

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is a very important thing in human life. With communication, people express themselves, form networks of social interaction, and develop their personalities. Communication experts agree with psychologists that communication failure is fatal individually and socially. Socially, communication failure inhibits mutual understanding, inhibits cooperation, inhibits tolerance, and impedes the implementation of the social norms of the Qur'an calling communication one of human nature. In QS. An-Nissa : verses 63.

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

[النساء : 63]

Meaning: 'Only' Allah knows what is in their hearts. So turn away from them, caution them, and give them advice that will shake their very souls.

Ikrar (2008) stated that qaulan baligha occurs when the communicator touches the audience at his heart and brain at the same time. Honest communicators, trustworthy, have high knowledge, will be very effective in influencing the audience. The principle of qaulan baligha in communication

ethics requires a knowledge capacity for a communicator to be able to convince the communicant so that the communication process can be effective or successful.

Language as a tool of communication can be used by humans to convey ideas, desires, feelings, and experiences to others. Language is a manifestation of human civilization and culture, it is also a representation of social identity. Moreover, people have their style to express what they want to share (Poi, 2017).

Mahmudah (2017) described that everyone will use different language when they communicate with each other, include between the teacher and the students in the class or outside the class. The language used by the teachers when they talk to the other teachers will be different when the teachers talk to their students. It shows that the language used by someone can be influenced by the setting of conversation is held. Successful learning depends on the student and teacher, including the teacher's language. The teacher's language influences the students' understanding. When the teachers use language appropriately, it helps the teaching and learning process run well. The teacher will not repeat the explanation many times, because the students have already understood the teacher's explanation.

The different language that teachers said to the other teachers or the teachers to their students is called language style. According to Mahmudah (2017) cited in Holmes (1992) language style is language variation which

reflects the change in situational factors, such as addressee, setting, task, or topic. The style of language will differ depending on the scenario or social context in which the language is used or a conversation is held. The teachers will use different language styles when they talk to another teacher or their students.

Martin Joos in Mesthrie *et al* (2000) divided the language style into five categories. They are frozen style, formal style, consultative style, casual style, and intimate style. For instance, the language style which used in the ceremony graduation will be more formal than in daily conversation. Teacher's language styles are also different in each level of education. For example, the language style used by the teachers in the kindergarten will be different than the language style that is used by the teachers in higher education.

Some researchers have analyzed language style. Rahardian Rasyidin (2016) and Rhike Resty Abidin (2018) had researched to find out the language styles underlie the movie. Rahardian Rasyidin conducted the research entitled "An Analysis of Language Style in Fury Movie". The researcher analyzed the kinds of language styles used by the actors in Fury Movie based on Martin Joos's theory. The researcher used qualitative descriptive and took some conversations from the movie to be the data and then analyzed it. The researcher categorized the data according to five language styles. The result of his study is the actors in the Fury movie used four from five kinds of language styles. The researcher found casual style, formal style, intimate style, and consultative style. And Rhike Resty Abidin used Frozen Movie as the data

source. The researcher analyzed the types of language style by Martin Joos's theory and supported by Holmes's theory as a tool in finding the factor that affects all characters. The researcher used qualitative descriptive as the research design and used content analysis in analyzing the data. The difference between this study with Rahardian's research is on the object used. Where he uses the movie as an object while this research uses teaching video as an object. And the difference between this study with Rhike's research is on the theory and object used. Where she uses the theory from Martin Joos supported by Holmes while this research uses the theory of Martin Joos only and she also uses the movie as an object.

Another research was conducted by Fatih Farizcha Febriyan (2019) the title is "An Analysis on Language Style Used by The Winner of Toastmasters World Champion of Public Speaking 2014". The researcher analyzed the language style used by the winner of Toastmasters world champions of public speaking descriptively with the emphasis on its kinds and characteristics during the speech. The researcher used Martin Joos's theory to analyze the data. This research is qualitative, and the researcher used document analysis to collect the data from the winner of Toastmasters world champion of public speaking 2014 video documentary and the show's transcript which was taken from its official website. The difference between Fatih's research and this research is the object used, where Fatih uses the video from the winner of Toastmasters world champion of public speaking while the researcher uses teaching video as an object.

