

## The Analysis of Language Variation used in Interaction Among a Teacher and Students in the Teaching- Learning Processes of Reading

Jauhar Helmie<sup>1\*</sup>, Vina Nurviyani<sup>1</sup>, Arief Sugih W<sup>3</sup>

<sup>1,2,3</sup> Suryakancana University, Indonesia

✉ [jauharhelmie@unsur.ac.id](mailto:jauharhelmie@unsur.ac.id)\*

\*Corresponding author

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### ABSTRACT

This research was aimed at finding and describing the analysis of language variation used in interaction among teacher and students in teaching and learning process of reading in 8th class at SMP Negeri 1 Sukaresmi-Cianjur. The research was conducted three meetings in three different classes. It was a descriptivequalitative research with a naturalistic approach. The setting of the research was SMP Negeri 1 Sukaresmi-Cianjur. The methods of collecting the data were questionnaire, observation and interview. The data were in the form of words and sentences of language variations and language styles. They included classroom observations, questionnaire and interview transcripts. The respondents were the English teacher and 8th students class at SMP Negeri 1 Sukaresmi-Cianjur. In reference to data analysis, the results show that the language variation used in interaction among the teacher and the students are divided into two kinds of language variations, i.e., (1) Register (2) Idiom. Moreover, the language style used in interaction among teacher and students were divided into four kinds of language styles, i.e., (1) Formal style, (2) Consultative style, (3) Casual style, (4) Intimate style. Implementing the language variations and language styles in teaching-learning processes of reading makes students easier to learn English particularly reading comprehension

**Keywords:** *Language variation, language style, classroom interaction, teaching-learning processes, reading*

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## 1. INTRODUCTION

Language that exists in a society is different from one place to another place, especially in a multilingual society. In a multilingual society, there are many variations of languages and the speakers master more than one language.

Sociolinguistics examines the correlation between these social factors and language variations. Sociolinguistics is the field of interdisciplinary science that studies the language of the community (Sari, 2015: 201). In line with the above statements, (Saputry, 2015: 7) states that sociolinguistics views the language as a social system and communication system and is part of a particular society and culture, whereas a language is a form of social interaction that occurs in concrete situations.

Language variations occur in bilingual or multilingual societies in a particular region so there language deviation contains in it. This will only happen if there is interaction. Existing social interaction is due to talk activity between speakers and speech partners. The social interaction activities as aforementioned are occurring in various milieu, including social domains such as markets, schools, hospitals, supermarkets, to special places like home. Moreover, English is a compulsory subject which should be mastered by students of junior high school. There are four skills in English they are listening, speaking, reading and writing. These skills are closely related one to another.

In this research, the researcher will focus on reading skill. By reading, people can get the meaning or the purpose of the writer. Reading is useful skill for students, for example students can get many important information and knowledge from what the students read. Reading is very important for our language capability.

As in teaching-learning processes, in the English teaching-learning process, interaction is one of the factors that support the students' learning achievements. Van Lier (1996) says that interaction is

essential for language learning which occurs in and through participation in speech events that is, talking to others, or making conversation. It is generally known that interactions between a student and a teacher, a teacher and students, a student and students, students and materials influence students' learning activities and teachers' teaching activities. Thus, it can be said that, indeed, interaction is needed in the English teaching-learning process.

Therefore, all parties involved in the English teaching-learning process, either directly or indirectly, need to increase the quality and effectiveness of the interaction. For this reason, all parties need to be aware of the importance of interaction in the English teaching-learning process. To support the idea, it is necessary to obtain real information about the English teaching-learning process in the field. Thus, the studied explored the language variation applied in interaction among teachers and students in teaching-learning processes of reading was crucial.

Relevant research related to this research can be found from within and abroad, research relevant to that research is as following: Ariska (2020) investigated An Analysis of Slang Words in Fast and Furious 8 "The Fate of The Furious" Movie. This research deals with An Analysis of Slang Words in Fast and Furious 8 "The Fate of The Furious" Movie Jamil, Nasrum (2018) explored "Language Style Used in J.K. Rowling's Harry Potter and The Cursed Child" This research discusses about Language Style Used in J.K. Rowling's Harry Potter and The Cursed Child. Handayani (2019) examined "Indonesian-English Code Mixing Written By An Indonesian Beauty Vlogger, Tasya Farasya, In Her Instagram Captions". In this research, the researcher tried to answer 2 research questions. Munika (2016, p. 5) by thesis entitled "Descriptive Study On Teaching Reading to The Eighth Grade Students of SMP Muhammadiyah 4 23 Surakarta in 2015/ 2016 Academic Year" this research discussed about the teaching reading to the eighth grade students of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. Haryanto (2016, p. 1) by journal entitled "A Descriptive Study on Teaching Learning Process of Students' Reading Comprehension" this research discussed about the teaching learning process of students' reading comprehension of 8 th grade at SMP Purnama 2 Surakarta. The study explored language variation applied in teaching learning processes of reading is limited. Thus, this study is significant.

## **Theoretical Frameworks**

### **Sociolinguistics**

Sociolinguistics is proposed by Herk (2018) as cited in Putra and Yastanti (2018). "Sociolinguistics is the study of the relationship between language and society, but that study can take very different form depending on who's doing it and what they're interested in finding. It has a connection between a language used and the society or people" (p. 162). It shows that an analysis in sociolinguistics will have different results when it is conducted by different people. It also proves that the condition of a society and the existence of a language in one place to another are also different. It gives the idea that "socio" is related to the society or the people. Meanwhile, "linguistics" is related to particular language that exists in a society.

Language development also brings an important impact to a society. Putra and Yastanti (2018) state that the development of a language makes the people in a society have a strong role to be the multilingual society especially they are surrounded by other people who have different backgrounds.

Therefore, they are possible to change the words into other languages even it is only in the form of words or phrases. Besides, they also potentially change the whole utterances (p. 162).

