

## Request Strategies used by Male and Female Participants on Ome TV

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### Abstract

The research on male and female languages is an interesting issue that has emerged not only in Indonesia but also in other countries. This study aims to clarify request strategies used by men and women and the reasons why they use it. It presents three separate studies, namely pragmatics, sociolinguistics and technology. Content analysis is used in this research and the data are five Ome TV videos taken from You Tube. The participants in those videos are males and females came from different cultural background. The findings show different request strategies used by male and female because of several reasons. To summarize, male and female use different request strategies that lead to different gender characteristic.

### Keywords

male and female participants;  
Ome TV; request strategies



### I. Introduction

Since 1970, the issue of male and female languages is an interesting issue that has emerged not only in Indonesia but also in other countries. The newest research on male and female languages leads to many gender inequalities. Some textbooks show inequalities on male and female languages in reading texts and conversations (Demir & Yavuz, 2017). Other textbooks reveal hidden ideology from male and female languages (Amerian & Esmaili, 2014). Further textbooks research describe typical male and female languages (Mihira et al., 2021) and domination in mentioning occupation, names and activities (Ahmad & Shah, 2019). Linguistics feature such as grammar displays inequalities on male and female languages; countries where natural gender languages are spoken demonstrate gender equality, compare to countries where gendered languages are spoken establish gender inequality. For instance to avoid using too much *he*, pronoun *he* changes into masculine terms like *chairman*, *spokesman* and *chairperson*. (Prewitt-Freilino et al., 2012). Linguistic feature like metaphor links to male and female languages discrimination. Metaphors used by speakers link to the ideology of masculinity or femininity. As we can see political or media defines *childcare policy* into *women friendly* which support more on female. Another example of metaphor is this sentence: *My single greatest strength is seeing through the smoke into chaos, and operating where everything else is exploding*. The phrase *smoke into chaos* has sense of masculinity; it relates with war and disaster (Koller, 2011). Next is the use of explanatory sentences in the online media Wikipedia. Wikipedia will describe a woman as different from a man. If a public figure depicted is a woman, then the explanatory sentence contains status, family, children and husband. Meanwhile, if the public figure is male, the explanatory sentence is in the form of sports or work (Wagner et al., 2015). Recent research is further concerned with gender inequalities attributed to the language of men and women when they are at different ages. Whether the language produced by one of the older participants can result in gender inequality and lead to conversational dominance (Mikić et al., 2018).

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Knowledge of the language strategies used by male and female has a great importance of showing sociocultural values that exists today. Basically, men and women have different speech strategies based on the existing context. In relation to the sociocultural values that exist in certain places, the language strategies used will be different. For example, a region believes that men have a higher status than women, so when these men speak impolitely or speak wrongly, they will be criticized and considered inferior. On the other hand, the area considers women to have a lower status, so women's language is softer, polite and cannot talk about taboo things (Dong, 2014). Furthermore, men and women are expected to use language strategies in accordance with social and cultural expectations. For example, a man is expected to speak more assertively, to be more courageous in expressing his opinion and to be able to refute inappropriate ideas. Meanwhile, women are expected to agree with the ideas and ideas presented. Similarly, men who use a woman's tone of voice will be considered more feminist and women who use a high tone are considered more masculine (Ning et al., 2010).

The male and female language characters are still not completely understood. One reason why the language characters of women and men have not been fully understood because the language characters found when having a conversation using the first language will be different when using the second language. For example, when men and women speak using the first language, language characters will be appeared is building closeness in conversation and do not try to offend each other. On the contrary, when men and women using the second language, language characters that build closeness might be a barrier due to lack of proficiency in a second language (Liu & Yin, 2020). The second reason is the different backgrounds of the speakers. The language characters of male and female with different psychological, cultural and social backgrounds produce different language characters. So that the character of the language is difficult to reach and requires more in-depth research. For example, when men are considered to be more direct in explaining things and often use swear words, other men say that they are more careful in using swear words (Sari et al., 2019). Men and women language characters evolves in a dynamic social context; it is not only influenced by the gender factor, but also controlled by social, cultural and psychological factors (Gu, 2013).

