

# Hypermasculine language in God Kid movie

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## Hypermasculine language in the expression of Good Kids Movie

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### ABSTRACT

Teenager life is often challenging, and faces many problems. The movie portrays the struggle of a group of friends to be accepted by doing some activities called machismo. It shows the crucial moment of their life to focus on masculine things. This study aims to analyze the practices of Hypermasculinity through the expression in the movie. This research is qualitative. The researcher collected the data by observing the movie. The finding showed that the characters in the movie adopt all three features of Hypermasculinity practices. Thus acts are drinking alcohol, partying, drugs, violence, and sexual behavior.



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### 1. INTRODUCTION (10 PT)

The era of globalization requires humans to increase the advantages of all fields to survive in life. One of the essential qualities to improve today is the mastery of English, both verbal and non-verbal. Someone will hamper communication in English at work if you do not understand the other person's meaning. One reason is the lack of good ability and understanding of "listening" to the language. The Main bulletin of UIN SUSKA Riau reported they held a TOEFL training for lecturers. Dauglas led the seminar, and several lecturers stated that listening comprehension or listening ability is the most challenging part of completing because the dialogue is too fast.

That is why "listening" is an essential skill in developing language and its system to make skills more fluent and natural. Nation (2009) also argues that "listening" is a way of getting to know a foreign language. Students will understand how to pronounce words in writing from the input that comes in. For this reason "listening" is a fundamental skill that leads them to communicate effectively. In other words, the activity or listening provides students with a model practically. So, when the ability to "listen" increases, students can start using their speaking skills.

The process of "listening" is different from "hearing." It's more than just capturing sound. It is when someone processes oral information by paying attention, understanding, and interpreting the most profound meaning of the speaker. The above activity can be called "critical listening" because it includes a process of 1. Hearing 2. Identifying 3. Interpreting 4. Understanding 5. Assessing and 6. Responding. Goss (Farris, 1993: p.154) argues that the definition of listening is compiling what is heard and then interpreting it.

However, practically there are many factors of difficulty in critical listening. Hermawan (2012) argues that there are two factors, namely internal factors, and external factors. Internal is when a person has significant hearing problems or physical disabilities. There are also times when they mistakenly conclude from the expressions they hear. In contrast, external factors rely on environmental and material

characteristics such as speaker style and speech techniques (Putri, 2017, p23-24). Thus, a listener should make an effort to produce the interpretation of the information.

Then to develop critical listening, Solak (2016: 33) argues that there are two skills to optimize it: Micro-skills and Macro-skills. Micro-skill is the ability to understand the meaning of someone's words in interpreting language intonation and the use of language systems such as natural conversations between speakers and listeners. Meanwhile, macro-skills mean understanding specific information in general and following the directions listed in many listening tests. So with this ability, the difficulties obtained will be able to be adequately overcome.

There are three essential points in teaching "listening" that must be considered in education. The first is the situation and condition of the participants in the class. Good and stormy conditions are very influential to success in the classroom because it relates to the readiness of students to receive information. Second, the teacher or speaker must be aware of the student's abilities. So, you can adjust the volume, intonation, or speaking speed. Third, contextual learning materials will help make it easier to understand the content presented (Putri 2017: p.35).

Therefore, learning new things requires excellent interest to achieve optimal results. The luck is with the current era for having various modern sources such as TV, Radio, Mass Media, the Internet, and films (Aysu, 2019). These media help teachers as learning media to optimize language teaching activities. Learning English using fun media will be very beneficial for students and teachers. One technique that can encourage learning activities is film. According to Xi-Chun and Meng-Jie (2015: p.822), teaching English through movies can increase learning motivation, provide other knowledge such as aspects of life, and improve their listening skills. Quote from Al Murshidi (2020): several researchers have concluded that films have a significant impact on improving four crucial skills in English, namely "reading", "listening", writing, and "speaking".

There are many advantages to using film in the classroom. Providing movies in class makes it easier for teachers to get students' attention and interest. "Interest is the best teacher" (Xi-xhun and Meng-jie 2015: p. 822). Interest directly affects learning activities and reduces the psychological burden. With this condition, students will concentrate on the material in class. Finally, it will support the process of "critical listening" activities so that learning effectiveness increases. Although it is difficult to understand because sometimes the actors in the film babble, this will be useful to get used to listening to native speakers, significantly since it will positively affect "listening skills". In other words, watching movies trains active listening skills (Pamungkas & Adi 202:p.129).

One of them is by using English films. English film content provides real-life, life-like tools for foreign speakers. Several studies discuss films as a medium for learning English. Pamungkas and Adi (2020) focused on students' perceptions of the use of films to develop their English listening skills in SMK, which had positive results. Then Simamoa and Oktaviani (2020) analyzed the effect of movies on improving English vocabulary. Chen (2015) also researched the impact of films on enhancing students' English skills.

