





conversation (Fisherman 1978, 1983; Leet-Pellegrini 1980), and that males generally speak more than females (Eakins and Eakins 1976; Berryman 1980; Swann 1988), and that males were found to be more talk active than females (Haas (1978, cited in Coates 1986)).

From all those arguments and perspectives of linguists above showed that females' language is less powerful compared to males'. This supported by Lakoff (1975) who saw women's language as the 'language of powerlessness,' a reflection of their subordinate place in relation to men. Nevertheless, the last argument about less powerful language of females was disputed by the findings of (Smith and Connolly 1972; Clarke-Stewart 1973 (cited in Mills 1995)) which found that girls, among young children, were on the whole more talk active and more linguistically able than boys. The next argument supporting this issue came from an experiment that Herring and Nix (1997) conducted in on-line classrooms which turned out that female students also participate more than male students sometimes even when the teacher, who controls the interaction, is male.

For the question number (2), Lakoff argued that those differences appeared because of male dominance in speaking. In which later on, there came to be called the *dominance approach*. An experimental study supported this approach was conducted by Pamela Fishman (1983) (as cited in Eckert & Ginnet , 2003, p.112) on the private conversations of several graduate student heterosexual couples. The study indicated males dominating their partners through the strategic use of both silence and interruption. The result was that female often failed in trying to start a conversation on a topic of their choosing.





































females have different Internet language features when they are writing in online setting. In most cases, males in both videos used Multiple Punctuation – multiple periods to express pauses, while females in both videos mostly used Emoticons to express their feeling. In addition, males and females are more expressive when commenting a female video than a male's in which it is considered controversial. Furthermore, she found that males use taboo words more often than females which mean her finding displayed females as polite language users. In conclusion, she revealed that females are more talk active than males based on the total words that they produce in commenting both controversial videos on Youtube.

Another research about Internet language used by male and female coming from this department has been conducted by Badriah (2015) with the title *Internet Language Features Used By Male and Female Online Shopper on Instagram*. In her reserach, she identified the difference typical Internet language features used by male and female online shopper on Instagram when they were giving comments. The results show that both users (male & female) frequently use abbreviations to save time and multiple periods to express pause. The difference of both lied on the use of eccentric spelling which displayed male users use more vowel extension while female users tend to use consonant repetition. Besides, female users tend to use more varied emoticons than male users.

The similarities of those three studies I mentioned above with this study lies on the same subjects – language use of male and females on the Internet. Meanwhile the difference lies on the focus as well as the object of the study.

Huffaker (2004) focused on the issues on how teenagers (ages 13-17) construct their identity in online setting, and how the language use used in their weblogs or blogs. The second and Third study by Avrilla (2014) and Badriah (2015) both examined the Internet language features used by male and female but came up with different focus and objects. Avrilla investigated the Internet language features on how male and female express their ideas and feelings through comments on controversial music videos on Youtube. While Badriah (2015) investigated the Internet language features on how male and female do shopping in online shop – Instagram, when they were giving comments.

This study then, also discusses on how male and female, without specific age, express their ideas, feelings or thoughts through comments, yet the writer focused in examining the comments they write toward humor video content posted in Instagram or what has come to be known as *vidgram* (video instagram) and how they give respond to it.

To sum up, in examining the typical Internet language features, the writer used common digital writing proposed by Danet (2001) as the main theory and another additional features coming from word-formation by Yule (2010) and playful language sound which noticed on orthography of '*alay*' language by Kelana (2010).