LANGUAGE STYLE OF PRE-SERVICE AND IN-SERVICE ENGLISH TEACHERS

THESIS

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UIN SUNAN AMPEL
S U R A B A Y A

By :

Elvi Rahmawati

NIM : D05216008

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UIN SUNAN AMPEL

SURABAYA

2021

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	: ELVI RAHMAWATI
NIM	: D05216008
Jurusan/Program Studi	: PENDIDIKAN BAHASA INGGRIS
Fakultas	: TARBIYAH DAN KEGURUAN

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Surabaya, 23 Desember 2021

Yang membuat pernyataan,

Elvi Rahmawati
D05216008

ADVISOR APPROVAL SHEET

This thesis by Elvi Rahmawati entitled "English Teacher Language Style: An Analysis of Pre-Service and In-Service English Teachers Languages" has been approved by thesis advisors for further approval by the Boards of Examiners.

Surabaya, 25th June 2021

Advisor 1

H.Mokhamad Syaifudin, M.Ed., Ph.D
197310131997031002

Advisor 2

Rakhmawati, M.Pd.
197803172009122002

EXAMINER APPROVAL SHEET

This thesis by Elvi Rahmawati entitled "Language Style Of Pre Service And In-Service English Teachers" has been examined on July 8th 2021 and approved by the boards examiner

Dean

Prof. Dr. H. Ali Mas'ud, M.Ag., M.Pd.I.
NIP. 196301231993031002

Examiner I

Dr.Siti Asmiyah, M.TESOL
NIP. 197704142006042003

Examiner II

Rizka Safriyani, M.Pd
NIP.198409142009122005

Examiner III

H.Mokhamad Syaifudin, M. Ed., Ph.D.
NIP. 197310131997031002

Examiner IV

Rahkmawati, M.Pd
NIP. 197803172009122002

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : ELVI RAHMAWATI
NIM : D05216008
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : elvirahma100798@gmail.com

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Surabaya, 27 Desember 2021

Penulis

Elvi Rahmawati

ABSTRACT

Rahmawati, Elvi (2021) *Language Style Of Pre-Service And In-Service English Teachers*. English Language Education Department, Education and Teacher Training Faculty, State Islamic University of Sunan Ampel Surabaya. Supervisors: H. Mokhamad Syaifuddin, M.Ed, Ph.D, Rakhmawati, M.Pd

Keyword: Pre-Service Teacher, In-Service Teacher, Language Style.

Language is the key to communication and there are various styles of languages. When teaching English in the classroom, teachers' choice of style of language gives a big impact to students' comprehension. The aim of this research is to investigate the language style of pre-service and in-service English teachers'. It is assumed that pre-service and in-service English teachers may have different language styles due to different teaching experience and knowledge. The instruments are observation checklist, video, and transcript. From 20 utterances by Pre-Service teachers there are 12 utterances used casual style, 4 utterances used consultative style, 3 utterances used formal style, and 1 utterance used intimate style. Data from the in-service teachers, from 19 utterances there are 9 utterances used casual style, 6 utterances used formal style, 2 utterances used consultative style, and 2 utterances used intimate style. Both pre-service and In-Service Teachers used casual style the most between the other styles of language. But the different thing is their second most used style of language. For pre-service teachers they used consultative style a lot after casual style and for in-service teachers they used formal style the most after casual style. It can be concluded that casual style is the most common style of language used by pre-service and in-service English teachers. Hence, teaching experience may not influence the style used in teaching of English.

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ABSTRAK

Rahmawati, Elvi (2021) *Language Style Of Pre-Service And In-Service English Teachers*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: H. Mokhamad Syaifuddin, M.Ed, Ph.D, Rakhmawati, M.Pd

Keyword: Guru Prajabatan, Guru Dalam-Jabatan, Gaya Bahasa.

Bahasa adalah kunci dari komunikasi dan ada beberapa macam gaya bahasa. Ketika mengajar Bahasa Inggris di kelas, untuk menyampaikan informasi kepada siswa, pemilihan gaya bahasa oleh guru sangat memberi pengaruh besar kepada pemahaman siswa. Tujuan dari penelitian ini adalah untuk menginvestigasi bagaimana pemilihan gaya bahasa oleh guru pra-jabatan dan guru dalam-jabatan. Karena guru pra-jabatan dan guru dalam-jabatan memiliki pengalaman dan pengetahuan yang berbeda. Peneliti menggunakan metode kualitatif dan observasi, video, dan transkrip sebagai instrumen penelitian. Hasil dari penelitian ini adalah, dari 20 ungkapan oleh guru pra-jabatan terdapat 12 ungkapan menggunakan gaya kasual, 4 menggunakan gaya konsultatif, 3 menggunakan gaya formal, dan 1 menggunakan gaya intim. Dan untuk guru dengan-jabatan, dari 19 ungkapan oleh guru dengan-jabatan terdapat 9 ungkapan menggunakan gaya kasual, 6 menggunakan gaya formal, 2 menggunakan gaya konsultatif, dan 2 menggunakan gaya intim. Guru pra-jabatan dan guru dalam-jabatan lebih banyak menggunakan gaya kasual dibanding gaya yang lain. Tetapi hal yang berbeda adalah gaya kedua yang banyak mereka gunakan. Guru pra-jabatan banyak menggunakan banyak gaya konsultatif setelah gaya kasual dan untuk guru dalam-jabatan mereka lebih banyak menggunakan gaya formal setelah gaya kasual. Sehingga dapat disimpulkan bahwa gaya kasual adalah gaya yang lebih sering digunakan oleh guru pra-jabatan dan guru dalam-jabatan. Oleh karena itu pengalaman tidak mempengaruhi penggunaan gaya bahasa dalam mengajar Bahasa Inggris.

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LIST OF ABBREVIATION

UINSA : Universitas Islam Negeri Sunan Ampel Surabaya

ELED : English Language Education Department

KBBI : Kamus Besar Bahasa Indonesia

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CHAPTER I
INTRODUCTION

This chapter gives a brief explanation about the contents of the study which consists of background of the study, research question, significance of the study, scope and limitation, and definition of key term.

A. BACKGROUND OF THE STUDY

In the learning process the role of the teachers are significant. Teachers represent students' skills and knowledge development.[1] To improve students' development teachers need to educate the students by giving a clear explanation. To give a clear explanation language is significant because language is the fundamental of communication.[2] In teaching English as a foreign language, English teachers' languages really give a big impact to the learning process because it is related to students' comprehension regarding how the teachers deliver the materials.

There are many stages that must be passed to become a teacher, before obtaining a bachelor degree one of the qualifications that must be fulfilled is having the experience in teaching training. For university students that majored in English language teaching and trained to face teaching in a real condition are called pre-service teachers. They are teacher candidates that conduct good teaching by doing teaching practice in microteaching class and are trained in many skills and techniques of teaching. In-service teachers are teachers that have already certified as a teacher and already have the job as a teacher. Pre-service and In-service teachers have different experiences. Pre-service

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[1] Rika Yulianti, *Peningkatan Kompetensi Guru Bahasa Inggris di SMPN 10 Padang.* Jurnal Administrasi Pendidikan P.631-831 Vol. 2 No.1

[2]Clark and Clark, *Psychology and Language: An Introduction to Psycholinguistics. New York: Harcourt Brace Jovanovich.*

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teachers tend to have less-experience than In-service teachers. Language style can change based on the social context such as addressee, addresser, topic, time and place.[3] Every single person has their own language variation when they speas according to who they are talking to, what the topics are, when and where they are. Teachers may speak formally when they are in a serious situation and speak casually when they are joking with the students to liven up the atmosphere. According to Holmes, language style is a kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information.[4] Every student has a different comprehension in catching the meaning of a certain word, some may know and some may not, teachers can use different language variations in order to make the students understand.

There are several studies related to this research, including from Adhalina and Helmawati, that are nearly similar with this study but have differences in the focus and data field. The thesis that belongs to Lestary[5] focused on students' explanation and description. The results of the study are that while having conversation with the teacher, all students in high level class used formal style, in middle class almost all of the students used formal style, and in low class level, half of the students used formal style.

From the previous study which was conducted by Adhalina.[6] The result of the research is that students are using casual language and the Teachers using formal language. It has a different subject with this study. The researcher focuses on the language style that is used by pre-service and in-service English teachers in delivering

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[3] Dyan Yosephin Hutagalung, *"Teacher's Language Style in English Course Class",* Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL) eISSN: 2548-4613

[4] Janet Holmes. 2008. Third edition Revised, *"An Introduction to Sociolinguistics",* Harlow United Kingdom : Pearson Education Limited.

