ANALYZING TEACHERS' LANGUAGE STYLE IN ENGLISH CLASSROOM

(A Study at SMPN 1 Peukan Bada)

THESIS

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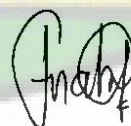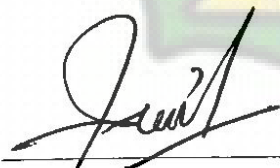
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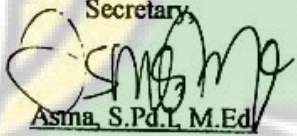Day, _____ 25 Juli 2022 M _____

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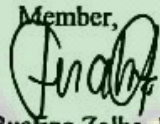
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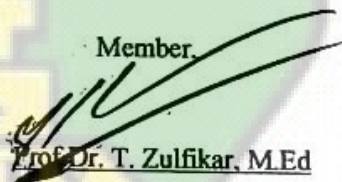
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Analyzing Teachers' Language Style in English Classroom

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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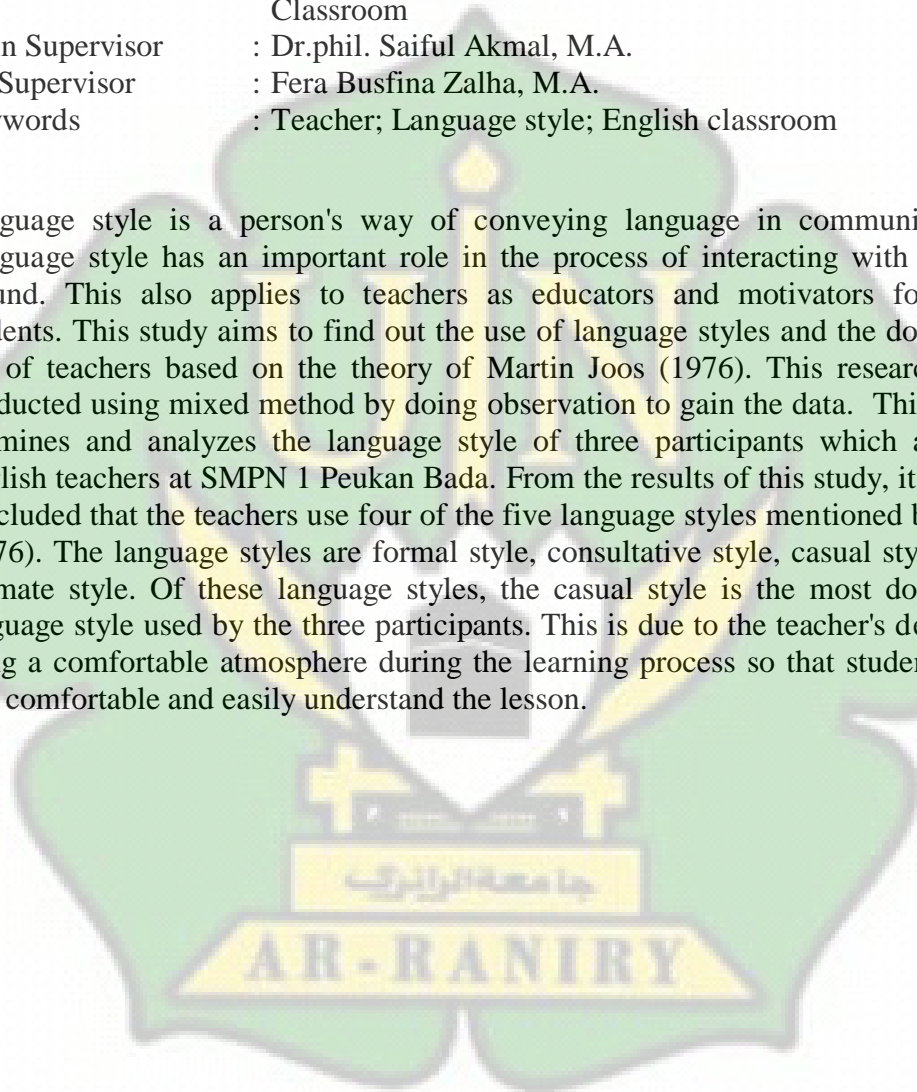
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ABSTRACT

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Language style is a person's way of conveying language in communicating. Language style has an important role in the process of interacting with people around. This also applies to teachers as educators and motivators for their students. This study aims to find out the use of language styles and the dominant use of teachers based on the theory of Martin Joos (1976). This research was conducted using mixed method by doing observation to gain the data. This study examines and analyzes the language style of three participants which are the English teachers at SMPN 1 Peukan Bada. From the results of this study, it can be concluded that the teachers use four of the five language styles mentioned by Joos (1976). The language styles are formal style, consultative style, casual style, and intimate style. Of these language styles, the casual style is the most dominant language style used by the three participants. This is due to the teacher's desire to bring a comfortable atmosphere during the learning process so that students can feel comfortable and easily understand the lesson.

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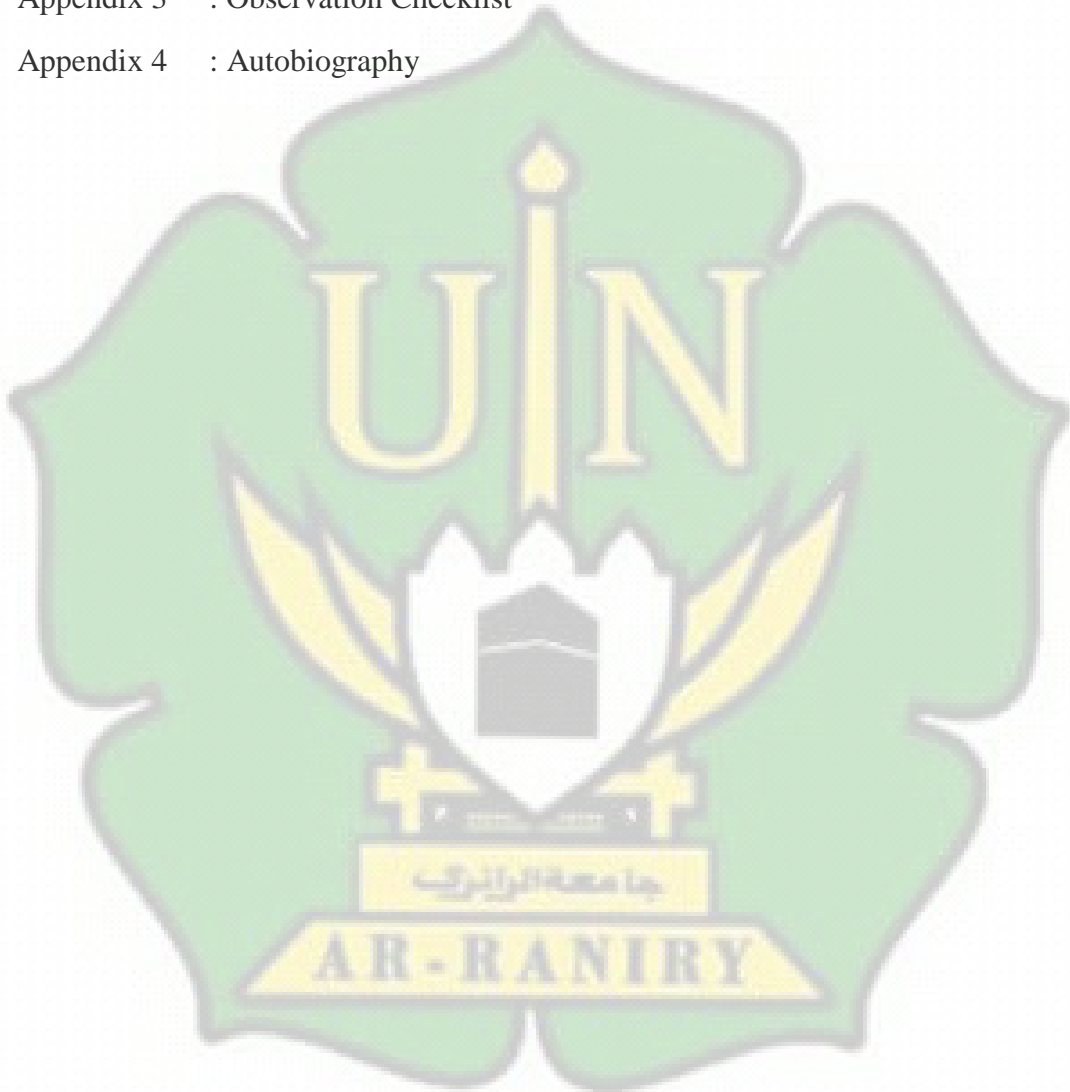
CHAPTER I

INTRODUCTION

A. **Background of Study**

English learning has existed in various aspects and has been accepted as a global language among speakers of thousands of different languages in the world (Rao, 2019). This fact is supported by the holding of English classes as a compulsory subject in schools (Mappiasse & Sihes, 2014). In addition, learning English also grows with the holding of online and offline courses. English is also used everywhere, such as in international classes, online learning videos, social media and others. These facts require good English educators. The role of teachers themselves will greatly affect students' interest in the subject. Both from the material presented, learning media, to the style of material delivery. This also applies to English subjects which discuss the use of language which has a very broad scope of material. The language style of the teacher in the classroom will greatly influence the class atmosphere and students' understanding of the material being taught (Hutagalung, 2017).

