

## **The Impacts of Teacher's Speech Styles in Teaching English to EFL Young Learners**

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### **Abstract**

*Teachers' speech styles in teaching English to EFL young learners. In this study, there are two point are explored: (1) Teachers' speech style in the classroom interaction and (2) The impacts of teachers' speech style to EFL Young learners. This research applies descriptive qualitative method. This research was conducted at first grade of MTs Darul Huffadh Tuju-Tuju Kajuara Bone of 2021/2022 academic year. The participants of this study were a teacher and twenty-nine EFL young learners' classroom. The data of this study were obtained from observation and interview. The result of this study indicate there are four teachers' speech style that was applied in the classroom interaction are; formal style, casual style, consultative style, and intimate style. Where all these styles there are some impacts to EFL young learners are: first, students' motivation the teacher used formal, casual, and consultative style. Students' politeness the teacher used formal and consultative. Students' trust the teacher used consultative and intimate style. The last, students' respect the teacher applied intimate style. The findings of this study can be a reflection for English teachers and students in carrying out the learning process by using this speech style when teaching English, and can find more interesting learning methods.*

**Keywords:** *Speech style, EFL young learners, Classroom interaction.*

### **INTRODUCTION**

The study of language variation has quite long tradition in linguistics, the study of speech styles in conversation has only recently begun to draw in attention. So far, the analysis of language variation and therefore the analysis of conversational interaction are following largely independent lines. Sociolinguistics and in stylistics variation in spoken language has been primarily analyzed as a variable. Choosing the appropriate language and style to communicate others is necessary because speakers' message. It refers to how formal or informal it should be or how well adapted the language is to the audience's sensitivity and expectation. In general,

speaker tend to strive for a more formal style when they are speaking to many audience and less formal style with smaller audiences.

Language teaching need to be concerned with actual life. But it would be a brilliant pity if we have been so involved to promote truth inside the classroom that we forgot that reality for children consists of creativeness and fantasy. It must not lose sight of the content dreams but have to on the equal time deliver clear priority to selling the attitudes and responses (Halliweli, 1992).

This research will be conducted on students and English teacher of MTs Darul Huffadh Tuju-Tuju Kajuara Bone. The research will find out the teacher's speech styles in teaching and learning process in the classroom interaction. Beside that the main interest is how to guide the students to build their attitude, motivation, trust, politeness in classroom interaction. So, the researcher is interested in conducting study on the tittle, "The Impacts of Teacher's Speech Styles to EFL Young Learners", at MTs Darul Huffadh Tuju-Tuju Kajuara Bone.

Based on the background above, the researcher formulated two questions in this study as follow:

1. What are the speech styles used by the teacher in teaching English to EFL young learners?
2. What are the impacts of the teacher's speech style to EFL young learners in the classroom?

## **LITERATURE REVIEW**

Holmes (2008), states that one in all sorts in language selection is language variation. Language style is that the alternative of bound linguistic forms that have identical that means, has a crucial role in communication. In communication, a speaker uses totally different designs so as to not trouble the case of speaking and to not offend the observer. Once preferring a kind, the speaker should think about the case within which the spoken language can occur. Formal state of affairs, for instance, the speaker should use formal style, whereas in a casual state of affairs, he or she should use informal style. Once a student presents his or her paper before of the category, he or she is going to use a proper style, however once she tells her folks regarding her presentation reception, he or she is going to use a distinct style.

Chaika (1982), expressed that fashion refers to the selection of the linguistics forms to deliver social or inventive results. Fashion to boot acts as a tough and quick of directions. We tend to manipulated others with fashion, whereas we tend to square measure manipulated ourselves, generally unconsciously. Moreover, vogue could tell listeners the way to require what's being stated: critically, satirically, humorously, or in some totally different approaches. Typically, once the style of associate vocalization contradicts that means of the word and descriptive linguistics, the style is believed. The style to boot tells North American nation the way to interpret messages. Designs kind mini spoken language convenience that designs square measure the kinds of language that the speakers use. They are sometimes measured on a formal-informal scale, that involves speech designs like frozen, formal, Consultative, casual, and intimate (Joos, 1976).

