



## Gender-Based Language Variation in Everyday Conversation: Dell Hymes's Theory

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### ABSTRACT

This study aims to analyze language variations based on gender in everyday conversation, focusing on speaking style (key) and conversation topics (act sequence) based on Dell Hymes' theory. This research is based on the urgency of understanding differences in communication patterns between genders as part of the dynamics of social interaction in society. This study uses a descriptive qualitative approach with the listening and speaking methods. This approach is used because the research data is in the form of oral speech that contains meaning, is influenced by social context, and shows variations in language use that cannot be expressed in numerical form. The listening method is used to obtain data by listening to the use of language conveyed by the speaker. Meanwhile, the speaking method is used to collect linguistic data through direct communication between researchers and informants in the form of conversations or dialogues. Data collection techniques include listening and speaking, recording, and note-taking. Data analysis is carried out through the techniques of selecting certain elements, linguistic analysis, qualitative analysis, and data interpretation. The results of the study indicate that there are differences in language variations between men and women. Men tend to use assertive, rational, and efficient language, while women are more expressive and collaborative. In the parent group, fathers used practical and solution-oriented language, while mothers were more communicative and expressive. These findings suggest that gender influences speaking style and topic choice in everyday interactions.

*Keywords: gender, language variations, everyday conversation*

## Variasi Bahasa Berdasarkan Gender dalam Percakapan Sehari-hari: Teori Dell Hymes

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis variasi bahasa berdasarkan gender dalam percakapan sehari-hari dengan fokus pada gaya berbicara (key) dan topik pembicaraan (act sequence) berdasarkan teori Dell Hymes. Penelitian ini dilandasi oleh urgensi memahami perbedaan pola komunikasi antar gender sebagai bagian dari dinamika interaksi sosial di masyarakat. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode simak dan cakap. Pendekatan ini digunakan karena data penelitian berupa tuturan lisan yang mengandung makna, dipengaruhi oleh konteks sosial, serta menunjukkan variasi penggunaan bahasa yang tidak dapat dinyatakan dalam bentuk angka. Metode simak digunakan untuk memperoleh data dilakukan dengan menyimak penggunaan bahasa yang disampaikan oleh penutur. Sedangkan, metode cakap digunakan untuk mengumpulkan data kebahasaan melalui komunikasi langsung antara peneliti dan informan dalam bentuk percakapan atau dialog. Teknik pengumpulan data meliputi teknik simak libat cakap, rekam, dan catat. Analisis data dilakukan melalui teknik pilah unsur tertentu, analisis kebahasaan, analisis kualitatif, dan interpretasi data. Hasil penelitian menunjukkan bahwa terdapat perbedaan variasi bahasa antara laki-laki dan perempuan. Laki-laki cenderung menggunakan bahasa yang tegas, rasional, dan efisien, sedangkan perempuan lebih ekspresif dan kolaboratif. Pada kelompok orang tua, bapak-bapak menggunakan bahasa yang praktis dan berorientasi solusi, sementara ibu-ibu lebih komunikatif dan ekspresif. Temuan ini menunjukkan bahwa gender memengaruhi gaya berbicara dan pemilihan topik dalam interaksi sehari-hari.

*Kata kunci: variasi bahasa, gender, percakapan sehari-hari*

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## INTRODUCTION

Gender plays a crucial role in shaping the dynamics of social life, influencing how individuals interact, act, and are perceived by society. Gender also encompasses the division of roles, responsibilities, and social expectations culturally shaped for individuals based on sex. In various contexts, gender often serves as the basis for determining a person's position within the family, workplace, and society in general. The term gender is, of course, distinct from the term sex. Understanding this concept is crucial for distinguishing the social from the biological aspects of understanding the differences between men and women. According to (Abdullah, 2003), gender refers more to the character differences between men and women. Meanwhile, the term sex refers more to biological sex differences, particularly those related to procreation and reproduction. Men are characterized by the presence of sperm and a penis, while women are characterized by the presence of a uterus, breasts, and a vagina.

This study examines (1) what are the speaking styles (key) of men and women in everyday conversation? (2) what are the conversation topics (act sequence) of men and women in everyday conversation? The benefit of this research is that it is expected to contribute to the development of linguistic studies, especially in the field of sociolinguistics that focuses on language variations based on gender. Also, this research is useful for other researchers can be used as a reference or basis in conducting further research that discusses similar topics, both in the fields of sociolinguistics, interpersonal communication, gender, and language education. The relevant research in this study is the first, by Istiana Husen from STKIP PGRI Bangkalan in 2018 with the title "Language and Gender in the Film "Hantu Taman Lawang" Directed by Aditya Gumay (Sociolinguistic Study)". The second relevant research, by Saskia Della Puspita from Sultan Agung Islamic University in 2025 with the title "Implementation

of Language Variation Among Teenagers on Timothy Ronald's Youtube Channel "You Must Be Rich Now" (Sociolinguistic Study)". Another study by Regita Cahyani and Muhammad Saleh (2025) in a scientific journal entitled "Language and Gender: Differences in the Language Development of Boys and Girls and Their Relation to Sociolinguistics and Pragmatics." The study shows that there are differences in language styles between boys and girls, where girls tend to use language to build social closeness and express emotions, while boys are more oriented towards informative and instructional functions in communication.

