

CHAPTER IV

RESEARCH FINDINGS

This chapter mainly includes data presentation and the findings of the research, which are derived from the method and procedure describe that has been explained in the third chapter. The data presentation and the data finding are in the form of narrations describing the result of observation and interview.

A. Data Presentation

Here are the presentations of having observations and interview which has done by the researcher. The observation has conducted twice while the interview has conducted once.

1. Fisrt Observation

The researcher has conducted first observation on 4th of february 2017 in D class of regular class. The researcher came to the class together with the English teacher, Mr. Ivan at 7.30 a.m. Teaching and learning process begun at 7.45 after reading a holy Qur'an. The teacher started teaching and the researcher started to observe and record the process of teaching and learning process.

First the teacher addressed the students and directly informed the students about their last examination. Then the teacher asked directly to the students to open their book page 65 and informed them that they will learn new materials. They are announcement, short message and notice.

In this first observation, during teaching and learning process the teacher used mixing language, but most of the teacher used Indonesian language. sometimes the teacher also used Javaness language. the teacher also often used slang language that mostly used by some teenagers. According the researcher's in her first observation, students enjoyed their study and understood towards teacher explanation.

2. Second Observation

Second observation has conducted on 8th of february 2017. The observation has conducted in C class. The researcher came with Mr. Ivan as the English teacher. Teaching and learning process had begun in 13.00 p.m after praying Dzuhur. The researcher started to observe and record, before starting the lesson the teacher addressed students by saying "good morning" eventhough it was afternoon.

In this class (C) the teacher discussed about narrative text and asked the students to open their book page 66. This class was very crowded, it was why the teacher ofcourse speak loudly. In this second observation the teacher stayed to use mixing language. Sometimes the teacher used English, Indonesian eventhough Javanese. The teacher mostly said informality. He often used slang language and non standart language.

The teacher often used non standart language to get the students' attention. It is rarely for the teacher to used formal language wether in English or Indonesian. Some students payed attention to the teacher but there were few students played with their friends eventhough there was a student slept during teaching and

learning process. After finishing the explanation, so the teacher asked the students to do the task 1, 2,3 and 4. While the bell was ringing and the teacher ended the class.

3. Interview of the English Teacher

The interview has conducted on 8th of february 2017 in front of office because there were some teachers in office. The researcher gave spesific questions to Mr. Ivan about what language style that he used in teaching and learning English in the class , why he used that language style. In other that the researcher also asked to the students how were the students response when the teacher used that language.

In this interview the teacher said that in teaching and learning process he mostly used Inonesian than English. sometimes the teacher used daily language in English such as in greeting students, asked the students about their homework. When the researcher asked the teacher, what kind of language tyle that he used during teaching and learning process, he said that he often used casual language or Indonesian it is called as “bahasa santai”.

He also informed to the researcher about the reason of using casual style. the reason is to get closer with the students and also to get the students’ attention. The teacher also informed that when he used formal language some students did not understand and felt borred.

The researcher also asked the teacher about students response towards language style that he used. He asnwered that students payed attention and understand about teacher’s explanation. The students will not be borred during

teaching and learning process. Casual style like using non standart word or slang language has used by the teacher in order to get students good response such as understanding teacher's explanation.

B. Data Finding

1. Finding on Types of Language Style used by the English Teacher

a. Finding on Formal Style

Table 4.1.1

Data	Teacher utterance
1	<i>Kemarin hasil ulangannya masih menunggu, kira-kira satu minggu lagi.</i> Saya belum koreksi. Nanti kalau sudah saya koreksi saya kasih tau.
2	<i>Saya kira untuk pembahasan bab 7 hari ini cukup singkat.</i> Jadi kalau kita lihat di semester 2 ini setiap bab itu tidak banyak.
3	Untuk short message contohnya sudah ada. Sekarang coba dilihat disitu contohnya apa? <i>Untuk melakukan sesuatu dan untuk tidak melakukan sesuatu.</i>
4	Umpama lo ya umpama, kirim sms gini “nduk aku ape mah’e mbah mu seminggu . awakmu tak sangoni 10 ewu yo”. Jadi itu namanya short message. <i>Short message itu lebih formal.</i>
5	<i>Nanti kamu bisa membedakan antara short message dengan announcement. Jadi kalau short message itu lebih pribadi.</i> Misalnya antara temen dengan temen, antara ibu dengan anak.

Description

(Datum 1).

The teacher used complete language and original language in order to inform the students clearly. The teacher used this language in order to inform the students rather than having communication. It is supported by teacher's utterance “ satu minggu “ or in english “a week”. The teacher used formal language “ satu minggu” rather than “seminggu”. According to Connie Eble (1996 : 47) The more formal constructed by compounding and affixation from the origin word. The word “ menunggu” is affixed by affixes “*me*” from the origin word “tunggu.

