

ABSTRACT

Rangkuti, Ummul Mawaddah. Registration Number: 8166111032. Speech Functions of Male and Female Lecturers in the Classroom Interactions. Thesis. English Applied Linguistics Study Program, Postgraduate School, State University of Medan. 2018.

The research dealt with speech functions. The objectives of this study were: (1) to investigate the types of speech functions made by male and female lecturers in the classroom interactions (2) to describe how the speech functions realized in mood (3) to elaborate the reason why the speech functions realized in mood as the way they are. The findings of this study revealed that: (1) the types of speech functions that have been found in male and female lecturers in the classroom are statement, question, command, offer, and minor. Which is the statement is more often used by male lecturer in the classroom interactions, then it is followed by question, command, offer and minor. While, the question is more often used by female lecturer in the classroom interactions, then it is followed by statement, command, offer and minor. (2) For the realization of speech functions of male and female lecturers, there are two ways that have been found in realization of speech functions of male and female lecturers in mood, namely, typical clause mood (congruent), and non-typical clause mood (incongruent or metaphor). In typical clause mood, there are four ways that have been found, namely statement that realized in declarative mood, then, command that realized in imperative mood, after that question that realized in interrogative mood and minor that realized in minor. Besides that, in non-typical clause mood, for male lecturer it just found three ways in realization of speech function in mood, namely statement is realized by interrogative, then command is realized by declarative and offer is realized by declarative. While for female lecturer it found four ways in realization of speech function in mood, namely question is realized by declarative, then statement is realized by interrogative, command is realized by declarative and offer is realized by declarative. (3) For the reason in realization of speech function of male and female lecturers in the classroom interactions, in this study, the researcher found because of situational context that is tenor. It occurs because the priority of the lecturers' role giving information to the students in formal situation. The power is unequal power. The intensity of contact is relatively frequent contact. The affective involvement is still low. And the lecturers have become accustomed with a talkative method. Therefore in this study of speech functions of male and female lecturers in the classroom interactions, they have different ways into applying the language especially when doing interaction with their students. Which is they have their own ways in doing interaction with the student, even though they have different ways but their aim just making the student comprehend and can know what the lecturer said is.

Keywords: *speech functions, male and female lecturers, classroom interactions*

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Penelitian ini membahas tentang fungsi ujar. Tujuan dari penelitian ini adalah (1) untuk menginvestigasi jenis – jenis dari fungsi ujar yang digunakan oleh dosen laki-laki dan perempuan di dalam interaksi kelas. (2) untuk mendeskripsikan bagaimana fungsi ujar tersebut di realisasikan pada system mood. (3) untuk mengelaborasi alasan dari dosen laki-laki dan perempuan dalam merealisasikan fungsi ujar sebagaimana seharusnya. Temuan penelitian ini menunjukkan bahwa: (1) jenis-jenis fungsi ujar yang telah ditemukan dalam bahasa yang digunakan oleh dosen laki-laki dan perempuan adalah statement, question, command, offer and minor. Dimana statement lebih sering digunakan oleh dosen laki-laki di dalam interaksi kelas, kemudian diikuti oleh question, command, offer dan minor. Sedangkan, question lebih sering digunakan oleh dosen perempuan di dalam interaksi kelas, kemudian diikuti oleh statement, command, offer dan minor. (2) dalam merealisasikan fungsi ujar dari dosen laki-laki dan perempuan itu ditemukan 2 cara, yaitu typical clause mood (congruent) dan non-typical clause mood (incongruent or metaphor). Dalam typical clause mood itu ditemukan ada 4 cara lagi, yaitu statement yang di realisasikan dengan declarative mood, question yang direalisasikan dengan interrogative mood, command yang direalisasikan dalam imperative mood dan minor yang direalisasikan minor. Sedangkan dalam non-typical clause mood yang digunakan oleh dosen laki-laki hanya ditemukan 3 cara, yaitu statement yang direalisasikan dalam interrogative, command yang direalisasikan dalam declarative, dan offer yang direalisasikan dalam declarative. Adapun yang digunakan oleh dosen perempuan ditemukan 4 cara, yaitu question yang direalisasikan oleh declarative, statement yang direalisasikan dalam interrogative, command yang direalisasikan dalam declarative, dan offer yang direalisasikan dalam declarative. (3) untuk alasan dalam merealisasikan fungsi ujar dari dosen laki-laki dan perempuan, dalam kajian ini peneliti menemukan adanya konteks situasi, yakni tenor. Ini dikarenakan para dosen dalam kasus ini hanya di prioritaskan sebagai pemberi pembelajaran, pemberi informasi kepada para siswa dalam situasi formal. Kekuatannya tidak sama. Intensitas pertemuannya relative sering. Pengliputan perasaan termasuk masih rendah. Dan para dosen biasanya lebih sering menggunakan method ceramah. Oleh karena itulah dalam fungsi ujar dari dosen laki-laki dan perempuan di dalam interaksi kelas, mereka juga memiliki cara yang berbeda ketika menyampaikan pelajaran. Namun tujuan mereka masih tetap sama yaitu untuk menyampaikan pembelajaran sehingga siswa bisa menerima dan mengetahui apa yang dikatakan oleh dosennya.

Keywords: *fungsi ujar, dosen laki-laki dan perempuan, interaksi kelas*