Gender differences are not solely determined by biological factors but are also the result of social constructions that continually evolve along with the development of values and norms within society. For example, men are often associated with strength and leadership, while women are often associated with gentleness and domestic roles. This traditional view is now shifting with increasing awareness of the importance of gender equality and justice. This shift opens up opportunities for every individual to participate equally in various aspects of life. One aspect of external linguistic differentiation, in terms of language variation or language variety from the perspective of speakers, is gender. According to (Hajir, 2020), gender relates to the inherent characteristics of men and women that are socially and culturally constructed. This means that gender encompasses not only the outward differences between men and women but also social and cultural aspects, namely how they behave in society, which naturally has different characteristics in pronouncing language. This is the basis for the relationship between language and gender. Referring to Fakih's opinion, women are depicted as gentle, beautiful, emotional, and so on. Meanwhile, men are portrayed as strong, rational, virile, powerful, and not allowed to cry.

Gender is also a process by which society creates and maintains ideas about what it means to be male and female. According to (Shabana,



2024), through a gender perspective, human thinking shapes views regarding behavioral differences between men and women. This binary categorization based on gender goes hand in hand with other factors such as race, ethnicity, social class, religion, age, and sexual orientation, which collectively create a stratified social structure rife with relations of domination and subordination. This classification not only influences how individuals define their identity but also shapes their views on family, relationships with those closest to them, and choices and opportunities in the world of work, law, economics, and politics. For example, in the mid-20th century, few girls aspired to become sub-district heads, district heads, or soldiers because these professions were perceived as more appropriate for men.

Gender naturally touches on language variation between men and women. Language variation arises because humans adapt their communication methods to diverse social, cultural, and regional contexts. Each community develops its own distinctive language characteristics, both in terms of word choice, pronunciation, and sentence patterns. Factors such as age, profession, education level, and social environment significantly influence language style, creating various forms of diversity that enrich human interactions. In social life, language variation serves as a marker of identity and group closeness. Speakers often adapt their speaking style to express relationships, status, or attitudes toward others. Formal language is typically used in official situations such as education and government, while casual language appears more frequently in everyday conversation. This demonstrates that language variation functions not only as a means of conveying messages but also as a reflection of the social roles of its speakers.

In sociolinguistics, language variation is viewed as differences in the form and use of language that arise from the influence of social conditions. The primary focus is on the relationship between language and social factors such as age,

gender, education level, social status, profession, and the cultural context of speakers. Sociolinguistics also highlights that language is not fixed, but rather changes according to who is speaking, to whom, in what situation, and for what purpose. According to (Puspita, 2025), language variation in sociolinguistic studies refers to the diversity of language forms used by a society. This diversity occurs because speakers have different social backgrounds and engage in various types of social interactions. Every social activity essentially requires the use of different languages, giving rise to specific language varieties. This variation becomes more complex when the number of speakers is large and the area of use covers a wide geographic area.

Language variation and gender are certainly interrelated. According to (Situmorang et al., 2024), three things are related to gender and language variation. First, biologically, men and women are certainly different. Men tend to be more independent and competitive, while women tend to be more non-competitive and spoiled. Second, language behavior demonstrates male dominance. This means that men use language to gain control, interrupt, sort topics, and so on. Meanwhile, women are more careful in using prestigious (authoritative) language forms to maintain relationships with others. Third, men and women are social beings who must learn to act in certain ways. According to (Puspita, 2025), language variation is an important tool in supporting smooth communication. This concept describes the differences or dissimilarities in the language forms used by people within a speech environment. Even though speakers belong to the same language community, this does not necessarily mean they use identical language varieties.

Language variation can occur due to social interactions within a diverse community or social group. According to (Chaer, 2010), language variation can also occur if the speakers are not homogeneous. In his book, Tiwartono also explains that language variation is divided into three

categories: language variation in terms of speakers, language variation in terms of usage, and language variation in terms of formality.

In everyday life, the language used by men and women is certainly different. This applies to topics of conversation and speaking styles. Men's conversations typically relate to their interests, experiences, and social environment. Men's conversations often focus on factual and activity-oriented topics, such as sports, technology, work, politics, or hobbies. They tend to emphasize information, achievements, and problem-solving over emotional expression. Their speaking style is typically direct, competitive, and emphasizes content over interpersonal relationships. However, not all men's conversations are serious or rational. Within friendships, they often discuss lighthearted topics such as jokes, past experiences, or popular news. These conversations help strengthen solidarity and a sense of togetherness among group members. In casual situations, the language style can be more open, with humor and sarcasm used as a sign of familiarity.

Furthermore, women's conversations often cover everyday life, social trends, or group activities, strengthening a sense of solidarity. Humor, personal stories, and emotional support are often present in interactions, serving to strengthen bonds and foster mutual understanding. Thus, women's conversation topics serve not only as a means of exchanging information but also as a medium for maintaining social connections and strengthening emotional closeness. From a sociolinguistic perspective, women's speech patterns tend to emphasize closeness and empathy in communication. The choice of topics and manner of speaking often reflects sensitivity to the other person's feelings and an effort to create a harmonious communication atmosphere.