(Datum 2).

In datum two the teacher used formal language. Related to the theory of formal language in chapter two, the function of formal language is to give the information to the addressee rather than having communication.

According to teacher's utterance above, he only informed the students that in the seventh chapter they will get short explanation for the material because the material is easy and contains many sub chapters. So there is no interruption from the students because the teacher just informs the students.

Datum (3).

The teacher's utterance in datum three is called as formal language style because the teacher informed the students that the function of announcement is to do something or leave something to do. On the other hand the teacher also used the complete sentence, it is shown by affixing the word "me and kan" from the origin verb "laku" to be "melakukan". It is the characteristic of formal language.

Datum (4)

Teacher's utterance in datum (4) is included into formal language style. The bold sentence of "***Short message itu lebih formal.***" is included into formal style because this sentence is in standard words. Good arrangement. This teacher's utterance means that he informed the students that short message is more formal than announcement.

Datum (5)

Teacher's utterance in datum (5) is included into formal language style. The bold sentence "*Nanti kamu bisa membedakan antara short message dengan announcement. Jadi kalau short message itu lebih pribadi.*" Misalnya antara temen dengan temen, antara ibu dengan anak." Is classified into formal style. Teacher's utterance above used standart word and good arrangement of the word. It can be seen from the each word such as the word "*membedakan*", it came from origin word "beda". So it got afixess "'mem' and 'an'". These words above also no slang language.

Table 4.1.2

Data	Teacher's Utterance
6	<i>Kira – kira ada yang ditanyakan?</i> Wes gini ae tadi saya sudah tanyakan yang notice sama caution. Sekarang yang short message sama announcement ada yang bisa?
7	<i>Sebelum kita memulai pelajaran. Good morning students.</i> Tolong dibuka bukunya, please open your book page 65. Halaman 65. Dah dibuka dulu!
8	Ayo silahkan dibuka bukunya sek. Oke ya sudah? <i>Untuk hari ini kita akan mempelajari bab selanjutnya, yaitu apa? Tentang narrative text.</i>
9	Heh wes wes. Udah. Saya lanjutkan . <i>Yang kedua menggunakan noun tertentu, kata ganti orang. Yang ketiga membentuk adjective.</i>

Descriptions

Datum (6)

Teacher's sentence in datum (6) is also included into formal language style. The bold sentence in "*Kira – kira ada yang ditanyakan?* Wes gini ae tadi saya sudah tanyakan yang notice sama caution. " is called as formal language style. Teacher's utterance above used standart language. The standart word can be known from the word "ditanyakan". This word got affixation "'di' and 'an' " while the origin

word is “tanya”. Teacher’s utterance above means that he asked the students about whether they want to ask about the more explanation of the material or no”.

Datum (7)

Teacher’s utterance in datum (7) is also included into formal style. The bold sentence in “***Sebelum kita memulai pelajaran. Good morning students.***” Is included into formal style. The teacher used standart word. He did not use any slang language. Teacher’s utterance above means he addressed the students before teaching and learning process will begun.

Datum (8)

Teacher’s utterance in datum (8) also included into formal language style. the bold sentence in “***Untuk hari ini kita akan mempelajari bab selanjutnya, yaitu apa? Tentang narrative text***” is included into formal language style. These bold sentence is standart form. There is no any slang language found in these sentence. Teacher’s utterance above means that he informed the students that they will learn next chapter.

Datum (9)

Teacher’s utterance in datum (9) is included into formal language style. The sentence “. ***Yang kedua menggunakan noun tertentu, kata ganti orang. Yang ketiga membentuk adjective.***” Is formal language style. It can be analyzed from each word which used standart word. There is no slang language in teacher’s utterance above. The teacher’s utterance above means that he informed the

students about the characteristics of announcement. Second is using certain noun, third using pronoun.

b. Finding on Consultative Language Style

Table 4.1.3

Data	Teacher's utterances
10	Untuk bab selanjutnya kita buka bab baru ya. <i>Oke untuk hari ini kita akan memepelajarai announcement, short message dan notice. Coba diliat bab 7 oke.</i>
11	<i>Tolong dibuka bukunya, please open your book pake 65.</i> Halaman 65. Dah dibuka dulu.

Descriptions

Datum (10)

Teacher's utterance in datum (1) is included into intimate language style. The bold words in sentence "***Oke untuk hari ini kita kan memepelajari announcement, short message dan notice. Coba diliat bab 7 oke.***" Is consultative style. It is called as intimate style because the teacher informed to the students about the certain topic that will be discussed. The teacher said to his students that they will learn topic about announcement, short message and notice.

Datum (11)

Teacher's utterance in datum (11) is included into intimate language style. The bold word in sentence "***Tolong dibuka bukunya, please open your book pake 65.***" Is consultative style because teacher's utterance above means that he informed the students to open the certain topic in page 65. The students gave the short interruption "yes sir".

c. Finding on Casual Language Style

Table 4.1.4

Data	Teacher's utterances
12	Taru aja bab 5 itu terdiri dari sub bab- sub bab. Kalau semester 2 ini kebanyakan satu bab-satu bab. <i>Insyaalloh untuk semster 2 ini mempelajarinya lebih mudah.</i>
13	Biasanya short message itu kalau jaman dahulu ditulis dimana? Dikertas. Kalau sekarang lebih <i>pakek</i> sms.
14	Untuk short message contohnya sudah ada. Sekarang coba dilihat <i>disitu</i> contohnya apa? Untuk melakukan sesuatu atau tidak melakukan sesuatu.
15	Nah contoh sekarang yang <i>makai</i> short message, sman dengan ibukke saman. Sman dengan bapakke saman. Ketika saman ditinggal di rumah mbah.
16	<i>Umpama lo ya umpama</i> kirim sms gni ”nduk aku ape mah’e mbahmu seminggu, awkmu tak sangoni 10 ewu yo”. Jadi itu namanya short message.

Description

Datum (12)

The sentence in datum (12) the bold sentence includes into casual style because the teacher used short grammar “***Insyaalloh untuk semster 2 ini mempelajarinya lebih mudah***”. The teacher omitted the verb “kita or (we)” before the word “*mempelajarinya*”. Suppose the sentence will be “*insyaalloh untuk semester 2 ini, kita mempelajarinya mudah*”. It has meaning in English “*Insyaalloh for this second semester, we will learn easily*”.

Datum (13)

The sentence in datum (13), the bold sentence includes into casual style because of the teacher used a non standart word. The word “***pakek***” in sentence “*Biasanya short message itu kalau jaman dahulu ditulis dimana? Dikertas. Kalau sekarang lebih pakek sms*” is the non standart word. While the standart word is “

memakai or pakai. (use)”. According KBBI (Kamus Besar Bahasa Indonesia) the word “*pakek*” from the original verb “*pakai*”. It has meaning in English “ where does usually short mesage written in long time ago?in the piece of paper. While now prefer use sms”.

Datum (14)

The sentence in datum (14) includes into casual style because the teacher used non standart word in sentence “*Sekarang coba dilihat **disitu** contohnya apa?*”. The word “disitu” is non standart verb it is also call as slang language while the origin word is “*disana*”. Depend on the researcher observation the word *disitu* refers to the guide book that the students use. So the teacher can use sentence “*Sekarang coba dilihat **dibuku** contohnya apa?*”. It has meaning in English “ Now , please try to see your guide book, what is the example?”.

Datum (15)

The teacher’s utterance in datum (15) includes into casual style, because the teacher use non standart word. The word “makai” in sentence “ *Nah contoh sekarang yang **makai** short message, sman dengan ibukke saman*” has standart verb “memakai” while from original verb “pakai” the meaning in English is “use”. The teacher also used javannese language to give example of short message to the students. The sentence above has same meaning in English “ Now the example of using short message is you and your mother”.

Datum (16)

The teacher’s utterance in datum (16) includes into casual style, because for the first reaseon is the teacher used the non standart word. It is also called as slang

language. The word “umpama” in sentence “*Umpama lo ya umpamakirim sms gini ’nduk aku ape mah’e mbahmu seminggu, awakmu tak sangoni 10 ewu yo*”, is from Javanness language “seumpama/seumpomo”. The word “umpama” has standart word”misalnya” while in English “example”.

The second reason is the teacher utterance is not complete. He used short grammar by ommtting the subject before the word “umpama lo ya umpama. The complete sentence” *Umpama lo ya umpamaorangtuamukirim sms gini ’nduk aku ape mah’e mbahmu seminggu, awakmu tak sangoni 10 ewu yo*”

The teacher here, gave the example to the students about using short message . The teacher’s utterance has same meaning in English” *for example your parents sent a message to you, baby I will go to your grand house, I give you 10 thousand*”.

Table 4.1.5

Data	Teacher's Utterance
17	Nanti kamu bisa membedakan antara short message dengan announcement. Jadi kalau short message itu lebih pribadi. Misalnya antara <i>temen</i> dengan <i>temen</i> , antara ibu dengan anak.
18	Untuk pengumuman setau saman yang kira-kira yang sering saman lihat apa? Biasanya di kantor ada white board, disana biasanya guru <i>dikasih</i> pengumuman semacam rapat atau semacam memakai baju apa besok.
19	Kalau pengumuman itu lebih apa? Lebih resmi. Ada beberapa struktur, tapi kalau short message <i>gak</i> perlu.
20	Coba diliat bukune saman. Disitu strukturnya ada apa? Biasanya <i>kalo</i> pengumuman ada tanggal dan waktunya, tempatnya atau kontak personnya.

