

## **SPEECH STYLE USED IN CHILD DEVELOPMENT**

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### **Abstract**

This study is about Speech Style Used in Child Development. The aim of this research is to find out the different speech styles used in child development. The researcher has compared what speech styles that are used. Such as, formal style, frozen style, intimate style, casual style and consultative style. The theory chosen by the researcher about speech style is the theory of Martin Joos which classifies speech styles into five. There are two problems formulated in this study: (1) What are the differences between active children and passive children? (2) What are the functions of each type of speech style used by active children and passive children? The researcher has compared. The method used in this research Qualitative method and Sociolinguistics approach. This research investigated 11 students in one grade in Madrasah Ibtidaiyah (MI) Karama. In this analysis, the researcher found 4 out of 5 types of speech style, the researcher found consultative style, casual style, intimate style and formal style. Then, for the functions, the researcher also found 3 out of 5 types of speech. The researcher found expressive, directive and representative.

**Keywords:** sociolinguistics, speech style, child development

## **INTRODUCTION**

Every human must have a speech style for each one. According to Joos (1976), speech style refers to the types of language that a speaker uses, and it is determined by the degree of formality. There are five types of speech styles: frozen, formal, consultative, casual, and intimate. Speech style has been discussed in a variety of linguistic contexts, including phonetics, dialectology, pragmatics, stylistics, and sociolinguistics. Variations in language or style are related to social issues that are visible in speech. On the other hand, when people are engaging, the environment significantly influences how they speak. For instance, when engaging with their parents people tend to utilize a different style than when interacting with their close friends.

Children will adopt a formal tone when speaking with their parents and usually, when they interact with their close friends, they will use casual style (Anggraini 2018, p.1). It can be concluded, numerous factors affect speech style, such as habits, purpose, setting, etc. The speaker's decision on the diversity of their speech style is influenced by the audience. Depending on who they are speaking to, the speaker will adapt their delivery style. When talking to people from different social classes, speakers frequently use a different language and pronunciation.

Each person uses a different style of speech to communicate. Even so, they communicate using the same language because speaking is a matter of style. When speaking to children, friends, or a boss at work, generally, people communicate in fairly distinct ways. Even when speaking to the same person in the same context, people use different words; for example, at work, they use office language, and at the game, people use game language. It signifies that a speaker's speech style refers to certain language nuances or styles they employ in a given scenario for the same outcome (Hamdany 2017, p.31). Speech style can be used by anyone, even children. Nowadays, we can find out a lot of children still use the word as usually babies produce because of their parent's habit.

Humans communicate with one another in multiple languages in different places of the world. Indonesia is one of the countries with many different languages and is home to a wide variety of ethnic groups, customs, and tongues. As a result, it is typical for Indonesians to use

a language other than their home tongue, national language, or even a foreign language when speaking in public. Linguistics, the study of language, has looked into this phenomenon. One area of macrolinguistics called sociolinguistics studies the interaction between language and society as well as how language is utilized in multilingual speech communities. Related to the explanation, sociolinguistics is the study of how language has evolved and how much it is used in society.

## **Review of Literature**

### ***Speech Style***

Speech style is the form of language that a speaker uses, and it is characterized by the degree of formality (Joos, 1967). Martin Joos provided an examination of English style in his oddly titled work, *The Five Clocks*. The levels of formality in spoken and written English were the "clocks," according to Joos, and they were frozen, formal, consultative, casual, and intimate. The speech style aids the speaker in determining the best delivery method. The speaker will be able to deliver a speech more skillfully. In daily language, children are more dominant in their speech style than adults. Speech style in child development often makes people misunderstand what they are talking about. The first language of a child is through the parents. For example, in Indonesia, parents always put "*Mamam*" which means "*Makan*" in English "Eat". It has long been known that some speech styles change inadvertently, speakers may sometimes decide to change the way they speak to achieve certain social effects during interactions.