The differences above can be examined using Dell Hymes's SPEAKING theory. Dell Hymes's theory emphasizes that language use must be viewed within a social context, encompassing the following components: "S" (setting), indicating the situation encompassing the scene and setting. "P"

(participants), referring to the participants involved. "E" (ends), representing the purpose of the communication. "A" (act sequence), referring to the topic of conversation and the series of communicative acts involved in the interaction. "K" (key), referring to the speaking style, tone, or manner of conversation used in communication. "I" (instrumentalities), referring to the communication tool used. This can be verbal, written, body language, or telephone communication. "N" (norms) refers to the social norms or rules that govern communication in a particular context. "G" (genres) refers to the types of communication used in specific situations, such as everyday conversation, narratives, speeches, or interviews. (Situmorang et al., 2024).

## METHOD

This research employed a qualitative, descriptive approach. This approach was used because the data analyzed consisted of spoken utterances in everyday conversations, which are rich in meaning and influenced by social context, making them impossible to measure quantitatively (Moleong, 2017; Razak, 2017). The descriptive approach aims to systematically, factually, and accurately describe linguistic phenomena occurring in society (Sugiyono, 2019).

This research was conducted on campus and in the surrounding community, involving students and the general public as data sources. The research informants consisted of male students, female students, men, and women who were selected purposively, based on specific considerations consistent with the research objectives (Sugiyono, 2019). The research data consisted of spoken utterances obtained from everyday conversations. The data analyzed included 50 utterances from male students, 50 from female students, 15 from men, and 15 from women.

Data collection was conducted using listening and speaking methods. The listening method involves listening to language use in interactions, while the speaking method involves direct conversations with informants (Sudaryanto, 2015).



Data collection techniques include listening to and engaging in conversation, recording, and note-taking. The listening to and engaging in conversation involves the researcher directly in the conversation to obtain natural data, while the recording and note-taking technique is used to systematically document the data.

Data analysis in this study used the distribution method and the matching method. The distribution method uses language itself as the determining tool, while the matching method uses a determining tool outside of language (Mahsun, 2017). The data analysis process was carried out through several stages: (1) sorting data based on specific elements, (2) conducting linguistic analysis, (3) identifying patterns of language variation qualitatively, and (4) interpreting the results of the analysis. The validity of the data in this study was tested through triangulation, which involves comparing data from observations, recordings, and field notes (Moleong, 2017). In addition, a member check technique was also used to ensure that the data matched the intent conveyed by the informant.

## RESULT

The results of this study on gender-based language variation in everyday conversation reveal differences in speaking style (key) and conversation topics (act sequence), consistent with the ethnographic communication framework proposed by Dell Hymes. Data were obtained through observations of interactions in everyday environments, such as on campus, at home, and with peers. This study included 50 utterances by males (college students), 50 utterances by females (college students), 15 utterances by male fathers, and 15 utterances by female mothers.

### 1. Speaking Style (Key) of Males and Females in Everyday Conversation

#### 1.1 Male (Student) Speaking Style

Informant 1: "Acc?"

Informant 2: "Not yet, I'm still being asked to look for data."

Based on the conversation excerpt above, it can be analyzed that the exchange occurred in an informal academic situation between students discussing a course assignment. The word "Acc?" is expressed very concisely as a question about approval or approval of the assignment. The use of the abbreviated form indicates closeness and shared understanding between the speakers. Meanwhile, the answer "I'm still being asked to look for data." is also delivered directly without further explanation. The speaking style tends to be straightforward and focuses on the core information, without emotional expression.

Informant 1: "You design the logo, I'll make the pamphlet."

Informant 2: "Okay, just divide the tasks so it's finished quickly."

The speaking style seen in the conversation above demonstrates mutual support and collaboration. Each member expresses their opinion or divides their roles, taking into account the involvement of other members. Responsibilities are clearly distributed to avoid confusion. Although the task is assigned, the delivery is not commanding or domineering, but rather polite and open to mutual agreement. The language used tends to be neutral and friendly, maintaining a comfortable discussion atmosphere. Responses from members also demonstrate agreement and readiness to fulfill their respective roles. This communication pattern reflects a shared goal and an awareness of the importance of each individual's contribution to the team.

Informant 1: "The topic is too broad."

Informant 2: "Yes, indeed."

Informant 1: "Try narrowing it down so it's more focused and easier to discuss."

Based on the conversation excerpt above, Informant 1's speaking style demonstrates a tendency to lead, while remaining grounded in logical and academic considerations. This dominant attitude does not imply imposing an opinion, but rather demonstrates initiative in

directing the discussion. Informant 1 highlights the main issue without using lengthy introductions. The phrase "The topic is too broad" is a clear, concise, and straightforward assessment. The sentence is simple, yet firm and easy to understand. This style of communication indicates that the informant prioritizes clarity and speed in communication. Informant 1 didn't add softening words or over-explanations, instead focusing on the substance of the discussion. Although delivered directly, the evaluation remained objective because it focused on the topic of discussion, not a specific individual. Thus, the criticism remained professional and rational.

