

Using Casual Style to Engage Students' Speaking Motivation for English Young Learners

by
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Young learners have less reinforcement to speak English. One of the causes is the trend of formal or clumsy learning setting in emphasizing the speaking proficiency. The using of casual technique in conveying the material and way of communication will to ease students to communicate or speak actively. Communicating based on the culture context also contribute them in arousing their motivation to speak. *Casual style* as one of the language variations gives contribution in increasing students' motivation to be more active in the class. The simply characteristics of *Casual style* can be memorized and applied easily. *Casual style* tends to adjust the culture of speaker in communication so it will be easy to be understood. Students also can use the utterances in their daily life because most of the utterances are familiar for them. The raising of speaking motivation from students will give positive effect for learning process, students, and also teachers.

I. Introduction

In making language as a means of communication, there are several aspects that influence the use of it such as dialect, variation, register of the language, and style. When people use English to communicate, they should observe about the condition and situation. The consideration of situation and condition of language usage make English more complex to learn. This context of communication creates variation of language.

Variation of language is the difference of language usage that considerably depending on one's regional background, social class and network, ethnicity, gender, age, and style (Sandra and Nancy, 1996:151). Based on the definition, language variation can be classified into two groups, i.e. regional variation and social variation. Janet (2001:124) states that regional variation is a variation based on the geographical aspect, while social variation is a variation based on the social class which occurs in the society. It will be different from the language usage among upper class, middle class, and lower class. Variation is often used as an indicator of language change progress (Janet, 2001:146). One of language elements besides social classes, ages, genders, regional backgrounds that influence study of language variation is style.

Haryanto (2001:104) states, style is the way an utterance or expression used to make a communication by considering the situation, and to whom an utterances were expressed. As we know that the differences about the place, time, situation and condition, and how the language is expressed cause many styles in language. Joos as quoted by Haryanto (2001:105) explains that based on the situation in which a language is expressed there are some styles. Those are frozen style, formal style, consultative style, casual style, and intimate style. Each style has its own definition and characteristic.

II. Discussion

Aspects Related To Sociocultural Context Sociolinguistics

Sociolinguistics is the study of the relationship between language and society (Janet, 2001:1). It explains why we speak differently in different social contexts, and it is concerned with identifying the social functions of language and the ways it is used to convey social meaning. Wardhaugh (1992:13) says that sociolinguistics is concerned with investigating the

relationships between language and society with the goal being a better understanding of the structure of language and how language functions in communication.

Another definition of sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interacted, changed, and change one another within a speech community (Fishman, 1972:4). Another opinion says that it is the study of patterns and variations in language within a society or community. It focuses on the way people use language to express social class, group status, gender, or ethnicity, and it looks at how they make choices about the form of language they use (Encarta, 2005).

From the definitions above, it can be concluded that sociolinguistics is related to the relationship of language use in the society based on the contexts of social function of it. It analyzes the differences of language use and varieties in many societies and separate its function in communication based on contexts of social and situation.

Scope of Sociolinguistic

The discipline of sociolinguistics has some scopes related to the community condition. These scopes have different characteristics with their own area of definition and function of language.

1. Languages

As stated in <http://www.thefreedictionary.com/language> that language is communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. It also defines language as a system of signs, symbols, gestures, or rules used in communicating. Language shows to a single linguistics norm or to a group of related norms and the 'size' of it is larger and wider. The function in the society is as a standard language, so usually it has more prestige. Another opinion says, language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (Aminudin, 2001:6). From the explanation above, it can be concludes that language is a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.

2. Dialects

In this term, dialect is a subordinate variety of languages or regional variety of a language that has an associated literary tradition (Hudson, 1987:31). It describes the language of groups of people with common interest or jobs, or the language used in situations associated with such groups (Janet, 2001:246). If 'language' is larger than dialect, on the contrary, dialect only consists of more items from language. The function in the society usually is as a non-standard language and it has lack of prestige in the society. Dialect has two terms based on the using of language, *regional dialect* and *social dialect*. Regional dialect tends to show the distinction of local coloring in the language which we notice as we move from one location to another (Wardhaugh, 1992:41). While social dialect is the variety of language among social groups and depends on a variety of factors, the principle ones apparently are social class, religion, and ethnicity.

3. Register and Style

The term of register has been pointed out by Wardhaugh (1992:46). He says that register is another complicated factor in any study of language varieties. Register is set of vocabulary items associated with occupationally discreet or social groups. While another opinion says, register is a subset of a [language](#) used for a particular purpose or in a particular social setting. As Halliday (1964) said in [http://en.wikipedia.org/wiki/Register_\(linguistics\)](http://en.wikipedia.org/wiki/Register_(linguistics)), there are three

variables that determine register. They are field (the subject matter of the discourse), tenor (the participants and their relationships) and mode (the channel of communication, e.g. spoken or written).

