

Language Style of English Teachers At AMIK Tunas Bangsa Pematangsiantar

Gaya Bahasa Guru Bahasa Inggris Di AMIK Tunas Bangsa Pematangsiantar

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Abstract

This research is related to the language style used by English Teachers. In these analysis are : “what are the language styles used and what is the most dominant language style used in speaking by English Teachers at AMIK Tunas Bangsa Pematangsiantar. To answer the problem, the writer follows some theories, namely : as Sapir (1921), Chaika (1982), Chambers (1995), Hudson (1986), Joos (1956), Holmes (2001). The aim of this research is to find out the language style that the teachers use in speaking and what the most dominant language style English Teachers use specially at AMIK Tunas Bangsa Pematangsiantar. The objects of the research is the teachers speaking during the presentating the seminar meeting. To collect the data, the writer record the teachers speaking.

Keywords: *Language variation, Language style, Sociolinguistic*

Abstrak

Penelitian ini berkaitan dengan gaya bahasa yang digunakan oleh Guru Bahasa Inggris. Dalam analisis tersebut adalah “apakah gaya bahasa yang digunakan dan gaya bahasa apa yang paling dominan digunakan dalam berbicara oleh Guru Bahasa Inggris di AMIK Tunas Bangsa Pematangsiantar. Untuk menjawab permasalahan tersebut, penulis mengikuti beberapa teori, yaitu: seperti Sapir (1921), Chaika (1982), Chambers (1995), Hudson (1986), Joos (1956), Holmes (2001). Tujuan dari penelitian ini adalah untuk mengetahui gaya bahasa yang digunakan guru dalam berbicara dan gaya bahasa apa yang paling dominan digunakan oleh Guru Bahasa Inggris khususnya di AMIK Tunas Bangsa Pematangsiantar. Obyek penelitian ini adalah para guru yang berbicara saat mempresentasikan pertemuan seminar. Untuk mengumpulkan data, penulis merekam pembicaraan para guru.

Kata kunci: *linguistik, semantic, pragmatik*

Introduction/Pendahuluan

Language is purely human and non-instinctive methode of communicating ideas, emotions, and desire by means of a system of voluntarily produced symbols (Sapir, 1921 : 17). It is important to note that language is a means of communication purely owned by human. Language has a tight relation with linguistic itself. And it is related to the people to whom we speak. This statement is in line with Chaika (1982) who stated that the ways people use language in social interaction. Based on these points of view, language and people are interdependent. And the ways people transfer the languages are in various styles. Style is an important independent variable but it is never the focal point (Chambers 1995 : 6). And Style is what an individual speaker does with a language in relation to other people.

In approaching language as a social activity, it is possible to focus on discovering the specific patterns or social rules for conducting conversation and discourse. We may, for example, describe the rules for opening and closing the conversation, how to tell a story or joke. We can study society in order to find out what kind of thing language is, or we can also study language in order to understand well structure of society (Hudson in Wardhaugh, 1986). Labov included another subtle element that is speech styles as a social feature of language use. The most basic distinction in speech style is between formal style/ uses and informal style / uses.

Based on the description above, the writer observes in seminar meeting on language style itself. Because when the writer was as a teacher training in seminar meeting at AMIK Tunas Bangsa Pematangsiantar, the writer observed that the language which the teachers used in seminar meeting is unexpected language, that is informal language. To express the idea or an object, giving opinion, asking and answering the questions teachers use some styles of language. This is the reason why the writer is interested in doing this research. The following is the pieces of the teachers's speaking or the teachers's conversation in seminar meeting. The objects of the research is the teachers' speaking when teachers presented the teacher's seminar paper in seminar meeting. To collect the data, the writer record the teacher's speaking. It showed that teachers used three kinds of language styles in speaking. They are formal, frozen and casual. And the most dominant language style is formal.

