A THESIS

THE ANALYSIS OF STUDENTS' LANGUAGE STYLES IN ENGLISH LEARNING AT MAN 2 BARRU

By

SITI NURSAKINAH REZKI AWALIAH EFFENDY
Reg. Num.16.1300.157

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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To

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In the name of Allah, The Beneficent and The Merciful.

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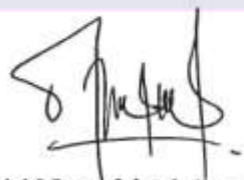Another side, the researcher would also like to express special thanks to:

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Parepare, 16 May 2022
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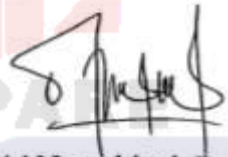# DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

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Stated this thesis was her writing if it can be proved that is copied, duplicated, or compiled by other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

SITI NURSAKINAH REZKI AWALIAH EFFENDY. *The Analysis of Students'
Language Styles in English Learning at MAN 2 Barru.* (Supervised by Mujahidah and
Kalsum).

This study explains the types of language styles used by students in learning
English and how the teacher's opinion about students' language styles at MAN 2
Barru. This study has two objectives, namely (1) to find out the types of students'
language styles in learning English at MAN 2 Barru and (2) to find out the teacher's
opinion about students' language styles at MAN 2 Barru.

Research methods this study used a qualitative research design with a
descriptive design. The subjects of this study were class XII students Mia 3 and
English teachers at MAN 2 Barru. Data was collected through interviews and
observations. The data analysis techniques used are data collection, data reduction,
data presentation, and drawing verification conclusions/conclusions.

The results of the study showed that there were three language stylesused by
students when learning English at MAN 2 Barru based on observations, namely
formal style, consultative style and casual style. Of the three types of speech, the one
that is rarely used is the formal style, and the one that is used the most is the casual
style. Out of the 140 statements, 19 were in a formal style, 35 were in an advisory
style, and 86 were in a casual style. Based on the interview, the researcher found that
according to teachers' perception, language style is one of the most important aspects
of learning. The language style used by the students is consultative and casual.
According to her, between the two language styles, the casual style is the language
style most often used by students. The type of language style used when
communicating greatly affects the success of communication. Communication is said
to be successful if the listener can understand the meaning of the speaker's speech.
Therefore, it is very important for educators to understand the importance of language
style selection in the learning process.

Keyword: Analysis, Perception, Language Styles,

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CHAPTER I

INTRODUCTION

A. Background

Language style is very influential on a person's performance when interacting with other people. Choosing the right language style can provide comfort in starting a conversation or in explaining a topic. In the classroom, many interactions occur without knowing the style of language that needs to be considered, especially in academic situations. This means that the communication that is established is not systematic and without the right or proper structure.

Downes (1998: 2) states that language is a means of communication because people use language to communicate with each other, and that is essential. One can imagine that if language didn't exist, people wouldn't be able to easily interact with each other and wouldn't be able to get what they need. That is to say, language is an important thing in human life, and language also has many benefits in many different aspects of human life. Through language, people can interact and communicate with other educators to understand the importance of language style selection in the learning process.[1]

Language style refers to the way people influence and control others in interactions, by conveying messages usually expressed through words and voice, whether formal or informal. Each has a unique style and has its own characteristics that no one else shares. According to Wardhaugh, we must try to understand how different groups of people use their language in order to fully understand how that language relates to the society that uses it. As far as the difference between language usage and style is concerned, this, of course, cannot be separated from the style that the language user chooses.

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[1]Nurjannah,Skripsi: "*The Analysis of Language Style Used by the Speakers in the Tonight Show With Jay Leno Talk Show Season 21 Episode 145*" (Makassar:UIN,2014), p.1.

According to Mahmudah (2017) quoted in Holmes (1992), linguistic style is a linguistic variant that reflects changes in situational factors, such as recipients, contexts, tasks, or themes.The style of language will vary depending on the situation or social context in which the language is used or the conversation is taking place. Teachers will use different styles of language when speaking to another teacher or to their students.

Mahmudah (2017) described how people use different languages when communicating with each other, either between teachers and students in the classroom or outside of the classroom. The language teachers use when talking to other teachers will be different when teachers talk to their students. It shows that the language someone uses can be influenced by the context in which the conversation takes place. Successful learning depends on students and teachers, including the teacher's language. The teacher's language influences the students' understanding. When teachers use language appropriately, it will contribute to promoting a smooth teaching and learning process. The teacher will not repeat the explanation more than once because the students already understand the teacher's explanation.

For example, the style of language used during graduation will be more formal than in everyday conversation. The language style of teachers also differs at each grade level. For example, the language style used by kindergarten teachers will be different from the language style used by teachers in higher education.

In this case, the researcher wants to know the student's language style and the language style that characterizes the context of certain situations. therefore, language variation is a type of langauge variation that refers to the range of differences between the languages of the world. Then according to Wardhaugh. Languagevariation is a way of characterizing certain variations where speakers of a particular language sometimes speak different dialects of that language. consistent with this, there are some characteristics of the language and variations. first social variation and regional variation. the study of social change in language means growing up the study of regional variation is a kind of dialect, style and register.

Edward and John have stated that personal style is the unique combination of linguistic units, means of expression, and stylistic devices peculiar to a given writer, which makes a work of art. or even that writer's words are easily recognizable, which means that every human being has their own style and use of Language. Style expresses the personality, identity and also the characteristics of the writer and speaker. a linguistic style that expresses people's feelings and thoughts in a language, both in spoken and written form. It is very interesting to know how a writer or speaker uses their language style to convey their thoughts to people. In a text, the writer gives a statement in the form of spoken language. while speaking, the speaker conveys his message to be heard and directly know what the speaker wants.[2]

Based on the initial research that the researcher did at school, the researcher found that there were indeed things that were not in accordance with the theory of how language style should be used. The researcher found that language style was not paid much attention in the use of language. This does not only occur between students and students, but also between students and teachers in the teaching and learning process. From several interviews, the researcher found that the teacher was aware of the existence of language styles but did not know specifically the types of language styles and their use, and this caused the teachers not to apply or teach students about language styles and their use.

That's why the researcher took the initiative to raise this issue to be used as research material to be studied in-depth or in case studies to find out why this happened and what types of language styles students use. Because the researcher think that language style is something that is very important to be applied or taught in schools, as an education practitioner, the researcher want to provide accurate research results about the importance of language style to be understood by those in the world of education.

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[2]Nur Afika, Skripsi : "The Analysis Of Students' Learning Strategies and Language Styles In English Lening At SMAN 9 Pinrang" (Parepare : IAIN Parepare, 2019).p 5.

Based on the research's background, the researcher decides to conduct a study titled: "The Analysis of Students' Language Styles in English Learning at MAN 2 Barru"

B. Problem Statements

Based on the title above, the problem statement of this research is:

1. What type of the students' language styles in English learning at MAN 2 Barru?
2. How is the teachers' perception about the student's language styles in English Learning at MAN 2 Barru?

C. Objective of the Research

Related to the problem statement above, the objectives of the research are;

1. To know thestudent's language style in English learning at MAN 2 Barru.
2. To know the teachers' perceptions about the student's language styles in English Learning at MAN 2 Barru.

D. Significance of the Research

The significance of the research is expected to give the knowledge and some advantage.

1) Students.

This study is also important for the students. This study can give education, and experience towards learning language styles in English.

2) Teachers.

The study is expected to provide them with an active to know language styles for English Learning process.

3) For another researcher.

The result of this research isgiven knowledge and new experience about students' language styles in English learning.

CHAPTER II
REVIEW OF LITERATURE

A. Review of Previous Research

Muhammad Ali Hamdany and Adam Damanhuri conducted a study to describe speech style as a variant form of speech used when people communicate with others. The purpose of this study was to describe the social patterns and contexts that influenced the speaking styles of some characters in the workplace in the film 500 Days of Summer. According to Joos (1976), speaking style is the linguistic forms that speakers use and it depends on the degree of formality. He defined this style into five styles. They are set, formal, consultative, casual and intimate styles. Furthermore, the use of speaking style is also influenced by a number of factors that can cause people to change their speaking style, such as context, participants, topic and purpose of the conversation. Descriptive qualitative methods were chosen for data analysis. The theories that have been applied in this study are Joos' (1976) theory regarding speaking style, as well as Hymes' (1974) context theory affecting speaking style (Speech). The results of this study show that there are four types of workplace talk in the movie 500 Days of Summer. They are formal, consultative, casual and intimate styles. Of the four styles above, the consulting style was the most dominant style found in this study. This means that many people in the 500 Days of Summer workplace prefer to use a consultative style when communicating with others, as this style is essential for everyday communication in the workplace.[3]

BertariaSohanataHutauruk conducted research to describe the speaking style of students at FKIP UHP Pematangsiantar, the objective of this study was to find out the most dominant speech patterns and speech patterns between students and students in

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[3]Muhammad Ali Hamdany, Adam Damanharu, *"Speech Style in the Workplace in 500 Days of Summer Movie,"* Language Horizon 05, No.01(2017): 30.

interaction. in the classroom at FKIP UHN Pematangsiantar. There is a limitation, this study analyses the types of language styles in Joos' theory (1991, 153-157), namely (1) frozen style or oratorical style, (2) style formal or deliberative style, (3) consultative style, (4) casual style, (5) intimate style. The author gives some theories to complete this thesis, which are: Breenan (2005), Miriam Meyerhof (2006), Holmes (2001), John R. Searle (2006: 3), Eckert (2002: 1), GS. Elena N.Malyuga (2012: 3), Lamas (2007: 95), Simpson (2004: 22), Joos (1967), Keegan (2009), Keraf, G. (2010). Suzanne Romaine (2002), Hornberger (2010: 177). This study is designed as a qualitative study that analyses data emotionally. Data is recorded from students and students interacting in the classroom. There are five styles of languageamong students, found by writers in classroom interactions. The results of this study show that there are 5 linguistic styles, which are: frozen style or oratorical style (0%), formal style or deliberative style (0%), consultative style (47.36%), casual style (42.10%), intimate style (10.52%). The most dominant style is the casual style, seeing the research results, the author concludes that the interaction in the classroom is still mainly dominated by the teacher, such as instruction, explanation and expression of appreciation. expensive.[4]

Alicia Febriani, Fakhri Ras, Novitri did the research to describe an analysis of Language Style in the film "To All The Boys I Loved Before". Language style is the formal construction of the language used to communicate with others. This study aims to analyse the language patterns used and the dominant style used in the movie "To All the Boys I`ve Loved Before". The film is classified as a youth romance film directed by Susan Johnson and was released on August 17, 2018 on Netflix. The data source is taken from the script of the movie "To All the Boys I`ve Loved Before". The study design is a descriptive qualitative study. The analysis is based on five linguistic styles applied from the theory of Martin Joos (1976); They are frozen style,

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[4]BertariaSohnataHutauruk, *"Language Styles of Students at FKIP UHN Pematangsiantar,"* Journalof English Teaching as a Foreign Language, Vol.5(2019):62.

formal style, consultative style, casual style and intimate style. The results show that there are thirty (30) dialogue data in the movie to implement language types. The data collected allows us to conclude that the type of style that prevails in movies is the intimate style. Thirty cases included intimate (eleven cases), consultation (nine cases), casual (seven cases), formal (three cases) and frozen (none). This means that the intimate style is widely used in communication in close family and friends relationships. Based on the results of the research, it is helpful to ask English department students to further analyse the five language styles used in other sources such as movies, novels or articles.[5]

Based on some of the research above, it is different from this one because this study focuses on language styles in learning English in MAN 2 Barru.

B. Some Partinent Ideas

1. Theory Analysis.

The ability to solve or describe a substance or information into smaller components so that it is easier to understand is the definition of analysis in general. Analysis, according to the Dictionary of the Centre for Language Development and Development (1996), is "an inquiry of an event (writing or deed) to determine the true situation" (cause, situation). According to Wiradi, analysis is an activity that entails sorting and separating something, classifying and grouping it according to particular criteria, and then determining its meaning and relationship. Analysis, according to Gorys and Keraf, is the process of breaking something down into interconnected parts.

According to goryskeraf, analysis is a process of decomposing elements into interdependent parts of another element, their relationship to each other and their respective function in an entire field. As Robert J. Schreiter said that analysis.

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[5]Alicia Febriani, Fakhri Ras, Novitri, "*An Analysis of Language Style In To All The boys I've Loved BeforeMovie*", JOM FKIP Vol.6, Edisi 2(2019): p.1.

2. Theory Perceptions

The word perception refers to what the body is able to perceive, that is, the information that the body is able to discern from the outside world. According to the Oxford English Dictionary, perception is "the process of becoming aware or conscious of a thing or things in general; the state of being aware; consciousness; understanding." The knowing process becomes an mediated experience, as it requires the use of the senses to process the data. To be perceivable, the object must be able to be understood by the mind through the interaction of sight, hearing, taste, touch, and smell. To be perceived, a sensation must pass through the body through one of the sense organs, i.e. eyes, ears, nose, mouth or skin.

According to Robbins and Judge (2013), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Furthermore, Roediger cited in Apriani (2009) states that perception is the interpretation of sensory information related to the brain from receptors such as eyes, ears, nose, mouth, and skin to create an environment. organizing.

3. Theory of Language style

a. Definition of Language Style

Language has the potential to achieve successful communication and strengthen social cohesion if used correctly. Otherwise, it will be a disability for successful communication and interaction. It is important to pay attention to certain aspects of variations in style to achieve successful and smooth communication.

