



Use of teacher's language style in the grade 3 learning process of Ciheuleut 1 Elementary School Bogor

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ABSTRACT

Background: the communication pattern applied by the teacher becomes a vital thing to be discussed.

Purpose: This study aims to find the use of the language style used by the teacher.

Design and methods: The research approach used is a qualitative approach. The research method used is content analysis. The data analysis of this research was carried out through the Miles and Huberman flow model consisting of: 1) identification, 2) data reduction, 3) data presentation, 4) conclusion drawing and verification, and 5) final conclusions and recommendations.

Results: third grade teachers at SD Negeri Ciheuleut 1 in communicating with students tend to prioritize conveying messages over other things. What is meant here is close communication so that messages from the teacher will be easier and faster to be understood by students.

Keywords: communication; communication pattern; language style

Introduction

In the learning process carried out by the teacher, it will produce an intense interaction pattern between the teacher and the students. At this point the teacher becomes the person who most often communicates with students. Therefore, the communication pattern applied by the teacher becomes a vital thing to be discussed.

Communication according to Rogers (in Sihabudin, 2013) is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing their behavior. In the context of learning in the classroom, the teacher is the source of ideas, while the students are the recipients. Messages, both verbal and non-verbal, are spread by the teacher with the aim of changing behavior, in this case directing students in the learning process.

Verbal communication involves the use of language, while in language there is a style of language. There are four meanings of language style; 1) the use of the wealth of language by a person in speaking or writing; 2) the use of certain varieties to obtain certain effects; 3) overall language characteristics of a group of literary writers; and 4) a distinctive way of expressing thoughts and feelings in written or oral form. In short, it can be said that language style is a way of expressing thoughts through language that specifically shows the soul and personality of the author (Keraf, 2009).

Several studies show that there is an influence between teacher and students communication with several aspects related to students. At least three thesis research that researchers found.

First, there is a positive effect of teacher communication on students' learning motivation (Haqi, 2015). Second, there is a significant positive effect on teacher learning communication skills on students' interest in learning (Mashita, 2020). Third, conclude that there is a positive influence on teacher communication skills on student learning outcomes (Rusnandi, 2011).

From those three studies are concluded that there was a positive effect of teacher-participant communication on students' motivation and learning achievement. Based on this, the researcher wants to analyze the communication patterns of teachers and students, especially in terms of the use of language styles used in the learning process. This study aims to find the use of the language style used by the teacher.

Methods

The research approach used is a qualitative approach. The research method used is content analysis. The data analysis of this research was carried out through the Miles and Huberman flow model consisting of: 1) identification, 2) data reduction, 3) data presentation, 4) conclusion drawing and verification, and 5) final conclusions and recommendations. Identification means determining and selecting the data needed in research. Furthermore, the data is reduced or narrowed towards the focal point of the study, namely the use of language styles.

Findings & Discussion

There are four meanings of language style; 1) the use of the wealth of language by a person in speaking or writing; 2) the use of certain varieties to obtain certain effects; 3) overall language characteristics of a group of literary writers; and 4) a distinctive way of expressing thoughts and feelings in written or oral form.

The many meanings of language style may be due to the many expert points of view in looking at language. Language style is a form of rhetoric, namely the use of words in speaking and writing to convince or influence listeners or readers. Meanwhile, language style is a way of expressing thoughts through language specifically that shows the soul and personality of the author.

However, these differences in understanding of language style can be understood because language is arbitrary. Viewed from the point of view of the language or elements of the language used, language style is based on:

- 1) Word choice;
- 2) The tone contained in the discourse;
- 3) Sentence structure;
- 4) Direct or not the meaning.

Language Style Based on Word Choice

Based on word choice, language style is divided into three, namely official language style, informal language style, and conversational language style.

1) Official Language Style

The official language is; a) the language used in official communication such as in legislation and official letters; b) language that is recognized as a means of interaction related to the implementation of an office function.

The official language style is a style in its complete form, a style used on official occasions, a style used by those who are expected to use it well and maintained. Presidential mandates, state news, pulpit sermons, editorials, important speeches, serious articles or essays covering important subjects, are all delivered in an official language style (Keraf, 2009). For example,

Ayo sudah-sudah. Bermainnya sudahi dulu. Siap-siap masuk kelas

Children, the bell has rung. Let's go to class. Class president please line up!

