CHAPTER I

INTRODUCTION

A. Background of Study

Language is a basic aspect of human life where people use language as tool of communication to share their idea, thought and feeling with others. People's activities and interactions would be stagnant without the language. Wardaugh (1986) states that language is what the members of a particular society speak. Therefore, the relationship between language and human/society is dependent because they connect each other.

There are two kinds of language, they are written and spoken language. Written language is utterance which is formed in the written form, such as novels, comics, newspapers, magazine, letter, journals, articles, and etc. Meanwhile, spoken language is an utterance which is formed from sound, such as conversation, speech, storytelling, discussion, radio, television broadcast, and also teacher's feedback.

Language in classroom determines the success of teaching and learning activities and as well as the medium to enhance students' knowledge acquisition in the classroom (Nunan, 1991). In classroom, students are encouraged to think and do creatively in any activities. The role of teacher is to facilitating, controlling, and director managing, and resourcing the students to participate in all the activities. It is

inevitable that every action and expression produced by teachers inside the classroom involves linguistic substance as politeness. In learning improvement, feedback given by the teacher has a great importance. Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. Feedback is considered as a vital approach to facilitate students' development as learners in order to monitor evaluate, and regulate their own language.

Feedback can be powerful if done well by the teacher; it gives information to students about how are they doing relative to the classroom learning goals, what to do next, and how to control their own learning. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. As Hattie and Timperley cited in Brookhart (2008) says propose a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback about the student as a person (such as pronouncements that a student is "good" or "smart"), the also states that to be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.

KulHavy and Wager as cited in Vollmeyer (2005) say that feedback was viewed in three ways: (1) As a motivator; (2) As information source; and (3) As a

satisfying state of affair. The effectiveness of the feedback given to the student depends on the way the teacher delivered it. While you are deciding on a feedback strategy, you are also, of course, deciding *what* it is that you want to say to the student.

In education especially in Senior High School, feedback is necessarily given by the teacher towards the student in learning process. Feedback is like a double-edged knife in education. It can be used to motivate or discourage student. Many students lost their interest in study because of feedback given by the teachers, while on the other side there are also some student who gain their interest in study because of the feedback. Most of feedback given by teacher could discourage students because of the way teacher deliver their feedback.

It can be concluded that feedback have very important role in education. The language used in feedback also need to be concerned. So the researcher decides to do a research that aims to analyze what language style used by the teacher when they give feedback to student's assignment or performance. Further, the researcher wants to analyze the reason why the teacher uses such language style when giving a feedback.

Here are the example of feedback that were uttered by English teacher in SMA Methodist 7 in Medan. The preliminary data were recorded during the teaching-learning process after the students were asked to do a presentation about some topic. The teaching-learning process was done via zoom since the pandemic attack whole wide world, so the government make a prohibition to hold a teaching learning process in class.

Student   : *jadi menurut saya mam, conditional sentence type 3 adalah bentuk pengandaian yang digunakan untuk penyesalan.*

(So in my opinion, the type 3 of conditional sentence is a contional that used to express a regret.)

Teacher   : *Jadi gimana menurut kalian tentang penjelasan dari teman kalian ini nakku? Coba kalian kasi dulu pendapat kalian, jangan diam aja kalian. Mam kasih waktu sepuluh menit ya dear…*

(so what is your opinion about your friend's explanation, dear? try to give your opinion, don't just keep silent at back. I give you time for about ten minutes okey dear….)

In addition, the utterances of teacher's feedback below also recorded in the same day by the same teacher but in different class that was happened at 26th November 2020 in SMA Methodist 7 in Medan.

Students   : *jadi intinya mam, conditional sentence type 0 itu yang paling mudah mam, karena menjelaskan fakta, dan yang paling susah itu yang type 3 karena rumusnya ribet mam.*

(so the conclusiom is that the type 0 of conditional sentence is the easiest one mam, because it describes about fact and the most difficult one is the type 3 because of the complicated formula mam)

Teacher   : *okee bagus penjelasannya, gapapa walaupun singkat… sekarang mam minta kalian untuk memberikan contoh masing2 5 dibuku kalian, gak ada cerita ngopek ya kalian dari google.*

(okee good explanation, it's okay even it is a short expalantion. I want you to give me 5 examples of each types in your book, no way to cheat from google okey..)

The preliminary data above showed that English teacher in SMA Methodist 7 Medan use certain style in her/his language while giving feedback to the students. The utterances of first example "***Jadi gimana menurut kalian tentang penjelasan dari teman kalian ini nakku?***" and "***Ibu kasi waktu sepuluh menit ya dear***" are examples of intimate language style. The intimate label such as ***"nakku"*** and ***"dear"*** uttered by teacher in her/his feedback are the characteristic of the intimate language style.

Moreover, teacher's utterances in the second example "***gapapa walaupun singkat***" and "***gak ada cerita ngopek ya kalian dari google.***" are the example of casual language style that ellipsis and slang words are the characteristic of this language style. The utterance "***gapapa***" is example of ellipsis, where the utterance ***"gapapa"*** above is supposed to be ***"tidak apa-apa",*** and "***ngopek***" is example of slang word from ***"mencontek".***

The phenomenon mentioned above occur in feedback of SMA Methodist 7 Medan's teacher. Preliminary data above show a phenomenon that teachers as a respected role for the students not always used formal or frozen language style in their feedback. Meanwhile, mostly language style used by the higher and more respected roles such as teacher to the students, boss to the employee are formal and frozen language style, but the phenomenon found differently in feedback of SMA Methodist 7 Medan where they used casual and intimate language style. This situation makes the researcher triggered to conduct a research about type, and factors of language style used by SMA Methodist 7 Medan's teacher in giving feedback.

B. Problem of Study

Based on background explained above, the problems of this study are formulated as the following:

1. What types of Language style used in teachers' feedback at SMA Methodist 7 in Medan?

2. Why do the Language style used in teachers' feedback at SMA Methodist 7 Medan the way it is?

C. Objective of Study

Concerning with the problems, this analysis is intended to achieve some objective:

1. To identify types of Language style used in teachers' feedback at SMA Methodist 7 Medan

2. To analyze the factors of Language style used in teachers' feedback at SMA Methodist 7 Medan the way it is.

D. Scope of Study

The scope of this study is Sociolinguistic is a study about language in society, about the differences and similarity of various language, and also the phenomenon of language in every different society.

. This research is concern to analyze the use of language style in an activity of learning process at classroom called teachers' feedback at SMA Methodist 7 Medan.

This research is limited on analyzing and describing the types and the factors of language style use by teachers while giving feedback. The theory proposed by Joos (2007) will be used to identify the types of language style meanwhile the theory by Holmes (2008) will be used to analyze the factors of languages style used.

E. Significance of Study

The findings of this study are expected to be relevant theoretically and practically.

Theoretically, the study was considered to enrich the understanding of language style, especially about types and factors of teachers in Methodist 7 Medan use certain language style in giving their feedback.

Practically, the results of study are considered to be used as a reference to enlarge the collegian or linguist and especially for English teacher about language

style. The last, hopefully the result of study contributes in a new research to discover more invention about types and factors of people use language style.