### **Sociolinguistics Function**

The functions of sociolinguistics are two, including: Sociolinguistics in communication or interaction Sociolinguistics in communication gives guidance with show the language, kinds of language, and style of language that we used to other people. If we are a child in family, certainly we should use different kinds/style of language talking with our parents or brother and sister. Likewise, when we are student, of course, we should use 14 different kinds/style of language talking with teacher, classmate, or senior student. Sociolinguistics explains the use of pronouns Sociolinguistics explains the use of pronouns very important. However, without helping sociolinguistics (like to Who, When, and Where, the use of pronouns might be used), pronouns is useless in fact conversation. When a lecturer talked to his students in lecture room, he calls himself with saying "saya" (I am), as well as the students to calls a lecturer do not say "kamu" (You) but saying "Bapak" (Sir), "Ibu" (Mom).

### **Language Variation**

Everyone has a language, could be one or more. Even Indonesian, most of them speak only Bahasa, usually they also know how to speak the dialect. Language are always changing every time, different with other, and have a lot of varieties. Language varieties exist because the use of language is

different 9 within people, such as old people do not talk like young people, and men do not talk like women. According to Hudson (2010:24), variety of language is a set of linguistics item with similar social distribution. Ferguson defined language variation as any speech pattern that is sufficiently homogeneous to be analyzed by available techniques of synchronic description and which has a sufficiently large repertory of elements and their arrangement or process with broad enough semantic scope to function in all normal context of communication.

The variation of language use is decided by the aim of language use and refers to the users the utilization of language is influenced by the place wherever the language used, users UN agency and whom the language used. Language vogue is split into two; formal and informal language vogue. Informal language vogue may be a language employed in a relationship domain with the speakers like friends. Formal language vogue may be a language employed in a proper domain with the upper social station speakers (Inayati, 2014).

Discussing about language variation, language variation derived from two words, language and variations. Language is fundamental tool of communication for human being while variation means difference. Talk about difference, when people use language to communicate with others, although they use same language, differences on how to use that language, such as; how to pronounce words, intonation that they used, linguistic alternant and that they chose and how they construct sentences, must be appear.

In the scope of language variation, there are some materials that should be explained, such as factors that influence language variation, others language variations and standard language. Hence, language variation means systematic differences relating with the way of using a language that is appear when different speakers use one language.

Thus, to understand the concept of language variation deeply, the writer will presents some materials related with language variation, such as; language variation aspect, language variation factors, others language variations and standard language.

### **Kinds of Language Variation**

In sociolinguistics, multiple languages, also called lect, are a special form of a language or a group of languages (Dippold et al., 2020; Nasution; et al., 2020). It is the general term for any unique language form or language expression. These can include language, dialect, register, style or other forms of language, as well as standard variants. The use of the word "various" to refer to different forms avoids the use of the word language. Many people only associate it with the standard language, while the word "dialect", which is usually associated with non- standard variants, is considered less is more prestigious or "correct" than the standard. Linguists talk about standard and non-standard variants (Eiswirth, 2020; Procter & Joshi, 2020). "Lect" avoids the problem of ambiguity in judging whether two variants are different languages or dialects of a single language. Dialectology is obviously the study of dialects and dialects. Of course, in general use, dialects are flawed and low-status, usually a form of rural language, usually related to working-class peasants or other groups with lower prestige. Vocabulary-level variants, such as slang, argot, jargon, register, and idiom, are usually related to a particular style or level of form (also called register), but these usages are sometimes discussed as variants.

### **Jargon**

Jargon is a type of language that is used in a particular context and may not be well understood outside that context. The context is usually a particular occupation (that is, a certain trade, profession, or academic field), but any in group can have jargon. The main trait that distinguishes jargon from the rest of a language is special vocabulary including some words specific to it, and often different senses or meanings of words that out groups would tend to take in another sense; therefore misunderstanding that communication attempt. Jargon is thus "the technical terminology or characteristic idiom of a special activity or group". Most jargon is technical terminology, involving terms of art or industry terms, with particular meaning within a specific industry. A main driving force in the creation of technical jargon is precision and efficiency of communication when a discussion must easily range from general themes to specific, finely differentiated details without circumlocution. A side-effect of this is a higher threshold for comprehensibility, which is usually accepted as a trade-off but is sometimes even used as a means of social exclusion (reinforcing ingroup- outgroup barriers) or social aspiration (when intended as a way of showing off).

### **Argot**

An argot (English: /'ɑ:rgoʊ/; from French argot [aʁ'go] 'slang') is a secret language used by various groups—e.g., schoolmates, outlaws, colleagues, among many others—to prevent outsiders

from understanding their conversations. The term argot is also used to refer to the informal specialized vocabulary from a particular field of study, occupation, or hobby, in which sense it overlaps with jargon. The discipline of medicine has been referred to as having its own argot which includes abbreviations, acronyms, and "technical colloquialisms". Author Victor Hugo was one of the first to research argot extensively. He describes it in his 1862 novel *Les Misérables* as the language of the dark; at one point, he says, "What is argot; properly speaking? Argot is the language of misery. "The earliest known record of the term argot in this context was in a 1628 document. The word was probably derived from the contemporary name *les argotiers*, given to a group of thieves at that time.

### **Register**

Register is a language variation based on its domain (domain). In other words, the register is a variation of the language used based on the field of use, style, level of formality, and the media used, for example language in the fields of sports, social media, television, journalism, radio, and so on. Therefore, the register between one field and another has different terms in contrast (Chaer, 1995: 90). Register according to Hartman & Stork (in Alwasilah 1986: 63) is essentially a variety of language used for certain purposes which are limited to the main reference of the utterance. Use the language that occurs will vary depending on the type of situation and what type of media is used. Registers are used by certain professional (occupational) groups. In linguistics, a register is a variety of a language used for a particular purpose or in a particular social setting. For example, when speaking in a formal setting, an English speaker may be more likely to use features of prescribed grammar than in an informal setting—such as pronouncing words ending in -ing with a velar nasal instead of an alveolar nasal (e.g. "walking", not "walkin'"), choosing more formal words (e.g. father vs. dad, child vs. kid, etc.), and refraining from using words considered nonstandard, such as *ain't*.