### ***Types of Speech Style***

Joos, (1967) divides language into five styles:

#### **Frozen Style**

Joos (1976) states that oratorical or frozen style is used in public. Speaking in front of a large audience while using well chosen words, exaggerated intonation, and rhetorical devices indicates that the person using these techniques is of the highest skill. Communication and education are necessary since different forms of style need to be expanded upon. It may be seen in the way the president communicates with society, the way attorneys argue their cases in court, and the way the prime ministers interact with one another.

#### **Formal Style**

This style is usually used in literary book, president's speech act. According to the patterns, it appears to be a formalized standard language. Therefore, it is not appropriate to employ this form of language diversity in conversations between friends. Additionally, the vocabulary is more extensive. Speaking to medium-sized or large groups typically employ this tense. The speaker must prepare in advance by structuring whole sentences before speaking. It can also be used while speaking to just one listener. Artificially explicit pronunciations are used in formal style. Specialized meanings are assigned to words. The sentence structure is not only complete but also complex. The speaker wants to keep the audience quiet but attentive. The speaker has already determined that the audience will benefit from any background information available (Joos, 1976).

#### **Consultative Style**

Consultative style is a style that shows our norm for making a peace with strangers who speak in our language, but the personal stock of information may be different. This suggests that while still formal, this style is less formal than others. This kind of sentence, which is required for communication in daily activities, is typically shorter than formal. Consultative style often has negative indicators. Some good indicators of consultative style can be present, such as *yes, no, uh huh, Mmm, that's right, and I think so*. It is distinguished, so to speak, by the absence of all the features that define the other types from one another. This approach is frequently utilized in classroom settings, trades between buyers and sellers, and group discussions. Additionally, Such terminology is employed in meetings held at school or for manufacturing. Both formal and informal settings can use this style. Consultative style is a communication style that is

utilized in semi formal situations. It is a type of language that is expected of all speakers and is the most common style of speaking in a small group. The speaker describes the circumstance and does not assume that he will be understood if he does not do so. Furthermore, if no public information is available, a consultative conversation is halted; each sentence the speaker pronounces must be explicit and clear. This conversational style is most common between a doctor and a patient, or between a teacher and students.

#### Casual style

A casual style is one that is utilized for discourse in a laid-back or everyday setting. When conversing with friends, relatives, and other close friends, people frequently employ this manner. This conversational approach is frequently used. One aspect of informal style is that people address one another by their first name or even a nickname rather than their full name and last name. Ellipsis and Slang are two examples of casual style devices (Joos, 1976). The distinctions between consultation grammar, which needed a shorter form, and casual grammar are typically demonstrated by ellipsis (omissions). Unstressed words are typically left out of informal writing, especially at the start of sentences. Those most often involved are articles, pronouns, auxiliaries, and be. For example, "I think that I can't fly" becomes "I think I can't fly."

#### Intimate Style

Intimate style is usually used by individuals in very close relationships, such as those between close family members or friends. Short words, imprecise articulation, and incomplete vocabulary are all indicators of this language. This is due to participants' prior understanding of one another. This communication style is marked by what Joos terms "extraction" utilizing personal language, which can instantly eliminate distance and promote comfortable communication.

According to Holmes (2013), that everyone has a different way of speaking which indicates aspects of that person's social identity. Speech has a variety of information about the identity of a speaker which includes the place of origin of the speaker and of course the social experience of the speaker. The speaker must adjust his speech or speech acts with the audience, such as distinguishing the way he speaks to customers, bosses, children, and colleagues Holmes (2013). People in using a language must distinguish between formal and casual contexts because speech really has an influence on its form, this is so that the message we deliver can have the 'same' meaning when we express it. The speech function is used as a tool or media to exchange experiences in carrying out its duties and people use it in their daily interactions. According to Searle (1969) in Mahmud (2017, p. 52) there are five categories of speech functions.