Style has more to do with the situation than with the speaker. Ceremonies call for very formal speeches, slightly less formal public lectures, fairly informal conversations, and conversations between friends that can be very casual and informal. It can be seen that when we want to talk about style, it means we are talking

about the same speaker who speaks in different ways in different situations and not different speakers who speak in different ways to each other.[6]

Richards et al. (2002: 522) define language style as a variation in one's speech or writing. Styles usually vary from casual to formal according to the type of situation, the address of the person or persons, location, topics covered, etc. In addition, certain styles, for example, formal styles or colloquial styles, are sometimes referred to as stylistic variations. Some linguists use the term "register" for stylistic variations, while others distinguish between the two. In writing, stylistics can also refer to the use of speech or writing of a certain person at any time or the way of speaking or writing at a certain period of time, for example, the Dickens style, the Shakespearean style, or the 18th century writing style.

Language style can be divided into two; people can be very formal and very informal while speaking to others depends to the circumstances. According to Wardhaugh (2006) the level of formality are chosen to a variety of factors: the kind of occasion; the various social, age, and other differences that exist between the participants; the particular task that is involved, e.g., writing or speaking; the emotional involvement of one or more of the participants; and so on. According to Joos (1976:156) speech style is the forms of the language which speaker uses and depends on the degree of formality. He identified the style into five styles. Those are frozen, formal, consultative, casual and intimate style. On other hand, according to Chaika (1982:29) says that styles tell how whether formally or informally. From those theories it can be concluded that formal style consists of frozen and formal style because both of them have slight difference. Then informal styles consist of consultative, casual, and intimate.[7]

b. Type of Language Style

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[6]Aulia, Ririn, and Ratna Sari Dewi. *Investigating Language Styles Used by Atta Halilintar in His Youtube Channel.* Diss. UMSU, 2021

[7]Muhammad Ali Hamdany, Adam Damanharu, *"Speech Style in the Workplace in 500 Days of Summer Movie"* Language Horizon 05, No.01(2017): 31.

The researcher uses the same theme of sociolinguistic theory according to Martin Joss (1976: 153-155) referring to five language styles: frozen style, formal style, consultative style, casual style. and intimate style. The explanation of these styles is as follows:

1. Frozen Style (Oratorical Style)

Frozen style (oratorical style) is defined as the most formal communication style and elegant variety for very important or symbolic times such as palaces, churches, speeches in state ceremony and some other occasions. It is often used in a respectful situation or a formal ceremony. As the most formal style, the ensemble style uses complex grammatical sentence structures and vocabulary known only to experts in a particular field. All of this means that whenusing the frozen style while speaking, the person speaks without any basic knowledge of the other person they are talking to.[8]

In his book "Five Clocks", Joos (1967:153-155) states that the oratorical style is used when speaking in front of large audiences; carefully planned words, slightly exaggerated intonation, and plenty of appropriate rhetoric. Many language units are fixed and unchanging. Some fixed expressions are required, e.g. "Yes sir", "Yes, Monsieur", "I object to ...", etc. Not only are sentences carefully constructed individually, but sequences of sentences are also interwove. Obviously, this has to be very carefully planned and to do it well requires very high skill.[9]

For instancee:

a) The expression to our God pass through praying, in English expressing our gratitude must be delivered just for Allah, God, Lord just than say of his favour and charity.

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[8]Alicia Febriani, Fakhri Ras, Novitri, "*An Analysis Of Language Style In To All The boys I've Loved BeforeMovie"*, JOM FKIP Vol.6, Edisi 2(2019): 5.

[9]Ayu SeptianiLubis, "*An Analysis of the Five Language Styles Found in the Movie the Pursuit of Happyness*",(A Thesis; Faculty of letters English Literature department; Medan 2009).

b) Stated in the Introduction Fundamental constitution 1945. *"sesungguhnya kemerdekaan itu ialah hak segala bangsa. Dan oleh sebab itu maka penjajahan di atas dunia harus dihapuskan karena tidak sesuai dengan prikemanusiaan dan prikeadilan"* (actually an independence is the right for every nation, and because of that the colonization in the earth has to be abolished because it doesn't conform with the humanity and justice).

Based on the explanation above, the writer concludes that the frozen style, or authoritarian style, is the most formal style. It is used in formal situations, such as in formal ceremonies, courts, and state documents.

2. Formal Style (Deliberative Style)

According to Mandell and Kirszner (2003:17), the formal style is used on special occasions that demand dignity and courtesy. Do not use construction. It strives for the emergence of absolute grammar. Generally, the formal style is often used in formal events and talks about serious issues, such as in official speeches and formal meetings.

Richards et al. (2002: 209) defines "formal style" as a cautious, impersonal and often public speaking style used in certain situations and can influence pronunciation, choice word and sentence structure. For example, when the following is said by a speaker or a function:

"Ladies and gentlemen, it gives me great pleasure to be here tonight".

In other words, the formal style involves one-way participation and no interruptions. This style often contains technical vocabulary. Precise definition is very important, and the style includes introductions between strangers, as explained by Karlsson (2008:5). Also, formal style can be defined as the style used in formal situations and using formal language. It is used by people who still have some distance between them (speakers and listeners). The speaker must plan ahead and

frame the sentence before it is delivered. A speaker also usually avoids repetition or other terms that tend to be casual terms and are used in discussions or meetings.[10]

Joos (1976) states that the formal style is often used in formal situations where the least background knowledge is shared and communication is one-way with little or no response from the audience. This means that the vocabulary used in the formal style is also expanded, using standard speech, speaking at a low pace and avoiding repetition. The formal style is often used in important or serious situations, such as in academic and technical reports, classes, formal speeches, and lectures. However, it can be used to talk to a listener, for example among strangers (Rosida, 2008). Usage of this language usually follows a generally accepted format, such as "may", "could" or "may", and "sir" or "sir" when addressing someone or calls someone with the last name.

Some typical features of the formal style are: a) The tone is polite but not objective; b) the language of the official writing does not include jerks, slang or humor (Dumaine: 2003:10).

a). Formal style vocabulary level

1). Choose single verbs rather than phrasal or prepositional verbs formal style;

Ex: According to some biologists, offering clear proof of the decreasing Number of frogs has been difficult.

2). There is always more than one way to express an idea: always choose a more formal alternative.

Ex: Crash test dummies are an integral part of automotive crash tests.

b). Level grammar of formal style

1). Avoid contractions.

Ex: Export figures will not improve until the economy is stronger.

2). Limit the use of „run-on" expression: and so forth, etc.

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[10]Aulia, Ririn, and Ratna Sari Dewi. *Investigating Language Styles Used by Atta Halilintar in His Youtube Channel.* Diss. UMSU, 2021

Ex: These semiconductors can be used in robots, CD players, and other electronic devices.

3). Place adverbs within the verb.

Ex: Very little is actually known about the general nature and prevalence of scientific dishonesty.

4). Use split infinitive where necessary.

Ex: We need to adequately meet the needs of those enrolled in the program.

5). Aiming for an efficient use of words.

Ex: Choosing the proper method may be difficult.

6). Conjunctions and markers such as accordingly, therefore, subsequently, which organise logical and sequential links between clauses and sentences.

7). Complete sentences.

For example: The proposal sounds interesting; I have spoken to Jim today; that's a nice idea is preferred to more elliptical forms.

8). Complete responses that always contain a main finite verb. For example, I absolutely agree with what you say is preferred to Agreed.

9). Modality is more commonly conveyed through the use of modal verbs such as must, might, could, should, etc.[11]

3. Consultative Style

The consultative style is called a business style. According to Joos, in Coupland, the consultative style is often one of dialogue, although formal enough that words are chosen carefully.

The consultative style is the style used in semi-formal communication situations. This is the usual form of speaking style in small groups, acquaintances and strangers. This means that these styles are considered formal enough but inferior to formal styles. It is also taken by mouth to perform daily activities.

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[11]Nurjannah,Skripsi: "*The Analysis of Language Style Used by the Speakers in the Tonight Show With Jay Leno Talk Show Season 21 Episode 145*" (Makassar:UIN,2014), p .11-12.

Chaer (2004) explained that this style is the most operational among other styles. The listener usually response to the speaker by simple signal, ―Uh‖, ―I see‖, ―well‖, ―Mr. Simpson, I think it's good‖. This style usually occurs and used in some group discussion, school or trading buyer with seller.

The consultative style is the most open style for everyday conversations discussed to date. This is why it is often a dialogue, to the extent that words still have to be chosen carefully. We make requests on a regular basis. For information for which we provide responses to such requests during consultations, e.g. seller-buyer conversations, doctor-patient conversations, etc. [12]

Example:

Chris: Man, I got two questions for you: What do you do? And how do you do it?

Man I: I'm a stockbroker.

Chris: Stockbroker. Oh, goodness. Had to go to college to be a stockbroker, huh?

Man I: You don't have to.

4. Casual Style.

Casual style is the style used for a conversation that is a comfortable or casual situation, suitable for a conversation with our friends or sometimes family members, such as parties. outside the classroom while students are chatting.

When people use this language, it is often abbreviated. One of the highlights of the casual style is using first names or even nicknames instead of middle names and surnames when addressing each other. Another feature of this style is that sometimes sentences are less grammatical. He tends to frequently use shared information or shared assumptions (slang). On the plus side, casual style is characterized by the use of first names or even nicknames rather than nicknames and surnames to address each other. Pronunciation is fast and often garbled, in addition to the use of slang. It is a

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[12]Ayu SeptianiLubis, "*An Analysis of the Five Language Styles Found in the Movie the Pursuit of Happyness*",(A Thesis; Faculty of letters English Literature department; Medan 2009).

major sign of relationships within the group. It is only used with starters and only members of the group assume it is known, such as teenagers or a group of teenagers. For example: "What's the time".

a). Level vocabulary of casual style

1). Choose phrasal rather than single verbs or prepositional verbs Ex: According to some biologists, coming up with clear proof of the decreasing number of frogs has been difficult.

2). There is one way to express an idea: Ex: Crash test dummies are really important for automotive crash tests.

b). Level grammar of casual style

1). Contractions. Ex: Export figures won't improve until the economy is stronger.

2). Use of „run-on" expression: and so forth, etc. Ex: These semiconductors can be used in robots, CD players, etc.

3). Adverbs in beginning sentences. Ex: Actually, very little is known about the general nature and prevalence of 15 scientific dishonesty.

4). Not use split infinitive. Ex: We need to meet the needs of those enrolled in the program adequately.

5). Not use efficient words. Ex: It may be difficult to make a decision about the method that we should use.

6). Discourse markers such as anyway, well, right, now, OK, so, which organise and link whole stretches of language.

7). Grammatical ellipsis: Sounds good (That sounds good); Spoken to Jim today (I've spoken to Jim today); Nice idea (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.

8). Purposefully vague language. This includes very frequent nouns such as thing and stuff and phrases such as I think, I don't know, and all that, or so, sort of, whatever, etc. which serve to approximate and to make statements less assertive.[13]

5. Intimate Style

Intimate style is a completely private language developed in families, lovers and closest friends. Joos in his book "Five Clock" says that the intimate style is characterized by the complete absence of social inhibitions. Usually, the intimacy group combines the following intimacy labels: dear, honey, darling, and even mom, dad or other nicknames can be used in this case.

In this style, intonation is more important than grammar. The reason to use the informal style is to express feelings between speakers, to express intimate phenomena. By using the intimate style, the most intimate atmosphere can be created, automatically increasing the distance and creating comfortable communication.[14]

According to Karlsson (2008: 5), intimacy is used in non-public situations. Intonation is very important and personal vocabulary is often used. The word usually means intimate, like "dear, darling and darling". It is often incomprehensible beyond the smallest social unit. For example, *"Hey darling, what's wrong?"*

Of course, the informal style of language excludes public information, which means that intimacy has a vocabulary that is private to the recipient. It is often used by participants who have very close relationships, such as between family members and close friends. While Penalosa (1981: 44) notes that this style is characterized by extraction and jargon, the informal style is also characterized by ellipses, deletions,

[13]Nurjannah,Skripsi: "*The Analysis of Language Style Used by the Speakers in the Tonight Show With Jay Leno Talk Show Season 21 Episode 145*" (Makassar:UIN,2014), p.14-15.
[14]Alicia Febriani, Fakhri Ras, Novitri, "*An Analysis Of Language Style In To All The boys I've Loved BeforeMovie*", JOM FKIP Vol.6, Edisi 2(2019): 5-6.

rapid and messy pronunciation, nonverbal communication language and personal code. For example, *what's is it, honey? and heydarling, how are you?*[15]

c. The Function of Language Style

According to Chaika (1982: 31), the speaker, both unconsciously and intentionally, communicates a lot about themselves through the words, syntax, and pronouns they use. This information communicates the speaker's social background, such as educational background and regional ties, to the listener. The stylistic identifiers of a particular social group or region can be used for different reasons. This means that the purpose of communication must determine the style of language. Because there are so many people with different characteristics in a community, one of them is used to carry the message. Therefore, use of the style is expected without distributing others in any way, partially or directly.