The use of language as a medium of communication in the learning process is very influential in the success of learning. In general, language is a communication tool for interacting in a social environment included in the classroom (Keraf, 2010). Every teacher in their interactions has a very important role in motivating their students. Therefore, it is necessary to apply language

styles that can arouse students' enthusiasm and interest in the learning process. The use of language style is also very influential in the community because with a good and correct language style, a person can interact well and convey the message correctly. The use of the right language style also help the teacher control the classroom atmosphere to achieve learning objectives. For some students with an audiotory learning style it is even easier to understand instructions and materials orally (Masela & Subekti, 2021). Therefore, every teacher is expected to have the ability to use a good language style in the learning process.

In terms of language, style is a way of using language and expressing thoughts through language peculiarly that shows the soul and personality of the author or language user (Keraf, 2010). Language style allows us to assess the character, and abilities of someone who uses the language. The better the style of language, the better people will judge him/her. The worse a person's language style, the worse the assessment given to him/her, as well as the figure of a teacher both at school and in society (Keraf, 2010). Language style in the context of the learning process is an important element in class dynamics, where the teacher in this case must be able to process the message (language) as attractively and effectively as possible so that students can consume knowledge well. As mentioned by Akmal et al. (2020) in their journal, teachers must be able to bring lessons in a fun way and embrace the active participation of students, especially in the Integrated Approach. One way to bring a fun atmosphere to class is to use an interesting language style. Language style has a considerable

influence on the attractiveness of students in participating in the learning process in the classroom. Thus, research on the use of teachers' language styles in the learning process is feasible.

Research on language style has been carried out by several researchers, either in the form of journals/ articles or in the form of thesis research. The first research was studied by Hutagalung (2017) with the title "Teacher's Language Style in English Course Class". This research aims to investigate the language style used by teachers in the English course class. From his research, it can be concluded that there are mainly three styles used by teachers in English course classes, which are casual, formal, and consultative style. The next research is a thesis from Syafitri (2019) with the title "The Formal and Casual Language Style As Seen in Joko Widodo's Selected Speech". The purpose of this study was to find out the use, type and the function of formal and informal language styles in speech. Third, research by Indra and Hamzah (2018) with the title "An Analysis of Language Style Of Teenagers Found In Facebook Status". This research aims to find out the type of language style and the frequency of its use among Facebook users in Indonesia with an age range of teenagers. The results of this study suggest that there are four language styles that are generally used by Facebook users. All the study above propose that research on language style is important to carry out because language style is a someone's way of expressing ideas in a special language that can describe his/her character, spirit, soul and concern. Language style can also provide interpretations that may be different to

the listener so this is worth to study in order to avoid misunderstandings in communication.

In line with the previous research, this research also discuss the use of language style using the theory of Joos (1976). In addition, there are also differences from the three studies above. The first research examines the style of language used by teachers in the classroom. The second study examines the type and function of language style in a speech that focuses on formal and informal language styles. The third research examines style, language and frequency used by users of the Facebook application with the age range of teenagers. Meanwhile, this research discusses the use of language styles that are spoken spontaneously by teachers in English classes in regular schools. It is essential to investigate this topic since one person's style of conveying ideas will affect how others interpret those ideas. This is a concern, especially in the field of education where the delivery of messages in communication is very crucial so that there is no miscommunication between teachers and students then they can achieve learning goals well.

B. Research Questions

Based on the previous explanation, this research focuses on two research questions:

1. What are the types of language style used by teachers' in English classroom at SMP 1 Peukan Bada in academic year 2021/2022?

2. What is the dominant language style used by teachers' in English classroom at SMP 1 Peukan Bada in academic year 2021/2022?

C. Aims of The Study

The aims of this study are:

1. To identify the language style used by teachers' in English classroom at SMP 1 Peukan Bada in academic year 2021/2022.

2. To find out the dominant language style used by teachers' in English classroom at SMP 1 Peukan Bada in academic year 2021/2022.

D. The Scope of the Study

This study concerned with analyzing the use of language styles by English teachers in SMP 1 Peukan Bada. In this study, there were three participants who are permanent teachers at the school which responsible for teaching English classes at different levels. This study used the theory of language style by Joos (1976) who mentions five language styles in his work which are frozen style, formal style, consultative style, casual style, and intimate style.

E. Significance of The Study

This research is expected to contribute several parties in academic field. Firstly, it is hoped that it can provide information to the teachers about the types of language s style used in English class. It can be a reference for teachers to be aware of the language style used and how students respond to it so that teachers can improve their teaching styles for the better. Secondly, for the English education department, it is supposed to be a reference for readers in the learning

process of certain subjects in the same scope. Furthermore, this research is also expected to be a useful development of knowledge in the field of linguistics so that it can help other people who want to study cases like this. Lastly, this research is also expected to contribute for information, models and references to develop further research on relevant topics for a wider and developing level and purpose.

F. Research Terminology

In order to have a clear understanding, it is necessary to define some words mentioned in the title. They are:

1. Language Style

Language style is defined as a way of thinking that people express language specifically by looking at the characteristics and personalities of language users (Luxemburg et al.,1990). In this study, language style is understood as something that gives an individual characteristic that is different from other individuals. Language style is a form of expression of ideas or imagination in accordance with the goals and effects to be created. Among so many types of language style, this study will focus on language style theory proposed by Joos (1976)

2. English Classroom

In this study, English classroom is operationaly defined as a collection of people in a group who carry out learning activities regarding English (Djamarah, 2010). The teaching is delivered by the

teacher related to the subject of the learning. The purpose of this class is to develop English language skills as a language needed in global interactions.

CHAPTER II

LITERATURE REVIEW

A. Concept of Language Style

Language style is the use of language that can form a person's characteristics. According to Luxemburg et al. (1990), language style is something that gives an individual characteristic that is different from other individuals. Tarigan (2013) also argues that style is a form of rhetoric, namely the use of words in speaking or writing to convince and influence the listener. Language style is a form of expression of ideas or imaginations in accordance with the goals and effects to be created. Furthermore, Language style also can be defined as a way of thinking that people express language specifically by looking at the characteristics and personalities of language users. Through language style, it can make it easier for others to understand the meaning of the choice of words used.

Moreover, Halliday & Hasan (1992) state that style in the form of language can be interpreted as an arrangement of meanings that are specifically related to certain situations. In line with Halliday & Hasan (1992), Joos (1976) also argues that language style is a variety of language caused by differences in language situations or differences in the relationship between speakers (writers) and listeners (readers). In his statement, Joos (1976) distinguishes language variations into five forms based on the level of formality, which are: frozen style, formal style, consultative style, casual style, and intimate style.

The choice of words and language variations can be influenced by situational factors or the situation at hand. This language variation is reviewed in terms of its use and function which is based on participant, topic, setting and social context, the field of use, level of formality and means of use (Herisetyanti et al., 2019). Style basically functions to communicate which can arise from the frequency and regularity of social interaction patterns, so as each social group having distinctive social characteristics in terms of language use. This also applies to the field of education which will definitely use language that is relevant to the rules of education and aims to educate students well.

In teaching learning interaction, the role of the teacher in the classroom is important such as managing the class, disciplining students, and adding lesson materials (Annisa et al., 2021). In delivering the materials, the teacher must be able to use language that can attract the attention of students and be able to convey the knowledge so that they understand the material being explained. The way teacher delivers the lesson will greatly affect the engagement of students with learning materials and the results of learning. Therefore, learning the style of language in an effort to convey messages effectively is very necessary.

B. Types of Language Style

According to Joos (1976), based on its level of formality there are five language styles that commonly used in communication which are frozen style, formal style, consultative style, casual style, and intimate style. Furthermore, he also proposes that the suitable language style relies on four factors which are the

audiences of the interaction (who), the point of the communication (what), the reason of conveying the messages (why), and area in which the communicaion take place (where). Audiences and topics affect the choice of words and speaking style because the more formal the relationship with the audience or the more important and rigid the topic being discussed, the more formal the use of language style (Muslimawati, 2022). She also agues that the use of language style also happen with reason and area that use more formal and rigid language if the function of the message being conveyed and the situation when conveying the message is also formal and important.