[5]Charis Wahyu Lestary. 2015 "*The speech style of modern students interaction of arabic classes on pondok modern Darussalam Gontor 1 Ponorogo"* (Universitas Brawijaya)

[6] Nurul Adhalina, 2011. "*The Different Language Style and Function Between Students and Teachers in Updating Their Status in Facebook Webpages"* (Universitas Diponegoro)

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the materials. Meanwhile the previous researcher focused on students and teachers of junior high school language style on their Facebook page's status.

A study from Hutagalung[7] which discussed the teacher's language style in the English course. The researcher gets the data from the transcript in the teaching and learning process. And it found that in the teaching and learning process, from 5 kinds of language style based on Joos's theory the teacher only used 3 kinds of language style, they are casual style, formal style and consultative style. With the final result that casual style is the most used in the teaching and learning process.

The next previous study was conducted by Helmawati.[8] The research used Martin Joos's theory.[9] The previous studies objectives are to describe how many language styles on Twitter updates are used and investigate the style of language that adult users mostly used in twitter updates. The result of the research is the style that is frequently used on twitter updates by adult users is Consultative style.

The next study is from Krisdiana[10] which discussed Intimate Language Style used by the characters of A Star Is Born Movie. The aims of the study are to find the intimate style used by characters, and to reveal the factors that influence the character's uses of intimate style. In this study, the researcher used descriptive qualitative design. The result of the study showed that the researcher found 22 data of intimate language styles used by the characters of the movie "A Star Is Born".

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[7] Dyan Yosephin Hutagalung. *Teacher's Language Style in English Course Class.*

[8] Fenty Arina Helmawati . 2018. "*Study of Language Styles Used by Adults in Twitter Updates* " (UIN Sunan Ampel Surabaya)

[9] Martin Joos. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*

[10]Ulvi Tiyas Krisdiana. *"Intimate Language Style Used by The Characters of A Star is Born Movie"* (UIN Sunan Ampel Surabaya, 2019)

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There is a study from Efwan and Ridianto[11] about students' perception on language style used by English lecturers in the classroom. This study used descriptive qualitative to get and process the data. The researcher found that the students' have a good perception on language style that is used by the lecturers, with the average score 832,4. The most style that the students' have a good perception of is consultative style, and the second is formal style.

Another study from Rahmawati[12] with the research questions what kinds of language styles are used and how are the language styles used in The New York Times. The data of this research are from the sentences and utterances of advertisements in The New York Times published on March, 6 th-12th 2019. As a result, the researcher found there are four kinds of language styles used in the advertisements of The New York Times, they can be divided into hard sell style, soft sell style, straightforward style and Comparison Style.

This study focused on the language style of pre-service and in-service English teachers. What makes this study different from the previous studies is that we have different focus and data fields. The previous studies by Adhalina, Helmawati, and Lestary were more focusing on the language used in an interaction or written content. Whereas, this study focuses on the language style used by pre and in-service English teachers in delivering the materials to the students. The aim of this research is to identify what kind of language style is mostly used by pre-service and in-service English teachers in teaching English and learning process in the classroom.

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[11] Ridianto, Dodi Efwan. *Students Perception On Language Style Used by English Lecturers in The Classroom*

[12]Nur Ika Rahmawati *"AnalysisOf Language Style In The New York Times Advertisements"* (UIN Sunan Ampel Surabaya. 2019)

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B. RESEARCH QUESTION

The research question is related to the background, and it analyzed "How is the language style of pre-service English teachers from ELED of UINSA and in-service English teachers from SMPN 1 Purwosari in Teaching English?"

C. OBJECTIVE OF THE STUDY

Based on the research question, the research is aimed to evaluate what kind of language style that is used by pre-service and in-service English teachers in teaching English.

D. SIGNIFICANCE OF THE STUDY

The finding of the research is expected to have benefited the following.

1. For pre-service English teachers.

   Pre-service English teachers can learn more about each kind of language style.

2. For in-service English teachers.

   In-service English teachers can improve their knowledge about language style and help pre-service English teachers about their language styles.

3. For further research.

   The research findings can be useful as literature or references for the further researcher who will conduct the similar research or related topic about the kind language style that is used by English teachers.

E. SCOPE AND LIMITATION

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Novice teachers have weaknesses on long-term learning planning and they are hampered by the lack of experience as an educator.[13] Because pre-service teachers are still in the process of teaching training which still requires a lot of practice and experience. Pre-service teachers are more focus on themselves and their capabilities,[14] they feel that teaching is student-centered. Pre-service teachers are usually more casual because they tend to be more up to date on trends and have a small age gap with the students so they have a good bond with them. Whereas, in-service teachers already have the experience in teaching and they view their role differently. They felt that teaching is teacher-centered and tend to be tense more because they care more about their performance in the classroom. Pre-service and in-service English teachers truly have different experiences and ways of teaching English, their choice of language variation are also different whether they use the same language variation when teaching English in the classroom or not.

This study is investigating the language style of pre-service and in-service English teachers based on Martin Joos's idea about language style.[15] This study only discussed the language style of pre-service and in-service English teachers and didn't discuss different topics such as the reason why the teachers are using a certain style. The researcher is focused on the utterance that is used by pre-service and in-service English teachers in delivering the materials to the students in the learning process in the classroom.

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[13]Tsui, A.B.M. *Distinctive qualities of expert teachers. Teachers and Teaching:Theory and Practice*.
[14]Michael John Quinn. *"Expectations and Experience: A Comparison of Preservice and Inservice Teachers' Occupational Beliefs"*
[15]Martin Joos. *The five Clocks.A Linguistic Excursion into the Five Styles of English Usage*

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F. DEFINITION OF KEY TERM

1. Pre-service English teacher

Pre-service teachers were required to complete all undergraduate degree requirements.[16] In this research, pre-service English teachers can be defined as students that have been accepted into an English teachers education program and have the teaching experience in teaching English through practicum in Microteaching class but have not completed the requirements yet or fulfill the certification as a teacher.

2. In-service English teachers

In-service teachers are teachers who have teaching certification or are already teaching at the school.[17] In this research, in-service English teachers are teachers who have been teaching English at school for a long time and have a lot of teaching experience.

3. Language style

Style in language is like crafting text into good interpretation of text,[18] it is because language can be interpreted into several meanings according to the style and the diction that it used. Keraf said that style of language is a method to explain an idea with particular language that shows the speaker's intention and concern,[19] the choice of language style can change according to who we are talking to and how the situation is. In this research, language style means ways of speaking, the variation of

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[16]Michael John Quinn.*"Expectations and Experience: A Comparison of Preservice and Inservice Teachers' Occupational Beliefs"*

[17]. Bolam, R. *"In-service education and training of teachers: A conditionof educational change."*

[18]Nikolas Coupland.*"Style: Language Variation and Identity. Key topics in Sociolinguistic"*

[19]Keraf, Gorys.1991. "*Tata Bahasa Rujukan Bahasa Indonesia untuk Tingkat Pendidikan Menengah"*. (Jakarta: Gramedia Widiasrana Indonesia).

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language that pre-service and in-service English teachers use in teaching in the classroom. These include frozen style, formal style, consultative style, intimate style, or casual style.

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains about a theoretical framework that has two points, they are the definition of teacher and kind of language style and also related previous studies.

A. THEORETICAL FRAMEWORK

1. Teacher

a. Definition

Teacher is someone who teaches, guides, leads students to learn, not only in the educational field but also builds students character. A great teacher is someone who cares about the students more than themselves, empathy with the students and treating them fairly without distinction.[20] Because each student has different abilities in understanding the materials, the teacher needs to take care of each student.

Majid stated that the competencies possessed by teachers will show the quality of teachers in teaching. This competences will be manifested by how they master the knowledge and professional in carrying out its function as a teacher.[21] Meanwhile, Kunandar argues that teacher competence is a set of mastery that must be present in the teacher itself in order to manifest their performance appropriately and effectively.[22] So, teachers' performances on teaching based on the competences they had.

b. Teachers roles

[20]Jeremy Harmer, *How to teach English: An introduction to the practice of English language teaching.*

[21]Abdul Majid.2005. *Perencanaan Pembelajaran Mengembangkan Sumber Kompetensi Guru* (Bandung: Remaja Resadakarya, 2005)

[22]Kunandar.*2009. Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru.* (Jakarta: Rajawali Press)

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The interaction between teachers and students is very important in the learning process in the classroom because it encourages learning activities in the classroom to run well. In order for the interaction to continue, there are several roles that the teachers play[23] as the following. 1. Controller

Teacher is in charge of controlling the activities in the classroom. For example when the students have group work and are divided into several groups the teacher takes the role, tells the students things, reads aloud, and makes announcements.