### **Slang**

Slang denotes low linguistic register words, phrases, and usages that in their conversation special groups like teenagers, musicians, or criminals favor over standard counterparts in order to establish group identity and exclude outsiders. In its earliest attested use (1756), the word slang referred to the vocabulary of "low or disreputable" people. By the early nineteenth century, it was no longer exclusively associated with disreputable people, but continued to be applied to usages below the level of standard educated speech. The origin of the word is uncertain, although it appears to be connected with thieves' cant. A Scandinavian origin has been proposed (compare, for example, Norwegian *slengenavn*, which means "nickname"), but based on "date and early associations" is discounted by the Oxford English Dictionary. Jonathan Green, however, agrees with the possibility of a Scandinavian origin, suggesting the same root as that of *sling*, which means "to throw", and noting that slang is thrown language - a quick, honest way to make your point

### **Idiom**

An idiom (Latin: *idiomā*, "special property", from Ancient Greek: *ἰδίωμα*, translit. *idīōma*, "special feature, special phrasing, a peculiarity", f. Ancient Greek: *ἴδιος*, translit. *ídios*, "one's own") is a phrase or an expression that has a figurative, or sometimes literal, meaning. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning. There are thousands of idioms, occurring frequently in all languages. It is estimated that there are at least twenty-five thousand idiomatic expressions in the English language. Kridalaksana (2008: 90), says idioms are constructions whose meaning is not the same as the combined meaning of its members. Idioms are linguistic units (in the form of words, phrases, or sentences) whose meaning cannot be drawn from the general grammatical rules that apply in that language (Chaer, 1993: 7). Many idiomatic expressions, in their original use, were not figurative but had literal meaning. Also, sometimes the attribution of a literal meaning can change as the phrase becomes disconnected from its original roots, leading to a folk etymology. For instance, *spill the beans* (meaning to reveal a secret) has been said to originate from an ancient method of democratic voting, wherein a voter would put a bean into one of several cups to indicate which candidate he wanted to cast his vote for. If the jars were spilled before the counting of votes was complete, anyone would be able to see which jar had more beans, and therefore which candidate was the winner. Over time, the practice was discontinued and the idiom became figurative.

### **Language Style**

Language style is a way of speech and/or a kind of utterance which formed by means of conscious and intentional selection, systematic patterning and implementation of linguistic and extra-linguistic means with respect to the topic, situation, function, author's intention and content of an utterance (Missikova, 2003:16). 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. Therefore, language is the important component in a variety of language and one of the variation language is style.

### **Frozen Style**

Frozen style or oratorical style, is the most formal style. It is usually used in situation that is very formal and has symbolic value. For instance: informal ceremonies, and court, and state documents. This style is recognized by having no participation of the reader. The reader cannot protest the writer. Selingson (2017:12) Frozen style is a style for print and for declamation. This style is used in a very formal setting such as in church, mosque, ritual, and some other occasions. Joos (1976) in Rahmi (2015:10) an oratorical style/Frozen style is used in public speaking before a large audience, wording is carefully planned in advance, intonation is somewhat exaggerated and numerous rhetorical devices are appropriate. This style is more elaborated than the other styles. The sequences of sentence are complicatedly related this style requires high skill and almost used exclusively by specialist, lawyers and preachers. Many of linguistic units fixed and there is no variation in it. Certain fixed expressions are required. For example: yes, your honor, yes my lord, and so on.

### **Formal Style**

Joos (1976) in Citra (2014:13) Formal style is used in addressing audiences, usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in a formal style such in a typical university classroom lecture is often carried out in a deliberative style. Formal style is used in addressing audiences, usually audiences are too large to permit effectively interchange between speaker and hearer, though the form are normally not as polished as those in an oratorical styles such in a typical university classroom lecture where is often carried out in a deliberative style. Formal style is a style which deals with one way communication and it use in formal. It always uses in important of serious situation, classroom, formal speech, and sermons. It is used in academic that makes there is no shortened form of words, phrases of sentences. In formal style usually used a standard language.

### **Consultative Style**

Joos (1976) in Lailah (2015:12) Consultative style is a style which is used in semiformal communication situation. Stebbins (2016:253) Consultative involves two way participation; not overly formal but words are chosen with care. For example, doctor-patient conversation, lawyer-client, and teacher-student. The typical occurrence of consultative speech is between two persons. While one is speaking at intervals the others give short responses mostly drawn from a small inventory of standard signals. Consultative is the style most open to give and take of everyday conversation discussed so far.

### **Casual Style**

Casual style is a language style which is usually used in casual situation by those who have the same background such as age, sex, education, social status, ethnic, and some other factors. Casual style can also be traced by the appearance of the informal words such as colloquial, slang, even taboo words, etc.

According to Joos (1976) in Rasyidin (2016:15) Casual style is used among friends, co-worker, or strangers when an informal atmosphere is appropriate. It is also desired such as outside the classroom where the students discussed about something. Casual style is also simply defined as a style that used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends, the background information so freely inserted into casual conversation. Positively, casual style is characterized by the use of the first name or even nickname rather than a full name and last name in addressing one another. The pronunciation is rapid and often slurred, besides that the use of slang. This is a prime indication of in-group relationship. Another characteristic feature of casual speech is the omissions of unstressed words, particularly at the beginning of sentences. There most involved are articles, pronouns, auxiliaries, and be. "blah, blah, blah", "Omg". "what's up?", "Need help?". Such expressions are a highly diagnostic feature of the casual style; they will generally be interpreted as signaling informality.

