

**ANALYSING THE LANGUAGE STYLE USED BY TEACHERS IN
ENGLISH CLASSROOM**

THESIS

Submitted by

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Analyzing The Language Style Used by Teachers in English Classroom

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

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Finally, I realized that this thesis is still far from perfection because the limitation of my abilities, criticism, and suggestions is significant for the future improvement of this study. Hopefully, this thesis will give a valuable contribution to the next researchers.

Banda Aceh, May 26th, 2024
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ABSTRACT

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This study investigated the language styles used by teachers in English classrooms at SMPN 1 Banda Aceh, employing a qualitative descriptive approach. Conducted at a highly regarded educational institution with five English teachers, the research focused on three teachers instructing eighth-grade classes. Data collection involved audio recordings and structured interviews to capture and analyze teachers' language during classroom interactions. The findings identified three primary language styles: formal, consultative, and casual. This study also explored the reasons behind these language style choices. Formal language established a respectful learning environment, consultative language encouraged critical thinking and participation, and casual language built rapport and open communication. The research contributed valuable understanding for educators to tailor their communication strategies, enhancing the overall learning experience in English language classrooms.

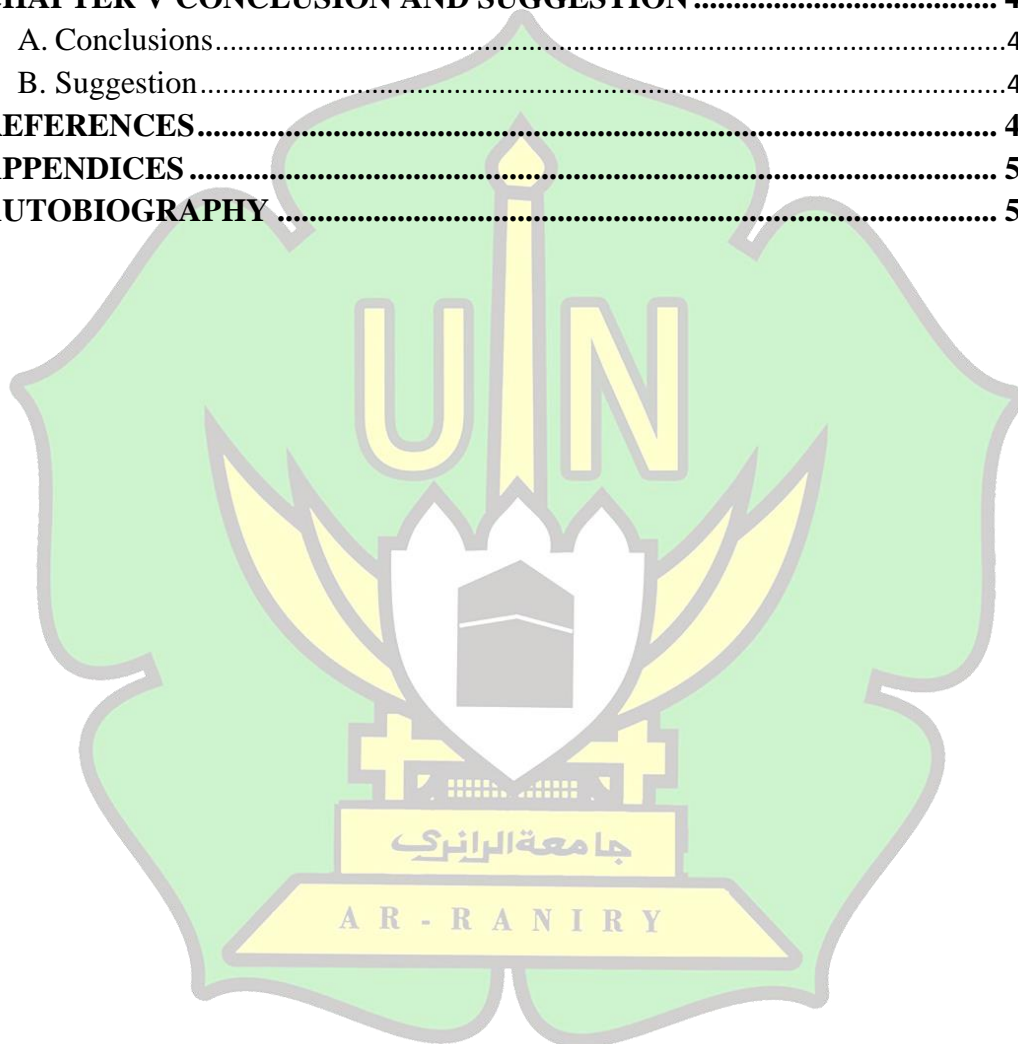
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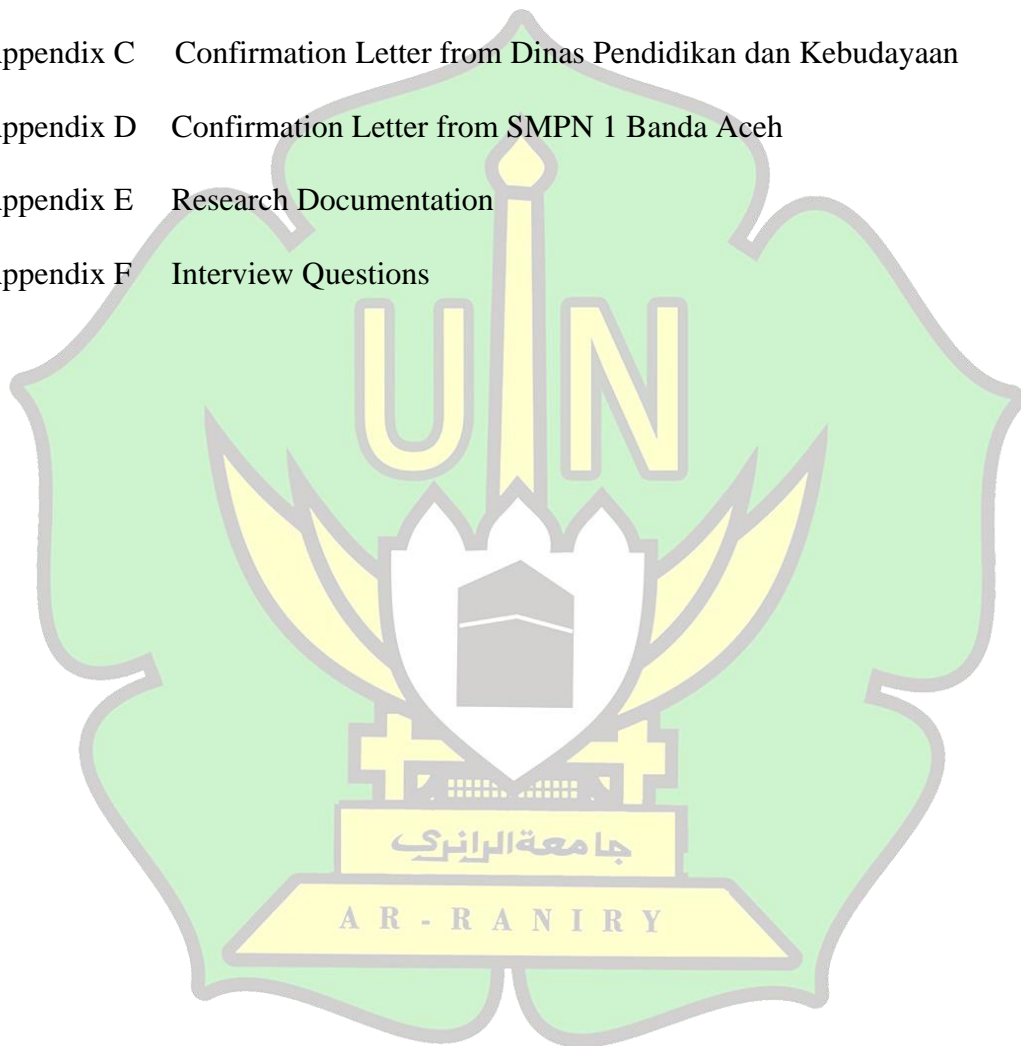
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool with which humans communicate or interact with each other through arbitrary, spoken and auditory symbols that are commonly used. It means that humans use language as an institution to exchange information to build social relationships. People will find it easier to convey and share various messages to other people around the world by using language, therefore people learn many languages to face the era of globalization. Furthermore, in this globalization era, the English language has been one of the languages that is used internationally for global communication. Due to its importance, thus, this language is taught in most schools all over the world, including Indonesia.

Teaching English as a target language in Indonesia has received an important place because it has been widely used in Indonesia, especially in teaching and learning activity. In language teaching, the use of language by the teachers in the classroom will be different when used outside the classroom. It means that the language used by someone is influenced by different setting and places. The successful learning depends on the teacher's language. When the teachers use language appropriately, it will really help the learning process run smoothly and the teachers do not need to repeat the explanation many times. Differences in the use of language by the teachers in interacting with their students is very much related to the language style of the teachers.

