

**THE COMPARISON OF FORMAL AND INFORMAL TALK BETWEEN
MALE AND FEMALE ENGLISH TEACHERS IN CLASSROOM
INTERACTION**

THESIS

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English Education*



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ABSTRACT

Formal talk is careful in particular rules that want to deliver for others which appropriate structured and polite. However, Informal talk is flexible and interactive talk that can be used without overthinking the forms or rules. This study compared male and female English teachers in producing formal and informal talk in classroom interaction. Male and female English teachers have different characteristics in shaping interaction with the students. This study was descriptive qualitative research. It was aimed to (1) find out the characteristics of formal and informal talk used by male English teachers in classroom interaction, (2) find out the characteristics of formal and informal talk used by female English teachers in classroom interaction, (3) find out the similarities and differences between male and female English teachers in using formal talk and informal talk in classroom interaction, and (4) find out the reasons of switching formal and informal talk between male and female English teachers in classroom interaction. The participants of this study were 2 male English teachers and 2 female English teachers at English Course in Padang. The data is obtained from observation and transcription of the recording of classroom interaction. The data were analyzed by identifying each formal and informal talk characteristic and finding out the percentage. The results of this study showed that male English teachers produced four characteristics of formal talk, which were full form, careful turn-taking, incongruent mood choice, and modal for suggestion and six characteristics of informal talk, which were attitudinal lexis, abbreviation, interruption, nicknames, typical mood choice, and modal for opinion. Meanwhile, female English also produced four characteristics of formal talk which were full form, careful turn-taking, incongruent mood choice, and modal for suggestion and four characteristics of informal talk, which were attitudinal lexis, nicknames, typical mood choice, and modal for opinion. The differences between male and female English teachers were 10.8% which indicated there were no differences. In addition, the reason of switching showed that female English teachers frequently switch formal and informal talk in classroom interaction.

Keywords: *Formal Talk, Informal Talk, Classroom Interaction*

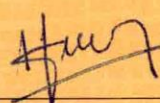
ABSTRAK

Bahasa formal merupakan bahasa yang sangat memperhatikan aturan tertentu yang ingin disampaikan ke orang lain. Tetapi, bahasa informal adalah bahasa yang fleksible dan interaktif yang bisa digunakan tanpa berpikir berlebihan mengenai formula dan aturan. Penelitian ini adalah penelitian deskriptif kualitatif. Studi ini bertujuan (1) untuk menemukan karakteristik bahasa formal and informal yang di ujkarkan oleh guru laki-laki dalam interaksi kelas, (2) menemukan karakteristik bahasa formal and informal yang di ujkarkan oleh guru perempuan dalam interaksi kelas, (3) menemukan persamaan dan perbedaan antara guru laki-laki and perempuan dalam mengujarkan bahasa formal dan informal di dalam interaksi kelas, dan (4) menemukan alasan mengganti bahasa formal and informal antara antara guru laki-laki and perempuan dalam interaksi kelas. Partisipant dalam penelitian ini adalah 2 guru laki-laki dan 2 guru perempuan di khusus Bahasa Inggris di Padang. Data di dapatkan dari observasi and melakukan transkrip dari hasil rekaman interaksi di kelas. Data di analisi dengan mengidentifikasi masing-masing karakteristik bahasa formal dan informal yang di ujkarkan dan menemukan persentasenya. Hasil dari penelitian ini yaitu guru laki-laki mengucapkan empat karakteristik bahasa formal diantaranya *full form*, *careful turn taking*, *incongruent mood choice*, dan *modal for suggestion*. sedangkan bahasa informal ada 6 karakteristik yaitu *attitudinal lexis*, *abbreviation*, *interruption*, *nickname*, *typical mood choice*, dan *modal to express opinion*. Disisi lain, guru perempuan mengujarkan empat karakteristik bahasa formal yaitu *full form*, *careful turn taking*, *incongruent mood choice*, dan *modal for suggestion*. Sedangkan bahasa informal ada empat karakteristik yakni *attitudinal lexis*, *nickname*, *typical mood choice*, dan *modal to express opinion*. Perbedaan antara guru laki-laki dan perempuan adalah 10.8% yang mengindikasikan tidak adanya perbedaan yang begitu significant dengan kata lain tidak adanya perbedaan. Sebagai tambahan, alasan mengganti bahasa formal dan informal menunjukkan bahwasanya guru perempuan lebih sering melakukan pergantian bahasa formal dan informal di dalam interaksi kelas.

