

Language Styles of the Students at FKIP UHN Pematangsiantar

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Abstract: *The aims of this research are to find out the types of language style and to know the most dominant type of language style among students and students in classroom interaction at FKIP UHN Pematangsiantar. As the limitation, this research analysis the kinds of language style in Joos theory (1991, 153-157), namely (1) frozen style or oratorical style, (2) formal style or deliberative style, (3) consultative style, (4) casual style, (5) intimate style. The writer formulates some theories to complete this thesis, they are : Breenan (2005), Miriam Meyerhoff (2006), Holmes (2001), John R. Searle (2006:3), Eckert (2002:1), Prof. Elena N. Malyuga (2012:3), Llamas (2007:95), Simpson (2004:22), Joos (1967), Keegan (2009), Keraf, G. (2010), Suzanne Romaine (2002), Hornberger (2010:177). This research is design as qualitative research which the data analysis inductively. The data is taken of record from the students and students in classroom interaction. There are five language style among students, found by the writer in classroom interaction. The result of this study shows that there are five language styles, they are: frozen style or oratorical style (0%), formal style or deliberative style (0%), consultative style (47,36%), casual style (42,10%), intimate style (10,52%). The most dominant is casual style, by seeing the research findings, the writer concludes that the interaction in the classroom still largely dominate by the teacher such as giving instruction giving explanation and showing appreciation.*

Keywords: *Interaction, language styles, students*

I. INTRODUCTION

Interaction is a kind of action that occurs as two or more object have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Interactions are orderly and proceed in an organized way, but all the participants have to work at the conversation, making sense of things, supporting each other, checking for meaning, and so on. A conversation, unlike a piece of written work, is very much the work of at least two people or more. Interaction is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Utterances in interaction (whether spoken, typed, or produced manually using sign language) are contingent upon one another, such that interpretation depends very much on context.

In this research, the researcher prefers to students' interaction. Ex: Jojoba (jomblo-jomblo bahagia), gengges (ganggu): unfollow ah, habis postingannya gengges banget, oretz: all right, cmiiw (correct me if I wrong): setauh gua sih begitu#Cmiiw, palbis (Paling bisa), luv banget (suka banget): bukunya bagus ya, luv banget, Skull (sekolah), meneketehe (mana ku tahu), Sherina (serius na), gaptak (gagap teknologi), doror (double error), gzebo (gagap jelas), nething (negatif thinking), lebay (berlebihan), homz (rumah), taw (tahu), krang (kurang), miapah (demi

But, from these two resources, the researcher using language style according to Joos, (1991:153-157) to analysis language style of student interaction in learning process.

1. The Definition of Style

According to Holmes (2001:224)

- 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.

2. Classification of style

Levels of style factors affecting style :

- a) A social identity
- b) Variation in language
- c) The choice of words used by a specific group of people when they speak.
- d) Style is a set of linguistic variants with specific social meanings. In this context, social meanings can include group membership, personal attributes or beliefs.
Example: In New York City the highest and lowest groups have the shallowest slopes, but the second highest group in the social in the social hierarchy, the lowe

2.3 Language Style

According to Eckert (2002:1) “Language style is pivotal construct in the study of sociolinguistics variation”. Language style is the locus of the individual’s internalization of broader social of distribution variation. The broad conception on style as a social of distinctiveness has some precedents is sociological work. Using style in the same loose fashion, however, hardly solves anything, and goes against the usage of style by most people in relation to individual texts or individual speakers. Another thing that complicates the study of dialect is the fact that speakers can adopt different styles of speaking depending on the circumstances speakers can speak very formally or informally. According to Hornberger (2010:177) in Suzanne Romaine (2000) people engage in different ways of speaking has attracted much attention from sociolinguists in the past decades. Initially, quantitatively oriented sociolinguists tried to map with what frequency speakers conventionally shifted styles in different social contexts, and consequently showed how social hierarchies are inscribed on routine speech patterns. Style as speaking does to speech. Speech and style are then the products, or the sediment, of the preceding interaction; the interaction itself, in turn, may be seen as ‘styling or speaking-in-action’.

According to Holmes (2001:116) the intersection of social and style is one of the most important findings of sociolinguistics, if a feature occurs more frequently in working-class speech, then it will occur more frequently in the informal speech of all speakers. According to Malyuga (2012:3) “Language style is a variant of language of a particular society fixed by tradition to one of the most common social spheres in some way different from other variants of the same national language in its key parameters, vocabulary, grammar, phonetic, etc. Generally speaking, the use of non-standard forms increases the less formal the style and the lower one’s social status, with men’s scores higher than women’s. Although each class has different average

scores in each style, generally speaking all groups style-shift in the same direction in their more formal speech style, that is, in the direction of the standard language.

