

CHAPTER I INTRODUCTION

1.1 Background of The Study

Language operates on many levels with many functions and situations. People communicate by using the language they know in order to represent and exchange their experience. According to Harmer (2001), there are number of variables which govern our choice of using the language form; setting, participants, gender, channel and topics. The setting refers to the situation or place where conversation take place. Normally, people use different language style or variety according to the situation or place. Participants refers to the people involved in an exchange whether in speech or writing. Gender also influence the language being chosen. Some researches shows that the men and women typically use language differently when addressing either members of the same or the opposite sex.

Furthermore, all of the people use language and most of them have strong views about that and it creates a complex relationship. Language serves as means of communication plays a great role in humans' life. When people attempt to achieve a communication purpose they have to choose which of the language forms to use. According to Harmer (2001), there are number of variables which govern the choice of choosing the language forms, they are: setting, participants, gender, channel, and topics.

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situation or place. Participant refers to the people involved in an exchange whether in speech or writing. Furthermore, gender also influences the language being chosen. Some research shows that men and women typically use language differently when addressing either members of the same or the opposite sex. The channel that affects the language chosen refers to the tools used in exchanging information such as telephone, microphone, paper, etc. The topic addressed also affects the lexical and grammatical choices.

In addition, in education language is the central and as a tool of learning. Language is the key for acquiring knowledge and skills. Language has its power in education because the students can learn new concepts and developing new capacities through the development of the new language. Language can be used to realize exchange, organize, motivate, think much better, etc. On the other hand, men and women are often said have differences in communication styles. It is in line with Tannen (1992) conclusion about the men and women differences are influenced by the perspective on life they learnt from their childhood that go with them.

On the other hand, dealing with the effect of the language styles use by the teachers 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 (Nelson, 2007). The application of language styles in the classroom by the teachers in the classroom can influence the teaching processes. While apparently both men and women faculty members exhibit these

traits, research suggests that they may meet the challenges in different ways. Understanding how and why men and women teach differently is critical to assisting faculty in their efforts to improve their teaching.

Dealing with the primary purpose of classroom communication as a pedagogic one, the teachers have role as body knowledge and skills which have to transmit to the learners. In most foreign language classrooms the teachers knows the language better than the students. It is argued that one of the teacher's roles is to provide the target language input and present the best model of language while fulfilling the teaching requirement (Higgs,1982).

On the other hand, foreign language classroom is a specific setting which has specific participants (teacher and students) and specific topic to communicate. Most of the English teachers of the national schools in Indonesia are Indonesian who graduated from universities. Most of them fluent in speaking, listening, reading, and writing English. It is contrary, however, with the research in Tebingtinggi in one of the EFL classroom. The teacher still frequently uses the native language or Bahasa Indonesia in teaching English and sometimes switches into English for some purpose.

It is in line with a research which has shown that students' evaluations can be significantly influenced by the gender of their teachers. Many studies reveal that students tend to rate female faculty members' differently than male faculty members (Nelson, 2007).It shows that students perceived female teachers to be more sensitive and considerate of student ideas whereas male teachers were

believed to be more knowledgeable. If students are, even in part, picking up on real differences, understanding the effect of gender on teaching styles is important.

So beyond understanding how men and women teachers teach differently, it is also essential to examine whether and how gender differences (male and female teachers) used the language styles differently. Understanding the effect of gender on language styles is important in order to improve the students' learning achievement.

1.2 Problems of the Study

As presented in background of study, the language style of male and female English teachers' in teaching-learning processes are very interesting to be discussed. Therefore, to achieve the valuable input of this study, the research problems are posed below.

1. What type of language style is dominantly used by the male and female English teachers in teaching?
2. How do language styles occur in the teaching of English by the teachers with reference to sex differences in teaching?
3. Why do the teachers switch their language while teaching in the classroom?

1.3 Objectives of the Study

Related to the problems, the objectives of the study are

1. to describe the types of language styles used by male and female English teacher in teaching.

2. to describe the process of language styles that occurs in the teaching of English language by male and female English teacher in the classroom.
3. to find out the reason why do the teachers switch their language while teaching in the classroom.

1.4 Scope of the Study

This research was limited to the language styles used in teaching of English by the male and female English teachers in SMK N 1 Tebingtinggi. This research described the types and process of language styles which occurs in pedagogic discourse. The types of language styles used by male and female teachers based on language style proposed by Joos theories (1967), they are frozen, formal, consultative, casual and intimate style.

1.5 Significance of the Study

The findings of this study are expected to be useful and give contribution whether theoretically, practically and academically.

Theoretically the findings of this research are expected to provide new contribution to the theory of language style in foreign language teaching. They are also expected to have contribution as guiding information for linguistics students who are interested in the study of language styles to enrich the references or as the relevance of study for other researcher who wants to conduct further research in language style or sex differences.

Practically, the finding of this research are expected to be useful for the English teachers in selecting the language as an input in language teaching and for foreign language students to be aware of the input they receive and to understand the factors that underlie language styles in the teaching of English.

