

ANALYSIS OF ENGLISH TEACHER'S LANGUAGE STYLE IN TEACHING ENGLISH AT SECOND GRADE OF MAN PALOPO

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Abstract

This study intends to determine the language style of English teachers when teaching English, as well as the responses of students to that language style. This study employs a variety of research methodologies (qualitative and quantitative methods). Participantss in this study were English instructors and students at MAN Palopo. The researcher chose one English teacher from MAN Palopo's English teachers. In addition, researchers employed a random sample technique to collect supporting data. Twenty pupils in the second grade were selected by the researchers. Interviews and questionnaires comprised the research instrument. According to the results of the data analysis, this study reveals two key discoveries. The researcher identified five distinct language styles employed by English teachers. They are ice-cold, official, consultative, informal, and familiar. The instructor employs these linguistic styles based on the circumstances of the pupils in the classroom. Second, the results of the questionnaire revealed that the answers of the students to the English teacher's linguistic style were overwhelmingly favorable. This is proven by the results of the student questionnaire, in which the highest score was 90, which was classified as extremely positive, and the lowest score was 84, which was classified as positive, and the majority of students made positive statements regarding the English teacher's linguistic style. Additional study reveals that the average score is 87, which is considered to be extremely positive.

Keywords: Language Style, type of language style and factors influencing language style

Abstrak

Penelitian ini bertujuan untuk mengetahui gaya bahasa guru bahasa Inggris dalam mengajar bahasa Inggris dan respon siswa terhadap gaya bahasa guru bahasa Inggris dalam mengajar bahasa Inggris. Penelitian ini menggunakan metode campuran (metode kualitatif dan kuantitatif). Populasi penelitian ini adalah guru bahasa Inggris dan siswa MAN Palopo. Dari guru-guru bahasa Inggris MAN Palopo, peneliti memilih satu orang guru bahasa Inggris. Dan untuk data pendukung, peneliti menggunakan teknik random sampling. Peneliti mengambil 20 siswa di kelas dua. Instrumen penelitian ini menggunakan wawancara dan kuesioner. Hasil analisis data menjelaskan bahwa ada dua temuan utama dalam penelitian ini. Pertama, peneliti menemukan lima jenis gaya bahasa yang digunakan oleh guru bahasa Inggris. Mereka adalah gaya bahasa beku, formal, konsultatif, santai dan akrab. Guru menggunakan jenis-jenis gaya bahasa ini sesuai dengan kondisi siswa di kelas. Kedua, Hasil kuesioner bahwa respon siswa terhadap gaya bahasa guru bahasa Inggris sangat positif. Hal ini dibuktikan dengan skor kuesioner siswa, dimana skor tertinggi adalah 90 yang dikategorikan sangat positif dan skor terendah adalah 84 yang dikategorikan positif dan sebagian besar siswa menunjukkan pernyataan positif tentang gaya bahasa guru bahasa Inggris. Analisis lebih lanjut menunjukkan bahwa skor rata-rata adalah 87 yang dikategorikan sangat positif.

Kata kunci: Gaya Bahasa, jenis gaya bahasa dan faktor-faktor yang mempengaruhi gaya bahasa

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INTRODUCTION

Language is an important component in human life, especially in communication. By receiving and sending language, humans can communicate with each other. Everyone has a different style of conveying language, for example, communication between teachers and students in the teaching and learning process. When teachers talk to other teachers, they will use a certain language. It's different when the teacher talks to his students. The language used by the teacher in the classroom will certainly be different from that used by the teacher outside the classroom. That is, the teacher uses language according to the conditions where the conversation occurs. The aspect of teacher teaching style has become one of the most prioritized fields in the field of education, and scholars have had many discussions about teaching style theories from various perspectives (Elkaseh et al., 2014)

In practice, teachers can use different types of language styles. Based on Joos (1993), language style is classified into five types based on formality. The five language styles are formal, frozen, consultative, relaxed, and familiar. For example, the language style used in official forums will be more formal than the style used in everyday conversation. The teacher must master and fully understand his teaching style that suits the needs of students before expecting his students to understand and master what is taught (Syakirin Johari, 2016; Zamri & Hasmadi, 2019). People will use this language style according to their terms and with whom they speak. People generally speak depending on their age. When people talk to younger people, it is different from when they talk to older people. Teachers have different language styles depending on what graduate the teacher is. For example, the teacher's language and the teacher's language style are different from the language style of the teacher in high school because the teacher's language style also affects the language style itself. In learning and teaching in class, students act as the teacher's greeting in formal conditions. This is an opportunity for teachers to use various language styles in teaching English in class. Awareness of the appropriate teaching style to be applied by teachers is important in contemporary education approaches to educating individuals to master lifelong learning skills and to meet the needs of teachers' responsibilities (Karamustafaoglu et al., 2015).