### **Intimate Style**

According to Selingson (2017:13) Intimate style is not often heard in court proceedings, although the affirmative answer "uh-huh" is sometimes used by witnesses. The word that generally signal intimacy such as, dear, darling, and even honey might be used in this situation. On the other names,

nicknames might regularly prove embarrassing to hearer as well as speakers outside of intimate situations. Furthermore, intimate language is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, non-verbal communication, and private code characteristics. It is often unintelligible outside the smallest social units.

### **Reading**

Reading is one of the four basic language skills, it is defined in the literature as "the process of evaluating and interpreting the signs and symbols perceived through the speech organs and eyes in the brain". Furthermore reading also defined a complicated emotional and mental activity consisting of different components such as seeing, attention, focusing, perception, remembering, interpretation, synthesizing, analysis, explication, and vocalization (Karatay, 2010). Karatay (2010) also argued that the main purpose of reading is to get the meaning. The reading comprehension process includes certain efficient components such as recognizing the words, using preliminary information, understanding the type of the text, motivating, fluent reading, making predictions and getting the important ideas (Tompkins, 2006). Reading comprehension is of vital importance for all learning processes.

### **Teaching-learning Processes**

Teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. The definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process.

Harsono (2007, p. 173) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. It means that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Supporting the above definition, Talis (2009, p. 9) processes that an effective teaching considers some crucial aspects. It includes well planned curriculum, efficient classroom activities, focused teacher, and the like. With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine in effectiveness of teaching process.

## **2. METHOD**

This research was conducted by using qualitative design. This research was identified and analyzed the language variation in the interaction among teachers and students in teaching-learning processes of reading. Basically qualitative research is research that was found the result of the research based on reality and fact that was happen in society.

According to Sugiyono (2015, pp. 8-9) "Qualitative research methods often called the naturalistic research method because the research was conducted on natural conditions (natural setting); also called the ethnographic method, because at first this method was more widely used for field research cultural anthropology; referred to as a qualitative method, because the data collected and the analysis is more qualitative. Qualitative research methods is a research method based on the philosophy of post positivism, used to examine the condition of natural objects, (as opposed to is an experiment) where the researcher is the key instrument, technique data collection is done by triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize more on meaning than generalizations."

Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Thus, qualitative research is the research methods used to examine the condition of natural objects, in which the researcher is a key instrument, data collection 22 techniques and qualitative results further emphasize the significance of the generalization. The researcher uses qualitative research design because this method can maintain close association with both participants and activities inside the settings (Cresswell, 2014). Most qualitative researchers collect data by using a combination of interviews, (participant) and document analysis. Depending on the nature of the project, a researcher spends considerable amount of time in the setting collecting relevant data unobtrusively.

Most of the data is descriptive and non numerical as the focus is to gain insights into the phenomena of interest. In most qualitative research data is gathered through participants' observation, focused interviews and document analysis. In this research, The data was collected by using three strategies consist of verbal descriptions of social processes and behaviors rather than number and

statistics (Cresswell, 2014). Qualitative description can also play an important role of suggesting possible relationship(s), causes, effect and even dynamic processes in setting.

### **Participants and Research Site**

Participants are selected who can best inform the research questions and enhance understanding of the phenomenon under study. Hence, one of the most important tasks in the study design phase is to identify appropriate participants. Decisions regarding selection are based on the research questions, theoretical perspectives, and evidence informing the study (Joan, 2012). The number of participants depends upon the number required to inform all important elements of the phenomenon being studied. So, researcher should have good collaboration with participants.

For this study, researcher takes students in 8th grades at Junior High School, specifically SMPN 1 Sukaresmi Cianjur as participants. Researcher chooses that school because some reasons. The first, SMPN 1 Sukaresmi Cianjur is one of the schools that aware about technology based education. It will be helpful for researcher to apply this research because this research is related with to use of technology in classroom. The second, it is because English competence and skill of students at that school has developed. The third, the location of this school is strategic. The last reason is because researcher has conducted teacher training for about three months before the researcher was conducted.

### **Data Collection**

The data is the information that has been collected by conducting research. The data is information that should be collected during the research. Cresswell (2014) stated that data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. The researcher has to do some techniques for collecting the data. Collecting data can be done in any setting, any source and in any way. There are three collecting techniques used in this study, there are classroom observation, interviews and questionnaires. All data collection were applied to gain the answers first and second research questions.

### **Observation**

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are two types of observation: participant observation and non-participant observation. Participant observation is when researcher participates in the activities of the group being observed in the same manner as its members, with or without their knowing that they are being observed. While non-participant observation, on the other hand is when a researcher does not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from this (Kumar, 2011). Relevant to the theory of observation the researcher used non-participant observation to observed students activities in learning process without involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from observation.

The researcher observed the participants in the class without interacting with them for making its focus during learning process and to know how the teacher teaches the lesson to the students, especially in reading class. By doing observation it was expected that the researcher has the opportunity to get as much as possible information regarding the issue being investigated. This observation can provide valuable background information about the environment where a research project is being undertaken.

### **Questionnaire**

In this study, researcher used questionnaire to collect data from respondents on the response as evaluation tool. According to Kumar (2011) a questionnaire is a written list of questions, the answer to which are recorded by respondents. In a questionnaire, respondents read the questions, interpret what is expected and the write down the answers. Questionnaire is the list of questions or statements that are given to participants. This study used open-ended questionnaire to get the data from respondents on the responses of using 15 questions as reading evaluation tool.

### **Interview**

Interview is a form of interpersonal communication which is a form of direct communication without intermediary media between individuals, in this case the roles as speakers and listeners are carried out alternately, and often the roles are intertwined. Interview is a dyadic communication process with a purpose and purpose serious questions designed to exchange behavior and involve a question-

and-answer process. According to Creswell (2018: 254), in interviewing researchers can do face-to-face interviews with participants, interview them by telephone, or engage in an interview in a group (focus group interview). Interviews like this usually don't requires questions that are generally unstructured and open-ended which is designed to generate views and opinions from the participants. The method used in the interview process to obtain data directly related to the research object related.