Holmes (1992) defines language style as a kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information. In this case, language style is defined as the choice of words used in communicating with groups of people in certain places and situations. Furthermore, Joos (1976) divides five language style based on the degree of formality such as formal style, frozen style, intimate style, casual style and consultative style. The use of these variations of language style can change based on social context. Everyone has different variations in conveying or communicating with other people depending on who they talk to and what topics are discussed. Regarding this, teachers also have their own particular ways in communicating with their students.

Studies working on language style have been done previously by many researchers. One of the studies was conducted by Adhalina (2011). She identified the language styles as well as their functions used by teachers and students in status updates on social media Facebook on the topic of national examination. Her research found that there are differences in language styles between students and teachers in junior high school in their status updates. Students use casual language style, while teachers use formal language style. Another study was conducted by Rasyidin (2016), analyzing the style of language used by the characters in 'Fury' movie (2014). The study took the conversations in the movie as the data for analysis and analyzed them based on language styles classification by Joos (1976). It was found that the characters in the movie used four of five types of languages style which are formal, intimate, casual, and consultative style. Both of the studies

suggest that the differences in the use of the language styles are due to different registers and different interactants involved in the communication.

Reflecting on the previous studies, the use of language styles in teacher-students interaction can be various and dynamic. Teachers uses different types of language styles based on the situations and students' style in responding to teachers is depending on the teachers' style of language. It indicates that it is essential to understand that language serves as a vital tool in classroom interaction, playing a crucial role in information exchange and the establishment of students-teachers' relationships. Accordingly, this research aims at conducting an analysis of the language styles used by teachers in English classrooms and how these language styles impact their teaching processes as well as their effects on student comprehension and engagement. With a better understanding of the use of language styles by teachers, we can identify ways to enhance the effectiveness of English language instruction in diverse classroom environments. Furthermore, this research took place at SMPN 1 Banda Aceh. The school was chosen as it is one of the leading junior high schools in Banda Aceh and it is hoped that knowing the language styles used by the teachers in the schools can benefit education environments, especially for English teachers in Banda Aceh.

B. Research Question

Based on the problem elaboration provided in the background, the research questions of this study are formulated as follow :

1. What are the types of language style used by the teachers in SMPN 1 Banda Aceh?
2. What are the reasons of the teachers using these language styles in teaching and learning English in SMPN 1 Banda Aceh?

C. The Objective of Study

Based on the formulation of the research questions above, the objectives of this study are :

1. To identify the types of language style used by the teachers in SMPN 1 Banda Aceh.
2. To find the reasons of the teachers using these language styles in teaching and learning English in SMPN 1 Banda Aceh.

D. Research Significance

Based on the objectives described, this research is expected to benefit several parties both theoretically and practically.

1. Theoretical contribution

- 1) The research is poised to enhance readers' theoretical knowledge by shedding light on the various language styles employed by English teachers.

This contribution aims to deepen readers' understanding of the nuances and intricacies associated with these language styles.

- 2) Theoretical implications extend to equipping readers with insights on how to apply language styles across different texts. By providing a

comprehensive understanding, the research seeks to empower readers to effectively utilize language styles in diverse linguistic contexts.

2. Practical

- 1) From a practical standpoint, the analysis serves as a valuable tool for teachers. It offers practical guidance in choosing language styles that align with students' needs, considering factors such as age, teaching settings, and the learning process. This streamlining is envisioned to facilitate clearer communication and comprehension in the classroom.
- 2) Practical utility extends to students who can leverage knowledge about their teacher's language style to improve comprehension. Understanding how language is employed aids students in deciphering and absorbing instructional content more effectively, ultimately contributing to a more enriching learning experience.
- 3) Beyond immediate applications, the research practically benefits future scholars in the field. It identifies potential shortcomings, creating a foundation for subsequent investigations. Aspiring researchers can build upon these findings, exploring new dimensions and perspectives in the realm of language style research.

E. Terminology

To avoid misunderstanding, several key terms of this research are defined in this section.

1. Language Style

Language style is simply the way to use language, it is language variation and language selection from other alternatives in using language which reflects changes in situational factors, such as addressee, setting, task or topic (Keraf, 2007). In this study, language style is used as the tool of analysis, which specifically based on Joos (1976) theory.

2. English Classroom

A classroom can be defined as a space where more than two individuals gather for the purpose of learning, with one person assuming the role of the teacher (Aprianti, 2020). According to Dewey (1900), he emphasizes that a classroom is a physical room or educational environment within a school or other educational institution used for learning activities. In the context of this research, the English classroom holds substantial importance as it is the primary arena where language styles employed by teachers are scrutinized.