1. **Frozen Style**

   According to Herisetyanti et al. (2019), frozen style is a very formal language style with an unchangeable and rigid grammatical structure. She also argues that frozen style must use polite and formal language as a form of respect for important event. This style variation usually does not require an effective response, such as monologue communication or speech (Herisetyanti et al., 2019). Hutagalung (2017), states that this type of language style is the most formal and elegant of the other styles.

   Examples of situations that require using this style of language are during independence celebration ceremonies and speeches at formal events attended by people from upper classes or important figures (Hutagalung, 2017). However, according to Hutagalung (2017), there are also situations of formal dialogue that use this language style, for example during a legal trial where judges, prosecutors, lawyers and witnesses use this language

style. Furthermore, this style also found on prayers, constitution law, and in correspondence or official documents (Hutagalung, 2017). The following are characteristics of frozen style concluded from Herisetyanti (2019):

a) Usually used in certain formal situations that must use and comply with serious and formal language rules.

b) Grammatical structures cannot be changed.

c) Have long sentences

Hutagalung (2017) also adds the characteristics of frozen style, which are:

a) Should not be punctuated by informal language.

b) The expressions used tend to be rigid.

c) Pronunciation should be noted carefully, exaggerated intonation and use appropriate rhetorical techniques.

From the characteristics mentioned by Heristyanti et al.(2019) and Hutagalung (2017) above, it can be concluded that the frozen language variation has a very rigid sentence structure and cannot be changed. Moreover, the expression used is very stiff because this style of language is usually used at formal events attended by important people. In addition to choosing formal vocabulary, this style of language is also conveyed by using exaggerated intonation and appropriate rhetorical techniques.

2. Formal Style

Formal style or also known as deliberative style is a style of language that uses formal language in formal situations or serious situations (Joos, 1976) This style is used to communicate with respected people such as elders or seniors, to teachers or to superiors. This style can also be used at formal events such as in seminars or lectures. According to Hutagalung (2017) formal style is usually oriented to one topic and is related to the fact that formal writing is technical (S+V+O+C). This language style seems to be similar to frozen style, however, the difference is that the language used in formal styles is not as rigid and monotonous as frozen styles.

According to Amalia (2020), there are 5 characteristics of formal style, which are:

a) Using standard words

b) Using complete grammatical elements by meeting S+V+O+C standards.

c) The use of phonemes is not affected by regional dialects.

d) Using effective sentences.

e) The use of affixation from the origin word.

Generaly, formal style uses a complete sentence structure in accordance with general language standards such as the use of S+V+O+C standarts. The use of appropriate affixation is also included in the characteristics of this style of language. Although in general formal style

and frozen style are similar, the use of formal style is not as rigid and monotonous as frozen style.

3. **Consultative Style**

Consultative style is also known as business style which uses words that are not too formal or rigid that are chosen with carefully (Herisetyanti et al., 2019). This style is used to maintain a neutral relationship between participants, so it is often used to communicate with strangers or people who have unfamiliar relationships (Broderick, 1976). According to Joos (1976), consultative style occurs in small groups with a minimum of two participants when one is talking then the other will give a short response. Herisetyanti et al.(2019), stated that this variety emphasizes the context of asking and giving suggestions, opinions and complaints within the scope of work. She also argues that consultative style is usually used in dialogue with superiors, group friends, and work relations.

The following are characteristics of consultative style concluded from Herisetyanti et al. (2019) :

a) Using words that are not too formal or rigid that are chosen with carefully.

b) Using grammatical elements with standard patterns such as formal style, but the difference lies in the purpose of the conversation.

c) Every time a question/instruction sentence appears, there must be an answer to the question even with simple responses such as "Alright", "Okay", "Nice".

From the characteristics mentioned by Herisetyanti et al. (2019), states that the consultative style has a complete grammatical structure like formal style. The difference lies in the purpose of the conversation, for example a discussion about joint work with superiors. Herisetyanti et al. (2019), adds that in a learning environment, this style can be used when the teacher tries to give certain instructions with a short response from the students.

4. **Casual Style**

Casual style is a style of language that used words casually and in casual situations such as talking to a friend or someone familiar in spare time (Chaer & Agustina, 2010). Meanwhile, Richards (2002) defines that casual style is a style of language that is used casually everyday between friends or close people in situations where empathy and good relations are important. For some situations can even use slang words. Richards (2002) , also add that this variety uses a lot of allegro, which is a shortened form of the word or probably a slang word (Herisetyanti et al., 2019). According to Hutagalung (2017), there are two characteristics in casual style, which are:

a) Eliminate stress words, especially at the beginning of sentences, for example: "Anybody here?", "Need Help?", "Got it?"

b) Using slang such as "I see" which means the same as "I Understand"

In her journal, Herisetyanti et al. (2019) also adds the characteristics of casual style:

a) The use of ellipsis which means there are some words or parts of sentences that are omitted from the original version.

b) Use simple grammatical forms like S+V.

c) Using address term such as calling by first name or nickname.

d) Using non-standard words

Naturally, the casual style is the most relaxed of the several styles mentioned above. This language style uses casual words with a grammatical structure that is not rigid and simple like S+V. In addition, this style also often uses allegro and slang words that indicate a relaxed language use situation.

5. **Intimate Style**

Intimate style is a variation of language commonly used by participants who have close relationships (Burridge & Stebbins, 2015). According to Aulina (2021) this language variation is more concerned with intonation in pronunciation than the use of grammar. She also added that the main reason for using this style is to express feelings of closeness

between participants and to express intimacy. This style is usually used when with family or intimate people by using comfortable and intimate words without any social barriers. Examples of this style of language include "Good morning my beloved students", and "What's wrong pretty?".

These following are characteristics of intimate style conclude from Amalia (2020):

    a) The use of personal codes,

    b) The use of words that suggest intimate relationships,

    c) The use of non-standard forms.

In her journal, Herisetyanti et al.(2019) also adds the characteristics of intimate style:

    a) Incomplete use of language (extraction).

    b) Using short sentences and often unclear articulation.

    c) Using kinship terms in the form of special nicknames known only to participants or calling with nicknames with private meaning such as the words "honey", "dear", "darling", "sweety", "bestie", "nak", "ibu", etc.

From the characteristics mentioned by Amalia (2020) and Herisetyanti et al. (2019) above, it can be concluded that the intimate style is a language style that is similar to casual style. The difference is that the intimate language style uses a personal code that indicates the intimacy between the

communication participants. This style of language also often uses short sentences that are not completed properly but can still be understood by participants because they are familiar and understand the code conveyed.

C. The Use of Language Style in Classroom.

Language style is a distinctive characteristic of a person caused by the habit of speaking in a social environment, dialect and others. Everyone must have a different style in expressing something both speaking and in writing. This also happens with teachers who have a different style of speaking and delivering subject matter. Canh & Renandya (2017), state that the use of language in the classroom by teachers can cause negative effects if done incorrectly. They also argue that if the teacher makes a mistake, he/she must immediately provide clarification and confirmation so that there are no misunderstandings in the learning process. From the explanation it can be concluded that the style of language that teacher uses must be able to attract students' interests so that they pay close attention to the material and must be able to be a good example that students can imitate.

Maulina (2021), in her study, provides several uses of language styles in Indonesian classroom activity. The following are the expressions that the teacher might use in the classroom.

1. Giving Instructions

    Giving instruction is an expression to ask, recommend, or order someone to do something. In giving instructions, Maulina (2021) found

that there are several phrases that usually used in giving instruction in the class activitty, which are:

- Sit down, please!

- Fadhil, you turn!

- Watch this book, firstly!

- Please, listen to what I'm saying!

2. Asking Questions

Asking questions is an expression to ask something to someone else. The following are some examples of asking question expressions that are commonly found in classroom interactions:

- How do you feel today?

- Who's absent today?

- Where are Juni and Fadlan?

- What do you think about your friend"s suggestion?

- Who would like to give a presentation in front of class?

3. Responding Questions/Answer

Responding questions is an expression of answering questions or responding to a conversation. The following are some examples of responding questions concluded from Maulina (2021):

- Good question!

- Almost, try again next time!

- Yeah, close. Anyone else?

- Nice! That's the right answer guys.

- Anyone else wants to try?

4. Supervising the class

       Supervising the class is the teacher's way of revealing how to organize the class so that it remains conducive to the learning process. Below are some examples of expressions in supervising the class:

- Don't cheat! Do it by yourself.

- No cheating!

- Look this way, don't spacing out kids!

- Stop talking class!

5. Praising and giving affectionate responses

       Praise or affection is an expression to give appreciation to student work or student learning outcomes. Below are some examples of expressions in praising and giving affectionate:

- Good thinking!

