

**INTERRUPTIONS IN INTENSIVE COURSE GROUP DISCUSSIONS:
THE EFFECT OF GENDER**

A THESIS

In partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree in
English Language Teaching faculty



By:

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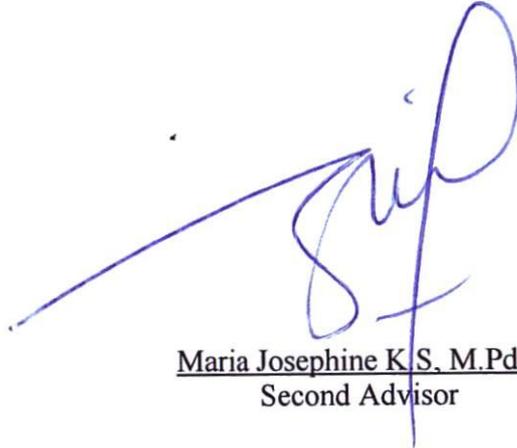
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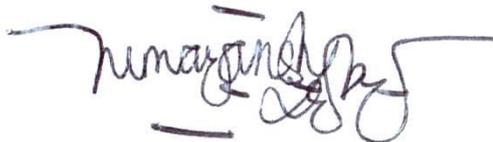
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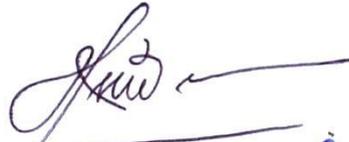
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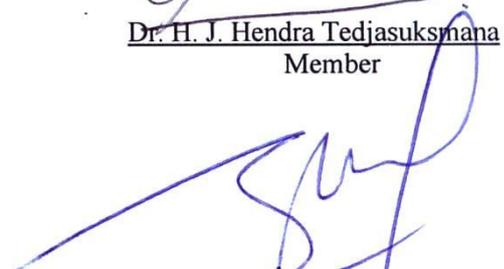
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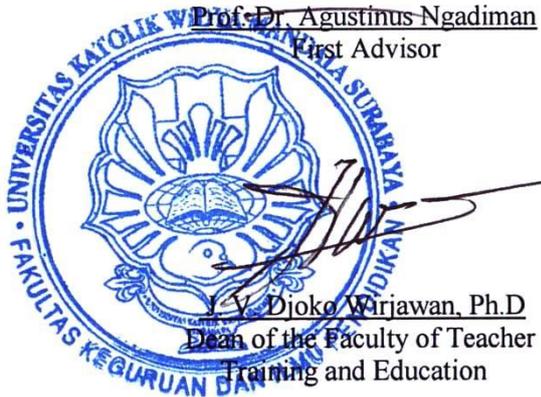
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ABSTRACT

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Keyterms: *gender, interruption, group discussion.*

As approved by many linguists, males and females have different approach in speaking. This study explores one of the most well-known findings in the males' and females' different speech claiming that males interrupt females more frequently than females interrupt males. Specifically, this study is intended to describe the gender differences in the frequency of interruption attempts and in the functions of interruptions found in the discussions of class C students of 2013-2014 Intensive Course of Widya Mandala Catholic University. There are three patterns of functions of interruptions in this study which are adapted from the pedagogical arguments of group discussions: positive, negative and neutral.

The data of this qualitative study is collected through non-participant observation. The interruptions found in the recorded discussions are analyzed to answer the research problems.

The findings show that both males and females discriminate by gender in attempts to interruptions by others. Despite the fact that males indeed interrupt more frequently than females in the homogenous group, both males and females are found to interrupt the other gender less frequently in the heterogeneous groups. The gender composition also affects the functions of interruptions. Both males and females interrupt each other positively in the same-gender groups, but these positive interruptions drop when they are in the mixed-gender groups.

Taken together, the results suggest that teachers be aware of the negative inter-gender behaviors and begin to get their students accustomed to working together with the other gender at earliest convenience.