

SPEECH STYLE COMMUNICATION ON EFL CLASSROOM IN SENIOR HIGH SCHOOL

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Abstract

The aim of this research is to find out the speech style communication on EFL Classroom in SMAN Jogoroto. The research in this article is designed using a qualitative method where the researcher presents the results in a bar chart by an explanation of the results. Researcher analyzed speech style using Chaika's theory (1982) with 9 types. The findings show 57 utterances that include speech style with a total of 8 types, which in this research examined 9 types. Among them are 2 utterances which belongs to Frozen Style, then 7 utterances including Formal Style. 10 utterances which includes Consultative Style, Casual Style 12 utterances. 21 utterances which belongs to Informal Style and 3 utterances are Serious Style. The last, 1 utterances including Ironic and Humor Style. Then the undetected speech style was found in Intimate Style. In conclusion, the use of speech styles in learning still makes students to follow the learning well and teachers can express themselves wisely.

Keywords: *speech style, sociolinguistic, EFL Classroom.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Gaya komunikasi guru pada kelas EFL di SMAN Jogoroto. Penelitian dalam artikel ini dirancang dengan menggunakan metode kualitatif dimana peneliti menyajikan hasil dalam bentuk diagram batang dengan penjelasan hasil. Peneliti menganalisis Gaya bicara menggunakan teori Chaika (1982) dengan 9 jenis. Hasil temuan menunjukkan 57 ujaran yang termasuk Gaya bicara dengan total 8 jenis, yang dalam penelitian ini meneliti 9 jenis. Diantaranya adalah 2 ujaran yang termasuk dalam Frozen Style, kemudian 7 ujaran yang termasuk dalam Formal Style. 10 ujaran yang termasuk Gaya Konsultatif, Gaya Santai 12 ujaran. 21 ujaran yang termasuk dalam Informal Style dan 3 ujaran yang termasuk dalam Serious Style. Terakhir, 1 tuturan yang termasuk Gaya Ironis dan Humor. Kemudian Gaya bicara yang tidak terdeteksi ditemukan pada Intimate Style. Kesimpulannya, penggunaan Gaya bicara dalam pembelajaran tetap membuat siswa dapat mengikuti pembelajaran dengan baik dan guru dapat berekspreasi dengan bijak.

Kata kunci: *Gaya bicara, sosiolinguistik, kelas EFL.*

INTRODUCTION

Language is a part of human life that is used as communication for interaction. Humans use language to share ideas, information and knowledge. (Marpaung , 2019:51) also states that "language is a communication tool that allows humans to communicate with each other and illustrates their goal to continue interacting in showing new ideas". This implies that communication through language serves as the primary medium in society for interacting with others. Within a society, there exists a diverse

array of languages. The field that examines the connection between language and society is known as sociolinguistics. Georgieva (2014: 4) states that "sociolinguistics studies language in relation to society". Wiyanto & Solikhah (2019:6) explains "sociolinguistics focuses on the factors of language and language influence on society, including expectations of cultural norms, interactions, contexts and the way language is used including language variations and language styles and how people use them". Therefore, sociolinguistics delves into the examination of how individuals employ language in their daily lives and explores how diverse factors such as culture, norms, and context shape language usage within society. It acknowledges that language and society possess a reciprocal influence on each other, forming a dialectical relationship where speech patterns and social behaviors continuously interact, leading to the richness and diversity of languages. This implies that language is particularly concerned with its application in facilitating communication among various social groups within specific social contexts.

In society, humans have variations in using language which can be referred to as language variation or speech style. According to Chaika (1982) cited in Poai (2017:19) "speech style is the way people convey messages". Because every human being has their own language style to express what they want to share. Thus, no two people speak in the same style even though they speak the same language. Chaika (1982) explains that there are eight kinds of speech style variations. The style refers to the way in which the speaker conveys their message, including frozen style, formal style, consultative style, casual style, intimate style, informal style, serious style, ironic style, humor style. Different ways are used by people in communicating through speech styles. Speech style reflects how a person perceives themselves in interactions with others. However, it is important to remember that a person's speaking style is not fixed and rigid all the time. People can use different speech styles depending on the situation and the interaction. Speech style is controlled through the use of tone of voice, word choice, and grammar that is adapted to the context of the conversation.