Which what is meant by the process in this case is the occurrence of a dynamic process that interacts with each other alternating with some of the variables involved where the degree of system/structure does not too certain (flexible). While what is meant by dyadic is that the interview or the interview is an interaction between two parties (individual to individual) not more than two parties namely the interviewer (the interviewer) and the interviewee (the interviewee).

Data was obtained from observation, interview and open-ended questionnaire to respondents. Observation was used as the main technique for conducting this study. The open-ended questionnaire was used to collect data from respondents on the response. Furthermore, according to Cresswell (2014) data analysis is an ongoing process during research. It involves analyzing participant information and researchers typically employ general analysis steps as well as those steps found within a specific design. In short, data analysis is systemically process to analyze data which have been collected.

### 3. RESULT AND DISCUSSION

After analyzing the data research findings gained the data from observation, questionnaire and interview. All of research findings from researcher conducted three meetings in three classroom, included observations in the class, 15 questions of questionnaire and 4 interview with teacher and 3 students. As discussed in the previous chapter, in this research, the classroom observation were conducted in a class, particularly at VIII-4, VIII-7, VIII-8. Observation is the best-suited data collection technique to find out the analysis of language variations used in interaction among a teacher and students in the teaching- learning processes of reading. According to Cresswell (2012) the advantages of using observation is the opportunity to record information as it occurs in the setting, to study actual behavior and to study individuals who have difficulty verbalizing their ideas. The teacher's performances were video-recorded to gather detailed information. Furthermore, during the observation, observation sheet were also used as guidelines to keep in track with the details.

The researcher findings the interaction among teacher and students not working so well, because when teacher explained about the narrative text the students just respond with some words, but the researcher findings some kinds of language variations and language style that used in classroom when the teacher explained about the materials. In the three meetings teacher were given the explanation about narrative text to the students. All of three meetings started for the studying there are included 3 stages (opening, core activities and closing) in VIII-4, VIII-7, VIII-8 class. This section reveals observation result in the first meeting. In the introduction or pre-activities, the teacher greeted the students, and checked students readiness to learn. After that, teacher started the learning by explained the material about narrative text from the book. In this 3 classes, teacher used language varieties English and Indonesian to make sure that students understand what the teacher explained especially about the material.

Then, teacher explained the objective learning to students. Teacher said that the material today is about narrative text. The teacher introduced the material of narrative text, teacher asked the students what they know about narrative text.

Teacher started the class and explained through in front of the class and sent the material in English book as you can see as the following dialogue. The researcher findings some kinds of language varieties and language style in interaction among the teacher and students there are: register, idiom, formal style, consultative style, casual style and intimate style. The codes from this dialogue are (T) for Teacher and (S) for Students. The bold sentences shows the results of kinds of language variation that used from the teacher there are register and idiom.

#### Register

Meeting 1: (T): "But before I explain about narrative teks silahkan buka **buku paketbahasa Inggrisnya.**"



Meeting 2: (T): "Okay great. today I would like teach you about English, sebelumnya **buku paket bahasa inggrisnya**. Today we will learn about Narrative text"

Meeting 3: (T): "Baik, kalau sudah tinggal kalian baca lagi tentang teks naratif di **bukupaket bahasa inggris** kalian."

#### Idiom

Meeting 3: (T): "It's **a piece of cake**."

(Excerpt from Observations meeting 1-3)

Moreover, the following excerpt show the examples of language style particularly formal style, consultative style, casual style and intimate style. The codes from this dialogue are (T) for Teacher and (S) for Students . The bold sentences shows the results of the kinds of language style that used from the teacher and students interaction.

#### Formal Style

Meeting 1:

(T): "Assalamualaikum. How are you class?"

(T): "**Today I would like teach you about English, open your English bookplease. Today we will learn about Narrative text**"

Meeting 2:

(T): "Assalamualaikum. Selamat pagi anak-anak. How are you class?"

(T): "**So, this is the first time we will study about narrative text, jadi hari ini adalah hari pertama kita belajar naratif teks. Kita bahas sama-sama ya.**"

Meeting 3:

(T): "What is narrative text? Ada yang tahu apa itu narrative text?"

(T): "**Kita langsung saja ke pengertian naratif teks, naratif teks adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata atau berupa hasil imajinasi dari penulisnya.**"

#### Consultative Style

Meeting 1:

(T): "**Pertemuan terakhir bahasa inggris kita membahas tentang recount text, ada yang tau sebelumnya apa itu recount text?**"

(S): "**Pengalaman masa lampau yang diceritakan kembali masa kini.**" Meeting 2:

(T): "**Anyone knows salah satu cerita dongeng yang ada di Indonesia?**" (S): "**Sangkuriang Mrs.**"

Meeting 3:

(T): "**Sekarang ada yang tau struktur teks naratif ada berapa dan apa saja?**" (S): "**Ada tiga bu.**"

(S): "**Orientation, Complication, and Resolution.**"

#### Casual Style

Meeting 1:

(T): "Assalamualaikum. **How are you class?**"

(T): "**Okay gak apa-apa**, Ibu jelaskan kembali struktur teks recount ada 3 yaitu, Orientation, Event dan Reorientation."

(T): "Okay, **coba pimpin doa dulu.**"

Meeting 2:

(S): "**Lupa lagi bu.**"

(T): "**Okay gak apa-apa**, Ibu jelaskan kembali struktur teks recount ada 3 yaitu, Orientation, Event dan Reorientation."

(T): "Kita langsung **aja** ke pengertian naratif teks, naratif teks adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata atau berupa hasil imajinasi dari penulisnya."