According to Llamas (2007), in Holmes (2002:95) “language style is dimension of language where individual speakers have a choice”. People do not always speak in consistently the same way. In fact people shifting the way we speak constantly as we move from one situation to another. Style is the linguistic idiosyncrasy of an individual. Style is personal. Style in social roles includes expected behavior associated with a particular status. It is more flexible than status and varies also according to the speech situation. Incompatibility of requirements imposed by roles upon individuals may result in a role strain and role conflict. As Joos does, in the center of the matrix in consultative style, it provides the norms for the other styles. Intimate and casual tend to simplify its structural features, its content, or the effort put in to its planning or execution. In consultative pronunciation is explicit, word choice is careful, sentence structure is complete. But consultative is nonetheless a interactional style, the speaker constantly watches the listener’s verbal and non-verbal responses in order to decide whether too much or not enough information is being transmitted.

Casual is also the interactional style. But it is not for strangers. It tends to make frequent use ephemeral words and expression which act as badges of shared information or shared assumptions (slang). Joos claims that all five styles have a stable list of conventional formulas, which presumably appear only in the style they mark. Intimate styles manifest extreme structural simplicity. It is characterized by what Joos calls extraction. By saying that public information is positively abolished, he seems to claim that the information transmission function of language is absent in intimate style. This also implied by the contents of the communicative function. The participants are indeed so Intimate share much information and assumptions. In other side, formal is important, provides transition to his claims about the role. A formal text is carefully planned in advance. Different with frozen style that lack intonation, but this is a comment not on its phonology but on the lack of clear evidence of its author’s intent. In fact frozen style is defined almost exclusively in terms of its role and frozen style purposely ambiguous. Frozen style invites the reader to enter into a personal experience of creative discovery. When a person interacts with others, it must occur a communication. Their communication will be influenced by the circumstance or the social context in which they may have different styles of language depending on situation and condition of its social context. For instance, language style used in a conversation/interaction between teacher and student in the school will be different from student and his friend in the mall. We can speak very formally or very informally, our choice being governed by circumstance by Holmes (2001:276). He said that styles are analyzed along a scale of formality. Holmes’ statements are clear enough that when we talk to others, the selection of words should be tailored to the circumstances surrounding environment, both in formal and informal situations.

2.4 Description of Five Language Styles

Joos (1991, 153-157) differentiated five levels of formality in language style. They are described as follows:

a) Frozen style or Oratorical style

Frozen style (Oratorical style) is defined as the most formal style and elegant variety that reserved for very important or symbolic moments. It is usually used in the situation which is celebrated with respect and legitimate or formal ceremonies. An oratorical style is used in public

speaking before a large audience; wording is carefully planned in advance, intonation is somewhat exaggerated, and numerous rhetorical devices are appropriate. Many of linguistics units fixed and there is no variation in it. It is the most formal communicative style that is often used in respectful situation or formal ceremony. As most highly formal style, it uses the complex grammatical sentence structure and vocabulary known only to experts in a particular field. It invites the reader to enter into a personal experience of creative discovery such as literary texts like poetry. Not only the sentences are carefully constructed individually, but also sequences of sentences are intricately related. Obviously, it must be very carefully planned and to do well by requiring high skill. That is why this style is called Frozen style or Oratorical style. The people who attend on that occasion are often the person of high level or important figures. The occasion itself is not an ordinary occasion. It means that the occasion seems to give precedence and respect over the hearers and the speakers. Thus, almost exclusively specially-professional orators, lawyers, and preachers use this style. In spite of the fact, ordinary citizens who attend in the court, religious services may demand frozen language because it is not an ordinary occasion and it may be recognized for achievement in their employment. Furthermore, a story or proverbial message used this style. Constitute that languages are immutable, and signal a linguistic event in the culture that is outside ordinary language use. It must not be altered in anyway.