2. Organizer

For the sake of the activities in the classroom to run well, a good organization is needed. The teacher can get involved and engage with the students by giving them information, telling them how they are going to do the activity, putting them into pairs or groups, and wrapping up when it's time to stop.

3. The prompter

The teacher encourages the students to be active in the learning process. When the students have no confidence in speaking English or come to the front of the class, the teacher encourages them by guiding them slowly.

4. The assessor

The teacher has the role to assess them, to see how good they are and give feedback or correction when they are doing it incorrectly without hurting their feelings.

5. Participant

[23]Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*. P.57-62

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When the teacher is brainstorming through playing games and dividing the students into several groups but there is a group with less members, so to make it fair the teacher joins the group and participates in playing games. The teacher participates in the activity to enliven the atmosphere but keep in control and not to be too dominating.

6. Resource

The teacher provides help to students if needed but does not make them over reliant on the teacher. The teacher can guide the students to other sources such as books, dictionaries or the internet if it is necessary. For example, if the students ask the teacher continuously about what is the translation of some words or how is the spelling of the words the teacher can answer some and guide the students to find the answer from other sources.

7. Tutor

The teacher acts as coach. Provides advice and guidance to help students do their work. It is a good way for the teacher to pay attention to each individual of the students. For example, when the students do their worksheets and the teacher checks on each student how are they doing and helps the student who has difficulties.

2. Language

a. Definition

Language is an instrument for human communication. Communication is the way of exchanging messages or information and builds the interaction of the people and helps to send the feelings and thoughts from one person to another.

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Language is usually spoken orally, but it can be interpreted into written language. But it is easier to help people express their ideas and feelings by communicating.[24] Because it really helps people to understand each other.

b. Kind of Language Style

Language style expresses human feeling. Based on Joos in his FiveClocks.[25] Language style is divided into five types; those are frozen style, formal style, consultative style, casual style, and intimate style. Further explanation will be explained the following. 1. Frozen Style

Frozen style is the most formal style that is usually used in ceremonies or formal events and requires high skill of language use. This style is usually used by lawyers, professional moderators, and others. Frozen language is always the same and never changes. The example is the following.

First paragraph of preamble of the constitution:

> "The fact that freedom is the right of all nations and therefore colonialism in the world must be abolished because it is not in accordance with humanity and justice."

It is included in frozen style, as the characteristic of frozen style is that the utterance is permanent and can't be changed.

2. Formal Style

A Mandell and Kirszner state, formal style is used at special important occasions and maintains seriousness[26]. Formal style issued in serious or

[24]Peter Trudgil. 2002. *Sociolinguistic Variation and Change.*

[25]Martin Joos. *The five Clocks.A Linguistic Excursion into the Five Styles of English Usage*

[26]Mandell and Kirzsner. "*Analysis of Language Style"*. (Winthrop Publishers).

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important situation and the speaker usually avoids repetition because it tend to be casual[27]. The speaker left on his own to maintain the proper pace of delivery and there must be no interruption. It can't proceed freely and must be planned ahead, framing the whole sentence before they are delivered. The example of formal style is speech from President Joko Widodo (see appendix)

Speech delivered by President of Indonesia Joko Widodo on COVID-19 Vaccine arrival at Soekarno Hatta International Airport Sunday, 6 December 2020 from the Bogor Presidential Palace, West Java

> *"I want to deliver good news for you. Today, the Government received 1.2 million doses of COVID-19 vaccine. The vaccine which was manufactured by Sinovac has undergone clinical testing in Bandung since August 2020. We also try to procure 1.8 million doses of vaccine which is predicted to arrive in January 2021".*[28]

The speech by The President Joko Widodo is included in formal style because the words used are all well structured and grammatically perfect.

3. Consultative Style

Consultative style is used in semi-formal communication between two persons. The speaker who uses this style usually does not plan what they want to say.[29]The speaker uses the participation of the listener. The speaker gives the

[27]Haryanto, Yan. 2001. " *Sociolinguistics*" (Jakarta: Universitas Terbuka).

[28] Cabinet Secretariat of the Republic Indonesia. Office of Assistant to Deputy Cabinet Secretary for State Documents & Translation (https://setkab.go.id/en/remarks-of-president-of-the-republic-of-indonesia-during-the-commemoration-of-the-2020-international-anti-corruption-day-at-the-state-palace-jakarta-wednesday-16-december-2020/)

[29]Haryanto, Yan. 2001." *Sociolinguistics*" (Jakarta: Universitas Terbuka).

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information and the listener participates continuously but the listener only gives short responses[30] such as "*hhhmm", "yes"," i know".*

The examples are below.

1. *Teacher: Do you understand?*
   Students: Yes

2. *Teacher: Any questions?*
   Students: No

3. *Teacher: Please open the book page 30*
   Students: Yes sir

The conversations of teacher and students above are included in consultative style. It can be seen by the way the students answer the teacher's question just by saying "yes", "yes sir", and "no". Which indicates a characteristic of consultative style.

4. Casual Style

Casual style is also known for informal style. Casual style is used to integrate the audience into social groups.[31] This style doesn't need to be grammatically perfect. Casual style is a conversation between really close friends or someone who has already bonded with each other.[32] There is a free and easy participation for the speaker and the listener. There are 2 kinds of casual style, ellipsis and

[30]Ridianto, Dodi Efwan. *"Students' Perception On Language Style Used By English Lecturers In The Classroom"* (STKIP YayasanAbdi Pendidikan Payakumbuh)

[31]

Ibid.

[32]Dilla ,Hermawati, Havid. *"Analysis Of Language Style Found In Novel The Last Tycoon Written By F. Scoot Fitzgerald"*

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slang language.[33] Ellipsis (omission) is where the sentence is in incomplete form and slang is a word that only can be understood by a certain group and insiders. Examples of ellipsis and slang are below.

1. *Teacher:" understand?"*
2. *Teacher: "need help?"*
3. *Teacher: "morning"*

4. Teacher: "let's jump to the next session" The phrases from the example number 1,2, and 3 are included in Ellipsis of casual style because the teacher uses incomplete sentences. From example number 1, the teacher said "understand?" to check on the students' understanding, the teacher said "understand?" instead of asking with "do you understand?" which complete sentences and are more proper. Also for example number 2, the teacher asks by asking with "need help?" instead of asking with complete sentences "do you need help?". And for example number 3 the teacher uses "morning" to greet the students instead of using the complete sentences "good morning". For example number 4 is defined as slang, the use of "jump" instead of "move" as an indication to go to the next session. The characteristics of casual style according to Chaer and Agustina[34] can be seen as follows. a. Uses a lot of vocabularies in allegro form (sentences or utterances that are shortened) like what have been explained above about ellipsis where the speaker uses an incomplete sentence.

[33] Ibid

[34] Chair, Abdul dan Agustina, Leonie. *Sosiolinguistik*.Jakarta: Rineka Cipta. 2004

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b. Using code mixing or switching codes. Because English is not the first language, so in teaching English as foreign language the teacher needs to switch in order to make the students understand.

c. Often do not use the same morphological and syntactic structures. Casual style is most known as a free language that does not have to be grammatically perfect.

5. Intimate Style

Martin Joos stated that one of the characteristics of intimate style is there's no inhibitions.[35] Intimate style is a private language with intimate labels like honey, darling, baby, bro, sis, and any other nickname. It is used by families, lovers or a very close individual and is full of code words that are only known by them. According to joos,[36] there are 5 characteristics of intimate style, they are the following.

a. Addressee characteristic

In addressee characteristic, the relationship between the speaker and the addressee is important. If the speaker and the addressee are knowing each other well they will speak informally, for the example when the teacher greet the students by saying "good morning my babies", the teacher called them "my babies" instead of "my students", it shows that the teacher is close to the students by called them comfortably. And the less they know each other the more formal style they use, for example when the students called the teacher "ma'am" or "sir". However they still have a close relationship.

b. Extraction characteristic

[35]Ibid

[36] Ibid

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Extraction happens when the speaker excerpts a minimum pattern from some casual sentences. Sometimes, when the speaker hasn't completed their sentences, the participant of the conversation understands what the speaker is about to say and continues it. For example:

Student 1: hey, did you know what happened to Yeri yesterday? I heard that ...

