

Teachers' Language Style in Teaching and Learning English at Secondary School

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ABSTRACT: Successful of learning depends on the student as well as the teacher, including the language used by the teacher. The teachers' language influences students in understanding the teachers' explanations in teaching and learning activities. When teachers use the appropriate language, it is very helpful in teaching and learning activities to runs well. The language used in that language is different in certain ways. The worship depends on the topic, the interlocutors, the place and also the function of the language. The language differences used are called language styles. When teachers use the right language style when teaching, it helps students to be able to easily understand the teachers' explanations in the process of teaching and learning activities. Therefore, the purpose of this research is to find out the language style used by English teachers. The method used in this study is a qualitative method and the subjects examined are two English teachers in the seventh grade of SMPN 20 Kota Bengkulu. The results of this study showed that both English teachers have used variations in language styles that are formal, consultative and casual. Hence, in terms of implementing language styles, the teachers have not adapted to the student level. Thus, it can be concluded that the teacher's understanding of language style is still low.

Keywords: English Teacher, Language Style, Teaching and Learning Process

I. INTRODUCTION

Successful learning depends on the student and teacher, including the teachers' language style. Teachers' language style influences the students' understanding. When the teachers use language appropriately, it helps the teaching and learning process runs well. The teachers will not repeat the explanation many times, because the students will understand the explanation from the teacher. According to Holmes, Language style is a kind of language variety in which the speaker chooses certain semantic structures as opposed to others that contain similar information. The language style is language variety which reflects a change in situational factors, for example, recipient, setting, task, or topic. The teachers will utilize the distinctive language style when they converse with another teacher or to their students.

Based on the degree of formality, Joos divided it into five. They are intimate style, casual style, consultative style, formal style, and frozen style. For example, the language style that is used in the ceremony will be more formal than the language style that is used in the daily conversation. On the other hand, Richard explained language style usually varies from informal to formal depending on the type of situation, interlocutors, places and topics. This means that certain language styles used by teachers must be applied in learning activities in the classroom because students have different background information so the researcher assumes that the English teachers should use an appropriate language style, so teaching and learning process become more effective it means when class becomes effective will make an interaction between teacher and student. In order to identifies some problems faced by students are difficult to understand the material, therefore the article reports a research entitled: "Teachers' Language Style in Teaching and Learning English at Seventh Grade Students of SMPN 20 Kota Bengkulu in Academic Year 2020/2021"

Teachers' Roles in the Teaching and Learning of English

Some roles of the teacher have been added by Richards and Rodgers: the teacher as a source of knowledge and direction, catalyst, consultant, guide, and a model of learning. The roles of the teacher will ultimately reflect both the objectives of the method and the learning theory in which the method is predicted, since the success of the method may depend on the degree to which the teacher can provide the content or create

conditions for successful language learning. According to Schickedaz a teacher is a key to the educational program. Furthermore, he adds that a teacher has a role as: (1) a knowledge importer that is as planner, organizer, and evaluator; (2) a disciplinarian; (3) a decision-maker. An ideal teacher must have the roles. However, the important thing is that all the roles have their own place. Everything depends upon the need of the students.

Students' Roles in the Teaching and Learning English

Johnson and Paul in Richards and Rogers propose the students' roles in the teaching-learning process as follows: Students plan their own learning and thus ultimately assume responsibility for what they do in the classroom, Students monitor and evaluate their own progress, Students are members of a group and learn by interacting with others, Students tutor other students, and Students learn from the teacher, from other students, and from other teaching resources.

Students as the subjects of teaching and learning play many roles in the English learning process. Richards and Rogers state that the students' contribution to the learning process is considerably influenced by how they are regarded. This is seen in the type of: The activities they carry out, The degree of control they have over the content of learning, The patterns of learning groupings adopted, The degree to which they influence the learning of others, and The view of the student as a processor, performer, initiator, and problem solver.

Teachers' Language Style

Wong, L. State that the word " language style from the word " language and style". The explanation about language has explained above. While the word "styles" means an individual's natural, habit, and preferred way of absorbing, processing, and retaining new information. Every single person has her/his style during communication. For instance, the language that the teacher and students used in the school will be different from the language that the students and their friends used in the mall or during they joke out of class. It may be influenced by the place or where they talk. Besides that, according to Ducrot and Todorov in Alwasilah, Language style is the choice among the other alternatives in using language. It means that the speaker can use another language in the same meaning during communication.

Then, the language style means the different ways of communicating with others by the same meaning. According to Richards, J., and Schmidt, R. said that style usually varies from informal to formal according to the type of situation, the person or addressee, the setting, and also the topic. The conclusion, language style is an individual's habit of using certain language to communicate with the addressee even though has the same meaning as others. The teachers can use a kind of language style during teaching and learning English in the class for making the students understand the material has been explained because the students came from many background information.