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[15]Aulia, Ririn, and Ratna Sari Dewi. *Investigating Language Styles Used by Atta Halilintar in His Youtube Channel.* Diss. UMSU, 2021

E. Conceptual Framework

Figure 2. 1Conceptual Framework
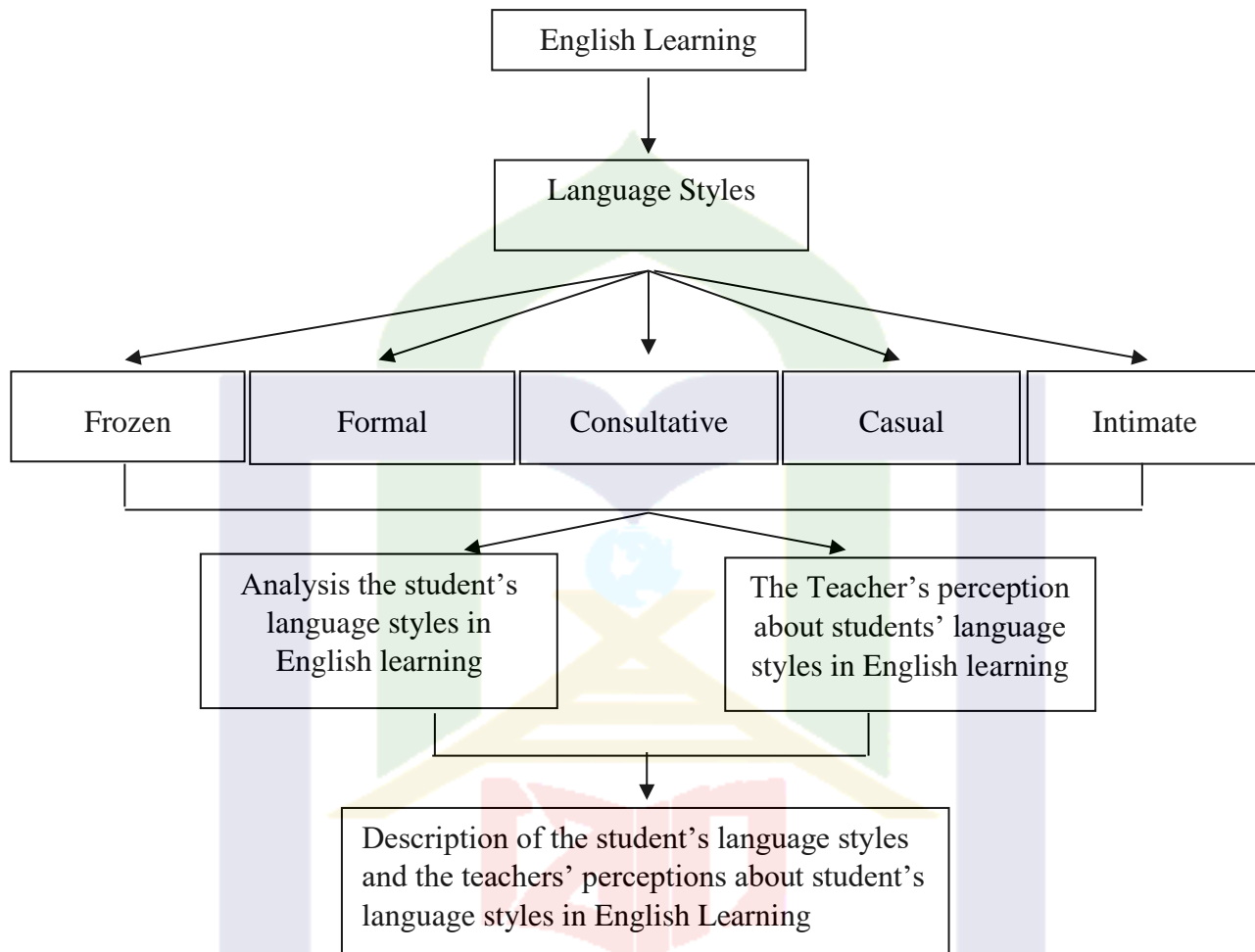
A conceptual framework is used in a research paper to clarify important concepts or variables to be studied, as well as the relationships between them. The purpose of this study is to examine the language styles of students and then describe how they apply to learning English. as well as find out teachers' impressions of students' language styles when learning English.

in this diagram we can see Martin Joos in Mesthrie et al. (2000) divided linguistic styles into five categories. Fixed style, formal style, mentor style, casual style and informal style are some of them.[16]

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[16]Alicia Febriani, Fakhri Ras, Novitri, "*An Analysis of Language Style In To All The boys I've Loved BeforeMovie*", JOM FKIP Vol.6, Edisi 2(2019)

CHAPTER III
METODOLOGY OF THE RESEARCH

This chapter clarifies the study design, study location and duration, participants, data collection tools and techniques, data collection procedures, and data analysis techniques.

A. Design of the Research

This research will use qualitative descriptive design in order to answer the research question. Berg (2007: 3) adopted by Djama'an (2010:12) states that qualitative research, "*Refers to the meaning, concepts, defitions, characteristics, metaphors, symbols, and descriptions of thing*." Qualitative research data, according to Bryman, comes in the form of words or visuals. The method used is a descriptive approach, which means that the research is conducted solely on the basis of existing facts or phenomena that are empirically present in the speakers, so that the results are in the form of language descriptions, which are commonly referred to as portraits or exposures (Sudaryanto, 1992: 62). This method is used to analyse students' language style in English learning at MAN 2 Barru.

B. Duration and Location of The Research

The location of this research is MAN 2 Barru, which is located on Lakalitta, Mallusetasi Sub-district, Barru Regency, South Sulawesi Province. The duration of the study was three weeks to collect and analyse the data.

C. Subject of the Research

The subjects of this study were English teachers and students of class XII.MIA 3 at MAN 2 BARRU.

D. Types and Source of Data

1. Primary data refers to information obtained directly from the person being studied, in this case the English teachers and Students at MAN 2 Barru in grades XII.Mia3 at MAN 2 Barru.

2. Secondary data in this study refers to information gathered from a variety of source, such as paperwork and associated materials.

E. Techniqueof Collecting Data

Qualitative data collection technique was used in this study. The qualitative data used by the researcher consisted of an interview and an observation checklist. Full explanation is as follows:

1. Interview

An interview is a face-to-face interaction between two or more people by asking and answering questions orally to obtain information. "Interviewing is a procedure of asking and responding questions in research conducted orally by two or more people, facing each other and listening to information directly," Cholid and Abu Achmadi explained.[17]

To obtain accurate data in this study, the researcher used an open interview typeby asking 9 questions contained in the interview guide and developed according to research needs. This technique is used to determine the teacher's perceptionof students' language styles in learning English.

2. Observation

Observation is the collection of data through the use of human senses. Under certain natural conditions, observation is the act of observing social phenomena in the real world and recording events as they occur.[18]

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[17]CholidNarbuko and MuljonoDampoli, *Action research (Teori, Model, dan Aplikasi),* (Jakarta: Kencana, Prenadamedia Group,2014), p 83.

[18]HarisHerdiansyah, *Wawancara, Observasi, dan Focus Group: SebagaiInstrumenPenggalian Data Kualitatif,* (Jakarta: Rajawali Press, 2013), p.129

The observations that the researcher made were direct observations, where in two meetingsthe researcher participated in observing directly the interactions that occurred in the classroom and recording the ongoing learning process. Then tabulated and analyse the types of language styles used by students with checklist observations. The observation checklist was used in this study to re-examine various fields of observing students' linguistic styles. The characteristics of the five different language styles are listed on this sheet.

F. The technique of Data Analysis

This study will use a qualitative approach to data analysis, that will be conducted either during and after data collecting is completed within a timeframe.Data analysis, according to Lexy J. Moleong, is the act of organizing and categorizing data into patterns, categories, and fundamental units of description in order to find themes and formulate working hypotheses based on the data. Miles &huberman states that data analysis techniques in qualitative research include:

1. Data Collection

Process data to prepare it for analysis. This procedure includes transcribing, entering field data, and sorting the data into distinct groups based on the types of instruction.

2. Data Reduction

Data minimization is a type of analysis that categorizes, directs, removes unnecessary data and organizes data to provide a clearer picture of the observed results.

3. Data Presentation (Data Display)

An analysis in the form of a matrix, lattice, basket, or graph is known as data representation. The presentation of data in qualitative research in the form of brief explanations, tables, charts, and correlations between categories. Data is organized and formatted to make it easier to understand when presented.

4. Conclusion Drawing / Verification Conclusions

The initial conclusions drawn are still provisional and will change if no solid evidence is found to support the next phase of collection. Conclusions in qualitative research can accommodate the formulation of the problem that is formulated at the outset.[19]

G. Data Validity Test

According to Sugiyono (2012), testing the credibility of the data or trusting the data from qualitative research results, among others, is carried out by extending observations, increasing persistence in research, triangulation, discussions with colleagues, and negative case analysis.

The researcher chose the triangulation method. Sugiyono refers to three types of triangulation methods for qualitative research, namely source triangles, technical triangles, and time triangles. On the other hand, molong emphasizes the types of triangulation methods that can be used in qualitative research, namely source triangle, method triangle, research triangle and theoretical triangle. Triangulation of methods is done by comparing information or data in different ways. As used in this study, the researcher used both interview and observation methods. Researchers can use open and structured interviews to obtain the truthfulness of reliable information and the complete picture of certain information. Or, researchers use interviews and observations to verify facts.

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[19]Miles,M.B, Huberman,A.M, dan Saldana,J., Qualitative Data Analysis, A methods Sourcebook,Edition 3, USA: Sage Publications, TerjemahanTjetjepRohindiRohidi, UI-Press, p.17, (2014)

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter is divided into two sections: findings and research discussion. These findings are related to the author's observations and interview quotes. The writer's conclusion about language style and the teacher's perception of students' language styles at MAN 2 Barru are discussed in this discussion.

A. Findings

This section examines data on students' language styles at MAN 2 Barru. Data was collected from MIA 3 class XII students and their English teachers. To collect data, observations were made to determine the students' language style, and interviews were conducted to find out the teacher's opinion about language style.

a. The Result Observation

In this case, the researcher presents data analysis according to Joos's theory about five types of language styles, namely frozen style, formal style, consultative style, casual style, and intimate style.

Tabel 4. 1 Data Finding of Language Styles

No.	Language style type	Found data analysis	
		Sentences	Students
1	Frozen style	-	-
2	Formal style	19	12
3	Consultative Style	35	27
4	Casual style	86	22
5	Intimate style	-	-

Based on the table above, in two meetings, only three types of language styles were found. To avoid over-discussing the data, the researcher filtered some data that

could represent all the data to be explained as a sample of data from each type of language style. More details will be explained below.

1. Frozen style

From the analysis that has been carried out by the researcher, none of the data that is suitable for this type is found. It can be concluded that students do not use the frozen style in the learning process.

2. Formal Style

Based on the data analysis that the researchers did, there were 19 data points in the formal style category found in the learning process. The researcher decided for the following two data points to be explained as an example of a formal style:

The formal style is generally used in formal situations where there is little shared background knowledge and where communication is one-way with little or no audience feedback.

AS   :" Assalamu'alaikum*wr.wb. Peace be upon you, madam."*

Assalamu'alaikumwr.wb. Peace be upon you, madam.	Formal style

This is a response to the previous command. Where the friends greet the teacher, the sentence is "Assalamu'alaikumwr.wb. Peace be upon you, madam". They are formal greetings and are used in mostly one-way communication with little or no feedback from the audience.

S   :"Wa'alaikumsalamWr.Wb".

Wa'alaikumsalamwr.wb	Formal style

"Wa`alaikumsalamWr.Wb". it is a formal greeting response used in most one-way communications with little or no response from the audience.

3. Consultative style

From the analysis that the researcher did, there were 35 data points found in the learning process, and from all of these data points, random data points were described below as a representative sample of all the data.

S : *"Present ma'am. I like English."*

Present ma'am. I like English.	Consultative style

The sentence is a consultative style because in a situation where the learning process is classified as a formal situation, the sentence is informal, which is about something he likes. And also, the sentence is complete and structured.

S : *"No"*

No	Consultative style

The sentence above is a consultative style, because it is generally used in semi - formal communication situations. "No" is a simple, short answer in consultative. Some simple consultative signals, uh, I know, yes, no.

S : *"Present ma'am. Stay Healthy, madam."*

Present ma'am. Stay healthy, madam.	Consultative style

"Present ma'am" is a response to a teacher's call, a kind of counselling language. specifically a short answer to the previous statement. The following sentence is a phrase. These phrases are often used in semi-formal situations. "Stay healthy" is a wish for teachers to always be healthy. Moreover, it is a form of figurative language in small groups, casual and foreign knowledge.

S   : *"Present ma'am. I am ready to study English."*

Present ma'am. I am ready to study English.	Consultative style

The sentence above is in a consultative style. "Present Ma'am" showed that it was in a formal situation and respond to a teacher's call, a kind of counselling language specifically a short answer to the previous statement. But the next sentence *"I am ready to study English"* is a complete, structured but informal sentence. That is one of the characteristics of a consultative style.

S   : *"Present ma'am. Today, the weather is very hot."*

Present ma'am. Today, the weather is very hot.	Consultative style

The sentence above is a consultative style, used in semi-formal communication situations. Present Ma'am showed that it was in a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. That is one of the characteristics of a consultative style.

S   : *"Present ma'am. You look so beautiful."*

Present ma'am. You look so beautiful.	Consultative style

The sentence above is in consultative style, used in semi-formal communication situations. A situation in the classroom shows that it is a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. A phrase

of praise commonly spoken to coincidental acquaintances and strangers. That is one of the characteristics of the consultative style.

