

SPEECH STYLE USED IN TEACHING ENGLISH THROUGH WHATSAPP DURING PANDEMIC OF COVID-19

Uswatun Khoiriyah

Abstract

Speech style is a unique characteristic of an individual. Specifically, to accomplish the learning purpose a teacher is needed to use speech style to assist their students. There was different speech style between male and female English teachers while explaining the subject. Moreover, in the pandemic Covid-19 condition there is a requirement to use technology information as learning media such as Whatsapp. The research objectives are (1) to analyze the type of speech styles that the teacher used in teaching English through WhatsApp during pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung (2) to analyze the students' perception of speech style used by the teacher through WhatsApp during pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung. The method of research is qualitative descriptive by using primary source as voice note, questionnaire to collect the data and data was analysis using Baxter's speech styles categorization. The result show that (1) the male english teacher often used matter of fact features because he wanted to be more factual and referential when he explained the material to the students. Then, the most dominant of the female teachers speech style was co-operative. The female english teachers often used co operative features because she wanted to have good cooperation with their students in tlearning English. (2) The students said that they more motivated learning English when their teacher appreciate them in addition the most of students hoped that teacher should asked used referential question because it can increase their ability in English.

Keywords: Speech style, Teaching English, Whatsapp, Covid-19

INTRODUCTION

In this life, people need communication to each other's. They used language to talk each other. People can fill their necessities by receiving and sending language. Various individuals will utilize diverse style when they impart to one another, it isn't special case among student and teacher in educating and learning measure. Also for teacher, it is distinctive when the teacher communicate with their students. At the point when the teachers in the class will utilize diverse style with the utilized in out of the class. In short, condition is impacting the language styles that somebody utilized. Teacher will disclose the material to their students utilizing their own style. For instance when the teacher gives the clarification material to their students, they should cause their students to comprehend. In some cases the teacher need to have some redundancy in clarifying their material, on the grounds that the students don't comprehend. One

of the causes the students don't comprehend is unseemly language for causing any miss understanding in studying English. Baxter (2010) categorized the speech styles into two categories namely male and female speech style. In addition, there are also six characteristics of male speech styles including matter of fact, aggressive, assertive, humourous, enhance of ego, and goal-directed. Baxter also stated five features of female speech styles namely personal, compliant, polite, co-operative, and process orientation.

Based on the explanation, there was different speech style between male and female English teachers while explaining the subject to their students. The situation also happen to English teachers who teach at SMP Islam Al Azhaar Tulungagung. In teaching students, all of the teachers have the different speech style.

From the description above, it can be said that the student improvement is relies upon the teachers job, particularly for the teachers discourse style. Through the proper discourse style, teacher must innovative and compelling to their students in light of the fact that the students has various degrees of qualities and shortcoming. In learning measure, communication among teacher and students ought to be more intelligent to accomplish the point of instructing and learning measure. It very well may be done from the discourse that they used to impart one another. Teachers need to prepare their students to speak with English in the homeroom. The teachers can prepare their student while having discussion. It is line with 2013 educational plan which said that teachers are required to urge the students to communicate in English, in this manner they ought to communicate in English in every day gatherings and show the students a few articulations which are nearly utilized in the study hall connection. Nonetheless, the teachers need to make an interpretation of their English discourse to Indonesian to cause the students more to comprehend about what they have expressed.

Teachers are required to have a decent correspondence. They ought to have the option to utilize the suitable discourse style as the teachers. Making a decent correspondence among teacher and student can shape the nearby connection between them.

Because of this Covid -1 9 pandemic all of the school was closed. Covid-19 itself was found for the first time at the end of 2019 in Wuhan, China. Until today there are thousands of people died to the the disease including in Indonesia. (Liu, et al,2020). One of the strategy to minimized the spread is by lockdown and limit the people access to go out off their home, including school from home.

But, the learning process still continues through Media Social. In fact, for students one of application in mobile phone, namely WhatsApp is significant in light of the fact that is one of sources data and correspondence. They can discover the information and can correspondence with their locale and society. From that, they can build up their expertise in talking and listening English. Other than that, WhatsApp is simpler to utilize and gotten to by all ages. On specific systems, WhatsApp can be utilized despite the fact that the information has come up short. Thus, nowadays, WhatsApp is the most important social media to teaching English at SMP Islam Al Azhaar Tulungagung. Because the school was closed, the teachers teach their student using WhatsApp. Specifically, the teachers using

voice note to teach their student. Voice note is WhatsApp features that make people easy to communicate directly with their contacts and their groups. People can use it to convey important information. Therefore, all voice notes will be downloaded automatically.

