

Teacher's Language Style in English Course Class

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Abstract — The aim of this qualitative research was to investigate the language style used by the teacher in English Course Class. The data were teacher's utterances which obtained from the conversation script of teaching learning process. The data were analyzed based on Joos' theory that there are five categories of language style namely Frozen Style, Formal Style, Consultative Style, Casual Style and Intimate Style. The result of this research showed that there were three language styles used by the teacher, they are Casual Style (63.5%), and followed by Formal Style (25%) and Consultative Style (11.5%). From this result, it was found that Casual Style was dominantly used by the teacher in English course class. Since it is an English course and non formal education, the teacher might use casual style mostly in order to make students enjoy the class and comfortable with the teacher as the students are seventeen years old teenagers. Both teacher and students understood and communicated each other well.

Keywords— language style, teacher's language style

I. INTRODUCTION

Language as communication's means refers to human activity in order to convey the meaning and exchange experience to each other [3]. Communication is an important aspect of behavior; human communication is affected by all factors that influence human behavior. Paying attention on certain variation aspect of language style results successful and fluent communication [10]. Language style is a way to express the idea with special language show the writer's soul, spirit and concern (the use of vocabulary) [6]. In classroom communication, language refers to realizing, exchanging, organizing, motivating and thinking much better. On the other hand, dealing with the effect of the language styles used by teacher in Education field, teaching requires skill, insight, intelligence, and diligence in which the faculty struggle and succeed in a variety of ways to meet the challenges of the classroom [9].

There are five categories of language style such as Frozen style, Formal style, Consultative style, Casual style and Intimate style [5]. Hasibuan [4] described in his research that formal style was dominantly used by the female and male teachers followed by casual style and consultative style which only found in male teachers' utterance and female teachers' utterances not existed but every research results different final result due to different data of every researchers. Therefore, the language style used by teachers might be different in every field. In this research, the analysis was aimed to

investigate the dominant language style used by the teacher in English course class during teaching and learning process and conducted qualitatively.

II. LANGUAGE STYLE AND COURSE CLASS

Language style ranges from formal style to informal style depending on social context, relationship of participants, social class, sex, age, physical environment, and topic of the event [2]. The language style can change based on the social context such as addressee, addresser, topic, time and place. Language style is a way of speech or kind of utterances which is formed by means of conscious and intentional selection systematic patterning and implementation of linguistic and extra-linguistic means with respect to the topic, situation, function, author's intention and content of an utterance [8].

Language style is a way to express the idea with special language show the writer's soul, spirit and concern (the use of vocabulary) [6]. We use different style of language depending upon context in terms of subject matter, social background, the model and the formality of the occasion also sex and age. For example, we are necessary to use different language style when we are communicating with our parents or someone older than us, with a friend whether it is a boy or girl, when we teach in the class, in the market (formal and informal). According to Joos [5] there are five categories of language styles, namely Frozen style, Formal style, Consultative style, Casual style and Intimate style. The explanations as following

a. Frozen Style

Frozen style is defined as the most formal style and elegant variety that reserved for very important or symbolic moments. Frozen style is also called as Oratorical style. It is usually used in the situation which is celebrated with respect and legitimate or formal ceremonies. An oratorical style is used in public speaking before a large audience; wording is carefully planned in advance, intonation is somewhat exaggerated, and numerous rhetorical devices are appropriate [5]. Many of linguistics units fixed and there is no variation in it. Certain fixed expressions are required, for example; "Yes Your Honor", "Yes my Lord", "I object", and so on. Not only the sentences are carefully constructed individually, but also sequences of sentences are intricately related. Obviously, it must be very carefully planned and to do well by requiring high skill. That is why this style is called Frozen style or Oratorical style. The people who attend on that occasion are often the person of high level or important figures.

The occasion itself is not an ordinary occasion. It means that the occasion seems to give precedence and respect over

the hearers and the speakers. Thus, almost exclusively specially-professional orators, lawyers, and preachers use this style. Furthermore, a story or proverbial message used this style. Constitute that languages are immutable, and signal a linguistic event in the culture that is outside ordinary language use. It must not be altered in anyway. Frozen style usually tends to be monolog, but there are some expressions for this case. It also can be involved in conversation if each member of the interaction has certain of fix verbal role to be played. For example, in court, there are judges, witnesses, juries, and so on. The example of this style is: "Participants should remain seated throughout the ceremony."

b. Formal Style

Formal style is a style that is designed to inform. Formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one way communication with little or no feedback from the audience, for example in speech, public lectures, formal letters, graduation or marriage ceremony which belongs to medium or large community. Formal style is also called as deliberative style. It is also used in addressing audiences, usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style such in a typical university classroom lecture is often carried out in a deliberative style.