Types of Teachers' Language Style

According to Joos, M. Language style is classified into five types based on the degree of formality. They are frozen style, a formal style, a consultative style, a casual style, and intimate style the explanations of those styles as follows:

Frozen Style

The structure of the frozen language cannot be changed. This style involves very large people who know each other. Nevertheless, the reader or the hearers are not allowed to give some questions to the speaker. This type of language style usually uses long sentences and a good grammatical structure. Another example is " I should be glad to be informed of the correct time". The word " should" requires politeness than "will" or "shall". It can be concluded that frozen style is more formal and the highest style.

Formal Style

According to Joos , Formal style or deliberative style is generally used in a formal situation, in which there is the least amount of shared background and the communication of this style is least or no feedback from the audience. This language style is often used in ceremonies, such as graduation ceremony which is typically in speaking in the large group or medium. Furthermore, this kind of language style also used in communication with strangers or addressee that among them do not know about his/her background before.

Consultative Style

Consultative style or known as business style is a kind of language style that often use in the semi-formal situation. It is used in the transaction, information exchange, and operational processes. Consultative style is used in such conversation as seller and buyer conversation, doctor, and patient also in small group discussion

Casual Style

It is used among friends and co-workers when in an informal situation. It is appropriated and desired such as outside the classroom where students have a chat. Casual style is also called a relaxed language. There are two devices of casual style

Intimate Style

According to Joos intimate style is an intimate utterance that avoids giving the addressee information outside of the speaker's skin. Intimate style also means that the language style is used in family members, a couple or lovers, or during getting a conversation with close friends. The characteristics of the intimate style are using private code, using words that signaling intimate relations and the use of rapid and slurred pronunciation, the use of non-verbal communication, and the use of non-standard forms.

Factors Influencing Language Styles

Some factors influenced in choosing the language style of the speaker used. According to Holmes (2008), four factors influencing language styles. They are setting, participant, topic and the function of the language used. It can be summed up that in every situation of communication people have to involve those components of speech. Hymes in Sumarsono, states that there are sixteen components of speech: message form; message content; setting; scene; speaker/sender; addressor; hearer/receiver/audience; addressee; purposes (outcomes); purposes (goals); key; channels; forms of language style; norms of interaction; norms of interpretation; and genres.

The Measurement of Good Language Used by The Teacher in Classroom Activity

Language is very important for teachers in terms of educating students. Especially children who are growing up. For teachers, they must always maintain their utilities in saying all kinds of languages. It means that teachers must pay attention to the situations and conditions in which they speak. The grammar used by the teachers greatly influences students' enthusiasm and interest in learning. If the language used is monotonous and difficult to digest and boring, the student's interest will decrease in the material given and that will ultimately affect the student's grades. Therefore, for the establishment of a good teaching and learning process reciprocity is needed between the teacher and students so that between teacher and student get the same benefits. Schrifin in McKay & Hornberger states that there is one perspective in language learning that uses a sociolinguistic approach, namely Interactional Sociolinguistics. This approach explains that in learning language student needs a good interaction with language that can be understood so that the learning process can run well. Relation to the variety of language to provide a good understanding so the teachers should use casual language (Casual Style) to make the student understand. Casual in this case is more focused on utterances and simple grammatical that used by the teacher or students.