The success of a lesson depends on the students and the teacher itself, including the type of language used by the teacher. The language used by the teacher will affect students' understanding of learning. If the language used by the teacher is correct, then the learning and teaching process will run well. The teacher does not need to explain repeatedly because students will quickly understand what the teacher explains because students easily understand the teacher's explanation. Based on Missikova (2003:) Language style is defined as a way of speaking or types of speech that are formed through intentional and unintentional selection, systematic patterns, and the application of linguistic and extra-linguistic tools in relation to the topic, situation, function, purpose, and content of a writer. Speech. Based on the researcher's experience during the second internship at MAN Palopo, one of the English teachers who taught second grade when delivering material to students, the style of language used by



the English teacher was very diverse. Sometimes the teacher uses non-formal language so that students easily understand it. In connection with the researcher's experience, the researcher conducted a study entitled: "Analysis of English Teacher's Language Style in Teaching English in Class II MAN Palopo."

METHOD

In this study, in analyzing the data, the researcher organized the data taken using several techniques in qualitative descriptive analysis and quantitative analysis. All data obtained by researchers are presented in the form of descriptions. This research involved an English teacher and 20-second graders of MAN Palopo. To answer the research instrument, the researcher used an interview consisting of seven questions via Google form to find out the language style of the English teacher in teaching English. Researchers interpret interview data and conclude the data or questions given to the teacher. For student research questions, the researcher gave a questionnaire to students to find out students responses to the English teacher's language style in teaching English in the second grade of MAN Palopo. In this step, the researcher transcribed the results of a questionnaire about students' responses to the language style of the English teacher in teaching English in the second grade of MAN Palopo. The questionnaire consists of 5 questions about students' responses to the English teacher's language style in teaching English.

RESULTS AND DISCUSSION

A. Results

1. Interview result

Interviews were used to determine the language style of the English teacher teaching English at MAN Palopo. Moreover, the questionnaire is used to determine students' responses to the English teacher's language style in teaching English. Interviews were conducted online (google forms). The researcher asked five questions about the teacher's language style in the teaching and learning process. All of these questions are related to the language used by the teacher in the classroom during the teaching and learning process. Based on the results of the interviews, researchers can draw the following conclusions:

- a) The teacher invites students to pray first when opening and closing the lesson. The words in the prayer are included in the frozen style.
- b) Teachers use formal language in the learning process. Formal language is included in the type of formal language style.
- c) Teachers often give instructions to students during the learning process, such as "take notes" and "open your book," as it is known that instructions/directions are included in the consultative style.



- d) In addition to using formal language, teachers often use casual or non-formal language to students in explaining learning material because the material is easier to understand using non-formal or relaxed language.
- e) The teacher explained that the teacher also sometimes uses slang with students so that students are more enthusiastic about taking lessons and avoid a flat class atmosphere. However, the use of slang remained within reasonable limits among the 23 students. Slang is also included in the type of non-formal/casual language style.
- f) The teacher said that sometimes the teacher inserts local language into students. Starting with one word and continuing with the pronunciation of sentences to motivate students to want to speak. The teacher said students sometimes feel embarrassed because strong regional dialects influence them. As is known, regional languages include non-formal languages.
- g) The teacher said that when interacting with students in the learning process, the teacher sometimes calls students affectionate/love, which aims to get closer between the teacher and students. Affectionate calls are included in the familiar style.

2. Questionnaire results

Researchers used an instrument in the form of a questionnaire. In the questionnaire, several statements relate to students' responses to the English teacher's language style in teaching English. The results of the analysis of the questionnaires that have been distributed to students are as follows:

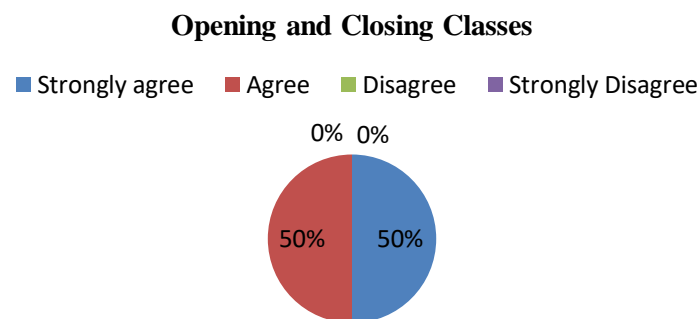


Figure 1. Student responses about when the English teacher opens and closes the class

The picture above shows student responses about when the English teacher opens and closes the class with greetings that can make students happy. Figure 1 shows that students gave positive responses about students feeling happy when the teacher opened and closed the class with greetings. This can be seen from the results that there are ten students (50%) who strongly agree, and ten students (50%) agree.

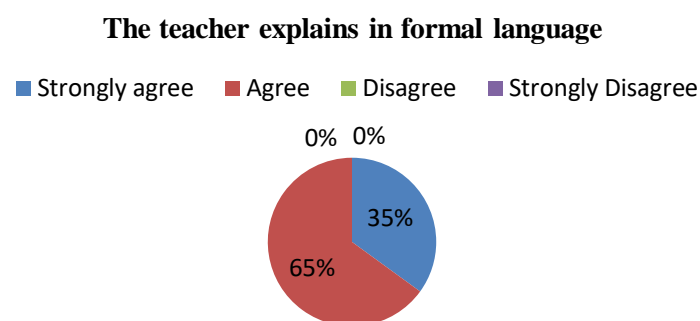


Figure 2. Student responses about the teacher explaining in formal language

The picture above shows students' responses about whether the English teacher explains in a formal language style in teaching English can make students understand or not. Figure 2 shows that students gave positive responses about students being more easily understood when the teacher explained in formal language. We can see from the results that seven students (35%) strongly agree, and there are 13 students (65%) agree.

