

LANGUAGE STYLES IN “SNOWPIERCER” (2013): THE INFLUENCE OF SOCIOECONOMIC STATUS

Muhammad Reynaldy Hidayat

English Literature, Faculty of Languages and Arts, Universitas Negeri Surabaya

muhammadhidayat16020154081@mhs.unesa.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisa jenis gaya bahasa dan pengaruh status sosial ekonomi pada gaya bahasa yang digambarkan dalam *Snowpiercer* (2013). Mengingat film ini membaurkan kelompok status sosial ekonomi tinggi dan rendah. Pada momen ini, jika dilihat dari wacana status sosial ekonomi, gaya bahasa yang digunakan dalam interaksi antar kelas sering ada perbedaan. Penelitian ini menggunakan metode kualitatif deskriptif dan datanya berupa ucapan yang terdiri dari gaya bahasa yang diidentifikasi oleh dialog karakter dalam film. Penelitian ini menemukan empat dari lima jenis gaya bahasa yang telah dianalisa menggunakan teori Martin Joos, dan pengaruh status sosial ekonomi menggunakan teori Oakes dan Rossi. Penemuan pertama menunjukkan bahwa empat gaya bahasa yang ditemukan pada film ini yakni gaya kasual, resmi, konsultatif, dan intim. Penemuan kedua menunjukkan bahwa pendidikan adalah salah satu dari banyak faktor penting yang mempengaruhi seseorang dengan status sosial ekonominya untuk menggunakan gaya bahasa tertentu dari beberapa gaya bahasa. Sebagai kesimpulan, gaya bahasa yang digunakan oleh karakter yang termasuk dalam kelompok status sosial ekonomi rendah berkisar dari kasual hingga intim. Gaya bahasa formal hampir tidak ditemukan pada dialog-dialog karakter status sosial ekonomi rendah, kecuali satu karakter (C9) yang berperan sebagai pendeta di antara karakter SES rendah.

Kata Kunci: gaya bahasa, status sosial ekonomi, snowpiercer.

Abstract

This study aims to discover the types of language style and also the influence of socioeconomic status in language style through *Snowpiercer* (2013). Given that this film is told in combination of both high and low SES. At this moment, when viewed from socioeconomic status discourse, language styles used in the interaction between classes are most often different. This study used descriptive qualitative method to analyse the data were the utterances consisting of language styles identified by characters' dialogues in film. Using Martin Joos' theory as a guide to classified types of language style, and Oakes and Rossi's socioeconomic status theory to find out the influence of socioeconomic status, this study found four out five types of language style. The first finding shows that four types were found in this film such as casual, formal, consultative and intimate style. The second finding shows that education is one of the many important factors that influence someone with their socioeconomic status to use a certain types of language style. To conclude, language styles used by characters belonging to the low SES group ranged from casual to intimate. Formal language style was hardly found in dialogue lines of low SES characters with the exception of one character (C9) that served a role as a preacher among low SES characters.

Keywords: language style, socioeconomic status, snowpiercer.

INTRODUCTION

In the present time, education is one of the many important factors that upholds others' perception of an individual's social status. It can be said that education plays a crucial role in how humans interact and communicate with each other. In this context, education also influences one's language use. The use of language depends on several aspects, one of which is the society in which a person's knowledge of how to establish communications with others was shaped. Furthermore, the classification of society is often based on economic status, which directly and indirectly impacts the quality of education individuals receive. It has been known that education is among the variables used to classify which social class an individual belongs to. Butler (2017) also

suggested that education is one of socioeconomic status' indicators, which also helps shape children's language styles over time.

SES refers to one's access to financial, educational, social resources and positioning, privileges, and prestige (Mueller & Parcel 1981, Entwistle & Astone 1994, Duncan et al. 2012). Socioeconomic status (SES) can also be used as a way to classify individuals or groups based on their economic abilities or social status. SES can be measured by several variables such as income, household expenditure, education, occupation, and others. At this point, when viewed from socioeconomic status discourse, language styles used in the interaction between classes are most often different. According to Missikova (2003) language style is a way of speaking or a kind of speech formed by conscious and deliberate selection, systematic patterns and linguistic and extra-linguistic implementations of meaning in relation to topics,

situations, functions, intent and content of a speech writer. In line with this statement, Gleason (1953) stated that style is a pattern of choice made in the choices presented by language conversations and literary forms. Furthermore, Chaika (1982) added that style refers to the selection of linguistic forms to convey social or artistic effects. Snell (2014) also suggested that several aspects such as social class, age and gender are associated with individuals' language use.

