

An In-depth Analysis of Speech Styles in English language

Nurul Hidayah

Universitas Subang

Email: nurulhdyh1122@gmail.com

Lusiana Suciati Dewi

Universitas Subang

Email: Lusianasuciatidewi11@gmail.com

Abstract. *This study examines the role of speech style in learning English among students. This research is research using a qualitative approach. The population in this study is an X-class student of AT-tawazun Kalijati Subang's MA. Interviews and random sampling techniques are used for sample-taking. The results of the study show that the influence of the student's speaking style in learning English affects the level of English skills of students. Some aspects that affect the student's speech style are the daily activities of the student, such as speaking English in their spare time. Classes that encourage learning are also effective.*

Keywords: *Speaking style, Speaking skills, Speech style*

Abstrak. Penelitian ini mengkaji peran gaya berbicara dalam pembelajaran bahasa Inggris di kalangan siswa. Penelitian ini merupakan penelitian dengan menggunakan pendekatan kualitatif. Populasi dalam penelitian ini adalah siswa kelas X MA AT-tawazun Kalijati, Subang. Teknik wawancara dan random sampling digunakan untuk pengambilan sampel. Hasil penelitian menunjukkan bahwa pengaruh gaya berbicara siswa dalam pembelajaran bahasa Inggris mempengaruhi tingkat kemahiran bahasa Inggris siswa. Beberapa aspek yang mempengaruhi gaya berbicara siswa adalah aktivitas sehari-hari siswa, seperti berbicara bahasa Inggris di waktu luang. Kelas yang mendorong pembelajaran juga efektif.

Kata kunci: Speaking style, Speking skill, Speech style

INTRODUCTION

Language learning is very important for any student because it strongly affects the discrepancy in progress. Language learning is the method by which people acquire and retain new knowledge or skills, regardless of how they are described, but the process is different for everyone. Learning style is a balanced measure of how a person reacts to the environment, how they communicate, and how they approach something in learning. Speech styles are the motives and strategies of students in learning to their ideals. Speech style also involves planning and learning systems such as timing use, making notes, compiling the correct words and sentences, how to revise the content of the conversation, making and completing conversations that take place either systematically or not. Basically, the student uses all these speech styles in the learning of teaching. However, students use more than one speech style to get information. Grasha mentioned an ideal learning style that is independent, avoidant, cooperative, competitive and participative.

According to Grasha (1996), learning styles can be viewed as profiles in each student. In general, the quality of dominant learning styles is easiest to observe in the classroom. In addition, learning styles influenced academic performance. Additionally, students exposed to the learning style should perform better than those not exposed to the learning style.

Style is the dimension of language in which a person has his own words to speak to others. It is impossible for students to use the same words to explore their feelings, comments and opinions. The situation considers the use of words by students in communication and interaction. Style is the way we teach, learn and interact with others. There are five language styles: frozen style, formal style, negotiation style, casual style and intimate style.

Speech style refers to the different levels of language used to signal, match and represent speakers' language choices. Speech style affects the perception and communication of speakers. It takes into account the position, social background and educational level of speakers and listeners. Speech style is a way of expressing thought through language and shows the way of thinking and personality of the speaker. Speaking style provides an opportunity to assess the personality, behavior and skills of the speaker. More luck with the speaker's speaking style, happier people's assessment of him and vice versa. Speech style was often treated as a statistical occurrence of elements already given in a language description or derived from some standard given by such a description. Speech style also depends on qualitative judgments about appropriateness and must be described by choices that apply globally to the discourse. Speech style uses all the resources of the language: tone of voice, different pronunciations, even choice of words and grammar. People recognize the speaking style of others by their tone of voice, pronunciation of sounds, choice of words and grammar. People in formal situations have different language resources than people in informal situations.

The first, frozen speech style is so called because the form has never changed, from generation to generation, although it has a different speaker, like the style used in the Koran, the Bible, magic formula and speech. A speaker in this style speaks monotonously and is hardly aware of the presence of his addressee. The listener will not respond to something that forces the speaker to change his speaking style. The second is the formal speaking style that is common. It is usually used by a speaker who is in a formal situation, such as an academy, court, and government speech. The speaker of this speaking style uses vocabulary that does not confuse the listener. A formal speaking style focuses not only on vocabulary, but also on other aspects of language such as tone and structure. However, the most important thing is the choice of words. A speaker usually uses this speech style to show the distance between the speaker

and the listener. In a formal speaking style, the speaker prepares a coherent statement in a uniform manner. This style of speaking avoids repetition, slang and sayings or statements that only a group of people can understand.