#### ***Speech of Functions***

##### Representative

A representation is a specific kind of speech act that expresses the speaker's belief in the truth or falsity of a statement and it can also be seen in the acts of stating, telling, swearing, claiming, reporting, comparing, and urging. For example, "It was a lovely sunny day" (Yule, 1996, p. 53) According to (Budiasih, 2018) in her Journal, assertive or representative illocution is defined as "An assertive act is a statement used to target a certain notion, proposition, or belief in an attempt to describe the actual state of affairs. Asserting, concluding, informing, forecasting, and reporting are examples of these actions ". Following assertive illocution is a speech intended to transmit a certain notion, in which the speakers attach to the reality of the proposition expressed or confidence expressed to listeners, such as affirming, informing, concluding, and reporting something.

##### Directives

According to Yule (1996, p. 54), A speaker uses such speech acts to persuade someone else to do something. Directives are a type of speech act in which the speaker directs the

addressee to perform a certain action. They communicate the speaker's wishes. As displayed, it's a list of commands, orders, requests, and thoughts. They might be either positive or negative, such as "Don't touch that".

#### **Commissive**

Commissive are statements made by speakers with the intent to commit themselves to doing something in the future. They are type of commissive such as promising, threatening, offering, refusing, and pledging. For example "we will not do that" Yule (1996, p. 54). As Searle puts it, the responsibility generated by commissives, meaning is produced in the speaker, not the listener. As a result, they commit the speaker to taking the action they have promised, threatened, or offered. (Altikriti, 2011).

#### **Expressive**

Expressive speech is a type of speech that serves to reveal the speaker's psychological attitude toward the situation described in the illocution. These, according to the Alkriktiki (2011) journal, express the speaker's inner condition. They are naturally courteous while greeting, thanking, congratulating, and other such actions; nevertheless, they are not when blaming and accusing. Thanking, congratulating, forgiving, blaming, praising, and condoling are examples of expressive communication that serve to express or show the speaker's psychological attitude in a situation.

#### **Declarative**

Umar (2016) According to his argument, a "declaration" is a speaking act that connects information to fact. Examples include: resigning, firing, christening, naming, appointing, expelling, and sentencing. According to Yule (1996, p. 53) declaration "are those kinds of speech acts that change the world via their utterances". Thus, declaration is the kind of speaker's utterance or what the speaker says is about declaring something. For example, "we find the defendant guilty".

### **RESEARCH METHOD**

#### **Research Design**

This study used a qualitative research method with a case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of speech styles at primary school MI Karama (Madrasah Ibtidaiyah), Karama. According to Fraenkel, et al, (2012) a case study is a qualitative research method that examines a single person, group, or significant example in order to develop interpretations of the particular case.

#### **The Setting of the Study**

This research is focused on MI (Madrasah Ibtidaiyah) Karama, Bulukumba Regency. The researcher chose MI Karama as the research location with consideration based on experience that in that place many children use a unique style of language that is not even controlled, and the research location that the researcher chose is close to the author's own residence, so that the author can directly observe all schools or to offer accurate generalization. As a result, the researcher was able to examine students and comprehend the case of speaking style thanks to the study case approach. Activities at MI Karama and even researchers can see firsthand the level of awareness of these students in using language styles.

#### **Source of Data**

According to Lofland cited from Lexy J Moleong (2021) states that "the main data sources in qualitative research are words and actions. The rest is additional data such as documents and others". To simplify data sources Arikunto, (2010) classifies data sources, namely person, place, and paper.

**Person**, who is capable of providing information through surveys or interviews by investigating data ideas in the field; those who provide data here start with sources of data in the form of people who can conduct interviews and provide information in the form of spoken responses. The subject of this study is several students in MI (Madrasah Ibtidaiyah) Karama,

while the people in this study were several students in grades 1. The researcher took 4 students as participants to interview. There are two active children and two passive children in class.

**Place**, which is a data source in the form of a place or data source that presents a view in the form of a stationary and moving state including building facilities, building conditions, teaching and learning activities, performance, activities and so on in Madrasah Ibtidaiyah (MI), Karama, Bulukumba District.