S   : *"Present ma'am. Today is a great day."*

Present ma'am. Today is a great day.	Consultative style

The sentence above uses a consultative style, used in semi-formal communication situations. The situation in the classroom shows that it is a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. sentences that are often used when we talk to friends about their day.

S   : *"Present ma'am. Have a nice day, ma'am."*

Present ma'am. Have a nice day, ma'am	Consultative style

The sentence above is in consultative style, used in semi-formal communication situations. A situation in the classroom shows that it is a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. A phrase of praise commonly spoken to coincidental acquaintances and strangers. That is one of the characteristics of the consultative style.

S   : *"yes. Thank you very much."*

yes. Thank you very much	Consultative style

The speech above is a response when he answers the teacher's question when the teacher confirms the afterlife of the previous sentence. *"Yes"* from the speech above is a quick response, which is included in the consultative style. That is a small response,

which is a characteristic of the consultative style. In addition, it is a common form of language style in small groups, accidental acquaintances, and strangers.

> S : *"I am ma'am."*

I am ma'am	Consultative style

The speech above is a response when he volunteered to explain the national anthem of the country that was previously assigned. it is a common form of language style in small groups, accidental acquaintances, and strangers. *"I am"* from the speech above is a quick response, which is included in the consultative style. That is a small response, which is a characteristic of the consultative style.

> S : *"Present ma'am. Your voice is very nice."*

Present ma'am. Your voice is very nice	Consultative style

The sentence above is in consultative style, used in semi-formal communication situations. *"Present ma'am"* indicates that it is in a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. A phrase of praise commonly spoken to coincidental acquaintances and strangers. That is one of the characteristics of the consultative style.

> S : *"Present ma'am. I woke up late this morning."*

Present ma'am. I woke up late this morning.	Consultative style

The sentence above is in consultative style, used in semi-formal communication situations. A situation in the classroom shows that it is a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. A phrase of praise commonly spoken to coincidental acquaintances and strangers. That is one of the characteristics of the consultative style.

> S   : *"Present ma'am. See you next time."*

Present ma'am. See you next time	Consultative style

The sentence above is in consultative style, used in semi-formal communication situations. A situation in the classroom shows that it is a formal situation. But the next sentence is a simple sentence that is complete, structured but informal. A phrase of praise commonly spoken to coincidental acquaintances and strangers. That is one of the characteristics of the consultative style.

> S   : *"Assalamu'alaikumwr.wb. Hi everyone. Good morning. How are you today? I hope your fine. My name is Syarifah Zainab. You cann call me Andin. I am a manager. Do you know what job a manager dooes? Yes. As a managers my first job is the write reports. The second my job evaluating staff, three my job is coordinating staff, the next job is planning the list schedule, and the last as manager my job is creating and maintenance budgets. Thank you and good bye. Assalamu'alaikumwr.wb."*

Assalamu'alaikumwr.wb. Hi everyone. Good morning. How are you today? I hope your fine. My name is Syarifah Zainab. You cann call me Andin. I am a manager. Do you know what job a manager	Consultative style

dooes? Yes. As a managers my first job is the write reports. The second my job evaluating staff, three my job is coordinating staff, the next job is planning the list schedule, and the last as manager my job is creating and maintenance budgets. Thank you and good bye. Assalamu'alaikumwr.wb	

In the above speech, the researcher found that the students used a consultative language style. In his speech, it was like a form of dialogue. This can be seen in the sentence "Do you know what a manager does?" in the form of a question. "Yes" is the short answer, one of the typical forms of the consultative language style.

4. Casual Style

Based on the results of the analysis, the researcher found there were 86 data points, and of those, random data points were described below as samples. Casual style is used in casual conversation or normal situations, which is suitable for conversation with friends or sometimes family members, such as in a classroom, when students are chatting.

S :" Attention. *Stand up, please. Greeting to our teacher."*

Attention. Stand up, please. Greeting to our teacher	Casual style

The above sentences are often used in formal situations when you want to start learning. However, the command given to the word "attention" is just a word without a complete sentence structure. "Please stand up" is also an imperative form often used in informal situations, regardless of sentence structure. the utterance is classified into casual language styles.

S : *"Sit down, please."*

Sit down, please	Casual style

  The sentences are classified into casual language styles. Because the sentence structure "Sit down, please" is an expression of command that is used in casual situations, where the person who is given the order is someone who is known as a classmate. "Take a seat, please" in more formal situations.

S : *"Morning"*

Morning	Casual style

  The above utterance is casual because there is an ellipsis in the word "morning," where the subject, main verb, and sometimes the article is omitted, and the data are classified in casual style. the utterance, it can be seen that the casual style is lacking in grammar. According to Joos, one level of casual style grammar is the presence of an ellipsis.

S : *"I'm fine, and you?"*

I'm fine, and you?	Casual style

  The sentence above is in casual language style. One of the grammatical features of the casual language style is called contraction. In this sentence, the word "I'm" occurs where the formal context should be "I am".

S : *"Sick."*

Sick	Casual style

The sentence above is in casual language style. One of the grammatical characteristics of the casual language style is the occurrence of ellipses. An ellipsis is where the subject, main verb, and sometimes the article is omitted. Neglecting assumes that the message can be understood by the recipient without using complete sentences. "Sick" is a student's response to the teacher's question about the presence of one of his friends, which, if using formal language, should mention the subject as "He is sick".

S   : *"Present ma'am. You're beautiful of of the day."*

Present ma'am. You're beautiful of of the day	Casual style

The sentence above is in casual language style. One of the characteristics of the casual language style is that the sentences lack grammar, focusing on the listener knowing what the speaker wants to convey without paying attention to the correct grammar. Apart from the contraction of the word "you're," the correct sentence for this expression is "you're beautiful of the day."

S   : *"Present ma'am. You look so beautiful in today, madam."*

Present ma'am. You look so beautiful in today, madam	Casual style

The sentence above uses a casual language style. One of the characteristics of the casual language style is that the sentences lack language. In this sentence, the word

"in" must be omitted. "In" is a preposition that means something where, for example, in front of, in the bathroom, in this year and others.

S   : *"Present ma'am. I hope you're happy today."*

Present ma'am. I hope you're happy today	Casual style

The sentence above uses a casual language style. The sentence above uses a contraction of the word "you're." One of the characteristics of the casual language style is contraction.

S   : *"Present ma'am. You're so beautiful."*

Present ma'am. You're so beautiful	Casual style

The sentence above also uses a casual language style. The sentence above uses a contraction of the word "you're." One of the characteristics of the casual language style is contraction.

S   : *"Present ma'am. Hi all."*

Present ma'am. Hi all	Casual style

The sentence above uses a casual language style. The greetings used in these sentences are informal greetings used for friends or sometimes family members.

S   : *"The nation song of Thailand is Phleng chat thai and the meaning Indonesia is Lagukebangsaan Thailand. Pen pra cha*

rat phathaikho'gthaithuksuan, setiapjengkaltanah Thailand milik orang Thailand. Thank you so much."

The nation song of Thailand is Phleng chat thai and the meaning Indonesia is Lagukebangsaan Thailand. Pen pra cha rat phathaikho'gthaithuksuan, setiapjengkaltanah Thailand milik orang Thailand. Thank you so much	Casual style

The sentence above uses casual language style. One of the characteristics of casual language style is that the sentences lack language. Should be able to use "Thailand's national anthem is Phleng chat thai in Indonesian, which means Lagukebangsaan Thailand. Pen pra cha rat phathaikho'gthaithuksuan, setiapjengkaltnah Thailand milik orang Thailand. Thank you very much. "

S : "*Hello everyone. Good afternoon. My name is Lilis. My job is a meteorologist. Number one, gathering and interprenting data for weather forcast. Number two, observe and predict the earth atmosphere and its phenomena. Number three, doing scientific research about weather and climate. Number four, studying and interpreting maps, charts, and data regarding the weather condition. The last is operating comptuer graphic equipment to produce weather reports. Thank you. Assalamu'alaikumwr.wb"*

Hello everyone. Good afternoon. My name is Lilis. My job is a meteorologist. Number one, gathering and interprenting data for weather forcast. Number two, observe and predict the earth atmosphere and its phenomena. Number three,	Casual style

doing scientific research about weather and climate. Number four, studying and interpreting maps, charts, and data regarding the weather condition. The last is operating computer graphic equipment to produce weather reports. Thank you. Assalamu'alaikumwr.wb	

The above utterance is a casual style of language. One of the characteristics of the casual language style is that the sentences are irregular. The student's sentence contains several errors, and the student explains the sequence of his work using the language of the book, namely the words "number one," "number two," and "number three," which should use the words "first, second, third, etc. In the utterance, it is also seen that at the beginning of the utterance there is no mention of a greeting, but at the end of the utterance there is a greeting.

5. Intimate style

From the analysis that has been carried out by the researcher, none of the data was found to be suitable for this type. An intimate style is a completely personal language developed among family members, lovers, and closest friends. labels are: dear, darling, honey, and even mom, dad or other nicknames might be used in this situation.

According to the data from the dialogue text, the type of language style that is dominantly used by students is the Casual Style. From the table above, casual style found 76 data points. The casual style mostly appears and is used by students in their speech. The researcher began to answer the first research problem, which was formulated as the following question: "What type of students' language styles in English learning at MAN 2 Barru?"

From searching the findings to answer the first research question, the researcher found the language style used by students in learning English using a consultative

style and a casual style. From 133 data points, the researcher found 76 data points using a casual style and 37 data points using a consultative style.

In conclusion, the dominant category used by students is casual style, which has several casual characteristics such as contraction, ellipsis, and simple sentences.

b. The Result of Teacher's Interview

The following are the researchers' findings after conducting interviews with teachers about teachers' perceptions of students' language styles.

When the researcher asked the teacher about her understanding of language style, she stated that language style is the way a person speaks when expressing their thoughts and feelings. The style of language used by a person can be conditioned based on the situation and the interlocutor. She mentioned the types of language styles, such as the frozen style, the formal style, the consultative style, the casual style, and the intimate style.

When the researcher asked about the importance of choosing a language style in the learning process, she answered that it was important. As said before, language style can facilitate communication. As well as the learning process, choosing the right language style can help students understand the material presented. In addition, the selection of students' language styles in speaking can reduce their awkwardness in expressing ideas. The use of language style also greatly affects the level of students' self-confidence. According to the teacher, the choice of language style is also a form of strategy in learning, so that students feel comfortable during the learning process. That is why there is collaboration in language styles during the learning process.

When the researcher asked the teacher about the type of language style used by the students during the learning process, the teacher said the language style that the students used was a language style that made them comfortable learning. Among the five language styles, the most frequently used by students are consultative and casual. However, the style of language is influenced by the situation and learning materials.

Then, when the researcher asked how the teacher identified the type of language style, he said there were many aspects that could be used to identify the language

style. They can be categorised based on their respective stylistic classifications. However, according to him, language style can be seen based on a person's body language when speaking, facial expressions, intonation, and pronunciation. By paying attention to these things, the teacher can identify the language style that students use during the learning process.

Next, when asked about the method he uses to improve his language style, she said that there are many ways that can be used, especially in the speaking aspect. In this case, the teacher explains about role-playing using cards on which there are various pictures, including a news anchor, a picture of Cinderella, a picture of a chef, and so on. Students will be given the opportunity to choose one card. Then he will describe or act as if it is written on the card. For example, the presenter will read the news, then the students will read it. Then someone gets a picture of Cinderella, and he will tell the story of Cinderella. In that way, it can help students improve the variety of language styles they use. Apart from speaking, language style can also be seen from the way students write, seen from grammar, word selection, use of ellipsis, and many more.

Furthermore, when asked about the effect of using language style in learning, she stated that language style has a very big influence on the learning process. not only in English but also in other subjects. Every student has a different academic level and a different personality, so everyone has a different approach. If, in learning, we choose the wrong language style, then it can make the learning process fail because students cannot understand the material presented. Language style is also very influential in providing inspiration for students. Therefore, it is very necessary for teachers to understand the personalities of their students and choose the right language style during the learning process.

For the last question in the interview session, the teacher was asked about how to respond to the diversity of language styles that arise when teaching. She said that whatever language style students use during the learning process, as long as the words used are good, it doesn't matter. She enjoyed all the conversations that took

place, even though the style of language used was erratic. While enjoying the variety of language styles, she continues to strive to improve students' language styles so that they can use the right language style in the right situation as well.

B. Discussion

1. The types of students' language styles

The results of data analysis show that the types of language styles such as formal, consultative, and casual are found in the object of this research. The object of this research is the students of class XII.MIA 3 at MAN 2 Barru. Examples of data that are considered examples of language style can be seen in the Findings data. In the finding data, all types of language styles found and their explanations have been shown.

The most common language style data found is the casual style. The stylistic grouping is based on the theory of Martin Joos. According to the theory, casual style is a style that is used for casual conversation or normal situations that are suitable for conversation with friends or sometimes family members, such as outside the classroom, when students are chatting. The use of this language style is usually abbreviated. One of the characteristics is the use of first names or even nicknames when greeting each other. The sentences lack grammar and tend to use shared assumptions or slang. According to the theory of casual grammar level, namely the presence of contractions, the use of 'run-on' expressions, adverbs in the initial sentence, not using the split infinitive, not using efficient words, discourse markers such as anyway, well, so, which regulate and connect the entire expanse of language, grammatical ellipsis, and deliberately unclear language. In this study, researchers grouped 86 student utterances into four casual language styles. Many contractions were found in the students' utterances. Examples are you're, I'm, don't, and it's. In addition to the use of contraction, ellipsis is also found. For example, in the morning and sick, where the subject, main verb, and sometimes the article are omitted. The waiver assumes the message can be understood by the recipient. In some utterances,

there are also lots of sentences with incorrect grammar, but it is understandable due to various factors. The most important factor is the lack of students' English skills. Therefore, incorrect grammar is often understood. The most important thing is that teachers and other students understand the meaning of the utterances.