Astika (2018), Investigated the Analysis of "Speech vogue employed in Kick Andy speak show". This study was aimed to research the kinds of speech vogue employed by the host and therefore the guest in Kick Andy broadcast. The author used descriptive qualitative to debate, analyze, and realize the speech style within the broadcast. When aggregation the information from the broadcast, the author found four kinds of speech vogue used with total add of 245

things. The dominant speech style employed by the host and therefore the guest is casual vogue. Simantiraki (2018), control a pursuit regarding “Impact of various speech sorts on listening effort”. the present study combined associate objective live of quality, a physiological live of listening effort (pupil size) and listeners’ subjective judgments, to appear at the impact of four speech types: plain (natural) speech, speech created in noise (Lombard speech), speech accumulated to promote quality, and artificial speech. For each speech kind, listeners more established sentences presented in one altogether three levels of speech-shaped noise. Subjective effort ratings associated quality scores showed an inverse ranking across speech varieties, with artificial speech being the foremost exigent and accumulated speech the littlest quantity. Tanaka (2008), “The strategic use of speech style shifts in Japanese radio”. Investigated Speech designs replicate not solely the connection between speakers however additionally the formality of associate interaction. In several languages, Asian especially, speech style is encoded in a very complicated closed- class work and honorific system.

## **METHOD**

This research applied descriptive qualitative research. Qualitative research design aimed to describe the data in more detail in a broader sentence explanation. The participants of this research were MTs Darul Huffadh Tuju-Tuju Kajuara Bone in first grade. They were consisting 171 students. The researcher was taking sampling in the class 1E was consisted of 30 students. All of them female students. Qualitative researchers collect descriptive data to gain insights into the phenomena of interest. Because the data that are collected should contribute to understanding the phenomenon, data collection is largely determined by the nature of the problem (Gay, 2000).

## **FINDINGS AND DISCUSSIONS**

The results of student interviews done by researchers with numerous study questions to determine the motivation of students to learn English from home are the basis for this research's topic. Because it influences extrinsic motivation, such as the surroundings, teachers, and parents, researchers discovered that kids who learn English at home are more likely to be lazy and have lower learning motivation. There is a relationship between the environment, teachers, and parents in giving a stimulus that affects the child's motivation to participate in learning activities at home. According to the student's responses, the environment has the most significant impact on pupils' learning at home.

Speech style supported the idea of Joos (1976) there have been four varieties of speech style found in teacher’s speech. The scientist found four teacher’s speech style within the room interaction. There square measure formal, casual or informal, inforamatory and intimate style. The teacher’s formal style used in the classroom.

Table 1. Data Display 1

| Teacher extract  | Speech style | Sentence structure   | Communication purposes   |
|--|--------------|--|--|
| <i>We are going to begin our lesson today by saying "Baasmalah".</i> | Formal       | - The sentence accommodates full structure, a subject, a predicate and a complement/object.<br>- Passive voice signals formality in an exceedingly sentence. | The teacher describes the formal instruction to start the subject. |

Table 1, spoke formally whereas providing some instruction. The formal speech vogue was used once she delineated the formal instruction to start the category. During this instruction, the teacher wise to her students that the category square measure getting to begin. The speech was enclosed as a proper speech because it used grammatical utterances that consisted of full structure, a subject, a predicate and an object. The teacher conjointly used passive which might signal formality in an exceedingly sentence.

The teacher's casual or informal style used in the classroom.

Table 2. Data Display 2

| Teacher extract                              | Speech style | Sentence structure  | Communication purposes  |
|--|--------------|---|---|
| <i>I'm gonna tell you the difficult word</i> | Casual       | - The phrases "gonna" is the informal form of "going to" used in informal situation | The teacher explains the meanings of difficult word in informal language to lessen the formal level between the teacher and her students.                   |
| <i>What? The wolf or fox?</i>                | Casual       | - No auxiliary (It is supposed to be "what? Which is the wolf or fox?)              | To confirm the students' readiness to follow the lesson.<br>Was assumed that the students know that the question is to them though there is no "you" in it. |

In table 2 used the sentience structure classified because the casual speech style. First, the phrases "gonna" in "I'm gonna tell you the tough word" were the informal styles of "going to" severally. These phrases square measure sometimes utilized in informal settings, as an example, within the spoken communication between friends. Additionally, they sometimes occur in informal speaking whereas it's inappropriate to use in writing. Second, the teacher conjointly raises an issue by employing a single word "what" which suggests to substantiate the students' readiness to follow the lesson. This word was used while not an auxiliary verb. This was one

amongst the characteristic options of casual speech wherever there's an omission of an unaccented word (Joos, 1976).

The teacher's consultative style used in the classroom.

Table 3. Data Display 3

| Teacher extract  | Speech style | Sentence structure | Communication purposes  |
|--|--------------|--------------------|---|
| <i>mmm... Can you clarify that word?<br/>Aha<br/>I see<br/>Yea<br/>Ow?</i> | Consultative | - -                | The teacher and the student appear to own a dialogue discussing the difficulty. During this scenario, the teacher tries to create sensible responses to her student's answers in order that the scholar speaks well and is inquisitive about giving additional and additional opinions. |

Table 3 looks to be sort of a spoken communication between the teacher and student discussing the difficulty of bullying. Some phrases like aha, I see, yea, ow! Were the signals informatory style. The standard prevalence of informatory speech is between 2 persons. During this scenario, T3 tried to create sensible responses to her student's answers in order that the scholar spoke well and was inquisitive about giving additional opinions.