Formal style is defined as the style of language that be used for important or serious situation. At that level, there is no symbolic or lasting value in this situation. It is also used in addressing audience, usually audiences too large to permit effective interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style. Formal style is usually a single topic oriented and it is related to the fact that formal writing is technical (S+V+O+C). Thus, most scholar or technical reports use this style. Formal style may also be used in speaking to a single hearer. To do so, however, indicates that the speaker feels little mutually with the hearer. When used in a situation where casual is expected, it indicates trained relationship. The example for this style is: "Those taking part should sit during the proceedings."

c. Consultative Style

Consultative style is style that shows our norm for coming to terms with strangers who speak our language but whose personal stock of information may be different. This style is usually used in the forms of communication in company, it is indicated that this style is less formal, consultative style is also used in group discussion, chance acquaintances and strangers. This style is categorized into two features. The first the speaker supplies background information and she or he does not assume that she or he will be understood without it. The second, the main characteristic of consultative style is whenever the sentence appears in question, so it must have the answer for the question. Give a short responses or standard signal accustom used in this style such as:

"ok", "well", "oh that is right", "sure", "yeah", "ehhm", "hmm".

d. Casual Style

Casual style is defined as a style that is used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends. The background information so freely inserted into casual conversation. Positively, casual style is characterized by the use of the first name or even nickname rather than a little name and last name in addressing one another. The pronunciation is rapid and often slurred, besides that the use of slang. This is a prime indication of in-group relationship. It is used only with insiders, and only members of the group assume it to know, for example, to teenagers or to some clique among adolescents. Another characteristic feature of casual speech is the omissions of unstressed words, particularly at the beginning of sentences. There most involved are articles, pronouns, auxiliaries, and be. "Anybody home?", "Car broke down", "Got a match?", "Need help?". Such expressions are a highly diagnostic feature of the casual style; they will generally be interpreted as signaling informality. However most speakers are not aware either of the phenomenon or of its significances. That is, they do not know what is about an utterance that gives them the impression of informality. The example for this style is "Don't get up!".

e. Intimate style

Intimate style is one characterized by complete absence of social inhibitions. Talk with family, beloved ones, and very close friends, where you tend to reveal your inner self, it is usually in an intimate style. Intimate style is also a completely private language developed within families, lovers, and the closest of friends. It might embarrass some for non-group members to hear them in-group intimate language. The word that generally signal intimacy such as, "dear", "darling", and even "honey" or "hon" might be used in this situation. On the other names, nicknames might regularly prove embarrassing to hearer as well as speakers outside of intimate situations. Furthermore, intimate language is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, non-verbal communication, and private code characteristics. It is often unintelligible outside the smallest social units. The example for this style is: "Hey darling, how are you?"

Teaching defines as the process of providing opportunities to the learners and occurs through telling, persuading, showing, demonstrating, illustrating, explaining, guiding and directing learners through a variety of selected learning materials and experiences. The objective of the research was to analyze teacher's language style in English course class. Courses and training refer to non-formal education as addition, complement and substitute for formal education as well as a form of continuing education for the people who need knowledge, skills, life skills and attitudes to self-development, professional development, work and independent business [11]. One of the needs of society is English and English speaking skill and requires to

communicate well. The goals of English course, as following: 1) communicating by using English fluently; 2) understanding and mastering 4 basics namely writing, reading, listening and speaking; understanding and mastering the grammar; and 4) preparing the individu to Internasional-based education [1].

III. METHODOLOGY

This research was conducted qualitatively. The data were 345 utterances of teacher in English course class which obtained from the dialogue script of conversational record during teaching learning process. The data were analyzed by using interactive model proposed by Miles et al [7] with three phases of data analysis namely data condensation, data display and CONCLUSION drawing. Data condensation is aimed at processing the raw data that appear in the written-up fieldnotes in order to be analyzed. The processes can be in form of selecting, focusing, simplifying, abstracting and transforming. In this research, data condensation included the process of selecting the utterance contained the language style and focusing on the phrase and words in each utterances. Data display is defined as “display” as an organized assembly of information that permits conclusion is drawing and action taking. A display can be an extended piece of text or diagram, chart, table or matrix that provides new way of arranging and thinking more textually embedded data. The purpose of displaying the data is to ease the data understood in form of matrix or other chart rather than in longer explanation. conclusion drawing involves stepping back to consider what the analyzed data mean and access their applications for the question at hands. Verification to the drawing conclusion, revisiting the data as many times as necessary to cross check or verifies these emergent conclusions. Conclusion is drawn based on the data display.

IV. RESULT AND CONCLUSION

The result of the research showed that from Joos' language style theory, there were only three language styles used in 148 utterances by the teacher namely formal style, consultative style and casual style. The Casual style was dominantly used by the teacher in English course class as can be seen in the table 1.

Table 1. The Percentage of Teacher's Language Style

No.	Language Style	Freq.	%
1.	Frozen Style	0	0 %
2.	Formal Style	37	25 %
3.	Consultative Style	17	11.5 %
4.	Casual Style	94	63.5 %
5.	Intimate Style	0	0 %
Total		148	100 %

The teacher mostly and dominantly used Casual style (63.5%) in English course class and followed by Formal style (25 %) and Consultative style (11.5 %). It means that Casual

style was dominantly used by the teacher in English course class. Since this is an English course and a non formal education field, therefore the teacher might use casual style mostly in order to make students enjoy the class and comfortable with the teacher as the students were seventeen years old teenagers in the third grade of senior high school who are still fresh in exploring their ideas and giving their own opinions since the topic was agreement and disagreement. By delivering casual style of language, the students might understand easily of what the teacher said in the classroom then the communication would be running well since the students at English course are expected to speak English and their social life so it will be a good habit for students to speak English.

In CONCLUSION, the teacher dominantly used casual style in communicating to students in English course class. Based on the result of this research, it was expected to students of linguistics especially for language and communication can attentively focus on the analysis of language styles and other researchers to widen their horizon about the benefit of doing research whenever they want to prove their intended purposed in research area.

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