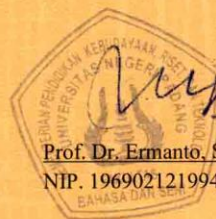

Kata Kunci: *bahasa formal, bahasa informal, interaksi kelas*

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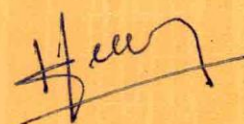
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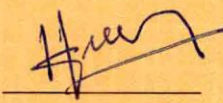
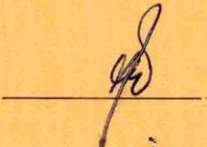
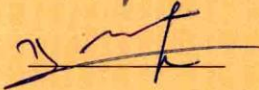
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Saya yang menyatakan



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LIST OF ABBREVIATIONS

NL	Neutral Lexis
FF	Formal Form
P	Politeness
CTT	Careful Turn-Taking
T	Title
IMC	Incongruent Mood Choice
MD	Modal for Deference
MS	Modal for Suggestion
A	Formal Talk
AL	Attitudinal Lexis
ABB	Abbreviation
Sw	Swearing
I	Interruption
NN	Nicknames
TMC	Typical Mood Choice
MP	Modal for Probability
MO	Modal for Opinion
B	Informal Talk
TC	Teacher
SS	Students
S	Student

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Classroom interaction involves the teaching and learning process in which students and teachers can communicate with each other to deliver ideas, opinions, or information to others. Exchange happens when the teacher provides the material and students respond to it as the understanding of the materials. In the classroom, no interaction is impossible anymore, at least in checking the attendance list that includes interaction. Therefore, interaction builds relationships between students and teachers in the classroom, which communicate with each other as human beings (Dagarin, 2004). If a human does not interact with each other, it will be a quiet atmosphere in which just silent and have no voice. Thus, interaction is essential for human life, especially in the educational environment.

Interaction is not only verbally by using the language but also non-verbally by using expression (Dagarin, 2004). It is as resources in interaction which interaction can be verbal or non-verbal. Classroom interaction happens both of them, verbal and non-verbal, in delivering information. Regarding Icbay (2008), interaction is a way to provide information and share the feeling, thinking, or planning that should do. The discussion needs interaction to show thinking, feeling, or others without interaction, the others do not know what it is exactly.

Xiao-yan (2006) stated that various talks could be said in teaching and learning. It means that teachers or students can use formal or informal talk in classroom interaction which is not the only teacher who shares the information but also students who deliver their ideas. Moreover, either teacher or students choose a kind of utterance in explaining the materials and instruction, which in classroom interaction should not be monotonous. Thus, formal or informal talk is needed in classroom interaction to maintain the students' attention.

Even though formal talk is used by the teacher to minimize misinterpretation in delivering the materials. Thus, classroom interaction can run well, and the students understand what is taught by the teacher. In contrast, informal talk is also used by the teacher in classroom interaction to build a relationship with the students. In an educational context, formal and informal talk cannot be separated from one another in which to engage the students in the classroom. However, the teacher is not wise to use formal and informal academically. They produce formal and informal utterances without considering the situation where they are.

The balance of talk either formal or informal is quite urgent for students' understanding in the classroom. In an educational context, teachers tend to use informal talk in classroom interaction to encourage them actively. They use informal talk unconsciously or do not realize that they produce informal talk as long as the students pay attention to what is said. English course is a non-formal education that does not consider the use of formal and

informal talk in classroom interaction. Sometimes, teachers tend to use formal talk and use informal talk once in a while or vice versa. There are some reasons why teachers switch from formal to informal talk. It can be the situation or content that will be delivered. However, the reason for switching formal to informal talk can be indicated as closeness to their students in the classroom. On the contrary, it is not suitable for the educational environment which is accustomed to using formal talk.

