CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data of language style used by male and female teachers' interaction in school interaction, some conclusions are drawn as the following.

a) There were four language styles used by male and female teachers in school interaction, they were formal, consultative, casual and intimate style. It was found that male and female teachers dominantly casual style in their language in school interaction.

b) In ways of communication, the male teachers in school interaction have all categories of male-like (status, independence, advice, information, order and conflict) and some female-like (support, intimacy, understanding, feeling and compromise). It showed that the male teachers did not have "proposal" in their way of communication. The way of communication of female teachers in school interaction has some categories of male-like (advice, information, order and conflict) and all female-like (support, intimacy, understanding, feeling, proposal and compromise). It showed that the female teachers did not have "status" and "independence" in their way of communication.

c) There were some factors of language styles used by male and female teachers in school interaction; they were setting, participants, topic and function. Based on the analysis also, there were some factors which considerate belong to participants; they were gender, status, personalities, intimate relationships and background.

5.2 Suggestions

Related to the conclusions above, some suggestions are pointed out in the following.

a) It is suggested that the lecturers who play an important role in teaching sociolinguistics, gender, language and communication can add this research to be the additional resources in teaching since lecturers are the important models in improving the level of education.

b) To the other researcher, it is expected to do more research about language and gender in the scoop of education from different emphasis.