

Language Style of the Fifth Semester Students at the English Department of FKIP University of HKBP Nommensen (UHN) Pematangsiantar

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Abstract: *This research is related to the language style used by the students. In these analysis are : “what are the language styles used and what is the most dominant language style used in speaking by the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class?. To answer the problem, the writer follows some theories, namely : as Sapir (1921), Chaika (1982), Chambers (1995), Hudson (1986), Joos (1956), Holmes (2001). The aim of this research is to find out the language style that the students use in speaking and what the most dominant language style the students use specially to the fifth semester students at the English Department Of FKIP UHN Pematangsiantar. The objects of the research is the students’ speaking during the presentating the student’s seminar paper in seminar class. To collect the data, the writer record the student’s speaking.*

Keywords: *Language variation, language style, sociolinguistic*

I. INTRODUCTION

1.1 The Research Background

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

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

Based on the description above, the writer observes in seminar class on language style itself. Because when the writer was as a teacher training in seminar class of the fifth semester students in Universtity of Nommensen Pematangsiantar, the writer observed that the language which the students used in seminar class is unexpected language, that is informal language. To

express the idea or an object, giving opinion, asking and answering the questions the students use some styles of language. This is the reason why the writer is interested in doing this research. The following is the pieces of the students's speaking or the students's conversation in seminar class. The objects of the research is the students' speaking when the students presentated the student's seminar paper in seminar class. To collect the data, the writer record the student's speaking. It showed that the students used three kinds of language styles in speaking. They are formal, frozen and casual. And the most dominant language style is formal.

Here the writer use Martin Joos' Theory. According to Joos (1976 : 156), language styles are divided into five styles. They are Frozen, Formal, Consultative, Casual, and Intimate styles. According to the writer, the students' speaking refer to formal style because more than 75 % students's speaking in formal, 15% % students's speaking in frozen and 10 % students's speaking in casual.

The formal style is very important for the the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class because Formal is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react. Hence, the language must become more cohesive, more detached, more carefully informative. Formal style rewards planning and empathy. (That makes language use difficult for those who are impatient or self centered).

1.2 The Research Problems

Based on the background and the scope above, the problems of the research are formulated as follow:

1. What are the language styles used in speaking by the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class?
2. What is the most dominant language style used in speaking by the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class?

1.3 The Research Purposes

The purposes of this research are:

1. To find out what language styles are used in speaking by the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class.
2. To find out what the most dominant language style is used in speaking by the fifth semester of English students in FKIP UHN Pematangsiantar in seminar class.

1.4 The Research Significance

This analysis is very important for better comprehension about the Language styles. From this analysis, the writer hopes that this study will be useful theoretically and practically.

Theoretically, the result of this research is useful for the development of sociolinguistic theory on language style of using English as a foreign language.

Practically, it is expected to the lecturer who presents the material ingiving contribution of knowledge in class must apply and use formal styles, and to the students, it is intended to apply the formal style and used it in their daily conversation in seminar class or in campus when they meet and talk each other in formal situation.

II. THEORETICAL REVIEW

2.1 Definition of Sociolinguistics

Sociolinguistics is the study of the ways people use language in social interaction (Chaika, 1982). We can imply from the definition that the two components, people (society) and language are interdependent. We can study society in order to find out what kind of thing language is, or we can also study language in order to understand well the structure of society (Hudson in Wardhaugh, 1986).

For the first view, a linguist can describe the language system of different people or societies; by studying and investigating Nias people, for example, he would be able to construct the structure of Nias language including the sound system. In the same way, by observing the Javanese, a linguist can differentiate various styles of language of Java people. Secondly, by learning the people language we can understand the structure of society.

2.2 The Language Style

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

According to Holmes (2001), styles are:

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

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

2.3 Kinds of Language Style

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

depend upon the speaker's intonation or the reader/hearer's asking for clarification. Literary texts, religious rituals, historic documents exemplify "frozen" language: Shakespeare's *Hamlet*, the Lord's Prayer, and the Preamble to the US Constitution.

2.4 The Conceptual Framework

This study deals with the language styles of English Department Students Semester V in seminar class. The speaking or the conversation of the students will be analyzed into language styles by Martin Joos.

