

## CHAPTER V

### DISCUSSION

In this chapter the researcher would like to interpret her research findings. She tried to interpret the types of language style used by the teacher in teaching and learning process, teacher's reason of using these language style and also to know the students response towards English teacher language style.

#### **A. The types of Language Style used by the English Teacher**

There are five type of language style according to the Martin Joos theory. They are frozen, formal, consultative, casual and intimate style.

Based on the researcher's observation and interview with the English teacher, in teaching and learning process the teacher used four types of language style. He used Formal style, consultative style, casual style and intimate style, while the researcher did not find the frozen style from the teacher's utterance during teaching and learning proses. According to the research finding above, mostly the teacher used casual language style in teaching and learning process.

##### 1. Formal Style

According to Lanin (2010 : 1) the characteristics of formal language in Indonesia are the use of standart language. the use of phenomes unaffected by regional dialect, the use of effective sentence and the use of affixation from the origin word.

For instance the teacher's utterance of formal language style is "kemarin hasil ulangannya masih menunggu, kira-kira satu minggu lagi".

The teacher's utterance above used standart word and effective sentences.

## 2. Consultative Style

Consultative style is language style that used when the speakers express their background topic and in conversation there was allowed to give short interraption such as "yes, oh". For instance teacher's utterance about asking students to open certain page that contains certain topic "*please open your book page 65*" and the students gave short answer "yes sir".

## 3. Casual Style

According to the Martin Joos (1976 : 153) casual language style called as relax language. The characteristics of casual style based on santoso (1990 : 121-126) are the use of non – affix word form, the use of non prefix word form containing nassal sound, the use of non standart word, and the use of phoneme "e" instead phoneme "a".

For instance the teacher's utterance "*biasanya short message itu kalau jaman dahulu ditulis di mana?di kertas. Kalau sekarang lebih pakek sms*". The word "pakek" is non standart word . according to KBBI the standart word of "pakek" is "pakai".

#### 4. Intimate Style

Intimate style means that language style is used in a family members, a couple or lovers or during getting conversation with the close friend, Martin Joos (1976 : 155).

The characteristics of intimate style are using private code, using word signaling intimate relation and the use of rapid and slurred pronunciation, the use of non-verbal communication and the use of non standard form. For instance teacher's utterance "cerpen sma narrative bedanya apa cah?" the word "cah" showed signaling intimate word.

#### **B. The reason of the English teacher using these language style**

The language style that used by teacher is caused by some reasons.

##### a. The reason of using formal language style

Based on the Martin Joos (1976 : 156) the used of formal language style is to speak with the addressee in large group clearly, informatif and least or no feedback from the addressee.

For instance "*Kemarin hasil ulangannya masih menunggu, kira-kira satu minggu lagi*". Teacher's utterance above is in order to inform the students and the students did not give feedback and the students just listen the information said by the teacher. Based on the researcher's observations, the reason of the teacher used that style in order to give students clear information to the students in large group. That is line with the Martin Joos theory above about the function of formal style is to

speak with the addressee clearly, informatif and no feedback from the addressee.

b. The reason of using consultative style

The teacher did not only use formal style, in some cases the teacher used consultative language style. Based on the Martin Joos (1976 : 154) the function of consultative style is in order to speak with the addressee about certain topic that will be discussed and the short feedback is needed. The structure of consultative style is more complete than casual style.

Based on the researcher's observation in teaching and learning English in the class, the teacher rarely to use consultative style. He used consultative style is only when he invited the students to learn about the certain topic that they will discussed. So, the teacher sentence should be complete than casual style. For instance:

*"tolong dibuka bukunya, please open your book page 65"* and the students said "yes sir". The teacher's utterance above is intended to ask the students open the certain page that contain of certain material. The teacher also used complete language. It is related with the theory about consultative above, that the function of consultative style is to speak about certain topic that will be discussed and the sentence more complete.

c. The reason of using casual language style

Martin Joos (1976 : 153) casual style is language style that used among friends or co-worker. While the function of casual style is to create

relax conversation between speaker and hearer. Casual style also called as relax language.

Based on the researcher's observation, in teaching and learning English in the class the teacher mostly used casual language style in order to create a relax condition during teaching and learning English. The other teacher's reason of using casual style is also proofed from the interview between the researcher and the teacher. When the researcher asked about the reason of using casual style, he said that he want to create a relax condition during teaching and learning English. So, the students will not be bored if the condition of the class is relax and also avoiding the monotonuos condition.

For instance, the teacher's utterance "Kalau pengumuman itu lebih apa? Lebih resmi. Ada beberapa struktur, tapi kalau short message **gak** perlu" the word "gak" is non standart word. According to KBBI the standart word of "gak" is "tidak". The teacher also said, the other reason of using casual language style is to make students more easy to understand about his explanation. If the condition in the class is relax, it will make teaching and learning process runs well. So the students will enjoy and easy understand to the teacher's explanation. It is in line with the theory above that casual language style is to create relax condition between speaker and hearer

d. The reason of using intimate language style

Martin Joos (1976 : 155) said that intimate language style used in a member of family, a couple or lover also during getting conversation with the close friend. It is used to show intimate relation between speaker and hearer.

In teaching and learning English in the class the teacher also used other language style to create intimate relation. Based on the researcher observation, sometimes the teacher also used intimate language style. For instance, teacher's utterance "cerpen sama narrative bedanya apa *cah*?" the word "cah" is a word signaling intimate relation. His reason of using intimate language style is to keep closer with his students.

According to the interview between the teacher and the researcher, when the researcher asked about the reason of using this style, the teacher said that the reason is create intimate relation between students and the teacher, s it can avoid frozen class. Although he used intimate language style, but he used this style rarely. The reason of the teacher rarely used this style is to keep the distinguish between teacher and also student .But both of them still have intimate relation. So the students always stay respect with the teacher. It is in line with the theory above, that intimate style is used to create intimate relation among the speaker and hearer.