Description

Datum (17)

Teacher's utterance in datum (17) is include int casual style because the teacher's used the non standart word. The word " temen" from the sentence "Misalnya antara *temen* dengan *temen*, antara ibu dengan anak" is non standart word while the standart one is teman. The teacher had changed "a" became "e". The origin word is "teman". It has meaning in English "For example is between friend or between parent and her child. The teacher here gave the example where does ususally short message used.

Datum (18)

The datum number (18) is officially includes into casual language style. In that sentence the teacher used non standart word "dikasih". The standart word is "diberikan or in English "had given" from the origin word " beri (give)". Teacher's utterance here is in order to give the students example of announcement The word "gak" in sentence "Kalau pengumuman itu lebih apa? Lebih resmi. Ada beberapa struktur juga, tapi kalau short message *gak* perlu" is includes into casual language style. Beecause the teacher used slang language or non standart

language. The word “gak” is from the standart word “tidak” . It has meaning is negativness or rejections.

Datum (19)

Teacher’s utterance in datum (19) is also included into casual style. The word “gak” in sentence “*Ada beberapa struktur, tapi kalau short message **gak** perlu*” refered into non standart word. The standart word of “gak” is “tidak”. Both “gak and tidak “ means “no” in English. the word “gak” is also called as slang language. teacher’s utterance above means he informed the students that short message does not have any structure than announcement.

Datum(20)

Teacher’s utterance in datum (19) is include into casual language style. It can be known from the word “*kalo*” in sentence “Biasanya *kalo* pengumuman ada tanggal dan waktunya, tempatnya atau kontak personnya”. The standart word”kalo” is “kalau” means “if” while the more formal language is “jika”.

Teacher’s utterance here in English has a meaning “usually if an announcement there are date and time, place or contact person”. The teacher’s utterance is in order to explain the student about the characteristic of annoucement.

Table 4.1.6

Data	Teacher’s Utterance
21	Ada yang ditanyakan kira-kira? <i>Any questions?</i> Kalau gak ada saya lanjutkan.
22	Oke yang ketiga yaitu notice sama caution sama-sama pemberitahuan. Sek sek tak tulise sek. <i>Cuman</i> perbedaannya.
23	Kira-kira ada yang ditanyakan? Wes gini ae tadi saya sudah <i>tanyakan</i> yang notice sama caution. Sekarang yang short message sama annoucement ada yang bisa?

Descriptions

Datum (21)

Teacher's utterance in datum (21) is include into casual language style. It can be known from the sentence "***Any questions?***". The teacher said incompletely, he used shorter grammar than the complete structural grammar. Actually the teacher can say "Is there any questions?". The words "Is and There" has omitted by the teacher became "any questions?". The teacher's utterance means asking the students about their understanding in his explanation.

Datum(22)

It is also include into casual language style because the teacher used non standart word. The non standart word in the sentence "***Cuman*** perbedaannya". The bold and italic word is the non standart. While the standart word is "hanya" in English is "only". The word *cuman* is also called as slang language that often used by teenagers in communication with their friends. The teacher's utterance here means that he asked his students to write about the differencess between announcement and short message.

Datum (23)

Teacher's utterance in datum (23) is included into casual language style. Teacher used non standart word. The word "tanyakan" is non standart word. According to KBBI tanyakan is from the origin word "tanya". The standart word is "menanyakan". Sentence "Wes gini ae tadi saya sudah ***tanyakan*** yang notice sama caution " can be changed " wes gini ae tadi saya sudah menanyakan yang

notice sama caution. These sentence has meaning in English” I have asked to you both caution and announcement”.

Table 4.1.7

Data	Teacher’s utterances
24	Sebelum saya lanjutkan pelajarannya tolong dibuka bukunya dulu. Oke ayo. Ayo silahkan dibuka bukunya sek.
25	Oke ya sudah? Untuk hari ini kita akan mempelajari bab selanjutnya. Yaitu apa? Tentang narrative text. Oke ya. Ada yang belum tahu tentang narrative text?
26	Oke ya. Ada yang belum tahu tentang narrative text? Saya kira selain disini kalian sudah baca atau pernah dengar di bahasa Inggris narrative text itu apa. Kira-kira sudah ada yang tahu?

Description

Datum(24)

Teacher’s utterance in datum(24) is included into casual language style. The bold word in sentence “Sebelum saya **lanjutkan** pelajarannya tolong dibuka bukunya dulu” is non – prefix word. The word “lanjutkan” will become “melanjutkan” if prefixed “me”. The teacher’s utterance means he will continue the lesson and the students to pen their book first.