Here the writer use Martin Joos' Theory. According to Joos (1976 : 156), language styles are divided into five styles. They are Frozen, Formal, Consultative, Casual, and Intimate styles. According to the writer, the teachers' speaking refer to formal style because more than 75 % teachers's speaking in formal, 15% % teachers's speaking in frozen and 10 % teachers's speaking in casual. The formal style is very important for English teachers English teachers at AMIK Tunas Bangsa Pematangsiantar in seminar meeting because Formal is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react. Hence, the language must become more cohesive, more detached, more carefully informative. Formal style rewards planning and empathy. (That makes language use difficult for those who are impatient or self centered)..

Method/Metode

Definition of Sociolinguistics

Sociolinguistics is the study of the ways people use language in social interaction (Chaika, 1982). We can imply from the definition that the two components, people (society) and language are interdependent. We can study society in order to find out what kind of thing language is, or we can also study language in order to understand well the structure of society (Hudson in Wardhaugh, 1986). For the first view, a linguist can describe the language system of different people or societies; by studying and investigating Nias people, for example, he would be able to construct the structure of Nias language including the sound system. In the same way, by observing the Javanese, a linguist can differentiate various styles of language of Java people. Secondly, by learning the people language we can understand the structure of society.

The Language Style

Language style is defined as the choice of words used by a specific group of people when they speak. An example of language style is bureaucratise, the words, jargon and abbreviations which are used by the government. Style is A particular procedure by which something is done; a manner or way. According to Holmes, 2001 style are:

- a) Style is language variation which reflects changes in situational factors, such as addressee, setting, task or topic.
- b) Style is often analyzed along scale of formality.
- c) The level of formality is influenced by some factors like the various differences among the participants, topic, emotional, involvement, etc.

Characteristic of formal style is characterized by long and complex sentences, a scholarly, and a consistently serious tone. Grammatical rules are scrupulously observed, and the subject matter is substantial. The selection may include references to literary works or allusions to historical and meeting figures. Absent are, colloquial expressions, and an identified speaker, with impersonal *one* or *the reader* frequently used as the subject."

Kinds of Language Style

According to Joos (1976 : 156), language styles are divided into five styles. They are Frozen, Formal, Consultative, Casual, and Intimate styles. The first three of Joos's "clocks" are all informal: (1) intimate, the language used between, say, a husband and wife, almost nonverbal; (2) casual, for friends, acquaintances, insiders, making use of slang, ellipses, and verbal formulas ("Been there; done that!"); (3) consultative, language used in negotiating with strangers, distant acquaintances, or colleagues of unequal rank. The fourth clock, formal, is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react. Hence, the language must become more cohesive, more detached, more carefully informative. The fifth, and most enigmatic clock, Joos labels as "frozen" language, or a "formative clock." It is language used in a text that is read and re-read, that must stand intact, that must address an audience of absolute strangers, that cannot depend upon the speaker's intonation or the reader/hearer's asking for clarification. Literary texts, religious rituals, historic documents exemplify "frozen" language: Shakespeare's *Hamlet*, the Lord's Prayer, and the Preamble to the US Constitution.

The Conceptual Framework

This study deals with the language styles of English teachers in seminar meeting. The speaking or the conversation of teachers will be analyzed into language styles by Martin Joos. Joos in Thomas Bertram Reid (1956), distinguished among variations in language according to the user describes five styles in spoken English :

1) Frozen

Frozen language, or a "formative clock." The frozen style is mostly used on ceremonies. It is language used in a text that is read and re-read, that must stand intact, that must address an audience of absolute strangers, that cannot depend upon the speaker's intonation or the reader/hearer's asking for clarification. Literary texts, religious rituals, historic documents exemplify "frozen" language: Shakespeare's *Hamlet*, the Lord's Prayer, and the Preamble to the US Constitution.

2) Formal

Formal, is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react. Hence, the language must become more cohesive, more detached, more carefully informative.

Formal style rewards planning and empathy. (That makes language use difficult for those who are impatient or self centered)

3) Consultative

Consultative, language used in negotiating with strangers, distant acquaintances, or colleagues of unequal rank

4) Casual

Casual, for friends, acquaintances, insiders, making use of slang, ellipses, and verbal formulas ("Been there; done that!").