It is a style for declamation and for print. The listener or reader is not allow to question the speaker (or writer). This style is more characteristic of writing than speech, reserved for he most formal occasion when spoken, and then read. The writing reflects the efforts of revision. It is here that some items like careful development of thought, logical, panning, attention to stylistic features, word appropriateness, rules of usage, and so come into play. The style invites he reader into a personal experience of creative discovery, such as literary texts, like poetry, which he may memorize, replay and refeel, and to find more profound values and meanings with each repetition, transforming the texts into frozen one . As the most highly formal style. It uses the most complex grammatical sentence structure and vocabulary known only to experts in a particular field. I is utilizes customary, ritualized expression that allow listeners (or readers) to identify the large speech event in which it is embedded (e.g. marriage vow, a judicial sentencing). Documents written in this style practically have no variation in the range of their expression, no deviation from preset norms (e.g., statutes, briefs, appellate, opinions, insurance policies, contracts, leases, and wills).

Frozen style usually tends to be monolog, but there are some expressions for this case. It also can be involved in conversation/ interaction if each member of the interaction has certain of fix verbal role to be played. For example, in court, there are judges, witnesses, juries, and so on. The example of this style is: "Participants should remain seated throughout the ceremony.

b) Formal style or Deliberative style

This style, whose aim is to inform, is intended for captive audience. Like the frozen style, this is impersonal and marked for social distances. It required advance planning and preparation because the speaker (or writer) is "under obligation to provide a plan for the whole sentence before he begins uttering it, and a delimitation of field for his whole discourse before he embarks on it. Formal style most seen in writing than speaking deliberative style is also used in addressing audiences, usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style such in a typical university classroom lecture is often carried out in a deliberative

style. Formal style is defined as the style of language that be used for important or serious situation. At that level, there is no symbolic or lasting value in this situation. It is also used in addressing audience, usually audiences too large to permit effective interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style. Formal style is usually a single topic oriented and it is related to the fact that formal writing is technical. Thus, most scholar or technical reports use this style. Formal style may also be used in speaking to a single hearer. To do so, however, indicates that the speaker feels little mutually with the hearer. When used in a situation where casual is expected, it indicates trained relationship.

c) Consultative style

Consultative style is typically a dialogue, though formal enough that words are chosen with some care. Business transaction, doctor-patient interaction, and the like are usually consultative in nature. Consultative style used in the most orally conducted everyday business transactions, particularly between chance acquaintances. It is the usual form of speech in small groups except among close friends. The typical occurrence of consultative speech is between two persons. While one is speaking, at intervals the others give short responses, mostly drawn from a small inventory of standard signals. There are basic parts of the system, essential to its operation. Among them are: "Yes", "No", "Uhhuh", "Mmm", "Huh", "That's right", "I think so". A number of them are aberrant enough in phonology that they can not be represented well in spelling. Consultative is the style most open to give and take of everyday interaction discussed so far. That is why it is typically a dialogue, at the level where the words still have to be chosen with some care.

The two defining features of this style are the speaker supplies background information and the listener participates continuously. We make routine request. For information where provide answers to such request in consultative, for example:

Consultative style is style that which used in semiformal communication situation. It is one type of language which is required from everyday speaker. Consultative style is typically dialogue, though formal enough that words are chosen with some care like business, translation, doctor-patient interaction. The typically of consultative style speech is used between two persons. While one speaking at intervals the others give short responses, mostly drawn from a small inventory standard signals. There are basic part of the system, among them are "Yes, No, Huh, Mm, That's right".

Consultative style used in some group discussion, regular interaction at school, companies, trade, speech interaction, etc. It was the most operational among the other styles. One of the characteristics of consultative language is its tendency of average speed, which is higher than formal style. The sentence tend to be shorter (resemble or indeed, phrase) and less well planned (tend to spontaneous). Since it is spontaneous, people tend to repeat some unnecessary words, choose the wrong choice or use many slang.

d) Casual style

Casual style is used in interaction/conversation between friends and insiders who have something to share and have shared background information. There is free and easy participation of both speaker and listener. It is marked by various degrees of implicitness because of intimacy between speaker and listener. The use of language is general. It is appropriate to use casual language in situations where speech is improvised and not prepared ahead of time, or when the