**Paper**, which is a source of data in the form of images. From these three elements, the researcher creates data sources, which can then be assembled into one so that it can be presented in the form of a thesis as a result of collecting the information obtained. Data sources that offer signs like letters, numbers, pictures, or other symbols are referred to as symbols-based data sources that can be called the easier documentation method (Arikunto, 2010).

### **Procedure of Data Collection**

Data are pieces of knowledge that have been gathered through research. The researcher must use specific strategies for data collection in order to obtain credible data. Because the goal of the research is to obtain the data, data collection methodology is a crucial phase in the research process. Data collection can be done in any environment, using any resources, and in any manner. According to Baker (2006), observation is a difficult research approach since it typically needs the researcher to take on multiple roles and collect data using a variety of tools, including her or his five senses.

Accurate data can be obtained if the data collection process is carefully prepared. In data collection, there are several approach methods, including:

#### **Observation**

Another data collection is observation. The observation approach is a means to gather data by keeping an eye on or participating in study events or items. According to Arikunto (2010), the act of using all five senses to focus on an item is called observation. So, observing can be done through sight, smell, hearing, touch, and taste, and can be interpreted as direct observation. This study used structured interviews, which are conversations with a defined goal. The conversation was carried out by two parties: the interviewer, who asked the questions, and the interviewee, who provided the answers. Before conducting the interview, the researcher will actively observe in the class.

Interviews with MI (Madrasah Ibtidaiyah) Karama students, to find out what students responses and speaking styles would look like when someone they just met. The interview method is very necessary and has a big influence in the process of collecting data in research. The stages that will be carried out in interview techniques in this research include: determining who is being interviewed, preparing data for the interview, and conducting the interview.

#### **Documentation**

According to Arikunto (2010), documentation is carrying out the documentation method, researchers investigated written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. Documentation is used to collect data and then review it. Researchers used the documentation method to collect official documents and personal documents. Researchers will record and photocopy documents related to the required data. As for what researchers mean by documents are data that are written in nature and in the form of recordings or videos from students. This method is used to collect data about anything related to research, such as: daily assignments, mid- semester questions, daily test questions, student activities both at school and outside, number of students, evaluation results and other data related to research.

### **Techniques of Data Analysis**

Data were analyzed utilizing a number of suitable processes. According to Miles, Huberman, & Sadana (2014), they outline with three steps: condensing data, displaying data (data display), and drawing inferences or making sure (conclusion drawing and verification). Data condensing

is the process of choosing, concentrating, simplifying, abstracting, and (transforming). Data Collection, The first step Data collection from the method that is carried out is observation, interviews and documentation. All of these data types have one key aspect in general, the analysis mainly depends on integrative and interpretive skills of the researcher.

**Data Condensation**, the first step is the researcher got the data by focusing on what is the main point of the research data.

**Data Display**, the second step is the researcher observing the presentation with these data, researchers will understand what is being done and what to do. The researcher analyzed the daily of conversation in the class.

**Verification**, the last step is the researcher conclusion of what types and how the function of speech style is used by students in Madrasah Ibtidaiyah (MI) Karama.

## **FINDING AND DISCUSSION**

In this Finding will formulate the extract from conversation of students that related to the research questions. The Researcher used Joos theory to analyze these research questions and the data were collected in Madrasah Ibtidaiyah Karama (MI). In these findings the researcher examined the differences of speech style between active children and passive children and the functions of each type of speech style used by active children and passive children.

### **1. Speech Style Used by active children and Passive Children**

Based on the type of speech style that students used in Madrasah Ibtidaiyah (MI) Karama, the researcher has found three types of speech style that are used by the students which contain 22 extracts in this analysis based on Joos theory that he mentioned in the types of speech style. As follows: consultative style has 3 extracts, casual style has 3 extracts, intimate style has 9 extracts, and formal style has 3 extracts.