One of the previous studies by Lailah (2015) entitled "An Analysis of Language Styles used in Two Fast and Furious" attempted to find kinds of language styles used in Two Fast and Furious. Descriptive qualitative approach method was chosen as her research methodology. In addition, she used the theory of Holmes (1992) in order to analyze her data. In her study, she found four intimate styles to consider other participants as friends. Thus, sometimes the speakers use special vocabulary to address or call their friends and use persuasion. This happens when they talk to friends in a semi-formal communication situation. In casual style the participants use informal situations and they want to make informal events and also because they are talking to others of equal standing. It is generally used to address informal situations and casual meetings. In consultative style it shows that speakers are used to semi-formal communication situations or different positions in social status, when they have different positions in social status and when they talk to strangers. Formal style is used in important situations, such as talking to strangers or someone from a high status. Frozen style is used in very formal situations. In her study, from those five types of language style used in Two Fast and Furious, consultative style was the most dominant type which appears 21 data, 18 types of formal style, 13 types of intimate style, 15 types of casual style, and only 3 types of frozen style.

Another was done by Rasyidin (2016) entitled "An Analysis of Language Style in Fury Movie". In his thesis, he tried to find out the conversation that contains language style on communication, then classifying based on types of language style that is found in the movie, then finding the dominant type of language style. However, Rasyidin (2016) tried to figure out the type of language style and which type is dominant. Descriptive qualitative research was chosen as his methodology in analyzing the data. In addition, his study was based on the theory by Martin Joos (1967). In his study, he found four types from five types of language style. From those four types of language style, casual type is the dominant type, while frozen style did not appear in "Fury" movie. The details of the data are as follows: there are 29 types of formal style, 97 types of consultative style, 102 types of casual style, and only 13 types of intimate style. It can be concluded from the use of language style, the most dominant is the casual style that contains 102 data.

The research gap between the previous studies and this study was that setting, which focused on the influence of socioeconomic status in language style. Although the present study explored the data in the form of utterances made in conversation in a movie, the approach used was different from the previous ones. In the previous study, the

researcher was trying to find out the type and the dominant language style and connect it with gender study. This study, tries to find out the type and the influence of SES in language style. This research is not only looking for the types of language styles that appear in the film. Moreover, this study also attempted to reveal whether socioeconomic status can affect language style. Lastly, this study also tried to find out the impact that occurs from the style of language used which is seen through the perspective.

Referring to the movie that the present study explored, Snowpiercer (2013) is a movie directed by Bong Joon-ho who originated from South Korea. The movie tells about failed climate change experiments that eventually killed many people all around the world. This thriller-fantasy genre movie takes place on a train that travels around the globe with the remaining survivors who have been rescued from disasters due to the failed experiments. Inside the train, passengers were divided based on two social classes; the poor and the wealthy, with the former occupying the tail or the back cars and the latter the front cars. Since the front cars were occupied by wealthy people, they were made extravagant and luxurious. Meanwhile, the back cars that were filled with poor people lacked resources and had armed guards roaming around with their guns.

A conflict began with one of the leaders from the back carriage group who tried to break into the front carriage to wrest control of the train. From that event, there was a moment where they interacted and communicated with each other.

Snowpiercer (2013) was chosen because there was a difference in the use of language styles by each socioeconomic status that opposed the theory of language style. This study also attempted to reveal how the process occurred based on the influence of socioeconomic factors on the use of language style used by characters in the movie.

This study believes that socioeconomic status (SES); high and low; influenced their interaction and communication. This study tries to reveal the types of language used by each character identified by their SES as well as the influence of SES on language style. Based on the background of the study above, this study aims to reveal the types of language style applied by each socioeconomic status in Snowpiercer (2013) and also how SES influences the types of language style identified in Snowpiercer (2013).

Language Style

Language has the potential to make communication successful and build social togetherness if used properly. Style is the way the speaker delivers or asks questions or from listeners. Holmes (1992) defines social and style intersections are one of the most important parts of sociolinguistics. If features occur more frequently in working class speeches, then they will occur more often in informal speeches from all speakers. According to Eckert (2002) stated that language style plays a crucial role in the study of varying sociolinguistics. Language style is a place for the internalization of individuals towards a wider variety of social distributions. The broad conception of style as social from distinctiveness has several precedents,

sociological work. The reason that makes it difficult to study dialects is the fact that speakers can adopt different styles depending on the circumstances and situations e.g. the setting, the person they speak to, as well as the initial purpose of starting a conversation itself.

