CHAPTER I

INTRODUCTION

In this chapter, there will be background of the study, research question, objective of the study, scope of the study, significances of the study, and definition of terms.

1.1. Background of the Study

Elementary school teacher's handbook consists of compiled material tailored for specific curricula formulated by the Ministry of Education. As of now, the implemented education system in Indonesia is the Merdeka curriculum. This unique curriculum focuses on soft skills and character development, Essential Material, flexible learning, and student profile-strengthening projects based on Pancasila (kurikulum.kemdikbud.go.id). In elementary school where English is not the first language in Indonesia, the handbooks play a major role in shaping the student's comprehension of the material. Depending on the language style used, students may or may not understand the material that the book conveys.

People use different language styles from each other. For example, when someone speaks to another who is of higher standing than the speaker, people tend to use formal speech. Whereas to others of lower standing than the speaker or if their relationship is close enough, people may prefer to use informal speech (Troike, 1971).

There have been various studies regarding language styles. Uma (2021), in her thesis entitled "Language Styles Used at I am Roam Alone in YouTube Channel". The study explores the language styles employed by the vlogger in the YouTube channel "I am Roam Alone." Specifically, it focuses on identifying the types of language styles used and their functions, drawing from Joos (1967) and Holmes (2013)'s theory. The study examines communication between the vlogger and strangers in Mauritania, with a particular emphasis on the consultative style in everyday discussions. The study identifies that the flogger in I am Roam Alone uses a consultative style suggesting that they engage with their audience in a manner that is respectful, cooperative, and open to dialogue.

The second study was conducted by Situmorang and Herman from the English Education Department, Universitas HKBP Nommensen, Medan entitled "An Analysis of Slang Language Styles Used in Charlie's Angels Movie". This study was conducted using a descriptive qualitative method. This research is the kind of content analysis study based on the way to do qualitative research. This study showed that there were four types of slang language styles from six types of slang language. They were clipping, creative, and used the existing words and metaphors. Creativity was found as the most dominant type of slang language style in the movie with 10 data (40%), metaphor with 7 data (28%), uses the existing words with 5 data (20%) and clipping with 3 data (12%).

The third study was by Sindi Trioktaviani from the Department of English Literature Faculty of Humanities, Maulana Malik Ibrahim Islamic State University, Malang. Entitled Language Styles on Bedtime Story in Free Kids' Online Books This study uses language style theory by Joos (1967) covering the type of language style, and the theory of language functions by Holmes (2013). The data was taken from children's stories mainly on online websites. Sindi then found out that language styles occurring in Bedtime Story are formal, informal, casual, and colloquial. The style that is mostly used in these stories is informal. Then the functions of language occurring in Bedtime Stories are expressive, directive, referential, and phatic. The most used function of language in bedtime stories is expressive.

The field of language study, especially the use of language style is very intriguing and is the very foundation of interaction in society. Books especially are the most important asset for people from all ages to obtain information. In this case, the elementary student handbook plays a major role in educating young learners. Not only does the student books serves as introductory instrument for English as a subject in school, but also as the main source of structured and methodical ways to learn. Therefore, the researcher is interested in identifying the language styles used in elementary school student book to further understand the underlying importance of the book contents.

1.2. Research Question

These are the research question based on the background above:

a. What language style used in the dialogues in "look and say" part from *My Next Words Grade 5 – Student's Book for Elementary School*?

b. How the language style function in the dialogues of "look and say" part from *My Next Words Grade 5 – Student's Book for Elementary School*?

1.3. Objective of the Study

Thus, from the research question above the researcher aims:

a. To identify the language styles used in the dialogues in "look and say" part from *My Next Words Grade 5 – Student's Book for Elementary School*.

b. To describe the functions of language styles used in the dialogues in "look and say" part from *My Next Words Grade 5 – Student's Book for Elementary School*.

1.4. Significance of the Study

The researcher expects this study to not only useful theoretically, but practically as well. Theoretically, he hopes that this research will encourage others in the future to conduct more qualitative research using Roller (2019)'s theory of content analysis, Joos (1967)'s theory of language styles and Holmes (2013)'s theory on function of language styles.

Practically, the researcher intended for this study to be used as a turning point for educators that ideally should understand more in depth of what we are supposed to be teaching to our students. Specifically, in language styles and it's functions. The result of this study can provide the basic points need to be covered in line with that specific scope of materials. The research method and structure can also be used to conduct similar study to any other student handbook.

1.5. Scope of the Study

The researcher chooses the Student's Book for grade 5 because while they still on the elementary stage of Indonesian education system, but just by months' time they will have the national exam. Therefore, the scope of this research will

focus on the dialogues in "look and say" part inside the "Student's Book – My Next Words Grade 5" book The limitation of this study will be the source data that is taken from *My Next Words Grade 5 – Student's Book for Elementary School*, published by the Centre for Book Development of the Republic of Indonesia, first printing, on year 2021.

1.6. Definition of Terms

This section will explain further about the definition of terms that is often used in this study.

a. Language Style

Language style is a certain way to express an individual's thought or intention found in the dialogue from "look and say" part of *My Next Words Grade 5 – Student's Book for Elementary School*.

b. The dialogues in "look and say" part

The "look and say" part is a sub chapter found in *My Next Words Grade 5 – Student's Book for Elementary School*. The researcher will refer the dialogues found in the "look and say part" as Data

c. Student's Book

The Student's Book for elementary school grade 5 is the primary source from where the data will be taken, especially in the "look and say" part. The reference for preparing the Student Book is the Learning Outcomes of SD (Elementary School that was determined through the Decree of the Head of the Research and Development and Bookkeeping Agency Number 028/H/KU/2021 dated July 9 2021. The book presentation is designed in the form of various learning activities to achieve competency in these Learning Outcomes. In the latter part of this research, the student book will be referred to as Data Source

d. Elementary School

In the Republic of Indonesia, Law No. 20 of the year regarding the national education system (Article 12, paragraph 1) states that education has formal, non-formal, and informal pathways. There are three educational pathways in

Indonesia: formal education, non-formal education, and informal education. Elementary school is part of the first level within the formal education pathway, which consists of Elementary, Middle, and High school.

e. Merdeka Curriculum

Merdeka Curriculum is a significant educational reform in Indonesia that refers to the Decree of the Minister of Research and Technology of the Republic of Indonesia No. 262/M/2022 concerning changes to the Decree of the Indonesia Republic's Minister of Education, Culture, Research and Technology No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery.