

THE ENGLISH LECTURERS' SPEECH STYLE IN TEACHING ENGLISH

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Abstract: This research aims to analyze the speech style of English Lecturers' speech style in teaching English at Sintuwu Maroso University. Design of this research is descriptive qualitative. The instruments of this research are recording, interview and documentation. Data are gained by the result of recording and interview. The result of this research shows that the most dominant speech style used by English lecturers in teaching English are formal style and the second dominant is consultative style. The component of SPEAKING that trigger the speech style are setting (classroom), participants (lecturer and students) and ends (lecturing).

Keywords: *Speech Style, Teaching English*

Speech style is called as a "way" to express something in communication. Every people have different way to express ideas, such as: humorously, seriously, ironically, etc. Especially even in communicate with different partner like partner in different status or occupation. Another things that is necessary in deciding the kinds of speech style is the setting where will the conversation takes place. For example, in a formal meeting; it is not polite if the people use casual style such as; slang word since the conversation takes place in the formal atmosphere. Therefore, it is necessary to pay attention to the context of when someone interact/communicate with other people.

In teaching process, speech style is also used in the lecturers' instructional language as the main tool to control the classroom. A lecturer may tells the students what to do, how to do something, when to start and when to stop doing something. Lecturers also assess students' learning through talking, and use talking as a way of providing certain kinds of educational experiences which would be heard to provide by any other means, for instance telling stories, reading poetry, and describing objects, etc.

Since speech style in speaking is a tool to interact with others in daily conversation, especially in teaching and learning process. In use of speech style, people could adapt to whom, in what situations, as well as what languages and vocabularies fit to use in communication. These things require the good skills to make a good conversation between speakers and listeners. The lecturer has its own style and techniques to transfer the knowledge and persuade the students to understand the material taught. Sometimes a lecturer will change the style according to the situation in the classroom. Moreover, atmosphere in classroom is always changing, so that it could

affect the speech style used by lecturers in delivering the lesson. For example, when a lecturer delivering the lesson, suddenly a student asked for the last explanation which is still difficult to understand. In this case, ofcourse a lecturer would repeat the explanation using the simple words to make the students understand the lesson. The researcher is interested in this research about the English lecturers' speech style in teaching English since the topic is never been done before especially with the lecturers who nationally certified at English Education Study Program, Faculty of Teacher Training and Education of Sintuwu Maroso University.

Speech Style

Wardhaugh (1986) stated that no one speaks the same way all the time, and it is for a wide variety of purposes. It means that every people have their own style when they expressed their speech even they use the same language since style refers to the way of how people speak with the different purposes also. It visible on our daily life. For example: most of people speak differently when they speak to different people; like speak to a child, a friend, or a boss at work. Moreover, sometimes people speak differently to the same person when they meet them in different situations and purposes. Thus, the different situation and purposes in speaking are the main factors that cause the different style of speaking, especially in speech. The following paragraphs below are explained about some definitions of speech style according to Joos.

According to Joos (1976), speech style is the forms of the language which speaker uses and depends on the degree of formality. It means that, speech style always connected with the degree of formality even when someone speaks with others. With see the degree of

formality, it let us to see the variety of speech styles that are used by speakers. For example, sometimes with smile and laugh loudly even conveyed the message homorously and it indicates informality, happens among close friends.

In addition, Speech style is influenced by the social factors; like status, gender, age, and occupation and the setting of where the conversation take place. These factors have an important roles to decide the types of speech style in communication with others. For example, in a meeting of some Headmasters of schools; it is not polite if used casual style, such as; use slang words, since the conversation take place in the formal atmosphere.

Therefore, based on the explanation above the researcher concludes that speech style itself is the way that people use to manipulate and control the other people in interacting, bring the messages that are convey in words and tone of voice.

Type Of Speech Style

According to Joos (1976), there are five types of speech style, they are: frozen style, formal style, consultative style, casual style, and intimate style.

1. Frozen Style

Frozen style is the most formal style of speech, and usually used for formal ceremony, official government events or international meeting. This type of speech style occurs in very formal situation. Commonly, it is used in ceremonial, court, government or administration. The characteristic of the pronunciation is monotone. It is called "Frozen" since it already have a pattern and cannot be changed. The example of this style in declamation of King to the people, also speech of the president. 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, and lawyers. For example: "It should be glad to be informed of the correct time" (Joos, 1976).

2. Formal Style

Formal style is language variety that used in nationality speech, official meeting, and lesson book. Both formal and frozen style are used in the formal situation activity.