In contrast, Sari and Sugandi (2015) analyzed films' positive and negative effects on learning English. Murshidi (2020) studied the film's effectiveness on students' learning motivation. Palupi (2021), Xi-Xhun, and Meng-Jie (2015) supported previous research and added the results of an increase in "listening" ability as well. Existing studies analyze the effect of films on improving English language skills for students.

The Good Kids film is an appropriate choice for students as young people. This film tells the story of a nerd group of friends who become victims of bullying. They try to live the lifestyle of the superior in their school. Parties, casual sex, and drugs are activities they try to do to be accepted by their circle of friends. In literature, this phenomenon can be analyzed using the theory of Hypermasculinity, namely the concept of masculinity where the perpetrator is a teenager who imitates other friends to be considered "male". Finally, their friends can accept them in their circle of friends by doing this. Hypermasculinity is related to Machismo which over proud of himself on masculinity, values strength, and lacks responsibility. Machismo can also be positively oriented by supporting the family, helping raise children, and showing courageous support for friends (Nababan 2021: p.26).

This research has the same object as the previous studies. However, the researcher discusses the implications of critical listening using English films that are emphasized and connected to a robust analysis of literary topics. This research is based on the assumption through film that students can learn the characters in literary works in terms of the meaning of the language. The second assumption is that listening through the movie can train students to understand the linguistic power represented through films. Thus, it can also introduce the linguistic aspect of hypermasculinity through this research's critical listening learning design model.

## 2. RESEARCH METHOD

This study focuses on the language expressions of the four main characters in the Good Kids movie. Pressure from superior friends induces them to do things that are "accepted" by their friend's environment. It can be seen from the discussion between the four characters in the film. So, in the semantic linguistic analysis, this research focuses on expressions containing hypermasculinity elements.

Qualitative research is used in this study because this research explores language in a film. Qualitative methods focus on in-depth analysis of the meaning of many aspects, such as social or historical, by matching it to a particular theory (Cresswell, 2003: 18). More precisely, this research looks at the Semantics for language analysis and Hypermasculinity as a pattern from the analysis results.

Data collection is done by observation. First, the writer watches the film in depth. Then, first looking for the characteristics of Hypermasculinity then, the writer records the expressions included in these characteristics. This study selected three elements of Hypermasculinity. The first characteristic is sex-oriented. The second is oral violent. Finally, it is interested in dangerous things (Siddhanta and Singh 2015: 71). In other words, the primary data of this study are the expressions or utterances of the four leading players.

The data were analyzed using two analytical theories. The first Hypermasculinity is used to analyze expressions that refer to efforts to achieve accepted characteristics and recognition from their vicious circle of friends. The second, after obtaining the classification, the writer then analyzed the answers to the questions, namely the type of meaning contained in the speakers' expressions. The last step is concluding the data analysis carried out

## 3. RESULTS AND ANALYSIS

### 3.1 Hypermasculinity practices in Good Kids

Hypermasculinity practices depicted in the Good Kids film are categorized into three parts. The first characteristics are Danger scenes or interest in dangerous things. The second is violence and fighting. The third is sex-oriented. These characteristics represent the masculinity of male courage in doing scary things. The benefit is that after successfully taking the test, they will receive an honor in a supportive environment. The classification of the characteristics above can be seen from the analysis of the results below.

In this film, what is described as (1) Danger Scene is drug abuse. The researcher can analyze it from the statement: "You are talking about doing some drugs? Put some drug in you!". Andi said these words to his friend, Lion. Lion wants to try using drugs to gain self-confidence and a place in social life. In another scene, he gets an offer to use drugs from another friend after his previous experiment was successful. The action signifies the success of Lion in entering their social circle.

The second characteristic is (2) violence. The activity seen in this film is verbal bullying. The following utterance: "Did you guys pay a hot girl to follow you around?". The sentence was a verbal abuse by Conch and his group aimed at Andi and his friends. Conch taunts them for not believing there is one beautiful girl in Andi's group, considering they are an uncool group. This incident can be called terror, where these activities create boundaries in social life. In that condition, Andi did not dare defend himself, and Spice (another friend) only calmed him down by saying, "Hey men, it's just different circles".

Another example is in the utterance "Golden Boy! What are you doing in for?". The sentence shows the existence of oppression by calling Andi by his nickname instead of his real name. The portrayal of bullying in this film caused embarrassment to the main cast.

Then the third characteristic is (3) sex-oriented. As in the following conversation

Andy: "three days ago, a 42 years old woman paid me to have sex with her".

Spice: "No..."

Andy: "yeah,"private tennis lesson" I have two more scheduled with her this week.

From that conversation, Andy wanted to be proud of himself for doing a lot of sexual activities and getting a better sense of self-esteem from Spice, his best friend. This activity is a benchmark in the theory of masculinity. The more someone has sex with many people, the more men are considered dashing. In the film, Andi, the main character, engages in unrequited sex with several older women.