In line with the previous statement, Llamas (2007) explained that speakers have choices in their dimension of language styles. People do not always talk the same way consistently. Actually, they constantly change the way they talk, especially when they move from one situation to another. Style is the linguistic privilege of an individual that's naturally personal by choice. It also incorporates social roles, including behaviors that are expected to be related to certain statuses. Therefore, style is more flexible than status and varies according to the situation the speaker is in. Mismatch requirements imposed by roles on individuals can lead to role tension and role conflict.

Types of Language Style

According to Martin Joos Five Clocks Times (1976:153-155) there are five types of style of language as follows: Frozen style (oratorical), Formal style (deliberative), Consultative style, Casual style, and Intimate style.

Frozen style is a style used in very formal situations such as in palaces, churches, state ceremonies, and several other occasions. This style is more complicated than other styles. Complex sentences mostly dominated in terms of use. In order to use this style, it is required that speakers have high language skills, which date back to their education background. As a result, this style was almost exclusively used by specialists, professional orators, lawyers and preachers.

Example: "I should be glad to be informed of the correct time."

Formal style is defined as the style of language used for serious situations. Typically, this style comes into play when a person speaks in front of a large number of audiences, with the goal of effectively delivering the messages as well as exchanging information. In addition, formal style is usually used in formal settings such as schools, with the speakers being students, teachers, lecturers, or principals. A formal style can also be observed by the use of complex sentences in the speaker's speech. Furthermore, the use of formal style is not restricted to a long speech; it can also be used in an impromptu setting in the event of changing style. For instance, a student converses with their friend casually but then switches to a formal style when a teacher expects them to respond or talk to them.

Example:

"May I present Mrs. Ayu Dewi?

Consultative style is the style used in semi-formal communication. It is worth to note that consultative style is suitable for enacting a conversation with any individual whose identity is not known to the speaker. Consultative style occurs in two-way participation. It is usually used in negotiations, small group discussions, regular conversations in schools, companies, and others. The exchange of information normally includes short responses in place of agreement or disagreement such as

"Yes", "Not", "Uh huh", "Not really", "Mmm", "Right, "I think so", "Oh", "I see", "I know", etc. The consultative clause relationship pattern is generally simple.

Example:

Student: "Would you explain again, please?"

Lecturer: "Yes, which one?"

Casual style is usually used when we are talking to fellow friends, colleagues, or strangers when in an informal setting. First, it omits certain parts of a sentence and makes it shorter. This type of style is usually spoken among friends, acquaintances, and insiders. Sometimes slang and ellipses are also incorporated e.g. "I believe I can find one". The pronunciation is rapid and often slurred, aside from using slang. Another characteristic feature of casual speech is the omissions of unstressed words, particularly at the beginning of a sentence.

Example:

"Anybody home?"

Intimate style is a fully personal language developed in the family, lovers, and closest friends. Intimate labels such as dear, honey, darl, and even mom, dad or other nicknames may be used in this situation. Intimate style is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, non-verbal communication and private code characterized, it is often unintelligible smallest social units.

Example:

Jack: Hey darling, how are you?

Rose: Oh my baby, totally fine!

Socioeconomic Status

Socioeconomic status or SES concerns one's position in a social standing or a group, which, according to Damen et al. (2021) is reflected in education and occupation. Most contemporary investigations about SES center on parental education, family income, and parental occupation, or some combination of these three indices (Bradley & Corwyn 2002; Ensminger & Fothergill 2003). The relation of SES to early language also appears within and across different ethnic groups, suggesting that, although SES and minority-group status are frequently confounded, the effects of SES are not merely ethnic differences in the guise of a socioeconomic construct (Hoff, 2006).

Generally, SES is classified into two groups; high SES and low SES. Individuals belonging to low SES groups were found as having limited choices and facing more obstacles, which further resulted in unrealized expectations (Trusty, 2002). Previous studies focusing on the relationship between SES and certain aspects found the influence of SES in many ways. A study conducted by Basit (2014) noted that higher SES parents talk more frequently to their children, rendering children to attain language skills better than those of lower SES parents. The study also found that there was a difference among children of high SES and low SES in terms of vocabulary size and the use of complex sentences. It is reported that children of lower SES groups are less likely to use complex sentences both in oral and written communication than those of higher SES. Citing Letts et al. (2013) in their study, Basit (2014) also stated that children with parents who only completed statutory

education are at higher risk of language delay. Furthermore, SES is found to have positively correlated students' English performance and academic achievement (Butler, 2017). Based on the findings of the study conducted by Fernandez et al. (2018), it is suggested that students of lower SES background scored lower than students of higher SES who had more privileges to support their needs for improvements. This concludes that children from higher SES have better cognitive skills than those of lower SES background (Lee & Burkam, 2002).

