

TEACHER'S SPEECH STYLE IN TEACHING ENGLISH

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Abstract: This research is aimed to find out English teacher speech style toward at SMA Negeri 1 Poso. The subjects of this research are two English teacher at SMA Negeri 1 Poso. Design of this research was descriptive qualitative. The instrument of this research are observation, recorder, questionnaires and documentation. Data were gained by the result of the recorder is transcript and questionnaires. The finding obtained that the dominant speech style that the teachers used are casual speech style, informal speech style, formal speech style, consultative speech style and serious speech style. The learning process is going well and the students give a good response in learning. Based on the result of the research it can be concluded that the dominant speech style used by the English teachers are casual speech style, informal speech style, formal speech style, consultative speech style and serious speech style.

Keywords: *speech style, teaching English*

Language is a part of human life and has important function. People use language to share idea, information, and knowledge. Moreover, people have their own styles to express what they want to share. As we know, nobody speaks the same style even though he/she speaks the same language. Thus, actually speech style makes one person different from other person. This research aims to describe speech style of teacher of English at SMAN 1 Poso based on assumption that teacher's speech style can give influence on students during their teaching and learning activities.

Speech Style

Chaika (1982) stated that style refers to the selection of the linguistics forms to convey social or artistic effects. Style also acts as a set of instructions. We manipulated others with style, even as we are manipulated ourselves, usually unconsciously. Moreover, style may also tell listeners how to take what is being said: seriously, ironically, humorously, or in some other ways. Often when the style of an utterance contradicts the meaning of the word and grammar, the style is believed. Style also tells us how to interpret messages. Therefore, styles form mini communication system that works a long with language itself. Based on Chaika's statement, the styles are the way that the people convey the messages, because to know that someone says something, it means informal or formal.

The style is about the speaker's means, such as, seriously, humorously, ironically, or in some ways. Sometimes with smile and sometimes laughs loudly, it means to convey the message humorously and indicates informality and it happens among close friends.

Moreover, there are some ways people used speech style in communication. People process themselves in relation to other with the way that people talk in different kinds of interaction. People do not always talk in exactly the same way all the time: they do not always use the same grammatical forms. It means speech style that people used in communication can be controller during conversations through tone of voice, choosing words and grammar in different situation themselves.

According to Joos (1976) the speech style here means the form of language that the speaker used. Speech style is influenced by the social factors. The speech style, which is used by a person, is different from his or her partner speech style because they may have different status, gender, age, social distance, occupation. These differences have an important role in deciding the kind of speech style that a person used to communicate with others. For example; the higher the social status of the partner in a communication, the more formal speech style the people uses. Another thing that also has an important role in deciding the kinds of speech style is the setting where the conversation takes place. In a formal conference, for example; it is not polite if used casual style, such as; slang because the conversation take place in the formal atmosphere.

Therefore, Chaika (1982) said that speakers gave a great deal of information about themselves just by the words, grammar, and pronunciation they choose both unconsciously and consciously. Therefore, the listeners have same interpretation with speaker's style, but the information reveals to the hearer such as the speaker's social or educational background, and regional affiliation. The style markers of a particular social group or region may be

deliberately used for other purposes; it will made the listeners have some meaning of word such as emotional definitions they can be attached from style of speaker.

Classification of Speech Style

Everybody has at least an informal and a formal style. In an informal style the rules of contraction are used more often, the syntactic rules of negation and agreement may be altered, and many words are used that do not occur in the formal style. From Victoria statement, many speakers have the ability to use a number of different styles, ranging between the two extremes of formal and informal. Speakers of minority styles sometimes display virtuosi ability to slide back and forth a long a continuum of styles that may range from the informal patterns learned.

However, Trudgill (1974) said that nothing in principle to do with differences between formal and colloquial language or with concepts such as bad language. The colloquial is as well as normal variants and speakers as much as others are. From the statement above, it is worth to point this out, because many people appear to believe that if someone used slang expressions or informal turns of phrase. It is also the variety that is normally spoken by educated people and other similar situations.

Moreover, Londar (Londar, 1966) states that when languages are in contact, borrowing in linguistic elements often takes place. Controversies have arisen and persist about whether and to what extent phonemes, morphemes, or grammatical rules can be borrowed or diffused from one language to another. However, people do not always have the good records of language contact. Gleason (Gleason, 1961) states that language can be classified only based on direct and uncontrolled comparisons of vocabulary often poorly recorded. This means that our present ideas of language classification must be considered as nothing more than tentative and relationships are concerned, because the relationship can be remote, the most powerful applied to be related at a certain level.

Function of Speech Style

Chaika (1982) said that the speakers gave a great deal of information about themselves just by the words, grammar, and pronunciation they choose both unconsciously and consciously. This information reveals to the hearer such things as the speakers social as educational background, and regional affiliation. The style markers of a particular social group or region may be deliberately used

for other purposes. It means that using speech style must determine the purpose of communication. One of them is using to get the message, because in a society, there are so many persons who have different kinds of characteristic. Using style was hoped without distributing others either partially or personally.

The way in which people view the language they speak is also important, that is, how they evaluate accents, how they establish the act that they speak one language rather than is another, and how they maintain language boundaries. Moreover, rules for using a language may be just as important as feelings about the language itself (Wardhaugh, 1986).

Trudgill (1974) states that the two aspects of language behaviours are very important from two social points of view: first, the function of language in establishing social relationships, and second, the role-played by language in conveying information about the speaker. From this statement, it is clear that both these aspects of linguistics behaviour are reflections of the fact that there is a close inter-relationship between language and society.

Language function is individual and group unit within a larger community, while at the same time separating the community that results from other communities (Wardhaugh, 1986). Therefore, it can be employed to reflect and symbolize some kind of identity: regional, social, ethnic, or religious. However, Trudgill (1974) said that the speakers are aware of the social significance of pronunciation and their attitudes towards it are favorable because of their social attitudes. It means, that the language styles can be a very important factor in group identification, group solidarity and the signal of differences, and when a group is under attack from outside, signals of difference may become more important and are exaggerated. Furthermore Chaika (1982) said that using style carried a long with a greeting and conversational message is more efficient than having to encode that information at the ousted or continually during conversation.

So, the function of speech style is often used to tell hearer how to take the messages given by words: seriously, humorously, as sarcasm, as the something the speakers are happy or sad about, or in some other ways. Moreover, to control for one style that must choose, in order to correct of the styles and the way we try to control others.

Types of Speech Style

1. Frozen Style

Frozen style is style, which is intended to be remembered and used in a very formal

setting such as in palace, church ritual. Speech for state ceremony, and some other occasions, this style involves very large group of people whose members are unknown to one another. However, this style is not only addressed to strangers at that time but also to posterity as well. Nevertheless, the readers or the hearers are not permitted giving question to the speaker. Therefore, background information of conversation may be given but it is not required. Frozen style is the highest rank in Joos's classification. This is usually used in long sentence with good grammatical and vocabulary. Frozen style is more elaborated than any other styles. Based on the characteristics above, frozen style requires high skills and is almost used exclusively by specialist, professional orators, lawyers and preachers. For example: "It should be glad to the informed of the correct time" (Joos, 1976).

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. Many of linguistics units fixed and there is no variation in it. Certain fixed expressions are required, for example; "Yes, Your Honor", "Yes my Lord", "I object...", and so on. 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. Frozen style usually tends to be monolog, but there are some expressions for this case. It also can be involved in conversation 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."

2. Formal Style

According to Joos formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one way communication with little or no feedback from the audiences, for example in graduation ceremony which belong to medium or large groups. However, it may be used in speaking to a single hearer, for example between strangers. 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 design to inform in complex sentences and needs background information because the speaker needs preparation in using this style. The leading code label of this style is the word "May", e.g. "May I present Mr. Jimmy? The example of this style is "I should like to know the time please" (Joos, 1976). Formal style is a style that is designed to inform: its dominating characters. Something that is necessarily ancillary in consultation, incidental in casual discourse. Absent in intimacy. (Chaika, 1982)

3. Consultative Style

According to Joos (1976), consultative style is a style that shows our norm for coming, to terms with strangers who speak our language but whose personal stock of information may be different. Consultative style is a style that is used in semi-formal communication situation. This style is a type, which is required from all speakers. 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. Moreover, consultative style is the usual style of speech in small groups, chance acquaintances, and

strangers. Example: "that is right", "Oh! I see", "Yeach", Yes, I know or well.

4. Casual Style

Casual style is style, which is used between friends and non-formal situation, such as; when the students have a chat outside class room. The form of sentence in this style is usually short. Casual style is also simply defined as a style that is used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends, the background information so freely inserted into casual conversation. 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 known, 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!" The vocabulary in this style is most influenced by dialect. There is absence of background information and the listeners are assumed to understand what the speakers say in this style. Casual style is the style we used to integrate an audience into social group. Joos (1976) example: "I believe that I can find one" (consultative grammar) "believe I can find one" (casual grammar).

5. Intimate Style

Intimate style is an intimate utterance pointedly avoids giving, the addressed information outside of the speaker's skin Joss (1976). Joos in his book "Five Clocks" states that an intimate style is one characterized by complete absence of social inhibitions. Talk with family, beloved ones, and very close friends, where you tend to reveal your inner self, it is usually in an intimate style. 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. The example for this style is: "Hey darling, how are you?". Therefore, intimate style is completely private language used within family and very closed friends. Normally, the intimate Style is used in pair. There are two systematic features of intimate style, first is extraction. The speaker extracts a minimum pattern from sonic conceivable casual sentence (Joos, 1970). Example the utterance "eng"-, it is an empty word. There is no dictionary meaning but serves as a code label for intimate style. Intimate style needs no slang and no background information. The message cannot he recreated because there is no message to recreate. Means, the thought is communicated and the addressee extracts the full meaning from it. The second feature of intimate style is jargon. Jargon is technical vocabulary associated with special activity or group.

6. Informal Style

Informal style is permitting certain abbreviations and deletions not permitted in formal speech, are also rule governed. For example, questions are often shortened whit *you* subject and auxiliary deleted. *Running the Marathon? You running marathon?* (Chaika Elaine 1982)

7. Serious Style

Serious style is used to attempt to introduce a serious point in a less serious conversation *Now, seriously, why did the chicken cross the road?* (Chaika, 1982)

8. Ironic Style

Irony is typically used to complain to or criticize intimates, who are usually hearers of the remarks. Hearers' reactions to both sarcastic and directly stated remarks with comparable content were explored, and remarks expressing trivial and serious complaints, occurring in conversations between same gender best friends, were compared. Overall, the results show that sarcasm can serve a face-saving function, making the speaker appear less rude and unfair, particularly when expressing a trivial criticism; humor contributes little to this face-saving (Chaika, 1982).

9. Humor Style

Humor is identical with laughter because it has the funny stimuli that can make people laugh. The stimuli, here, not limited, but they have a broad range. It means that people laugh not only at verbal jokes and written document but also at caricatures, silent films, political cartoons, talking films and even at some happening, such as a monkey dancing or a person tripping falling down from stairs. People laugh at those funny things mentioned above or other kinds of stimuli because they have already had the knowledge from their family, groups, and culture that those stimuli are worth laughing. But we do not just laugh. We laugh something. Humor not just a feeling inside of us; it is not like a pain. It is not like happy pain. Humor is something we think about that make us laugh. It must involve thought. If there is not thought, there is not humor. Nothing is in itself funny. If there were no people in the world, nothing would be funny. We make things serious. We have found ourselves out. As example, in this short text joke: "what are tarts made of?" 'Pepper mostly'. Said the chef. "The tarts sound good don't they" - 'if one is a sneeze'. (Chaika, 1982)

Method

This research was a qualitative in nature. To describe teacher's speech style in teaching English, two teachers of English at SMAN 1 Poso were selected as informants for this research. The data were collected by observation, documentation and questionnaires and analysed qualitatively.

Findings and Discussions

Findings

1. Speech Style

The speech styles were taken from Mrs. SM in class XD and Mrs. ST in class XG.

Mrs. SM's Speech Style

Mrs. SM was a teacher in class XD. The followings are her speech style.

"Assalamualaikum Warrahmatullahi Wabbarakattu.

"Good morning class, How are you?"

Mrs. SM began the speech when she entered in the classroom. These utterances were in form of formal speech style.

The next utterances are as follows:

"Have you had breakfast before?"

"Is there any homework today?"

"Ok class, now we study about descriptive text. It means that describing someone or people."

The above utterances were considered as formal speech style. It meant that the teacher asked students in a formal situation.

The next utterances are the examples of casual speech style,

"Ok, the generic structures of descriptive text are identification and description."

"Ok now, I want to make four group."

The researcher categorized the utterances above as casual speech style since the utterances were in form of short and simple sentence fragment and not a clear sentence.

Later, the utterances below are examples of formal speech style. The utterances were considered as formal speech style since these were uttered in serious situation, as the utterances were teacher's instructions for the students.

"Per Group will describe people in the picture and one of your group have to present it in front of your group."

The following utterance is informal speech style since the words chosen were familiar and made the listeners understood easily what the teacher meant.

Ok. Understand ? Semua kerja aktif yaa.

From the statement above, the teacher started with casual speech style, and then the teacher continue with serious speech style. From the tone or speech of the utterance above it is seriously.

"Ok class, I think enough for your discuss. Now, please describe people in front of your friends."

At the end of the class, the teacher ended with short and simple sentences, and the situation was relaxed. The utterances are as follows:

"Already, I think that's all. Thanks for your attention. Before you go to your room, pray ya. Assamualaikum Warrahmatullahi Wabbarakatu."

Mrs. ST's Speech Style

Mrs. ST was a teacher in class XG. The followings are her speech style as found in the research process.

"Assalamualaikum Warrahmatullahi Wabbarakatu.

Hello, good morning class, how are you all today?"

Oh. That's good. I am definitely fine too.

Mrs. ST began the speech with a formal speech style, because when the teacher

entered the classroom, the teacher started with greetings.

The next utterance the teacher used consultative speech style, because the utterances were uttered in semi-formal communication situation.

"Hhm, Nesa I think you look so happy, is there something special happen with you? Or maybe you have good news. Please tell us.

"Is that right Nesa? Ok congratulation Nesa."

The next utterances are the examples of formal speech style.

"Silent please. Ok students, pay attention please. Kevin, stop talking please. Ok, An Nur, pay attention please. Listen to me".

From the statement above, the utterance were formal speech styles because the teacher asked students to pay attention to the teacher and ordered one of her students to stop talking.

The followings are the examples of next utterances.

"Ok. Class, quiet please, it seems untidy. Would you please bagging it up."

"Straighten your sit please. Ok that's good."

"Nuril, can you help me to clean up the whiteboard?"

"Ok. Thank you Nuril."

The utterances above were consultative speech style, in form of short and simple sentences, and uttered in non-formal situation because the teacher talked to the students with simple sentences that can be understood by the students.

Informal speech style was also used by Mrs. ST as shown by the following utterances,

"I will check your attendance list. Is everyone here?"

"Who is absent today?"

"He's been absent for three days, I hope he will get better soon."

"Anyone else?"

The above utterances were categorized in informal speech style, because the teacher was asking to the students and the questions are often short with "everyone" is the subject.

"Now are you ready for study?"

"Rini, why you came late? Do not be late again next time. Please take a sit.

Those utterances were informal speech style, uttered in non-formal situation while the teacher asking the students who came late in the class.

The next examples are utterance of serious speech style.

"Please open page 32, you have homework right?"

"I want all of you to bring your homework to me now."

Later, the following is example of utterance of informal speech style.

"Now, I want you to work in pair to make a dialogue about expressing disappointed."

This utterance is the example of serious speech style, uttered in a less serious conversation in form of short and simple sentence.

"Look at the whiteboard for the example. I'll give you 10 minute to finished it. Ok."

The example of casual speech style is shown in the following utterance.

"Ok times up, now practice it in front of your friends. One by one started from Nisa and Putri."

The following utterances are the examples of consultative speech style as used in semi-formal communication situation. The teacher ended the meeting with simple sentences that were easier for the students to understand.

"Ok because the time is up, I give you homework at page 35, point A and B undersatand. Ok I think enough for this class, see you in the next meeting."

2. The Result of the Speech Style

The analysis was based on Mrs. SM's and Mrs. ST's transcriptions. Mrs. SM began the speech style with formal speech style when the teacher entered the classroom, because the teacher started with greetings. In the middle of the learning process, the teacher still used casual and informal speech style since the words chosen were familiar and made the students easier to understand what the teacher meant. At the end of the class, the teacher ended with casual speech style. Mrs. SM's speech styles were formal speech style, casual speech style and informal speech style because the teacher talked to the students like a friends and in non-formal situation.

Mrs. ST began the speech style with formal speech style, where the teacher started with greetings, then the teacher continued with formal speech style because the teacher talked with the students and acted like a friend. Then, this formal speech style because the teacher asked students to pay attention to the teacher and ordered one student to stop talking. In the middle of the learning process, the teacher used

casual speech style and consultative speech style until the end of the learning process, because all the sentences were short and simple sentences. The teacher ended the meeting with simple sentences that easily understood for the students. From this analysis, the speech styles used by Mrs. ST during teaching were casual, consultative, formal, informal and serious speech style.

Both teachers' speech styles were dominated by casual, formal and informal, consultative and serious speech style. The utterances were short and in form of simple sentences that were understood by their students in class XD and class XG.

Discussions

The data analysis showed that speech styles used by the English teachers at SMAN 1 Poso were casual speech style, formal speech style, informal speech style, consultative speech style and serious speech style. Casual style was usually used in form of short and simple sentences with familiar words, no phrases, generally-used constructions, and can be easily understood by the students, and consultative style was used in semi-formal communication situation. Informal style was often used in the conversation between close people or to whom which in the lower class that occurred in informal or casual condition, while formal style was used when the conversation occurred in formal problems and situations.

Based on the analysis, the dominant speech style that the English teachers used is casual speech style, since all the utterance used were in form of short and simple sentences, and occurred in non-formal situation. In relation to the speech style used by the teachers, almost all students responded positively.

Conclusions and Suggestions

The dominant speech style used by the English teachers at SMAN 1 Poso was casual speech style, in form of short and simple sentences and uttered in a non-formal situation as created by the teachers. All students responded positively towards teachers have various speech styles to create variation in classroom situation.

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