The researcher do this examination for certain reasons, the first is the researcher intrigued to investigated the sorts of discourse style that utilized by the English teachers in showing English. The researcher analyzed the teacher's speech style during teaching using WhatsApp. The second is researcher interested to investigate the student perception on the use of teacher speech style through voice note to learn English. The researcher also analyzed the student perception about teacher's speech style in teaching and learning English through WhatsApp.

METHOD

In this research, the researcher used this qualitative descriptive method because the researcher want to analyze deeply and describe the result of the teacher's speech style and student's perception about English teacher language styles. The researcher used records and document specifically voice note, interview guided and open questionnaire to collect the data.

The location of research is students of SMP Islam Al Azhaar Tulungagung which located in Jl. Palawan Gg.III No.4), Kedung Indah, Kedungwaru, Tulungagung. The researcher were analyzed the English teachers speech style in teaching and learning process during pandemic of covid-19 and the the data were gathered through WhatsApp namely from voice note. The researcher choose, VII D, VIIIE, VIII B, and VIII C to conduct the research. There were 76 participants, 4 English teachers and 72 students. The researcher choose important data then presented the types of speech style based on Baxter's theory.

RESULT AND DISCUSSION

1. Types of Speech Style Used by the English Teachers in Teaching English through WhatsApp during Pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung.

Based on the analyzed on 27th April - 6th May 2020. There were 212 utterances showed by male and female English teachers in accordance to Baxter theory found by the researcher. The researcher divided male and female teacher's utterances separately. According to the objective of this research, which is analyzed the types of speech style used by the English teacher in teaching english through WhatsApp during pandemic of covid-19 at SMP Islam Al Azhaar Tulungagung. The findings can be seen in the followings data:

Table 1
Speech Style of Male and Female Teachers

Speech Style	Male	Speech Style	Female
Matter of fact	50	Cooperative	96
Assertive	3	Process Oriented	6
Ego Enhancing	1	Personal	28
Goal Directed	-	Compliant	13
		Polite	15
Total	54	Total	158

It is found that there was four features that the male english teachers performed. Those are matter of fact, assertive, ego enhancing and goal directed. Besides that, there was five features that female english teachers performed. Namely personal, compliant, polite, co-operative and process oriented. The most dominant of male

teacher speech style was matter of fact with 50 utterances. The second features that the male teacher performed was ego enhancing with 1 utterances. The male english teacher often used matter of fact features because he wanted to be more factual and referential when he explained the material to the students.

Meanwhile from the result of research, it can be seen that the most dominant of the female teachers speech style was co -operative. The female english teacher performed 96 utterances. Moreover, the female english teachers performed 6 utterances of process orientated.

2. Students' Perception of Speech Style Used by the English Teachers in Teaching English through WhatsApp During Pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung.

Based on the interviewed to the students, the students had many perceptions of teachers speech style in teaching english through WhatsApp. There was 41 students had different perception about teachers speech style including Referential Questions, Prompting, Encouragement, Critizing and Praising. The findings can be seen in the table 2 below:

Table 2
Students Perception of Teachers' Speech Style

	Students' Perception		
	Understanding Teachers' Utterance/ Referential Questions	Asking Students Opinion	Explanation Using English
Alternative Answer	Frequency	Frequency	Frequency
Strongly agree	2	11	1
Agree	15	15	8
Neutral	21	14	25
Disagree	-	-	-
Strongly disagree	3	1	7

	Students' Perception			
	Giving Clues	Motivation	Critizing	Praising
Alternative Answer	Frequency	Frequency	Frequency	Frequency
Strongly agree	14	22	10	18
Agree	16	15	20	17
Neutral	11	4	10	6
Disagree	-	-	-	-
Strongly disagree	-	-	1	-

Based on the results it can be stated that regarding the Referential Questions the students said that when the teacher asked about the material or anything using English during learning process, they should think more about the meaning of the vocabularies. The statement *"Saya paham ketika guru bertanya menggunakan bahasa inggris"* showed about student perception of referential question that the teacher used in teaching English through whatsapp. The statement of *"Saya suka ketika guru menanyakan pendapat saya"*. Showed about students opinion when the teacher asked them.

Furthermore, they faced difficulty to understand the teachers explanation when the teacher explained the material using English. Sometimes, the students felt confused to understand the material. The statement of *"Saya suka ketika guru menjelaskan materi dan bertanya menggunakan bahasa Inggris"* showed students perception of teachers explanation.

In addition, this research also analyze speech style from prompting and from the finding students said that prompting was the important for them. Because when the students did not understand about the question and the teacher gave the clue to them it make the students easy to find the answer.