Socioeconomic status also refers to a construct that reflects one's access to collectively desired resources; material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities (Oakes and Rossi 2003). It explains characteristics attributed to a person from their social class, one of which is their language use and style. Individuals belonging to higher SES groups have better resources in supporting their well-being, therefore many desire to improve their SES by any means. Since this status is inherently dynamic; it might change due to circumstances a person has to face; it's possible that people who start as a part of a lower SES group end up in a higher SES group and vice versa.

Although studies often found the correlations between SES and other aspects e.g. education, social class, occupational status, some scholars disagree that race or ethnicity directly influences someone's SES (Kaufman, Cooper and McGee 1997; Oakes and Rossi 2003). Each individual must be able to improve their SES without changing their phenotype including skin color or language accent. However, problems related to race and ethnicity such as racism were found to have interfered with social mobility, which was then attributed to a characteristic of low SES individuals.

METHOD

Qualitative method was deemed appropriate to use in the present study by documentation of utterances made by characters in *Snowpiercer* (2013). Furthermore, this study was descriptive qualitative research because it helped capture a phenomenon from evidence that's sometimes implicative and subtle by nature.

The object in this study is the movie "Snowpiercer" (2013), which told about two different groups of social classes that divided the train passengers; the front and the back. The front group is made of wealthy individuals who have a high SES. Meanwhile, the back group is composed of poor people with low SES. The setting of this research was communication and conversation that took place between characters in a train called 'Snowpiercer'. The data were the utterances consisting of language styles identified by characters' dialogues in *Snowpiercer* (2013). The source of the data was the video of *Snowpiercer* (2013) film. The researcher also used e-book, journals, and the internet as supplementary references to further explain the data.

In order to answer the first and second research questions, non-participatory observation as well as record keeping as data collection techniques were used. After collecting data, the researcher read through the transcribed dialogues in the movie and identified characters' language

styles by the utterances they made. Next, the researcher classified the data based on language styles according to the notion proposed by Martin Joss (1976). The next step that the researcher took was identifying whether characters' SES influenced their use of language styles in the movie. In order to conduct a good data analysis, there were steps that must be carefully taken namely data condensation, data display, and conclusions, images, and verification (Miles, Huberman, & Saldaña, 2014). The last stage of qualitative research was conclusion drawing and verification. This part consisted of an activity of examining the validity of the data which had been collected through several steps mentioned in data collection technique. By following the steps, the researcher could analyze the data and draw conclusions using the theory of language styles proposed by Martin Joss (1976) for figuring out the types of language style, as well as Oakes and Rossi (2003) theory for revealing the influence of socioeconomic status on the language style.

In the present study, used code the leading characters which were the objects of the study with C1, C2, C3, and so on, with C stands for Character. Coding these characters would make it simpler and easier for this study in analyzing their language styles and the influence of their SES on the language style. The following is the list of characters as well as their SES and code. It's worth noting that the socioeconomic status of each character was taken from their social class and circumstances in the movie.

Table 1. SES in *Snowpiercer* (2013)

Character	Socioeconomic Status	Code
Curtis	Low	C1
Edgar	Low	C2
Tanya	Low	C3
Andrew	Low	C4
Grey	Low	C5
Timmy	Low	C6
Wilford	High	C7
Minister Mason	High	C8
Gilliam	Low	C9
Teacher	High	C10
Namgoong Minsoo	Low	C11
Yona	Low	C12
Franco The Elder	Low	C13
Franco The Younger	Low	C14

RESULTS AND DISCUSSION

Types of Language Styles Identified

After analyzing the data taken from the movie script of *Snowpiercer* (2013), the researcher was able to identify the language styles of utterances made by coded characters in their dialogues. It was found that four styles were used; casual, formal, consultative, and intimate styles, with casual and consultative being the most dominant styles. No frozen style language could be found in the dialogues.