After delivering her assessment, Informant 1 immediately proposed a solution by suggesting that the topic be narrowed down. This step demonstrates a communication pattern oriented toward problem-solving, not stopping at identifying shortcomings but immediately proposing concrete, implementable actions. This reflects a structured mindset, where each problem is followed by alternative solutions. Furthermore, there was no emotional outburst or hesitation in her delivery. Her speech focused on improving the effectiveness of the task, making it more focused and easier to develop. This type of speaking style is common in group work situations that require assertiveness and time efficiency. Overall, Informant 1's communication pattern reflects a firm, systematic, and results-oriented attitude.

## 2.2 Speaking Style with Women (Student)

Informant 1: "Who will my supervisor be? I'm really nervous."

Informant 2 : "Same here! I'm nervous too. I hope I get a good supervisor."

Informant 1 : "Yeah, I hope so."

Based on the conversation excerpt above, the conversation took place in a relaxed setting between female students discussing the selection of a supervisor. Informant 1 began by expressing anxiety by stating that she felt very nervous. This statement demonstrates an emotional state that was conveyed openly and spontaneously.

Informant 2 then responded empathetically by stating that she felt the same way. This response not only answered but also demonstrated emotional solidarity. The shared feelings expressed strengthened the interpersonal relationship between the two. The hope for a "good" supervisor reflects an orientation toward comfort and quality relationships, not solely academic ability. This term carries subjective meanings related to ease of communication and a supportive mentoring environment. When the conversation concluded with a simple expression of hope, there was an effort to support each other amidst uncertainty. Overall, the speaking style in this interaction demonstrated an expressive and open character.

Informant 1 : "I'm not really sure about that theory."

Informant 2 : "If you're not sure about that theory, try comparing it with other theories to determine which one to use."

Based on the conversation excerpt above, the conversation took place in an academic setting between female students considering the use of a theory for their research. Informant 1 expressed her doubts using regional language, indicating a close relationship and informal communication situation. Her statement that she was unsure about the theory indicates both critical consideration and hesitation in determining the appropriate theory.

Judging from their speaking style, informant 1 displayed an open and introspective attitude. They honestly expressed uncertainty without rigidly defending their opinions. The use of local dialect also reinforced the sense of social closeness, making the scientific discussion feel more fluid and conversational. Meanwhile, informant 2 provided a logical response and offered a solution. Rather than immediately judging, informant 2 suggested comparing the theory with other theories as a step toward gaining confidence. This response demonstrated an analytical and systematic approach. The sentence structure used



was directive, yet gentle and supportive, avoiding a patronizing tone.

Overall, this interaction illustrated a cooperative and mutually supportive communication pattern. Informant 1 displayed a reflective and expressive speaking style, while informant 2 displayed argumentative tendencies and a focus on problem-solving. This conversation emphasized that academic discussions can take place in a relaxed atmosphere without compromising on the depth of the content.

Informant 1 : "You look really tired, why?"

Informant 2 : "Yeah, I have a lot of assignments."

Informant 1 : "I feel so bad, but keep your spirits up. If you need any help, just let me know, I'll definitely help."

According to the conversation excerpt above, the conversation took place in a relaxed atmosphere between female students on campus. Informant 1 began the interaction by highlighting her friend's apparent fatigue by asking, "You look really tired, why?" This question reflects concern and care for the other person's well-being. The style of speech used was empathetic, beginning with a personal observation rather than directly discussing academic matters. Meanwhile, Informant 2's response, "Yeah, there's a lot of assignments," demonstrated openness in expressing the situation they were facing. Although delivered briefly, this statement illustrates the academic pressure they were feeling. The phrase "a lot of assignments" emphasizes the intensity of the workload and is also a normal expression of complaint in friendships.

Informant 1's subsequent responses further demonstrated a supportive attitude. The phrase "I feel so bad" conveyed sympathy, while the accentuated tone of "keep your spirits up" conveyed moral encouragement and positive energy. The offer of assistance, conveyed through the phrase "if you need help, just let me know, I'll

definitely help" emphasizes solidarity and a commitment to mutual support.

### 1.3 Speaking Style with Men (Men)

Informant 1: "The road in front of the village hall is badly damaged."

Informant 2 : "Yes, it hasn't been repaired for a long time. Action should have been taken already."

Informant 1 : "If we just leave it like that, when will it be repaired?"

Based on the conversation excerpt above, the conversation took place in a relaxed atmosphere between men discussing the condition of the road in front of the village hall, which is part of a public facility. All of the speech was delivered in the local language, indicating a close relationship and shared cultural background between the speakers. Although the setting was informal, the conversation touched on important public issues.

Informant 1 began the conversation by describing the severely damaged condition of the road. This statement was direct and matter-of-fact, without any preamble. His delivery demonstrated a firm speaking style based on actual observations in the field. Meanwhile, Informant 2 responded by emphasizing that the damage had persisted for a long time and had not yet been repaired. His statement reflected a critical attitude toward a situation perceived as being slow to address. Expressions that pointed to the need for action indicated a hope that the authorities would take immediate concrete steps. His tone remained calm, yet imbued with rational evaluation.

Next, Informant 1 asked a rhetorical question about when repairs would be made if the situation continued. This question served more to emphasize dissatisfaction than to actually demand an answer. Although it contained criticism, it was delivered in a relaxed, non-confrontational manner. Overall, this interaction illustrates the men's communication patterns, which are straightforward, realistic, and oriented toward practical issues in the community.