Style is the range of variation within the speech of an individual speaker (Bell, 1997:240). Styles are normally associated with certain groups or situations, and carry the flavor of those associations. Style is also defined as the quality which distinguishes in individual use of language from its use in general; the probable arrangements and distributions of words or phrases in an utterance indicate a certain style for the most part when these are abnormal (Bloch, 1960:8). In other words, style is variation in the speech of individual speakers which with certain groups or situations.

4. Mixture of Varieties

Mixture of varieties of sociolinguistics consists of some elements. Those are code switching, borrowing, pidgins, and creoles. Each of them has its own definition and function, here is the explanation:

- a. Code switching : part of variety in which a single speaker uses different varieties at different times. It takes a consequence that same speaker necessarily uses different registers on different occasions (Hudson, 1987:56).
- b. Borrowing : the process of language which shows different varieties may become mixed up with each other (Hudson, 1987:58).
- c. Pidgins : the process of creating a new variety out of two (or more) existing ones (Hudson, 1987:61). This process may take a number of different forms, including the creation of artificial auxiliary language.
- d. Creoles : a pidgin which has acquired native speakers. The process whereby a pidgin turns into a creole is called creolisation (Hudson, 1987:63).

Style

Every person has his or her own way to express his or her meaning through a language. It expresses differently for each person. This kind of language variation can be called as a style. As Haryanto (2001:104), style is a variation of language which is used by the speakers based on the situation. While Bell in

<http://www.aelfe.org/documents/06-Gimenez.pdf> states that style is the range of variation within the speech of an individual speaker, style operates on all linguistic levels: phonology, grammar, lexicon and semantics, but also pragmatics and discourse, for example; irony, address forms, and conversational overlap. Roberts (1969:151) says, style is usually understood to mean the way in which a writer employs his words, phrases, and sentences to achieve his desired effect.

In other occasion, Schuster (1965:9) conveys that style is the manner of expressing whatever is expressed. It involves choice between possible alternatives; and the wider a person's awareness of what the alternatives are, the greater the chance that he will choose the best one to communicate his ideas. Warner (1973:1) has a simple statement about style. He states that it is a way of writing, a manner of expressing one's thoughts and feelings in word.

Style is also defined as the quality which distinguishes in individual use of language from its use in general; the probable arrangements and distributions of words or phrases in an utterance indicate a certain style for the most part when these are abnormal (Bloch, 1960:8). It is normally associated with certain groups or situations, and carries the flavor of those associations. A speaker might have more than one style, because he or she can change style based on the situation or to whom the utterances are addressed to. For example, when we talk to younger people, it will be different when we talk to the older ones. The language or the style is more

casual if it is addressed to the younger people, while if it is addressed to the older people, the language will be more formal by using polite ones.

Types of Style

As quoted from Joos in Haryanto (2001:105), style is used based on the situation. There are several types of style, as follows.

1. Frozen Style

It is a style used commonly for prose writing or for speech. It is also used when we talk to strangers (Haryanto, 2001:105). The characteristic of this style usually is the use of formal and polite language to show the identity of a speaker and to make a prose easier to understand for readers.

These are some examples of frozen style:

- a. Expressing our gratitude must be delivered just for Alloh, God, Lord due of his favor and charity.
- b. On this occasion I desire to preach on the title

2. Formal Style

Formal style can be defined as a style which is used in formal situation and uses formal language. Formal style is used by people who still have a distance between them (speaker and hearer). A speaker usually avoids a repetition or another term which tends to be a casual term and used in a discussion or a meeting (Haryanto, 2001:105). Some of the examples are:

- a. Mrs. William, would you like to have a sit first before you deliver your speech?
- b. If Mr. Kevin would be so kind ask to let me finish my words.
- c. Well, it is rather difficult to say at this point.
- d. I would like to introduce my self to you.

3. Consultative Style

Consultative style is used in business or in discussing something. A Speaker who uses this style usually does not plan what he wants to say (Haryanto, 2001:106). Thus, there is a big possibility to make mistakes in speaking, such as word repetition or diction which can not be avoided. Here are the examples:

- a. Excuse me, I think it's really important for me to add about the topic that we discuss.
- b. Actually, we have the same views about this problem. So, why don't you joint with us?
- c. I see. You will change the project and sale it to other companies, right ?