Table 2. Language style used in *Snowpiercer* (2013)

Types of Language Style	Number of data
Casual Style	48
Formal Style	46
Consultative Style	50
Intimate Style	24
Frozen Style	0

a. Casual Style

Characters with low SES were found to deliver their speech and communicate in casual style most of the time. The following were sampled dialogue lines found to have used the casual language style:

Datum 1

“Can’t you sit and count? You wanna get shot? You’re crazy...” (C2)

Datum 2

“No. This isn’t the time.” (C1)

Datum 3

“The ball? Oh, no. Not that.” (C1)

Datum 4

“Give me back my son, you fucking bitch!!” (C4)

Datum 5

“Edgar! Get Tim the ball.” (C1)

Datum 6

“What am I - your fucking slave?” (C2)

As can be seen from Datum 2 the dialogue line of C1, there’s an omission of an adjective ‘right’ that would’ve explained the ‘time’ but did not necessarily reduce the meaning of the sentence itself. If transformed into a formal style, the line would have been written as, “No, this is not the right time.” In reference to Joss (1976), casual style is usually applied by its speakers when they communicate with friends, acquaintances and individuals whose identities are personally known to them. In the context of the sampled data, C1 was communicating with his low SES peer which was C2, so it was expected that the hearer (C2) understood the meaning of the speaker’s (C1) sentence. Another example of omission in casual style could be seen in Datum 4, where the low SES speaker (C4) did not include the imperative word ‘please’ in his sentence and directly used the verb ‘give’. This evidence supported the argument that casual style used a simplified form of grammar. However, the use of casual style was not limited to the interrelationship of its speakers. One of the characteristics that marked a casual style according to Joss (1976) was the presence of slang, which could be observed

in the use of ‘wanna’, which was an informal form of ‘want to’ in Data 1.

b. Formal Style

Characters of high SES background were found to use formal style most of the time in their communication. It was proven by the evidence as shown in the following dialogue lines.

Datum 7

“In this locomotive we call home, we have but one barrier between our warm hearts and the bitter cold.” (C8)

Datum 8

“Because all life is here - aboard the train, within the great embrace of Sir Wilford. And nothing can live outside the train.” (C10)

Datum 9

“Our original agreement was for this insurgency to end at the Yekaterina Tunnel and then the survivors would go back to the Tail Section to enjoy much more space...but...” (C7)

Datum 10

“Now, as in the beginning, I belong to the front, you belong to the tail. When the foot seeks the place of the head, a sacred line is crossed. Know your place! Keep your place! Be a shoe!” (C8)

Datum 11

“For optimum balance, however, there have been times when more radical solutions were required. When the population needed to be reduced rather...drastically.” (C7)

Based on the context of the dialogue lines from Datum 8, C10 was a teacher and she was giving an explanation to her students. This proved the theory proposed by Joss (1976) that stated formal style was commonly used in formal settings such as in classrooms or schools. In this particular context, formal style was used in the interaction between students and teachers. Furthermore, formal style was mostly used in one way communication which required little to no responses from the listener. This could be seen in Data 7, 8 and 10 where C8 and C10 were speaking to a group of audience. As can be seen in other data, complex sentences were also present such as in Datum 7 and Datum 9.

c. Consultative Style

Based on the following data, consultative style was mostly used by characters of a high SES background. As can be seen from the data utterances, the use of consultative style could be observed through the way the speaker addressed or referred to another person in their speech. For example, C8 used ‘Sir’ when addressing another character (C7) whom they did not know personally but still respected because of his role as an inventor of the train in the movie. This is in line with the theory proposed by Joss (1976) that consultative style was suitable for semi-formal settings where individuals who did not know of each other’s

identities might greet and introduce themselves to others. Besides, the characters cited in the data supposedly belonged to high SES groups. However, there was one exception that the researcher wanted to bring into attention.

Datum 12

“Would you wear a shoe on your head? Of course you would not wear a shoe on your head?” (C8)

Datum 13

“Minister Mason. Please deliver a message to Mr. Wilford.” (C9)

Datum 14

“It’s a pleasure to see you again, Mr. Gilliam.” (C8)

Datum 15

“Sir? Mr. Wilford?” (C8)

Datum 16

“Mmmm... We have some time left. Let us go to a special comment from Mr. Wilford, the Divine Keeper of the Sacred Engine...” (C8)

Datum 17

“Well... you can talk to me. Mr. Wilford has no reason to visit here...” (C8)