5) Intimate

Intimate, the language used between, say, a husband and wife, almost nonverbal. The intimate style is used between family members and very close friends. The language may be highly abbreviated or even slangy.

The Research Design

This study is conducted using aqualitative research. Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found (Jacob, 1988). The writer of this study takes the transcript of teachers' seminar speaking as the source of data.

The Research Object

The research object of this research is the teachers's language style in conversation or speaking in doing seminar meeting of the English Department Teachers. There are 35 teachers in the Seminar Meeting, that consist of 32 female and 3 male.

The Tehnique of Collecting the Data

To answer the research problem number one about the what language styles used by teachers, the writer will record the teachers' speaking by using a tablet EVERCOSS AT 7 J. Then transcribing, identifying, and meeting the data. The data was taken from Group F on Wednesday at 16: 10 until 17:50 at 11th November 2015, 18th November 2015, 25th November 2015. To answer the research problem number two about the most dominant language style used by teachers will be answered by recording the teachers's speaking , then transcribing, identifying, Presenting, counting the percentage of the most dominant language style, then draw the conclusion.

The Data Analysis

Data analysis is one of the most vital process in doing the research. It bases by argumentation that in this research the data which gotten by the writer or researcher can be translated into the suitable result into scientific norm. Henceforth, after collecting the data, some steps are needed to be done as the analysis by the writer or the researcher. The following steps will be taken to analyze the data for research problem number one about what language styles are used by teachers:

- 1) Transcribe all the teachers' speaking in seminar meeting .
- 2) Identify the language style used by teachers in seminar meeting.
- 3) Presenting the language style into frozen, formal, consultative, casual, intimate.

The following steps will be taken to analyze the data for research problem number 2 about what is the most dominant language style used by teachers:

- 1) Transcribe all the teachers' speaking in seminar meeting.
- 2) Identify the language style used by teachers in seminar meeting.
- 3) Presenting the language style into frozen, formal, consultative, casual, intimate.
- 4) Count the percentage of dominant language style used by the teachers.
- 5) Draw a conclusion.

Result and Discussion/Hasil dan Pembahasan

Data Analysis

Formal

Context: Six teachers were talking about the seminar paper of group 1 in seminar meeting.

Data 1

- 1A: When do you find the problem in writing passive voice? and how do you overcome it?
- 1B: According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice.
- 2A: While you do the research, some teachers maybe find some difficulties in making passive voice, would you tell us how do you overcome it?
- 2B: Ask teachers to memorize the formula or pattern. Done that! so that they can make it well.
- 3A: Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that teachers are difficult in making passive voice in simple present tense? because as we know that the simple present tense is very easily to understand?
- 3B: According to our group, while we do the research in vocational school commonly teachers are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand.

Analysis 1

Data 1 The teacher 1A asks teacher 1B opinion by saying *"According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice"*. This statement is a kind of Formal style. Because the question permit participation, and the speaker is uncertain how much the audience already knows or how they might react. And the question of teacher 1A is a kind of formal style by saying *"When do you find the problem in writing passive voice? and how do you overcome it?"* that question react the teacher 1B to share the teacher 1B opinion.

Data 1 teachers2A asking the question the question is a kind of a formal style by asking *“While you do the research, some teachers maybe find some difficulties in making passive voice, would you tell us how do you overcome it?”* Because the question of the teacher 2A permit teacher 2B to give her opinion.

Data 1 teacher 3A asks the question . And the question is a kind of formal style by asking *“Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that teachersare difficult in making passive voice in simple present tense? because as we know that the simple present tense is very easily to understand ?.* It showed that the question permit teachers 3B might react.

From the data, the researcher identified that all the data use formal style category such as sharing, asking and giving opinion or ideas. The formal style in the data can be seen in their statement below :

- 1) *“According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice”*
(Data 1 teacher 1B) giving opinion
- 2) *When do you find the problem in writing passive voice? and how do you overcome it?”*
(Data 1 teacher 1A) asking opinion.
- 3) *While you do the research, some teachers maybe find some difficulties in making passive voice, would you tell us how do you overcome it?*
(Data 1teacher 2A) asking opinion.
- 4) *Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that teachersare difficult in making passive voice in simple present tense? because as we know that the simple present tense is very easily to understand ?*
(Data 1 teacher 3A) asking opinion.