The researcher found another research that used the same theory and subject but different media. Nurul Mahmudah (2017) conducted the research entitled “Language Styles used by The English Teacher in Teaching and Learning in the Eighth Grade in MTsN Tulungagung”, the researcher used Martin Joos’s theory to analyze the data. The researcher analyzed the kind of language style that the English teachers used in teaching and learning in the class and the reason the teachers using those language styles. The researcher used qualitative descriptive and used the observation and interview as the data collection technique. The researcher found four types of language styles used by the teacher in teaching and learning. They are formal, consultative, casual, and intimate style. The reasons for using these language styles to create students condition enjoy during the teaching and learning process and easy to understand about the teacher’s explanation. The difference between Nurul’s research with this is research is only the media used, where Nurul uses direct observation of teaching process in the class while this research uses the teaching process through video.

In classroom communication, language refers to realizing, exchanging, organizing, motivating, and thinking much better. On the other hand, dealing with the effect of the language styles used by the teacher in the education field, teaching requires skill, insight, intelligence, and diligence in which the faculty struggle and succeed in a variety of ways to meet the challenges of the classroom (Hutagalung, 2017, cited in Nelson 2007).

Currently, technology is developing rapidly, where everyone can access various types of information from various sources, whether in writing, images, or videos. Learning through video is one of the strategies that teachers use for distance learning that can save time and distance. In this research, the analysis was aimed to study the language style used by pre-service English teachers during the teaching and learning process in the learning video. The language and communication used by the teacher when teaching directly or via video allows the teacher to use different language styles to facilitate interaction and adjust the teacher's language style with students so that the learning videos are easy to understand and not boring.

This current study is titled an analysis on language style used by a pre-service English teacher in online learning video. The reason why the researcher chose the pre-service English teacher's language style in the online learning video because there has been no previous research related to the language style used by a pre-service English teacher in teaching English, especially when teaching through video. Therefore, the study was intended to know the type of pre-service English teacher's language style that is used in teaching English in the learning video and which is the dominant language style that is used in teaching English in the learning video.

B. Research Questions

To make understanding research, the central problem is focused on the following questions :

1. What is the type of language style that pre-service English teachers used in teaching English in the learning video?
2. Which is the dominant type of language style used by a pre-service English teacher in teaching English in the learning video?

C. Objectives of the Study

Based on the problem stated in the research question, this research is intended to:

1. To know the type of pre-service English teacher's language style that is used in teaching English in the learning video.
2. To find the dominant type of language style used by a pre-service English teacher in teaching English in the learning video.

D. Significance of the study

The researcher hopes that result of the study will give a contribution to:

1. Teacher

The teacher will choose the appropriate language style for the students in every grade. By seeing the students' age, the setting of the teaching and learning process, also the topic of the material. So the students can understand the teacher's explanation.

2. Students

By knowing the teacher's language style, it helps students to understand the teacher's explanation easily and avoids misunderstanding.

3. Future researcher

The result of this study can be used as a reference and background for conducting other research on related topics.

E. Definition of key terms

To avoid misunderstanding, it is necessary to define key terms so that there is no ambiguity, they are as follows:

1. Language style

The language style is a kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information (Mahmudah, 2017). Language style can change depending on the place, time, topic, or to whom the conversation is held. The language style that the researcher means here is the language style used by pre-service English teachers who teaching practice II at MA Nahdlatussalam in teaching English through learning videos.

2. Pre-service English Teacher

Pre-service English Teacher is one of the university programs that prepare under graduated teacher trainees before being professional teachers. It is managed by PPL (Praktek Pengalaman Lapangan) team in the education faculty. In UIN Antasari this program runs for 2 months for prospective teachers to practice directly into the field. However, the pre-service teacher in the academic year 2019/2020 did this program online through a video. Pre-service English teachers who will be subject in this research are 2 (two) pre-service

English teachers who teaching practice II online in MA Nahdlatussalam.

3. Online Learning Video

An online learning video is a video that is presented by a teacher to deliver learning material (Batubara, 2020). The online learning video that the researcher means here is a learning video used by pre-service English teachers in teaching English online.