#### **Consultative Style**

##### **Extract 1**

**Guru:** *Bunga belajarki lagi di rumah nah bunga, belajar menghitung sama belajar baca tulis supaya bisa naik di atas membaca sama menulis.*

**Teacher:** *Bunga you have to more learn in your house Bunga, study to confer, reading and writing so you can stand in front of the class with read and write*

**P (Siswa):** *Iyee ibu guru.*

**P (Student):** *Yes mam.*

Based on the extract above, the teacher gave the suggestion and advice to learn more in the house, but the student just answered *iyee ibu guru*, her sound was very quiet and soft. It means that her teacher was true about that and thought she must answer yes because she faced her teacher.

##### **Extract 2**

**Teacher:** *Hafis jangan diambil pulpenya temanta kalau tidak ada pulpenya boleh pinjam, kasi kembali pulpenya temanta.*

**Guru:** *Hafis don't take your friend's pen if you don't have a pen, you can borrow it, give it back.*

**A (Siswa):** *Bukan saya kodong bu guru.*

**A (Student):** *Not me, mam.*

The sentence *bukan saya kodong bu guru* means he didn't take his friend's pen. The word kodong means, we all must believe him because he really did not do it. That word is *kasihan* for the formal style. And those extract above it marked consultative because their conversation is with suggestion and advice. Although the conversation less of formal style, it was still easy and comfortable for the teacher and students.

##### **Extract 3**

**P (Siswa):** *Ila' mauka baca buku*

**P (Student):** *Ila' I want to read your book*

**P (Siswa):** *Hmm liatmi.*

**P (Student):** *Yes, just read.*

The extract above shows that Bunga wants to read Ila's book and it means she has to give permission to Ila'. Then, the answer from Ila *hmm* it means *yes, just read*. The word "hmm" it's one of the marks of consultative style.

#### **Casual Style**

This style is one of the speech styles used in daily conversation. One of the types of casual style is to use a first name or even a nickname instead of a full name and last name when addressing someone. For example, the person that has the name Nisa but we are close friends, then, we can call her "Nis". That is shorter than nickname and usually this conversation used Slang word or Ellipsis (omissions)

#### **Extract 4**

**A (Siswa):** *Berapa Jumlahna ini?*

**A (Student):** *How many amounts of this?*

**A (Student):** *15*

**A (Siswa):** *Sotta pa ini iyya, 16 nah*

**A (Student):** *Know it all, of course 16*

The word *sotta* stands for *sok tahu*. That word is slang from Makassar. So those abstract above is a casual style based on the explanation above. For disclaimer, the word *Sotta* is only used by people that have known each other like close friends or family in the same age as us.

#### **Extract 5**

**A (Siswa):** *Ibu si Bunga tidak menulis bu.*

**A (Student):** *Mam Bunga not writing*

Then, this extract used an article. Joos explained one of the characteristics from casual style is if in the conversation used article, there are some articles in Indonesian language such as *si, sang, sri, hang, hyang, yang, para, kaum, and Umat*. For the extract above, the student chose *si* in casual conversation.

#### **Extract 6**

**A (Siswa):** *Naik ko semuanya*

**A (Student):** *All of you go forward*

The sentence of *naik ko semuanya* above it means that the student ordered her friends to go forward in front of class. This is a casual style because she made her sentences shorter. She was supposed to say *semuanya maju ke depan* (*All of you go forward*). However, this is casual whereas they understand what their friends mean and this daily conversation is common to use in Child environments and between close friends.

#### **Intimate Style**

Intimate Style is the most informal of types of speech. People who have close intimacy employ this style. Like between friendship relationship, family member and couple relationship. This style is almost similar to casual, this style can be marked using incomplete words, short words and usually with unclear articulation.

#### **Extract 7**

**A (Siswa):** *Sini ko he, siniko*

**A (Student):** *Come here beside me.*

**P (Siswa):** *Disini maki nah he.*

**P (Student):** *I am here now.*

Next in the extract above, the conversation sounds too intimate. *Siniko he, siniko* means an offer. Here, A called her friends to sit next her, and P answered *disini maki nah* it means I am here at all. However, if this style includes another speech style the sentence is supposed to complete. Like, A have to say *come here to beside me*, that complete actually.