The second most common data type is the consultative language style. According to Joss's theory, consultative style is the style used in semi-formal situations, which is the usual form of language style in small groups, casual acquaintances, and strangers. So, it is allowed for informal use in this style of language, namely yes, no, I know, so, uh, well, I think it is good, and so on is allowed. Based on the Joos theory, the pronunciation in the consultative language style is explicit. The choice of words is careful and the sentence structure is complete, but the sentences tend to be shorter and less planned. Because consultative is to communicate with strangers, every sentence that is spoken must be firm. In this study, the researcher found 35 student utterances belonging to the consultative language style. Some of his utterances are "Sit down, please." The sentence is in the form of a command sentence, and is to the point. "No" is a short response from students. and "yes, thank you very much," a firm and short response.

The formal style is the least data discovery. The researcher found as many as 19 student utterances which, according to the Joos theory, were included in the formal language style. "Assalamu'alaikumwr.wb. "Peace be upon you." is a greeting sentence in formal situations. According to Joos theory, formal language styles are generally used in formal situations where there is little shared background knowledge and where communication is one-way with little or no audience feedback. The formal style is commonly used in important or serious situations, such as in scientific and technical reports, classrooms, formal speeches, and sermons. but it can also be used when speaking to a single listener, for example to a stranger. but follow a format such as may, might, or can, Mr. or Sir when greeting or calling someone by their last name. There is a formal level of grammar, namely avoiding contractions, limiting the use of run-on expressions, aiming to use efficient words, conjunctions, and markers

such as accordingly, henceforth, which regulates logical and sequential relationships between clauses and sentences, complete sentences, and modalities are more often conveyed through the use of modal verbs such as must, may, could, should, etc.

In this study, researchers did not find the use of two types of language styles, namely frozen language style and intimate language style. The researcher did not find the characteristics of the two language styles in the students' speech. According to Martin Joos, the frozen language style is defined as the most formal communicative style of language, and is only intended for very important or symbolic moments such as palaces, churches, state ceremonial speeches, and several other occasions. The Frozen style uses complex grammatical structures and vocabulary that only experts in certain fields know. In students' utterances, researchers only found vocabulary words that are often used in daily conversation.

An intimate language style is a completely personal language that is developed within a family, with a lover, or among close friends. According to Joos in his book Five Clocks, intimate style is a style of language that is characterised by the absence of social barriers at all. There are affectionate nicknames such as dear, darling, honey, mom, dad, and other nicknames that may be used in this situation. However, in the students' utterances, the characteristics of the language style were not found at all. There is no use of special terms such as dear, honey, and the like.

2. **The Teachers perception about the student's language styles**

In the data findings, the results of interviews of researchers with teachers about their perceptions of students' language styles, it is known that teachers are aware of the existence of language styles in speaking. She knows that there are five types of language styles, namely, frozen style, formal style, consultative style, casual style, and intimate style. She frequently encounters consultative and casual language. Language style can be seen based on a person's body language when speaking, facial expressions, intonation, and pronunciation. By paying attention to these things, the teacher can identify the language style used by students during the learning process.

In learning, it is very important to pay attention to the choice of language style. Communication according to the style of language can facilitate communication. Choosing the right language style can help students understand the learning material. not only in English but also in other subjects. because Every student has a different academic level and a different personality, so everyone has a different approach. If in learning, the wrong language style is chosen, it can make the learning process fail because students cannot understand the material presented. Language style is also very influential in providing inspiration for students. Because of the lack of students' ability to speak English fluently, a variety of language styles are often brought up, but whatever language style students use during the learning process, as long as the words used are good, it doesn't matter. She enjoyed all the conversations that took place, even though the style of language used was erratic. While enjoying a variety of language styles, he continuously strives to improve students' language styles by continuously practising their speaking skills, so that they can use the right language style in the right situation.
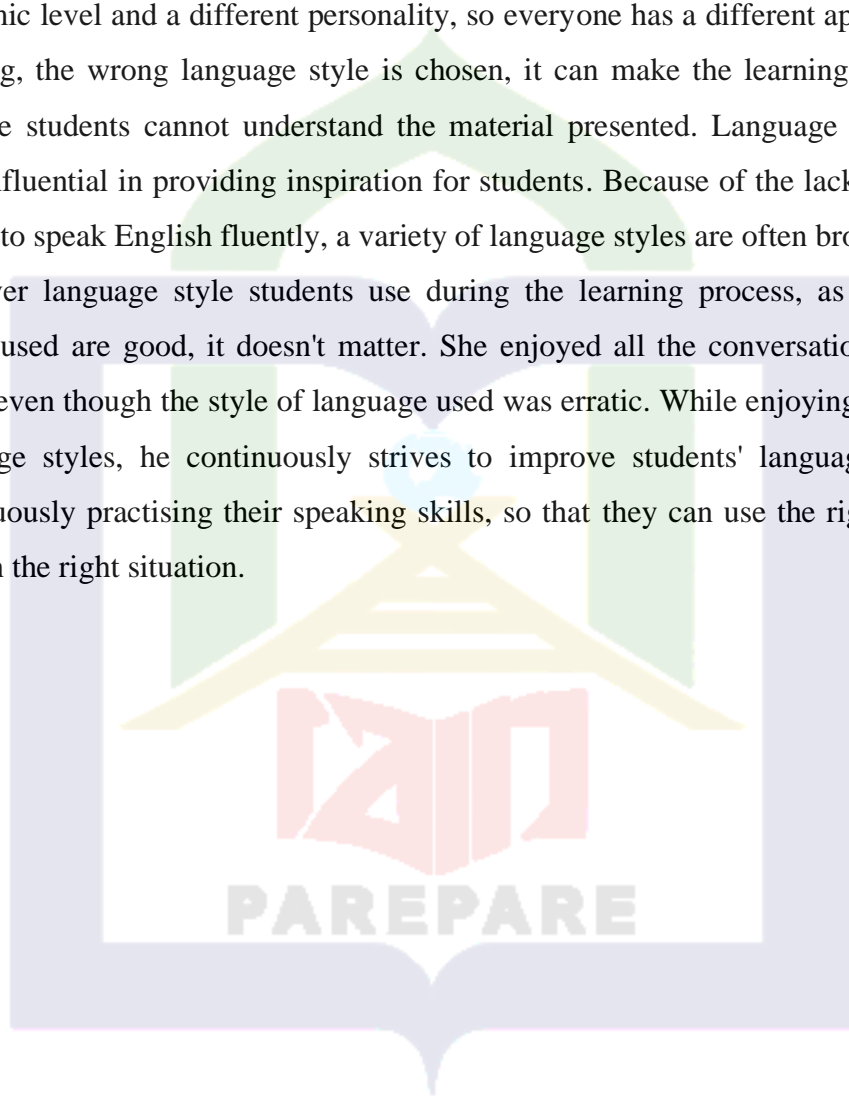
BAB V

CONCLUSION AND SUGGESTION

This chapter includes conclusions and suggestions. After searching and analyzing the types of language styles that students use and knowing the teacher's perception of the students' language styles, the researchers have drawn conclusions and proposed explanations for these types of language. style of language used by students.

A. Conclusions

1. Students Language Styles in English Learning

Based on the findings and discussion in this study, the researcher can conclude that there are three types of language styles used by students in the process of learning English at MAN 2 Barru, namely: formal style, consultative style, and casual style.

From the discussion in chapter 4, the researcher analysed the data using a style of language based on Martin Joos. The data was obtained from the process of learning English for class XII MIA 3 at MAN 2 Barru. Based on the analysis conducted by the researchers, there were 133 utterances spoken by students in the two learning processes. There are 133 utterances that have been grouped into language styles. The data is broken down as follows: formal style data 19 data, consultative style data 35 data, and casual style data 86 data. Of the five types of language style, the data for frozen and intimate language styles could not be found. The dominant type of language style is the casual language style, which has as many as 86 data points. And less data is the formal style. This happens because of a lack of students' ability to use English.

2. Teachers' perception about the students' language styles in English learning

After conducting interviews with teachers regarding perceptions of students' language styles in English learning, the researcher concluded that language style is one of the most important aspects of learning. The type of language style used when communicating greatly affects the success of communication. Communication is

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considered successful when the listener is able to understand the intent of the speaker'sutterance. Therefore, it is very important for educators to understanding how important the choice of language style is in the learning process.

B. Suggestion

The researcher would like to make the following recommendations to other students who intend to conduct research on this topic:

1. The researcher advises readers to learn about different types of speech and how to use them in conversation because this is very important to know so that everyone can speak appropriately in all situations.

2. Future researchers should learn more about the many theories related to types of language styles. The researcher believes that there are many language styles theories that can be used to support and develop other studies related to language style and then can serve as a reference for future researchers. would like to analyse similar research, especially on types of language styles.
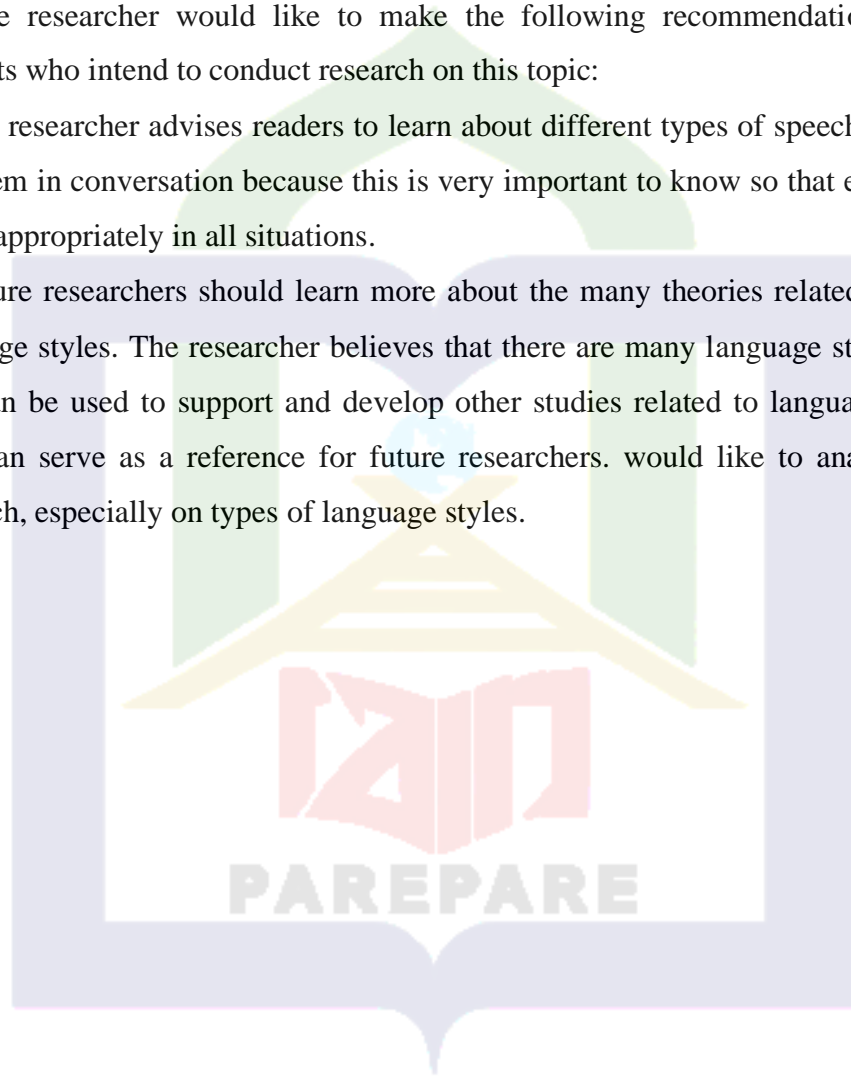
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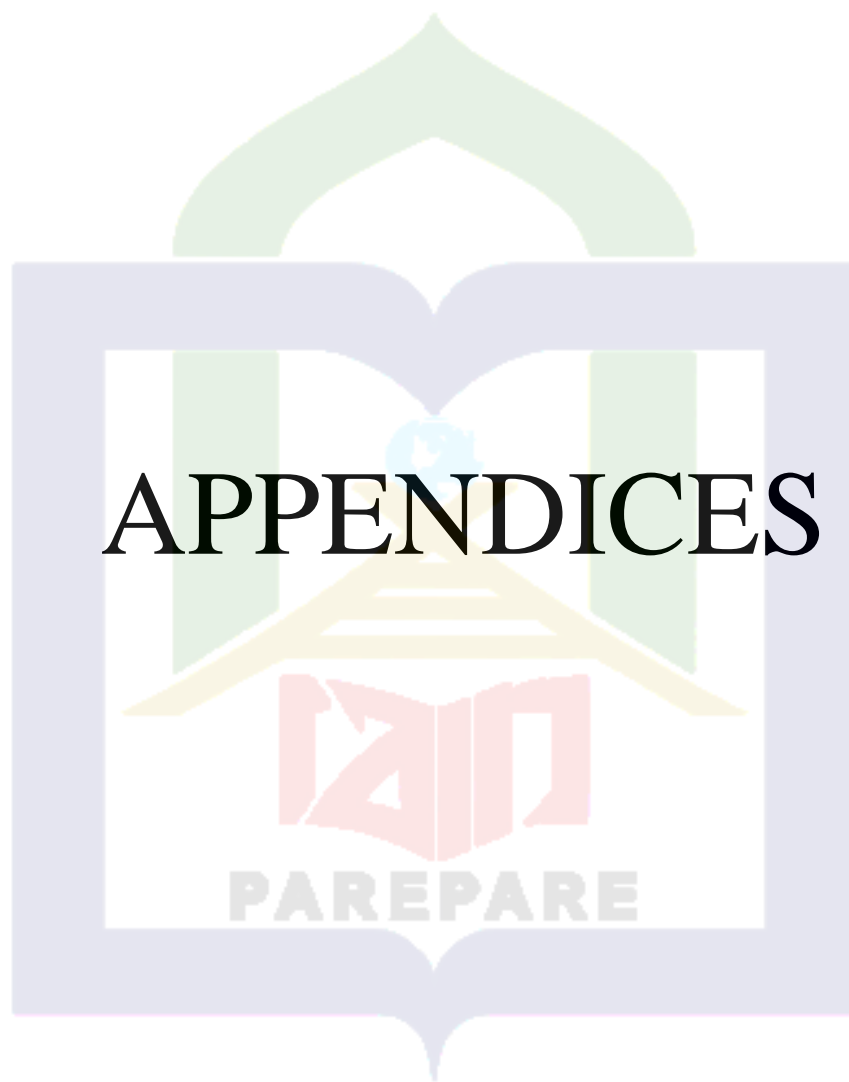
APPENDICES

Appendices 1: Observation

Menu Script

S: Attantion. Stand up, please. Greeting to our teacher.