The third is a consultative speaking style. Consultation speaking style is also called semi-formal because it is a bridge between formal and informal speaking style. Consultative speech style is usually used by businessman, industrialist and people in a small conversation where the addressees are involved and the conversation is oriented towards the result or production. The speaker conveys information, including his background, at length until the listener is sure of it. Using the consultative speech style, the speaker does not need to prepare for what is being discussed or said. That is why the speaker usually makes mistakes in his conversation, such as repeating unnecessary words or making mistakes in the choice of words. The fourth is an informal speaking style, also called an informal or relaxed speaking style. The choice of words and phrases used in casual speech is easier than in formal speech. However, one may not conclude that a formal speaking style is better than a casual speaking style or vice versa. An informal speaking style is characterized by the repetition of a specific word or technical term and the use of elliptical sentences. Obviously, defining and auxiliary verbs, which are not really important to convey the message, are omitted. Elliptical sentences are not common in frozen, formal and consultative styles. The fifth is an intimate speaking style. This way of speaking is called intimate because it is usually used by very intimate people, such as spouses. The characteristics of an intimate speaking style are close to those of a casual or relaxed speaking style. Intimate speech style uses private identifying codes, such as the cold of Coffee, which is pronounced only as cold.

Speech styles bring their own peculiarities to the use of words. Different situations require different speech styles. When teaching the learning process, it is important for teachers to consider their speech style so that students can have a meaningful contribution and better understand Pangest and Prihatin in their research on the end of language. In the sayings of Indonesian non-native speakers, it is said that the teacher should find the easiest speech style to speak to them so that they can understand English. Appropriate speech styles provided by teachers facilitate the implementation and implementation of the learning of effective teaching. In their research on teacher-student intimacy, Amiruddin and Tafrilyanto argue that the behavior of teachers, including their speaking style, such as asking questions, invites students to respond, which gives students meaningful input and helps overcome their fear to communicate in English.

Speaking style

In the context of teaching and learning, particularly in articles or journals focused on education, "speaking style" refers to how educators or instructors deliver information and engage with students verbally during teaching sessions. It encompasses various elements such as clarity of speech, use of language appropriate for the audience (students), tone of voice, pacing, and the ability to effectively convey concepts.

Researchers and educators might explore speaking style to understand its influence on student engagement, comprehension, and learning outcomes. They may study different teaching approaches, instructional methods, or communication techniques used by educators to determine which styles are most effective in promoting learning and student retention of information. Additionally, factors such as non-verbal communication (gestures, facial expressions) and the ability to adapt speaking style to different student needs and learning environments may also be considered in educational research on speaking style.

RESEARCH METHODS

This study uses a sociolinguistic approach and is a field study. A sociolinguistic approach is a methodology that focuses on communication developed using qualitative data. Words that become data.

This study is covered with the use of language styles among AT-tawazun MA class X students. The observational method of this study uses two techniques: interview and random sampling. For techniques, researchers engage in listening and discussions. In the advanced free participation technique, the researcher does not attend or participate in the matching event, but only listens to the matching events. In this study, researchers only used the speech style technique without conversation, but they tried to find out the meaning of what the speaker said.

RESEARCH AND DISCUSSION

This section contains the findings of the study in which the results and discussion are not done separately. In this discussion the author examines the findings and cross-references with the study of theoretical and empirical studies.

The questionnaires used to get the data of speech styles students at English learning. The students gave responses to the provided questions in the questioners. Based on the criteria

of categories, the speech styles students of are formal, consultative, and casual speech style. They did not use frozen and intimate speech style.

The student used formal, advisory and casual speech. classroom interactions among students, considering vocabulary and word choice. This style of speech allows distance between students. students consistently prepare a coherent story. They avoid repetition, slang, statements or statements that only groups of people can understand. Students use a considered speech style even in conversation to get results from the discussed topics. There is no preparation in their sentences; it is possible that there are repetitions and mistakes in their sentences. In addition, they use a casual speech style. They use this style in informal or relaxed situations. They simplify their statements. The style is characterized by the fact that the choice of words and phrases used by students is easier than in a formal way of speech. It is common for them to repeat certain words and elliptical sentences in English.

Through the English language test and interview, students are able to reconcile the deficient requirements of normal social interaction and the major. They can dialogue about current issues, profession and relationships; they use vocabulary, choice of words and expressions based on the situation and the distance or address between students and listeners.

Statistical descriptive analysis of speech patterns states that English language learners describe anxiety and worry. Students in the group of are not very positive about the quality of their English. Their problems are hesitations, mistakes and sensing grammatical errors in creating English. Moreover, they have many pauses in the middle of communication and presentation and sometimes lose their vocabulary and ideas. They are not relaxed in the interview.

In addition, at the level of English proficiency, statistical descriptive analysis shows that students are able to transfer general public and partial professional numbers. They share their opinions, ideas and comments with their teachers and colleagues in a situational speech style. They call formal speech style in a formal situation, but outside the classroom they use informal speech style. Students' speech styles are considering the run and the smooth of the interaction and discussion with their friends and their teachers. Their speech styles choices contribute to their learning. They use different speech styles by considering their distance to their addressee.

CONCLUSION

This study revealed that the role of students' speech style in learning English is positive and significant. The speech styles of students affect students' English proficiency. The appropriate speech style used by teachers in language teaching helps the classroom contribute to the students. Members of the academic community must respond to the correct speaking style in the learning of the teaching of English.

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