Informant 1 : "My body tires very easily now."

Informant 2: "Yeah, that's normal, I'm getting older."

According to the conversation excerpt above, the conversation took place in a relaxed setting between the men, who were sharing stories about their physical condition and daily life experiences. Informant 1 began by revealing that his body now tires more quickly than before. This statement reflects an awareness of the physical changes that occur with age. His delivery was simple and spontaneous, without any overtones. This demonstrates an open, yet natural, non-dramatic speaking style.

Informant 2 provided a logical response by linking the condition to age. This explanation was delivered in a relaxed atmosphere with a lighthearted humor, preventing the complaint from escalating into a serious tone. This response served to normalize the situation, emphasizing that physical changes are a natural part of life.

Informant 1: "The rainy season is late now."

Informant 2: "Yes, the rice fields are dry."

Based on the conversation excerpt above, the conversation took place in a relaxed setting between men discussing weather changes and their impact on the environment. Informant 1 began by expressing the observation that the rainy season was not arriving at its usual time. This statement was delivered directly and based on his own experience. His speaking style was simple and matter-of-fact, without excessive emotional emphasis, reflecting a realistic approach to natural conditions. Informant 2's response linked the statement to the real-world impact, namely the drying out of rice fields. This response demonstrated a practical understanding of the consequences of seasonal changes. The conversation remained brief, yet profoundly meaningful, touching on economic aspects and the sustainability of agricultural production. Overall, this interaction illustrates an informative communication pattern based on everyday experience.

#### 4. Speaking Style with Mothers

Informant 1: "Is the price of oil going up again?"

Informant 2 : "Yes, that's why we have to be smart about managing our spending."

Based on the conversation excerpt above, the conversation took place in a relaxed atmosphere between mothers discussing the current economic situation, particularly the rising price of oil. Informant 1 began by asking whether oil prices had risen again. This question served as a form of confirmation of the current situation. The speaking style was direct, to the point, without lengthy explanations, reflecting a simple communication style that focused on the main information.

Informant 2's response not only confirmed the increase but also linked it to the necessary steps to take, namely managing spending more carefully. This statement demonstrates a rational and considered attitude in the face of price changes. The utterance conveys a practical message about the importance of financial management to ensure that needs are met despite price increases. Overall, this interaction illustrates a realistic and action-oriented communication pattern.

Informant 1 : "There's a social gathering tomorrow, are you coming?"

Informant 2: "God willing, I'll come."

Based on the conversation excerpt above, the conversation took place in a casual context between women discussing a social activity in the neighborhood, namely a social gathering. Informant 1 began by asking and inviting her friend to attend. The question posed was not simply a request for reassurance but also conveyed the hope that the other person would participate. The conversation was subtle and persuasive, demonstrating a focus on togetherness and the importance of maintaining social relationships.

Informant 2's response was brief but conveyed a sense of acceptance. The phrase "God willing" conveys politeness and a commitment to attending, while maintaining humility. This response indicates a willingness to engage in shared activi-



ties without the need for lengthy explanations. Overall, this interaction illustrates the mothers' friendly, persuasive, and solidarity-oriented communication patterns.

Informant 1: "It's the season for sick people now."  
Informant 2: "Yes, my brother is sick too, it's really a shame."

Based on the conversation excerpt above, the conversation took place in a relaxed atmosphere between the mothers discussing health conditions in their neighborhood. Informant 1 began the conversation by providing a general overview of the current situation. Her speech was informative because it conveyed a shared social reality. Her speaking style was straightforward and to the point without lengthy explanations.

Informant 2 responded by reinforcing this statement with personal experience, adding that her family members had also experienced similar experiences. This response demonstrated empathy and concern, evident in expressions of pity. Thus, this interaction was not simply an exchange of information but also a means of sharing feelings and strengthening social ties. Overall, this conversation reflects the mothers' open, empathetic, and solidarity-oriented communication patterns.

## 2. Conversation Topics (Act Sequences) Between Men and Women in Everyday Conversation

### 2.1 Conversation Topics Among Men (College Students)

Informant 1: "What laptop is good but cheap?"  
Informant 2: "Asus is good, but the price is quite high."

Based on the conversation excerpt above, the topic of discussion was choosing a technological device, namely a laptop with good quality but still affordable. This theme is common among students, as laptops are the primary tool for supporting academic activities, such as completing assignments, creating presentations, and other learning activities. Informant 1 began the dialogue with a ques-

tion indicating specific considerations before purchasing, emphasizing two important aspects: product quality and affordability. This indicates that the topic of discussion was related to finding the option that best suited their needs and financial situation.

Informant 2 responded by suggesting a brand as an option and then providing information about its price range. This response remained within the same discussion, weighing quality and cost as the basis for decision-making. The interaction demonstrated an evaluative exchange of information. Overall, the conversation was practical and rational, focusing on functionality and cost efficiency. The conversation did not stray from the main topic, but remained focused on specifications and price as the primary factors in determining the choice.

Informant 1 : "I want to work part-time at a cafe."

Informant 2 : "What about the working hours? Be careful if it clashes with your studies."

Informant 1 : "No, I'm safe if I start at night."