Datum(25)

Teacher’s utterance in datum (25) is included into casual language style. Bold word in sentence “Ada yang belum **tahu** tentang narrative text? is included into casual style. The word “tahu” is a word without any affixes such as prefix “meng” and suffix “i”. These teacher’s utterance means he asked to his students about their background information of narrative text.

Datum(26)

Teacher's utterance in datum () is included into casual language style. It can be known from two word "*baca* and *dengar*". Both those word do not have any affixess. First, the word "*baca*" without prefix "*mem*". Second, the word "*dengar*" also without prefix "*men*". Teacher's utterance means asking the students wether they ever read or just listen background information of narrative text before.

Table 4.1.8

Data	Teacher's utterances
27	Kira-kira sudah ada yang tahu? Ya kalau bahasa Indonesia kemarin apa? Nah itu <i>pinter</i> .
28	Saya lanjutkan. Kemarin saman mempelajari tentang recount. Masih <i>inget</i> tentang strukturnya.
29	Oke ya saya lanjutkan. Untuk sementara di buku saman 3 aja ini lebih sering keluar. Orientation di buku sman apa? Yang kedua complication apa? <i>Kalo</i> resolution apa?
30	Ada yang tahu conclussion apa? Sedangkan coda apa? Coda itu perubahan yang terjadi suatu tokoh biasanya sifatnya. Oke kita lanjutkan. <i>Any questions?</i>
31	Sebelum saya lanjutkan, ada yang bisa <i>ngasih</i> contoh tentang orientation itu <i>gimana?</i>

Descriptions*Datum (27)*

Teacher's utterance in datum (27) is included into casual language style. The bold word in sentence "Nah itu *pinter*." is the use phenome "e" instead of phoneme "a". The original word is not "pinter" but "pintar" Mean "smart". The teacher's utterance mean that he praised his students.

Datum (28)

Teacher's utterance in datum (28) is included into casual language style. The bold word in sentence "Masih *inget* tentang strukturnya." is casual style. The word "

inget” is the use of phoneme “e” instead of phoneme “a”. The original or the standart of the word is “ingat”. Both “inget or ingat” mean remember. Teacher’s utterance above means that he let the students to remind and asked them about the structure of recount text.

Datum (29)

Teacher’s utterance in datum (29) is included into casual language style. The word “**kalo**” in sentence “**Kalo** resolution apa?” is casual style. That word refered into casual sttyle because that is a slang word or non standart word. The standart word is not “kalo” but kalau”. Both of “ ‘kalo’ and ‘kalau’ mean ‘if’ ”. teacher’s utterance means that he asked the students what resolution in a text is.

Datum (30)

Teacher’s utterance in datum (30) is include into casual language style. It can be known from the sentence “**Any questions?**”. The teacher said incompletly, he used shorter grammar than the complete structural grammar. Actually the teacher can say “Is there any questions?”. The words” Is and There” has ommitted by the teacher became “any questions?”. The teacher’s utterance means asking the students about their understanding in his explanation.

Datum (31)

Teacher’s utterance in datum (31) are included into casual language style. The word “*ngasih* and *gimana*” in sentence “Sebelum saya lanjutkan, ada yang bisa **ngasih** contoh tentang orientation itu **gimana?**” are non standart word.

First, the word “ngasih” is not standart word while the origin one is “beri” and the standart word is “memberi”. Both of “*ngasih* or *memberi*” mean give.

Second, the word “gimana” is not standart word. The standart word is “bagaimana” or in English means “how”. Teacher’s utterance above means that the teacher said to his students before he continue the material the teacher asked the students to give an example of orientation in a narrative text.

Table 4.1.9

Data	Teacher’s Utterances
32	Kita lanjutkan ya. Disitu ada cerita tentang timun emas. Coba saman sebutkan mana yang orientation. Makanya dibaca!
33	Orientation tadi lho apa? Ada yang bisa ngasih contoh saya cerita singkat? Kancil dan buaya itu kan bisa to? Gimana?
34	oke saya lanjutkan. Diliat bukunya lagi di halaman 65. Gak usah saya tulis ya di buku sudah ditulis.
35	Di narrative text menggunakan action verb. Gak semua kata kerja itu subjectnya dikenai pekerjaan. Nah saman gak tanya? Ya gak pengen tanya?

Descriptions

Datum(32)

Teacher’s utterance in datum (32) is included into casual language style. The bold word in sentence “**Makanya** dibaca!” is non standart word. It is called as non standart word because the standart words are “*maka dari itu, oleh karena itu, oleh sebab itu*”. Wether the the word “*makanya*” or “*maka dari itu, oleh karena itu, oleh sebab itu*”have same meaning. That is “because of that”. The teacher’s utterance above means that he ask hardly to his students to read the book.