(T): "Sekarang ada yang **tau** struktur teks naratif ada berapa dan a pa saja?" (T): "Okay, **coba pimpin doa dulu.**"

Meeting 3:

(T): "Okay that's it for today, untuk pertemuan selanjutnya kalian harus membuat atau mencari tentang salah satu contoh cerita naratif teks. **It's a piece of cake.**

**Intimate Style**

Meeting 1:

(S): "**Good mrs, baik bu.**"

(T): "**Okay, good.** Yang lain ada yang masih ingat struktur recount text?"

(T): "**Great, bagus.** Jadi sudah paham ya apa itu teks naratif dan contoh sertastruktur teksnya?"

Meeting 2:

(S): "Waalaikumsalam, selamat pagi Mrs. **Good mrs, baik bu.**" (S): "Belum tahu Bu. No, Mrs."

(S): "Belum."

(T): "**Okay, good.** Yang lain ada yang masih ingat generic atau struktur penyusunan recount text?"

Meeting 3:

(S): "Selamat pagi Mrs. **Good mrs, baik bu.**"

(S): "**Belum tahu Bu.** No, Mrs."

(S): "**Belum.**"

(S): "**Lupa lagi bu.**"

(S): "**Sudah bu.**"

(Excerpt of observations meeting 1-3)

### Data gained from Questionnaire

To answer the first research question about what are language variation used by teacher and students in the teaching-learning processes of reading, this research used open ended questionnaire. Based on the questionnaire, researcher found various responses toward the analysis of language variations used in interaction among teacher and students in the teaching-learning processes of reading.

The researcher also gave the students 15 questionnaire for 10 students in 3 different classes in 3 meetings. From questionnaire there are 15 questions, the students answered with essay start from questions 1-9 to answer the first research questions. In this study, a closed questionnaire was used, in which there were only two answers, namely 'Yes' or 'No'. It was conducted the third meetings followed by 30 students from each 3 different classes.

The questionnaire consists of fifteen statements related to students' views on the what are language variations used by teacher and students in the teaching- learning processes of reading. The results of the questionnaire are presented as follows:

**Table 4.1**  
**The result of Questionnaire about What Are Language Variations Used By Teacher And Students inThe Teaching-Learning Processes of Reading**

No	Questions	Total Responses	
		Yes	No

1	Does the teacher teach narrative text (reading) using Indonesian and English? Why?	30	0
2	Does the teacher teach narrative text (reading) using only English? Why?	1	20
3	Does the teacher teach narrative text (reading) only in Indonesian? Why?	5	25
4	Does the teacher like to use Indonesian slang when discussing narrative texts (reading)?	23	7
5	Do students respond with Indonesian slang when the teacher teaches about narrative texts (reading)?	6	24
6	Does the teacher teach narrative text (reading) using formal Indonesian style?	25	5
7	Do students respond in a formal Indonesian style when the teacher teaches about narrative texts (reading)?	25	5
8	Does the teacher teach narrative text (reading) in a casual Indonesian style?	24	6
9	Does students respond in a casual Indonesian style the teacher teaches about narrative texts (reading)?	28	2

The First question was about does the teacher teach narrative text (reading) using Indonesian and English? Why? The most of students give the “yes” answer because they can learn two languages at the same time. The second question was about does the teacher teach narrative text (reading) using only English? Why? The most of students give the “no” answer because they do not understand overall about English. The third question was about does the teacher teach narrative text (reading) only in Indonesian? Why? The most of students give the “no” answer because they are very understand if the teacher explained the materials with 2 different languages at the same time (English/Indonesian).

The fourth question was about does the teacher like to use Indonesian slang when discussing narrative texts (reading)? The most of students give the “yes” answer because if the teacher explained the materials with language slang style students makes comfortable and so close with the teacher. The fifth question was about do students respond with Indonesian slang when the teacher teaches about narrative texts (reading)? The most of students give the “no” answer because they feel so awkward to respond it. The sixth question was about does the teacher teach narrative text (reading) using formal Indonesian style? The most of students give the “yes” answer. The seventh question was about do students respond in a formal Indonesian style when the teacher teaches about narrative texts (reading)? The most of students give the “yes” answer. The eighth question was about does the teacher teach narrative text (reading) in a casual Indonesian style? The most of students give the “yes” answer. The ninth question was about does students respond in a casual Indonesian style the teacher teaches about narrative texts (reading)? The most of students give the “yes” answer.

*(Excerpt from Questionnaire meeting 1-3)*

### Data gained from Interview

To answer the first research question about what are language variation used by teacher and students in the teaching-learning processes of reading, this research used interview. The researcher did personally share the interview face to face with video recording. The researcher did the interview with English teacher and 1 student from each 3 different classes with ‘Yes’ or ‘No’ questions.

After the interview done, the researcher got the finding of what are the language variation used in interaction among teacher and students and their obstacles in the analysis of language variation used in interaction among teacher and students in the teaching-learning processes of reading which can be represented in the following data below from questions 1-9:

**Table 4.2**  
**The result of Interview about What Are Language Variations Used By Teacher AndStudents in The Teaching-Learning Processes of Reading**

No	Questions	Total Responses	
		Yes	No

1	Does the teacher teach narrative text (reading) using Indonesian and English? Why?	4	0
2	Does the teacher teach narrative text (reading) using only English? Why?	0	4
3	Does the teacher teach narrative text (reading) only in Indonesian? Why?	0	4
4	Does the teacher like to use Indonesian slang when discussing narrative texts (reading)?	1	3
5	Do students respond with Indonesian slang when the teacher teaches about narrative texts (reading)?	0	4
6	Does the teacher teach narrative text (reading) using formal Indonesian style?	3	1
7	Do students respond in a formal Indonesian style when the teacher teaches about narrative texts (reading)?	2	2
8	Does the teacher teach narrative text (reading) in a casual Indonesian style?	3	1
9	Does students respond in a casual Indonesian style the teacher teaches about narrative texts (reading)?	3	1

The First question was about does the teacher teach narrative text (reading) using Indonesian and English? Why? The teacher and 3 students have the same answers they answer “yes” because when teacher teach students with 2 languages it make students can understand what about the teacher says and what the meaning of the words and more effective the teacher teach with 2 different languages. The second question was about does the teacher teach narrative text (reading) using only English? Why? The teacher and 3 students answer this questions with “no” answer because it more effective when teacher teach with 2 languages (English and Indonesian) if compared when teacher just teach with English only in classroom. The third question was about does the teacher teach narrative text (reading) only in Indonesian? Why? The teacher and 3 students agreed that if teacher teach the students only using Indonesian language it is not effective because the students get more understand if the teacher teach them with 2 languages (English and Indonesian).

