Gaya Bahasa Guru Bahasa Inggris Laki-Laki dan Perempuan dalam Pengelolaan Kelas

The Speech Styles of Male and Female English Teachers for Classroom Management

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ABSTRACT

This study aimed to find out: 1) Kinds of the speech styles used by male and female English teachers for classroom management, and 2) the speech styles frequently used by male and female English teachers for classroom management. This research used the descriptive qualitative method to discuss, analyze, and find the speech style in classroom activities. By observing two English teachers at a junior high school in Makassar, it was revealed that the male teacher only employed 3 types of speech styles. They were formal style 81 utterances, consultative style 139 utterances, and casual style 119 utterances. While the female one applied four kinds of speech styles. They were formal style 46 utterances, consultative style 50 utterances, casual style 146 utterances, and intimate style 28 utterances. As a result, the male teacher generally applied three types of speech styles in their teaching practice, including formal, consultative, and casual while the female teacher commonly utilized four kinds of speech styles, including formal, consultative, casual, and intimate. The frequently used speech style by the female teacher was the consultative style and the female teacher was the casual style.

Kata Kunci: Speech styles, male teacher, female teacher.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) Jenis-jenis gaya bahasa yang digunakan oleh guru Bahasa Inggris laki-laki dan perempuan dalam pengelolaan kelas, dan 2) gaya bahasa yang sering digunakan oleh guru Bahasa Inggris laki-laki dan perempuan dalam pengelolaan kelas. Penelitian ini menggunakan metode deskriptif kualitatif untuk membahas, menganalisis, dan menemukan gaya berbicara dalam kegiatan kelas. Dengan mengamati dua guru Bahasa Inggris di sebuah sekolah menengah pertama di Makassar, ditemukan bahwa guru laki-laki hanya menggunakan tiga jenis gaya bahasa. Mereka adalah gaya formal sebanyak 81 kali ucapan, gaya konsultatif sebanyak 139 kali ucapan, dan gaya kasual sebanyak 119 kali ucapan. Sementara itu, guru perempuan menggunakan empat jenis gaya bahasa. Mereka adalah gaya formal sebanyak 46 kali ucapan, gaya konsultatif sebanyak 50 kali ucapan, gaya kasual sebanyak 146 kali ucapan, dan gaya intim sebanyak 28 kali ucapan. Sebagai hasilnya, guru laki-laki secara umum menggunakan tiga jenis gaya bahasa dalam praktik pengajaran mereka, yaitu gaya formal, konsultatif, dan santai, sedangkan guru perempuan umumnya menggunakan empat jenis gaya bahasa, yaitu gaya formal, konsultatif, kasual, dan intim. Gaya berbicara yang paling sering digunakan oleh guru laki-laki adalah gaya konsultatif dan guru perempuan adalah gaya kasual.

Keywords: Gaya Bahasa, guru laki-laki, guru perempuan.

1. INTRODUCTION

Each speaker may employ various styles to convey their language in their daily communication which is popularly known as speech styles in discourse analysis. According to Martin Joos (1976:156) speech style here means the form of language that the speaker uses which is characterized by the degree of formality. He classified it into five categories. They are frozen style, formal style, casual style, consultative style, and intimate style.

Choosing a suitable language style to communicate with others is essential because the speaker's speech style will influence the speaker's skill to express the message (Riasari et all. 2021). The way of employees speak to their boss will influence the workers' career paths. They may attract their supervisors' attention by delivering appropriate speech styles. The more they can keep good communication the better their career path will be. So, the workers need to apply the relevant speech styles in their workplaces.

Regarding the teaching-learning process, speech style is also very vital, especially for teachers. The teachers are necessary to know how to use the variant of speech styles because students' understanding is affected by the teachers' speaking styles. The students may also enjoy and feel comfortable with the teacher's explanation due to the appropriate utilities of speech styles (Hutagalung, 2017). The teaching and learning process will run more smoothly and the material does not need to be repeated several times because the pupils have already understood the teacher's explanation (Puspasari et all. 2021). Furthermore, the teacher's ability to apply proper speech styles in the class can improve the English of the students (Khoiriyah, 2021).

Unfortunately, referring to the previous observation result by the current researcher on January 7th, 2022 at SMP IT Wahdah Islamiyah Makassar, he found that the students got different average scores for being taught by male teachers and the students taught by female teachers. The students who were instructed by female teachers got a higher average score in English subjects compared to the students who were instructed by male teachers.

This unique phenomenon is interesting to investigate. Why it is different while the teachers over there implement the same lesson hours, curriculum, handbook, etc? The researcher acknowledges that many factors may influence this data, but one factor for sure influences this case is the teachers' speech styles. One research result showed that the teachers' speech styles influenced the students' English learning achievement (Khoiriyah, 2021). Therefore, it encourages the researcher to explore the speech styles of male and female teachers.

The researcher would like to compare the speech styles of male and female English teachers in managing the classroom. He is also eager to explore what are the dominant speech styles they use. This focus will be a limitation to guide the researcher in investigating the issue.

Concerning the significance of speech styles topic, many scholars have investigated speech styles with various focuses and characteristics. Several researchers explore films to find out the characters' speech styles. Some of them choose schools as the place for their research projects. On another occasion, the officers in a certain company become an appropriate choice to be the subject of the research. The following paragraphs show some samples of research findings in recent years.

The first research highlighted the kind of speech styles in the classroom context conducted by a researcher under the title "EFL teachers' speech styles and the implications for teacher professional development". She revealed that the teachers generally applied formal style, casual style, and consultative style in their teaching process. Teaching experience and age were among the factors that influenced the speech styles of

the teachers and also depended on their communicative purposes (Hermagustiana, 2018).

The second study was written by Puspasari et al (2021) with the title "Teachers' Language Style in Teaching and Learning English at Secondary School." The researchers reported that the frequently used speech styles were the formal, consultative, and casual styles. They did not find the frozen and formal styles in the teacher's utterances. In the end, the researcher concluded that the teachers' ability in implementing speech styles was low because they did not know how to adapt their speech styles based on the student's levels.

In the third article, the writer got a reference from Khoiriyah (2021). The title is Speech Style Used in Teaching English Through Whatsapp During Pandemic of Covid-19. The results revealed that the male English teacher frequently employed matter-of-fact elements when explaining the content to the pupils to be more factual and referential. While the most common speaking style among female teachers at the time was cooperative. Because they intended to have strong cooperation with their students in studying English, female English teachers frequently used cooperative elements. When their teacher appreciates them, the pupils say they are more driven to learn English. Furthermore, the majority of students expected that teachers were better to use referential questions since it would help them improve their English skills.

Another previous study was published with the title "The Kind of Speech Styles in Allan Plenderleith's "The Bunker (2017)" Movie". The researchers found that an intimate style, a formal style, a casual style, and a consultative style were styles found in the movie. The two actors did not apply the frozen style in their conversation. Because the main protagonists are a mother and a kid, an intimate style was always employed between them (Sakti & Weda, 2020).

The next study was conducted by using the theory of Martin Joos in analyzing her qualitative research. She found that the teachers' utterances mostly contained casual, formal, and consultative speech styles and the casual was the most dominantly used based on her observation. At the end of her article, she claimed that the casual style became dominant because the status of the English course is non-formal education. So, the teacher should always keep the class enjoyable and comfortable for teenage students (Hutagalung, 2017).

Another interesting journal was written by Riasari et al. (2021) under the title "An Analysis of Speech Styles Used by English Lecturers". The writers found that the lectures used two to four speech styles in the teaching process such as formal style, consultative style, casual style, and intimate style. The lectures did not use the frozen style. And there are four impacts on students' attitudes. First, using a formal speech style did not encourage pupils to engage in the course actively and passionately. Second, the consultative style encouraged students to learn more because they felt challenged when the teacher inquired about their prior knowledge or opinions about the lesson topic. Third, when the lecturer uses a casual speech style, the students participate actively and enthusiastically since they do not have to worry about their grammar when speaking. Fourth, using an intimate speech style encouraged pupils to participate actively in class and to become more interested in the material.