Studies on language gender have been carried out by some scholars with a different focus. While some researches put the emphasize on linguistic characteristics, research on request strategy for personal information has never existed. Such as research that tries to determine the ability to master gender grammar in a second language. Some people who have mastery of a second language are asked to use the grammatical gender in the second language. As a result, some people still need more knowledge about grammatical gender and almost all of them are open to grammatical changes that exist in the second language (Alarcón, 2020). Another research describe metaphor and gender are multi-faceted, involving how speakers of different genders use metaphor, how metaphor is employed to describe men and women, and how metaphors can serve to define a social domain in masculine or feminine terms. The case studies showed that links between metaphor and gender play out in different ways, including the gender of text producers and its possible relation to metaphor use, the way metaphor positions men and women, and, on an abstract level, how metaphor can evoke socio-cognitive representations of masculinity and femininity and thereby gender social domains (Koller, 2011).

While many researches have established male and female language research relates with first and second language acquisition, these finding raise a question does male and female use the second language or the first language to ask for personal information.

Earlier study made a hypothesis that language is a girly thing, so most baby girls were easily to speak and having a lot of vocabulary compare to baby boys. But from the result of his research he found that his hypothesis was incorrect since boy and girl have the same speed in acquiring language and having plenty of vocabularies. Furthermore, language acquisition depends on two factors; internal and external factors. Internal factor relates with verbal memory skills and analytic reasoning or pattern recognition skills. External factors are mainly factoring that determine the quantity and the quality of the input the child receives in the target language, parental proficiency in the languages used at home and socio-economic status (Wucherer & Reiterer, 2018). Another research focuses on internal factors, especially gender and personality. The results of this study prove that there are differences in the second language acquisition process between students' girls and boys, female students have the will and higher ability than male students. There are differences in the mastery of language acquisition in students extroverted and introverted personalities, extroverted students have higher acquisition competence than students with personality introverts (Pristyasiwi, 2018).

Further research seemed to suggest a relation between male and female language with stereotype and domination. To verify this finding research on domination in conversation between male and female language from different countries is urgently needed. Preceding research investigated whether the difficulties found by men and women in using a language are just caused by differences in language expression, i.e. domination or power, the different ways of treating men and women, and socialization. The result of this research shows that domination language between men and women is depend on life and societal culture, it can be seen that women are prefer to bound relationship then men and men have more power to lead (Nuraida & Nasir, 2018). Another research explored language gender domination in IsiZulu and Kiswahili languages in Africa. It is found that there is gender domination in both the Kiswahili and IsiZulu languages. The implication is that both languages enhance the idea of gender inequalities in their respective communities (Ndimande-hlongwa, n.d.).

Request strategy in previous study relates with teaching. Teaching reading gives the teacher and students opportunities to ask each other their own questions following the reading of selection. This strategy allows students to learn to create more effective questions. In the request strategy, an individual student and teacher silently read sections of a selection and then take turns asking and answering each other's questions about that selection. The teacher's function is to model good questioning behavior, provide feedback to the student about his or her questions, and assess whether the student has established reasonable purposes for independently completing the passage (Herlina et al., 2017). Teaching grammar examines whether grammatical accuracy and gender were significant predictors of the use of request strategy. The findings showed that both male and female learners had to respond to the same situation wherein indirect request strategy was the default strategy (Sanjaya & Sitawati, 2017).

This research is different from previous study, it tries to clarify request strategies used by men and women. A request is an illocutionary act in which the speaker instructs the listener to execute an action for the advantage of the speakers. When a speaker says anything to get the listener to do something, this is known as a request. A sincere request is subject to a set of circumstances that influence the completion of the desired activity (Trosborg, 1995). There are two problems intended to be analyzed from 5 videos of Ome TV from YouTube: what type of request strategies used by male and female participants on those videos and why they use those strategies.