Based on the conversation excerpt above, the topic of conversation was a student's plan to work part-time at a cafe. The topic addressed additional activities outside of class, particularly in efforts to gain work experience and increase income. This topic is common among students because it concerns financial needs and self-development.

Informant 1 began the conversation by expressing his intention to take on a part-time job. This statement demonstrates a drive for financial independence. Although personal, the issue discussed remains connected to academic life because it concerns the time allocation between work and study. Informant 2 responded by questioning his work schedule and reminding him of the possibility of conflict with his studies. This response demonstrates a focus on time management and educational priorities. The conversation remained focused on the consequences of the decision to work

while studying.

Informant 1 further explained that his work hours are in the evenings so as not to interfere with his class schedule. This explanation demonstrates that the decision was carefully considered. In general, the topic of the dialogue focused on maintaining a balance between academic responsibilities and work activities, with an emphasis on effective time management.

Informant 1 : "Who do you think will win the soccer match?"

Informant 2 : "I don't know, it could be from the opposing country, because they're good there."

Based on the conversation excerpt above, the topic of conversation centered on predicting the outcome of an upcoming soccer match. The topic covered sports, specifically the chances of one team winning. This topic was lighthearted and frequently occurs in casual conversations, particularly among male students.

Informant 1 began the conversation by asking for opinions on which team was most likely to win. This question indicated that the focus of the dialogue was on predicting the outcome of a match that had not yet taken place. Informant 2 responded by expressing uncertainty, but still reasoning that the opposing team had strong skills. This response demonstrated consideration of the quality of each team's play, so the conversation went beyond guesswork and included simple assessments. Overall, the dialogue remained consistent with the discussion of sports and chances of winning. The interaction took the form of an exchange of opinions relevant to the topic, without straying into other issues, thus demonstrating a focused and thematic conversation.

## 2.2 Conversation Topic with Female (female student)

Informant 1 : "Your shirt is really cute, where did you buy it? I want to buy one too."

Informant 2 : "I bought it at Shopee. It's really cheap, you know the price. The material is really cool and comfortable. You should buy it, I say."

Informant 1 : "Share the link."

Based on the conversation excerpt above, the topic of conversation focused on fashion and online shopping. The focus of the conversation began with an interest in the clothes worn by one of the speakers, then evolved into information about the place of purchase and the quality of the product. This topic falls within the realm of lifestyle, a common topic of conversation among female students.

Informant 1 began the conversation by complimenting her friend's clothes and asking where they were purchased. This expression of appreciation served as a prelude to further information about the products. Informant 2 explained that the clothes were purchased through the e-commerce platform, Shopee. She also added details about the affordable price and comfortable material. These responses indicate that the discussion went beyond the location of purchase to also consider aspects of quality and economic value. Informant 1's request for a link indicates interest in making a similar purchase. Overall, the conversation remained focused on clothing products, purchasing sources, and assessments of price and quality, ensuring a consistent theme.

Informant 1 : "Let's get together tomorrow to discuss the paper."

Informant 2 : "Okay, let's divide the tasks now so it's convenient."

Informant 3 : "Where should we meet? Maybe a cafe would be convenient."

Based on the conversation excerpt above, the topic of the conversation was the plan to work on the paper as a group. The main topic of discussion focused on setting a time to meet, dividing tasks, and determining a location for discussion to ensure the completion process ran smoothly. The topic was academic and demonstrated collaboration among students.



Informant 1 initiated the dialogue by proposing a meeting to discuss the paper. This invitation indicated that the initial focus of the conversation was coordinating joint study activities. The topic clearly focused on completing coursework. Informant 2 responded by agreeing to the proposal and suggesting that assignments be divided up earlier. This response demonstrated a concern for the effectiveness of group work, ensuring the discussion remained focused on strategies for completing the paper.

Next, Informant 3 suggested a meeting place that he considered more comfortable. Although the location was mentioned, the discussion remained within the same scope, namely, supporting the smooth flow of the paper discussion. Overall, the dialogue remained focused on academic planning, including meeting arrangements, division of responsibilities, and determining the discussion location to achieve optimal work results.

Informant 1 : "Do you want to register for the KSR PMI organization?"

Informant 2 : "Yes, you want to register, let me help you register."

Informant 1 : "Okay, I did want to register there, but I was afraid I wouldn't make friends, but I'm relieved now that I have you."

According to the conversation excerpt above, the topic of conversation was plans to join a student organization, KSR PMI. The topic covered campus activities outside of class, specifically participation in organizations working in social and humanitarian fields.

Informant 1 began the dialogue by asking about his friend's interest in registering. This question indicated that the focus of the discussion was on the decision to join the organization. The topics discussed included not only the organization itself but also personal readiness to join. Informant 2 responded positively and offered assistance with the registration process. This response steered the conversation toward concrete steps that needed

to be taken, leading to technical aspects and peer support.

Furthermore, Informant 1 expressed concern about joining without a friend. However, Informant 1 felt more confident after learning that his friend was also interested. This demonstrates that the conversation went beyond the registration process to emotional factors such as a sense of security and social support. Overall, the dialogue remained focused on plans to join a campus organization, the registration procedure, and the importance of working together in making decisions about getting involved in student activities.