Datum (33)

Teacher’s utterance in datum (33) are included into casual language style. There three words that called as casual style.

Fisrt, the bold word in sentence “Orientation tadi **lho** apa?” is included into casual style. the word “lho” is slang language. This word also does not have the

standart word. The word “lho” often used by teenagers to ask the clear explanation or repetition in having a talk. Teacher’s utterance above means that he asked clearly to his students about orientation.

Second, the bold word in sentence “Ada yang bisa **ngasih** contoh saya cerita singkat?” is non standart word. The standart word of “ngasih” is “memberi” while the originl of the word “beri”. Both of “ngasih or memberi” have same meaning “give”. Teacher’s utterance above mean that he asked the students to give a simple short story.

Third, The bold word in sentence “Kancil dan buaya itu kan bisa to? **Gimana?**” the word “gimana” is not standart word. The standart word is “bagaimana” or in English means “how”. The teacher’s utterance means that he informed the students about an example of short story kancil nyolong timun and to persuade the students the teacher used word “gimana”.

Datum (34)

Teacher’s utterance in datum (34) is included into casual language style. The word “gak” in sentence “**Gak** usah saya tulis ya di buku sudah ditulis.” Is refred into non standart word. The standart word of “gak” is “tidak”. Both of “gak” or “tidak” have same meaning in English “no”. It is also called as slang language. teacher’s utterance above means that he would not write the example more, because it was already exist in students’ book.

Datum (35)

Teacher’s utterance in datum (35) is also included into casual style.

First, The word “gak” in sentence “**Gak** semua kata kerja itu subjectnya dikenai pekerjaan” and “Nah saman **gak tanya? Ya gak pengen tanya?**” is refered into non

standart word. The standart word of “gak” is “tidak”. Both of “gak” or “tidak” have same meaning in English “no”. It is also called as slang language. Teacher’s utterance above means that he asked to the students about they did not ask to the teacher about explanation in detail.

Second, teacher’s utterance in sentence ”Yagak~~pengen~~ tanya?” is also into casual style. the word “pengen” is non standart word. The standart word is “ingin”. Both “pengen” or “ingin” in English have same meaning “want to”. While the word ”tanya” in sentence “ya gak pengen *tanya*” is a word that did not get any affixations. If this sentence got affixations it will be” ya gak pengenbertanya?”. The word “tanya” or “bertanya” means “ask” in English.

Table 4.1.10

Data	Teacher’s utterance
36	Hate itu apa? Biasanya <i>kalo</i> saman lagi <i>lebay</i> putus karo pacare muni hate ngonono ke opo jale. Ada hate ada like.
37	Diliat bukunya apa aja! coba <i>tuh</i> diliat. Saya tanya sek sebentar. Nah. Dibukumu <i>gak</i> ada?
38	Udah saya lanjutkan. Yang kedua menggunakan noun tertentu. Kata ganti orang yang ketiga membentuk adjektif. Jadi apa <i>disitu</i> ? Teks connectiveness dan conjunction. <i>Disitu</i> ada lagi menggunakan phrase dan noun phrase.

Descriptions

Datum (36)

Teacher’s utterance in datum (36) is included into casual language style. The bold words in sentence “Biasanya *kalo* saman lagi *lebay* putus karo pacare muni hate ngonono ke opo jale” are included into casual style.

First, the word “kalo” refered into casual sttyle because that is a slang word or non standart word. The standart word is not “kalo” but ‘kalau’. Both of “ ‘kalo’ and

‘kalau’ mean ‘if’ ”.teacher’s utterance above means that he gave an example of using hate word.

Second, the word “lebay” in sentence “Biasanya kalo saman lagi **lebay** putus karo pacare muni hate ngono ke opo jale also included into casual style. The word “lebay” is slang language that often used by some teenagers to express *something over*.

Datum (37)

Teacher’s utterance in datum (37) is included into casual language style. The bold word in sentence “Diliat bukunya apa aja! coba **tuh** diliat” is slang language. The word “tuh” means “itu”. Both of itu and tuh means “that”.