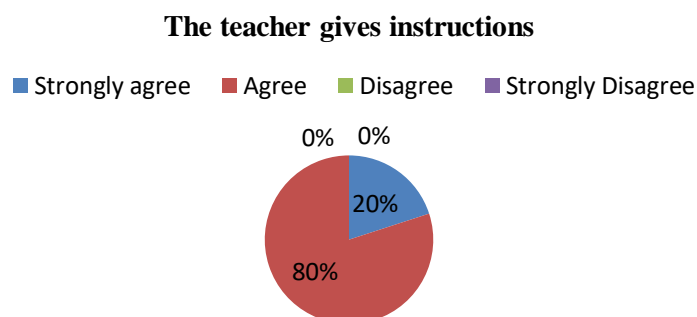


Figure 3. Student responses about the teacher explaining in formal language

The picture above shows students giving responses when the teacher gives instructions. Figure 3 shows that students gave a positive response that students gave response when the teacher gave instructions. We can see from the results of the same comparison that four students (20%) strongly agree, and 16 students (80%) agree.

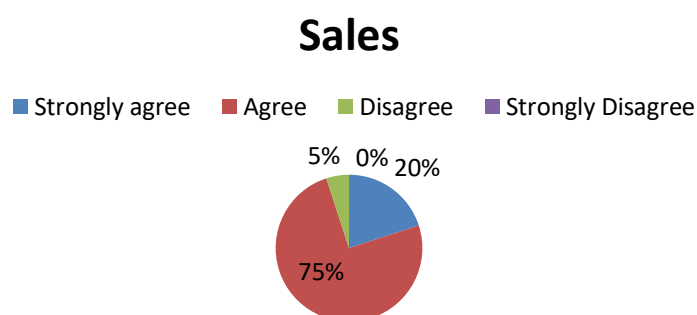


Figure 4. Student responses about the teacher explaining in casual and slang language

The picture above shows students' responses about when English is explained in a relaxed and whether slang can make students excited or not. Figure 4 shows that students give positive responses about excited students when the teacher explains in relaxed and slang language. We can see from the results that there are four students (20%) who strongly agree, 15 students (75%) who agree, and one student (5%) who disagrees.

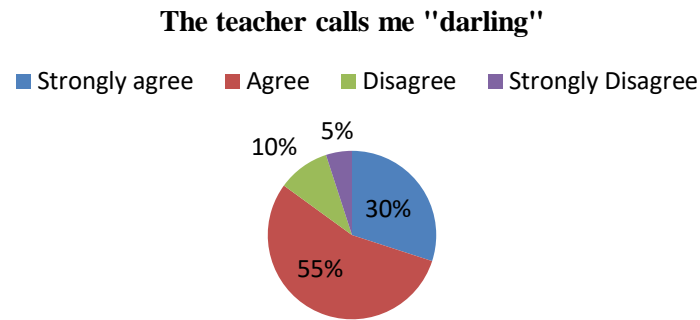


Figure 5. Student response to the teacher calling me "darling."

The picture above shows the student's response to the teacher when being called affectionate by students makes students happy or not. Figure 5 shows that students respond positively and feel happy when the teacher calls them affectionate. We can see from the results of the same comparison that there are six students (30%) strongly agree, 11 students (55%) agree, two students (10%) disagree, and one student (5%) strongly disagree.

B. Discussion

Talking about language style, language style is the use of words in speaking or writing to influence readers or listeners. In addition, language style is also related to situations where language style can create certain moods, for example, good or bad impressions, happy, unhappiness, and so on, whose thoughts and feelings are received through the description of certain places, objects, circumstances, or conditions. Thus, language style is a tool to convince or influence the reader or listener. The main and very important thing in teaching English is that the teacher must have good communication skills in the classroom. The relationship between teachers and students affects the effectiveness of learning. The teacher-student relationship is reflected in the use of language in learning interactions (Cheng et al., 2016). The teacher uses a Frozen to open and close the class by greeting. Then, using the Formal style to give students some questions about teaching materials, inform students about the specific topics to be discussed. The teacher uses a consultative style so that students easily understand the material. Then the last teacher uses a casual style when communicating with students (Pujiwidodo et al., 2020).

CONCLUSION

Language styles vary in explaining material to students. Apart from using formal language, sometimes the teacher uses relaxed language. The teacher also uses regional languages/dialects and slang to make students interested in taking lessons and hearing the teacher's explanation. Moreover, sometimes the teacher calls students 'dear' to approach them. In essence, the teacher uses several types of language styles according to the conditions of the students in the class.

The student's responses to the English teacher's style were very positive. This is evidenced by the score of the student questionnaire, where the highest score was 90, which was categorized as very positive, and the lowest score was 84, which was categorized as positive. Most of the students showed positive statements about the English teacher's language style. Further analysis shows that the average score is 87, categorized as very positive.

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