Joos in Reid (1956), distinguished among variations in language according to the user describes five styles in spoken English :

1. Frozen

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

2. Formal

Formal, is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react. Hence, the language must become more cohesive, more detached, more carefully informative. Formal style rewards planning and empathy. (That makes language use difficult for those who are impatient or self centered)

3. Consultative

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

4. Casual

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

5. Intimate

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

III. RESEARCH METHOD

3.1 The Research Design

This study is conducted by using a qualitative research. Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in

the natural setting in which they are found (Jacob, 1988). The writer of this study takes the transcript of students' seminar practice as the source of data.

3.2 The Research Object

The research object of this research is the students's language style in conversation or speaking in doing seminar class of the English Department Students in the fifth semester in academic year 2012/2013 of Universitas HKBP Nommensen Pematangsiantar. There are 35 students in the Seminar Class, that consist of 32 female and 3 male.

3.3 The Tehnique of Collecting the Data

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

3.4 The Data Analysis

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

1. Transcribe all the students' speaking in seminar class .
2. Identify the language style used by the students in seminar class.
3. Classify the language style into frozen, formal, consultative, casual, intimate.

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

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

IV. DATA ANALYSIS AND FINDING

4.1 Data Analysis

4.1.1 Formal

Context: Six students were talking about the seminar paper of group 1 in seminar class.

Data 1

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

Analysis 1

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

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

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

From the data, the researcher identified that all the data use formal style category such as sharing, asking and giving opinion or ideas.

The formal style in the data can be seen in their statement below :

- 1) *“According to our group, we find that the problem is in writing. And to overcome it we have to teach about the passive voice firstly, then we give the formula of the way how to create sentences in passive voice. And also show some examples of passive voice”*
(Data 1 student 1B) giving opinion
- 2) *When do you find the problem in writing passive voice? and how do you overcome it?”*

- (Data 1 student 1A) asking opinion.
- 3) While you do the research, some students maybe find some difficulties in making passive voice, would you tell us how do you overcome it?
(Data 1 student 2A) asking opinion.
- 4) Your group just focus on three tenses, there are simple present tense, simple past tense, and simple future tense. Why do you say that the students are difficult in making passive voice in simple present tense? because as we know that the simple present tense is very easily to understand ?
(Data 1 student 3A) asking opinion.

4.1.2 Frozen

Context: Six students were talking about the seminar paper of group 1 in seminar class.

Data 1

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

Analysis 1

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

From the data, the researcher identified that the data use frozen style category such as sharing, asking and giving opinion or ideas.

The frozen style in the data is according to our group, while we do the research in vocational school commonly the students are boys. Mostly boys are lazy and unaware in memorizing to understand it, whatever we know that simple present tense is very easily to understand”. (Data 1 student 3B) responding the question.

4.1.3 Casual

Context: Six students were talking about the seminar paper of group 1 in seminar class.

Data 1

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

Analysis 1

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

From the data, the researcher identified that the data use casual style category such as sharing, asking and giving opinion or ideas.

The casual style in the data is asking the students to memorize the formula or pattern. Done that!so that they can make it well. (Data 1 student2B) giving opinion.

4.2 Finding

After analyzing all conversations above, the researcher finds that there are three kinds of language styles found in students’ speaking or conversation during presentating the students’s seminar paper in seminar class. Hence, From the data one, data two and data three, the researcher found that the students’s speaking or conversation in presentating their seminar paper there are some language styles that used by the fifth semester English department students in seminar class. They are formal, frozen and casual. And the dominant language style used by the fifth semester of English department student University of Nommensen Pematangsiantar is formal.

V. CONCLUSION

Based on the research, the writer concludes some conclusions. First, from the result of the analysis of the research, it is proven that most of the students in the fifth semester of English department are able used the Formal language style based on Joos’s theory (1956) in asking and answering the questions, giving the ideas or opinions in speaking in seminar class as the

dominant style. Then in expressing the ideas or opinion, asking and answering the question during the presentating the students's seminar paper in seminar class, the students also used frozen and casual styles. Absolutely, there are three styles that the students used in speaking during the seminar in seminar class. They are formal, frozen and casual.

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

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