks "***Well, why are you helping Ruby, anyway?***" this question show that Otis trying to get a direct and specific explanation from Maeve without circling the topic.

Table 1. Percentage of men's language features in the series "Sex Education"

Language Features	Percentage
Minimal Response	27,7%
Explicit Command	10,1%
Swear or Taboo Words	30,5%
Compliment Based on Skill	11%
Direct Question	20,7%

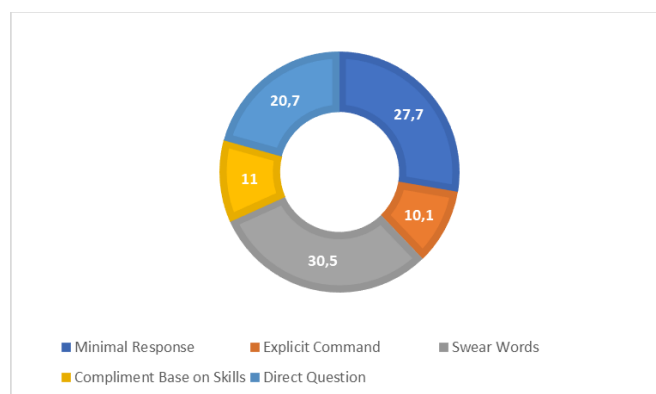


Chart 1. Percentage of men's language features in the series "Sex Education"

From these findings, minimal response is the most frequently used language features in the series, while explicit commands are the least used.

DISCUSSIONS

In this paper, the focus is language features used by male characters in the Netflix series "Sex Education" to understand how these features reflect Sociolinguistic patterns. Our findings indicate that male characters exhibit a diverse range of linguistic behaviors that align with traditional and evolving norms of masculinity.

The findings both support and add existing literature on men's language use in media and real-life contexts. Previous studies have often highlighted men's use of assertive and dominant language features, such as imperatives and interruptions (Keith, 2017). In this movie, some elements were observed particularly in characters like Jackson and Adam, who often assert their dominance in social hierarchies. However, the study also identified instances of more collaborative and emotionally expressive language, especially in characters like Otis and Eric, reflecting a broader, more nuanced representation of masculinity. The portrayal of male characters in the movie appears to align with contemporary shifts in societal attitudes towards masculinity (Sapitri, 2023). Characters exhibit vulnerability and emotional openness, challenging the traditional notion of stoic masculinity. This aligns with recent sociolinguistic research suggesting a trend towards more emotionally expressive male communication styles (Paterson, 2016). The movie describes of such characters may influence audience perceptions and contribute to the normalization of these evolving traits.

The analysis also considered the inter-sectionality of gender with other social factors, such as sexuality and ethnicity. For instance, Eric, a gay black character, uses language that reflects his multifaceted identity, blending humor, assertiveness, and emotional depth. This complexity challenges monolithic views of male language use and underscores the importance of considering multiple social identities in sociolinguistic studies (Dewi, 2023). The diverse linguistic behaviors of male characters in "Sex Education" suggest that media representations are beginning to move away from stereotypical portrayals. This has important implications for viewers, particularly young audiences, who may internalize these varied expressions of masculinity. Positive and nuanced portrayals can contribute to a broader understanding and acceptance of different male identities (Nursanti, 2022).

While the study provides valuable insights, it is not without limitations. The analysis is confined to one series and may not be generalizable to other media forms or real-life contexts. Future research could expand this study by comparing language features across different genres, cultures, and platforms to see if similar patterns emerge (Nurul et al., 2019). Moreover, a comprehensive analysis could reveal how language use and representations of masculinity evolve over multiple seasons or in response to cultural shifts.

Some experts look at how both sexes utilize language in work environments, emphasizing aspects like authority, humor, and civility. The environment of "Sex Education" is different from that of a television series, but the linguistic features that have been identified may still be useful in comprehending how the male characters use language to negotiate power and social relations (Ferreira, 2009). Another research offers a thorough analysis of the various ways men perform masculinity through language. He points out important language techniques and traits, like the application of strength, solidarity, and toughness that might serve as a basis for deciphering the language of the male characters in the movie (Kiesling, 2007).

These studies explore how media representations influence and reflect societal language norms, offering methodologies and insights applicable to analyzing a TV series like "Sex Education."

CONCLUSION

Primarily based on the findings and analysis supplied in the preceding chapter, the researcher exposed 249 times men's language features within the series. These language features were categorized into wonderful types, with swear or taboo words accounting for 30.5%, minimal response comprising 27.7%, and direct questions representing 20.7%. Compliments based on skills at 11%, and explicit command made up 10.1% of the total. The researcher elucidates numerous functions related to men's language features, including asserting dominance, prompting specific actions, offering compliments, and eliciting specific details.

The purpose of men's language features is various, encompassing expressions of masculinity, and dominance, fostering camaraderie, concealing vulnerability, and navigating social hierarchies. Through linguistic behaviors, such as assertive language use, humor, and emotional restraint, men align themselves with societal expectations of gender roles whilst organizing authority in social interaction. These linguistic strategies serve to construct rapport amongst friends, hide emotional vulnerability, and negotiate energy dynamics within social hierarchies, shaping the dynamics of interpersonal relationships and influencing how men navigate their social world.

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