There was one character coded C9 who served a role as a preacher and lived among the poor or low SES people in the back cars of the train. The language style that C9 used as presented in Datum 13, however, was identified as consultative style. It could be seen from the way C9 addressed the hearer and conveyed his request in a sentence that did not lack an imperative word ‘please’. In search of a proper explanation for this case, it was later revealed in the movie that C9 was a friend of the inventor of the train (C7). The inventor or C7 had been living his life surrounded by the luxury of the front cars. In this case, it would be worth questioning to what extent circumstances and situations could change one’s use of language style. This phenomenon could be considered as evidence that dynamic aspects such as circumstances and environment might have a limited influence on an individual’s use of language style. To explain it, C9’s interrelationship with low SES characters did influence his use of formal language style because C9 kept his occupational status; a preacher; and read the content of a religious book that was most likely written in the same or even frozen style. At this point, it corroborated the possibility that C9 was born and raised in a high SES group prior to his life as a tail-section passenger.

d. Intimate Style

According to the data, it was found that intimate style was mostly used by characters who belonged to the low SES group. Proving the notion that intimate style was commonly used among family members (Joss, 1976), nicknames such as ‘Mommy’ and ‘Dad’ could be found in the following data.

Datum 18

“What about you Dad?” (C12)

Datum 19

“You grew up inside this train so you don’t know. Dad used to tread on real soil all the time.” (C11)

Datum 20

“Look at your silly smile - I know that look - you just got caught doin’ something you’re not supposed to do, didn’t you? Oh baby...Mommy forgives you.” (C3)

Datum 21

“Timmy! Mommy’s coming...” (C3)

As presented above, C12 who was a minor referred to her father as ‘Dad’. Meanwhile, her father (C11) also referred to himself as ‘Dad’ when talking to her. Other examples could be seen in the dialogue lines spoken by C3, who was a woman of low SES background. The context of the situation in which she referred to herself as ‘Mommy’ was when she was speaking to her son.

Overall, the data analysis showed that casual and consultative style were the most dominant styles used in *Snowpiercer* (2013). The main reason for this was because the movie focused on the poor passengers of the train and their revolt, which is why characters with low SES background had most of the screen time. Meanwhile, the less dominant language style used was the formal and intimate style, as the characters that were supposedly able to use such styles were limited. That is, formal style that was associated with high SES individuals was rarely used in the dialogue lines because the number of characters who fitted the background required to speak in such a style was also limited. For example, the users of intimate style were depicted as parents and children, which could only be observed in a total of four relevant characters throughout the movie. In comparison to the previous studies, the present study did not find any frozen style in characters’ dialogue lines. Again, this might be due to the theme explored and the focus of the story in the movie itself.

Socioeconomic Influence of Language Styles

From the data that had been analyzed, this study found that the constructs of socioeconomic status, which are material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities influenced characters’ language styles in the movie *Snowpiercer* (2013). This result was in line with the theory proposed by Oakes and Rossi (2003) which supported the notion that one’s access to education, wealth and power constitutes their socioeconomic status in a society. The story in the movie was set in the beginning of a revolt by people of the tail-section who wanted to bring change. They had been forced to an inhuman cruelty and barbaric environment involving cannibalism since they lacked resources such as food, money, power, healthcare, and education. In such a condition, the tail-section passengers in *Snowpiercer* (2013) would be automatically classified

into the low SES group because they did not have access or privileges to all of the mentioned socioeconomic constructs. They were also isolated from the front-section passengers who lived in abundance and never lacked any resources or privileges to feed, clothe and educate themselves properly. At this point, the lack of education that the low SES characters experienced inevitably prompted them into using casual style most of the time, even when talking to a stranger, as can be seen in data 4 and 6.

If drawn a connection to the types of language style, it was found that one's education and environment contributed in shaping their language style (Butler, 2017). To explain it, the low SES characters in *Snowpiercer* (2013) did not have the access to proper education that would allow them to acquire any other language styles besides casual (see Data 1-6) and intimate ones (see Data 18-21). Therefore, growing up in an environment that only had people who communicated using casual style most of the time consequently made characters with low SES background to adopt the same language style. The same case also applies to characters who were identified as having higher SES background, in which their status as privileged individuals allowed them to attend schools and necessary education to learn language styles beyond the simplified casual and intimate styles. In this case, their environment, as opposed to that of characters with low SES background, provided the opportunity for characters with high SES background to use formal language style in their interaction with other characters who shared the same SES background (see Datum 8) and sometimes consultative in some of their private or certain moments (see Data 13, 14, 15, and 17).

When it comes to the communication between characters of different SES background, it was observed that there was minimal to no change in the language style used by high SES characters when they talked to characters with low SES background. As observed in the explanation of the previous section, high SES characters tended to use formal and consultative language styles. It is proved that people with high SES have better cognitive skills (Lee & Burkam, 2002). An attempt at simplifying the logic behind the sentence as exemplified by datum 10 showed that the character tried to make the audience understand what they meant with an analogy of position of a 'shoe' and a 'hat'. In another example, such as shown in datum 11, the high SES character did not attempt to use simplified means to get their idea understood by the audience, who was a character of low SES background. There might be several reasons that could explain this, one of which was that the said character tried to show off their power and dominance over the audience using a language style that the audience lacked the privilege to learn of (Oakes and Rossi, 2003). It might have been intended in a way that could make them feel belittled or inferior because the high SES character spoke to them using a formal language style, which they hardly ever heard of or used before.

Another consideration that might be taken into account was the social roles that were given to some of the characters according to their social class (Llamas, 2007);

and thus the section of the train they occupied; remained the same throughout the timeline shown in the movie. For example, characters identified as having low SES such as C1, C2, C3, C4, C5, C6, did not experience a change of social role from the beginning until the end of the movie. The same case also applied to characters who had high SES backgrounds such as C7, C8, C10, where they played the role as the passenger of the front-section of the train. This explained the consistency of language styles used by low SES characters and high SES characters mentioned. However, as for the timeline that the movie skipped, where the backstory of some of the characters such as C9 and C11 was later revealed, showed that an individual was able to speak the language style they were not supposed to use according to their estimated SES. C11 appeared in the movie as a detainee but actually was the designer of the train's security system. With such an ability, it would not be too far-fetched to estimate that C11 had a good education background prior to life aboard the train or before he spent his life in jail. Due to the presumed stressful and depressing circumstances, C11 resorted to using casual style in his speech when he talked to others and intimate style when he talked to his daughter.

CONCLUSION

Having analyzed the utterances used in *Snowpiercer* (2013) characters' dialogue lines, it could be concluded that language styles used by characters belonging to the low SES group ranged from casual to intimate. Formal language style was hardly found in dialogue lines of low SES characters with the exception of one character that served a role as a preacher among low SES characters. According to the movie, it was revealed in a twist that the character turned out to be an implant that originally came from the front cars of the train, which meant that he was probably raised among the high SES group before moving to live among the low ones. The idea was also supported by the evidence that the preacher and the creator of the train, who spent his entire life in the luxurious front cars, recognized each other. Meanwhile, characters with a high SES background were mostly found to use formal language style. This once again proved the theory proposed by Joss (1976) that the role which an individual was assigned based on their occupational status such as being a preacher, an inventor, or a laborer, which were classified into different socioeconomic status, influenced their use of language style.

As this study had proposed, there might be some exceptions in the use of an individual's language style. First, circumstances and situations are among examples that might influence a person's language style. As mentioned before, these two factors were dynamic, meaning that a person who used to belong in a high SES group might move into a low SES group due to a certain circumstance or condition. The movie *Snowpiercer* (2013) depicted this phenomenon in the case of a character as an intellectual who actually designed the security system of the train but had been jailed for a long time. Such a change in circumstance and situation could prompt the change in language styles as well. Perhaps future studies would consider exploring such a worthy topic in the future. With

this, the researcher advised that future studies consider other social factors in order to produce a more in-depth understanding of the multidimensionality of a person's language style.

REFERENCES

Baker, E. H. (2014). Socioeconomic status, definition. *The Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society*, 2210-2214. doi:10.1002/9781118410868.wbehibs395

Basit, T. N., Hughes, A., Iqbal, Z., & Cooper, J. (2014). The influence of socio-economic status and ethnicity on speech and language development. *International Journal of Early Years Education* (Vol. 23, Issue 1, pp. 115–133). Informa UK Limited. <https://doi.org/10.1080/09669760.2014.973838>

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic Status and Child Development. *Annual Review of Psychology* (Vol. 53, Issue 1, pp. 371–399). Annual Reviews. <https://doi.org/10.1146/annurev.psych.53.100901.135233>

Butler, Y. G., & Le, V.-N. (2018). A longitudinal investigation of parental social-economic status (SES) and young students' learning of English as a foreign language. *System* (Vol. 73, pp. 4–15). Elsevier BV. <https://doi.org/10.1016/j.system.2017.07.005>

Chaika, Elaine. (1982). *Language Social Mirror*. Massachusetts: Newbury House Publishers, Inc.