The fourth question was about does the teacher like to use Indonesian slang when discussing narrative texts (reading)? For this question the teacher answer “sometimes” and 3 students answer “no”. The fifth question was about do students respond with Indonesian slang when the teacher teaches about narrative texts (reading)? The teacher and 3 students answer “no” for this question. The sixth question was about does the teacher teach narrative text (reading) using formal Indonesian style? The teacher answer “not too formal” and 3 students answer “yes”. The seventh question was about do students respond in a formal Indonesian style when the teacher teaches about narrative texts (reading)? The teacher respond it’s “yes”, 1 students answer “yes” and 2 students answer “no”. The eighth question was about does the teacher teach narrative text (reading) in a casual Indonesian style? The teacher answer “yes”, 1 student answer “no” and 2 students answer “yes”. The ninth question was about does students respond in a casual Indonesian style the teacher teaches about narrative texts (reading)? The teacher answer “yes”, 1 student answer “no” and 2 students answer “yes”

*(Excerpt from Interview meeting 1-3)*

### Data from Language Variation

The researcher findings 2 kinds of language variation there are register and idiom in teacher interaction with students in the classroom.

For the results, the researcher findings the terms about register there is “buku paket bahasa Inggris” the researcher finds the sentences when the teacher explained about narrative text and lead the students to open English Book to started the teaching-learning processes as the teacher said in 3 meetings of classroom observations it means the terms that only used by the teacher as certain professional occupation. Register is a language variation based on its domain (domain). In other words, the register is a variation of the language used based on the field of use, style, level of formality, and the media used, for example language in the fields of sports, social media, television, journalism, radio, and so on. Therefore, the register between one field and another has different terms in contrast (Chaer, 1995: 90).

The second results of kinds of language variation that used by teacher in classroom interaction is idiom "a piece of cake" the researcher finds this idiomatic words from meeting 3 when the teacher give the students home task.

The phrase "a piece of cake" is used to describe something that is very easy to complete when teacher tell to the students to make a home task about making one of story about narrative text with the right generic structures. Kridalaksana (2008: 90) idioms are constructions whose meaning is not the same as the combined meaning of its members. Idioms are linguistic units (in the form of words, phrases, or sentences) whose meaning cannot be drawn from the general grammatical rules that apply in that language (Chaer, 1993: 7).

#### Data from Language Style

The researcher findings 4 kinds of language style that used by the teacher in the classroom observation there are: formal style, consultative style, casual style and intimate style.

The first results is the researcher findings some of formal words or sentences that used by the teacher in the classroom for the example the teacher said:

(T) : **"Today I would like teach you about English, open your English book please. Today we will learn about Narrative text"** to started the teaching-learning processes about the new material there is narrative text. In the first meeting that sentences related to the theory by Joos (1976) in Citra (2014:13) Formal style is used in addressing audiences, usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in a formal style such in a typical university classroom lecture is often carried out in a deliberative style. Formal style is a style which deals with one way communication and it use in formal.

The second results the researcher findings the consultative style that used by the teacher. For example in meeting 2 the teacher used this language style for asking to the students about the materials and students give the answer the results of the casual style there are:

(T): **"Anyone knows salah satu cerita dongeng yang ada di Indonesia?"**

(S): **"Sangkuriang Mrs."**

This results are related to Joos (1976) in Lailah (2015:12) Consultative style is a style which is used in semiformal communication situation. Stebbins (2016:253) Consultative involves two way participation; not overly formal but words are chosen with care. For example, doctor-patient conversation, lawyer-client, and teacher-student. The typical occurrence of consultative speech is between two persons. While one is speaking at intervals the others give short responses mostly drawn from a small inventory of standard signals. There are basic parts of the system essential to its operation. The consultative labels are: yes, no, right, mmm, great, I think so and very few others.

The third results the researcher findings the teacher used the kinds of language style there is casual style when the teacher explaining the materials from meeting 1-3 in classroom to the students, for examples there are:

(T): **"Okay gak apa-apa,** Ibu jelaskan kembali struktur teks recount ada 3 yaitu, Orientation, Event dan Reorientation."

(T): **"Kita langsung aja ke pengertian naratif teks, naratif teks adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata atau berupa hasil imajinasi dari penulisnya."**

(T): **"Sekarang ada yang tau struktur teks naratif ada berapa dan apa saja?"**

In this case, the teacher used the casual style when explaining the materials to the students is one of the way to make the students feels comfortable and not too nervous when teacher in the classroom.. The results from this conversations are related to this statement , casual style is a language style which is usually used in casual situation by those who have the same background such as age, sex, education, social status, ethnic, and some other factors. Casual style can also be traced by the appearance of the informal words such as colloquial, slang, even taboo words, etc.

According to Joos (1976) in Rasyidin (2016:15) Casual style is used among friends, co-worker, or strangers when an informal atmosphere is appropriate. It is also desired such as outside the classroom where the students discussed about something. Casual style is also simply defined as a style



that used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends, the background information so freely inserted into casual conversation And the last results of this findings is the researcher finds the teacher used intimate style to the students to make students feel so close with the teacher and for make a good vibes in the classroom.

This language variation is used by speakers and speakers who have very close and close relationships such as with family members or close friends.