- You're better than this!

- Don't worry about it. You'll get the hang of it.

- That's a great question.

       In addition to the use of language in the classroom as mentioned above, there are many other uses of language that used by teachers in their interactions with students, such as how to explain subject matter, give advice, announce something and give other instructions. Many issues say that students' lack of understanding learning materials is caused by the less effective language used by

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teachers (Suwartono, 2016). Based on these facts, the use of effective and clear language is needed in order to improve students' understanding and achievement in learning. Therefore, teachers are expected to be able to understand and use good and effective language in an effort to deliver lessons.

D. English Classroom

According to (Chaer, 2014) language is a system of arbitrary sound symbols used by members of social groups to work together, communicate, and identify themselves. Communication is understanding and expressing information, thoughts, feelings and developing knowledge, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce spoken and or written texts which are realized in four language skills, which are listening, speaking, reading and writing. One of the languages used in communication and studied in a society is English. English has been used by various countries in the world as a communication tool in various communication processes ranging from casual situations to important international meetings (Richards & Rodger, 1986). Mastery of English is very important recently because almost all global sources of information in various aspects of life use this language. The facts above have supported educational practitioners to hold English classes to support the global language learning. It aims to improve students' communication skills in their interactions globally so that they can open up opportunities to achieve good developments for the progress of the country.

According to Djamarah (2010), the class is a group of people who carry out learning activities together who receive instruction from the teacher. The recipient of knowledge is called a student and the giver of knowledge is called a teacher. According to Soedomo (2005), basically the definition of class is divided into two; first, in a narrow sense, the class is a room that is bounded by a wall or a place where students study, second, class in a broad sense is a learning activity given by the teacher to students in a room for a certain level at a certain time. In this case, it can be concluded that the English class is a group consisting of some people who carry out activities of giving and receiving English language teaching.

In English classes at Indonesian schools, basic skills in English are taught at once and not separated. What is meant is that basic aspect skills such as listening, reading, writing, and speaking are taught at the same time in the same class or even at the same time, not separated. These aspects are taught according to what material is being studied in the book. This makes students unable to learn these skills optimally and more deeply.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted using mixed methods in accordance with the objectives of this research itself. Mixed methods is an approach to a problem by collecting and analyzing quantitative and qualitative data strictly to answer research questions (Cresswel, 2018). This study uses a convergent design or also known as the concurrent mixed method. Convergent design is a design that is used when conducting qualitative and quantitative research simultaneously with parallel data priorities (Creswell & Clark, 2011). Both designs (quantitative and qualitative) were also kept independent both in data analysis and for the mixed results for the overall interpretation.

More specifically, this research can be categorized as case study research, which means a research method to obtain as complete knowledge as possible about a process or activity without being part of the context of the object of research and without intervention. In addition, Robson (2005) argues that case studies are a strategy for conducting research on contemporary phenomena by involving investigations in real situations (empirical) and using various sources of evidence as a guide. This case study research serves to understand how educational practices occur in the field, especially in the use of language styles using certain theories as guidelines. In line with the mentioned theories, this

research is included as mixed method since it examines the habits of using language styles by teachers directly in the classroom and the dominant use of the language styles.

B. Research Participants

Moleong (2014) states that the participant is someone who has the ability to provide information related to the research topic determined by the researcher. It can be concluded that a participant is an individual who participates in a study who provides information needed in the process of collecting data from a research. The participants in this study were English teachers who teach at SMPN 1 Peukan Bada. They were observed and their discourse during their teaching were recorded in order to gain the data of this study.

The participants are permanent teachers at the school. The teachers were selected using a purposive sampling technique that recruiting participants who could provide more detailed information on the phenomenon under study (Arikunto, 2006). The three teachers were chosen as participants because there were only three English teachers in the school. In addition, the participants were also selected based on the fact that they had more than ten years of teaching experience. This long experience can provide an overview in this study how teachers speak in class. The following is a profile of participants in this study.

Table 1

Profile of participants

Profile	Teacher-01	Teacher- 02	Teacher- 03
Name	Mufidah Hanum	Asmarita	Lizurwati
Age	51	43	51
Gender	Female	Female	Female
Years of Experience	23 years	13 years	25 years
Degree	In 1999, Bachelor Degree of English Education, FKIP Universitas Syiah Kuala Banda Aceh, Indonesia.	In 2006, Bachelor Degree of English Education, FKIP Universitas Syiah Kuala Banda Aceh, Indonesia. In 2014, Magister Degree of Applied Linguistics, La Trobe, Melbourne	In 1997 Bachelor Degree of English Education, FKIP Universitas Syiah Kuala Banda Aceh, Indonesia.
Experiences	1999 SMAN 1 Lhoong, Aceh Utara 2000-2004 SMPN 3 Lhoong, Aceh Utara 2005 – 2022 (present) SMPN 1 Peukan Bada, Aceh Besar	2009-2022 (present) SMPN 1 Peukan Bada, Aceh Besar	1997 – 1998 SMPN 1 Sampoiniet, Aceh Barat 1998 – 2022 (present) SMPN 1 Peukan Bada, Aceh Besar
Field of Study	Bachelor Degree : Teaching Reading Comprehension	Bachelor Degree : Acehnese Traditional Prose	Bachelor Degree : Reading Comprehension Technique

From **Table 1**, it can be concluded that the three participants are professional teachers with more than 10 years of experience, two of them even have more than 20 years of experience. They all graduated from the same university, and one of them continued her master's studies abroad. This shows the qualifications of a competent teacher. The fields of study they adopted as their final research projects were quite diverse. Teacher-2 raised the theme of linguistics in prose, while Teacher-1 and Teacher-3 both raised the theme of reading comprehension in their research.

C. Research Location

This research was conducted at SMPN 1 Peukan Bada which is located in Paya Tieng Village, Peukan Bada District, Aceh Besar. This school has six classes at each level of grade but this research was conducted only in three classes taught by each participant with a different grade. The classes that became the research sample are the classes recommended by the teacher. The research was carried out for three meetings (one meeting for each selected class).

This secondary school was chosen as the research location because this school is one of the favorite schools with A accreditation in Aceh Besar. In addition, this school is also known to produce students who excel in academic and non-academic fields. Furthermore, this school is also known to have teachers with superior qualifications among other secondary schools in Aceh Besar. Moreover, I have experience teaching at this school so I already understand how the field conditions are.

D. Data Collection Technique

The data collection techniques that was used to fulfill this research were in the form of observation. Observation is an activity to observe situations and conditions to understand a phenomenon based on previously known ideas to obtain other information to continue research (Syafnidawati, 2020). The object of observation in this study was the English teachers at the school concerned with the focus of observation on the language style used by the teacher. The purpose of using observation as a technique of collecting data of this study is to determine the teaching and learning process that occurs and what style of language the teacher uses during the process. In addition, this method was also chosen to answer the first and the second research question by helping in classifying language styles based on the data obtained.

The observation data were gathered from selected classes recommended by the concern teacher. The selected classes were from three different levels starting from level VII, VIII, and IX. Observations were carried out for one meeting in two days, March 16, 2022 and March 17, 2022. Observations were carried out during the English lesson with a learning duration of 80 minutes and produced a recorded documentation for 40 minutes. During the observation, documentation in the form of video recordings was carried out which was then transcribed to analyze the use of language styles based on certain theories.

The observations that were carried out are non-participant observations where the observer does not participate in the life of the person to be observed (Riyanto, 2010). In other words, non-participant observations are observations

made without participating in the teaching and learning process in the classroom and only observing the surroundings. This method was used because this research only focuses on activities carried out by participants without outside influences. In doing observations, I used an observation guide in the form of a checklist. Observation checklist became an instrument that helps in classifying the results of the transcript. The observation checklist is shown below.

Table 2

Observation Checklist

No	Observation Questions	✓/×		
		T01	T02	T03
1	The teacher uses English dominantly			
2	The teacher speaks in a loud voice			
3	The teacher speaks in the right intonation			
4	Uses clear language articulation			
5	The teacher uses body movements when giving directions or explanations			
6	The teacher uses English grammatically correctly			
7	The teacher uses words that are commonly used in daily life			
8	The teacher brings the class atmosphere in a relaxed style			

E. Data Analysis Procedure

In analyzing the data several step were taken to make the analysis going well. The following are the procedures that have been carried out in analyzing the data.

1. Transcription

    Transcription is the process of transferring recorded data in full (sound recording or video) in written form without changing the information from the data (Martha, 2016). At this first step I made a transcript of what the teacher said throughout the class. Transcripts were obtained after listening carefully to the documentation in the form of video recordings of teacher and student conversations in the classroom. The transcripts carried out are for all the teacher's words both in English and Indonesian.