The statement of “*saya lebih termotivasi untuk menjawab pertanyaan ketika guru memberika kata kunci atau clue-clue*” it showed the result of student perception when the teacher used prompting in teaching English

Another speech style that found in this research based on student’s perception is encouragement from the teachers. Many students said that encouragement could be helpful to reduce anxiety and make students confidence. By encouraging students, teachers may also enhance their self-confidence as students to use English while learning also as an individual. The statement of “*saya merasa bersemangat belajar ketika guru memberikan motivasi*” it showed about student perception of teachers motivation. Motivation is needed to develop their enthusiast to study English.

In addition, another aspect of student’s perception is about critizing. The students said that critizing was important for improving students english skill. Because the students could know their mistake and tried to revise it. The statement of “*saya merasa senang ketika guru mengkritik jawaban saya*” it showed about students perception of teachers criticizies

The last student’s perception is regarding the praising delivered by their teachers. Based on the result of interview, the students stated that they feel comfortable, and proud with their self when the teacher appreciate their answer, work or another. It make the students more motivated to learn english through WhatsApp. The statement of “*ketika guru memberi pujian saya lebih bersemangat*” it showed the students perception about prased by teachers.

DISCUSSION

1. Types of Speech Style Used by the English Teachers in Teaching English through WhatsApp During Pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung.

In accordance to the data findings about teachers speech style in teaching English through whatsapp during pandemic of covid-19, the researcher classified teacher’s speech style types based on theory from Baxter. From the analysis conducted on April 27th until May 6th by the researcher there are four types of male speech style and five types of female speech style. The performed of male speech style are matter of fact, assertive, ego enhancing and goal directed. While the performed of female speech style are personal. Compliant, polite, co operative and process oriented. It means the female English teacher was performed all of the types of features on female speech style.

Features of male speech style was dominated by matter of fact with 50 utterances. Based on the data findings the male English teacher performed informative as dominant features of matter of fact with 29 utterances. It was showed that the teacher want to be more factual and referential when they teach their students. As stated also by Maltz and Borker (in Baxter, 2010: 60) that between male and female teachers there are competition to improve their performance and authority from both sides.

Therefore, males tend to use speech in the following three major ways; to compete with others to get access, using as reference and goal-oriented language, and to say things for impact and effect. The second was goal-directed

with 6 utterances. It was showed that the male English teacher wanted to get a goal of online teaching and learning process. The third was assertive with 3 utterances and the last was ego enhancing only with 1 utterance. The male English teacher wanted to show that he was appreciate when he was taught the student in online learning process. Meanwhile the feature of female speech style dominated by co-operative with 96 utterances as found by the researcher. The second features was personal with 28 utterances. The third features was polite with 15 utterances. The four features was compliant with 13 features and the last features was process oriented with 6 utterances.

2. Students' Perception of Speech Style Used by The English Teacher in Teaching English through WhatsApp During Pandemic of Covid-19 at SMP Islam Al Azhaar Tulungagung.

According to the result of interviewed student perception, the teacher sometimes used referential question and from the interviewed result mostly students like question which has need short answer and simple answer. Besides, the students hoped that the teachers mostly used referential question to increase their ability in speaking English, thinking harder and get many vocabularies. Based on another result of student perception, the students said that the teacher usually appreciated the students by giving praising. Furthermore teacher's speech style is crucial for the teachers in teaching English, especially in giving question and explanation to the students. If the student get the point of clearly of his or her teacher's explanation, the learning process would walk well and the students motivated to more learn English. The teacher also should try understand what the language would be used in the learning process, so the students feel more comfortable and confident to learning English.

CONCLUSION

Based on the research results it can be concluded as following:

1. According to the objective of this research, which is analyzed the types of speech style used by the English teacher in teaching English through WhatsApp during pandemic of covid-19 at SMP Islam Al Azhaar Tulungagung, there was four features that the male English teachers performed. Those are matter of fact, assertive, ego enhancing and goal directed. Besides that, there was five features that female English teachers performed. Those are personal, compliant, polite, co-operative and process oriented. The most dominant of male teacher speech style was matter of fact with 50 utterances. The second features that the male teacher performed was ego enhancing with 1 utterances. The male English teacher often used matter of fact features. Meanwhile, the most dominant of the female teachers speech style was co-operative.
2. Based on the findings, both of male and female English teachers used referential question, praising and motivated their students during teaching and learning English through WhatsApp. The students said that they more motivated learn English when their teacher appreciate and praised them. And the most of students hoped that teacher should asked used referential question

because it can increase their ability in English. It clearly that referential question made the students think harder and get many vocabularies.

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