The teacher's intimate style used in the classroom.

Table 4 Data Display 4

|                               |   |
|-------------------------------|---|
| <b>Teacher extract</b>        | <i>T : "ana!"<br/>S(ana): "yes" ustd.<br/>T listen. Attention to the present verse of Al-Quran. Thus, lose not heart. Nor comprise despise: For ye should gain mastery if ye square measure true in Faith" (Q.S. Al-Imran: 139). To own a hug sureness, it suggests that you've got to encourage yourself once the globe doubt you. Target boosting your confidence and giving yourself an opportunity to grow and shine.<br/>S (ana): MasyaAllah. Thanks a lot, ustdzah.</i> |
| <b>Speech Style</b>           | Intimate  |
| <b>Communication purposes</b> | The teacher and the student appear to own a dialogue discussing the difficulty. During this scenario, the teacher tries to create sensible responses to her student's answers in order that the scholar speaks well and is inquisitive about giving additional and additional opinions.   |

The dialogue on top of happens in teacher's house (ustdazah). This spoken communication happens between the teacher and student (ana). Once she comes home in the dead of night and her teacher talks to her concerning sureness. The dialogue on top of is classified as family characteristic. It may be seen once teacher decision her to the house and intended her to worry sureness. During this statement her teacher desires her student may be higher than before. The first necessary finding from this study is concerning the students' motivation. Ur (1996), extrinsic motivation comes from the influence of some quite external incentive, as distinct from the want to find out for its own sake or interest in tasks. Extrinsic motivation is active and functions if there's stimulation from the skin. for instance, someone studies as a result of he is aware of that tomorrow morning there'll be a take a look at, so he studies within the hope of achieving an honest accomplishment.

The second necessary finding from this study is concerning student's politeness within the category (second variety of interview). Teacher used formal vogue, casual vogue and informative style to form the students' politeness within the schoolroom. Students thought of that politeness is very important within the schoolroom. Politeness is wanting in education as a technique to form sensible perspective moreover as a motivation to form good atmosphere of learning and teaching method. Politeness is totally required within the category, not solely to amass data however conjointly to form smart perspective (Murni, 2018).

The third finding is students' trust. During this study the investigator found that the teacher used the informative and intimate vogue to create the students' trust. Instructional social scientist urban center Coleman is wide attributable with inform to the importance of trust, as a variety of social capital, in student accomplishment. A central goal of education is enhanced data, skills and skills or what's usually named as human capital (Barker, 1982).

The fourth is students' Respect. During this study the investigator found that the teacher used the intimate vogue to form the students' respect. Students and instructors could enter the schoolroom with completely different understandings of respectful behavior. Merely occupation for "respect" leaves expectations obscure, and will not prove durable enough for college students and instructors to fall back upon throughout heated moments later within the semester. process respect at the start of the semester in terms of specific schoolroom behaviors will facilitate guarantee a shared understanding of expectations and supply some extent of reference for managing conflict once it will arise (Tanner, 2013).

## **CONCLUSIONS AND SUGGESTIONS**

Based on the finding and discussion within the previous chapter, the man of science finished that (1). The teacher's speech vogue it had been found solely four speech style and one among speech style isn't expressed by the teacher within the schoolroom. The man of science found the teacher speech vogue within the schoolroom area unit formal, casual, informative or consultative, and intimate style. And one of science not found the teacher speech vogue within the schoolroom interaction is frozen vogue. (2) The impacts of teacher's speech vogue to EFL young learners within the schoolroom interaction, the man of science gathered the information from interview session with the teacher. The interview information connected the teacher used formal and casual vogue to inspire the scholars. Additionally, victimization casual style to plant the politeness to the scholars. Thus, designed the students' trust used informative style. Then intimate style the accustomed plant the students' respect.

Based on the findings, discussion and conclusion, the researcher of science addresses the suggestion. First, for the teacher is powerfully recommended to maximize the employment of speech style within the schoolroom. The teacher must expose the students' attention to the fabric. Second, the lecturers ought to determine the students' English comprehension as a substantial issue used speech vogue within the schoolroom. For the longer-term man of science during this analysis, the man of science solely used schoolroom observation and interview to gather the information. It's hoped that the longer-term man of science may use another technique to gather the information to realize additional completed the data for supporting the analysis.

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