Student 2: yes, she fell from the stairs. She was running around with Irene, then she slipped and fell.

c. Jargon characteristic

Jargon is a type of shorthand between members of a particular group of people. Jargon is sometimes used to show the secret between the speakers and shouldn't be known by other people.

d. Close relationship characteristic

Close relationships are a private language among friends that show intimacy. People have their own way to express something to their close related person. And the topic that is being discussed is personal stuff, such as love, life, and concern. For example "Keep clean, keep healthy, and stay at home. Don't forget to wash your hands, may we be healthy always", the teacher concerned about students' condition in this pandemic situation by reminding them to keep clean and be safe.

e. Family relationship characteristic

These characteristics happen among families. This characteristic is almost the same as close friend characteristic. But the difference is the participant of the conversation. The participants in this characteristic are family members.

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3. Sociolinguistic

a. Definition

Sociolinguistics is a study that focuses on language in its social context.[37] It discussed the relationship between language and society. Knowing a language also means knowing how to use the language appropriately and knowing how to form sentences. Linguistic theory is concerned with how the community knows its language perfectly and is unaffected by such grammatically irrelevant conditions and errors. Most people would agree that using a language is an inherently social process. So, sociolinguistics needed to make a case for observing the language as it is used in daily life and for not relying on intuition. Sociolinguistics is a field that studies the relationship between language and society, between language use and the social structure in which language users live. It is a field of study that assumes that human society is made up of many related patterns and behaviors, some of which are linguistic in nature. Trudgill[38] states that sociolinguistics is a part of linguistics which is concerned about language in social and cultural phenomenon. The way each person speaks is different depending on who they are talking to and where they are. There are several possible relationships between language and society. One of them is that social structure may influence or determine linguistic structure or behavior.[39] Like an age-grading phenomenon where young people speak differently from older people because their ways of speaking and word choices are determined by social requirements.

[37] Coupland Nikolas. *Style: Language Variation and Identity. Key topics in Sociolinguistic*
[38] Trudgill Peter. *Sociolinguistic Variation and Change*. 2002
[39] Ibid

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According to Howlader,[40] there are several social factors involved in language teaching from a sociolinguistics perspective, as follows:

1. Ethnicity

History and politics influence language. Study of language variation due to colonization has resulted in general acceptance of the theory where two languages mingle to form pidgin, the language of the more dominant group will have a greater advantage as evidenced by the use of the vocabulary or grammatical structure.

2. Age

Language is always evolving. Language will continue to evolve along with the development of technology and change over time. As technology has changed, young people tend to be more aware of the language changes. For example, most people are now saying "google" as a verb that stands for looking for something in the internet search engine.

3. Gender

There are differences in how men and women use language. This difference is not only found in lexical and grammatical differences but also clearly visible in the prosodic features. Language is indeed very different in terms of lexicalized gender differences, in German or Arab they have to determine if they're talking to a man or woman.

4. Geography

All languages exhibit geographical differences. Regional differences can be strong or invisible. The problem is even more complicated in an industrial

[40] M. Rasel Howlader. *Social Factors Affect Language Teaching and Language Learning: A Sociolinguistic Perspective.*

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society where geographic mobility is common. In regional variations there's something called "dialect" and "accent". People may not recognise the words when someone speaks in their dialect or accent. For example, a teacher in Indonesia might have difficulty in teaching English because the accent is different from the English accent.

5. Social Class

Class positions affect the use of language. There are differences in how language crosses class boundaries within society, just like when higher social groups use language to differentiate themselves, some groups intentionally use inferior forms to differentiate themselves from an ordinary society.

6. Occupation and Role

In the world of English for Specific Purposes (ESP) deals with different professions like doctors, engineers, bankers, etc. People of various occupations need language knowledge and linguistic orientation or training. These differences should not be seen to be confined only for formal or technical professions such as law of science but rather cover every area.

b. Sociolinguistic in Teaching Foreign Language

There are varieties of ways to learn a language, through formal or non-formal education, offline or online resources. In the case of teaching a foreign language, teachers should not ignore the influence of various languages in sociocultural contexts. The terms of various languages in sociocultural contexts is covered in sociolinguistic studies.[41] As Dunkley[42] states that sociolinguistics is an

[41] Faizin, Ahmad. *Sociolinguistic in Language Teaching*. 2015

[42] D, Dunkley. *Language Socialization and Language Teaching: An interview with Patricia (Patsy) Duff*

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important area of language for teachers because it deals with how the language is used in real life. So, that is why teachers should understand the phenomenon and have broad knowledge of the process of language acquisition, second or foreign language, sociolinguistic.

Teaching English as Foreign Language involves teaching English to students whose English is not their first language. According to Bayyut,[43] the importance of sociolinguistics in foreign language education is examined in three aspects, attitudes towards foreign language learning, cultural inclusion in foreign language education and contribution of language planning to foreign language education. In teaching English as foreign language, teachers must also introduce the use of English in a social context to the students in an appropriate way. So, that they not only have the ability to express themselves but also have the ability to determine the appropriate expression based on the situation, age, gender, and other social context.

B. PREVIOUS STUDIES

The researcher presents similar research about any kind of language style. The previous studies mainly focus on the language style that is used in social media updates (see studies from Adhalina and Helmawati) and the language that is used by students in the classroom (see study from Lestary). The following previous studies that have similarities to this research are conducted by Adhalina.[44] With the result of the research there is a prominent difference between the students of Junior High School and the

[43] Yasemin, B. *Journal of Language Teaching and Learning*. 2013

[44]Nurul Adhalina. 2011. "*The Different Language Style and Function Between Students and Teachers in Updating Their Status in Facebook Webpages"* (Universitas Diponegoro)

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Teachers in their status in Facebook webpages. The Students are using casual language and the Teachers using formal language.

The other studies that also have similarities are conducted by Lestary entitled The Speech Styles of Students in the Classroom Interaction on Arabic Classes of Pondok Modern Darussalam Gontor 1 Ponorogo.[45] The study focused on the explanation and description. The data of this study were 30 conversations between student and student, and student and the teacher of high, middle and low-level class in Arabic class. The result of the study is that while having conversation with the teacher, all students in high level class used formal style, in middle class almost all of the students used formal style, and in low class level, half of the students used formal style. The researcher found out that there were three possible factors influencing the use of speech style. Those are the participant, setting and topic, and lack of competence.

There is a study from Efwan and Ridianto[46] about students' perception on language style used by English lecturers in the classroom. This study used descriptive qualitative to get and process the data. The researcher found that the students' have a good perception on language style that is used by the lecturers, with the average score 832,4. The most style that the students' have a good perception of is consultative style, and the second is formal style.

The next is a study conducted by Andani[47] analyzed the language choice that is used by sellers and buyers in Bundaran GKB. And the results of the research are: The first is, the researcher found out that the street sellers' choice of language are; code

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[45]Charis Wahyu Lestary. 2015. "*The speech style of modern students interaction of arabic classes on pondok modern Darussalam Gontor 1 Ponorogo"* (Universitas Brawijaya)

[46] Ridianto, Dodi Efwan. *Students Perception On Language Style Used by English Lecturers in The Classroom*

[47]Andani, Fitria. Language Choice Used by Street Sellers in Bundaran GKB, Gresik. 2014

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switching, code mixing and Unda-usuk (variation within the same language). From three kinds of language choice, almost all of the street sellers used code mixing when they had a communication. The second is the Sellers used Javanese (Krama and Ngoko) to show respect, politeness, and intimacy as a mother tongue. They also used Indonesian language because it is Indonesian national language that can be easily understood by many people. And the last is the social factors that influenced the Street Sellers in Bundaran GKB.

A study by Rahmawati[48] used descriptive qualitative design to conduct the research. The data are explained descriptively based on the research issues, what style of language is used and how's the use of the styles in The New York Times. The data of this research are from the sentences and utterances of advertisements in The New York Times published on 6, March 2019.The researcher used William wells theory in analyzing the data and the result of the study was the researcher discovered four kinds of language styles were used in the advertisements of The New York Times.

Another study was from Sari.[49] The research question is what is the language instruction by the teachers in teaching English at Islamic Junior High School and what the instructions' contextual meaning is. The study aimed to explore the information about the meaning of the content of teachers' instruction. The research used qualitative research design. The data was collected from English teachers at Islamic Junior High School at Waru. And the result of the research was there were 29 utterances that consist of 6 imperative sentence constructions.