Joos (1976) defines speech style as the form of language used by a speaker. Social factors influence the use of speech styles. Individuals use different speech styles with their partners due to the differences in status, gender, age, social distance, and occupation that may exist between them. The variances have a significant impact on the selection of speech style during communication with others. Furthermore, the context in which the conversation occurs also plays a crucial role in determining the preferred speech style. In relation to the topic of speech style, it was found several previous studies conducted using language style analysis. Among them are Wiyanto (2019: 6) in his writing, namely "Language Style as an Alternative Communication for English Teachers in Teaching in the Classroom". In his article, he discusses language styles in teaching in class according to Joos Martin's theory and uses a document analysis design. Based on the conclusion, the language styles found are only 4 types namely frozen style, formal style, consultative style, and casual style. The researcher did not find intimate style in the classroom learning process.

The second previous study, titled “Teacher’s Speech Style in Teaching English” was conducted by Poai (2017). In her research, she analyzes speech style in teaching English according to Chaika’s theory and uses a descriptive qualitative analysis. According to the results of this research, teachers predominantly employ various language styles, including casual, informal, formal, consultative, and serious speech styles. The third, titled “An Analysis of Slang Language Styles Used in Charlie’s Angels Movie” was published by (Situmorang, 2021). This study draws upon two theories: Sumarsono (2007), which classifies types of slang language style, and Zhou & Fan (2013), which discusses the functions of slang language. The findings indicate the identification of four out of six types of slang language style.

The four prior study, (Ridianto & Efwan, 2018) “Students’ Perception on Language Style Used by English Lecturers in the Classroom”. This research focuses on exploring students’ perceptions of the language style employed by lecturers in STKIP Abdi Pendidikan Payakumbuh classrooms. The research adopts a descriptive qualitative approach. Overall, the findings indicate that students possess a positive perception (832.4) of the language style utilized by lecturers in the classroom. The highest score is attributed to the consultative style, reaching 1274, while the lowest score corresponds to the intimate style, amounting to 369.

The last previous study is, “Language Styles Used in Educational Advertisement of The Jakarta Post Newspaper” by (Syuhada, 2020). This study examines the language styles used in educational advertisements published in The Jakarta Post newspaper between May 2018 and August 2019. The researchers employed the theory proposed by Moriarty, Mitchell, and Wells (2012). The findings revealed the existence of three language styles among the twenty-four advertisements included in the educational section of The Jakarta Post newspaper.

The researchers wanted to conduct this research for several reasons. Firstly, the researcher is interested in identifying the language styles used by English teachers at Jogoroto State Senior High School. Second, in English learning, teachers and students often interact using language styles without realising it. Third, the use of language styles at the school level is very diverse. Fourthly, SMAN Jogoroto, as a zoning or national reference school provides an opportunity for the use of diverse language styles. Based on the five previous studies, researcher found aspects of similarity and dissimilarity. The main similarity is about language style or speech style. Even though the dissimilarity in the data and object of this study compared to the four previous studies, namely at the selected grade level, especially in high school. The data for this research will be gathered from teachers’ speech during the teaching and learning process or interactions with students. The analysis will be based on Chaika’s theory, which categorizes different speech styles. The objective of this research is to identify the speech styles utilized by English teachers within the classroom setting.

METHOD

The researchers used qualitative research. (Creswell, 2009), mentioned that “Qualitative research involves an investigative approach aimed at comprehension, grounded in specific methodological traditions of inquiry that delve into social or human issues”. The researcher conducted the study in a real-world setting, constructing a detailed and comprehensive understanding by analyzing words, presenting in-depth perspectives of data, and reporting their findings. This indicates that researchers are able to interpret data, formulate conclusions by collecting, and classifying. In this study using analyzes words as a qualitative article approach. Therefore, researcher compile research systematically based on data facts. Only the data based on the problem formulation and the findings of the problem formulation need to be described by the researcher.

The data of the research are the English teacher's utterances that contain speech styles. Meanwhile, the source of the data is the 10th grade English teacher of SMAN Jogoroto. The instrumentation used in this research is observation and recording, because the researcher needs to collect and analyze information from the utterances produced by the English teacher in grade 10 of Jogoroto State Senior High School. The steps in the procedure of data collection and data analysis are: First, the researcher observed and recorded the teaching and learning process by the English teacher at SMAN Jogoroto. Second, the researchers obtained the English teacher's utterances. Third, the researchers obtained the transcript of the teacher's speech. Fourth, the researcher classifies/analyzes the data into types of speech style based on Chaika's theory. Fifth, explaining the way how the speech style used by the English teacher in the class at grade 10 SMAN Jogoroto. The last, making conclusion based on data analysis.

