

ABSTRACT

Karimah. 2022. *Women and Men's Language Features of Pre-Service Teachers' Utterances in Teaching Practice II of English Education Department*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nurlaila Kadariyah, S.Ag. M.Pd, (II) Afifah Linda Sari, M.Pd.

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In delivering information to students, there will be some features appear in teachers' utterances and those have different function (strengthening or weakening). Teachers should use language features that have strengthening function than weakening function because teachers have to be confident to make students gain knowledge effectively. In language and gender field, there is a stereotype that women use language features that show lack of confident while men the opposite. Therefore, the researcher interested to know what language features and its functions of women and men pre-service teachers' utterances.

This research applied descriptive qualitative research with documentation method. The data were collected by analyzing 5 men and 5 women pre-service teachers' videos and the transcripts to find out what features and its functions appeared.

The result showed that women and men pre-service teachers used 5 out of 7 features. Those are hedges, tag question, question, command & directives, and compliment. The researcher did not found backchannel and swearing & taboo language. Afterwards, language features of women and men pre-service teachers mostly indicate strengthening function rather than weakening function. The specific functions of language features; first, hedge is to switch an explanation or begin a topic, give some pause to think, and avoid personal responsibility. Second, tag question is to strengthen statement and verify understanding. Third, question is to make students think critically and help students engage actively. Fourth, command & directives is to give suggestion, command and includes pre-service teachers together with the students. The last, compliment is as an approval of someone's work.

ABSTRAK

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Kata Kunci: Fitur bahasa wanita, fitur bahasa laki-laki, fitur bahasa, guru PPL.

Dalam menyampaikan informasi kepada murid, akan ada beberapa fitur bahasa yang muncul di ucapan guru dan mempunyai fungsi berbeda (penguat atau pelemah). Guru seharusnya menggunakan fitur bahasa yang mempunyai fungsi penguat karena dalam menyampaikan pengetahuan ke orang lain, guru harus percaya diri agar siswa memperoleh pengetahuan secara efektif. Di ranah bahasa dan gender, ada stereotip bahwa wanita kebanyakan menggunakan fitur bahasa yang menunjukkan kurangnya percaya diri sedangkan laki-laki sebaliknya. Karena itu, peneliti tertarik mengetahui fitur bahasa apa dan fungsinya dari ucapan guru PPL wanita dan laki-laki.

Penelitian ini menggunakan penelitian kualitatif deksriptif dengan metode dokumentasi. Data dikumpulkan dengan menganalisa video dan transkrip dari 5 guru PPL wanita dan 5 guru PPL laki-laki untuk menemukan fitur bahasa dan fungsinya yang muncul.

Hasil menunjukkan bahwa guru PPL menggunakan 5 dari 7 fitur. Fitur tersebut adalah hedges, tag question, command & directives, dan compliment. Peneliti tidak menemukan backchannel dan swearing & taboo language. Kemudian, fitur bahasa guru PPL wanita dan laki-laki kebanyakan menunjukkan fungsi penguat daripada fungsi pelemah. Fungsi spesifik dari fitur bahasa; pertama, hedge untuk mengganti penjelasan atau memulai topik, memberi jeda berpikir, dan menghindari tanggung jawab pribadi. Kedua, tag question untuk menguatkan pernyataan dan memverifikasi pemahaman. Ketiga, question untuk membuat siswa berpikir kritis dan membantu siswa terlibat aktif. Keempat, command & directives untuk memberi saran, perintah dan melibatkan guru PPL bersama siswa. Terakhir, compliment untuk pengakuan atas karya seseorang.