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[48]Nur Ika Rahmawati. 2019. *"AnalysisOf Language Style In The New York Times"* (UINSA)
[49]Ayu Wulan Sari. 2020 *"Teachers' Language In Their Instruction To Grade Eight At MtsDarulUlum Waru"* (UINSA)

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The last previous studies done by Helmawati,[50] this study aimed to identify the language of twitter users on their tweets. The object is all Twitter users, especially adult users. To collect the data, the researcher observed the tweet, so it used an observation method. The researcher collected the data from twitter updates in twitter application. The tweet must fulfill the criterions, which are frozen, consultative, intimate, casual, and formal. The result of the research is that between all the styles of the language, adult users of twitter frequently used consultative style on their updates.

A study from Hutagalung[51] which discussed the teacher's language style in the English course. The researcher gets the data from the transcript in the teaching and learning process. And it found that in the teaching and learning process, from 5 kinds of language style based on Joos's theory the teacher only used 3 kinds of language style, they are casual style, formal style and consultative style. With the final result that casual style is the most used in the teaching and learning process.

According to all of the previous studies it can be seen that this research has the same topic with the previous studies but has different focus and subjects. From 6 previous studies mentioned above, 4 studies from Adhalina,[52] Andani,[53] Rahmawati,[54] and Helmawati[55] are all about language style used in literature form and 2 studies from Lestary[56] and Sari[57] are related to the language style used in teaching and learning

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[50]Fenty Arina Helmawati . 2018. "*Study of Language Styles Used by Adults in Twitter Updates* " (UIN Sunan Ampel Surabaya)

[51] Dyan Yosephin Hutagalung. *Teacher's Language Style in English Course Class.*

[52] Nurul Adhalina. 2011. "*The Different Language Style and Function Between Students and Teachers in Updating Their Status in Facebook Webpages"* (Universitas Diponegoro)

[53] Andani, Fitria. Language Choice Used by Street Sellers in Bunderan GKB, Gresik. 2014

[54] Nur Ika Rahmawati. 2019.*"AnalysisOf Language Style In The New York Times"* (UINSA)

[55] Ibid

[56] Charis Wahyu Lestary. 2015. "*The speech style of modern students interaction of arabic classes on pondok modern Darussalam Gontor 1 Ponorogo"* (Universitas Brawijaya)

[57] Ayu Wulan Sari. 2020*"Teachers' Language In Their Instruction To Grade Eight At MtsDarulUlum Waru"* (UINSA)

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process in the classroom but have different subjects. This research is more focused on pre-service and in-service English teachers' style of language in teaching and learning process. This research is investigating how the language style of pre-service and in-service English teachers is.

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CHAPTER III
RESEARCH METHODS

This chapter presents the research methods that consist of the design of the research and approach, research subjects and setting, data and source of data, data collection techniques, instruments of the research, techniques of data analysis, and trustworthiness of the research.

A. RESEARCH DESIGN AND APPROACH

In conducting a research we need research design to know what we had to do to find the answer of the research questions. Cresswell said that research design is plans or procedures for research methods of data collection and data analysis.[58] The research uses qualitative research design to find the answer of the research questions. Qualitative methods provide results that are usually rich and detailed.[59] Qualitative research is using qualitative methods such as observation, interview, and analysis.

This research used a descriptive qualitative method. Descriptive qualitative method is a research method which uses the data collected by words and not a number.[60] The reason why the research was using descriptive qualitative is because the data was collected descriptively, so this method is suitable to help the researcher to analyze the language style of pre-service and in-service English teachers.

[58]Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitativ*e Research. Pearson Education.
[59]Stuart MacDonald. *Research Methods Handbook: Introductory guide to research methods for social research.* P.35
[60]Sudaryanto. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik. Yogyakarta:Duta Wacana University Press*

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B. RESEARCH SUBJECTS AND SETTING

The subjects of the research are pre-service and in-service English teachers. For pre-service English teachers there were 2 students from micro-teaching class in ELEDat UINSA and for in-service English teachers there were 2 English teachers who are teaching English at SMPN 1 Purwosari.

The researcher chose 2 students whom in 6th semester and has been being a part of Language Development Division in Student Association of English Language Education Department, the researcher assumes that they have good speaking skills and have the experience in teaching English in micro teaching class.There are 3 teachers that are teaching English at SMPN 1 Purwosari but the researcher only choose 2 of the English teachers at SMPN 1 Purwosari as the subjects and the reason why the subjects were chosen is because the teachers have more experiences in teaching English, they have been teaching English for more than 15 years.

C. DATA AND SOURCE OF DATA

The data of this research is the language style of pre-service and in-service English teachers in form of transcript from video or audio file of pre-service and in-service English teachers when they are teaching in the classroom. The first data was collected from students in Microteaching class (PPL 1) in the sixth semester in the academic year 2019/2020 and the second data was collected from in-service English teachers who are teaching English at SMPN 1 Purwosari academic year 2019/2020.

D. DATA COLLECTION TECHNIQUE

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To answer the research question about how the language style is mostly used by pre-service and in-service English teachers in the classroom. The researcher collected the data through observation of the video tapes.

1. Video recording

   To collect the data, the researcher collected the video recordings that had been taken by pre-service and in-service English teachers when they were teaching English in the classroom. The video recording can help the researcher to get more detailed information about the utterances of pre-service and in-service English teachers. The video recordings also help the researcher for further observation.

2. Observation

   After getting the data from pre and in-service English teachers, the researcher observed the video tapes to pay attention to pre-service and in-service English teachers' languages. The researcher observed the video files twice and focused on the utterances on pre-service and in-service English teachers speak to deliver or give an explanation to the students. The first observation is watching the videos and checking on some points regarding the observation checklist. The second observation is to watch the videos and make transcription of the video into text. Then, read the transcription altogether and understand the transcription.

E. RESEARCH INSTRUMENT

In qualitative research, one of the instruments is the researcher themselves.[61] Because this research studied human choices of language variation the researcher needed an instrument that is flexible to describe human behavior in choosing language

[61]CepiSafruddin Abd. Jabar, *"Human Instrument Dalam Penelitian Kualitatif: Sebuah Konsep"*

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variation, so the researcher herself is the instrument of this as a human instrument who collected and analyzed the data, and found the results of the research by herself.

The researcher was using observation checklist (see appendix 2 for the checklist) and video recording to help to process the data.[62] The researcher observed the video of pre and in-service English teachers when they were teaching while checking the observation checklist and making the transcription of the video files. The researcher needs notes and a laptop for the process of making transcription. Thetranscriptionist used to identify and classify the data, that is the language style that pre and in-service English teachers are used is belong to which categories based on Martin Joos[63] theories about five kinds of language style.

F. DATA ANALYSIS TECHNIQUES

To find the result of the study there are some steps for the researcher to analyze the data. The data analysis techniques are as follows.

1. Making transcription
2. Transcription is changing video or audio files into a form of words. The researcher was paying attention to the teachers' utterances and transcript it descriptively to make it easy to analyze and classify the data. Identified the utterance
3. Identification is an act of the process of researching, looking for, finding, and gaining information and data about facts. The researcher identified the teachers' utterances and understood the meaning of the content of the language to find out about the variation of the language.Classified the language style

[62] John W Cresswell, *"Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition."*

[63]Martin Joos. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*

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After being identified, the data is classified according to the language style that it belongs to. Whether it belongs to formal style, frozen style, consultative style, intimate style, and casual style. The researcher classified it based on the suitability of the characteristics of language style, if the utterance is suitable with the characteristics of casual style and supported by theory and previous studies it is classified into casual style. For example, from the utterance "morning students" the teacher is using an incomplete sentence "morning" instead of "good morning". So, it is classified into casual style because it's included in the characteristic of casual for using incomplete sentences. So, the researcher found out what kind of language style that is used by pre-service and in-service English teachers based on the language style that is mostly used. The data is being analyzed descriptively.