2) Unofficial Language Style

Language style is also a language style used in standard language, especially in informal or less formal occasions. The form is not too conservative. This style is usually used in good writings, handbooks, weekly or monthly articles, in lectures, editorials, columnists, and so on. In short, informal language style is a common and normal language style for educated people (Keraf, 2009).

For example

Ini Rafi ya, waduh seger sekali keliatannya.

This is Rafi, wow, he looks so fresh

3) Conversational Language Style

Meaningful conversation; a) talks; discussion, negotiation; b) about conversing (as opposed to what is written); and c) unit of language interaction between two or more speakers. In this style of language, the choice of words is popular words and conversational words.

But here must be added morphological and syntactic aspects, which together form this conversational language style. So the style of conversational language is conditional according to the situation and conditions of the speaker.

For example

anak-anak siapa di sini yang pernah ke Puncak?

Who have been to Puncak?

Furthermore, Keraf (2007:124) explains that what is meant by conversational language style is a language style that is in line with conversational words. In this style of language, the choice of words is popular words and conversational words. But here must be added morphological and syntactic aspects, which together form this conversational style of language. Usually the syntactic aspects are not paid much attention, as well as the morphological aspects which are usually ignored.

When compared with the official language style and informal language style, this conversational style can be likened to the language in sportswear. That means the language is still complete for a time, and still formed according to customs, but this custom is a bit loose when compared to the custom in formal and informal styles of language.

Language Style Based on Tone

Based on the tone that is pronounced, language style is divided into three; 1) simple language style, 2) noble and powerful language style, and 3) middle language style.

1) Simple Language

Style This style is usually suitable for giving instructions, orders, lessons, lectures, and the like. Therefore, to use this style effectively, the writer must have sufficient intelligence and knowledge (Keraf, 2009).

2) Noble and Powerful Language

Style This style is full of vitality and energy. This style of language is usually used to move something by using the speaker's energy and vitality, but can also use a tone of majesty and glory. Sermons on humanity and religion, morality and divinity are usually delivered with a majestic and noble tone. But behind the majesty and glory there is an extraordinary driving force, a power that is really able to thrill the emotions of the listeners or readers (Keraf, 2009).

For Example

Perhatikan, jangan ngobrol, nanti tidak mengerti. Ibu akan jelaskan satu contoh, nanti kalian mengerjakan soal di buku tema.

Pay attention, don't talk, you won't understand. I will explain one example, later you will work on the questions in the theme book.

2) Intermediate Style

Keraf (2009) explains that what is meant by medium language style is a style that is directed at efforts to create a happy and peaceful atmosphere. Since the goal is to create a happy and peaceful atmosphere, the tone is also gentle, affectionate, and contains healthy humor. On special occasions such as parties, gatherings, and recreation, people crave more serenity and peace.

Language Style Based on Sentence Structure

Based on the sentence structure, language style can be divided into five; 1) climax language style, 2) anticlimax language style, 3) parallelism style, 4) antithesis language style, and 5) repetition language style.

1) Climax

Climax means the peak of a thing, event, situation, and so on that develops gradually. What is meant by climatic language style is the use of increasing word order, both in terms of meaning and length.

Meanwhile, according to Keraf (2009), the climax language style is a kind of language style that contains sequences of thoughts that increase in importance and previous ideas each time. Climax is also known as gradation. This term is used as a general term which actually refers to the highest level or idea. When the climax is formed and several successive ideas are of higher importance, then it is called anabasis

2) Anticlimax

Among the meanings of anticlimactic is that the story line decreases from what should be a climax. As for what is meant by anticlimactic language style, it is a language style that is arranged based on a loose sentence structure. Anticlimax as a style of language is a reference in which ideas are ordered from the most important in a row to the less important ones.

Furthermore, Keraf (2009) explains that anticlimactic is produced by a sentence with a slack structure. Anticlimax as a figurative language is a reference in which the ideas are ordered and the most important in a row to the less important ideas. Anticlimax is often less

effective because the important idea is placed at the beginning of the sentence, so that the reader or listener no longer pays attention to the next parts of the sentence.