Datum (38)

Teacher’s utterance in datum (38) is included into casual style. the bold word in sentence Jadi apa **disitu**? Teks connectiveness dan conjunction. **Disitu** ada lagi menggunakan phrase dan noun phrase. “. The word “disitu” is non satandart verb it is also call as slang language while the origin word is “*disana*”. Depend on the researcher observation the word *disitu* refers to the guide book that the students use

d. Finding on Intimate Language Style

Table 4.1.11

Data	Teacher’s Utterance
39	Oke, untuk yang pertama dilihat bukunya short message sama apa? Short message, notice dan announcement. Short message kira-kira udah sering mendengar?
40	Oke kira-kira short message itu tentang apa? ...apa? Pesan singkat. Oke pesan singkat wes gitu aja .
41	Nah contoh sekarang yang makai short message, sman dengan ibukke saman. Sman dengan bapakke saman. Ketika saman ditinggal di rumah mbah. Umpama lo ya umpama kirim sms gini ”nduk aku ape mah’e

	mbahmu seminggu, awkmu tak sangoni 10 ewu yo”. Jadi itu namanya short message.
42	Oke saya lanjutkan. Yang kedua yaitu announcement. Announcement setahu saman kira-kira yang sering saman <i>liat</i> apa?

Descriptions

Datum (39)

Teacher’s utterance in datum (39) is included into intimate language style. It can be known from the word ”udah” in sentence “Short message kira-kira **udah** sering mendengar”. The bold word is included into casual style because it is non standart form. The standart form from the word ”udah” is “sudah” or in English “finish. The teacher ommited “s” before the “u”. These sentence has meaning in English “ do you often listen about short message?”. The teacher asked to the students about their background information of short message.

Datum (40)

The teacher used intimate language style in datum (40) because there was non standart form “gitu” and also word “aja”. The word “gitu” is from the standart form “begitu”. The teacher ommitted “be” before “gitu”. The word “aja” is also non standart form while the standart form is “saja”. The teacher ommitted “s” before the word “aja”.

These sentence is spoken by teacher to the students in order to give the resume about short message explanation.

Datum(41)

Teacher’s utterance in datum (41) is also included into intimate language style. The teacher had spoken the word “gini”. The word “gini” is non standart

form while the standart form is “begini”. The teacher had ommitted “be” before “gini”. These sentence is used by the teacher to give the students about the example of using short message.

Datum(42)

Teacher’s utterance in datum (42) is included into intimate language style. The word “liat” in sentence “Announcement setahu saman kira-kira yang sering saman **liat** apa?” is include into non standart form. The bold word is from standart form “lihat”. These sentnce is spoken by the teacher in order to ask the students about their background information of announcement.

Table 4.1.12

Data	Teacher’s Utterance
43	Tolong sek diliat bukunya halaman 65. Seperti yang saman sebutkan tadi cerita danau Toba adalagi asal usul Banyuwangi.
44	Oke ya saya lanjutkan. Untuk sementara di buku saman 3 aja ini lebih sering keluar.
45	Sebelum saya lanjutkan, ada yang bisa ngasih contoh tentang orientation itu gimana? Di bukune saman kira-kira apa? Diliat halaman 66. Diliat bukunya.
46	Ada sebuah cerita tentang Timun Mas. Kita liat dulu mana yang orientation, mana complication dan mana resolution.
47	Cerpen sama narrative bedanya apa cah? Cerpen masuk dalam narrative.
48	Oke saya lanjutkan. Diliat bukunya lagi di halaman 65. Gak usah saya tulis ya dibuku sudah ditulis.
49	Hello hi..! tadi saya tanya apa? Coba tuh diliat . Saya tanya sek sebentar.
50	Heh wes wes. Udah saya lanjutkan.
51	Ya wes sekarang diliat bukunya. Setelah itu dibaca dan dikerjakan!. Ada teks 2,3 dan 4 coba dikerjakan.

Descriptions

Datum (43)

Teacher’s utterance in datum (43) is include into intimate language style. The word “liat” in sentence “Tolong sek **diliat** bukunya halaman 65”is included into non standart form. The bold word is from standart form “lihat”. Both “liat” and

“lihat” have same meaning “see” in English. teacher’s utterance above means that the teacher asked the students to see their book page 65.

Datum (44)

Teacher’s utterance in datum (44) is included into intimate style. The word “aja” in sentence “Untuk sementara di buku saman 3 **aja** ini lebih sering keluar” is referred non standart form. The word “aja” came from the standart form “saja”. Both “aja” or “saja” means “only”. Teacher’s utterance above means that teacher said to his student that they will only learn 3 sub bab which often appears.

Datum (45)

Teacher’s utterance in datum (45) is included into intimate language style. The word “liat” in sentence “**Diliat** halaman 66. **Diliat** bukunya” is referred into casual style. the word “diliat” is non standart form. The teacher said “diliat”, he ommitted the abjad “h” from the word “lihat”. Both “dilihat” or “diliat” means “seen” in English. teacher’s utterance above means that he asked the students to see their book page 66.

Datum (46)

Teacher’s utterance in datum (46) is included into intimate language style. The word “liat” in sentence “Kita **liat** dulu mana yang orientation, mana complication dan mana resolution.” is referred into casual style. The word “diliat” is non standart form. The teacher said “diliat”, he ommitted the abjad “h” from the word “lihat”. Both “dilihat” or “diliat” means “seen” in English. teacher’s utterance above means that he let the students to look for where is orientation, complication and resolution.

Datum (47)

Teacher's utterance in datum (47) is also included into intimate language style. The word "cah" in sentence "Cerpen sama narrative bedanya apa **cah?**" is referred into intimate style. The word "cah" is a special call that used by the teacher to call his students to get closer. Teacher's utterance above means the teacher asked to their students about the differences between "short story and narrative text.

Datum (48)

Teacher's utterance in datum (48) is included into intimate language style. The word "liat" in sentence "Oke saya lanjutkan. **Diliat** bukunya lagi di halaman 65." is referred into casual style. The word "diliat" is non standard form. The teacher said "diliat", he omitted the abjad "h" from the word "lihat". Both "dilihat" or "diliat" means "seen" in English. Teacher's utterance above means that he let the students to continue the teaching and learning process and asked the students to open their book page 65 again".

Datum (49)

Teacher's utterance in datum (49) is included into intimate language style. The word "liat" in sentence "Hello hi..! tadi saya tanya apa? Coba tuh **diliat**. Saya tanya sek sebentar" is non standard form. The teacher said "diliat", he omitted the abjad "h" from the word "lihat". Both "dilihat" or "diliat" means "seen" in English. Teacher's utterance above means that he asked the students to see their book.

Datum (50)

Teacher's utterance in datum (50) is also included into intimate language style. The word "aja" in sentence "Heh wes wes. **Udah** saya lanjutkan" is non standard

form. The teacher omitted abjad “s” from the standart form “sudah”. Both “sudah” or “udah” have same meaning “finish”. Teacher’s utterance above that he asked the student to pay attention and continue the lesson.

Datum (51)

Teacher’s utterance in datum (51) is also included into intimate language style.

The word “liat” in sentence ”Ya wes sekarang *diliat* bukunya. Setelah itu dibaca dan dikerjakan!. Ada teks 2,3 dan 4 coba dikerjakan” is non standart form. The standart form of the word “liat” is “lihat”. The teacher omitted “h” from the word “lihat”. Between “liat” and “lihat” have same meaning means “seen”. The teacher’s utterance above means he asked the students to see again their book and do the tasks of 2,3 and 4.

2. Finding on the Teacher’s Reason using these language style

The teacher has certain reason to used these language style. based on the researcher interview and observation. The reasons are different each other

a. Teacher’s reason of using Formal Style

To know about the English teacher’s reason using formal style in order to give the students information. Based on the researcher’s observation the teacher said “ *kemarin hasil ulangannya masih menggu, kira-kira satu minggu lagi*”. That sentence is included into casual style because, the teacher use non standart word. while that sentence in order to inform the students that the result of examination did not check yet, around a week he will share to the students.

The teacher's also said during having interview with the researcher, that sometimes he used formal style. He used formal style for the reason, when he inform his students.

b. Teacher's reason of using consultative style.

Based on the researcher' observation wether in the first observation or second observation, the teacher rarely speak used this type of language style. He used this type of style is onlywhen he invited the students to open the certain topic that will be discuss. For instance teacher's utterance "*untuk bab selanjutnya kita buka bab baru ya. Oke untuk hari ini kita akan mempelajari announcement, short message dan notice. Coba dilihat bab 7*". The teacher's utterance above is included into consultative language style. teacher's utterance above mean that he invite the students to open certain bab and certain topic that will be discuss.

c. Teacher's reason of using casual style

Based on researcher observation and interview with the teacher, he often used this language style in order to create enjoy condition during teaching and learning activity. For instance from the researcher's observation, the teacher often used non standart word that showed casual style "*biasanya short message itu kalau jaman dahulu ditulis di mana?di kertas. Kalau sekarang lebih **pakek** sms*". The bold word included non standart word and non standart word is one of the characteristic casual style. In the class the condition was very joyful.

It is also proved by the researcher's interview with the English teacher. When the researcher asked about the reason of using casual style, he answer that the reason is to create the enjoyable atmosphere in the class. When the students feel enjoyed they will easy to understand with the teacher's explanation.

d. Teacher's reason of using intimate style

Based on the researcher observation in first and second observation. The teacher also used intimate style eventhough it is not often as casual style. For instance teacher's utterance "*cerpen sama narrative bedanya apa **cah**?*" the teacher used the word "cah" in order to create intimate relationship between teacher and students. The teacher used intimate label to create intimate relationship. Based on the researcher's observation the teacher used intimate language in order to create intimate relation between students and teacher.