The distinctive aspect of this current research compares to the previous study lies in the focus of the research. This study aims to explore the teachers' speech styles in managing the classroom based on gender, male, and female. While the previous research only showed speech styles in general without comparing between man and woman's speech styles, especially for the teachers. In addition, the context is also specific only scrutinizing the teachers' speech styles delivered in managing the classroom, not in all situations.

Regarding the speech styles, the researcher has read kinds of theories about speech styles, and in this study, the researcher will focus on using Martin Joos's theory which is divided into five categories, namely: frozen, formal, consultative, casual, and intimate. This theory will be applied as a grand theory to conduct research under the title "The Speech Styles of Male and Female English Teachers for Classroom Management".

2. REVIEW OF LITERATURE

2.1. Male and Female Language
The reality that the ways of males and females communicate in their daily activities are different is undeniable. In line with the idea of Tannen (1990) cited in Simon (2021) about the theory of language and gender with the speaking objectives. Men tend to be problem solvers in their conversations while women try to attract the attention of their surroundings. In 1979, Adelaide Haas, a researcher from The State University of New York College, found that men and women have differences in spoken language. Men talk more about sport, money, and business in their discussion while women mostly prefer to talk about home and family. Other researchers from Indonesia, Murni Mahmud (2010), mention that women talk more politely than men. It is in line with the idea of Lakoff (1976) as cited in Mahmud (2010) that women tend to speak regarding the concept of politeness. Another study by Wahyuningsih in 2018 revealed that men's and women's languages are different in terms of forms, contents, and uses.

The writer presents the theory of men's language by Jennifer Coates (2004) and women's language by Robin Lakoff (1976). Coates (2004) cited in Juwita et al (2018) mentioned some features of men's language: minimal responses, commands and directives, swearing and taboo language, compliments, and the theme. The theory of women's language was first driven by Lakoff

in 1976 through the description of the dissimilarity of their language characteristics. For instance, the differences in lexical choice. The women are more precise than the man in naming colors, words like blue, aqua, aquamarine, cadet blue, and so on. Another one is the choice to use 'meaningless' particles such as "Ohh dear" identified as women's language and "Ohh damn" symbolized as men's language. Lakoff (1976) cited in Mahmud (2010) composed ten features of woman's language: The great tendency of women in using lexical hedges or fillers (e.g. you know, sort of, well, you see), tag questions (she's very nice, isn't she?), rising intonation on declarative (it's really good), empty adjectives (divine, charming, cute), precise color terms (magenta, aquamarine), Intensifiers (just, so), hypercorrect grammar (consistent use of standard verb forms), super polite forms (indirect requests, euphemisms), avoidance of strong swear words (fudge, my goodness), emphatic stress.

2.2. Speech Styles
Speech style is the speaker's style of communication with other people which may be affected by several factors. Thomas and Wareing (1999: 146) cited in (Sukriana, 2015) explained that people usually employ several techniques to communicate with other speakers. It is the speakers' strategy in making variations in order not to have a boring conversation in a certain situation and condition. It is also a variety of ways to talk with colleagues to get a more lively discussion.

According to a language expert, speech style is the range style of language used by the speaker which is characterized by the level of formality (Joos, 1976). Then, Joos (1976) divided speech styles into five categories such as frozen style, formal style, consultative style, casual style, and intimate style. It ranges from the most formal to the most informal (Sakti & Weda, 2020). The followings are the explanation of speech styles:

1) Frozen Style

   Joss (1976) stated that the frozen style is a style that is intended to be used in a very formal

setting such as in the royal hall, religious ritual, speech at the annual national ceremony, and some other serious events.