## II. Review of Literature

Having face to face or online communication needs communicative competence. As Hymes (1972) in Daskalovska et al., (2016) mentioned it is not enough to know how to use grammar and have a vast vocabulary. To be able to communicate in the target language, we must first learn the target language. Learners must be able to apply their grammar and vocabulary skills correctly depending on the situation. In speaking, the most information needed is not only linguistic information, but also the ability to apply that knowledge in communication, which necessitates social and cultural knowledge. People who are lack of communicative competence need to learn pragmatics.

Pragmatics according to Crystal (1985) in (Deda, 2013), is the study of communicative behavior in its societal context pragmatics from the user's point of view. It considers the various options available to speakers while speaking the target language, based on the social interaction of their communication. People are improving their capacity to make good decisions based on a range of pragmatic factors. People can be said to have some level of pragmatic competence, which allows them to use language in a variety of circumstances and contexts. As a result, pragmatic competency is primarily concerned with speech acts, actions performed via utterances such as requests, apologies, complaints, invitations, and so on. This paper focus on requests as one of the most often investigated speech act.

Requests are described by Ellis (1994) and Searle's (1969) as an attempt on the speaker's behalf to get the hearer to perform or stop performing some kind of action. Requests are classified as instructions in the classification of illocutionary acts, and are described as an attempt to get something done. In request, the listener perform an action that the speaker desires. It is not evident what the listener will do in the ordinary run of events. Blum-Kulka (1986) describe three levels of request. First is the most direct, explicit level, realized by syntactically marked requests such as imperatives, performatives, and 'hedged performatives. Second the typically indirect level, accomplished by procedures that reference contextual preconditions to implement the act, necessary for its performance, as defined by a given language's conventions and third is nonconventional indirect level, i.e., an open-ended set of indirect techniques (hints) that fulfill the request (Yazdanfar & Bonyadi, 2016). Blum-Kulka and Olshtain's taxonomy (1984) classifies request head acts into nine types as follow:

- a. *Mood derivable*: where the grammatical mood of the verb determines its illocutionary force as a request, e.g., the imperative. *Close the door.*
- b. *Explicit performatives*: where the illocutionary intent of the utterance is explicitly named. *I'm asking you to close the door.*
- c. *Hedged performatives*: where the naming of the illocutionary force is modified by hedging expressions. *I would like to ask you to close the door or I must ask you to close the door.*
- d. *Obligation statements*: where the illocutionary point is directly derivable from the semantic meaning of the locution. *You should/will have to close the door.*
- e. *Want statements*: where the utterance expresses S's desire, intention that H carries out the act. *I want you to close the door.*
- f. *Suggestory formulae*: where the utterance contains a suggestion to do. *Why don't you close the door?*
- g. *Query preparatory*: where the utterance contains reference to a preparatory condition (e.g., ability, willingness or possibility to perform the act) as conventionalized in any specific language. *Could you close the door, please?*

- h. *Strong hint*: where the utterance contains partial reference to object or elements needed to implement the act. *The door is open*
- i. *Mild hint*: where no reference is made to the request proper (or any of its elements) but interpretation is possible from the context. *There is a draught in here. Source*. Taken from Belza (2008).

Request is an illocutionary act, to convey the hearer is to perform an act, which is for the benefit of the speaker. There are variances in language proficiency between men and women when it comes to communicating. Despite the fact that men and women speak different languages, they were able to communicate and comprehend one other. Holmes & Wilson (2017) said that women appear cooperative, facilitative participants who demonstrate their concern for their conversational partners in a variety of ways, whereas men tend to dominate the talking time, interrupt more frequently than women, and focus on the content of the interaction and the task at hand, rather than their address. Gender is more appropriate for distinguishing people on their basis of their socio-cultural behavior while sex has come to refer to categories distinguished by biological characteristics.