AS: Assalamu'alaikumWr.Wb. Peace be upon you, madam.

T: Wa'alaikumsalamWr.Wb. Peacebe upon you too. Good morning.

AS : Morning.

T: How are you today?

AS: I'm fine, and you?

T: I'm fine too, thanks.

S: Sit down, please.

T: Ahmad Hijam? There is something information?

S: Sick.

T: alyas?

S: Present ma'am. You're beautiful of of the day.

T: Ar Rahman? Permission today? Sick or other information?

S: Other information.

T: Lukman. How about Lukman?

S: Other information.

T: Muhammad Fadil.

S: Sick

T: Muhammad Fahreza.

S: Sick

T: Muhammad alif hakim.

S: Present ma'am. You look so beautiful in today, madam.

T: Muhammad akmal.

S: Ma'am. I like English.

T: Muhammad mahiramadaf. Any information? No?

S: No

T: Muhammad Afdal.

S: present ma'am. Stay healty, madam.

T: Surya Ade Setiawan.

S: Present ma'am. I am ready to study English.

T: SahrulRamadahan. Any information?

S: Sick

T: Zulhajim.

S: Present ma'am. I hope you're happy today.

T: FitriaRahayu.

S: Present ma'am. You're so beautiful today.

T: Herawati.

S: Present ma'am. I like English.

T: Lilis.

S: Present mam. I like English.

T: Marshanda.

S: Present mam. I hope you enjoy.

T: Nahda magfira.

S: ………..

T: What happened with you? Are you sick now?

S: I'm fine.

T: I continue. Naylatulilmi.

S: Present ma'am. Keep your …..

T: Nurhasikin.

S: Prasent ma'am. Today, the weather is very hot.

T: Nuraiynunreskibahra.

S ;Prasent ma'am. _____.

T: Nur Asisah.

S: Present ma'am. _____.

T: Nurul widiyanti.

S: Present ma'am. Today, is a great day.

T: Nurul Fahriza

S; Present ma'am. Hi all.

AS: Hi.

S: Don't forget to smile.

T: Rika RiantiRijal.

S: Present ma'am. You look so beautiful.

T: Rina.

S: Present ma'am. I like English.

T: Sapna Mardatillah.

S: Present ma'am. I hope you're always happy.

T: ok. Thankyou. Aamiin.

AS: Aamiin.

T: SuciAlfiananta.

S: Present ma'am. Don't forget to happy.

T: SarifahAzzainab

S: Present ma'am. Hi all.

AS: Hi.

S: Keep Strong and keep smile.

T: Sazkiatunnuhus

S: Present ma'am. Silent for the exam.

T: Tiara Anugrah.

S: Present ma'am. Have a nice day, ma'am.

T: who wanna the first? Anyone? SabdaMardatillah, your nation song. Would you like you stand up?

S: The nation song of srilanka is matha. The meaning on Indonesia kemakmuranbagipuji-pujikepadatuhan

T: ok, just that?

S: yes. Thank you very much.

T: The next. Who wannaexplain? Maybe you.

S: The nation song of Thailand is Phleng chat thai and the meaning Indonesia is lagukebangsaan Thailand. Pen pra cha rat phathaikho'gthaithuksuan., setiapjengkaltanah Thailand milik orang Thailand. Thank you so much.

T: maybe you.

S: The national anthem of the unated states of America is The star-spangled banner, means is Panji berhiaskanbintang. Oh, say can you see by the dwan's early light. What so proudly we healted at theh twilight's last glearning. Thank you.

T: I wanna go to other nation. Maybe you.

S: Hello friend.

AS: Hi.

S: My nation is Franch. The national of song is La Marseillaise. as for what of the meaning is Marchons! Marchons! Qu'un sang impur_____ the meaning of Indonesia is maju! Maju! Semogasatudarahtidakmengaliridarahkita. Thank you.

T: Alyas.

S: assalamu'alaikumWr.Wb.

AS: Wa'alaikumsalamWr.wb

S: The nation of song of Austria "Lan der Berge, Land am Strome". The meaning of Indonesian Tanah pegunungan, tanahategral, tanah.

T: Finish?

S: Finish. This is all and thank you.

T: Any other?

S: I ma'am. Hi everyone.

AS: Hi

S: The national song of Turki is IstiklalMarsi. And the meaning in Indonesia, Mars Kemerdekaan. "Korkma! Sonmezbusafaklardayuzen al sancak" and the meaning in Indonesia Jangantakutbenderamerahputihdifajarinitidakakanluntur. Thank you very much.

T: Any other? From here? Ok, Afdhal.

S: Assalamu'alaikumWr.Wb

AS: Wa'alaikumsalamWr.wb.

S: The national of song YiyongjunJinxingqu. Today we also _____ and the meaning Indonesia bangkitwahai kalian yang taksudidiperbudak. Thank you Madam.

T: ok, from the _____.

S: Hello Everyone.

AS: Hi

S: The national song is Puerto Riko, and the meaning Indonesia La Barenteng, the meaning Indonesia putribarenteng . Esta es Linda Tierra Quebuscoyo. It's me ,inilahtanahindah yang akucari. Thank you very much.

T: Any other? From here? Marshanda

S: Hi everyone.

AS: Hi

S: The song of my nation is Allah peliharakan sultan. The meaning of Insonesia is rakyatbruneiselaluberdoakepada Allah agar diberikanperlindungankepadapemimpinnya. " Ya Allah lanjutkanlah". Makasih. Thank you.

AS: You're welcome.

T: OK. Any other?

S: I am ma'am.

T: Ok, please.

S: the national song of Malaysia is Negaraku. The meaning of Indonesia menyeluruhrakyatdarisemuabangsa. Negarakutanahtumpahnyadarahku. Thank you.

T: You?

S: Assalamu'alaikumWr.Wb.

AS: Wa'alaikumsalamWr.wb.

S: Kambha ma kye is the national anthem of Myanmar. The meaning in Indonesia is hinggaakhir dunia. "Kaba ma kye Myanmar pyaetuepoepwar am way sit moh chit myatnoepae". Thank you.

T: How about other.

S: I mam

T: Ok. Please, stand up.

S: Assalamu'alaikumWr.wb.

AS: Wa'alaikumsalamwr.wb.

S: The nation song of the Italia is Fratelli d'Italia. The meaning is pemuda italia. Fratelli d'italia, I'italias'edesta. The meaning is pemuda italia, italiatelahbangkit. Thanks.

T: Please.

S: The national anthem the philippin is LupangHinirang. And the meaning is Negara tercintamutiaradaritimur. Thank you.

T: Any other?

S: I am madam.

T: please, stand up.

S: _____ national anthem is AssalamualMirri. The meaning Indonesia is the meaning Indonesia is akubersumpahakubersumpahbaksegalapujibagiTuhan yang meninggikanlangit. Thank you.

T: how about in here? Here? Ok, you.

S: Assalamu'alaikumWr.Wb.

AS: Wa'alaikumsalamWr.wb.

S: …. Is … national anthem country of Saudi Arabia. The meaning in Indonesin is "Sar I, Li-I-MajdiWa-I-'Alya'" bergegaslahmenujukejayaan dan keagungan. Thank you.

AS: You're Welcome

T: Any other person? Any again? Who, the next? How about in here. You? Ok

S: Assalamu'alaikumWr.wb.

AS: Wa'alaikumsalamWr.Wb.

S: South Korean National song is Aegukga. The meaning in Indonesia is lagupatriotis. Donghaemulgwabaekdusanimereugodaltorok. Thank you.

T: Ok any other? Please.

S: Assalamu'alaikumWr.wb.

AS: Wa'alaikumsalamWr.wb

S: The national anthem of mesir, Biladi! Biladi! Biladi!. "Biladi! Biladi! Biladi! Lakihubbiwafu'adi". The meaning in Indonesian is Negeriku! Negeriku! Negeriku! Untukmucinta dan hatiku. Thank you.

AS: You're Welcome

T: Any again?

S: I am madam. My nation is India. The song og Jana gana mana. "Jana gana mana adhinayakajaya he" engkaupenguasapikiransemua orang mengabulkantakdirmu. Thank you.

AS: You're welcome

T: I think it's enough our meeting today. Thank you very much for your attention and please close this meeting. Pray syarifah.

S: Attention. Stand up, please. Greeting to our teacher.

AS: Assalamu'alaikumWr.wb. Peace be upon you, madam.

T: Wa'alaikumsalamWr.wb. Peace be upon you too. See you next time.

AS: See you.

T: Ok, let's pray together.

S: Sit down, please.

T: Thank you very much. I love you all.

As: I love you too.

Menu script second meeting

S: Attantion. Stand up, please. Greeting to our teacher.

AS: Assalamu'alaikumwr.wb. Peace be upon you, madam.

T: Wa'alaikumsalamwr.wb. Peace be upon you too. Good morning.

AS: Good morning.

S: Sit down, please.

T: Ahmad hijam.

S: Present ma'am. I'm thirsty.

T: Alyas

S: Present ma'am. I'm ready to study

T: Arrahman

S: Present ma'am. Don't forget to smile.

T: Lukman

AS: Sick ma'am.

T: Muhammad fadil

S: Present ma'am. Keep helthy.

T: Muhmammadfahreza

A : Sick.

T: Muhammad alif hakim.

S: Present ma'am. I like you.

T: Muhammad Akmal

S: Present ma'am. I'm read a novel.

T: Muhammad mahiramadaf

S: Present ma'am. My favorite colour is blue.

T: Muhammad afdal.

S: Present ma'am. I like English.

T: Surya ade Setiawan

S: Present ma'am. It's raining today.

T: Sahrul Ramadhan

S: Present ma'am. Have a nice day ma'am.

T: Zulhajim

S: Present ma'am. Good luck for you, madam.

T: FitriaRahayu

S: Present ma'am. I'm happy today.

T: Herawati

S: Present ma'am. It's good to see you.

T: Lilis

S: Present ma'am. It's a bad day

T: Marshanda

S: I am ma'am. Don't screw.

T: Nahda magfira

S: Present ma'am. I can do it.

T: Naylatulilmi

S: Present ma'am. You look so beautiful today

T: Nurhasikin

S: Present ma'am. Your voice is very nice.

T: Thank you. Next Nur ainunreskibahra

S: Present ma'am. I like watching tv.

T: Nur asisah

S: Sick ma'am.

T: Nurul widiyanti

S: Present ma'am. She is my friend.

T: Nuruhfahriza

S: Present ma'am. Don't play here.

T: Rika riantirijal

S: Present ma'am. Don't be noisy.

T: Rina

S: Present ma'am. I'm reading a book.

T: Sapna mardatillah

S: Present ma'am. I woke up late this morning.

T: SuciAlfiananta

S: Present ma'am. See you next time.

T: SarifahAzzainab

S: Present ma'am. I will miss you.

T: Sazkiatunuhus

S: Present ma'am. I'm ready to study.

T: Tiara Anugrah

S: Present ma'am. I hope you enjoy.

T: Do you understand guys?

S: Yes, ma'am

S: Assalamu'alaikumWr.Wb. Hello everyone. Good afternoon. My name is Marshanda. My profession is a manager. My job as a manager is first, making a plan to reach the company's goals. Second, directing the employees to do their job. Third, overseeing the employees' job. Fourth, evaluating the outcome of the employees' job. And last, helping th employees when they face a problem. Thank you. Wasaalamu'alaikumwr.wb.

S: Assalamu'alaikumwr.wb. Hello everyone. My name is Herawati, and you can call me Hera. My profession is a designer. My job is, number one, working with a team. Number two, producing a design. Number three, overseeing product. Number four, managing with marketing. Number five *fishing with sell*. Thank you. Wassalamu'alaikumwr.wb.

S: Assalamu'alaikumwr.wb. Good morning all. My name is Syahrul Ramadhan. You can call me Arul. I am market researcher. My job is present result, writing reports, carrying a researcher, consulting cleans.