### 3.2 Words meaning in Good Kids

The utterances in conversation are divided into several types of meaning in semantics, such as in the table below:

Table 1: Classification of Meaning

| NO | Types               | Utterance                                     |
|----|---------------------|---|
| 1. | Referential meaning | Hot Girl<br>Golden Boy<br>Number in the nude! |
| 2. | Associative Meaning | Graduation Party<br>Something cool<br>goods   |
| 3. | Affective Meaning   | cool<br>No<br>Great<br>Holy Shit              |

As seen in table 1, the words *hot girl*, *golden boy*, and *number in the nude* are included in the classification of Referential Meaning. The point is that when we hear a word, it means we know the object reference of the word. For example, the term *hot* means someone is sexy with a charming appearance and is sexually seductive. Then the word *golden boy*, the word refers to someone famous and successful. The last word *number in the nude* relates to someone competent and likes math in this film. This is different from the second table.

The column describes associative meanings which have detonative meanings where psychological and psychological factors influence the concept of meaning. There you can see the word *graduation party*. The word in this film has a different meaning from the graduation ceremony. It is depicted from the context that the main character wants to be invited to a graduation party where they can have fun celebrating by getting drunk, using drugs, or engaging in sexual activities. The word means acceptance in the circle of friends. The next word listed is *something cool*; the word is still related to the previous explanation. They hoped that something cool was an invitation to celebrate graduation at the existing graduation party. The last one is the word *goods*. In the Longman Dictionary, the word means an item or something that can be sold. However, in the context of this film, the word has a meaning, namely drugs. It shows the importance of the relationship between speaker and listener to conclude associative meaning.

Table 3 is an example of affective meaning, which aims to show someone's feelings or emotions. The words are a response to positive or negative emotions. The words *cool* and *great* mean positive responses. The word *no* is a negative response. The word *holy shit* itself is an expletive of negative feelings. However, considering the context in the film, these words have the opposite meaning from the original meaning. As the words *cool* and *great* in the film have a negative meaning. It is because the speaker responds to the greeting of an aggressive bully. Furthermore, the terms *no* and *holysht* are positive responses because, in this context, the speaker responds to his friend who is proud of his achievements, namely that he has done sexual activities several times.

In the end, analyzing the true meaning of words or utterances requires complete data. The researcher needs the context of the situation in the conversation. In addition, it takes accuracy to see the psychological side of the speaker to conclude the meaning of his utterance.

### 3.3 Movie as an English learning media

The film Good Kids depicts the main cast trying to do many activities to meet the expectations of their environment. The properties of Hypermasculinity make the leading players perform actions that are foreign to them. In this film their characters are very determined to do activities that can make them cool kids. Hypermasculinity practices are often connoted with the label "Bad Guys" rather than "Good guys" because the activities are described as loud, arrogant, trouble-makers, and mysterious. The previous statement was supported by Scharrer who said that Hypermasculinity displays two sides of the character, namely good or bad. So it can be said that the depiction of Hypermasculinity in the film has a negative image. The results of this study show evidence that using film is a suitable medium that supports studying social life through literary works and adds critical insight to language analysis.

Using English movies as a medium for learning English has become prominent. Some studies support the statement that movie is good for helping students' listening comprehension. It also answers the second research question from this research. The movie allows students to experience real-life spoken language. It assists them in understanding the expression better through the natural way of speaking (Machackova: 2009). This research shows the analysis of some phrases in Good Kids movie. It means students may maximize their listening ability and boost their literature interpretation because listening is an advanced process where the person, the listener, has to pay attention and interpret the spoken symbol (Sirait: 2019).



Moreover, according to Pamungkas (2019), it enhances students' listening skills. As much as 81% of his finding shows employing English movie push students to focus more by having a good mood. Another study conducted by Simamora (2020) supports that movies can improve critical listening. As students often hear new vocabularies from the movie, they interpret the meaning by linking the sentence, characters' expressions, and the scene in the movie. Indeed movie shows real-life kind of act, Anggar (2021) identifies movie as authentic source that represents meaningful media for learning a foreign language. Thus, this research has been done to support the further usage of English movies in terms of critical listening skills. Additionally, the role of the movie is not only as mood support but as a tool to connect listening skills and students' social knowledge. In short, using movies in the class increases students' ability to understand the audio and engage with physical visuals in the movie (Palupi, 80: 2021).

#### 4. CONCLUSION

This article discusses the utterances in the Good Kids film related to the realities of social life. According to the results, some of the utterances conveyed by the players contained elements of the practice of Hypermasculinity. It can be seen from the discussion that this practice shows the existence of social inequality that occurs not with the opposite gender but with the same gender. Those who are weak are not accepted in the circle of friends and are abused by the stronger. In terms of language analysis, it shows different meanings according to the types of purpose in semantics. The words spoken in the event are influenced by triggers that have a reference, the psychological side that is suppressed by the situation, and the emotional aspect of the speaker to pronounce an expression.

The limitation of this research is the area of research that focuses on speech. So, research connects the speech and the characters related to the analysis of Hypermasculinity. In addition, this study should analyze the meaning of words but examine the sentences or utterances that are explained along with their contexts to understand how expressions can be pronounced and have meanings that may differ according to circumstances.

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