In Indonesia, the gender of the teacher is a consideration in teaching English to the students. Male teachers rarely existed in the school or university. The dominant teacher was female teachers that can be seen at school from primary school until senior high school, and even female teachers were prevalent in the university. Generally, female student prefer female teachers than male teachers. Meanwhile, male students tend to study with either male or female teachers. Several female students can be more comfortable in learning when the teacher is female. They can interact each other without feeling shy to ask a question or do activities in the classroom.

Female teachers tend to be patient in facing any character of students. Therefore, they are able to teach students with different behavior and attitude. However, male teachers prefer to make it simpler as much as possible. They simplify their activities in order to be efficient in the classroom. On the other side, It also happens in an English course in which male teachers get straight to the point while female teachers provide any connection with the students in the classroom.

Male and female English teachers have different characteristics in using formal and informal talk in classroom interaction. Female teachers tend to use more utterances to engage the students rather than a male teacher (Andini et al., 2019). Male and female teachers also have different behavior in interacting with the students. They have their way of talking with their students verbally or non-verbally. Eckert & McConnell-Ginet (2003) stated that male and female teachers show different verbal behavior expressed in classroom interaction. The other verbal behavior can be the language used that teachers produce in the classroom or feedback in the teaching and learning process in the classroom. The male teacher is quite talking in using language whether teaching and learning or process or feedback. Therefore, this research compares between male and female English teacher in using formal and informal talk in classroom interaction. It is different verbal behavior between male and female within produce the language either formal or informal talk.

Moreover, there are also some previous researchers research about formal and informal. Greenhow & Lewin (2016) argued formal and informal learning provided on social media supported the students in the process of learning. Similarly, Lai et al. (2013) and Manuti et al. (2015) demonstrated technology shaped students' formal and informal learning to gain the mobile experience and also to frame learning experience in the workplace area. Both studies recognize the technology to boost the energy of the students in learning either formal or informal, and create a flexible and creative

atmosphere for students in the classroom that can face the real world, which is in the workplace.

Narkare (2015) reported communication, whether formal or informal establish interpersonal relation which is in the society or culture. Saleem (2015) added that the organization is the place of the source to build communication among employees. It seems that formal and informal communication is implemented in a number of areas that are not only in educational context but also in social, cultural, or even organizations, whether public or government organizations. In addition, formal style can be categorized by speech that is happened on a TV show. Astika (2018) identified the speech style that occurred on the TV show Kick Andy which analyzes host and guest as the subject of the research. In the same way, Putra & Rosa (2019) also analyze formal speech style that is implemented on TV shows in Ellen Talk Show which host and guest as the subject of research but Ellen Talk show is one of well-known abroad talk show. Further, Masluchah & Zaman (2018) described the formality style of a TV music program. It is different from the previous study, which is a TV show. It showed the formal speech was only two times during the music program.

Moreover, Hartono et al. (2021) investigated teacher talk in classroom interaction at senior high school that used teacher talk features by Walsh (2006). The finding of the research was 11 of 14 features were implemented by teachers in classroom interaction. Those were scaffolding, extended wait-time, seeking clarification, confirmation check, extended learner-turn, teacher

echo, teacher interruption, extended teacher-turn, turn completion, display question, form-focused feedback. The most frequently used by the teacher was display question.

Nurpahmi (2017) described types of teacher talk in classroom interaction that are based on Celcia-Murcia (1989). The participant of the study was lecturers of ICP FMIPA UNM Makassar. The result of the study was seven types of teacher talk implemented by the lecturer. They were greeting students, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice, and closing the class.