The speaker must plans ahead, framing whole sentences before they are delivered. Joos explained in Broderic (1976), Formal style is artificially explicit in its pronunciation. Words take on specialized meanings. The speaker's purpose is to keep the listener attentive but quiet. This conversation usually occur in conversation between stranger, or someone with his/her bos, and also teacher with the students. According to Joos (1976), 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 used in speaking to a single hearer, for example between strangers. The leading code label of this style is the word "May", example: "May I present Mr. Jimmy? The example of this style is "I should like to know the time please" (Joos, 1976). "Mr. Jhonson, do come in..", " please take a seat, your Majesty", " How are you, Mr. Jhonson, nice to see you".

3. Consultative style

Consultative style is used in meeting about producting result. Sometimes to change or transaction about some information. According to Brown (1994), consultative style is typically a dialogue through formal enough that words are choosen with some care, such as kind of language used in the bussines transaction, interaction between teacher-students, or doctor-patient conversation. This style can be used in formal situation and informal situation. This style is need listener's feedback. Word choice is careful and sentence structure is complete but the sentence is tended to be shorter and less well planed, since actually consultative style is produced in semiformal situation. Example: " uh, I see", "well", "Mr. Lionel, I think it's good", that is right", " Oh! I see", " Yeach", "Yes, I know or well" (Joos, 1976).

4. Casual style

According to Brown (1994), casual conversatin are between friends or colleagues or sometimes members of a family. Another characteristic of this style is sometimes the sentence is less on grammar. This style is used for relaxed situation such as with close friend, it tends to make frequent use of expressions which act as share information or assumptions, and sometimes people use slang

word in this style. The example of casual style: "Thank you" (Consultative grammar) to "Thanks" (Casual grammar), "What's up man?".

5. Intimate Style

Intimate style is an intimate utterance pointedly avoids giving, the addressed information outside of the speaker's skin (Joos, 1976). Intimate style is usually used by participants who have very close relationship, like between family members, between close friends or couple. This language can be identified by the use of incomplete language, short words, and usually with unclear articulation. This is since between participants already understood each other. In this style, intonation is important than wording or grammar. By using intimate language, the most informal atmosphere can be produced, and automatically skip the distance and create comfortable communication. The example of Intimate style: "You have to believe me, Dear", "just try to be brave as your father, boy".

Speech Situation

In communication with another, understand about situation is really important. It can be seen as when people were going to talk with others, they should understand where and with whom they were speaking to. It allows us to see appropriate language and diction. Holmes (2013) state that language use is designed by some relevant factors that are suited to the context, they are: setting, social context, the topic and the function of interaction. It means that in communication, language is used differently to express the social context because the different context can influence the formality or informality of speech style.

According to Hymes (1974) in Wardaugh, Hymes used the word SPEAKING as an acronym for the various components that influence the use of language in communication:

1. Setting and Scene

Setting refers to the time and place, where the speech happens; scene for the place and time situation or physical speech situation. Within a particular setting, of course participants are free to change scene as they change the level of formality. For instance, go from serious to joyful of formal to informal.

2. Participant

Participant is all the members who join the conversation, can be speaker and hearer,

sender and receiver, or who is speaking and who is addressed.

3. Ends

Ends related to the purpose or goals and outcomes of speech or conversation. Like asking question, explains something, gives suggestion, etc.

4. Act Sequences

Act sequences related to the form and meaning of the utterance or how the message/utterances stated and also the topic of the utterances.

5. Key

Key related to the way and spirit of the message sent. (uttered with pleasure, serious, or angry, calm, firm, polite, etc).

6. Instrumentalities

Instrumentalities is forms and styles of speech; it can be verbal, non-verbal, written, email, telephone, etc.

7. Norms

Norms refer to the social rules governing the event and the participant's action and reaction, like serious, etc.

8. Genre

Genre refers to kinds of delivering a message, like narration, poem, prayer, lecture, explanation, etc.

Based on the explanation above, it shows that how complex the speech situation happens in society of our life. All the components above have function to minimize the misunderstanding when someone makes conversation to the others, and it causes the language variety especially variety of speech style.

Teaching English

Teaching is the work that the teacher does to facilitate the students to learn. According to Brown (1994), teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. It means that teaching activity is a way to transfer the knowledge in learning, there is interaction between instructor and learners in a classroom. Teaching involves helping students to know something not known before, exchange of information or knowledge between instructor and learners in particular subject of an education institution.

In order to be a good teacher/lecturer in teaching, Turney in Mulyasa (2013), revealed 8 basic skills teaching, those are: first, the skills of the teacher that must be required to ask. The second provides reinforcement skills. The third is the skills of the teacher to hold a variety of both varieties in teaching style and variety of used on media and learning materials. The

fourth, is explaining skills. The fifth is the skill to open and close the lesson. The sixth is the skill to guide small group discussion. The seventh is classroom management skill. The eighth is the skill to teach small group or individuals. Having the basic skills in teaching is necessary for the teacher/lecturer in teaching process, since it could make the teacher/lecturer enjoy the teaching. In addition, teaching and learning in higher education is different with teaching and learning in primary education. According to Suyanta (2014) learning process in higher education must be a line with the development of science and technology. It means that the education and the development of science and technology are two things that can not be separated since both of these are related to each other. The development of science and technology are really useful in every aspects of human life, unexception in education aspect. Moreover, it increases the education system. As a simple example to describe the influence of science and technology is internet. Currently, internet is like a necessity especially in education activity. As a source and learning media, it allows the students to get many information quickly and easily. For example: e-book and e-library.

1. The Teaching System Applied at Sintuwu Maroso University

Since 2015, Sintuwu Maroso University had applied KKNi system. As stipulated on the legal basis of the implementation of KKNi in Universities, Kemendikbud has issued Permendikbud No. 73 of 2013 which regulates the application of KKNi in Higher Education in Indonesia as a whole. KKNi (Kerangka Kualifikasi Nasional Indonesia) is a manifestation of the quality and identity of the Indonesian nation in relation to the national education system, national job training system, and the national learning outcomes scoring system owned by national human resources. Application of KKNi in higher education is necessary since it can treat the potential of students to become a broad-minded and have skills that are in accordance with the society. Thus, the application of KKNi makes the students more active. Sintuwu Maroso University also has been applied the Student Centered Learning (SCL) system in teaching and learning process. It requires that all the faculty in Sintuwu Maroso University must apply Student Centered Learning (SCL) in teaching and learning process. Therefore, all the study programs include English Language Education also must apply SCL in teaching and learning process. Moreover,

learners as individualization means empowered to create their own activity and select own authentic material; the learners as an interact is active through team learning and by teaching each other; the learners integrate is who have learned, prior knowledge and construct new meaning. Teacher/Instructor is who does more work design, constructing real-life authentic task that encourage learners involvement and participation.

2. The Teaching System Applied at English Education Study Program

Teaching system that are applied at English Language Education orientate to the system applied at Sintuwu Maroso University, since English Language Education is one of the several study programs at Sintuwu Maroso University. It means that as has explained before, SCL is a system that also apply at English Language Education. Therefore, all the lecturers are implementate the SCL in teaching the subjects, which are allow the students to be more active in teaching and learning process.

Certified Lecturer

The educator certificate is a formal proof as an acknowledgement given to the lecturer as a professional, given after meeting the following requirements: having working experience as an educator at University for at least 2 (two) years, having an academic position of at least an expert assistant; and certified by an accredited college that organizes the education staff procurement program at universities established by the Government of Indonesia.

Research Method

Type of the research was descriptive qualitative since the data of this research collected in form of words and sentences. Descriptive qualitative method was appropriate design in conducting this research, which is aim to analyze English lecturers' speech style that used in teaching English, at Sintuwu Maroso University. The setting is English Education Study Program, Faculty of Teacher Training and Education, Sintuwu Maroso University. The role of the researcher was as a fully researcher. The researcher found the dominant speech style used by English lecturers at Sintuwu Maroso University. The participant of the data in the research are English Lecturers at Sintuwu Maroso University. The lecturers are who nationally certified of English Education Study Program, Faculty of Teacher Training and Education,

Sintuwu Maroso University. The data were gathered using recording, interview, and documentation.

Findings

1. Lecturers' Speech Style

The percentage of speech style used by the lecturers in teaching English. The total of all the utterances that has been analysed are 1.914 utterances, with three lecturers used formal style in teaching English, those are: lecturer number 1, lecturer number 3, lecturer number 4 and followed by two lecturers used consultative style in teaching English, those are: lecturer number 2 and lecturer number 5.

1. The Lecturer #1 (001-N)

The speech style of lecturer number 1 in teaching English total of the utterance is 250 utterances. It was collected in three meetings of teaching Curriculum and Material Development (CMD) and Research Method. Based on the table, it can be seen that the dominant style of the lecturer number 1 is formal style in 152 utterances, and consultative style is 98 utterances, and the lecturer never use frozen style, casual style and intimate style. It meant that the lecturer number 1 use 60,8% formal style and 39,2% consultative style in teaching English in three meetings. Thus, it conclude that the lecturer number 1 (001-N) dominant use formal style in teaching English.

2. The Lecturer #2 (002-I)

The speech style of lecturer number 2 in teaching English total of the utterance is 679 utterances. There are 324 utterances indicate as formal style, and also there are 373 utterances indicate as consultative style, it was collected in three meetings of teaching listening 2, speaking 2, and writing 2, but the lecturer never use formal style, casual style and intimate style. Moreover, as the percentage of the data, It can be seen that 46,5% the lecturer use formal style, and 53,5% the lecturer number 2 use consultative style in teaching English. Thus, the dominant style of the lecturer number 2 is consultative style.

3. The Lecturer #3 (003-G)

The speech style of lecturer number 3 in teaching English total utterance is 252 utterances and it was collected in three meetings of teaching English phonology. It can be seen that 191 utterances indicate as formal style and 61 utterances as consultative style, and the lecturer never use frozen style, casual style and intimate style. It meant that as 75,8% the lecturer number 3 use formal style and 24,2% third lecturer use consultative style. Therefore the

dominant speech style of the lecturer number 3 is formal style.

4. The Lecturer #4 (004-V)

The speech style of lecturer number 4 in teaching English the total utterance is 280 utterances, and it was conducted in three meetings of teaching writing 2, and reading 2. From the table it can be seen that the lecturer number 4 use formal style in 233 utterances, and 47 utterances indicate as consultative style, and the lecturer never use frozen style, casual style and intimate style. It meant that the lecturer number 4, 83,2% use formal style and 16,8% use consultative style. Thus, the dominant speech style of the lecturer number 4 is formal style in teaching English.

5. The Lecturer #5 (005-M)

The speech style of lecturer number 5 in teaching English. It can be seen that the total utterance is 435 utterances, and it was conducted in three meetings of teaching translation 2. There are 172 utterances indicate formal style and 263 utterances indicate casual style, but the lecturer never use frozen style, casual style and intimate style in teaching. It meant that 39,5% the lecturer number 5 use formal style and 60,5% use consultative style. Therefore, the dominant speech style of lecturer number 5 is consultative style in teaching English.

The most dominant speech style used by English lecturers in teaching English is formal style, since there are three lecturers from five lecturers are dominantly used formal style in teaching English. Those lecturers are: lecturer number 1, lecturer number 3, and lecturer number 4. Moreover, there are two lecturer that used consultative style in teaching English. Those lecturers are: lecturer number 2 and lecturer number 5.

Component of SPEAKING that Trigger the Speech Style

1. The Lecturer #1

The setting of the lecturer number 1 when she was taught in classroom, while teaching CMD at 26 Februari 2018, & 19 March 2018, and teaching Research Method at 21 March 2018. The Participants are the lecturer and the student. The ends those are: Asks 64 times, Reminds 13 times, Explains 97 times, Commends 9 times, Allows the students to be active 4 times, Advices 12 times, Warns 6 times, Firms 2 times, Dirrects 27 times, Suggests 4 times, Moving 7 times, Reads 3 times, and Close the meeting 2 times. The Act sequence as follow the ends of the ends are Asks, Reminds, Explains, Commends, Allows the students to be active, Advices,

Warns, Firms, Dirrects, Suggests, Moving, Reads, and Close the meeting. The key are calm as the dominant, but rarely firm for the firm situation. The instrument is verbal for all the utterances. the norms also serious for all the utterances. The genre also dominant in lecturing situation but different in opening and closing the meeting.

2. Lecturer #2

The lecturer number 2 when she taught in Language laboratory and in classroom, while teaching listening 2 at 26 Februari 2018, speaking 2 at 27 Februari 2018, and teaching writing 2 at 1 March 2018. The Participants are the lecturer and the student. The ends those are: Open the meeting 4 times, Asks 181 times, Explains 119 times, Commends 81 times, Dirrects 84 times, Surprise 1 times, Advices 14 times, Reminds 25 times, Corrects 43 times, Discusses 129 times, Moves 5 times, Reads 4 times, and Close the meeting 5 times. The Act sequence as follow the ends those are: Open the meeting, Asks, Explains, Commends, Dirrects, Surprise, Advices, Reminds, Corrects, Discusses, Moves, Reads, and Close the meeting. The key is calm as the dominant, but a little shock in surprise situation, since on the teaching process the lecturer was surprise when she was teaching listening 2, when the recording played too loud. The instrument is verbal for all the utterances. The norm also serious for all the utterances. The genre also dominant in lecturing situation but different in opening and closing the meeting.

3. Lecture #3

The setting of the lecturer number 3 when he taught in classroom, while teaching English Phonology at 22 Feb 2018, March 2018, & 21 March 2018. The Participants are the lecturer and the student. The ends those are: Open the meeting 3 times, Asks 37 times, Explains 149 times, Advices 8 times, Dirrects 4 times, Corrects 8 times, Commends 3 times, Moving 4 times, Suggests 6 times, Reminds 12, and Close the meeting 18 times. The act Srquence as follow the ends, those are: Open the meeting, Asks, Explains, Advices, Dirrects, Corrects, Commends, Moving, Suggests, Reminds, and Close the meeting. The key is calm as the dominant. The instrument is verbal for all the utterances. The norm also serious for all the utterances. The genre also dominant in lecturing Situation meeting.

4. Lecturer #4

The setting of the lecturer number 4 when she taught in classroom, while teaching Writing 2 at 1 March 2018, 8 March 2018, & 13 March 2018. The Participants are the lecturer and the student. The ends those are: Open the meeting 2 times, Reminds 6 times, Asks 32 times, directs 26 times, Explains 179 times, Reads 28 times, Moves 1 times, Commends 2 times, and Close the meeting 4 times. The act Sequence as follow the ends, those are: Open the meeting, Reminds, Asks, Directs, Explains, Reads, Moves, Commends, and Close the meeting. The key is calm as the dominant. The instrument is verbal for all the utterances. The norm also serious for all the utterances. The genre also dominant in lecturing situation but different in opening and closing the meeting.

5. The Lecturer #5

The setting of the lecturer number 5 when she taught in classroom, while teaching Translation 2, at 22 March 2018, 2 April 2018, & 19 April 2018. The Participants are the lecturer and the student. The ends those are: Open the meeting 3 times, Dirrects 20 times, Explains 58 times, Asks 135 times, Discusses 138 times, Commends 5 times, Reminds 12 times, Moves 1 times, Correcting 6 times, Close the meeting 3 times. The act Sequence as follow the ends, those are: Open the meeting, Dirrects, Explains, Asks, Discusses, Commends, Reminds, Moves, Correcting, Close the meeting. The key is calm as the dominant. The instrument is verbal for all the utterances. The norm also serious for all the utterances. The genre also dominant in lecturing situation but different in opening and closing the meeting.

2. Result of Interview

The question number 1, the lecturers explains that they always prepare the material before teaching, in order to teach well and reach the learning objectives. The question number 2, the lecturers explain that they speak English well in teaching were to show that being an English teacher, the teacher must be able to speak well in teaching in the classroom, and also there some additional explanation can be seen on the transcript in the appendices. The question number 3, the lecturers explain that their style in teaching English were flowing as it's presented on the situation in teaching and it also adjusted with the material and the students.

Discussion

1. Speech Style of the Lecturers

The use of speech style by English lecturer in teaching English, as Joos (1976), categorized there are five types of speech style, those are: frozen style, formal style, consultative style, casual style and intimate style, but in this subchapter the researcher only discusses two styles they are: formal style and consultative style since those two styles were used by the lecturers in teaching English. There is no frozen style since as Joos in His Book Style of Five Clocks (1976), frozen style is highest rank of formality beyond four styles since occurs in very formal situation. This style usually uses in long and complex sentence with good grammatical and vocabulary. It tends to be monologue or involves a fairly larger group. It seen by how president talks to society, and lawyers in court. From the data which taken from English lecturers in teaching, there is no utterances indicate for this style. Moreover, there is no casual style, since according to Joos (1976), casual style used by the people who have close relationship, like friends and family, and this style characterized by the use of slang words. From the data in this research, there is no lecturer use slang words in teaching English. The last is intimate style, which this style is occurred in families, very close friends and couple. This style also characterized by the non-verbal communication and private code characteristics. From the data in this research, there is no indicate with this styles, there is no lecturer use this style in teaching English.

Formal style is the most dominant speech style used by the lecturers in teaching English since there are 3 lecturers dominantly used the style in teaching English. There are three lecturers from five lecturers use this style in teaching. The lecturers are: the lecturer number 1, the lecturer number 3 and the lecturer number 4.

According to Joos (1976), formal style is a style that generally used in a formal situation, where there is least amount of shared background knowledge and where communication is one way communication with no feedback from the audiences (monologue), like situation on the school when the teacher explains the material to the students and in the office when the employee talk with the boss. From the result

of findings there are some lecturer use this style in teaching English.

Recording data of lecturer #1, taken at 24 Februari 2018

"Now i will play you a video that describe skills that you need in order to teach in twenty first century."

The utterance takes place in classroom, in teaching English process when the Lecturer number 1 taught Curriculum and Material Development (CMD), and the lecturer will play a video to show the students about skills that needed in order to teach in twenty first century. The lecturer explained and shared knowledge, but no need feedback from the students, at the moment when the lecturer stated the utterance. In the utterance, before the lecturer did something about the material, the lecturer need to explain to the students as the introduction, means that before playing a video, the lecturer explains first to the students about that video is about needed skill in twenty first century as being a teacher. Therefore, if the lecturer gives explanation or introduction before do something/move to the next sub material in teaching English, and the utterance indicates as a formal style. The analysis proven by the statement from the lecturer itself, that the lecturer use English as the introduction if the lecturer wants to do something on the material in teaching, as the statements below:

Interview data of lecturer #1, taken at 21 March 2018

*"Bahasa Inggris nya ibu itu bahasa Inggris yang formal, bahasa yang formal,...
...tujuan pertama untuk menandai langkah-langkah dalam mengajar...
...Jadi lebih ke pengantar. untuk menandai ibu akan melakukan apa."*

The utterances supported the analysis that the lecturer use English in Formal style especially as an introduction before move to the next step in teaching. Another utterance that indicate as formal style is from the lecturer number 3 in teaching English Phonology in the classroom:

Recording data of lecturer #3, taken at 27 March 2018

"Dental are produced by touching upper front teeth with the tongue."

The utterance above indicates formal style since the utterance takes place in classroom, when the lecturer explains the material to the students. The lecturer taught about English Phonology, and the utterance above produced when the lecturer explained about dental sound in place of articulation. Based on the explanation above, the lecturer number 3 used formal style to explain about the material in teaching English process in the classroom, as one indicator that indicate the utterance is formal is the speaker plans a head about what they are going to deliver. This analysis supported by the statement of the lecturer in interview as stated below:

Interview data of lecturer #3, taken at 23 May 2018

"...materi pelajaran dan garis-garis besarnya apa yang hendak disampaikan itu dipersiapkan."

The same thing also did by the lecturer number 4 in teaching English, that the lecturer also dominantly use formal style is teaching English, especially in explains about the material, for example as stated below:

Recording data of lecturer #4, taken at 1 March 2018

"Sometimes topic sentence can be stated as a supporting details."

The utterance takes place in classroom, when the lecturer number 4 taught about writing 2. The lecturer explains to the students about topic sentence and supporting sentence or supporting details. The utterance occurred in teaching process in classroom, in formal situation and the students as the listeners. As the conclusion, the lecturer number 4 use formal style in teaching English. The analysis above supported by the statement of the lecturer in interview, as below:

Interview data of lecturer #4, taken at 21 May 2018

*"iya, jelas skali, karena harus menyiapkan materi,...
...intinya menyiapkan diri untuk bisa mengajar dengan baik."*

Based on the statement above, it can be explained that as the lecturer plans a head about the material before teaching in the classroom, thus consistent with the result of the analysis that the lecturer number 4 speech style in teaching English is dominantly formal style.

The second dominant style that is used by the lecturers in teaching English is consultative style. There are two lecturers who use consultative style in teaching English, they are: the lecturer number 2 and the lecturer number 5. According to Joos (1967), consultative style is a style that used in a meeting about producing a result, sometimes it is a transaction about some information (dialogue), such as interaction between teacher and students in teaching or doctor and patient in a hospital, this style used in formal and informal situation. The characteristic of this style is need listener's feedback, and the sentence is shorter, uncomplete grammar and less well planned. From the result of findings there are 2 lecturers use this style in teaching English, as discuss below:

Recording data of lecturer #2, taken at 26 februari 2018

"What is the meaning of campus life?"

The utterance takes place in the classroom, when the lecturer number 2 taught about listening 2. The lecturer asked the students about the material, and needs participation of the students to answer the question before continue to the material. It means that the lecturer need feedback from the students, as according to Joos (1976), that consultative style is need feedback from the listeners. Another utterance that indicate consultative style as below:

Recording data of lecturer #2, taken at 27 Februari 2018

*"Do you want to introduce somebody or your self? Okey..
once again i remind you to pay attention in my class!"*

The utterance above also takes place in the classroom, when the lecturer asked to the students about their act in practising some conversation. Based on the utterance, it can be seen, that the lecturer wants the students to be more focus and pay attention in practising the conversation, it means that the lecturer need feedback from the students in form of their attention to focus in practising the conversation. According to Joos, when the speaker (lecturer) need feedback from the listener (students) it always indicated consultative style. Therefore, it shows that the several utterances above are produced in formal situation (classroom) of the teaching English process, and also need the feedback

from all the audience/listener, that means all the students should answer the question if they are asked, and also focus to follow the material. It exactly shows that the lecturer number 2 use consultative style in teaching. This analysis supported by the statement of the lecturer, as confirmed in interview, as stated:

Interview data of lecturer #2, taken at 23 May 2018

"karena pada dasarnya fokus saya itu, mereka keluar itu harus tahu sesuatu."

The utterance above support the analysis that the lecturer really wants to make the students able to have the good understanding in teaching process, as the the lecturer stated in the utterance above that at least the students got something after studying on her class.

Another lecturer that use consultative style is the lecturer number 5 as the utterance below:

Recording data of lecturer #5, taken at 2 April 2018

*"how did the social media give an impact to our vocabullary, how did you answer it?
...the question is, what is the impact? and example of the impact."*

The utterance takes place in the classroom, when the lecturer number 5 teaching about translation 2. The lecturer use this style when the leturer asked the students about the material. It was talked about social media give an impact to our vocabulary, and how the students anwer it on their paper. It can be seen, that in this utterance, the lecturer asked the students to give an explanation about the question had given, it means the lecturer need response or partisipation from the students to answer the question in teaching process. As consultative style is the style that occur when the speaker need feedback from the audience (dialogue), in formal situation also since it happened in teaching English process in the classroom, so that this is the reason why the utterance above identified as consultative style.

2. Components of SPEAKING that trigger the speech style

Based on the explanation above, shows that there are two style that occur in teaching English process, they are formal style and consultative style. From the

analysis as used theory of Hymes (1974) about component of SPEAKING, can be seen on the appendices, found that there are some components of SPEAKING trigger the speech style, those are: setting, participant and ending/purpose of the utterances produced. As well as known that eventhough the setting places of all the teaching process has taken in the classroom, but all the situation could change based on the different subject that given by each lecturers, when teaching CMD, Listening 2, Speaking 2, Writing2, Reading 2, English Phonology and Translation 2. The different subject also influence different techniques, eventhough for the same students since it has different object/purposes. For example in teaching Listening. This subject needs full participation from the students to be active in answer and do the exercise based on the recording. So, it treads the lecturer also should be able to adapt in delivering the subject to the students. Moreover, Listening subject is full of excercises that must be done by the students, so in the teaching and learning process also the lecturer must be able to ask and let the students to answer the questions on the materials, based on the playing recording. This situation exactly different with how to teach Curriculum and Material Development (CMD), that has full of explanation about curriculum that must be informed to all the students.

The second component that trigger the speech style is participant. Over all the participants of each utterances are the lecturer and the students, since teaching process happens in a classroom, in lecturing. Therefore, this is as the reason why the lecturers dominantly use formal style and consultative style in teaching, since the basic thing is the lecturer is someone who share the knowledge, and it always be as an model or example to the students. Moreover, through this understanding, the lecturer notice carefully in when they will say something in their teaching. Moreover, the related studies from Shita and Slamet (2017), on their research about '*Speech Style In Freedom Writer Movie*', they found that the dominant style occured on the movie is casual style becuase the conversation occured in informal situation. In addition, the movie also shows racial discrimination which is occured by the participants it may trigger the conflict. Thus, Shinta and Slamet (2017), conclude that the use of the speech

style gives big impact to the communication among the participants.

The other component that also trigger the speech style is the purpose of the utterance itself (ends). When the lecturer wants to explain the material, it is different if the lecturer wants to ask about the material. It has the different purposes. If the lecturer want to explain about topic sentence for example, the purpose is exactly only to explain the material, but it is different if the lecturer asking about something related to the material, like asking about the meaning of a word or a sentence for example, it means that the lecturer need feedback from the students to take the participation to answer the questions given.

Those reasons of the analysis, supported by the statemenst of the lecturers when took interview, as below:

Interview data of lecturer #1, taken at 21 March 2018

"...jadi tujuannya itu memberikan contoh ke anak-anak, bahwa ketika menjadi guru, bahasa Inggris yang digunakan juga harus memenuhi kaidah bahasa Inggris apalagi kalau kita pakai bahasa Inggris kalau menjelaskan materi. Jadi harus pakai bahasa Inggris yg tepat. Yang kalau dalam bahasa Indonesia itu yg baik dan benar. Baik artinya sesuai situasi, situasi kan situasi formal, menjelaskan pelajaran dan benar artinya mengikuti tata bahasa yang baku."

Interview data of lecturer #3, taken at 23 May 2018

"...supaya bisa memberikan motivasi,. oh,'kalau saya jadi guru bahasa Inggris, saya harus bisa juga menggunakan bahasa Inggris'."

Interview data of lecturer #4, taken at 21 May 2018

"...supaya melatih siswa supaya berbahasa Inggris."

Interview data of lecturer #2, taken at 23 May 2018

"...agar mereka bisa melihat pengucapan dan gaya berbicara, supaya mereka dijadikan contoh untuk berbicara dalam bahasa Inggris, terutama, bisa juga

menjelaskan dalam bahasa Inggris,..."

Based on the utterances above, it can be seen that the lecturers has their own basic purpose in speaking English to their students in the classroom, besides to achieve the purposes of the subject/materials in teaching English they also as a model and example for their students in act for everything, in teaching especially in speaking English correctly as being an English teacher later.

Therefore, the setting, participant and the ends of the utterances as the componants of SPEAKING that have the important role in trigger the use of speech style. Moreove, this result consistent with a research from Shita and Slamet, (2017) entitle '*Speech Style in Freedom Writer Movie*', that the style must be adjusted based on the situation, setting, participant, and topic. However, the result of this research is not consistent with the previous studies by Ronsumbre and Kuntjara, (2015) about '*Speech Style Used By Young Female and Male Teachers in Teaching English to Their Older Students*'; and also a research from Hanifah Rofqi, (2017) about '*Teachers' Speech Style in Teaching English for Tenth Grade Students of MAN Karanganyar in Academic Year 2016/2017*'; since those two previous studies aboveuse the different theory with this current study; as those studies use the theory of Baxter that devided the speech style in to two categories those are male speech style and female speech style, but this current research use the theory of Joos that categorize the speech style in to five styles, those are frozen style, formal style, consultative style, casual style and intimate style.

Moreover, from those two styles that occured use by the lecturers in teaching English (formal style and consultative style), consultative style is the style that suitable with the teaching system that applied at Sintuwu Maroso University especially applied at English Education Study Program, since the system is Students Centered Learning (SCL). According to Harsono (2008), Student Center Learning (SCL) is one of learning approach in education, that allows the learners as the center of learning process to discover the knowledge itself until get the deep understanding in deep learning and able to increase their self quality. It means that the

students is the central of the learning process that allows the students to be more active in learning process and the lecturer as a facilitator to guide the students in order to get deep understanding about the material taught. The main point of consultative style that in line with Students Center Learning system is the speaker (lecturer) need feedback from the listener (students), like asking the students to do something or take some dialogue between lecturer and the students in exchange some knowledges/informations. In this case, can be understood that through this situation, otomatically the lecturer need the feedback from the students and it supports the implementation of Students Center Learning in learning process. If the situation keeps going well in classroom activities, it makes the teaching sytem will be more optimal.

Conclusion

The most dominant speech style used by English Lecturers in teaching English is formal

style. Formal style of English lecturers in teaching English on this research is the speech style used by the lecturer when the lecturers dominantly explain the material with the correct sentence in English (monologue), and the utterances stated always plans before as well as prepare for the material before entering the class.

The component of communication in SPEAKING that trigger the speech style are setting (in the classroom), participant (lecturer and students) and ends (in lecturing in teaching English). Those three components are trigger the speech style both formal and consultative style, it is just different on the ends of each styles, as presented in the tables of the components that trigger the speech style on findings in chapter IV that in formal style more dominantly giving explanation (monologue) in teaching English, but in consultative style more dominantly in asking and discuss (dialogue) with the students while teaching English.

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