2) Formal Style

According to Joos (1996), formal style is commonly used in a formal setting and the communication is usually a one-way method or no feedback from the participants, for example in the university graduation ceremony where the speaker delivers his speech in front of many people.

3) Consultative Style

This is a semi-formal style that tends to be used by a teacher and students, a lawyer and their clients, a doctor with their patients, and other talking partners. They do a short dialogue to consult their problem or willingness and happens in two-way communication.

4) Casual Style

It is the most popular style to use for communication between friends or in an enjoyable speaking setting. It is also characterized as a style that is used for dialogue in relaxed or normal situations (Hamdany, 2017).

5) Intimate Style

According to Joos (1976:155) cited in Hamdany (2017), intimate style is a pronouncement that avoids giving the addressee information outside the speaker's skin. The style is used by a very close relationship, family, or a close friend. They tend to use a very private language and usually employ personal language codes which only be understood by their group.

2.3. Classroom Management

Classroom management is an activity of utilizing the time and classroom space, the strategy to control the student's behavior, and the implementation of effective instructional strategies (McLeod, 2003). Sternberg and Williams (2002) cited in Habibi et al. (2017) interpret classroom management as a set of techniques and skills that allow a teacher to handle students effectively to build a constructive learning environment for all students. Another expert defines classroom management as an activity that refers to how teachers organize and regulate what happens in their classroom to manage students' learning (Scrivener, 2012). One of the most important aspects of good teaching (Marzano, 2003). The teacher as the manager should be able to manage the given time and classroom space. He/she also should be able to create a proper strategy that will be applied in the learning process. Then, the teacher's capability in making effective instructional strategies also determines the success of the class.

According to Doyle (1986) cited in (Postholm, 2013), classroom management has two aims: the first one is to build a calm and quiet environment in the classroom and the second one is to advance the students academically and socially. A calm and quiet environment helps the students to maximize acquiring knowledge in the classroom. The more cooperative are the students the more valuable information can be transferred by the teacher. Through this condition, we expect good academic performance from the pupils.

In this case, the teacher as the manager of the classroom should take this responsibility. According to American researchers, Stronge et all (2011), teachers have a crucial influence on students' learning. The research result stated that the manner of the teacher in managing the class plays a big role to get a well-managed class and the quality of the teacher also should be the main priority to be concerned about to reach a successful classroom (Stronge et al 2011).

The Key Elements of Classroom Management (McLeod et all. 2003)

1) Time and Classroom Space

The effective use of time is a critical factor in assisting students to achieve their learning objectives and making the classroom a pleasant environment for both teachers and students is

necessary. Some examples of time and classroom space: setting up the classroom/ sitting arrangement, managing instructional time (allocated time, instructional time, engaged time, academic learning time), managing administrative tasks, transitions, and interruptions, and managing teacher time.

2) Student Behavior

In the classroom, strategies for building and maintaining learning environments that support teaching and increased student achievement must be implemented, including behavior management. Some strategies to control students' behavior are listed below: Classroom Climate, Establishing (Standards, Rules, and Procedures), Reinforcement, and The Backup Systems / Interventions

3) Implementing Effective Instructional Strategies

One of the teachers' obligations is to figure out how to use the resources and select methods to appropriately teach the curriculum to each student. Following the implementation of a strategy, the teacher must do on-the-spot monitoring to verify that all students understand their part in its success. When a student's weaknesses are identified, a teacher can intervene or observe until the student is on track. Teacher interventions are critical to the effectiveness of each technique and to assist students in achieving their main aim of learning. Here are some strategies: Whole-Class Strategies, Small-Group Strategies, Working in Pairs, and Working as an Individual.

3. RESEARCH METHOD

3.1. Research Method

This study employed a descriptive qualitative research method. A method called descriptive qualitative research concentrates on deeply describing and comprehending a phenomenon or occurrence. In this study, male and female English teachers were directly watched while engaged in classroom management activities, and data were gathered from these observations. To find patterns and themes in the speech patterns the teachers used to run their classrooms, the data were qualitatively analyzed.

3.2. Research Design

A descriptive research design was used in this study. This design aims to give an in-depth explanation of the speech patterns employed by male and female English teachers in their classroom management techniques. The researchers concentrated on developing an extensive understanding of speech styles through careful observations and analysis rather than manipulating variables or looking for connections between them. The researchers were able to investigate the distinctions of speech patterns and learn how male and female teachers utilized language to control their classrooms by employing a descriptive design.

3.3. Research Instrument

In this research, the researcher used some instruments for collecting the data as follows: The first instrument is the observation checklist. It is speech styles observation checklist. The table consists of the teachers' utterances, the situation of the classroom management, and the types of speech styles. The second instrument is the video/audio recording. The video/audio recording was used as the source to see the utterances of male and female English teachers. All the utterances in the video/audio recording were transcribed carefully. The third instrument is video transcription. This transcription was used to extract the speech of male and female English teachers. Then, the extracts were analyzed based on the Martin Jooz theory about speech styles.

3.4. Data Analysis

The technique of data analysis is the procedure of analyzing the obtained data or the researcher's way of analyzing the data. The procedures for analyzing the

data are as the following (Creswell, 2014). First, the researcher reviewed carefully the transcript of the teaching and learning process video/audio to make sure that the data is already correct and ready to be analyzed. After reviewing the transcript, the researcher read all the data completely. Then, the researcher coded or highlighted the words or sentences containing speech styles based on Joos's (1976) categorization using font color on the computer. After coding the transcript, the results became the extracts of the data. The next step is to determine the kind of speech style for every extract. In this case, the researcher would like to categorize the kind of speech styles used by the male and female teachers in managing the classroom. After knowing the category of speech styles, the researcher described how the speech styles are implemented in managing the classroom and why it is categorized as a certain kind of speech style. After describing the data, the researcher analyzed which kinds of speech styles are mostly used by male and female teachers in managing the classroom. Finally, two research questions will be answered.

4. FINDINGS AND DISCUSSION

4.1. Findings

The findings of this study consist of the data obtained through classroom observations & audio/video recordings. These findings are categorized into two main parts. The first part discovered the types of speech styles used by male and female English teachers in managing the classroom and the second part identified the speech styles frequently used by male and female English teachers in managing the classroom.

1) Types of speech styles used by male and female English teachers in managing the classroom

From the data obtained through classroom observations and audio/video recordings, the researcher found that there were some kinds of speech styles applied by male and female English teachers of SMP IT Wahdah Islamiyah Makassar from the first meeting until the second meeting.

a. Male English teacher's speech styles

Speech styles employed by the male English teacher of SMP IT Wahdah Islamiyah were categorized into formal style, consultative style, and casual style. The following are some examples.

Extract: Greeting the students and praise Allah

The male teacher was entering the classroom and like usual activity, he greeted all the students in the classroom.

Male Teacher	:Ok. **Bismillah, Assalatuassalamu'alaRasulillah. Assalamualaikum Warahmatullahi Wabarakatuh**.
Students	:*Waalaikumsalam Warahmatullahi Wabarakatuh*
Male Teacher	:*Ok, Alhamdulillah,* **We praise Allah. He gave us this chance to meet again in this meeting today.** *Jadi kita bersyukur dan memuji Allah karena kita masih diberi kesempatan untuk bertemu hari ini Eeeeeeeee untuk belajar ya Belajar Bahasa Inggris seperti biasa setiap pekannya, tiap hari senin.* **But before that, how are you doing?** *Bagaimana kabarnya pekan ini?*
	[Ok, Alhamdulillah, We Praise Allah, He gave us this chance to meet again in this meeting today. **So we are grateful and praising Allah because we are still given the opportunity to meet today** Eeeeeeeeee to learn. Learn English as usual every week, every Monday. **But before that, how are you doing? How are you this week?**
Students	: *Baik, Alhamadulillah ustadz.* [**Fine, Alhamdulillah Sir**]