writer is writing quickly without editing. You also use casual language when you want to get to know someone on a more personal level, or you want the person to feel at ease. Casual style is also simply defined as a style that is used for the interaction in our relaxed or normal situation that appropriate to the interaction with our friends, the background information so freely inserted into casual interaction. Positively, casual style is characterized by the use of the first name or even nickname rather than a little name and last name in addressing one another. The pronunciation is rapid and often slurred, besides that the use of slang. This is a prime indication of in-group relationship. It is used only with insiders, and only members of the group assume it to know, for example, to teenagers or to some clique among adolescents. Another characteristic feature of casual speech is the omissions of unstressed words, particularly at the beginning of sentences. There most involved are articles, pronouns, auxiliaries, and be. “Anybody home?”, “Car broke down”. “Got a match?”, “Need help?”. Such expressions are a highly diagnostic feature of the casual style; they will generally be interpreted as signaling informality. However, most speakers are not aware either of the phenomenon or of its significances. That is, they do not know what is about an utterance that gives them the impression of informality. The example for this style is: “Don’t get up!” . Casual interaction are between friends or colleagues or sometimes members of a family; in this context words need to be guarded and social barriers are moderately low.

e) Intimate style

Intimate style is used in interaction between people who are very close and know each other quite well because having a maximum of shared background information. It is characterized by economy of words, with a high incidence of significant nonverbal communication, such as gesture, facial expression, eye contact and so on. There is free and easy participation of both the speaker and listener, and is far more elliptical. Intimate style is also a completely private language developed within families, lovers, and the closest of friends. It might embarrass some for non-group members to hear them in-group intimate language. The word that generally signal intimacy such as, “dear”, “darling”, and even “honey” or “hon” might be used in this situation. On the other names, nicknames might regularly prove embarrassing to hearer as well as speakers outside of intimate situations. Furthermore, intimate language is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, non-verbal communication, and private code characteristics. It is often unintelligible outside the smallest social units.

III. RESEARCH METHODOLOGY

3.1 The Research Design

This research is based on qualitative research as Keegan (2009:11) stated that Qualitative research explores questions such as what, why, and how, rather than how many it is primarily concerned with meaning rather than measuring”. The researcher uses qualitative research as the procedure to analyze the data. The researcher tries to design what types of language style found in the classroom interaction and what is the most dominant language style types are used in the classroom interaction in learning process. Gay (2004:4) qualitative method involved the collection and analysis of primarily non numeral data obtained from observation, interviews, tape recording, and document.

3.2 Subject of the Research

The subject of the study is students at FKIP UHN Pematangsiantar. The researcher will take 30 students randomly.

3.3 Object of the Research

The object of the study is students' conversation in and outside of the classroom at FKIP UHN Pematangsiantar.

3.4 Technique of Collecting Data

Here are many ways to collect the data in qualitative research, such as Document, Observation, and participants observation (Punch, 2010:174). The researcher used technique of collecting data by observation. And there are some steps to collect the data in the classroom, namely:

1. The writer observe the students conversation randomly at FKIP UHN Pematangsiantar
2. The writer used mobile phone to record the data when the students do their interaction naturally.
3. The writer observes the students conversation while record that to take the data which will be analyzed

3.5 Technique of Analyzing Data

In order to answer the research question, data analysis is needed. After collecting the data, the researcher directly found the technique analyzing the data, based on Miles and Huberman (1994:5-7). the researcher does these following steps:

1. The research selecting language styles data from video.
2. Categorizing the data into types of the language styles
3. Describing each types of language styles based on Joos's theory (1991).
4. Calculating the data to find out the dominant types of language styles by using the formula:

$$P = \frac{FX}{N} \times 100 \%$$

5. Formulating the finding
6. Intepreting the finding.

IV. FINDINGS OF THE RESEARCH

From the data has been analyzed, the researcher makes the research finding as follows:

1. The kinds of language style are made by Students of Semester V at FKIP Universitas HKBP Nommensen from their interaction in group discussion are Consultative Style, Casual Style and Intimate Style.
2. The dominant language style is casual style.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Actually, this study is proposed to answer whether or not there are some language styles in classroom interaction. Based on the explanations and analysis above, the writer draws the following conclusions: The students used 5 language styles, they are frozen style or oratorical style, formal style or deliberative style, consultative style, casual style, intimate style.

5.2 Suggestions

Having seen the result of the study, the writer would like to offer some suggestions to be considered as follows: To the Teacher: The data might become a reference for teacher while teaching. They will know more about language styles in teaching learning process. Teacher should be careful in order to instruct students. Every utterance which is teacher says will be a reference for their students to be imitated. Teacher should more understand the theory to be the better teacher so that students can take good example. The students will get more understanding of language styles. So, they can implement it in their daily life. To see the research findings, to other researcher can make a new research about language styles. The data might become reference to other researcher or they can complete this research in next time to progress education better because there is no practice without theory.

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