

# CHAPTER I

## INTRODUCTION

This chapter gives a brief description of the whole contents of the study. This chapter consists of background of the study, formulation of the research question, formulation of the research objective, significant of the study, and the key terms of the study.

### A. Background of The Study

In human life people need to communicate each other. They used language as a tool of communication. By receiving and sending language, people can fulfill their necessities to survive. Different people will use different language when they communicate each other, it is not an exception between students and teachers in teaching and learning process. When the teachers talk to the other teachers they will use certain language. It will be different with teachers talk to their students. Teachers' language which is used in the class will be also different with they used out of the class. It means that the language used by someone is influenced by setting or the conversation takes place.

Based on the researcher's preliminary study, the successful learning depends on the student and teacher, include the teacher's language. Teacher's language influences the students' understanding. When the teachers use language appropriately, it helps the teaching and learning process runs well. The teacher will not repeat the explanation many times, because the students have already understood the teacher's explanation.

The different language that teachers said to the other teachers or the teachers to their students it is called language style. According to (Holmes, 1992 : 223) language style is kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information. Language style is language variation which reflects change in situational factors, such as addressee, setting, task or topic. The teachers will use the different language style when they talk to the another teacher or to their students.

Style is often analyzed along scale of formality. According to Martiin Joos (1976 : 153-155 ) based on the degree of formality, he devided it into five. They are intimate style, casual style, consullative style, formal style and frozen style. For example the language style that is used in the ceremony will be more formal than language style that is used in the daily conversation. People will use these kind of language style in their own condition and to whom they speak. People generally talk to the different age. It can be very young and the very old. When people speak to the young it will be different with they speak to the old. Teacher language style also different in each graders of education. For example teachers' language style in kinder garden is different with teachers' language style in junior high school grade, because age of addresse also influence on language style. In teaching and learning in the classroom, students as the addressee of the teacher in formal condition. It is possible for the teachers to use many kind of language style during teaching and learning English in the class..

Teacher as the component of education gives an important role in teaching and learning being success or not. Teachers will explain the materials to their students using their own language. For example when the teachers give the

material to their students, they effort to make their students understand about the explanation. Sometimes the teachers need to have some repetition in explaining the material, because the students do not understand. One of causes that make the students do not understand the material is unappropriate language style that teachers used. As being teachers, they have to choose appropriate language for avoiding any misunderstandings in teaching and learning process.

This research is not the first research. The study about language style has been created by Rahardian Rasyidin (2016) the tittle is “*An Analysis of Language Style in Fury Movie*”. The researcher analyzed kind of language style that the actors used in the *Fury* movie by David Ayer. The researcher used qualitative descriptive and took some conversations from the movie to be the data and then analyzed it. The researcher categorized the data according on five of language style. The result of his study is the actors in the *Fury* movie used four from five kind of languages style. The researcher found casual style, formal style, intimate style and consultative style. the researcher found that casual style is dominant type, while frozen style is not found in that movie.

Another previous study was also created by Nurul Adhalina (2011) the tittle is “*The Different Language Style and Language Function Between Students and Teachers in Updating Their Status in Facebook Webpage under the topic of National Examination*”. In this research, the researcher identified the language style and language function of students and teachers in updating status on the facebook under the topic of National Examination. The researcher took two english teachers and two students of junior high school as the sample. The researcher used qualitative descriptive and the data was observation. The result of

this research showed that there was different language style between teachers and students in updating status in facebook which the topic is National Examination.

The students used casual style wether the teachers used formal style. The language style that the students used is influenced by some factors such as non-linguistics form an ; the participant and the function it self. While the language style that the teachers used is influenced by factors such as participant, topic and the function of the language it self. The researcher did not find any differencess in the function of the language because the function of the language here is expressive.

Based on the explanation and the previous study above it can be conclude that language style is different each other. It is influenced by some factors such as setting, topic, participant and also the function of the language it is self. According that, the researcher want to analyze about Language Styles used by The English Teacher in Teaching and Learning English in the Eighth Grade at MTsN Tuluangagung.

## **B. The Formulation of The Research Question**

1. What is the type of language style that teacher used in teaching and learning English in the eighth grade at MTsN Tulungagung?
2. What is the reason of the teacher using these language styles in teaching and learning English in the eighth grade at MTsN Tulungagung?

### **C. The Formulation of The Research Objective**

1. To know what is the type of English teacher's language style used in teaching and learning English in the eighth grade at MTsN Tulungagung
2. To know the reason of the English teacher used these languages style in teaching and learning English in the eighth grade of MTsN Tulungagung

### **D. Significance of The Study**

The researcher hopes that result of the study will give contributions to:

#### 1. Teacher

The teacher will choose appropriate language style to the students in every grade. By seeing the students' age, the setting of teaching and learning process, students' condition also the topic of the material. So the students can understand with the teacher explanation.

#### 2. Students

By knowing the teacher' language style, it helps students to understand the teacher explanation

#### 3. Future Researcher

It is useful for the future researchers as the referensi or previous study in their thesis.

### **E. Scope and Limitation**

Scope and the limiattion of this research is only discuss about the language style used by the English teacher and his reason using these language style in teaching and learning English. The subject is only English teacher in Eighth

grade at MTsN Tulungagung. The researcher did not explain or discuss about outside that all.

#### **F. The Key Terms of The Study**

The researcher provides the definition of the key terms as follows:

- Language style is language variation which reflects changes in situational factors, such as addressee, setting, task or topic.
- Teaching and learning is an activity of transferring the knowledge which is done by the teacher and the students whether formal or informal condition.