**Extract 8**

**A (Siswa):** *He... recuko itu kau iyya, teaja nakke iyya.*

**A (Student):** *He...you're cheating, it's unfair).*

The articulation from the conversation above is intimate style, where the articulation it's unclear and if this conversation happened with another person, it must not be understood by the listener. Even those who know the language above do not necessarily understand this sentence "*teaja nakke iyya*" "*it means I don't want*". The point of this conversation is that it's unfair if the other student cheats.

**Extract 9**

**A (Siswa):** *Nakke juku ballo ku uppa iyya.*

**A (Student):** *I found nice fish)*

**P (Siswa):** *Saya juga biasanya dapat ikan*

**P (Student):** *I often found fishes too).*

The extract above is a very intimate style because some students in the class are not related about what they mean. Because there are two local languages used in the class, it can be concluded that the speaker and the interlocutor grew up in the same environment, so they got connected to each other.

**Extract 10**

**A (Siswa):** *Ih anngura pakinjo kau?*

**A (Student):** *How did you?*

The extract 10 shows that this conversation above its intimate style because they used local language. Based on the explanation above, this conversation is just longer for the participants who have very close relationships. All of the conversations in extract 8, 9 and 10 just happen with the people who grow up together in the same environment, so they have already understood each other in their communication.

**Extract 11**

**A (Siswa):** *Saya mau satu kelompok sama Fitri*

**A (Student):** *I want to choose Fitri in my group*

In the extract 11 above its intimate style, because "*saya mauka*" is a feeling for friendship related, the word "*mauka*" prefers to really want to do something with a best friend. So, some students in the class understand what the speaker means. It means Fitri must join in the group with the speaker then the other students felt he shouldn't join with the group.

**Extract 12**

**A (Siswa):** *Kau disini toh, ka kau laki-laki.*

**A (Student):** *You here because you're boy*

**P (Siswa):** *Kenapa saya, kaumo*

**P (Student):** *Why me, just you)*

**A (Siswa):** *Saya mo pale.*

**A (Student):** *Okay, just me then.*

There are two characters of intimate style in those extracts above. They are incomplete words and short words. For the example from the extract above, *kau disini toh ka kau laki-laki* this sentence is an incomplete word because she did not explain why boys must. For sure, there must be some students who don't understand this sentence. She is supposed to say *as a leader, boys must go ahead.*

**Extract 13**

**P (Siswa):** *Di tas ku mako ambil*

**P (Student):** *Just take it in my bag*

**A (Siswa):** *Dimana kau simpan?*

**A (Student):** *Where do you save?*

**P (Siswa):** *Carimi saja.*

**P (Student):** *Just looking for*



Then extract 13 still intimate style, and the second example for the extract above is *carimi saja*, this sentence is intimate style because short and for the last example the researcher found some sentences that show they are intimate style such as *di tasku mako ambil, dimana nu simpan and carimi saja*. These sentences show that as a close friend, their conversation sounds very close and intimate to each other.

**Extract 14**

**A (Siswa):** *Saya bikin ini he, saya bikin*

**A (Student):** *I make this one*

**A (Siswa):** *Apa injo nuhaju?*

**A (Student):** *What are you doing?*

**P (Siswa):** *Cantik di.*

**P (Student):** *Beautiful.*

The extract above that *those* conversations is intimate style, *saya bikin ini he* it means he point on stuff like his assignment. Where the word of *he* in the last sentence is an additional word. The emphasis of the word shows that he really made it. Then *apa injo nuhaju* is a local language that just people know. Let's say they relate to each other, local language just used for people that we grew up together with. And the last conversation ends with *di* word. *Di* it means *yah* for example *cantik yah*.

**Formal Style**

Formal style is one speech style from Joss theory. Formal style is usually used in formal events or formal situations and is always spoken to people who are older, bosses at work and people that we just know. Here in speech style in child development the researcher found three types of formal style used in students. In English the code labels for formal style are *might, can, may, do, mr or sir*.