4. Intimate Style

This type of style has a characteristic that its common use of personal language codes, and it is only for certain group. It occurs in the certain community which has its own language style (Haryanto, 2001:106). The utterances are usually simple and representative what a speaker means. Intonation is more important than wording or grammar. The example are :

- a. Tea's cold => Cold
- b. Jesus Chris..! => Oh my God
- c. Damn hot => Hot

Casual Style

The use of casual style refers to the situation in which utterances are expressed. Casual style is a style used in informal (casual) situation and using informal language. The relationship between speaker and hearer is close, so they usually use words or term repetition and frequently use ellipse sentences (Haryanto, 2001:105). It happens in conversations between parents to their

children, friends, family members, etc. In the other words, casual style occurs in casual conversation.

Ellipse sentences focus on the meaning of an utterance, not the structure. Therefore, a speaker can be free to speak because it exposes the message of the language in certain situation. We can look at these examples :

- (i) Do you enjoy the party ? ➔ (a) Enjoy it ?
- (ii) Would you take it ? ➔ (b) Take it...
- (iii) Would you give me some money ? ➔ (c) Give me some ...
- (iv) It wasn't me who stole your car ➔ (d) Not me ...
- (v) Do you want to come ? => (e) Want to come / Wanna come ?

The examples (a, b, c, d, e) above are commonly used by speakers in informal situation.

Characteristics of Casual Style

As quoted in Platt by Marjohan (1988:35). It is states that some markers for casual style in English are:

1. The absence of an article at the beginning of a sentence. For example :
 1. Friend of mine saw it.
 2. Coffee's cold
2. The absence of the subject at the beginning of a sentence. The example are :
 1. Bought it yesterday ?
 2. Makes no difference.
3. The absence of an auxilliary or to be. For example :
 1. Leaving ?
 2. Seen John lately ?

Eggs (1997:73) states that casual conversation includes casual style which has some characteristics that makes different from the others. These characteristics show certain forms or patterns in several views. They are :

- a. Most of the structures are in clauses or phrases which are grammatically divided into three types; interrogatives, declaratives, and imperative. Look at the examples:
 - interrogatives : why ?
really ?
what makes you say that ?
 - declaratives : she was a selfish girl
you should know!
 - imperative : don't be so bloody sure !
- b. It usually uses swear words such as bloody, n'sync, bullshit, and others to strengthen expressions. Such as:
 - hey.., it's a n'sync number..!
 - that's bullshit..!
- c. Generally, utterances consist of two constituents; a Subject and a Finite. In other words, the clauses are elapsd. We can look from the examples below :

	Full	Elliptical
Declarative	Andra plays guitar melody	Last month.
Imperative	Look at that girl standing up there.	Look..

Wh-interrogative	When are you gonna do..get your thesis ?	When..?
Polar interrogative	U..hu.., but what is it ?	do you ..?
Exclamative	What a crap you talk, Ton!	What a crap !

These forms (elliptical clauses) make speaker produce clauses. The interpretation of clauses depends on each speaker and a related full initiating clause. Speaker tends to do so elliptically when he reacts to prior initiations.

Using Casual Style to Engage Students' Speaking Motivation for English Young Learners

English young learners are children aged six to twelve, but the course has also proven to be beneficial for those who teach very young learners or teens who concern in English.

From the supporting elements of casual style above, casual style is appropriate to be used in having conversation with the students because of the utterances are easy to understand, to memorize, and they are easy to be applied. The familiarity between context of culture and the vocabularies or utterances are used arouse students to speak (Mondria, 1991). Practicing speaking is not only need vocabularies, but background knowledge of students also as one thing has to be considered. If students has been familiar with the vocabularies and the context and practicing communication by using casual style, students will have more engagement to speak. The characteristics of utterances in casual style which tend to be short, familiar, context-based usage, and used continuously ease students to use them. Thus, the using of casual style exposes students' menthality and ability in speaking.

III. Conclusion

The ability of students in speaking is not only aroused from the materials or method in teaching speaking, but the way of language is expressed also has an essential role in it. Roberts (1969) states that variation of language or style which is emerged from context of communication gives more contribution in raising students' menthality to speak and to practice. Casual style can be both applied in teaching process and outside class activities or in daily life. Applying casual style in classroom activities eases students to understand the subject, especially speaking. Besides, students will have more willing to study and keep focus on the material. It also can be taught expPLICITLY in classroom. Teacher or lecturer should explain casual style by giving them some examples of utterance which is define as casual style directly. The utterances can be in the form of imperative, for example; *take it!*, *Come forward!*, or in the form of interrogative, such as; *any question?*. The explanation about casual style and the utterances based on the context make students easier to understand about casual style and motivate them more active to speak. As casual style is one part of language variations in English, students and teachers should give more attention to it in order to enrich the language variation and finally improve the language skills, especially their speaking skills.

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