G. TRUSTWORTHINESS

To get a valid finding the researcher needs to check the trustworthiness of this research. Validity of data is to evaluate how a research method is appropriate to answer the research questions and give explanations.[64] There are three ways of how the researcher established the credibility of the research findings, they are member checking, triangulation, and external audit.[65] There are several kinds of triangulation, they are data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. The researcher used data triangulation to validate the findings. Data triangulation involves the use of different sources of data. The researcher gathered the data through different contexts that are

[64] Marian Carcary. "*The Research Audit Trial – Enhancing Trustworthiness in Qualitative Inquiry*"

[65] John W Cresswell, *"Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition."*

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observation and analysis to convince the result of the analysis of the video transcript as the primary data sources and observation as the secondary data sources.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the answer of the research question and discusses the result of the observation and analysis. The instruments used to find the answer of the research questions are observation checklist, videos, and transcript. The researcher observed that all the subject teachers consist of 2 Pre-Service English teachers and 2 In-Service English teachers. The researcher did the first observation on March, 25th 2021 and for the second observation the researcher did it on March 26th-28th 2021.

A. RESEARCH FINDINGS

Here is the presentation of how the researcher processes the data and finds the answer to the research question. For detailed information will be discussed below:

The data found on the observation in teaching and learning process showed that Pre-service teacher 1 was using English and switching to Bahasa a little bit when the students were confused so it could be easier for the students to understand and for Pre-service teacher 2 she did not switch the language and only used English. The switching of pre-service English teacher 1 presented in the following excerpt:

> "*Does anyone know what is greeting card actually? Greeting is "sapaan" and card is "kartu", is that mean kartu sapaan? Almost correct but not yet appropiate for this contex.".*

The teacher gave the actual meaning of some words such as greeting and card into Bahasa Indonesia *sapaan and kartu* so the students can understand. Then, she emphasized by giving the direct translation by saying *"greeting card adalah kartu ucapan"*. The excerpt above shows that pre-service teacher 1 used formal style. This is indicated by her use of "does anyone know" which shows that she used a

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complete sentence with "does anyone know" instead of using "anyone know" as a shorter sentence.

In-service teachers also mostly used Bahasa Indonesia when they were teaching and switched a little bit of English. They switched the language from English then translated it into Bahasa Indonesia and back and the opposite. The switching of in-service English teacher 1 presented in the following excerpt.

> *"Without dictionary, tanpa melihat kamus"*
> *"How do you know? Bagaimana kamu tahu"*
> *"Siapa yang sad? Who is sad?"*

The teacher gave the actual meaning of some sentences such as without a dictionary and how do you know? into Bahasa Indonesia *tanpa melihat kamus* and *bagaimana kamu tahu?"* so the students who have no idea about what the teacher is talking can understand the actual meaning. From the excerpt *"siapa yang sad? Who is sad?"* the teacher only translated the interrogative sentence *siapa* into who to convince the students that *siapa* is *who* in English. The excerpt above shows that in-service teachers used formal style. This is indicated by her use of affixes on *"melihat"* as a proper word on KBBI, and the use of complete sentences on *"how do you know".*

And for Pre-Service Teacher 2, she didn't switch the language but gave an example so the students could follow the example that has been given. The example of pre-service English teacher 2 presented in the following excerpt:

> *"When it is 15 minutes past the hour we normally say a quarter past, for the example this one 07.15 (a quarter past seven)".*

The teacher gave an example of how to read the analog clock of 07.15. She emphasized it by giving a clear example of how to read 07.15 in analog clock by reading it as a quarter past seven so the students can follow and implement it. The

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excerpt above shows that pre-service teacher 2 used casual style. This is indicated by her use of "for the example this one" which shows that she's talking casually as she's close to the students.

Both pre-service teacher 1 and pre-service teacher 2 used an intimate style of language. The initiate style of pre-service English teacher 2 presented in the following excerpt:

> *"Good morning everyone, i wish you all are good"*
> *"Keep clean, keep healthy, and keep stay at home. Don't forget to wash your hands, may us be healthy always".*
> *"You all have watched the video"*

The teachers called the students *"everyone"* and *"you all"* which is not as intimate as *"my students"* or *"my beloved students"* , but she emphasized it by showing their concern and care about the students' condition by saying *"keep clean, keep healthy, and keep stay at home. Don't forget to wash your hands, my us be healthy always".* The excerpt above shows that pre-service teachers used an intimate style. This is indicated by their use of *"Don't forget to wash your hands, my us be healthy always".* which shows that she was concerned about the students' condition and wished them to be in the best condition in this pandemic.

For in-service teachers, the teacher also used an intimate style. The intimate of in-service English teachers presented in the following excerpt:

> *" <u>and now i will ask you</u> mbak"*
> *"okay rajul"*
> *"sahrul"*
> *"are you fine? Are you happy?"*

The teachers called the students *"mbak"* and called them by their names such as "rajul" "sahrul". The word mbak has a meaning of sis in English, it showed how the

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teacher is close to the student by calling her student as sis and also how the teacher called the students by their name showed that the teacher memorized the students' name which showed that the teacher is close to the students. The excerpt above shows that pre-service teachers used an intimate style. This is indicated by their use of *"mbak", "rajul", and "sahrul"* and *"are you fine? are you happy?"* which shows that she's close to the students and concerned about the students' condition in this pandemic. For the data presentation of the analysis will be presented based on the style of the language. For further explanation will be explained briefly as the following:

a. Intimate style (See appendix 3) **Table 4.1 Intimate style that is used by English teachers**

No.	Teacher's utterance
1.	*"Now i will ask you yo mbak ya, the easiest one".*

The table above describes English teachers' utterances and for further explanation will be described below.

(1.) In data number 1, the teacher used intimate style. *"Sekarang saya tanya yo mbak ya, seng gampang ae".* The teacher used *"mbak"* to call out one of the female students. *"mbak"* which has a meaning as *"sis"* is a Javanese word to call sister or other older women. *"seng gampang ae"*, is also a sentence in Javanese which has a meaning *"yang gampang saja"* or *"the easier one"* in English and included in casual style. The fact that the teacher called the female student *"mbak"* and used casual Javanese it showed how close their relationship are and it indicates the characteristic of intimate style

b. Casual style (See appendix 3)

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Table 4.2 Casual style that is used by English teachers

No.	Teacher's Utterance
1.	*"Okay i will show you a video before we jump into our lesson today. Let's watch the video"*
2.	*"Oh nothing? Nggak papa. Now, you must be undertand everything that have been explained"*

The table above describes the utterances of English teachers and for more explanation will be explained below.

(1). The teacher used a casual style in data number 1. *"I will show you a video before we jump into our lesson. Let's watch the video".* The teacher told the students that they will watch a video to introduce them to the materials that they're going to learn before they go deep into the lesson. And the teacher choosed the word *"jump"* as a slang that indicates to move to the next session of the activity. The use of slang indicates the characteristic of casual style so the teacher's utterance is included in casual style.

(2). From the sentence *"nggak papa"* in data number 2 is also included in casual style. The teacher uses the non-standard words *"nggak papa"* instead of using *"tidak apa-apa* " as proper words that fill the standard which means *"it's okay"* in English. The use of non-standard words indicates the characteristic of casual style, so it is included in casual style. c. Consultative style (See appendix 3)

Table 4.3 Consultative style that is used by English teachers

No.	Teacher's Utterance

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1.	*"Teacher: "You all already know that it is a ..?"* *Students: "verb"* *Teacher: "its a verb base ....? which base?"* *Students: "second"* *Teacher: "Yes, it is a second base verb. How do you know? How do you know that it is a second base verb?"* *Students: "ed"* *Teacher: "added with –ed, okay good you still remember it"*

The table above tells about English teachers' utterances when teaching English and will be explained more below.

(1). In data number 1 it's included in consultative style because there are interactions between the teacher and students where the teacher asks some questions and the students answer it shortly. Just like the utterances shown in data number 5, the students just need to answer it with one word such as *"verb"*, *"second"*, and *"ed"*. It indicates the characteristic of consultative style in which the speaker provides information or asks questions and the listener gives a short response.

d. Formal Style (See appendix 3)

Table 4.4 Formal style that is used by English teachers

No.	Teacher's Utterance
1.	*"Jadi, chapter yang kedua kalian hanya diminta untuk melakukan sesuatu, kemudian menyetujui apa tidak".*

The explanation about the table above will be explained further below.

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(1). In data number 1, the sentence *"Jadi, di chapter yang kedua kalian hanya diminta untuk melakukan sesuatu, kemudian menyetujui apa tidak"* is included in formal style. The use of the well-structured sentences, *"diminta"* is a standard word of *"asked", "melakukan"* is a standard word of *"doing",* the teacher choose to use the standard word *"kemudian"* which has a meaning *"then"*, and also *"menyetujui"* is a standard word of *"agree"*. The word selection is all well-structured that belong to formal style.