Frozen

Context : Six teachers were talking about the seminar paper of group 1 in seminar meeting.

Data 1

- 1A: When do you find the problem in writing passive voice? and how do you overcome it?
- 1B: According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice.
- 2A: While you do the research, some teachers maybe find some difficulties in making passive voice, would you tell us how do you overcome it?
- 2B: Ask teachersto memorize the formula or pattern. Done that! so that they can make it well.
- 3A: Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that teachersare difficult in making passive voice in

simple present tense? because as we know that the simple present tense is very easily to understand?

3B: According to our group, while we do the research in vocational school commonly teachers are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand.

Analysis 1

Data 1 The teacher 3A asks teacher 3B opinion by saying *"According to our group, while we do the research in vocational school commonly teachers are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand"*. The statement of teacher 3B is a kind of frozen style. It is used in a text that is read and re-read, that must stand intact, that must address an audience of absolute strangers, that cannot depend upon the speaker's intonation or the reader/hearer's asking for clarification

From the data, the researcher identified that the data use frozen style category such as sharing, asking and giving opinion or ideas. The frozen style in the data can be seen in their statement below :

- 1) According to our group, while we do the research in vocational school commonly teachers are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand".
(Data 1 teacher 3B) responding the question.

Casual

Context : Six teachers were talking about the seminar paper of group 1 in seminar meeting.

Data 1

- 1A: When do you find the problem in writing passive voice? and how do you overcome it?
- 1B: According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice.
- 2A: While you do the research, some teachers maybe find some difficulties in making passive voice, would you tell us how do you overcome it?
- 2B : Ask teachers to memorize the formula or pattern. Done that! so that they can make it well.
- 3A: Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that teachers are difficult in making passive voice in simple present tense? because as we know that the simple present tense is very easily to understand?
- 3B: According to our group, while we do the research in vocational school commonly teachers are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand.

Analysis 1

Data 1 teacher 2A asks teacher 2B opinion by saying *“Ask teacherstomemorize the formula or pattern. Done that! so that they can make it well”*. This statement is a kind of Casual style, it showed by saying “ Done that”. These words usually used for friends.

From the data, the researcher identified that the data use casual style category such as sharing, asking and giving opinion or ideas. The casual style in the data is asking teachersto memorize the formula or pattern. Done that! so that they can make it well. (Data 1 teacher2B) giving opinion.

Findings

After analyzing all conversations above, the researcher finds that there are three kinds of language styles found in teachers’ speaking or conversation during presentating the teachers’s seminar paper in seminar meeting. Hence, From the data one, data two and data three, the researcher found that the teachers’s speaking or conversation in presentating their seminar paper there are some language styles that used by English teachers in seminar meeting. They are formal, frozen and casual. And the dominant language style used by English teachers in AMIK Tunas Bangsa Pematangsiantar is formal.

Conclusion/Simpulan

Based on the research, the writer concludes some conclusion. First, From the result of the analysis of the research, it is proven that most of teachers are able used the Formal language style based on Joos’s theory (1956) in asking and answering the questions, giving the ideas or opinions in speaking in seminar meeting as the dominant style. Then in expressing the ideas or opinion, asking and answering the question during the presentating the teachers’s seminar paper in seminar meeting, teachers also used frozen and casual styles. Absolutely, there are three syles that teachersused in speaking during the seminar in seminar meeting. They are formal, frozen and casual.

Second, The using of Formal style in speaking in seminar meeting is more usefull in giving or support the teachers’s reaction in giving the ideas or opinions. And the third, The teacher can control the content of the teachers’s speaking in presentating the teachers’s seminar paper in seminar meeting because most of teachersused the formal style that involve to react of the questioning and answering the questions in doing the seminar.

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