

ABSTRACT

Manalu, Palito, Registration Number: 2183321007, The Differences between Speech Functions by Female and Male Teachers in English Classroom Interaction, A Thesis, English Educational Program, State University of Medan, 2025.

The speech function of male and female teachers in classroom interactions is the focus of this study. Investigating the speech functions used by male and female teachers during classroom interactions at SMP Kreatif Medan was the aim of this study. This study used a descriptive qualitative research design. Male and female teachers' classroom utterances served as the research's data source. Interviews, recording, and observation were used to get the data. According to the study's findings, the male instructor uses the following speech function types: statement (48 clauses, or 37.5%), question (50 clauses, or 40%), and command (30 clauses, or 23%). The female teacher in the second-grade English class at SMP Kreatif Medan uses the following speech function types: command (35 clauses, or 27%), offer (1 clause, or 0.7%), question (46 clauses, or 36%), and statement (44 clauses, or 35%). In the classroom, the male teacher frequently asks a question before making a statement or giving an order. The question, statement, and offer come after the order, even though the female teacher uses it more frequently. the explanations for the male teacher's recognition of speech functions in classroom interactions; (1). The purpose of the opening question was to boost the students' confidence in the class; the purpose of the opening statement was to broaden their understanding and provide them with fresh information about the study topic that will be covered in class; the purpose of the initiating command was to encourage students to participate more actively and concentrate on the learning process; and for the female teacher: (1) Giving instructions can encourage pupils to participate more actively in their education. (2) Teachers introduce the assertion by providing fresh details about the subject they will be studying. (3) Posing questions can gauge how well pupils comprehend the relevant subjects. (4) The purpose of making the offer was to gauge the student's interest in learning more about the subject.

Keywords: Speech Functions, Male and Female Teachers, Classroom Interaction