**Extract 15**

**P (Siswa):** *Saya suka menulis*

**P (Student):** *I like writing.*

Based on the extracts above in general, the word of *saya* and the sentence of *tidak tahu* is one of formal style. In Indonesia, *Aku* is also the same word with *saya*, however *saya* is more used in formal events. In his speech president, Jokowi never used *aku*.

**Extract 16**

**Guru:** *Siapa mau lihat saya menggambar*

**Teacher:** *Who want to see me painting*

In the extract 16 still show formal style “*saya*” the word of “*saya*” indeed it’s not a big deal for their language because “*saya*” is always used in daily conversation between children.

**Extract 17**

**Guru:** *Ayo Mala naik menulis*

**Teacher:** *Mala, let go forward and write*

**Guru:** *Saya tidak tahu bu guru.*

**Teacher:** *I don't understand mam*

For example, the speaker said, “*saya tidak tahu*” This sentence is more formal than some sentences that are similar to it. It depends on each other such as *gak tau, nda tahu etc*.

**2. Function of Speech Used by Active children and Passive Children**

Based on the function of speech in child development (Active children and passive children) the researcher found some functions which they express. Any several extracts for each function. However, the researcher just found three functions of this study, as follows: expressive have 9 extracts, directive 4 extracts, and representative have 5 extracts.

**Expressive**

Expressiveness is one part of speech, where it was explained that this function has a type to express feelings of touch, such as joy, sorrow, politeness, regret, pleasure, sadness and

congratulating people. This function is emotional where the speaker expresses the feelings of what they felt at that time.

**Extract 18**

*Bukan saya ambil ki*  
(I don't take it)

**Extract 19**

*Yess dapat 100 ka*  
(Yess I got 100 point)

**Extract 20**

*Wih kak rendah na nilaiku*  
(My point so low)

**Extract 21**

*Kodong saya terus*  
(Why always me)

Based on some extracts above which are the emotional expressing from students, there is got polite feeling, pleasure, sadness, and congratulation to their friend. In extract 19, 23 and 25 lead to pleasure expressive. Firstly, for the pleasure expressive in extract 19, that the speaker said “*yess dapat 100 ka*” it means the speaker got 100 for the assignment. The word of *yess* is a happy expressing like *yeay*, the speaker proud of to herself because got a good point. Then in extract 23, the speaker said “*yess hampir pulang*” it means they almost back at home each other. Indeed, that happiness for all of human as officer and students. And the last for the extract 25, the speaker said “*Yee juara satu kelompokku*” this expression so show off even any act like jumping it marked that they're so happy for the win as team works.

**Directive**

Directive is the speech of speakers that are used to ordering, requesting, advice, recommending and commanding to someone. There are two ways for doing some functions for the directive above. There are positive and negative ways. It depends on the people that are focused by the speakers. There are some directives that the researcher found in this study, as follows:

**Extract 27**

*Ih duduk mako*  
(Sit down)

**Extract 28**

*Siniko Ila*  
(Come here Ila)

**Extract 29**

*Tulismi cepat Ila*  
(Harry up to write Ila)

**Extract 30**

*Kaumo Ibnu*  
(Just you Ibnu)

Four extracts above are directives, all of the sentences above prefer in ordering someone. This situated there is a soft delivery and some are a little loud to speech by speaker. For example, in extract 27, this extract is one of three orders that speech delivering is negative; it is marked with loud sound and the expression. Its difference from the other extract above is more proper based on what the researcher found until doing this study.

**Representative**

Representative is one of speech where the speakers believe that their self is true or false. For example, in truth, “it was a beautiful sunny day” here in this sentence the speakers are sure

about that because they saw it by themselves yesterday. There are some types of speech delivery in representative. They are claiming, reporting, instructing, and concluding.

**Extract 31**

*Bunga tidak naik kelas kalau malas*

(Bunga you must be held back in class if you are lazy).