3) Parallelism

According to Keraf (2009) parallelism is a kind of style of language that seeks to achieve parallels in the use of words or phrases that occupy the same function in the same grammatical form. These parallels can also be in the form of clauses that depend on the same main clause. This style is born and balanced sentence structure.

It is also explained that parallelism is disclosure by using parallel words, phrases, or clauses. Parallelism gives two or more parts of the whole sentence the same form so that it gives a certain pattern. The various parallels are rhetorical devices. This is also found in poetry and verbal use. Parallelism is often used to reinforce an idea or emotion by repeating it.

4) The antithesis

According Keraf (2007: 162) The antithesis is a style that contains ideas to the contrary, the use of words or groups of words that berlawanan

In line with this definition, in the Encyclopedia of Literature (2007: 72) also contained a definition antithesis which means contrasting words with opposite meanings. As a variety, antithesis language uses opposite ideas by using balanced words or phrases.

5) Repetition

Repetition is a style of language that uses keywords at the beginning of sentences to achieve a certain effect in conveying the meaning of repetition (KBBI, 2007: 950).

Similarly, according to Keraf (2007: 164) repetition is the repetition of sounds, syllables, words or parts of sentences that are considered important to put stress in an appropriate context. In this section, we will only discuss repetition in the form of words or phrases or clauses. Because the value is considered high, then in the oratori there are various variations of repetition.

Based on Direct or Not Meaning

Based on whether or not eating is direct, there are two types of language style, namely rhetorical style and figurative language style or figure of speech.

1) Rhetorical Language Style

Rhetoric is a style of language that uses questions that are not actually asked, because the question doesn't really need to be answered, because the answer already exists in the original intent (Editor, 2007:676).

2) Figurative or language style

There are six meanings of figurative words; a) consideration of a matter by comparison or equality with other matters; b) parable, like; c) the meaning of the word that is not true; d) symbol; e) satire; and f) lessons (from a story and so on), while figure of speech means how to describe something by equating it with something else; figure of speech.

For example

Hei, anakku yang paling ganteng ayo kembali ke bangkumu!

Hey, my most handsome son, come back to your seat!

Use of Language Style Based on Word Choice

The use of language style based on word choice can be observed from the way the teacher chooses words in speaking. Based on the results of the interviews above, third grade teachers tend to use conversational language.

This is Rafi, wow, it looks so fresh. For example like that...

This sentence shows a conversational sentence. Not a standard sentence used in official ceremonies. The class teacher prefers this sentence because it is the most appropriate, easy, and shows warmth.

Children, the bell has rung. Let's go to class. Class president please line up!

The sentence clearly shows simple language that contains non-standard words, namely the word line. Here the teacher prefers the word line because it is easy to understand and goes straight to the point of the command. So, based on the choice of words, the teacher prefers or is more likely to use conversational language.

Come on already. Play it first. Getting ready for class

In short, it can be concluded that based on the choice of words used, third grade teachers are more likely to use conversational language style. This can be understood because grade III teachers who are classified as low grade, really have to be nurturing, friendly, warm, as well as communicative.

Use of Language Styles Based on Tone

The use of language styles based on tone, classroom teachers tend to use simple language styles. Class teachers use more simple language style than medium language style and noble and powerful language.

Everyone, pay attention. We will now discuss mathematical content. Pay attention, don't talk, you won't understand. I will explain one example, later you will work on the questions in the theme book.

The string of sentences above explicitly shows simple language, not language with high rhetoric. This can be understood because the teacher prioritizes conveying the message rather than the beauty of rhetoric. Even in the introduction to the lesson, there is a chat word which is a non-standard word.

In simple terms, it can be said that teachers tend to choose simple words over powerful noble language because they adapt to their needs, namely the delivery of messages to students. So here the communication principle is more dominant than the literary principle.

The honorable the principal, the honorable fellow teachers and school staff, and do not forget all the children from grade one to grade six whom you love. This morning I want to say three things. First, let's keep it clean, starting with our own cleanliness.

In the speech sentence above, the class III teacher also seems to tend to use simple language. So, even in the context of speech, the teacher chooses languages that can be directly understood by listeners, namely students. This allows the teacher to prioritize the

pedagogical principle, that grade III students who are in the age range of 8-9 years need more clear, easy-to-understand, and consistent instructions. So it can be concluded, based on the tone, third grade teachers tend to choose simple language compared to noble and powerful language or intermediate language.