S: Assalamu'alaikumwr.wb. My name is Nurul Fahriza. A market researcher job, first, designing research markets. Second, writing reports. The third consulting clients. Four, carrying out the researcher. And the last, presenting a result.

S: Hello, good morning all. My name is alyas. My nick name Alyas. The profession an engineer. One, dying analytion and result. The next two, maintenance and software system. The next three, developing and technical plan. The next four, design, development, and maintenance of machinery and equipment. Finally five, improving or maintaining a system. This is all, and thank you.

S: Hi everyone. Good afternoon. My name is Nurul widyanti. You can call me widya. My job is a designer. A designer number one, working with a team. Number two, *lesson* with sales. Number three, managing with marketing. Number four, overseeing product. Number five, producing design. Wasssalamu'alaikumwr.wb.

S: Hi everbody. My name is SuciAlfiananta. My name is suci or you can call me fia. My profession is a script editor. As a script editor my job is, number one, selecting the menu script. Two, drafting a menu script. Three, contacting the auto. Four, editing the menu cript. Five, reading consumer test. Six, writing the back cover and introduction to the publicher.

S: Assalamu'alaikumwr.wb. My name is Tiara Anugrah. My nick name is Tiara. A meteorologist. Data collection, data dissemination, data manager, observation and data analysis.

S: Assalamu'alaikumwr.wb. Hi everyone. My name is Lukman. My profession is a manager. A manager job is, number one, pro…… staff. Number two, influating staff. Number three, writing repost. Number four, reading and maintenance budget. Number five, planning daily reschedule. Thank you very much.

S: Hello everyone. Good afternoon. My name is Lilis. My job is a meteorologist. Number one, gathering and interprenting data for weather forecast. Number two, observe and predict the earth's atmosphere and its phenomena. Number three, doing scientific research about weather and climate. Number four, studying and interpreting maps., charts, and data regarding the weather condition. The last is operating

computer graphic equipment to produce weather reports. Thank you. Assalamu'alaikumwr.wb.

S: Hi everyone. My name is Fadil. But, you can call me fadil. My profession is a animator. As a animator my job is, number one, producing design and solutions. Number two, using special computer software to produce animations. Number three, presenting and interprenting design to client. Number four, working with other designer and production staff. And the last, create expressive animation with a wide range of emotions. It is all and thank you.

S: Assalamu'alaikumwrwb. My name is arrahman. My profession is animator. The job is number one, producing image, number two combinate picture to create frames. Number three greeting story report, number four producing 3d animation, number five finisihing with client. Sekianasslamu'alaikumwr.wb.

S: Assalamu'alaikumWr.Wb. Hi everone. Good morning. How are you today? I hope you're fine. My name is Syarifahzainab. You can call me Andin. I am a manager. Do you know what jobs a manager does? Yes. As a managers my first job is the write reports. The second my job evaluating staff. three my job is coordinating staff. the next my job is planning the list schedule, and the last as a manager my job is creating and maintenance budgets. thank you and goodbye. Assalamu'alaikumWr.Wb

S: Assalamu'alaikumWr.Wb . Hi My friend. My name is Rina. You can call me Rina. I profession a designer. A designer I have to, the first working with a team, the second managing with marketing, next overseeing product, four list with sales, and the last producing a design. Thank you. Wassalamu'alaikumWr.wb

S: Attention. Stand up, please. Greeting to our Teacher.

AS: Assalamu'alaikumWr.Wb. Peace be upon you, madam.

Instrument Observation first Meeting

N o	Data	Types of Language Styles				
		Fro z	Fo r	Cons ul	Casu al	Inti m
1	Attantion. Stand up, please. Greeting to our teacher.				✓	
2	Assalamu'alaikumWr.Wb. Peace be upon you, madam.		✓			
3	Morning.				✓	
4	I'm fine, and you?				✓	
5	Sit down, please.				✓	
6	Sick.				✓	
7	Present ma'am. You're beautiful of of the day.				✓	
8	Sick.				✓	
9	Sick.				✓	
10	Present ma'am. You look so beautiful in today, madam.				✓	
11	Ma'am. I like English.			✓		
12	No.			✓		
13	present ma'am. Stay healty, madam.			✓		
14	Present ma'am. I am ready to study English			✓		
15	Sick.				✓	
16	Present ma'am. I hope you're happy today.				✓	
17	Present ma'am. You're so beautiful today.				✓	
18	Present ma'am. I like English.			✓		
19	Present ma'am. I like English.			✓		
20	Present mam. I hope you enjoy.			✓		

21	I'm fine.				✓	
22	Prasent ma'am. Today, the weather is very hot.			✓		
23	Present ma'am. Today, is a great day.			✓		
24	Present ma'am. Hi all.				✓	
25	Hi.				✓	
26	Don't forget to smile.				✓	
27	Present ma'am. You look so beautiful.			✓		
28	Present ma'am. I like English.			✓		
29	Present ma'am. I hope you're always happy.				✓	
30	Aamiin.				✓	
31	Present ma'am. Don't forget to happy.				✓	
32	Present ma'am. Hi all.				✓	
33	Hi.				✓	
34	Keep Strong and keep smile.				✓	
35	Present ma'am. Silent for the exam.			✓		
36	Present ma'am. Have a nice day, ma'am.			✓		
37	The nation song of srilanka is matha. The meaning on Indonesia kemakmuranbagipuji-pujikepadatuhan				✓	
38	yes. Thank you very much.			✓		
39	The nation song of Thailand is Phleng chat thai and the meaning Indonesia is lagukebangsaan Thailand. Pen pra cha rat phathaikho'gthaithuksuan., setiapjengkaltanah Thailand milik orang Thailand. Thank you so much.				✓	
40	The national anthem of the unated states of America is The star-spangled banner, means is				✓	

		C1	C2	C3	C4	C5
	Panji berhiaskanbintang. Oh, say can you see by the dwan's early light. What so proudly we healted at theh twilight's last glearning. Thank you.					
41	Hello friend.				✓	
42	Hi.				✓	
43	My nation is Franch. The national of song is La Marseillaise. as for what of the meaning is Marchons! Marchons! Qu'un sang impur-_____ the meaning of Indonesia is maju! Maju! Semogasatudarahtidakmengaliridarahkita. Thank you.				✓	
44	Assalamu'alaikumWr.Wb.		✓			
45	WaalaikumsalamWr.WB.		✓			
46	The nation of song of Austria "Lan der Berge, Land am Strome". The meaning of Indonesian Tanah pegunungan, tanahategral, tanah.				✓	
47	Finish. This is all and thank you.			✓		
48	I ma'am. Hi everyone				✓	
49	Hi.				✓	
50	The national song of Turki is IstiklalMarsi. And the meaning in Indonesia, Mars Kemerdekaan. "Korkma! Sonmezbusafaklardayuzen al sancak" and the meaning in Indonesia Jangantakutbenderamerahputihdifajarinitidakakanluntur. Thank you very much.				✓	

51	Assalamu'alaikumWr.Wb		✓			
52	Wa'alaikumsalamwr.wb.		✓			
53	The national of song YiyongjunJinxingqu. Today we also _____ and the meaning Indonesia bangkitwahai kalian yang taksudidiperbudak. Thank you Madam.				✓	
54	Hello everyone!				✓	
55	Hi				✓	
56	The national song is Puerto Riko, and the meaning Indonesia La Barenteng, the meaning Indonesia putribarenteng . Esta es Linda Tierra Quebuscoyo. It's me ,inilahtanahindah yang akucari. Thank you very much.				✓	
57	Hi everyone!				✓	
58	Hi				✓	
59	The song of my nation is Allah peliharakan sultan. The meaning of Insonesia is rakyatbruneiselaluberdoakepada Allah agar diberikanperlindungankepadapemimpinnya. "Ya Allah lanjutkanlah". Makasih. Thank you.				✓	
60	You're welcome.				✓	
61	I am ma'am			✓		
62	the national song of Malaysia is Negaraku. The meaning of Indonesia menyeluruhrakyatdarisemuabangsa. Negarakutanahtumpahnyadarahku. Thank you.				✓	
63	Assalamu'alaikumWr.Wb		✓			
64	Wa'alaikumsalamWr.Wb		✓			

65	Kambha ma kye is the national anthem of Myanmar. The meaning in Indonesia is hinggaakhir dunia. "Kaba ma kye Myanmar pyaetuepoepwar am way sit moh chit myatnoepae". Thank you.				✓	
66	I mam.			✓		
67	Wa'alaikumsalamWr.Wb		✓			
68	The nation song of the Italia is Fratelli d'Italia. The meaning is pemuda italia. Fratelli d'italia, I'italias'edesta. The meaning is pemuda italia, italiatelahbangkit. Thanks.				✓	
69	The national anthem the philippin is LupangHinirang. And the meaning is Negara tercintamutiaradaritimur. Thank you.				✓	
70	I am madam.			✓		
71	_____ national anthem is AssalamualMirri. The meaning Indonesia is the meaning Indonesia is akubersumpahakubersumpahbaksegalapujibagi Tuhan yang meninggikanlangit. Thank you.				✓	
72	Assalamu'alaikumWr.Wb		✓			
73	Wa'alaikumsalamWr.Wb		✓			
74	…. Is … national anthem country of Saudi Arabia. The meaning in Indonesin is "Sar I, Li-I-MajdiWa-I-'Alya'" bergegaslahmenujukejayaan dan keagungan. Thank you.				✓	
75	You're Welcome				✓	

76	Assalamu'alaikumWr.Wb		✓			
77	Wa'alaikumsalamWr.Wb		✓			
78	South Korean National song is Aegukga. The meaning in Indonesia is lagupatriotis. Donghaemulgwabaekdusanimereugodaltorok. Thank you.				✓	
79	Assalamu'alaikumWr.Wb		✓			
80	Wa'alaikumsalamWr.Wb		✓			
81	The national anthem of mesir, Biladi! Biladi! Biladi!. "Biladi! Biladi! Biladi! Lakihubbiwafu'adi". The meaning in Indonesian is Negeriku! Negeriku! Negeriku! Untukmucinta dan hatiku. Thank you.				✓	
82	You're Welcome.				✓	
83	I am madam. My nation is India. The song og Jana gana mana. "Jana gana mana adhinayakajaya he" engkaupenguasapikiransemua orang mengabulkantakdirmu. Thank you.			✓		
84	You're welcome.				✓	
85	Attention. Stand up, please. Greeting to our teacher.				✓	
86	Assalamu'alaikumWr.wb. Peace be upon you, madam		✓			
87	See you.				✓	
88	Sit down, please.				✓	
89	I love you too.				✓	

Instrument observation second meeting

No	Data	Types of Language Styles				
		Froz	Form	Consul	Casual	intim
1	Attantion. Stand up, please. Greeting to our teacher.				✓	
2	Assalamu'alaikumwr.wb. Peace be upon you, madam		✓			
3	Good Moning					
4	Sit down, please.				✓	
5	Present ma'am. I'm thirsty.				✓	
6	Present ma'am. I'm ready to study				✓	
7	Present ma'am. Don't forget to smile.				✓	
8	Sick ma'am.				✓	
9	Present ma'am. Keep helthy			✓		
10	Sick				✓	
11	Present ma'am. I like you.			✓		
12	Present ma'am. I'm read a novel.				✓	
13	Present ma'am. My favorite colour is blue.			✓		
14	Present ma'am. I like English			✓		
15	Present ma'am. It's raining today.				✓	
16	Present ma'am. Have a nice day ma'am.			✓		
17	Present ma'am. Good luck for you, madam.			✓		
18	Present ma'am. I'm happy today.				✓	

19	Present ma'am. It's good to see you.				✓	
20	Present ma'am. It's a bad day				✓	
21	I am ma'am. Don't screw.				✓	
22	Present ma'am. I can do it.			✓		
23	Present ma'am. You look so beautiful today			✓		
24	Present ma'am. Your voice is very nice.			✓		
25	Present ma'am. I like watching tv.			✓		
26	Sick ma'am				✓	
27	Present ma'am. She is my friend.			✓		
28	Present ma'am. Don't play here.				✓	
29	Present ma'am. Don't be noisy.				✓	
30	Present ma'am. I'm reading a book.				✓	
31	Present ma'am. I woke up late this morning.			✓		
32	Present ma'am. See you next time			✓		
33	Present ma'am. I will miss you.			✓		
34	Present ma'am. I'm ready to study				✓	
35	Present ma'am. I hope you enjoy.			✓		
36	Yes ma'am			✓		
37	Assalamu'alaikumWr.Wb. Hello everyone. Good afternoon. My name is Marshanda. My profession is a manager. My job as a manager is first, making a plan to reach the				✓	

	company's goals. Second, directing the employees to do their job. Third, overseeing the employees' job. Fourth, evaluating the outcome of the employees' job. And last, helping th employees when they face a problem. Thank you. Wasaalamu'alaikumwr.wb.				✓	
38	Assalamu'alaikumwr.wb. Hello everyone. My name is Herawati, and you can call me Hera. My profession is a designer. My job is, number one, working with a team. Number two, producing a design. Number three, overseeing product. Number four, managing with marketing. Number five *fishing with sell*. Thank you. Wassalamu'alaikumwr.wb.				✓	
39	Assalamu'alaikumwr.wb. Good morning all. My name is Syahrul Ramadhan. You can call me Arul. I am market researcher. My job is present result, writing reports, carrying a researcher, consulting cleans.				✓	
40	Assalamu'alaikumwr.wb. My name is Nurul Fahriza. A market		✓			