RESULT AND DISCUSSION

A. Result

In this research, the researcher analyzed the data obtained from the 10th-grade English teacher at Jogoroto State Senior High School on 15 June 2023. The researcher found fifty-seven data that suitable the characteristics of speech style. Among them are: frozen style, formal style, consultative style, casual style, informal style, serious style, ironic style, and humor style. The data is presented as follows:

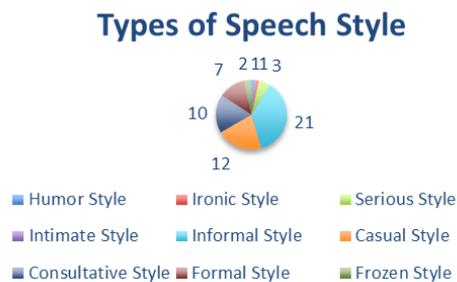


Figure 1. The Types of Speech Style Communication on EFL Classroom at SMAN Jogoroto

Based on the figure above, there are 57 utterances used as data. However, not all of the English teachers' utterances utilised speech styles. There are only eight out of nine speech styles found in the 57 utterances. Among them are Frozen Style (two data), Formal Style (seven data), Consultative Style (ten data), Casual Style (twelve data), Informal Style (twenty-one data), Serious Style (three data), Ironic Style (one data), and Humour Style (one data). The type of language style that is not found from English teachers' utterances is Intimate Style. The type that is often used by English teachers in class is Informal Style.

Types of Speech Style

1. Frozen Style

Frozen Style is a style of language that tends to be static and unchanging. This style includes phrases or sentences that are repeated routinely without significant variation. In other words, it is the most formal style and elegant variation reserved for very important and symbolic moments.

In this research, the use of Frozen Style is in the sentence “*Assalamualaikum Warahmatullahi Wabarakatuh*”; “*Wassalamualaikum Warahmatullahi Wabarakatuh*”.

2. Formal Style

Formal Style is a language style used in official or formal situations. It emphasises adherence to strict rules of language and etiquette but there is no symbolic value in these situations. This style allows including in one-way communication, or also allows an effective exchange of communication. So, this Formal Style is designed to give information, according to the situation but there is no familiarity.

In this research, the use of Formal Style is in the sentence “*Good morning students. How are you?*”; “*I am fine, ma’am*”; “*Have you had breakfast this morning?*”; “*I want to share your work last time*”; “*Before the graphic assignment completed now!*”; “*Give applause*”; “*Re-orientation in recount text explain how the writer feel about something that he/she write*”.

3. Consultative Style

Consultative Style is a style of language that involves the exchange of information in an atmosphere of cooperation. This style appears in group discussions or formal meetings where participants share views and ideas collaboratively. In other words, this style is a style used in semi-formal communication situations that require a brief response from the speaker.

In this research, the use of Consultative Style is in sentences “*baru mengulas sekarang ya! nanti saya koreksi lagi setelah ini dan saya akan tunjukkan*”; “*Kata penghubung sebelum not ada apa?*”; “*Bentuk positifnya kata kerja bentuk berapa?*”; “*Sampai disini ada yang ditanyakan?*”; “*Kamu bercerita tentang apa?*”; “*What is the dessert?*”; “*Struktur recount ada apa saja?*”; “*Ri-orientation isi nya ada apa saja?*”; “*How count?*”; “*Do you think if more than two hundred?*”.

4. Casual Style

Casual Style is a relaxed and familiar style of language. This style is often used in everyday conversations with close friends or family where

background information in the conversation is freely included. Thus, this casual style is a style used to integrate listeners into social groups.

In this research, the use of Casual Style is in sentences *“Penggunaannya sudah benar, ada did dan not kemudian menggunakan kata kerja bentuk kesatu”*; *“oke good”*; *“Walaupun susunan pada kata kerja irregular (kata kerja tidak beraturan) sudah benar”*; *“Namun, penyusunan dalam sebuah kalimat masih salah”*; *“Di list-an kata kerja sudah benar, tetapi ketika berlatih kalimat masih salah”*; *“Pada kata ganti orang ketiga kalau simple present kata kerja ditambahkan s/es”*; *“Kesimpulan yang dirasakan oleh penulis”*; *“Semangat lis”*; *“Of course”*; *“So why I say that all of writing is very awesome”*; *“Give to all of you”*; *“See you next meeting”*.

5. Informal Style

Informal Style is a style of language that is more relaxed than formal, but not entirely casual. This style appears in everyday communication in a less formal environment. In other words, in this style there are certain abbreviations and delicts in regulated situations.