Damen, R. E. C., Martinović, B., & Stark, T. H. (2021). Explaining the relationship between socio-economic status and interethnic friendships: The mediating role of preferences, opportunities, and third parties. *International Journal of Intercultural Relations* (Vol. 80, pp. 40–50). Elsevier BV. <https://doi.org/10.1016/j.ijintrel.2020.11.005>

Duncan, G. J., & Magnuson, K. (2012). Socioeconomic status and cognitive functioning: moving from correlation to causation. *Wiley Interdisciplinary Reviews: Cognitive Science* (Vol. 3, Issue 3, pp. 377–386). Wiley. <https://doi.org/10.1002/wcs.1176>

Eckert, P. (2002). Constructing meaning in sociolinguistic variation. Retrieved from <https://web.stanford.edu/~eckert/AAA02.pdf>

Ensminger, M. E., & Fothergill, K. (2003). A decade of measuring SES: What it tells us and where to go from here. *M. H. Bornstein & R. H. Bradley (Eds.), Socioeconomic status, parenting, and child development* (pp. 13–27). Lawrence Erlbaum Associates Publishers.

Entwistle, D. R., & Astone, N. M. (1994). Some Practical Guidelines for Measuring Youth's Race/Ethnicity and Socioeconomic Status. *Child Development* (Vol. 65, Issue 6, p. 1521). JSTOR. <https://doi.org/10.2307/1131278>

Fernández Sanjurjo, J., Arias Blanco, J. M., & Fernández-Costales, A. (2018). Assessing the influence of socio-economic status on students' performance in Content and Language Integrated Learning. *System* (Vol. 73, pp. 16–26). Elsevier BV. <https://doi.org/10.1016/j.system.2017.09.001>

Gleason, H. A. Jr. (1965). *Linguistics and English Grammar*. New York: Holt, Rinehart and Winston.

Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review* (Vol. 26, Issue 1, pp. 55–88). Elsevier BV. <https://doi.org/10.1016/j.dr.2005.11.002>

Holmes, Janet. (1992). *An Introduction to Sociolinguistic*. New York: Longman.

Joos, M. (1976). *The Styles of The Five clocks*. Massachusetts: Winthrop Publishers.

Kaufman, J. S., Cooper, R. S., & McGee, D. L. (1997). Socioeconomic Status and Health in Blacks and Whites: The Problem of Residual Confounding and the Resiliency of Race. *Epidemiology*, 8, 621-628.

Lailah, N. (2015). *An Analysis of Language Styles used in "Two fast and Two Furious" Movie*. English Department, Faculty of Humanities, the State Islamic University Sunan Ampel Surabaya.

Lee, Valerie & Burkam, David. (2002). Inequality at the Starting Gate: Social Background Differences in Achievement As Children Begin School.

Letts, C., S. Edwards, I. Sinka, B. Schaefer, and W. Gibbons. (2013). "Socio-economic Status and Language Acquisition: Children's Performance on the New Reynell Developmental Language Scales Socio-economic Status and Language Acquisition." *International Journal of Language and Communication Disorders* 48 (2): 131–143. doi:10.1111/1460-6984.12004.

Llamas C., Mullany L., and Stockwell P. (2007). *Sociolinguistics*. USA: The Routledge Companion

Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.

Missikova, Gabriela. (2003). *Linguistics Stylistics*. Filozoficka Fakulta: Nitra.

Mueller, C. W., & Parcel, T. L. (1981). Measures of Socioeconomic Status: Alternatives and Recommendations. *Child Development* (Vol. 52, Issue 1, p. 13). JSTOR. <https://doi.org/10.2307/1129211>

Oakes, J. M., & Rossi, P. H. (2003). The measurement of SES in health research: current practice and steps toward a new approach. *Social Science & Medicine* (Vol. 56, Issue 4, pp. 769–784). Elsevier BV. [https://doi.org/10.1016/s0277-9536\(02\)00073-4](https://doi.org/10.1016/s0277-9536(02)00073-4)

Rasyidin, R. (2016). *An Analysis of Language style in “Fury” Movie*. Thesis, English Department, faculty of letters and humanities, the State Islamic University Sunan Ampel Surabaya.

Snell, J. (2014). "Social class and language". *Handbook of Pragmatics* pp. 01–24. John Benjamins Publishing Company. Doi:<https://doi.org/10.1075/hop.18.soc6>

Trusty, J. (2002). Effects of High School Course-Taking and Other Variables on Choice of Science and Mathematics College Majors. *Journal of Counseling & Development* (Vol. 80, Issue 4, pp. 464–474). Wiley. <https://doi.org/10.1002/j.1556-6678.2002.tb00213.x>