### III. Research Method

This study used qualitative research methods. The qualitative research method according to Denzin and Lincoln (1994) in (Emzir, 2018) uses several methods such as interpretation and a special approach to phenomena. This phenomenon is analyzed to find a new theory. Qualitative research includes gathering information sources such as real-life stories, interviews and problems related to life. One of the qualitative data analysis techniques is content analysis. According to Bungin (2003) content analysis is focused on the interpretation of symbols that have multiple meanings, generate different opinions and combine various information in a text.

The instrument used in this study is 39 utterances found from 5 videos of Ome TV on YouTube. Those videos are selected because the participants came from different countries. There are several steps conducted to collect data: first watching video Ome TV on Youtube and download 5 videos that use English and have different cultural backgrounds. Second, those 5 videos are transcribed. Third, selecting the utterances which consist of strategy in request by Blum-Kulka (1986). Fourth, analyzing the utterances which consist of strategy language and gender by Janet Holmes (2008). Fifth, link it to patriarchy and matriarchy theory and presenting the utterances into table of analysis.

### IV. Results and Discussion

#### 4.1 Results

This section represents the types of request strategies found in 39 utterances. Each participant uses different request strategies based on Blum-Kulka (1986) direct level strategy. This level is divided from the most direct, which are mood derivable, explicit performatives and hedge performatives. Then the conventional indirect level which are separated into obligation statements, want statements, suggestory formulae and query preparatory. And nonconventional indirect level which are divided into mild hint and strong hint. Those utterances and request strategies can be seen in the following table:

**Table 1.** Females from Indonesia

No.	Utterances	Request Strategies
1	“Maybe you need to go to hospital or something.”	Suggestory Formulae
2	“So you can find other person, so I wouldn’t get a shame.”	Query Performatives
3	“You can find me on You tube just type Balinese Youtuber and I will pop out.”	Query Performatives
4	“Don’t say that you can’t be a bad people.”	Mood Derivable
5	“How you say your name?”	Strong Hint
6	“How do you say the word when you’re supposed to go?”	Strong Hint
7	“Give me a clue.”	Mood Derivable
8	“What weird describe it please?”	Query Performatives
9	“That was the best part of the song.”	Strong Hint
10	“Would you like to talk?”	Strong Hint
11	“Why don’t you sleep?”	Suggestory Formulae
12	“I am sorry can I upload this?”	Query Performatives

**Table 2.** Males from Indonesia

No.	Utterances	Request Strategies
1	“Can you guess?”	Query Preparatory
2	“Last one can you?”	Query Preparatory
3	“Can you speak in Indonesia?”	Query Preparatory
4	“I don’t want to talk to your friend, I just want to talk with her.”	Want Statements
5	“Why don’t you come here?”	Suggestory Formulae
6	What was your number?	Strong Hint

**Table 3.** Females from other countries

No.	Utterances	Request Strategies
1	“You can ask me a question and I answer.” (Japan)	Query Preparatory
2	“By the way I am recording this, can I put it on YouTube?” (Japan)	Query Preparatory
3	“Can you say something in your language?” (Japan)	Query Preparatory
4	“Please give me your Instagram.” (Georgia)	Query Preparatory

**Table 4.** Males from other countries

No.	Utterances	Request Strategies
1	“You definitely stay where you are.” (UK)	Obligation Statement
2	“If a guy asked you out what would you do?” (UK)	Strong Hint
3	“You can fall for a guy but don’t let them know.” (UK)	Query Preparatory
4	“You just have to put yourself first even in a relationship.” (UK)	Obligation Statement
5	“How do you say butter?” (Australian)	Strong Hint
6	“You say beard?” (Australian)	Strong Hint

7	“Yeah of course and people should be respectful.” (UK)	Obligation Statement
8	“You’re gonna be rating my friend out of the to see who would be more attractive.” (Korean)	Explicit Performatives
9	“I wanna be your sixth boyfriend.” (Korean)	Want Statement
10	“Show me dog, show me, show me.” (Korean)	Mood Derivable
11	“You should go to sleep; I am going to sleep to.” (Korean)	Obligation Statement
12	“edit me well.” (Korean)	Mood Derivable
13	“What is your You tube channel?” (Korean)	Strong Hint
14	“Why don’t you sleep.” (Korean)	Suggestory Formulae
15	“You seem young, 21?” (Korean)	Strong Hint
16	“Do you have tik tok?” (Korean)	Strong Hint
17	“Do you have Instagram?” (Korean)	Strong Hint

From data above, we can see 12 utterances used by female from Indonesia, 6 utterances used by males from Indonesia, 4 utterances used by females from other countries and 17 utterances used by males from other countries.