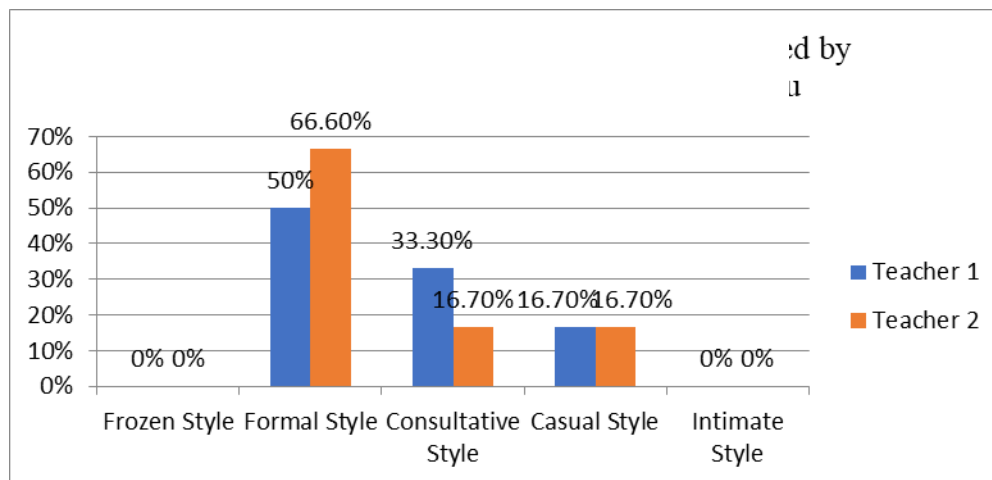
II. METHOD

Qualitative research through a descriptive method was applied to answer the research questions. As Bogdan, and Taylor (1975) said that Qualitative descriptive method is a procedure that produces descriptive data in the form of words written or spoken of persons or behavior that can be observed not as numbers. The data were collected by the researcher herself. The researcher is the key instrument or the main research tool. In qualitative research, beside the researcher is the main instrument while the others can be obtained from note, tape recorder (video/ audio), and camera. For qualitative data that is described by words or sentences separated according to categories to obtain conclusions. Furthermore, quantitative data in the form of numbers are presented and interpreted. In making the analysis of data, the researcher uses the Attractive Analysis by Miles and Huberman with three phases of data analysis, namely data reduction, data display and drawing conclusion. Reduction refers to resume the data, choosing the main things, focusing on the important things and look for the theme of the research. Next steps of this activity would be selecting, focusing, and making simpler the resource data that has been collected. Data display means the process to simply the data in the form of sentence, narrative, diagram, chart, matrix or table. Data display refers to show data that have been reduced in the form of patterns. Verification means the processes which are able to answer the research question and research objectives and also the goals and significances of the research. In qualitative research, the characteristic of conclusion is temporary. On this research, with drawing the conclusion would do by comparing between observation data and interview data. the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. Observation data will be forceful by interview data as to validating all the data that have been collected. In this research, the researcher makes conclusion from the data display.

III. RESULTS AND DISCUSSION

Based on observation checklist data, the researcher concluded that English teachers (1&2) used 3 types of language style based on Joss theory namely formal style, consultative style, and casual style. The dominant language style used by English teachers is formal style during the teaching and learning process. To sum up, each of the teachers has their styles that are different from one to another, even though the styles belong to the same criteria. Furthermore, age, teaching experience, and communication purposes play a significant role in determining the use of speech styles in the classroom setting.

The researcher also presented the percentage results of the use of the teachers' language style used during the teaching and learning activities in the classroom. Based on the observations that have been made by researcher, the percentage of the use of the teachers' language style in the learning activities made into a graph that will be shown below:



Graph 1. The percentage of Language Style Used by the Teachers

Based on graph 4.1 above, formal style is dominantly used by both English teachers which (50%) and (66,6%) in teaching and learning process and followed by Consultative style (33,3%) and (16,7%) Casual Style (16,7%) and (16,7%). This means Formal style was dominantly used by the teacher in the teaching and learning process in the class and the lowest score that are Frozen style and Intimate style by percentage (0%).

The researcher found the data by referring to several indicators that have been divided into sections, including Frozen style, Formal style, Consultative style, Casual style, and Intimate style. After that, the researcher shown the next data collected from those indicators in this interview. In this indicator divided into 11 questions for the teachers, the researcher found 3 types that used by the English teacher 1 and English teacher 2 such as Formal style, Consultative style, and Casual style.

From the results of interview that conducted by the researcher with some students the researcher found the difficulties faced by the students in learning English is low vocabulary, low motivation and sometimes just explain the material in the textbook that makes students feel bored.

The English teacher (T1) spoke formally while providing some information about the material. The formal speech style was used when she described the formal instruction. In this instruction, the teacher informed her students about the material that they will learn about introducing self. This type was included as formal language style as it used grammatical which consisted of full structure, a subject, a predicate, and an object. The English teacher (T1) also used consultative style while giving instruction to the students. Based on observation data, the teacher used this style when she asked the student to mention the example expression to introduce self, the purpose of the teacher is to get a response from the students. The last type of language style used is casual style, the English teacher (T1) used this style to get closer to the students. While the English teacher (T2) spoke formally to one of the students. The formality can be seen from the sentence structure when the teacher greeting and checked the attendance of students which is the teacher avoid the local language and also used good sentence structure. The English teacher (T2) used consultative style as the second language style that she used in the teaching and learning process. In the observation, the teacher used this style to ask the students to do the task of the lesson that they learn about introducing self. The English teacher (T2) also used casual style. Based on observation data, the teacher used this style when she asked her students to submit their tasks, the teacher used short vocabulary when giving instruction.

Both English teachers used Formal style, consultative style, and casual style while the researcher did observation, the researcher did not find the frozen style and Intimate style from the teachers' sentences during the teaching and learning process. According to the research finding above, mostly both teachers used formal language style in the teaching and learning process. It means the teachers' understanding of the use of language style in the difficulty the learning process is still lacking, so it still causes students difficulty in understanding the material of teachers' explanations. Therefore, it is recommended that teachers use a casual language style that focuses on simple grammatical that will be easier for transitioning students from elementary school to junior high school to understand.

IV. CONCLUSION

The types of language style used by the English teachers in teaching and learning English at seventh grade students of SMPN 20 Kota Bengkulu. The researcher found some types of language style used by the teachers, to answer this research question the researcher used observation and interview as the technique of collecting data. The researcher found 3 types of language style used by the teacher in teaching and learning English. They are formal style, consultative style, and casual style also the dominant language style used by the English teachers in teaching and learning at seventh grade students of SMPN 20 Kota Bengkulu. The researcher found mostly and dominantly both teachers used formal style. The researcher did not find the Frozen style and Intimate in the process of teaching and learning English in the class.

As a teacher it is very important to master the language and use language appropriately. By knowing the language style it helps the teacher to choose which language style is appropriate used in each grade or level, certain topic. So, the teaching and learning process will run well.

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