**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objective, significance, and scope of the research.

1. **Background**

Sociolinguistics is a part of linguistics which is concerned with language as a social and cultural phenomenon. It deals with the existence of social factors that have a role in influencing and determining the various linguistic forms used by a speaker (Trudgill, 1974: 32). One of the topics discussed in Sociolinguistics is language variety. Language variety is defined as differences in pronunciation, word choice, and grammar due to the influences of such external factors as geographical areas and social groups (Wardhaugh, 2006). Language variety, based on the user, is divided into standard language, dialect, idiolect, jargon, and vernacular; based on language use, language variety is sub-classified into style and register (Zulaekho, 2011).

 Style is the kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information (Holmes, 1992:223 in Zulaekho, 2011). As one type of language variety, style, which refers to the choice of certain linguistic forms that have the same meaning, has an important role in communication. A speaker uses different styles in communication in order not to bother the situation of speaking and not to offend the hearer. In choosing a certain style, the speaker needs to adjust to the situation when the communication happens. For example; in a formal situation, the speaker needs to use formal style, while in informal situation; the speaker uses the informal one. The students will use formal style when they present their tasks in front of the class, but they will use different style, i.e. informal style, when they talk to their parents about something at home.

In human’s life, language has important function. People use language to communicate, share knowledge, opinion, information, etc. Human speech is a very dynamic phenomenon with nearly endless forms of variations (Bjursäter, 2004). Every person has their own style in expressing something or delivering message. When produce speech, nobody can speak in the same style although they speak the same language. That’s why speech style makes people different from one another. Style can occur in written and spoken discourse. The style that occurs in spoken discourse is called speech style (Rizky, 2013).

Speech style is influenced by the social factors used by a person. It is different from one another because everyone has different social status or class, occupation, age, geography, education, gender, and ethnicity (McGarrity, 2008:2). These differences have an important role in deciding types of speech style that used by people in communicating with others (Joos, 1967). Everybody knows, at some level, that our speech styles is vary according to social context who we’re talking to, about what, for what purposes but most of us tend to assume that this variation is under conscious control that people put on accents for some purpose. The degree of control is essentially impossible that almost all of this style shifting has to be unconscious. But other people are often sensitive to these shifts, though again almost entirely at an unconscious level (Holmes, 2001).

According to Chaika (1982:29) in Hosen (2010), style forms a communication system in its own right one that determines how a social interaction will proceed at all if it continues, style tells how, whether formally or informally. Style may also tell listener how to take what is being said: seriously, ironically, humorously, or in another way. In conclusion, speech style can be called as way to express something related to the language that someone uses in communication.

Everyone talks with different styles although he or she talks about the same thing (Holmes, 2001). That is why speech style is one of the elements that cannot be separated in our daily communication. In this research, the researcher will use Martin Joos theory in 1967 which called by “The Five Clocks” based on the degree of formality to determine the types of teachers’ speech styles in classroom interaction. They are: frozen style, formal style, consultative style, casual style, and intimate style.

Some researchers (Sari, 2014; Pratiwi, 2014; Rizky, 2013; and Chandra, 2005) have investigated about speech styles in talk show, talent show, and in presentation of multilevel marketing and in this research the researcher investigated the teachers’ speech styles and its effect to the students’ interest in classroom interaction. The teacher speech styles in the classroom also reflect the way they treat their students, whether they are close to or keep a distance from them.

In line with the fact, according to the researcher’s observation to the English teachers of SMA Negeri 11 Makassar, the researcher found that the teachers who taught in the first grade can communicate effectively in teaching and learning process in terms of style or way in teaching and interaction in the classroom. As we know that one of essential part in teaching and learning process is classroom interaction. Flanders in Malamah-Thomas (1987) established ten interaction analysis categories to describe the teaching and learning processes according to the language classroom. One of them is teacher talk and it is a part of speech style. Beside that the main interest in classroom interaction is to encourage the teacher to make better use of their language and communication skills. Mulyadi (2011) stated that the interactive choices made by the teacher have a strong impact on the type of learning which takes place. On the other hand to get the best classroom interaction, the teacher should have variety of approaches and techniques so that the students will interested in what their teacher says or how their teacher deliver the material in teaching and learning process in the classroom. This possibility motivate the researcher to conduct a reseach under the title “**The Effect of Teachers’ Speech Styles on Students’ Interest in Classroom Interaction”**

1. **Problem Statements**

Considering about the issues above in the background, the researcher formulates research questions as follows:

1. Which type of teachers’ speech styles is used in classroom interaction?
2. How the teachers’ speech styles affect the students’ interest in classroom interaction?
3. Which type of teachers’ speech styles do mostly affect the students’ interest in classroom interaction?
4. **Objectives of The Research**

In relation to the problem statements above, the objectives of the research are to find out:

1. Type of teachers’ speech styles used in classroom interaction.
2. The effect of teachers’ speech styles to the students’ interest in classroom interaction.
3. Type of teachers’ speech styles that mostly affect the students’ interest in classroom interaction.

**D. Significance of the Research**

Theoretically, this research is expected to be a useful input in English teaching-learning process. Besides it can build up the understanding about the speech style and can be used as a reference for those who want to conduct a research related to this research. Practically, teachers are expected to use more speech style in classroom interaction in order to enhance the students’ interest in teaching and learning process. By knowing types of speech styles that can enhance the students’ interest, the teacher is expected to use the types of speech styles in teaching-learning process in the classroom.

**E. The Scope and Limitation of the Study**

This research is limited to types of speech style used by the teacher in classroom interaction and it focuses on Martin Joos theory. By discipline, this research is mostly all around sociolinguistic study that related to classroom interaction. By content, this research emphasizes in the effect of speech styles on students’ interest in classroom interaction. By activity, the researcher entered to English class for paying attention, recording, transcribing, and analyzing teaching-learning process. The analysis of speech styles done based on Martin Joos’ theory. Besides, it also checks the effect of teachers’ speech styles on students’ interest in classroom interaction by conducting an interview. The researcher used field notes to make the data collected more valid.