The next section shows the number of each strategy. There are 9 strategies found from 39 utterances. Those strategies are used by females from Indonesia and other countries, males from Indonesia and other countries. The following table provides more information on request strategies.

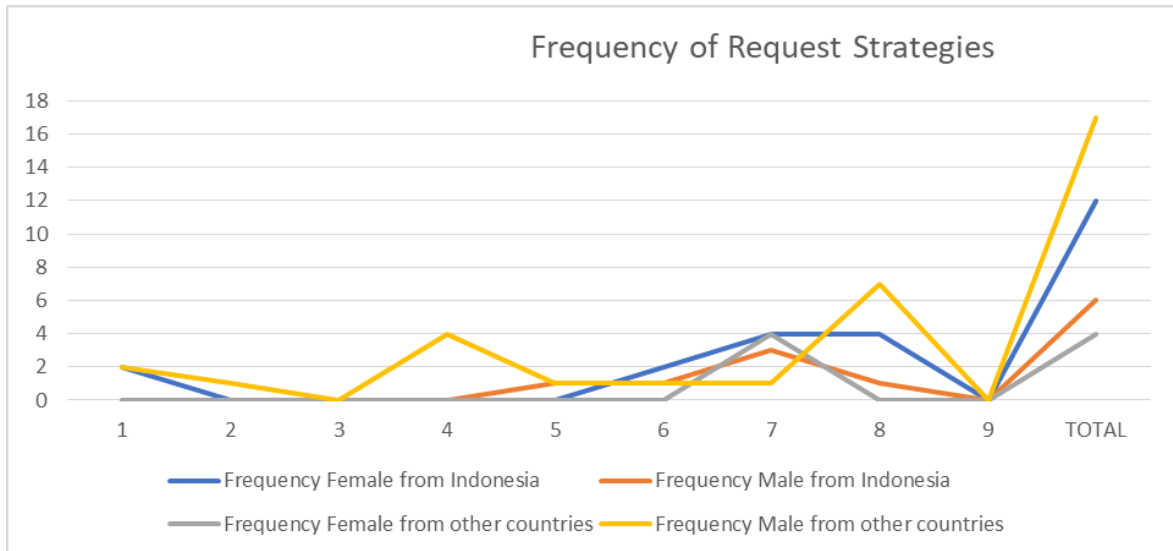
**Table 5.** Request strategies

No.	Request Strategies	Frequency			
		Females from Indonesia	Males from Indonesia	Females from other countries	Males from other countries
1	Mood Derivable	2	-	-	2
2	Explicit Performatives	-	-	-	1
3	Hedges Performatives	-	-	-	-
4	Obligation Statements	-	-	-	4
5	Wants Statements	-	1	-	1
6	Suggestory Formulae	2	1	-	1
7	Query Preparatory	4	3	4	1
8	Strong Hint	4	1	-	7
9	Mild Hint	-	-	-	-
<b>TOTAL</b>		<b>12</b>	<b>6</b>	<b>4</b>	<b>17</b>

From the table above, we can see that females from Indonesia are more often use request strategy query preparatory and strong hint 4 times, mood derivable and suggestory formulae 2 times. Then females from other countries use query preparatory for 4 times. Males from Indonesia use query preparatory for 3 times, want statements, suggestory formulae and strong hint for 1 time. After that males from other countries use strong hint 7

times, obligation statements 4 times, mood derivable 2 times, want statements, suggestory formulae, query preparatory and explicit performatives for 1 time.