### 2.3 Topics of Conversation with the Gentlemen

Informant 1 : "How's the project at your place? Is it still going?"

Informant 2 : "It is, but not as busy as before."

Informant 1 : "The important thing is that there's still income."

Based on the conversation excerpt above, the topic of the conversation highlighted the progress of the project or work being carried out. The main topic of discussion focused on the continuity of work activities and their impact on income. This topic relates to economic aspects and is crucial because it concerns livelihood sustainability.

Informant 1 began the dialogue by inquiring about the project's status at Informant 2's location. This question indicated that the focus of the conversation was on the ongoing work situation. The topic was current and reflected the situation on the ground. Informant 2 replied that the project was still ongoing, although not as intensive as before. This statement indicated a change in work activity levels. Thus, the conversation shifted to a situation of declining productivity.

Informant 1 further emphasized that the most important thing was that the project continue to generate income. This statement emphasized the priority of income stability, even though the situation was not as good as before. Overall, the dialogue remained focused on issues of employment and income, reflecting a realistic approach to economic dynamics.

Informant 1 : "This village doesn't seem safe anymore. They said there was a burglary last night."

Informant 2 : "Yes, we'll have to patrol starting tonight."

Informant 3 : "When you find the thief, report it immediately."

Based on the conversation excerpt above, the topic of conversation highlighted the security situation in the village, which is considered to be disrupted due to the theft. The core of the discussion focused on the state of public order and the efforts needed to maintain security.

Informant 1 began the dialogue by expressing concern about the perceived unsafe condition of the village due to reports of theft. This indicates that the initial topic focused on criminal incidents occurring in the surrounding area. Informant 2 responded by proposing night patrols as a preventative measure. This response shifted the discussion from simply providing information about incidents to concrete actions residents could take to prevent similar incidents. Informant 3 further added that if the perpetrator is found, it must be reported immediately to the authorities. This statement emphasized the importance of further action in maintaining order. In general, the dialogue remained focused on neighborhood security issues, from emerging threats to preventative measures through patrols, to reporting steps if the perpetrator is caught. The topics discussed were social in nature, as they concerned the common interests of the community.

Informant 1 : "Maybe someone wants to sell a bicycle, let me know."

Informant 2 : "Why are you looking for a bicycle?"

Informant 1 : "Yes, for my child so he doesn't have to be driven to school."

According to the conversation excerpt above, the topic of conversation was about plans to purchase a bicycle for his child. The core of the discussion focused on the child's transportation needs

for easier and more comfortable school trips. The themes raised were related to daily family life, particularly parental attention to children's needs. Informant 1 began the conversation by expressing his desire to be notified if a bicycle was available for sale. This indicates that the initial focus of the dialogue was finding a suitable means of transportation. Informant 2 asked why he was looking for a bicycle, thus emphasizing the motivation behind this desire. Informant 1 then explained that the bicycle was for his child so he could go to school without always having to be driven. The explanation broadened the topic to a discussion about children's comfort and convenience in daily activities. Overall, the conversation remained centered on children's transportation, highlighting the role of parents in meeting the family's practical needs and ensuring the comfort and efficiency of children's activities.

#### 2.4 Conversation Topics with Mothers

Informant 1: "Chili peppers are really expensive now."

Informant 2: "Yes, I bought five thousand rupiah earlier and got a little bit."

Informant 1: "Luckily I planted the tree."

Based on the conversation excerpt above, the topic of conversation highlighted the rising prices of staple foods, particularly chilies, which became the main focus between the two informants. The core of the discussion focused on market conditions and how to deal with rising food prices in everyday life. This topic is relevant because it relates to managing household needs.

Informant 1 began the dialogue by stating that chili prices are currently very high. This indicates that the initial topic revolved around the economic situation and price fluctuations in the market. Informant 2 responded by recounting his experience of buying a small amount of chilies despite spending quite a lot of money. This statement emphasized the real impact of price increases on household expenses. Informant 1 further added that he felt he benefited from growing his own chilies, thus



mitigating the effects of the price increase. This broadened the discussion to include practical solutions for dealing with the economic situation.

Informant 1 : "I'm not helping you, there's a religious study later."

Informant 2 : "I'm going there."

Informant 1 : "Let's go together."

Based on the conversation excerpt above, the topic of conversation focused on plans to attend religious study activities, which became the main focus of the dialogue between the two informants. The core of the discussion revolved around the intention, readiness, and invitation to attend a religious activity together. This topic falls within the socio-religious realm because it relates to participation in community activities and worship.

Informant 1 began the conversation by reminding Informant 2 that he should attend because there would be a religious study. This indicates that the initial topic centered on participation in religious activities. Informant 2 responded by stating his intention to attend, thus emphasizing the conversation's readiness and motivation for participation. Next, Informant 1 invited them to go together, leading the dialogue to coordination and togetherness. This invitation emphasized social interaction and the aspect of collective participation.

Informant 1 : "When are you going to get engaged, your second child? She's already engaged."

Informant 2 : "I don't know, she's still busy earning money."