Language Style Based on Sentence Structure

Based on sentence structure, teachers tend to use sequential language style, namely climax or the opposite, anticlimax and repetition or repetition language style.

Yes, starting from the immediate environment, family, then neighbors, will form a neighborhood unit called RT. Then form the neighborhood association, village and so on.

Based on the structure, the way the teacher describes as above shows the climax language style. Climax language style is a language style that increases or enlarges or increases word order, both in terms of meaning and length (Editor, 2007: 424).

The government system is divided into two. Central government system and local government system. The central government system is in the nation's capital, in Jakarta. Government system The area starts from the province, district and city, sub-district, and village and kelurahan. The province is headed by a governor. While the district is led by the Regent. As for urban areas, or the City is led by the Mayor. The sub-district is led by the sub-district head. The Camat is a civil servant. Lastly, villages and wards. The village is led by the village head, while the kelurahan is led by the lurah's father or mother.

Based on its structure, the language style shows an anticlimactic language style, namely a language style that is arranged based on a slack or descending sentence structure. And if you look more closely at the description, there is also a style of repetition or repetition.

On the part of the regional government system, starting from the *province, district and city, sub-district, and village and sub-district*. This statement is repeated in the following sentences. Namely the *province is led by a governor. While the district is led by the Regent. As for urban areas, or the City is led by the Mayor. The sub-district is led by the sub-district head. The Camat is a civil servant. Lastly, villages and wards. The village is led by the village head, while the kelurahan is led by the lurah's father or mother.*

This repetition language style can be understood because the teacher, as described above, prefers to convey messages to students compared to other aspects, such as aspects of the beauty of language. So in addition to climax and anticlimactic language styles, teachers also sometimes use repetition or repetition language styles.

Language Style Based on Direct or Not Meaning

Based on whether or not the meaning is direct, third grade teachers tend to use rhetorical language rather than figurative language (majas). This is understandable because teachers tend to command and talk to the point. This is because the teacher prioritizes the delivery of the message rather than the beauty of rhetoric. Because, as explained above, third grade students need clear instructions in the learning process.

Hey, my most handsome son, come back to your seat!

The sentence does not show a figure of speech, but rather to the point to the main issue, namely Back to the bench. So that we researchers can say that based on whether or not the meaning is direct, teachers tend to use rhetorical language rather than figurative language.

Shut up everyone, watch mom!

The sentence with the emotion of anger does not include a single word that shows a figure of speech. On the other hand, the sentence gets to the point to the point of the problem that is in the teacher's mind. The researcher concludes, the teacher prefers rhetorical sentences compared to figurative sentences because rhetorical sentences are faster and easier for students to understand. Apart from the emotional mutant that accompanies the teacher's claims. So, it can be concluded that based on whether or not the meaning is direct, teachers tend to use rhetorical language rather than figurative language.

Conclusion

Based on the choice of words, there are three types of language style; 1) official language style; 2) informal language style; and 3) conversational language style. Based on this type, third grade teachers at SD Negeri Ciheuleut 1 tend to use the conversational language style. This is possible because classroom teachers must build closeness with students.

Based on tone, there are three types of language style; 1) Simple language style; 2) noble and powerful language style; and 3) medium language style. Based on this type, third grade teachers at SD Negeri Ciheuleut 1 tend to use simple language styles. This is possible because the classroom teacher prioritizes conveying messages to students.

Based on the sentence structure there are five types of language styles; 1) climax; 2) anticlimactic; 3) parallelism; 4) antithesis; and 5) reps. Based on this type, the teachers of SD Negeri Ciheuleut 1 tend to use three language styles; climax, anticlimax, and repetition. This is possible because teachers tend to want to make sure that what is conveyed is really understood by students.

Finally, based on the direct or indirect meaning, there are two types of language style; 1) rhetorical style; and 2) figurative language style (majas). Based on this, teachers tend to use rhetorical language style. This allows the teacher to want to convey things directly to the point of the problem.

Based on this, the researcher concludes that third grade teachers at SD Negeri Ciheuleut 1 in communicating with students tend to prioritize conveying messages over other things. What is meant here is close communication so that messages from the teacher will be easier and faster to be understood by students.

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