

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Language is a means of communication in social interactions which has various function in humans' life, such as, to express ideas, feelings and desires, and most of humans' knowledge and culture stored and transmitted through languages. It means that language is used as a social instrument to show the language users identity in a society.

Brown (2001:165) suggested interaction in fact is the heart of communication: it is what communication is all about. It means that interaction has important role in communicating each other. Interaction is commonly defined as a kind of action that occurs as two or more objects have an effect upon one another. It is used to share information from one to others and to make social relationship among them. Based on rivers (1987: 6), interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people affecting each of them. Therefore, interactions do not occur only from one side.

There must be mutual influence between the participants through giving and receiving messages in order to achieve communication.

Interaction takes an important role in teaching learning process. Dagarin (2004: 128) found that an effective classroom interaction has two implications, they are concerns a pleasant atmosphere in the classroom with friendly

relationships among the participants of the learning process and encourages students to become effective communicators in a foreign language.

Then, Rivers (1987: 9) states that through the interaction, the students can improve their language store as they listen to 'authentic linguistic material' or even the output of their fellow students in discussions, joint problem solving tasks, or dialogue. Through interaction, the students can use any language they have and it also helps students become competent role in critical thinking and share their views among the peers.

In the classroom, the interaction occur between teacher-students, students-teacher, students-students. In doing the interaction, they will need language. Language serves many functions. The prime function of language is as a tool of communication. Communication is an activity or process of expressing ideas and feelings or giving information. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers. Dagarin (2004:129) said that there are four the most frequent ways of organising classroom interaction, depending on who communicates with whom, namely Teacher-Learners, Teacher-Learner/a group of learners, Learner-Learner, Learners-Learners. While communicating the participants must use a language and their own style.

Style, in sociolinguistic studies, is typically defined in terms of the formality of the speech situation. Brown (1980: 191) states that people use different styles of language depending upon context in terms of subject matter, audience, the model of speaking and the formality of the occasion. For example,

we must use a different style when we talk or converse informally with a friend, and when we teach our students in front of the class.

According to Joos which has been modified by Gleason in Alwasilah (1993: 45-46) there are five language styles used in the society, namely frozen style, formal style, consultative style, casual style, and intimate style. Each of them will be used in different situation and context. It is understandable that during classroom interaction activity on the use of language style that will be different from the language style in daily communication.

The interaction between teacher and students in the classroom as the learning environment needs to be placed on the development of positive teacher-student interaction effects on students' academic outcomes and behavior, because a positive interaction between teacher and students is the fundamental aspect of quality teaching and student learning (Liberante, 2012: 8).

In line with the reasearch about language style and interaction, Mitari (2015: 56) found that there are four language style used by male and female teachers in doing school interaction, they were: formal, consultative, casual, and intimate style. She also found that the use of language style influenced by some factors, they were gender, status, personalities, intimate relationships and background.

Language style used by teacher at school especially at classroom interaction are considered as model for the students, because school is a formal situation as the second environment for the students. So, the teacher and students tend to use formal style in teaching learning process in the classroom.

In fact, based on the preliminary data, the researcher found that the formal language style is no longer be the only one language style used by teacher and students in doing classroom interaction. It can be seen in some sentences uttered by the teacher during the classroom interaction, as following:

**Table 1.1 Teacher language style**

Sentences	Language Style
.after reading this dialogue you are going to create a dialogue something like this	Formal
Ya, e..in the last meeting ya, we have discussed about expression ya	Formal
what kind of expressions that we have discussed in last meeting?	Consultative
<i>No, pertanyaan saya, sudahkah kamu memberikan masalah kepadanya?</i>	Consultative
<i>Aduhh,,kacau kali kelen...itu kan kata kerjanya</i>	Casual

Based on table 1.1 the teachers used three types of language style, they are Formal Language Style, Consultative Language Style, and Casual Language Style.

Based on the explanatios above, the researcher is interested in analysing the topic of language style in classroom interaction because there will be some

changes of language styles uttered by the teacher to students in the classroom interaction.

### **1.2 The Problems of the Study**

In relation to the background of the study, the problems are formulated as follow;

- 1) What types of language styles are used by teachers to students in classroom interaction?
- 2) How are the language styles realized by the teacher to students in classroom interaction?
- 3) Why do the teachers use such a language style in classroom interaction as the way they are?

### **1.3 The Objectives of the Study**

The objectives of this study are to find out the answer to the research problems, in line with the problems, the objectives are:

- 1) To describe types of language styles used by the teacher to students in classroom interaction,
- 2) To realized the language styles used by the teachers to students in classroom interaction,
- 3) To reason for the use such a language style in classroom interaction as the way they are.

#### **1.4 The Scope of the Study**

This study was focused on finding out the types of language styles used by teacher to students, namely frozen style, formal style, consultative style, casual style, and intimate style in classroom interaction. Further, this study investigated the realization of language styles used by teacher to students in the classroom interaction, and why such a language style are used by teacher and students in classroom interaction.

#### **1.5 The Significance of the Study**

Research findings were expected to have both theoretical and practical significances for the readers:

- 1) Theoretically, findings of the study are expected to enrich the knowledge about the theory of sociolinguistics, especially the realization of language styles in classroom interaction. In addition, the findings can be used by other researcher to get information of language styles are used in classroom interaction, so it can be a reference of relevant studies.
- 2) Practically, findings of this study are expected to be useful for teacher and students to know how to apply appropriate language styles in classroom interaction, in order that they can practice it in their classroom.