In extract 1 above, the male English teacher used a formal style when he opened the class and praised Allah after greeting the students. The male teacher began the conversation with the phrase "*AssalatuassalamualaRasulillah.*" This is a formal Islamic greeting that translates to *"May peace and blessings be upon the Messenger of Allah."* By using this greeting, the teacher established a respectful and formal tone in line with Islamic customs. After that, the male teacher employed good grammatical sentences in

praising Allah in the utterance "*We praise Allah. He gave us this chance to meet again in this meeting today. So we are grateful and praising Allah because we are still given the opportunity to meet today".* Then, the male teacher also formally asked the students' condition by saying *"But before that, how are you doing?* **How are you this week?"** This question is identified as a formal style when asking about someone's condition in a conversation. \

Extract: Informing the topic of the material

As usual, the male teacher gave a brief description of the material which would be learned by the students at the time. This kind of explanation should be done at the beginning of the material to share clarity about the goals of the current activity.

Students	: Hewan peliharaan. [Farm animal]
Male Teacher	: *Ok.* **Very Good**. *Ok,* **in this chapter, we will also learn about past tense. Kita akan belajar mengatakan sesuatu yang sudah lewat dalam bahasa Inggris.** *Itu menggunakan tenses ini. Oke let's see, let's see part one. Bagian pertama.* **Is there any of you can read the description of part one?** *Bisa baca bagian part one?* **raise your hand please!** *Terserah siapa yang mau. Oke silakan.* [Ok. Very Good. Ok, in this chapter, we will also learn about past tense. We will learn to say something that is past in English. It uses these tenses. Okay let's see, let's see part one. First part. Is there any of you can read the description of part one? Can you read part one? raise your hand please! It's up to who wants to. Okay please.]

In extract 3, we see that the male teacher responded to the student's answer with a compliment of **"Very Good".** This kind of expression signifies the formality of the speaker's utterance. Then, he proceeded with his information by saying **"in this chapter, we will also learn about past tense. Kita akan belajar mengatakan sesuatu yang sudah lewat dalam bahasa Inggris. [We will learn to say something past in English.]"** These sentences were constructed in well grammatical. The rule of using infinitives after a will is applied. After that, the male teacher formally asked his students also **"Is there any of you can read the description of part one?"**

at the end of this question the teacher delivered an imperative sentence **"raise your hand please!** The word "please" indicated the formality of the sentence. The teacher addressed the students respectfully and it demonstrated a polite and formal tone.

b. Female English teacher's speech styles

Speech styles employed by the female English teacher of SMP IT Wahdah Islamiyah were categorized into formal style, consultative style, and casual style. Here are some examples:

Extract: Greeting the students and asking condition

Greetings at the beginning of the learning process is a routine activity in the classroom. The students were warmly welcoming their teacher in the morning.

Chairwoman	: *Stand up please, pray before study (Allahumma inni…).*
Chairwoman	: *Greet the teacher.*
Students	: *Assalamualaikum Wr. Wb.*
F.Teacher	: ***Waalaikumussalam Wr. Wb.***
Chairwoman	: *Sit down please.*
F.Teacher	: ***Ok. Thank you. Alhamdulillah, Bismillah. Assalamualaikum Wr. Wb.***
Students	: *Waalaikumussalam Wr. Wb.*
F.Teacher	: ***Good Morning class.***
Students	: *Good Morning.*
F.T	: ***How are you today?***
Students	: *I'm fine Mam. And you?*
F.Teacher	: ***Alhamdulillah.***

In extract 1 above, the dialog showcased the formal speech style through its use of formal greetings and respectful language. It began by the chairwoman energetically led the class to greet the teacher when she entered the classroom. Islamic salutation "***Assalamualaikum Wr. Wb.***" was uttered by the students to welcome her and responded by the female English teacher "***Waalaikumussalam Wr. Wb.***" After the students sat down, the female teacher started the class by saying "***Ok. Thank you. Alhamdulillah, Bismillah. Assalamualaikum Wr. Wb.***" Then, she greeted the students "***Good Morning class.***" and "***How are you today?***" and the students responded respectfully "*I'm fine Mam. And you?*". Those expressions above are commonly used in a formal situation. Hence, the conversation was categorized as a formal speech style.