In addition, Putri (2015) also described types of teacher talk in classroom interaction at vocational school Bandung based on Flander Interaction Analysis Categories, which are direct and indirect, students' initiation and responses, and silent moment. The result showed that all categories implemented in classroom interaction which asking questions and lecturing were dominant. Huriyah & Agustiani (2018) investigated kinds of teacher and students talk using Flander Interaction Analysis Categories. The finding was that teacher talk was prevalent rather than students, who frequently asked question category often used by the teacher (30.2%), and student talk was the response category (9.1%). It seemed the teacher was dominant in classroom interaction which asking questions in Bahasa Indonesia for students. It did not provide students opportunity to practice English.

Villy et al. (2019) conducted teacher talk in teaching speaking using FLINT categories in senior high school Medan. The result was eleven categories implemented by the teacher which asking questions existed frequently. On the other hand, Nasir et al., (2016) also investigated teacher talk by using FLINT categories in senior high school Aceh. The finding showed that giving information was dominant in the classroom and dealing with feelings was less applied in classroom interaction.

Further, Eisenring & Margana (2018) investigated teachers' talk through Self-Evaluation of Teacher Talk (SETT). The teacher applied all features of SETT in classroom interaction which asking and questions frequently used by the teacher. It was a display question strategy that impacted students positively to be active in the classroom. It provided a chance for students to involve in the classroom and try to interact with one another.

On the other hand, in the last decade's research, Folkeryd & Geijerstam (2019) proposed formal and informal that was used by teachers in exploring content, structure, or form of language in students' writing. The result showed that informal was greater than formal to improve students' writing. The students can explore their writing so that they improved their writing of a text. Poai (2016) also described teachers' speech which includes informal and formal and the students provided a good response to learning. International and American students have a positive perception of informal

expression (Jeong & Lee, 2016). Thus, the formal or informal expression is interesting for students, as proven by their responses about that.

The formal or informal talk could improve students' vocabulary knowledge which informal talk indicated improvement students' vocabulary rather than formal talk (Anbarshahi & Vali, 2019). The result of the study was the several informal talks can explore students in understanding word by word that is easy to practice in communication with others. The teacher can use the formal or informal based on the situation that is faced at the moment, such as formal language can be used for ESL or EFL regions and informal language can be used in social or cultural contexts (Bin-Hady & Al-Tamimi, 2021). The finding was students prefer to use informal talk that can be found on social media, which students improved their vocabulary and developed their listening and speaking English.

Then, Fareen (2020) said that informal was used for ESP which is the use of technology to boost students in learning English, especially in listening, speaking, reading, and students' vocabulary. Meanwhile, both studies use formal and informal as the way to learn English to engage them to be active in the learning process. It was the role of students to communicate with others. They should practice the various languages, whether formal or informal in interactional use of language.

The previous study compares male and female teachers in classroom interaction. Andini et al. (2019) conducted language function of instruction and language function of management talk between male and female teachers.

The finding revealed the difference was self-monitoring strategy; the male teacher tended to perform self-initiated repair while making a mistake while the female teacher did not perform self-initiated repair when making mistakes.

In addition, Ponirin et al. (2018) investigated male and female teachers' communication strategies. The similarities of strategies between male and female teachers were achievement strategy, stalling gaining strategy, and interactional strategy. The difference in the communication strategies used by male and female teachers was in terms of self-monitoring strategy. The female teacher tended to perform self-initiated repair while making a mistake, while the male teacher did not perform self-initiated repair when making mistakes.

Further, Sinaga et al. (2018) analyzed the types of language used by male and female teachers that are divided into four types which are slang, colloquial, informal, and formal. The result of the study by Sinaga et al. (2018) showed that language style was dominantly used by the male and female teachers were formal due to the formal situation, which was school.

According to Akhmad & Amiri (2018) conducted students' understanding of using formal and informal expressions. The finding revealed students faced difficulty in differentiating between formal and informal because they thought formal was more difficult than informal. It was influenced by students' basic grammar, pronunciation, and vocabulary. Muslimawati (2019) also researched factors influencing using formal and

informal talk. The result indicated that situation is one of the factors of using formal talk that affect the students in classroom interaction. Then, the informal talk was used in classroom interaction due to unconsciousness of talking that did not imply impolite to others.

