**ABSTRACT**

**Samad, Nanda Marlina. Gender Speech Acts in Islamic Education Department Class at State Islamic Institute (IAIN) of Zawiyah Cot Kala Langsa. Thesis. English Applied Linguistics Study Program, Post Graduate School. State University of Medan (UNIMED).2017.**

This study investigates the speech acts that are realized by gender in the classroom setting. The objectives of this study are to find out the kinds of speech acts are realized by gender in the classroom; to examine the process of speech acts are realized by gender in the classroom and to investigate the reasons of speech acts are realized the ways they are. This research was conducted by using ethnography design and qualitative approach. The data was the utterances of the lecturers at State Islamis Institute (IAIN) of Zawiyah Cot Kala Langsa. Islamic Education Department lecturers were chosen as the source of data. The data were obtained from observation and the transcription of the recorded of 4 lecturers of 2 males and 2 females lecturers during their teaching performance in the classroom. The findings showed that there are three kinds of speech acts that are realized by gender of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; They are locutionary acts, illocutionary acts and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressive and declaratives, both males and females lecturers only implement 4 types of them; they are representatives, directives, commissive, and expressive, while declarative does not. Furthermore, both males and females lecturers have different way in applying types of illocutionary acts. Male lecturers tend to utilize representatives, but female lecturers prefer to use directives ways. All of them deliver their speech by using direct and indirect ways. They tend to use direct speech acts than indirect speech acts. This is happened because the lecturers still implement the old method called speech method. It was found some purposes of applying speech acts such as to convince, to actuate, to stimulate, to inform and to entertain.

Keywords : Gender, Speech Acts, Classroom Setting.

**ABSTRAK**

**Samad, Nanda Marlina. Tindak Tutur Gender di Kelas Pendidikan Islam di Institut Islam Negeri (IAIN) Zawiyah Cot Kala Langsa. Tesis. Program Studi Linguistik Terapan Bahasa Inggris, Pasca Sarjana. Universitas Negeri Medan (UNIMED) .2017.**

Studi ini menyelidiki tindak tutur yang diwujudkan oleh gender di lingkungan kelas. Tujuan dari penelitian ini adalah untuk mengetahui jenis tindakan wicara yang diwujudkan oleh gender di kelas; untuk memeriksa proses tindak tutur diwujudkan dengan gender di dalam kelas dan menyelidiki alasan tindak tutur direalisasikan sebagaimana adanya. Penelitian ini dilakukan dengan menggunakan desain etnografi dan pendekatan kualitatif. Data tersebut merupakan ucapan para dosen di Institut Agama Islam Negeri (IAIN) Zawiyah Cot Kala Langsa. Dosen Jurusan Pendidikan Islam dipilih sebagai sumber data. Data diperoleh dari observasi dan transkrip tercatat dari 4 dosen 2 orang pria dan 2 dosen wanita selama mengajar di kelas. Temuan menunjukkan bahwa ada tiga jenis tindakan wicara yang diwujudkan oleh gender dari 4 dosen 2 laki-laki dan 2 perempuan selama kinerja mengajar mereka di lingkungan kelas yaitu tindakan locutionary, illocutionary dan perlocutionary. Namun, dari 5 jenis tindakan ilokusi seperti representaif, direktif, commissive, ekspresif dan declaratives, baik dosen laki-laki dan wanita hanya menerapkan 4 jenisnya; mereka adalah representatif, direktif, commissive, dan ekspresif, sementara deklaratif tidak. Selanjutnya, baik dosen laki-laki maupun wanita memiliki cara yang berbeda dalam menerapkan jenis tindakan illokusi. Dosen laki-laki cenderung menerapkan cara representatif, sedangkan dosen wanita lebih suka menggunakan cara direktif. Cara menyampaikan materi ajar mereka di kelas menggunakan cara langsung dan tidak langsung. Mereka cenderung menggunakan tindakan berbicara langsung daripada tindakan tidak langsung disebabkan dosen masih menerapkan metode lama yaitu metode ceramah. Ditemukan beberapa alasan ucapan yang digunakan yaitu untuk meyakinkan, menggerakkan, merangsang, menginformasikan dan menghibur.

Keywords : Gender, tindak tutur, lingkungan kelas.