In this research, the use of Informal Style is in the sentence *“Tetapi ada beberapa dari kalian di kalimat positifnya itu keliru”*; *“Tapi beberapa dari teman kalian masih menggunakan bentuk pertama”*; *“maka diperbaiki nanti ya..”*; *“Ada yang mengerjakan banyak sekali”*; *“Seneng saya”*; *“Tetapi ada salah sedikit pada kalimat positif”*; *“Kemudian kemarin kalian sudah menuliskan tentang your unforgettable experience”*; *“Disini penggunaan simple past nya sudah bagus”*; *“seneng membacanya”*; *“iya benar”*; *“Saya baca loh dan bahkan ada beberapa saya tulis jumlahnya”*; *“Dengan melihat paragrafnya masuk atau tidak dan tinggal mengalikan kata dan barisnya saja”*; *“Sekarang coba siapa yang mau bercerita tentang yang ditulis”*; *“Ayo listy”*; *“ndak papa lis”*; *“Okay boleh”*; *“Apa betul itu termasuk re-orientation?”*; *”berarti itu ya termasuk re-orientation”*; *“Kalau menyenangkan berarti ya it is unforgettable story”*; *“Yang lainnya juga bagus sekali”*; *“Kita akhiri the material today”*.

6. Intimate Style

Intimate Style is a style of language used in very personal or intimate relationships. This style includes more personalised and emotional conversations between romantic partners or very close family members. In other words, this style does not require slang and there is no background information to repeat. And usually the vocabulary is included in the jargon.

In this research, the use of Intimate Style was not applied.

7. Serious Style

Serious Style is a language style that shows seriousness and assertiveness in conveying a message. This style is often used in situations that require attention and elegance, such as speaking in public about important issues.

In this research, the use of Serious Style is in the sentence *“Diingat lagi ya.. Irregular Verb itu kata kerja tidak beraturan”*; *“Yang lain coba didengarkan dengan baik-baik ya”*; *“Okay berarti materi simple past dan recount text sudah paham ya?”*.

8. Ironic Style

Ironic Style is a language style that uses irony or satire to convey a message. This style can be used to hide the real intention or convey criticism in a subtle way.

In this research, the use of Ironic Style is in the sentence “*Tetapi sayangnya disitu menggunakan kata kerja simple present*”.

9. Humor Style

Humour Style is a language style that focuses on the use of humour, jokes, or mockery to create a humorous and fun atmosphere. This style is often used in casual conversations or fluid social situations to make people laugh.

In this research, the use of Humour Style is in the sentence “*Ah, Bu Indah tidak baca*”.

B. Discussion

The results showed that the speaking styles used by English teachers at SMAN Jogoroto are frozen style, formal style, consultative style, casual style, informal style, serious style, and ironic style and humour style. Informal Style which is usually used for communication with simple sentence forms with familiar words, relaxed, and should be easily comprehensible for students to grasp. Casual Style is used in teacher communication with students who are still in an organised discussion. Then, Consultative Style is used in semi-formal communication situations for question and answer interactions with students. Formal Style is used for formal situations that allow one-way communication, Serious Style is used to appeal to students about something, Frozen Style is used during the opening greeting because it contains a symbolic moment, Ironic Style is used to regret a thing, and Humour Style is used to joke with students. Therefore, based on the analysis results, the dominant speaking styles used by English teachers are Informal Style, Casual Style and Consultative Style. Related to the speech style used by the teacher, almost all students gave positive responses.

CONCLUSION AND SUGGESTIONS

CONCLUSION

The result can be seen that communication on EFL Classroom at SMAN Jogoroto there are many utterances that contain speech style. Speech style refers to the manner in which individuals express their messages. The result was found 57 utterances that included speech style with a total 8 types. Among them are Frozen Style (two data), Formal Style (seven data), Consultative Style (ten data), Casual Style (twelve data), Informal Style (twenty-one data), Serious Style (three data), Ironic Style (one data), Humor Style (one data). The type of language style that is not found from English teachers' utterances is Intimate Style. The type that is often used by English teachers in class is Informal Style. Therefore, the use of speech styles in learning still makes students to follow the learning well and teachers can express themselves wisely.

SUGGESTIONS

After the research is completed, the researcher offers these suggestions related to the research conducted. Researchers advise to all teacher and student can use a speech style during classroom learning. In order to provide a variety of atmosphere in the classroom and facilitate student understanding when explained.

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