In addition, Purwati et al. (2019) investigated the characteristics of formal and informal what teachers used in classroom interaction. The result showed that teachers were frequently used formal in full form characteristics. Meanwhile, this study emphasized teacher talk generally without categorizing the gender of teachers. Thus, the gap can be seen in that the participants of the research are based on gender between male and female English teachers in classroom interaction in using formal and informal talk. Further, the subject of the research was implemented in school or university, but the current research was conducted in English course, especially in the intermediate class.

In conclusion, the previous researchers investigated formal and informal talk in different areas such as social media, social or culture, and organization. In addition, the previous researcher conducted formal and informal talk that happened on TV such as talk shows and music programs. Then, last decade researchers only investigated the comparison between a male and female teachers in terms of language function, communication strategies, and language used. Thus, comparison between a male and female teachers in using formal and informal talk is slight that was researched. The participant of previous research was commonly formal education instead of

non-formal education such as senior high school or university. Therefore, the current research found the gap in the study by comparing male and female English teachers in using formal and informal talk in classroom interaction. It was conducted in non-formal education, which is English Course in Padang, especially in the intermediate class.

B. Identification of the Problem

There was some identification of the problems related to this research. In classroom interaction, formal and informal talk is applied not only to the teacher at school but also to the English course in delivering ideas, opinions, or explaining the materials. The use of formal and informal talk in English course will be different from formal education such as senior high school or university.

Male and female teachers have differences in using formal and informal talk in classroom interaction. Further, the similarities in using formal and informal talk can appear in classroom interaction. Teachers use formal and informal talk to engage the students to be active in the classroom. Sometimes, teachers switch the talk from formal to informal and vice versa. The reason of switching can be various that based on the context of the teaching in classroom interaction.

C. Limitation of the Research

Based on the problem above, the researcher focused on investigating and analyzing the characteristics of formal and informal talk between male and female English Teachers and switching formal and informal talk at Elia

English Course, Brainy Course, and English School Indonesia (ELSI) in the intermediate class.

D. Formulation of the Problem

Broadly, this research is formulated into “What is formal and informal talk used by male and female English teachers in classroom interaction?”

E. Formulation of the Research Questions

Based on the formulation of the problem above, the researcher has formulated the research questions as below:

1. What are the characteristics of formal and informal talk used by male English teachers in classroom interaction?
2. What are the characteristics of formal and informal talk used by female English teachers in classroom interaction?
3. What are the similarities and differences between male and female English teachers in using formal talk and informal talk in classroom interaction?
4. What are the reasons of switching formal and informal talk between male and female English teachers in classroom interaction?

F. Purpose of the Research

There are three purposes of the research, they are:

1. To find out the characteristics of formal and informal talk used by male English teachers in classroom interaction

2. To find out the characteristics of formal and informal talk used by Female English teachers in classroom interaction
3. To find out the similarities and differences between male and female English teachers in using formal talk and informal talk in classroom interaction
4. To find out the reasons of switching formal and informal talk between male and female English teachers in classroom interaction

G. Significance of the Research

This research is expected to assist the teacher in considering formal and informal talk in classroom interaction. Furthermore, this research can be considered the teacher or students in using formal or informal talk in classroom interaction that is appropriate for the conditions and situations. This research implicates information and knowledge on the reasons of switching formal and informal talk between male and female English teachers in classroom interaction. In addition, this research can be the reference for other researchers interested in conducting formal and informal talk in classroom interaction.

H. Definition of the Key Term

There were key terms that are related to this research which are:

1. The formal talk involves certain rules and elements of the grammatical structure that should consider the choice of vocabulary and structure to deliver a formal situation.

2. Informal talk can be defined as no specific rules or forms spontaneously for talking in an informal situation. Informal talk can be an abbreviation, slang, and no certain form.
3. Classroom interaction is communication in the classroom that delivers ideas, opinions, feeling, or information to others. It occurs in the classroom between teacher and students in the teaching and learning process.
4. Switching of formal to informal or informal to formal can be a different reason between male and female English Teachers. Sometimes, teachers switch the talk from formal to informal to show entertainment in classroom interaction.