This variety is characterized by incomplete, short, and unclear articulation of language. For the example, there are:

(S): "**Good mrs, baik bu.**"

(T): "**Okay, good.** Yang lain ada yang masih ingat struktur recount text?"

(T): "**Great, bagus.** Jadi sudah paham ya apa itu teks naratif dan contoh sertastruktur teksnya?"

In line with the finds of observation, the results of questionnaire show that 30 students from 3 different classes answer the question from 1-9 about what are language variation used by teacher and students in the teaching-learning processes of reading the most of students answers are "YES" and agreed if the teacher used 2 different languages for explained the material in the classroom. The students more understand if the teacher used 2 different languages for make them knowing about the words or sentences and the meaning of words or sentences. The findings supported by the results of interview results to answer the first research question was gained 1 English teacher and 3 students to answer the questionnaire from questions 1-9. And the results from the English teacher always used 2 different languages (Indonesian and English) for explained the materials in teaching- learning processes.

The other results the English teacher sometimes used the kinds of language variation like slang, casual style, and formal style in English or Indonesian. The results from 3 interviewers are they are very comfortable when the teacher teaches them with English and Indonesian at the same time.

The reason is to make them more understand about what teacher say and the meaning also. The students sometimes responded the language variation with slang words to the teacher but in this case slang words not really like a harsh words but in Indonesian is "Bahasa Gaul" to make students and teacher feel comfortable and not too nervous when the teaching-learning processes started. They are also responded the casual and formal style if the teacher used the kinds of language variation or language style, depends of the context and situations. The researcher using face-to-face interviews with phone video recording.

Exploring language variation used in interaction among teacher and students has been conducted three meeting during the classroom observations, questionnaire and interviews. The three meeting was conducted on 30th April 2022 in 3 different classes VIII-4, VIII-7, VIII-8. In all of meetings, the teacher give the students material about Narrative text. The teacher explained about types of Narrative text, language features of Narrative text and the generic structures of Narrative text. In every the end of the classes the teacher give home task to make one story about narrative text with generic structures. Then the researcher give the questionnaire to 10 students from each 3 different classes and 1 interview with English teacher and 3 students.

As the finding from the classroom observations it can be 2 kinds of language variations (i.e., Register and Idiom) and 4 types of languages style (i.e., Formal Style, Consultative Style, Casual Style, Intimate Style) that used in interaction among teacher and students in the teaching-learning processes of reading. Therefore the findings from questionnaire and interview the teacher and most of students are happy and more understands if the teacher used the 2 different languages (English and Indonesian) at the same time to make the students understands what is teacher said and what the meanings with Indonesian translation.

From all the of the findings, it can be concluded that if the teacher used 2 different languages at the same time is more helpful for students to make them understand the materials and to make them learn English and Indonesian with kinds of language variations or language styles to make students more easier to learn English in the future.

#### 4. CONCLUSION

The paper entitled "The Analysis of Language Variation Used In Interaction Among Teacher And Students In The Teaching-Learning Processes of Reading" is designed to describe what kinds of language variation that used in classroom interaction and what troubles encounter do teacher and students in the teaching-learning processes of reading. To answer the first question, the researcher used an classroom observations, questionnaires and interviews that was used to see the kinds of language variations that used from teacher to students in the teaching-learning processes of reading. To answer the second question about the troubles do teacher and students encounter in using language variation, researchers used a questionnaire and interviews. Classroom observations are used to find out kinds the language variation interaction among teacher and students in the teaching-learning processes. Questionnaires are used to find out students' opinions about describing what language variations that used from the teacher while in classroom activities. Interviews are used to find out more in-depth things about participants in describing kinds and troubles using language variations in classroom interaction. The researcher concluded that the strategies of teaching- learning processes using a language variation and language style made students learn fun and students were enthusiastic in participating in the vocabulary learning process. This is supported and proven by the results of classroom observations questionnaires and interviews in 3 meetings in 3 different classes at SMP Negeri 1 Sukaresmi-Cianjur. Based on the results of the teacher and student responses through classroom observations, questionnaires and interviews on the analysis of language variation used in interaction among teacher and students in the teaching- learning processes of reading, the researcher concludes that from the results of the classroom observations, questionnaires and interviews, the explicit discussion is presented as follows: The analysis of language variation used in interaction among teacher and students in the teaching-learning processes of reading makes student learning more fun and enjoyable when used 2 different languages at the same time (English-Indonesian) to make students are enthusiast in participating in the teaching-learning process of reading.

There are several suggestions that can be made based on the conclusions presented in the previous section for further researchers, teachers and students. These suggestions will be addressed to teachers and students in relation to the analysis of language variation used in interaction among teacher and students in the teaching-learning processes of reading for SMP Negeri 1 Sukaresmi-Cianjur. Researchers recommend three main statements. The language variation, as a medium for teaching-learning processes, is very helpful in learning English vocabulary with Indonesian translations to students at the same time. Researchers hope that future researchers can develop the language variation as learning media to students to learn English to be more effective in their use. Teachers at SMP Negeri 1 Sukaresmi-Cianjur must create a comfortable, fun, and interesting learning atmosphere for their students during the teaching and learning process of English used language variations and language styles. This is necessary because a comfortable environment is a big influence on student growth. Therefore, teachers must be able to choose appropriate and effective learning media to use in the classroom. Based on the research findings of the previous chapter, the language variation as media for learning English is very effective and interesting in teaching-learning processes, for students at the Junior High School level, especially at SMP Negeri 1 Sukaresmi-Cianjur. Learning English it's very fun for Junior High School students to improve their skills, to bridging them to knowing more about English. The researcher hopefully with language variations and language styles the teacher and students make the fun way interaction as media to communicate in classroom. The researcher hope in the future to the teacher and students to used language variations and language styles as teaching-learning media to introduces English and Indonesian language in the future especially for English teacher and all of students in SMP Negeri 1 Sukaresmi-Cianjur. The researcher hope this research can help them to bridging the students to the next level of English lessons.

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