**Extract 32**

*Ibu na ambil pulpenku Reski.*

(Mam Reski take my pen)

**Extract 33**

*Tidak sakitji Reyhan malasnaji pergi sekolah.* (Reyhan isn't sick, he is just too lazy to go to school).

**Extract 34**

*Bunga toh nda na suka pakai jilbab.*

(Bunga dislikes wearing veils).

**Extract 35**

*Menyontek ki Reski kak*

(Reski cheat mam).

Based on some extracts above, there are some examples of claiming and concluding. Firstly, for concluding, here in extract 31 "*Bunga tidak naik kelas ko kau*" the speaker believes that Bunga must be held back in a class" the speaker is sure about that because Bunga never had to study at home so she cannot write and read. Next in extract 33 "*Tidak sakitji Reyhan, malasnaji pergi sekolah*" the speaker concluded that Reyhan was not sick because the speaker saw Reyhan playing in front of the yard.

Secondly some extracts for claiming. For the extract 32 the speaker said "*Ibu na ambil pulpenku Reski*". The speaker is sure that Reski took her pen because her pen is pink, nothing anyone has other than her in the class. Next in extract 34 "*Bunga toh nda na suka pake jilbab*" the speaker said that because she always saw Bunga not wearing a veil when out of school. Then in the last extract 35 "*Menyontek ki Reski kak*" that the speaker said, she informs that Reski is cheating on him, and he is sure about that because the speaker is the target for cheating.

**DISCUSSION**

In general, speech style plays an important role in the process of child development where the children from six years old to seven years old have some vocabularies. Since baby they have teaching to produce some words and of course parents play important role for it so as a parent we have to know how important parenting knowledge because what the parents that teaching then that is doing by children because the factor for forming a language it starts from internal environment then external environment. Young children's only exposure to the language they will acquire is through the speech they hear. Some conclude about the difference of speech style between active children and passive children, this study proves that the influence of parents' language style in children is very important, the average style of language used by children who do not live with their parents is more monotonous than children who are accompanied by their parents..

**1. Speech style used between active children and passive children**

Based on the findings above, the researcher found four types for speech style. They are consultative, casual, intimate, and formal with the total 17 extracts. In this finding for types of speech which is the most used in students is intimate style. The researcher found some differences in speech style used in active children and passive children were active children more dominant in the class than passive children and sometimes used formal style. In their speech style as we can see they used more dominant intimate style even passive children.

**2. Function of speech used by Active children and passive children**

Based on finding above there are some functions that used in active children and passive

children. There are five functions that Searle (1969) mentions: they are representative, direction, commissive, expressive and declarative. Only three the researcher found out of five function speech. The researcher found expressive with 9 extracts, expressive with 4 extracts and representative with 5 extracts so the total from all of the extract is 18 extracts. The researcher's finding, she found some differences active children and passive children in used the function speech. Where passive child more used expressive for as function of speech, as we can in extract 18 "*Bukan saya ambilki*" the speaker is Bunga Dahlia as passive child while active more dominant to used directive and representative where almost all directive and representative the speakers is active children.

## **CONCLUSION**

First one, this research investigates speech style used in child development (Active children and passive children) in Madrasah Ibtidaiyah (MI) Karama. Based on the theory of Joos(1998) about types of speech style, it can be conclude that the researcher finds three types from five types that Joos mention, they are consultative style, casual style, intimate style and formal style used by active children and passive children meanwhile only one is not found namely is frozen style. As we can see in chapter IV, the dominant that is used by students in Madrasah Ibtidaiyah (MI) Karama was intimate style and more comfortable to use with friends that are the same age. For consultation, it can be concluded that passive children of Madrasah Ibtidaiyah (MI) are more relaxed to use it.

## **SUGGESTION**

After completing this research, the researcher has some suggestions. After completing this research, the researcher has some suggestions for the interest of some researchers that want to investigate that similarity with this study. In this topic not only relate in real life, but we can also investigate other dictional subjects such as, novels, movies, etc.

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