B. DISCUSSION

In this part the researcher will discuss the findings of the research which answer the research question about the language style of pre-service and in-service English teachers' languages based on theory from Martin Joos. Joos stated that style of language consists of 5 types; they are intimate style, frozen style, casual style, formal style, and consultative style. After observing and doing the analysis of the data, there is some kind of style that is used by pre-service teachers. The researcher found 19 data of pre-service teachers' utterances, there are 2 used formal style, 11 used casual style, 4 used consultative style, and 1 used intimate style. And for the kind of language style that is used by in-service teachers the researcher found 19 data, some of them are 6 formal styles, 8 casual style, 2 consultative style and 2 intimate style. It can be seen that casual style is the style that is mostly used by pre-service English teachers in the teaching process. Further explanation will be explained below.

a. Casual Style

From the findings it can be seen that casual style is the most used style by Pre-Service teachers, between 19 data there are 11 data which used casual style. Casual style is a style used among friends and co-workers when an informal atmosphere is

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appropriated and desired such as outside the classroom where students have a chat.[66] The use of casual style in teaching and learning process suit the characteristic of casual style which is style of language that is used in normal or relaxed conversation in daily life, no need to be grammatically perfect as long as they understand each other as stated by Joos that between 5 of the language styles, casual style is the most relaxed style.[67].Just like when the Pre-service teacher 1 said *"slow down students"* instead of saying "calm down students" when the teacher is trying to calm the students down, even though the teacher uses the wrong expression the students still understand what the teacher is actually saying.

There are 2 characteristics of casual style, they are ellipsis and slang.[68] Ellipsis is kind of a shorter utterance, an utterance that is shorter than how it's usually used. For example, in casual style people normally greet by saying *"morning"* instead of saying the complete utterance *"good morning"* or will say *"you know what I'm saying?"* instead of saying *"do you understand what I'm talking about?"*. And slang is an utterance that can be only understood by a certain group of people or insiders, for example *"kinda"*which stands for *"kind of"*, *"gonna"* which stands for *"going to"*, *"wanna"* which stands for *"want to"*, and the other. Just like in the data from pre-service teacher 1 when the teacher said *"before we move on"*. Move on is an expression to show before we leave and will go into something new and usually used in casual conversation. As stated by joos, casual style is a relaxed language that is used among

[66] Ibid
[67]Martin Joos. 1967. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*
[68]Ibid

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friends in an informal situation[69] So in this case, move on is concluded in an informal language and it has correlation with the theory.

As found in Mahmudah,[70] the reason why the English teacher used a style in teaching English is to create a relaxed environment during the learning process and to make the students easily understand the teacher's explanation, so the students will not be bored in learning English and also to avoid monotonous situations. And it's in line with the theory from Joos that casual style is used to create a relax situation between the speaker and the participants.

In casual style that is used by in-service teachers, there are 9 data used casual style from total 19 data. In-service teachers used many non-standard words, slang, and talked in Javanese. Such as, they used *"kalo"*, a non-standard word of *"kalau"*, and used slang *"jodoh"* instead of *"pasangan"* or *"partner"*. And in-service teachers even talked in Javanese using *"basa ngoko"* as the less honorific kind of language such as *"saya tanya yo mbak ya seng gampang ae"* which have a meaning as *"now i will ask you, the easy one",* and *"lha nek aku ngomong".* As explained in the theory above that casual style has 2 characteristics, they are using ellipsis and using slang words. It can be seen that the in-service teacher used some slang words as mentioned above so it can be concluded that the finding is related to the theory.

b. A study from Dyan[71] found that English teachers mostly used casual style in teaching English in the classroom. Also found in Dyan study that the teacher might use casual style mostly in order to make students enjoy the class and comfortable with the teacher as the students were teenagers who are still fresh in exploring their

[69] Martin Joos. 1967. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*
[70] Mahmudah, Nurul. *Language Styles Used By The English Teacher In Teaching and Learning in the Eighth Grade at MTsN Tulungagung.*
[71]Dyan Yosephin Hutagalung. *Teacher's Language Style in English Course Class.*

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ideas and giving their own opinions which makes it sure that casual style is the most suitable style to use when teaching English in the classroom. By using a casual style of language, the students might understand easily what the teacher said in the classroom and the communication between teacher and student would be running well. Consultative style

The finding of consultative style that is used by pre-service teachers showed that between 19 data there are 4 data which used consultative style. Consultative style is a style where the speaker does not plan what they are going to say, it is spontaneous and speaker centered. The speaker provides information and the audience just gives a short response.[72] The function of consultative style is in order to speak with the addressee about certain topics that will be discussed and the short feedback is needed. The structure of consultative style is more complete than casual style.

For example when the teacher gave an explanation about the materials and the students listened to the explanation by the teacher. To gain the response from the students the teacher usually asked a simple question like *"can you guess what will we learn today?"*, *"what kind of card that have shown to you?",* and the students just need to answer it with one word or one sentence such as *"telling time"* or *"greeting card".* As stated by Haryanto, Consultative style is used when the speaker dominates the conversation and any other participants only give a short answer to respond to the speaker such as *"oh", "ok", "nice", "exactly", "i see",*etc.[73] So, it can be concluded that there are correlations between the findings and the theory.

The findings of consultative style that is used by In-service teachers there are 2 data that used consultative style from total 19 data. In-service teacher asked some questions

[72]Haryanto. 2001.*Sociolinguistics* (Jakarta: Universitas Terbuka)
[73]Ibid

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that requires short answer just like the first in-service English teacher who let the students to take part in the conversation by asking each of the student to mention one word that said on their card, or even asking the students to continue the word that the teacher is going to say, like *"tanpa melihat ka?"* and the students answered *"mus"*. The teacher is about to say *"kamus"* or *"dictionary"* but the teacher just says the first syllable and the students will answer the last syllable. It has coherence with the theory about consultative style that has been explained in the theoretical framework. Joos said that consultative style is usually used in small group discussion, transaction between seller and buyer, and the other. Just like mentioned in the discussion above about the characteristic of consultative style which requires a short answer as a response.[74] So, the utterance is included in consultative style.

c. Chaer and Agustina[75] stated that consultative style is the most operational language style. So, more students like it if this style is used by the teacher in the classroom. The researcher assumes that the consultative style used by the teacher in teaching English in the classroom makes the students to me more enthusiastic in learning English because this style creates interaction between teacher and students so the students can take part in the learning process and not be teacher-centered. Formal style

The finding of formal style is Pre-service teachers only use a little of formal style, between 19 data there are only 3 that are formal. The example of formal style that is used by Pre-Service teachers are *"the quiz will be an online quiz"*, *"you don't have to prepare your pencil"*. Those sentences are well structured and contain information. The teacher gave an explanation or information to the students which can be categorized as a

[74]Martin Joos. 1967. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*
[75] Chair, Abdul dan Agustina, Leonie. *Sosiolinguistik Perkenalan Awal* .Jakarta: Rineka Cipta. 2004

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big audience and the students just need to listen and conceive it. It has correlation with the theory from Joos on his five clocks that has been explained in the theoretical framework, it said that formal style is used in a serious situation, the speaker left on their own to deliver the information and there is no interruption.

As cited from a study by Dyan Yosephin Hutagalung,[76] a formal style is a one way communication in which the speaker doesn't get any feedback or response from the audience. 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. Using a formal style in teaching or lecturing was a good way to attract students' attention since it showed the teacher was serious with the instruction.

Different from the findings of formal style that is used by Pre-service teachers, formal style is the second most used style by In-service teachers after casual style with 6 data from total 19 data. Especially for the second in-service teacher who used a more formal style than the first in-service teacher. The teacher used well-structured sentence such as *"kadang-kadang kamu harus melakukan sesuatu dan membutuhkan orang untuk melakukan itu secara bersama-sama"* which have a meaning *"sometimes you have to do something and need someone to do it altogether"*, and also *"berarti disini kalau ada yang menyarankan untuk ..."* which have a meaning *"so if there's someone who recommend you to ..."*they are all well-structured sentences and contained of information. It has correlation with the theory about formal style as explained in the theoretical framework, a theory from Joos which said that formal style is designed for a serious situation and contains information.