					✓	
	researcher job, first, designing research markets. Second, writing reports. The third consulting clients. Four, carrying out the researcher. And the last, presenting a result.					
41	Hello, good morning all. My name is alyas. My nick name Alyas. The profession an engineer. One, dying analytion and result. The next two, maintenance and software system. The next three, developing and technical plan. The next four, design, development, and maintenance of machinery and equipment. Finally five, improving or maintaining a system. This is all, and thank you.				✓	
42	: Hi everyone. Good afternoon. My name is Nurul widyanti. You can call me widya. My job is a designer. A designer number one, working with a team. Number two, *lesson* with sales. Number three, managing with marketing. Number four, overseeing product. Number five, producing design. Wasssalamu'alaikumwr.wb.				✓	

No						
43	Hi everybody. My name is SuciAlfiananta. My name is suci or you can call me fia. My profession is a script editor. As a script editor my job is, number one, selecting the menu script. Two, drafting a menu script. Three, contacting the auto. Four, editing the menu cript. Five, reading consumer test. Six, writing the back cover and introduction to the publicher.				✓	
44	Assalamu'alaikumwr.wb. My name is Tiara Anugrah. My nick name is Tiara. A meteorologist. Data collection, data dissemination, data manager, observation and data analysis.		✓			
45	Assalamu'alaikumwr.wb. Hi everyone. My name is Lukman. My profession is a manager. A manager job is, number one, pro…… staff. Number two, influating staff. Number three, writing repost. Number four, reading and maintenance budget. Number five, planning daily reschedule. Thank you very much.				✓	

46	Hello everyone. Good afternoon. My name is Lilis. My job is a meteorologist. Number one, gathering and interprenting data for weather forecast. Number two, observe and predict the earth's atmosphere and its phenomena. Number three, doing scientific research about weather and climate. Number four, studying and interpreting maps., charts, and data regarding the weather condition. The last is operating computer graphic equipment to produce weather reports. Thank you. Assalamu'alaikumwr.wb.				✓	
47	Hi everyone. My name is Fadil. But, you can call me fadil. My profession is a animator. As a animator my job is, number one, producing design and solutions. Number two, using special computer software to produce animations. Number three, presenting and interprenting design to client. Number four, working with other designer and				✓	

	production staff. And the last, create expressive animation with a wide range of emotions. It is all and thank you.					
48	Assalamu'alaikumwrwb. My name is arrahman. My profession is animator. The job is number one, producing image, number two combinate picture to create frames. Number three greeting story report, number four producing 3d animation, number five finisihing with client. Sekianasslamu'alaikumwr.wb.				✓	
49	Assalamu'alaikumWr.Wb. Hi everone. Good morning. How are you today? I hope you're fine. My name is Syarifahzainab. You can call me Andin. I am a manager. Do you know what jobs a manager does? Yes. As a managers my first job is the write reports. The second my job evaluating staff. three my job is coordinating staff. the next my job is planning the list schedule, and the last as a manager my job is creating and maintenance budgets. thank you				✓	

	and goodbye. Assalamu'alaikumWr.Wb					
50	Assalamu'alaikumWr.Wb . Hi My friend. My name is Rina. You can call me Rina. I profession a designer. A designer I have to, the first working with a team, the second managing with marketing, next overseeing product, four list with sales, and the last producing a design. Thank you. Wassalamu'alaikumWr.wb				✓	
51	Attention. Stand up, please. Greeting to our teacher.				✓	
52	Assalamu'alaikumwr.wb. Peace be upon you, madam.		✓			

Appendices 2: Interview

Interview Instrument

Interview

Day/Date :

Time :

Place :

Teacher :

1. Sejakkapanandamengajarbahasainggris?
2. Berapajumlahkelas yang anda ajar saatini?
3. Apakahandamengetahuiapaitu language styles?
4. Apakahpentingpemilihan language styles dalam proses pembelajaran?
5. Jenis language styles apa yang siswagunakandalam proses pembelajaran?
6. Bagaimanaandamengidentifikasijenis language styles yang siswagunakan?
7. Metodeapa yang andagunakanuntukmeningkatkan language style siswa?
8. Apakahpenggunaan language styles dalammengajar, mempengaruhihasilpembelajaran?
9. Bagaimanaandamenyikapikeragamangayabahasa yang muncul Ketika mengajar?

Result of interview

Interview Guide

Day/Date   : Monday, 09 May 2022

Time   : 10.10 – 10.45

Place   :MAN 2 Barru

Teacher   : Ellyati Razak S.Ag,.M.Pd.

No	Pertanyaan	Jawaban
1	SejakkapanandamengajarbahasaInggris?	Sejak 2002
2	Berapajumlahkelas yang anda ajar saatini?	Untuksaatiniselurukkelas 3, yaitu 5 kelas.
3	Apakahandamengetahuiapaitu language styles?	gayabahasamerupakancaraseseorangberbicaraketikamengungkapkanpikiran dan perasaannya.Gaya bahasa yang digunakanseseorangdapatdikondisikanberdasarkansituasi dan lawanbicaranya. Ada 5 jenisgayabahasa, yaitugayabeku, gaya formal, gayakonsultatif, gayasantai, dan gayaakrab.
4	Apakahpentingpemilihan language styles dalam proses pembelajaran?	Gaya bahasadapatmemfasilitasikomunikasi. Sepertihalnya proses pembelajaran, pemilihangayabahasa yang tepatdapatmembantusiswamemahamimateri yang disampaikan. Selainitu, pemilihangayabahasasiswadalamberbicaradapatmengurangikecanggunganmerekadalammengungkapkan ide. Penggunaangayabahasa juga sangat mempengaruhitingkatkepercayaandirisiswa.

		Pemilihangayabahasamerupakansalah satubentuk strategi dalampembelajaran, agar siswamerasanyamanselama proses pembelajaran. Itulahsebabnyaadakolaborasigayabahasaselama proses pemmbelajaran.
5	Jenis language styles apa yang siswagunakandalam proses pembelajaran?	gayabahasa yang digunakansiswaadalahgayabahasa yang membuatmerekanyamanbelajar.Di antarakelimagayabahasatersebut, yang paling seringdigunakan oleh siswaadalahkonsultatif dan santai.Namun, gayabahasadipengaruhi oleh situasi dan materipembelajaran.
6	Bagaimanaandamengi dentifikasijenis language styles yang siswagunakan?	Ada banyakaspek yang dapatdigunakanuntukmengidentifikasigayabahasa.Merek adapatdikategorikanberdasarkanklasifikasigaya masing-masing.Namun, menurutnya, gayabahasadapatdilihatberdasarkanbahasatubuhseseoran gsaatberbicara, ekspresiwajah, intonasi, dan pengucapan.Denganmemperhatikanhal-haltersebut, guru dapatmengidentifikasigayabahasa yang digunakansiswaselama proses pembelajaran.
7	Metodeapa yang andagunakanuntukme ningkatkan language styles siswa?	adabanyakcara yang bisadigunakan, terutamadalamaspekberbicara.Dalamhalini guru menjelaskantentangbermainperandenganmenggunakank artu yang di dalamnyaterdapatberbagaigambar, antara lain pembawaberita, gambar Cinderella, gambarkoki, dan sebagainya.Siswaakandiberikankesempatanuntukmemili hsatukartu.Kemudiandiaakanmenggambarkanataubertind

		akseolah-olahitutertulis di kartu.Misalnya presenter akanmembacakanberita, kemudiansiswaakanmembacanya.Kemudianseseorangmendapatkangambar Cinderella, dan diaakanmenceritakankisah Cinderella.Dengancaraitu, dapatmembantusiswameningkatkanvariasigayabahasa yang merekagunakan.Selainberbicara, gayabahasa juga dapatdilihatdaricarasiswamenulis, dilihatdari tata bahasa, pemilihan kata, penggunaanelipsis, dan masihbanyaklagi.
8	Apakahpenggunaan language styles dalammengajarmempengaruhihasilpembelajaran?	gayabahasamemilikipengaruh yang sangat besarterhadap proses pembelajaran.tidakhanyadalambahasaInggristetapi juga dalammatapelajaran lain.Setiapsiswamemilikitingkatakademik yang berbeda dan kepribadian yang berbeda, sehinggasetiap orang memilikipendekatan yang berbeda.Jika dalampembelajarankita salah memilihgayabahasa, makadapatmembuat proses pembelajarangagalkarenasiswatidakdapatmemahamimateri yang disampaikan.Gaya bahasa juga sangat berpengaruhdalammemberikaninspirasibagisiswa.Oleh karenaitu, sangat perlubagi guru untukmemahamikepribadiansiswanya dan memilihgayabahasa yang tepatselama proses pembelajaran.
9	Bagaimanaandamenyikapikeragamangayaba	Apapungayabahasa yang digunakansiswaselama proses pembelajaran, asalkan kata-kata yang digunakanbaik,

| hasa yang muncul Ketika mengajar? | tidakmasalah. Sayamenikmatisemuapercakapan yang terjadi, meskipungayabahasa yang digunakantidakmenentu.Sambilmenikmatiragamgayabahasa, sayaterusberupayameningkatkangayabahasasiswa agar merekadapatmenggunakangayabahasa yang tepatdalamsituasi yang tepat pula. |

Appendices 3: Documentation

Appendices 4: Research Allowance

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3615 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara, 1. Mujahidah, M.Pd.
		2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Siti Nursakinah Rezki Awaliah Effendy
NIM	:	16.1300.157
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Analysis of Students Dialect Toward Languange Style in English Learning at MAN 2 Barru

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 06 Desember 2021
Dekan,

Saepudin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1474/In.39.5.1/PP.00.9/04/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kab. Barru

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Siti Nursakinah Rezki Awaliah Effendy
Tempat/Tgl. Lahir	: Ujung Pandang, 17 Februari 1998
NIM	: 16.1300.157
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XII (Dua Belas)
Alamat	: Mattoangin, Kel. Kirukiru, Kec. Soppeng Riaja, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul **"The Analysis Of Students' Language Styles In English Learning At MAN 2 Barru"**. Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                        Parepare, 14 April 2022
                        Wakil Dekan I,

                        Drs. Dahlan Thalib

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL,
PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
http://izinonline.barrukab.go.id e-mail: barrudpmptsptk@gmail.com Kode Pos 90711

Barru, 22 April 2022

Nomor : 191/IP/DPMPTSPTK/IV/2022
Lampiran :
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala MAN 2 Barru Kab. Barru
di-
Tempat

Berdasarkan Surat Wakil Dekan I Fak. Tarbiyah IAIN ParePare Nomor : B. 1474 / In.39.5.1/PP.00.9/04/2022 tanggal 14 April 2022 perihal tersebut di atas, maka *Mahasiswa (i)* / Peneliti / Dosen / Pegawai di bawah ini :

Nama : **SITI NURSAKINAH REZKI AWALIAH EFFENDY**
Nomor Pokok : **16.1300.157**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa (S1)**
Alamat : **Mattoanging Kel. Kiru-Kiru Kec. Soppeng Riaja Kab. Barru**

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **22 April 2022 s/d 13 Mei 2022**, dalam rangka penyusunan *Skripsi*, dengan judul :

THE ANALYSIS OF STUDENT'S LANGUAGE STYLES IN ENGLISH LEARNING AT MAN 2 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluhnya.

a.n. Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan

FATMAWATI LEBU, SE
Pangkat : Pembina, IV/a
NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bapedda Kab. Barru;
3. Kepala Kantor Kemenag Kab. Barru;
4. Wakil Dekan I Fak. Tarbiyah IAIN ParePare;
5. Mahasiswa yang bersangkutan;
6. Pertinggal.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARRU
MADRASAH ALIYAH NEGERI 2 BARRU
Lakalitta Desa Cilellang Kecamatan Mallusetasi Kabupaten Barru
Email:man2barru16@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : B-332 /Ma.21.02.02/PP.00.6/06/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Barru Menerangkan bahwa :

Nama	: SITI NURSAKINAH REZKI AWALIAH EFENDY
Nomor Pokok	: 16.1300.157
Program Study	: Pendidikan Bahasa Inggris
Nama Universitas	: Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian	: **"The Analysis Of Student's Language Styles In English Learning At MAN 2 Barru"**

Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di MAN 2 Barru Kab. Barru pada tanggal 22 April 2022 s/d 13 Mei 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Lakalitta, 04 Juni 2022
Kepala MAN 2 Barru

Dra. Hj. Rosnawati Buhari, MM
NIP. 19670916 199303 2 003

CURRICULLUM VITAE

Siti Nursakinah Rezki Awaliah Effendy, a writer, was born on February 17, 1998 in Ujung Pandang. Kiki is her nickname. She is the first child in her family. She has one sister named Siti NursilmiI snaeni Effendy, and no brother. Her father's name is Effendy, and her mother's name is Rusmiati Abbas A.Md.Pi. She started her studies in 2004 at SDI Lawallu and graduated in 2010. In the same year, she continued her studies at SMPN 1 Barru and graduated in 2013. After that, she continued her studies at MAN 2Barru. After a year and a climbing class XI, she transferred to MAN 1 Makassar, but after the middle of the semester, she moved and finished high school at SMAN 2 Barru in 2016. In the same year, she decided to continue her studies at the State Islamic College (STAIN Parepare), which had now become the State Islamic Institute (IAIN Parepare). She took the tarbiyah faculty and focused on the English education program. She completed her thesis in 2022 with the title "The Analysis of Students' Language Styles in English Learning at MAN 2 Barru."