2. Identification

    Next, I identified every word and sentence that is included in the style of language by Joos' theory (1976). Identification itself means the process of finding and sorting objects in a class according to certain characteristics (Uttoro, 2008). In identifying the words and sentences spoken by the teacher in their interactions with students in the teaching and learning process, I followed the characteristics of Joos (1976) theory as a guide which I described more fully in the previous chapter.

3. Classification

    Generally, classification is the activity of systematically grouping and classifying objects according to certain theories and characteristics (Tairas,

1995). In this section, I analyzed and classified the data that has been collected based on Martin Joos' theory of language style classification. I categorize the teacher's speech into five categories according to the theory of Joos (1976) which is the basis. The language style categories are frozen style, formal style, consultative style, casual style, and intimate style.

4. Drawing Conclusion

    According to Miles & Huberman (1984), drawing conclusions is a complete configuration that may or may not answer the research question. Drawing conclusion is the last step of the data analysis procedure. After passing the above steps, I was making conclusions about the data that has been analyzed both from observation and transcription.
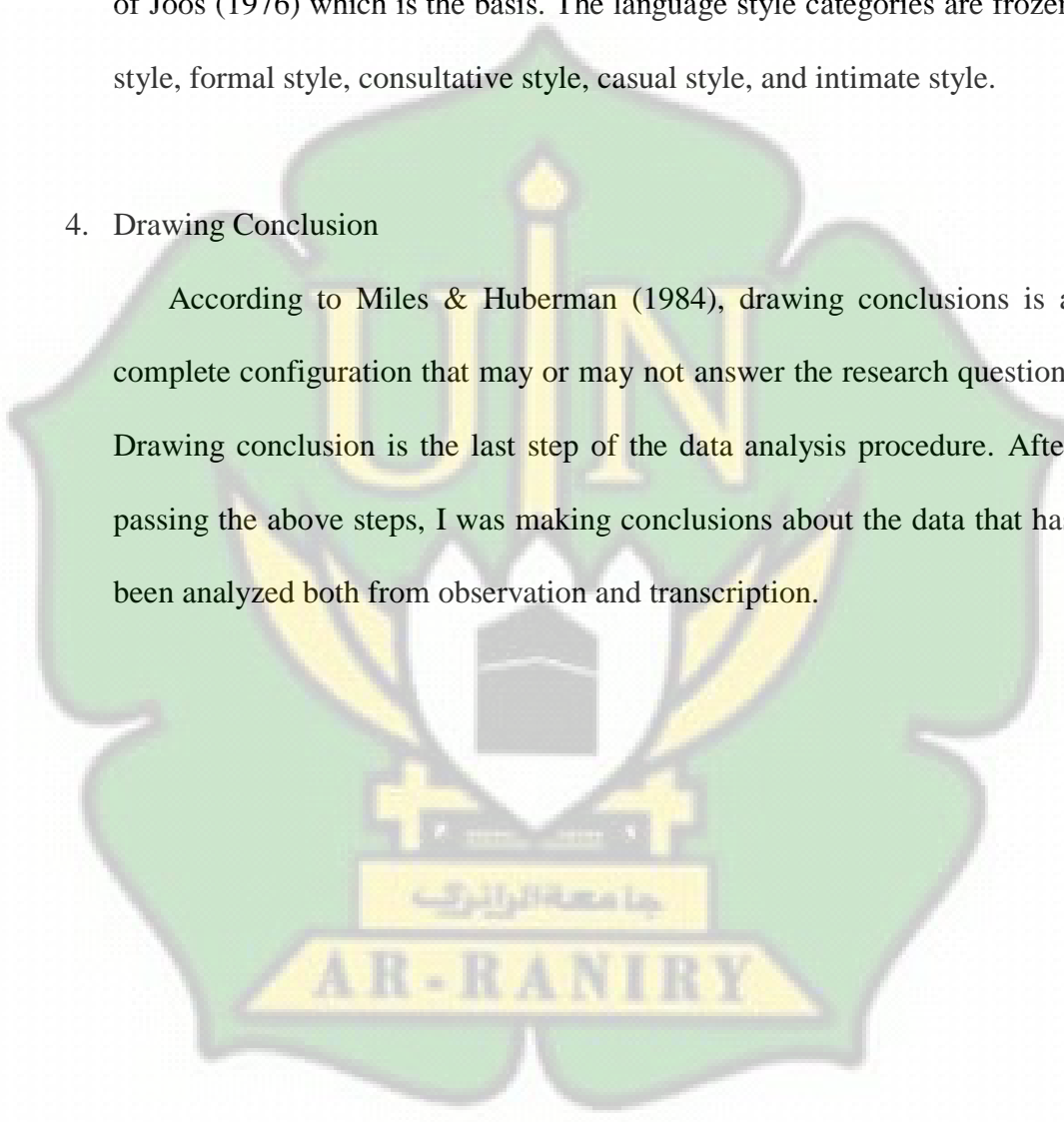
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section covers the findings of the data that has been obtained and analyzed. As the research questions ask about the types of language style and the dominant style used by the teachers, this section answers and explain the results based on the data that has been obtained. The findings obtained from this research are presented in the form of tables, charts, and narrative explanations. The explanation of this finding is divided based on the research questions, which are the type of language style and the dominant use.

As explained previously, the data obtained in this study are trancription from recorded video and observation data in the form of a checklist that is shown in the previous chapter. The observation checklist was purely prepared to assist in analyzing the transcript of teacher activities in the classroom. The checklist, providing information on the paralinguistic, made the analysis more accurate to determine what style the teacher uses in their interactions with students in the class according to language style theory of Joos (1976).

Based on the explanation in the previous chapter, this study discusses the style of language used by three English teachers at SMPN 1 Peukan Bada, Aceh Besar. To make it easier to understand the results of the analysis, I used a certain code to discuss the results of observations and documentation from these

teachers. The first teacher uses the code T01 and teaches in grade VII, the second teacher who teaches in grade VIII uses the code T02 and the third teacher who teaches in grade IX uses the code T03.

After transcribing the transcription from video recordings and assisted with an observation checklist, I classified all the teacher's utterances during the learning process in the classroom in several language styles according to the theory of Joos (1976). The data that has been obtained in this study are presented in the table below which answers two research questions regarding the language style used by the teacher in the classroom and the dominant language style used by the teachers.

Table 3.

Results Analysis of Language Style Used by Teachers.

No	Language Style	Frequency			Percentage			Total Freq.	Total %
		T01	T02	T03	T01	T02	T03		
1	Frozen Style	0	0	0	0	0	0	0	0
2	Formal Style	61	42	49	30%	25%	46%	152	32%
3	Consultative Style	2	6	0	1 %	4 %	0	8	2%
4	Casual Style	126	117	53	63 %	71 %	50 %	296	63%
5	Intimate Style	11	0	4	6 %	0	4 %	15	3%
	TOTAL	200	165	106	100%	100%	100%	471	100%

1. **Types of Language Styles Used by Teachers in English Classroom.**

Table 1 shows the types of language styles used by SMPN 1 Peukan Bada's teachers in learning activities. From the table, it can be concluded that the three participants have different speaking styles. They have their own way of delivering lessons to their students. The table shows that of the five language styles from Joos's theory (1976), only four language styles are used by the teachers in classroom activities. The language styles are frozen style, formal style, consultative style and intimate style.

From the data above, it shows that T01 uses four language styles during learning activities in classroom. The styles used are formal style, consultative style, casual style, and intimate style. In contrast to T01, T02 only uses three language styles in the learning process, which are, formal style, consultative style, and casual style. In addition, based on the **Table 1**, T03 has language style preferences which consist of three styles, they are, formal style, casual style and intimate style. The following are eleboration of the findings based on the types of language styles.

1.1 Formal Style

Below are samples transcript of the formal language style spoken by the three teachers.

Tabel 4

The Utterances of The Teachers in Formal Style

Data Code	Teacher's Utterance
T01-33	What does it mean? *Apa itu artinya*?
T02-133	*Apa saya pernah* **menghukum** *kalian karena salah* **menjawab***? Tidak kan?*
T03-20	Do you still remember what is the purpuses of advertisement? *Apa tujuan kita mempelajari iklan*?

Sentences with code T01-33: "What does it mean? Apa itu artinya?" are included in the formal style because it uses the right standard format for a sentence according to characteristics by Amalia (2020). In this sentence, there is a basic structure for interrogative sentences, which is Question word + Auxiliary + Subject + Main Verb (Q+A+S+V). The sentence behind it is an Indonesian translation of the sentence "What does it mean" with a complete arrangement.

Similar to the previous utterances, sentence with the code T02-133 is also included in the formal style. The sentence fulfills the characteristics of Amalia (2020) that use affixation in bolded words and using standard words according to formal language standards. The sentence also uses the correct language structure according to the characteristics mentioned by Amalia (2020) in her research.

The utterance with code T03-20 is also included in sentences with a formal style. This is because the sentence uses the correct standard format to make an interrogative sentence. These sentences use interrogative sentence formats such as To be + S + V and Question word

+ Auxiliary + S + V. In addition, the utterance with the code T03-20 also uses clear standard words such as the characteristics mentioned by Amalia (2020).

1.2 Consultative Style

The following sentences are the utterances of the the teachers with consultative language style.

Table 5

The Utterances of The Teachers in Consultative Style

Data Code	Teacher Utterance
T01-19	*Okay, **coba perhatikan! Buka bukunya dulu semua!***
T02-93	*Yang saya panggil silahkan keluar.* **Please Go Out!**

The teacher's utterance of the code T01-19 is included in the consultative sentence because it is a sentence with the purpose of instruction. This is in accordance with one of the characteristics of the consultative style which has been discussed in the previous chapter. The characteristic is instructional sentences that only need to be answered with short answers such as "okay" and "alright" (Herisetyanti, 2019).

The sentence with the code T02-93 is one of the utterance in a consultative style by the second teacher (T02). This sentence fulfills the characteristics of the consultative style by Herisetyanti (2019), which is in the form of an instructional sentence that only requires a short

response such as "yes" and "okay". Sentences "*silahkan keluar*" and "**Please go out!**" are sentences that instructs students to get out of class. Therefore, these sentences are suitable to be classified as a consultative style sentence.

1.3 Casual Style

Several samples of the utterances by the three teachers below are included in the casual language style.

Table 6

The Utterances of The Teachers in Casual Style

Data Code	Teacher Utterance
T01-13	Yes? *Jangan bahasa Aceh* **lah**. **Masak** "Are you ready? Ready" *gitu. Jangan* **kek** *gitu. Kalau iya, iya.*
T02-72	Five minutes, *ada yang belum garis pun, Masya Allah. Niat* **gak sih bikin** *tugas?*
T03-81	*Kemudian setiap kamu ini ada* **HP gak** *dirumah?*

Sentences with code T01-13 are included in casual language style. This is because the sentence uses non-standard words such as the words in bold in the table above. The word "*lah*" is an additional word that has no special meaning and is a characteristic of speaking the local people. In addition, the word "*Masak*" does not mean cooking but has the meaning of a word that expresses distrust rhetorically according to the KBBI (*Kamus Besar Bahasa Indonesia/* Indosenian Big Dictionary) with the

35

standard word "*masa*". The word "**kek**" is a slang form of the word "*kayak*". While "*kayak*" is a non-standard form of "*kaya*" which has the meaning "like". In addition to the use of non-standard words, sentences with code T01-13 also do not use the correct language structure format such as S + V.

Sentences with the code T02-72 are also included in the casual style. The sentence meets the characteristics proposed by Hutagalung (2017), namely eliminating certain words in the sentence. The sentence "**Five minutes**" is an example of this characteristic. The sentence can be corrected to "It is five minutes left". In addition, sentences T02-72 also use non-standard words such as the characteristics mentioned by Herisetyanti (2019). The words are "**gak**", "**sih**", and "**bikin**". Each of these words has a standard form of "*tidak*" and "*buat/membuat*".

In addition, the sentence with the code T03-81 is also included in the casual language style. Like the utterance with the code T03-45, this sentence also uses non-standard words such as the word "**gak**" which means "*tidak*" in KBBI. Moreover, this sentence also uses abbreviations that are included in slang words such as "**HP**" which means "Handphone". From the description above, it can be concluded that this sentence is included in the category of casual language style.

1.4 Intimate Style

Table 5 below shows several utterances of intimate language style used by the teachers.

Table 7

The Utterances of The Teachers in Intimate Style

Data Code	Teacher Utterance
T01-65	*Atau sebelum **ibu kasih** tugas ada yang mau ditanyakan dulu ini? Ada yang mau ditanyakan?*
T03-95	Okay, *coba **ibu** lihat hasilnya bagaimana?* Okay, good.

Sentences with the code T01-65 also include intimate style because they meet the characteristics of intimate style. One of the characteristics that fulfills it is from Herisetyanti (2019) who uses a familiar greeting such as the word "***ibu***". In addition, sentences T01-65 also meet one of the characteristics mentioned by Amalia (2020), which use a non-standard word form.

Sentences with code T03-95 can also be categorized as intimate language style. Just like sentences T03-93, this sentence also meets the standards of intimate language style, such as using the call "***ibu***" which indicates intimacy and using non-standard forms in the sentence. Sentences T03-95 also use the extraction of the sentence "**okay, good**" which fulfills the characteristics proposed by Herisetyanti (2019). The sentence if completed can be "Okay, That/It is good" according to the standard sentence format. From the description above, this sentence can also be categorized as intimate language style.

2. **The Most Dominant Type of Language Style Used by Teachers in English Classroom.**

From **Table 1**, it can be concluded that the three teachers use four language styles from Joos' theory (1976) in English classes with varying numbers of occurrences. Each teacher has quite a variety of language style preferences. In addition, with the same duration of recorded videos, I found that the number of utterances by each teacher was different. This is due to the different activities in the class. According to the data, T01 and T02 have more utterances because the activitiy carried out is explaining the material so that the teacher speaks more. Meanwhile, T03 has less utterances due to practical activities in class.

According to the data shown in **Table 1,** the three teachers have something in common that use casual style more often than other styles with percentages of 63%, 71%, and 50% respectively. Then followed by formal style with the percentage of usage of T01, T02, and T03 were 30%, 25%, and 46%. In T01, the lowest percentage of language style usage occurred in intimate style with a percentage of 6% and consultative style with a percentage of 1%. In T02 which only uses three language styles, the least occurrences occur in consultative style, which is 4% of all utterances. Similar to T02, T03 also only uses three language styles in interacting with the lowest percentage of utterances in intimate style, which is 4%.

Below are explanations of the percentage of language style usage by the first teacher (T01), second teacher (T02), and third teacher (T03).

2.1 Percentage of Language Style Used by First Teacher (T01)

The chart below shows the percentage of use of language styles by the first teacher (T01) at SMPN 1 Peukan Bada.

Chart 1

The Percentage Language Style Used by First Teacher (T01)
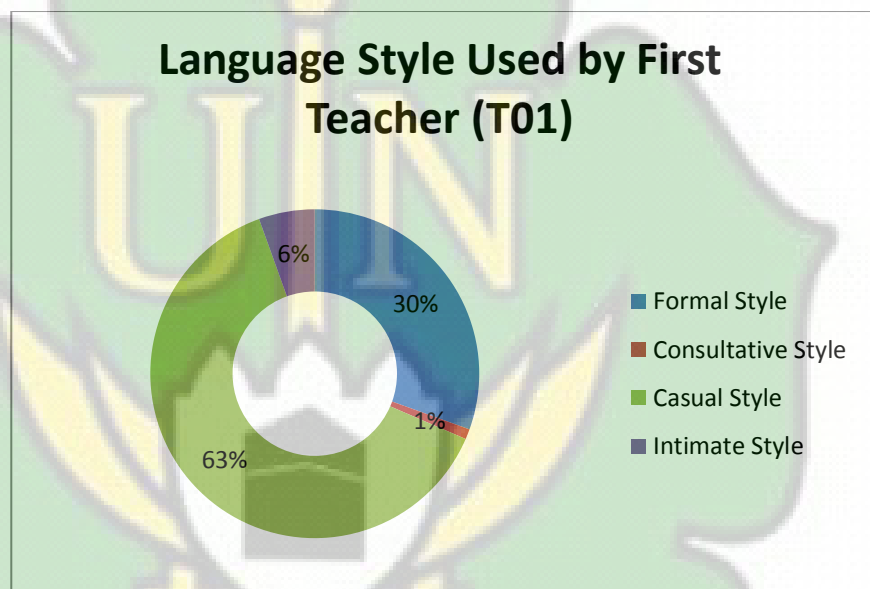
Based on the chart above, it can be concluded that of the five language styles according to Joos's theory (1976), only four language styles were used by the first teacher (T01) in her interactions with students in class. The language styles used are formal style, consultative style, casual style, and intimate style. In chart 1, it can be concluded that casual style is the most widely used language style by T01 in the class, which is 63% with a total of 126 utterances out of a total of 200 utterances. Then followed by formal style with a percentage of 30% with a total of 61 utterances. After

that, it was followed by intimate style with a percentage of 6 percent and consultative style with a percentage of 1%.

2.2 *Percentage of Language Style Used by Second Teacher (T02)*

The chart below shows the percentage of use of language styles by the second teacher (T02) at SMPN 1 Peukan Bada.