Extract: Roll call at the beginning of the classroom

The female English teacher prepared to do roll call at the beginning of the meeting

F.Teacher	: ***Ok. I hope all of you in the good condition, and stay health. And also stay cheered up, semangat selalu, because we are start our meeting today in English by new material Insya Allah. So, before we continue, I will mention your name one by one. Before we start, please pay attention to me, because when I mention your name please say, present. Ok. Let's start. Atira Aulia Syam***
AAS	: *Present*
F.Teacher	: ***Aisyah Aura Kamila?***
AAK	: *Present Mam.*

In the second extract, the female teacher briefed and motivated the students before conducting the roll call. "***Ok. I hope all of you in the good condition, and stay health. And also stay cheered up, semangat selalu, because we are start our meeting today in English by new material Insya Allah. So, before we continue, I will mention your name one by one. Before we start, please pay attention to me, because when I mention your name please say, present. Ok. Let's start. Atira Aulia Syam***" There are some formal characteristics in this utterance such as applying a good grammatical pattern in the conversation and the use of the word "***please***" many times and calling the full name "***Atira Aulia Syam***" and "***Aisyah Aura Kamila***". For those reasons, the second extract was categorized as formal speech style.

2) The speech styles frequently used by male and female English teachers in managing the classroom.

Table 1. The accumulation utterances used by the male and female teachers

No	Types of Speech Styles	The accumulation of the utterances used	
		Male Teacher	Female Teacher
1	Frozen Style	0	0
2	Formal Style	81	46
3	Consultative Style	139	50
4	Casual Style	119	146
5	Intimate Style	0	28

The male teacher only employed 3 types of speech styles. They were formal style 81 utterances, consultative style 139 utterances, and casual style 119 utterances. Unlike the male teacher, the female one applied four kinds of speech styles. They were formal style 46 utterances, consultative style 50 utterances, casual style 146 utterances, and intimate style 28 utterances.

4.2. Discussion

The male teacher utilized a diverse range of speech styles in managing the classroom. He predominantly employed the consultative style to encourage interactive discussions and enhance student participation. Additionally, he engaged in the casual style fostering a relaxed and friendly atmosphere and promoting effective communication and student engagement. Moreover, the use of a formal style establishes a professional tone and ensures clear communication.

The female teacher employed a variety of speech styles to effectively manage the classroom. She combines the formal style to ensure professionalism and structure, the consultative style to encourage interactive discussions and student participation, the casual style to foster a relaxed and open environment, and elements of the intimate style to establish a personal connection with her students. This diverse approach to communication supports a positive and engaging classroom atmosphere, where students feel valued and empowered in their learning journey.

In conclusion, based on the available data, there are noticeable differences in the speech styles used by male and female teachers. The male teacher primarily employed formal, consultative, and casual speech styles, while the female teacher utilized formal, consultative, casual, and intimate speech styles. The most significant distinction lies in the usage of the intimate speech style, which was exclusively present in the female teacher's utterances.

5. CONCLUSION

Based on the data analysis, findings, and discussions, the researcher put forwards the following conclusions: First, the research on the speech styles of male and female English teachers of SMP IT Wahdah Islamiyah Makassar covered the theories of Joos (1976). The male teacher's speech styles were categorized into three types: formal, consultative, and casual. On the other hand, the female teacher's speech styles are divided into formal, consultative, casual, and intimate. Second, the male and female English teachers of SMP IT Wahdah Islamiyah Makassar used different dominant speech styles in managing the classroom. The speech style frequently used by the male English teacher was consultative while the speech style frequently used by the female English teacher was casual.

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