The following graphic discusses request strategies used by male and female from Indonesia and other countries. Let us consider the following graph.



As figure above shows, male from other countries such as UK and Korean use request strategies more often compare to male from Indonesia. Besides that, female from Indonesia use request strategy more frequently than female from other countries. The request strategies that often used by the participants are: query preparatory and strong hint used by participants 12 times, obligation statements, suggestory preparatory and mood derivable used by participants 4 times, want statements used by participants 2 times, explicit performatives used by participants 1 time.

## 4.2 Discussion

In this section the request strategies used by women and girls in OME TV will be discussed. The theory used is the theory of Blum-Kulka (1986) and the theory of language and gender by Janet Holmes (2008) to analyze how men and women from different countries make requests.

### a. Request strategies for women in Indonesia

In the previous discussion, it is found that women in Indonesia when conversing with men in on five OME TV videos more often use query preparatory and strong hint for 4 times. In the query preparatory strategy, the speaker tries to determine whether the listener is willing to do what speaker asked by mentioning words such as would, could and can, as in the statement "You can find me on You tube just type Balinese youtuber and I will pop out." As for the strong hint strategy, Indonesian women try to convey their purpose indirectly. The man as the interlocutor must know the meaning of the utterance so that the intended request can be conveyed. An example of a strong hint strategy spoken by the Indonesian woman is "That was the best part of the song." In this utterance the woman wants the man not to stop singing because for her it is the part of the song that she likes the most.



Next women from Indonesia use the request strategy mood derivable and suggestory formulae twice. Moods derivable is direct requests strategy such as “Give me a clue.” The women use this utterance to guess where the man come from by asking clue. Then the woman asks the man to do something by giving suggestions is the example of suggestory formulae strategy. For instance, the woman said "Maybe you need to go to the hospital or something." In this situation the woman asked the man to go to the hospital to check his health by giving suggestion.

Indonesian women on Ome TV videos use query preparatory and suggestory formulae strategies because they often use hedges. This statement is supported by Lakoff (cited from Holmes & Wilson, 2017), he explains that women used more hedging and boosting devices than men. Hedging and boosting here are defined by Lakoff as number of linguistic features which were unified by their function of expressing lack of confidence or showing the expression of uncertainty or tentativeness. Those women are using hedges modal auxiliary such as can, probability word such as maybe. We can see it in the example below:

**Table 6.** Hedges modal auxiliary

Classification Hedges	Words	Utterances
Modal auxiliary verb	Can	“So you can find other person, so I wouldn’t get a shame.” “You can find me on You tube just type Balinese Youtuber and I will pop out.” “I am sorry can I upload this?”
Probability	Maybe	"Maybe you need to go to the hospital or something."

Indonesian women on Ome TV also use strong hint as a strategy of polite request. Lakoff suggested that women’s speech was characterized by linguistic features such as super polite forms, e.g. indirect request and euphemism (Rosanti & Jaelani, 2009). Those women are using indirect request and euphemism to make it more polite. As it is Let’s consider the following examples:

**Table 7.** Indirect request and euphemism

Classification super polite forms	Word/Phrases	Utterances	Intention
indirect request	How	“How you say your name?”	Mention your name
euphemism	Supposed to go	“How do you say the word when you’re supposed to go?”	I don’t want to talk to you
indirect request	The best part	“That was the best part of the song.”	Don’t stop, continue to sing
indirect request	Would	“Would you like to talk?”	Talk to me

### **b. Women’s Request Strategies from Other Countries**

Women from other countries all used query preparatory strategy in Ome TV conversations on the five videos analyzed. Query preparatory is strategy used by the speaker to convey his intention indirectly. Women wants men to act as she has requested. Take a look at the following example: “By the way I am recording this, can I put it on YouTube?” The strategy used by women in Indonesia with women from other countries

such as Japan is the same, namely they use hedges. According to Lakoff cited by Holmes & Wilson (2017), women use hedging devices to express uncertainty and they use intensifying devices to persuade their addressee to take them seriously. Women boost the force of their utterances by making super polite sentences because they think that otherwise they will not be heard or paid attention to. Let see the following examples:

**Table 8.** Women’s utterances

	Words	Utterances
Classification Hedges Modal auxiliary verb	Can	“You can ask me a question and I answer.” (Japan)
	Can	“By the way I am recording this, can I put it on YouTube?” (Japan)
	Can	“Can you say something in your language?” (Japan)
Super polite form	Please	“Please give me your Instagram.” (Georgia)

**c. Indonesian Male Request Strategies**

The men from Indonesia in the five videos on Ome TV used a lot of indirect strategies to ask for things such as preparatory query strategies, suggestory formulas and strong hints. Only one indirect strategy used is want statements. Some of the reasons why men are more likely to use the strategy of indirect requesting to women on Ome TV to ensure ability and make suggestions for women to do what is intended. For example in the following utterance: "Why don't you come here." In this utterance the man tries to make a suggestion to ascertain whether the woman wants to do what the man wants, namely to meet him.

According to Lakoff cited by Holmes & Wilson (2017), men focus more on information and facts when talking to women and other male friends, while women focus more on their personal experiences and feelings as in the following example of a conversation between an Indonesian man and a Japanese woman in one of the Ome TV videos.

Indonesian Man : “I am still learning Japanese language now, my Japanese language is really awful.

Japanese Woman : “That’s ok.”

Indonesian Man : “Until now, I still can’t understand Japanese language. Japanese is really difficult.

Japanese Woman : I also feel the same way.

Indonesian Man : Seriously, you come from Japan.

In the conversation above, the man doesn't believe what the Japanese woman is saying, because he thinks Japanese women can speak Japanese easily. Meanwhile, the Japanese woman continues to sympathize with the feelings of Indonesian men who are not yet proficient in Japanese.

**d. Male from Other Countries Request Strategies**

The strategy that is widely used by men from other countries in Ome TV conversations is the strategy of asking to do something directly and indirectly using clear instructions. The direct strategy that is widely used is obligatory statements four times. In

this strategy the speaker states that the listener must do what he asks, usually with the words have to, must, should and ought to. For example in the following utterances: “You should go to sleep; I am going to sleep to.” In the speech, the male speaker from Korea said that the woman from Indonesia he was talking to should go to sleep immediately. The next strategy that is more widely used is the indirect strategy by using clear instructions or strong hints. In this situation, the speaker does not directly state what he means but provides instructions according to the request desired by the speaker. For example in the sentence "If a guy asked you out what would you do?" In this sentence, the speaker actually wants to ask a woman out on a date but she tries to give an example if someone else asks her out, whether he wants to or refuses.

In some conversation's men give less correct responses than women. The response can be in the form of a response that is not in accordance with the context being discussed or as an interruption. This is in accordance with what Holmes (2017) said, compared to women who always respond according to context, men often respond differently from context to express their ideas and are less supportive of conversation. For example in the example conversation below:

Indonesian Woman: Hello

Korean man: I like your drawing

Indonesian woman: This is not drawing this is a photo.

Korean man: oh, really?

Indonesian woman: Yes, it's a wedding photo.

Korean man: whose wedding?

Indonesian woman: my brother

Korean man: oh really? You speak Korean well?

At the end of the conversation the Korean man gave a different response after the woman he was talking to answered the question asked by the Korean man. This indicates that the Korean man did not respond well to the woman's answer, he even asked a different topic to divert the conversation.

## V. Conclusion

It can be concluded that men and women from Indonesia and other countries have different strategies for asking for something. The strategies that are mostly used by men and women in conversations on Ome TV are indirect query strategies such as preparatory queries and strong hints. They used this indirect strategy because of their less close relationship, almost all of whom had just met on Ome TV. Some of the conversations carried out between men and women on Ome TV lead to the characteristics of women's and men's language. Like women more often use the expression fence or hedges and use very polite words. Meanwhile, men are more concerned with information in a conversation and often interrupt by giving inappropriate responses.

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