Chart 2

The Percentage Language Style used by Second Teacher (T02)
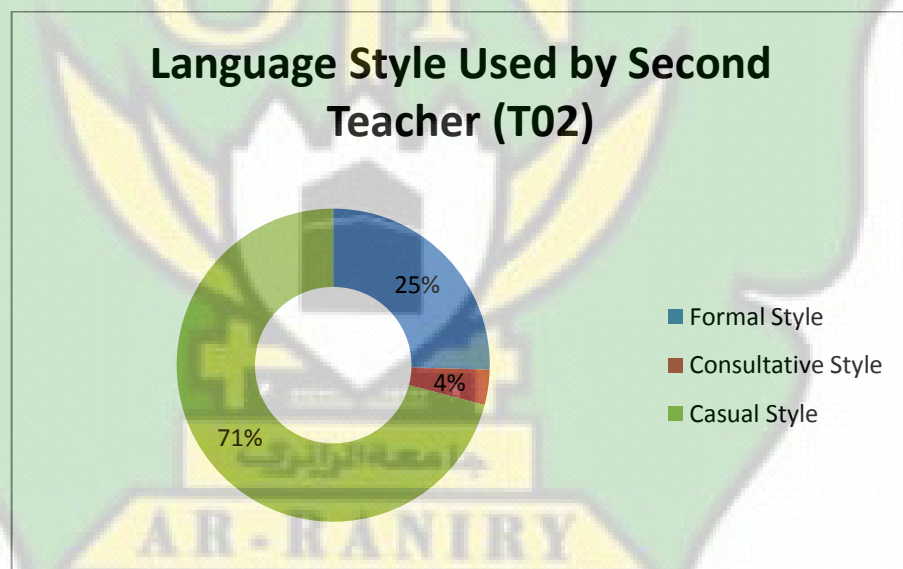
Based on **Chart 2**, it can be stated that the second teacher (T02) uses 3 language styles in his interactions with students in class. The language styles are formal style, consultative style, and casual style. This is different from the use of language styles of the first teacher (T01) who uses four language styles. The chart above shows that T02 uses the most casual style

in speaking with a total of 117 utterances out of a total of 165 utterances. The use of casual style by T02 gets a higher percentage than T01, which is 71%. Furthermore, T02 uses a formal style of 42 utterances with a percentage of 25% during English lesson hours. Lastly, the consultative style is the language style that is least used by T02, which is 6 utterances with a percentage of 6%.

2.3 Percentage of Language Style Used by Third Teacher (T03)

The chart below shows the percentage of use of language styles by the third teacher (T03) at SMPN 1 Peukan Bada.

Chart 3

The Percentage Language Style used by Third Teacher (T03)
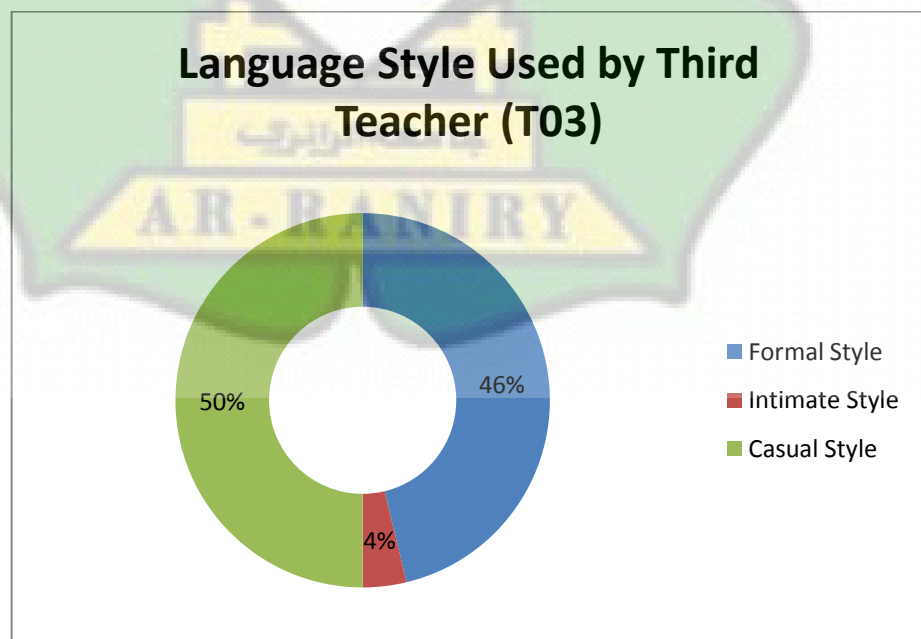
The chart above shows the type of language style used by the third teacher (T03) and the percentage of its use. From **Chart 3**, it can be concluded that T03 uses three of the five language styles proposed by Joos (1976). The style of language used by T03 in interacting with students in class are formal style, casual style, and intimate style. Of the three styles of language, casual style is the language style most often used by T03.

The casual style is used in 53 utterances (50%) of a total of 106 utterances. Furthermore, the formal language style used is 49 utterances with a total percentage of 46%. The data shows that the comparison between the use of casual style and formal style by T03 is slightly different from other teachers. T03 used the casual style almost as much as the formal style while the other teachers had a difference between the use of the casual style and the formal style which was quite far up to about 40%. Finally, the language style used the least by T03 is intimate style with 4 utterances or 4% of the total.

From all the total utterances in the table data above, it can be concluded that the dominant language style used is casual style with a total percentage of 63%. Then followed by formal style 32% and intimate style 3%. Lastly, the use of language style that appears the least from the total utterances of the three teachers is consultative style with a total percentage of 2%.

B. Discussions

This section discusses the results that have been presented in the previous section in the form of transcripts analysis of English teachers' recordings at SMPN 1 Peukan Bada. The discussion presented is based on the findings that have been analyzed which answer questions about the type of language style used by the teacher and the use of the dominant language style in the classroom. This section also discusses the results and its relationship to the findings of study conducted by previous researchers with the same theme.

From the results described in the previous section, it can be concluded that the English teachers of SMPN 1 Peukan Bada only uses four of the five language styles by Joos (1976). The language styles are formal style, casual style, consultative style, and intimate style. This is in line with the results mentioned by Amalia (2020) in her study which was conducted in EFL classes at SMP Ihsaniyah Tegal. She found that teachers only used these four styles in their interactions with students. Even so, the three teachers who were participants in this study had different preferences regarding the use of language styles. Of the four language styles mentioned previously, T02 and T03 only use three language styles.

The language style that is most often used by the first teacher (T01), the second teacher (T02), and the third teacher (T03) is casual style. The three of them even use a casual style of more than 50% of all speech in their interaction with the students in class. This is supported by Hutagalung (2017) and Amalia (2020) in their study which states that the dominant language style used by

teachers in the classroom is casual style. Hutagalung (2017) also concluded in her research that the dominant use of casual style is caused by the teacher's desire to bring lessons in a relaxed manner so that students will feel comfortable interacting with the teacher and enjoy exploring themselves and the subject matter.

In contrast to the results of this study and the data produced by several researchers mentioned above, Risnawati (2018) found that the most dominant language style used was the formal style. She argues that teachers use more formal language styles in class because the teacher's understanding of the learning difficulties faced by students is still lacking. Risnawati (2018) states that the use of formal language style actually hinders the development of students' knowledge. However, even so, the use of formal language styles with correct wording and standard vocabulary has a good role in training students to get used to the correct and polite language. In teaching languages, especially foreign languages, it would be very good to introduce and familiarize students to speak and understand the language correctly.

The language style that appears the least in this study of three teachers at SMPN 1 Peukan Bada is the consultative style. This result is relevant to the findings by Hutagalung (2017) who argues that the consultative style is the least used style by the teachers studied. The consultative style is rarely used because the teacher tends to give wide speeches rather than giving instructions or questions that provoke answers from students.

Of the five language styles mentioned by Joos's theory (1976), the frozen language style is a style that is not used by the teachers in their interactions with students. The frozen language style was not used at all by the first teacher (T01), the second teacher (T02), and the third teacher (T03). This is also mentioned by Hutagalung (2017) and Amalia (2020) in their research that teachers do not use the frozen style at all. The frozen language style is a language style that uses standard words with a very neat sentence structure and cannot be changed. The frozen language style is very rigid so it is not suitable for teachers to use it in interacting with students. Teachers tend to use language styles that can make the atmosphere with students comfortable so that the learning process will be more relaxed and fun. Therefore, the use of rigid language such as the frozen style is not suitable for interacting with students in class.

In this research, it was found that the use of language styles by teachers was influenced by several other aspects such as age and experiences. This is in accordance with the statement mentioned by Risnawati (2021) in her journal that age and teaching experiences have an important role in determining the language style used. From the results of a study conducted on three English teachers at SMPN 1 Peukan Bada, it was found that T02, who was much younger and had shorter teaching experience than the other two teachers, used a more casual style. The second teacher (T02) tries to approach the students by following the language style of students who often use slang so that students feel more comfortable and enjoy learning time. Meanwhile, teachers with codes T01 and T03 tend to use standard words but still have a relaxed demeanor.

In addition to the characteristics of each language style mentioned in the previous chapter, classification is also carried out based on external aspects such as intonation, code switching, vocabulary selection, grammatical arrangement and others. From the observation checklist, the three teachers received codes on certain aspects that indicated the language style they used in class. From the observation checklist, these teachers mostly used code switching to Indonesian which usually happened in a casual and relaxed conversation. This is done by the teacher to make it easier for students to understand the meaning conveyed. This is in line with the findings mentioned by Syahabuddin et al.(2019) that language changes are carried out when students find it difficult to accept and understand the instructions given. T02 and T03 even often use grammar arrangements that are not in accordance with the actual language format and used slang word, thus indicating that the language style they use is casual. The use of the right intonation for each expression by the three teachers made it easy to classify the language style used. This classification can be proven in the observation checklist that has been included in the appendix.

CHAPTER V

CONSLUSION AND SUGGESTION

A. Conslusion

This research aims at finding out the types of language style used by teachers in interacting with students in English classroom and the dominant use of the language style. This research was conducted based on the concept of language style theory proposed by Joos (1976). The object analysis of this study is the teacher's language styles which were gained from observational data and transcripts of the recordings of the three teachers as the participants.

Based on the results of this study, it can be concluded that the English teachers of SMPN 1 Peukan Bada uses four of the five styles in their interactions with students. The language styles are formal style, consultative style, casual style, and intimate style. The language style used is classified based on several characteristics such as vocabulary selection, grammatical arrangement, use of slang, intonation, code switching language, and how to bring a class atmosphere. In addition, the use of language style is also influenced by other external aspects such as age and experience.

The dominant language style used by the three teachers was casual style with a percentage of 63% of the total 471 utterances by the three teachers. Followed by a formal language style with a percentage of 32% of the total utterances of the three teachers. Furthermore, intimate language style with a percentage of 3%. Finally, the language style that is used the least is the

consultative style with a percentage of 2% of the total utterances of the three participants. Respectively, the first and the second most dominant language styles used by the three participants are similar, which are casual style and formal style. However, the third and the fourth most dominant used of language style by the participants are different due to the different preference. The first teacher used intimate style and consultative style the least. However, the most rare style used by second teacher and third teacher are consultative style and intimate style.

B. Suggestions

By conducting this research, there are several limitations that used to avoid deviations from the research results. The limitation is only to examine the style of language used by the teacher. Data analysis was also carried out based on the theory of language style by Joos (1976). In addition, this research also has several implications such as the use of appropriate and correct language styles by teachers can familiarize students with using correct and polite language in their daily lives. The habit of using the correct language style will also be able to hone students' language skills in learning to produce better achievements. This can happen because the teacher is a role model for students so they will follow what the teacher does directly.

In this section, I would like to suggest a few things for the readers, especially for teachers and students of the English Department as well as future researchers interested in the same topic. For teachers, it would be very good if a

teacher, especially an English teacher, is proficient in using language by choosing the right vocabulary and grammar in order to provide knowledge, experience and good language habits to students. This research also expected to be a reference for teacher that can improve their teaching styles for the better. For the readers, it is expected that this research can increase readers' understanding and interest in the same field so that there will be more sources of knowledge in this style of language study. In addition, this research is also expected to be a source that can assist future research with various improvements and new ideas in writing, research methods, research instruments, and a more complete literature review. Lastly, I am aware that this research is not perfect; therefore I hope and appreciate any constructive suggestions and comments from readers of this research.
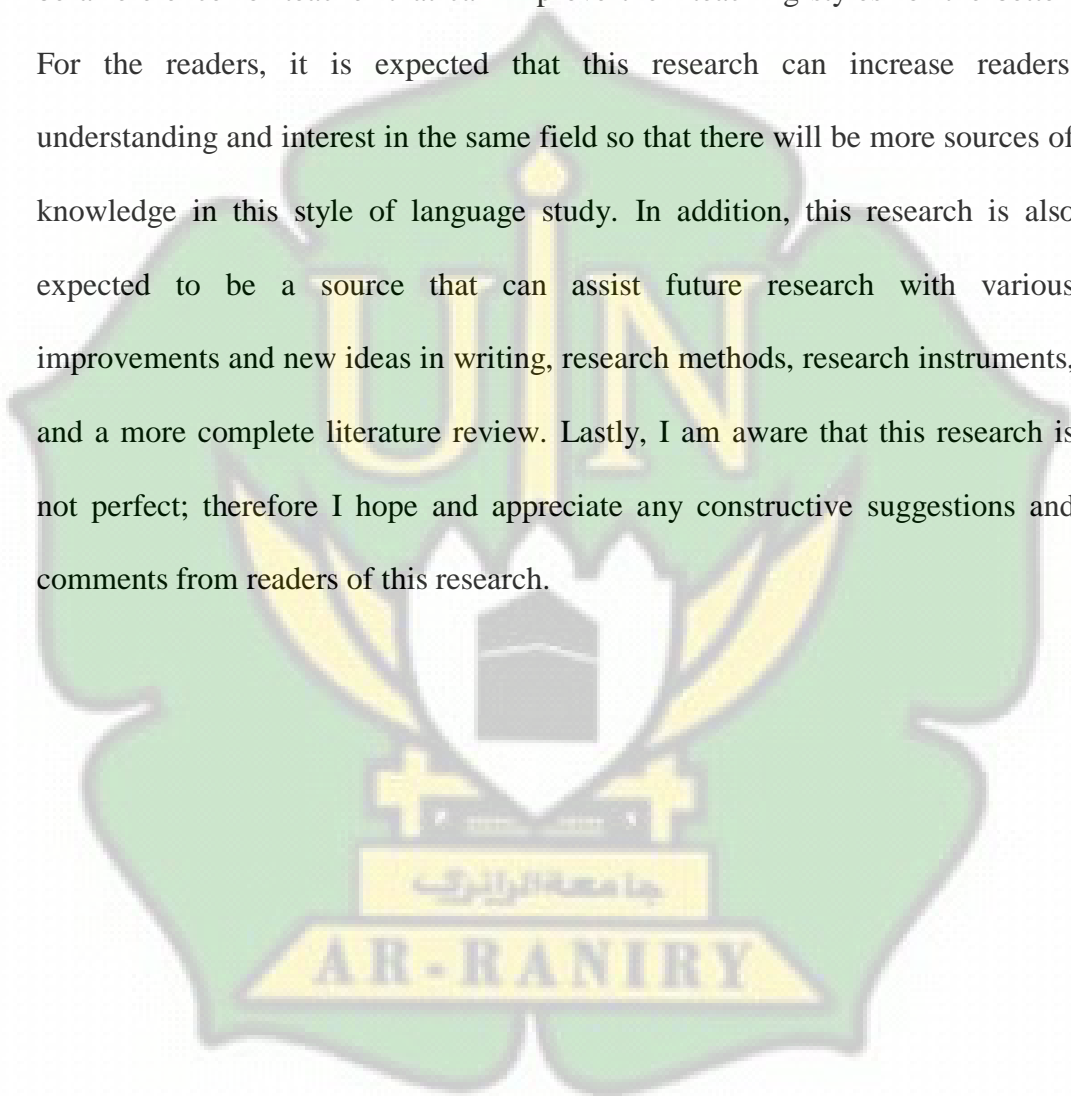
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APPENDIXES

Appendix 1   : SK Skripsi

Appendix 2   : Surat Izin Penelitian

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor   : B-3763/Un.08/FTK.1/TL.00/03/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMPN 1 Peukan Bada

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **SARAH FAZIRA** / **180203061**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Garot Kec. Darul Imarah, Keutapang, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Analysis Teachers' Linguistics Style in English Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Maret 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 14 April 2022

Dr. M. Chalis, M.Ag.

Appendix 3   : Observation Cheklist

No	Observation Questions	✓/×		
		T01	T02	T03
1	The teacher uses English dominantly	×	×	×
2	The teacher speaks in a loud voice	✓	×	✓
3	The teacher speaks in the right intonation	✓	✓	✓
4	Uses clear language articulation	✓	✓	✓
5	The teacher uses body movements when giving directions or explanations	✓	×	✓
6	The teacher uses English grammatically correctly	×	×	✓
7	The teacher uses words that are commonly used in daily life	×	✓	×
8	The teacher brings the class atmosphere in a relaxed style	×	×	✓