[76]Dyan Yosephin Hutagalung. *Teacher's Language Style in English Course Class.*

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In-service teachers used Bahasa Indonesia in teaching English and there are no specific standard or non-standard words in English but it does in Bahasa Indonesia. The use of suffixes and affixes in Bahasa Indonesia are to measure the standard of the words, if it is well patterned it can be categorized as a formal language. But in English suffixes and affixes are used to determine that a verb or noun has turned into an adjective. So, compared to pre-service teachers, in-service teachers' utterances that are indicated as formal style are quite a lot.

The researcher also found a study from Ridianto and Dodi Iswan with the title "Students' perception on Language Style used by English Lecturers in the classroom, it said that formal style as the second students' favorite style of language in learning English because it has clear pronunciation and intonation so it is understandable. Students have a good perception of formal style. It is probably because in formal style, the teacher used explicit pronunciation, clattering intonation and the information that is given by the teacher was well received by the students. A study from Mahmudah[77] found, the reason the teacher used formal style in order to give students clear information to the students in large groups. That is correlated with Martin Joos theory about the function of formal style is to speak with the addressee clearly, informatif and no feedback from the addressee.

d. Intimate Style

In intimate style's results, pre-service teachers only used one intimate style. Intimate style is kind of a language that close friends, lovers, or family's used to express their affection by calling them by special nicknames or showing sympathy and care

[77] Mahmudah, Nurul. *Language Styles Used By The English Teacher In Teaching and Learning in the Eighth Grade at MTsN Tulungagung*

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towards them as explained on the theoretical framework.[78] For intimate style, Pre-service teachers did not use any intimate nicknames to the students, but they showed their affection to the students by saying *"keep clean, keep healthy, and keep stay at home, don't forget to wash your hands, may us be healthy always".* The teacher is wishing them to always be in a good condition. And also remind the students to always live healthily, maintain cleanliness by washing their hands diligently. As described in the theoretical framework, there is an example of intimate style which showed sympathy and care. *"Thank you for loving me, for being my eyes when i couldn't see"*not only calling her by *"my eyes"* he also showed care towards his girl by showing gratitude to his girl for being loved by her. So, it is in accordance with the meaning of intimate style as explained by the theory above.

The finding of intimate style used by in-service teachers there is 2 data that used intimate style. Different with pre-service teachers who tend to show affections by wishing the students all the best and care about the cleanliness, in-service teachers tend to show their relations with the students by calling them by the name or even called them *"mbak"* and *"mas", "sis"* and "*bro"* in English. As stated by Haryanto,[79] intimate style has the characteristic of its use of personal language codes or nicknames for a certain group. The words that showed intimacy such as *"honey", "darling", "baby",* and the others. And also explained the example of intimate style in the theoretical framework *"thank you for loving me, for being my eyes when i couldn't see"*, it showed how he said *"my eyes"* as a lovely nickname for his girlfriend. That's the same when the teacher called the students by *"mbak"* as *"sis",* and *"mas"* as *"bro".* That indicates that it belongs to an intimate style.

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[78]Martin Joos. 1967. *The five Clocks A Linguistic Excursion into the Five Styles of English Usage*
[79]Haryanto. 2001.*Sociolinguistics* (Jakarta: Universitas Terbuka)

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Found on Mahmudah[80] about the reason why the teacher used an intimate style is to create an intimate relation between students and the teacher, but the teacher rarely used this style. The reason the teacher rarely used this style is to maintain the distinction between teacher and student. But both of them still have intimate relations so the students still respect the teacher. But based on Ridianto[81], students have bad perception in the use of intimate style. Ridianto assumes that this style is not suitable to be used in the classroom because the relationship between the speaker and listener is close and only they understand what they said, so that if the lecturer uses intimate style in the classroom the information provided by the teacher can't be understood by all students in the classroom.

Based on the findings above, it found that both pre-service and in-service English teachers mostly use casual style in the teaching process. The same with a study from Hutagalung[82] about teachers' language style in English course, it also found that casual style was dominantly used by the teacher in English course. By delivering using casual style it can create a comfortable learning atmosphere and they feel comfortable with each other. The language style used by the teacher can reduce student stress in the learning process so that the information and explanations provided by the teacher can be understood by students. By giving them simple instructions and utterances, teachers will make them understand the meaning of the utterances easily.[83] The explanation about casual style and the utterances based on the context make students easier to understand about casual style and motivate them to be more active in speaking or talking about their opinion. As casual style is one part of language variations in English, students and

[80] Ibid
[81] Ibid
[82] Ibid
[83] Debora, Irene. *The using of Casual Style in ELT For Young Learners (Sociolinguistics Perspectives)*

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teachers should give more attention to it in order to enrich the language variation and finally improve the language skills even if they don't have enough words yet to express their thinking.

The different thing that can be found is the second most used style of language, for pre-service teachers they use consultative style more, and for in-service service teachers they use formal style more. It might be because of the different language choices that they used. Pre-service teachers almost always talk in full English, but in-service teachers are talking in Bahasa Indonesia. There are no specific standard or non-standard words in English but it does in Bahasa Indonesia. The use of suffixes and affixes in Bahasa Indonesia is to measure the standard of the words, if it is well structured it can be categorized as a formal language. But in English suffixes and affixes are used to determine that a verb or noun has turned into an adjective. That is why the pre-service teachers use a lot of formal language because they are speaking in Bahasa Indonesia.

And also, the differences found in the use of intimate style is that pre-service teachers tend to show more attention and care toward the students, and in-service teachers tend to show more by calling the students by nicknames. This is due to the differences in teaching situations. Pre-service teachers are teaching with the absence of a direct audience so that it can make it difficult for pre-service teachers to have a lot of interaction with students. while pre-service teachers can meet with the audience directly, so that there is reciprocity in conversations that can help in-service teachers to interact more with the students.

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According to Howlader[84] there are several social factors that correlate to language teaching from a sociolinguistic perspective, and two of the factors are geography and occupation and role. Geography factor is related to the language used by the English teachers because there are many regions in Indonesia and they have their own language and dialect, English is not their first language so that is why some of the teachers are using Bahasa Indonesia more than English in the teaching and learning process. And for the occupation and role factor, it affects the use of the language because the teacher must set a good example of a good language in speaking and introduce the use of English in social context appropriately. So, the use of language choices can affect the style of the language that is used.

[84] M. Rasel Howlader. *Social Factors Affect Language Teaching and Language Learning: A Sociolinguistic Perspective.*

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discussed the conclusion and suggestions of the findings. It summarized the research findings which answer the research question about the language style of Pre-Service and In-Service English Teachers when teaching and give a recommendation for further research related to this case.

A. CONCLUSION

As the data have been analyzed and discussed above, it can be concluded that between five kinds of language styles both Pre-Service and In-Service English teachers use four of the styles, they are; casual style, consultative style, formal style and intimate style. No one used the frozen style when teaching. Both pre-service and in-service English teachers preferred casual style as the most used style in the teaching process. But the difference is, pre-service teachers only use a little formal style while in-service English teachers tend to use more formal style. It shows how experience affects in-service teachers in using formal style, because they have already got the experience in the teaching field, so in-service teachers know when to use an appropriate style that is suitable to the situation in the classroom.

As English is not their first language so that is why some of the teachers are using Bahasa Indonesia more than English in the teaching and learning process, so the use of language choices affects the style of the language that is used. The different thing that can be found in pre-service and in-service English teachers languages is the second most used style of language, for pre-service teachers they use consultative style more, and for in-service service teachers they use formal style more. It might be because of the different language choices that they used. Pre-service teachers almost always talk in full

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English, but in-service teachers are talking in Bahasa Indonesia. There are no specific standard or non-standard words in English but it does in Bahasa Indonesia. The use of suffixes and affixes in Bahasa Indonesia are to measure the standard of the words, if it is well patterned it can be categorized as a formal language. But in English suffixes and affixes are used to determine that a verb or noun has turned into an adjective. That is why the pre-service teachers use a lot of formal language because they are speaking in Bahasa Indonesia

B. SUGGESTION

Based on the result of the research, the researcher would give any suggestion for the following.

1. Pre-Service and In-Service English Teachers.

   The researcher hopes the result or this research could help all the teachers to learn from each other for a better teaching and learning process regarding the use of language style. The teachers should know which style is suitable to the students' understanding, because even though the students are from the same grade it doesn't mean that they have the same understanding. So it is better for the teacher to use any language variation based on the situation in the classroom so it wouldn't be monotonous.

2. Further Researcher

   The researcher hopes this research could help any further researcher who will conduct a research with the same topic as a literature where they can find any useful information from this research.

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