Based on the conversation excerpt above, the topic of discussion focused on the engagement plans of the children, particularly Informant 2's second child, which became the main focus of the dialogue. The core of the discussion revolved around the timing of the engagement and the readiness of the prospective child, thus falling within the realm of family life and social interaction. Informant 1 began the conversation by asking when their second child would get engaged, mentioning

that their first child was already engaged. This suggests that the initial topic focused on the status of family members and curiosity about their second child's plans. Informant 2 responded that he did not know when his child would get engaged because he was still busy earning a living. This response emphasized financial readiness as an important consideration in determining the timing of the engagement. Overall, the dialogue remained focused on the topic of the child's engagement, encompassing timing, financial readiness, and the family's social status, and demonstrated parental concern for their child's life and family social norms.

## DISCUSSION

The research results show differences in communication patterns between men and women in everyday conversation, particularly in terms of speaking style (key) and conversation topics (act sequence). These differences are evident not only in the language used but also in the purpose of communication and the way messages are conveyed in social interactions. Regarding speaking style (key), men tend to use more concise, direct speech, and are oriented toward conveying information. This is evident in their tendency to use short sentences without much emotional elaboration. This finding suggests that men place a greater emphasis on communication efficiency and clarity of message. This pattern aligns with Deborah Tannen's (1990) view that men tend to use language as a means to convey information (report talk), rather than to build social relationships.

In contrast, women in this study demonstrated a more expressive, empathetic, and collaborative speaking style. Women not only convey information but also strive to maintain interpersonal relationships through the use of emotional expressions, support, and responses that are considerate of the other person's feelings. This suggests that women's communication is more relationship-oriented (rapport talk). This finding aligns with research by Tannen (1990), which asserts that women tend

to use language to build social closeness and solidarity.

When analyzed using Dell Hymes' theoretical framework, these differences in speaking styles indicate that key components are strongly influenced by social factors, particularly gender. Men prefer a neutral and direct tone of communication, while women are more varied in their use of intonation and expression. This confirms that social context plays a significant role in determining how language is used in everyday interactions. Regarding conversation topics (act sequences), it was found that men tended to discuss practical, rational, and solution-oriented topics, such as technology, work, and specific activities. Discussions on these topics were typically focused and did not delve beyond the main topic of the conversation. This finding suggests that men focus more on communication goals and problem-solving.

Meanwhile, women more frequently discussed topics related to personal experiences, social relationships, and daily life (Hasanah et al., 2026). The topics discussed tended to develop and involve emotional elements, and the interactions were longer. This suggests that women focus not only on the content of the conversation but also on the interaction process itself. These findings align with research by Janet Holmes (2013), which states that women tend to use language to build social solidarity, while men are more oriented toward instrumental functions in communication. Furthermore, these research findings also reinforce the findings of William Labov (1972), who stated that language variation is strongly influenced by social factors, including gender, which shape different communication patterns in society. However, this study also found that these differences are not absolute. In some situations, men can also demonstrate a cooperative attitude, while women can be rational and direct. This shows that language use is not solely determined by gender but also influenced by the context of the situation, the relationship between speakers, and the purpose of the communication. Thus, gender plays a role as a factor in-

fluencing language variation, but is not the sole determinant.

In addition to gender, other aspects such as age, education level, social environment, and relationships between speakers also play a role in shaping language variation. Therefore, gender cannot be considered the sole determining factor, but rather as part of a broader social system. An ethnographic communication approach is important because it allows us to view language as a social practice influenced by various contexts of use. This discussion can be further developed by emphasizing that gender-based language variation is not only related to individual differences but also the result of social constructions formed through interactions within society.

Overall, this study demonstrates that gender-based language variation can be understood through Dell Hymes's ethnographic communication framework, particularly the key and act sequence components. These findings contribute to enriching sociolinguistic studies, particularly in understanding how social factors shape communication patterns in everyday life. Furthermore, this research also offers practical implications for increasing awareness of more effective communication and sensitivity to differences in language styles between men and women.

## CONCLUSION

Based on the analysis, it can be concluded that language variation in everyday conversation is influenced by gender factors, particularly in aspects of speaking style (key) and conversation topics (act sequence), as explained in Dell Hymes's ethnographic communication framework. Men tend to use a communication style that is direct, concise, and oriented toward conveying information and solving problems. Meanwhile, women emphasize expressiveness, emotional involvement, and efforts to build closeness in interactions. Language variation is also evident among parents, with fathers using practical, observational, and solution-focused language when discussing work, environ-



mental safety, agriculture, and other topics. Mothers, on the other hand, are more expressive and communicative, emphasizing attention to children, health, or daily needs, as seen in conversations about children's health, the price of chilies, or participation in religious study groups.

These differences are also reflected in the choice of conversation topics. Men more often discuss practical and activity-oriented matters, while women tend to discuss personal experiences and social relationships. These findings suggest that language use serves not only as a means of communication but also as a representation of the speaker's social role and experience. However, this study also indicates that these differences are contextual and not absolute, as in certain situations, men and women can exhibit similar communication patterns. Therefore, gender can be understood as one factor influencing language variation, but it also interacts with other factors such as situation, social relationships, and communication goals.

Overall, this research contributes to enriching sociolinguistic studies, particularly regarding the relationship between language and gender in everyday communication contexts. Furthermore, the results are expected to serve as a basis for further research and provide a broader understanding of the importance of being sensitive to differences in communication styles in social life.

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