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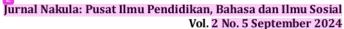
by Afnan Musyaffa

An Analytical Study of Language Styles in Different English Dialects

Afnan Musyaffa
Universitas Subang
Email: yastaffa1819@gmail.com

Lusiana Suciati Dewi
Universitas Subang
Email: lusianasuciatidewi11@gmail.com

Alamat: English Education Study Program, Faculty of Teacher Training and Education, Universitas Subang, Subang, Indonesia

Abstract: This article aims to investigate language style variations within different dialects of the English language. Focusing on language elements such as vocabulary, syntax, and speech style, the research adopts an analytical approach to comprehend differences in language usage across several dialects. The research methodology involves the collection and analysis of data from representative text sources of each dialect. The findings highlight significant differences in language varieties, reflecting the cultural richness and historical background behind the development of these dialects. These results provide profound insights into the complexity of the English language through the lens of dialects, which can be valuable for cross-cultural understanding and the development of more effective communication strategies.

Keywords: English, Language, Styles, Dialect

Abstrak. Artikel ini bertujuan untuk menyelidiki variasi gaya bahasa dalam berbagai dialek bahasa Inggris. Berfokus pada elemen bahasa seperti kosa kata, sintaksis, dan gaya bicara, penelitian ini mengadopsi pendekatan analitis untuk memahami perbedaan penggunaan bahasa di beberapa dialek. Metodologi penelitian melibatkan pengumpulan dan analisis data dari sumber teks yang mewakili setiap dialek. Temuan ini menyoroti perbedaan signifikan dalam ragam bahasa, yang mencerminkan kekayaan budaya dan latar belakang sejarah di balik perkembangan dialek-dialek tersebut. Hasil ini memberikan wawasan mendalam mengenai kompleksitas bahasa Inggris melalui kacamata dialek, yang dapat bermanfaat bagi pemahaman lintas budaya dan pengembangan strategi komunikasi yang lebih efektif..

Kata kunci: Bahasa Inggris, Bahasa, Gaya, Dialek

BACKGROUND

Language is a means for humans to communicate. According to Suciana Dewi (2023), language utilizes sound symbols created by human speech organs to assist people in communicating with each other; the sound itself must function as a symbol or representation. Language is the most frequently used tool in daily communication, both orally and in writing. We are so accustomed to language that we do not feel the need to study it further. We are not meticulous in our use of language due to the highly practical nature of oral or nonstandard communication. As a result, we encounter challenges when we want to use written language or a more conventional and organized form of communication.

Language is also crucial when developing the four language skills: speaking, listening, reading, and writing. Mastering these language skills enables us to communicate effectively and make positive changes for personal, societal, and national progress. Especially now, learners are required to harness language for good and polite communication, creativity, critical thinking, collaboration, and cooperation.

Understanding language styles in various English dialects is a crucial aspect in the context of language learning. Different dialects create significant variations in expression and sentence structure, challenging learners to grasp diverse linguistic nuances. Analyzing the learning of language styles is essential to enhance cross-cultural communication skills and ensure success in the global use of the English language.

This article will discuss the importance of analyzing language style learning in various English dialects. With the advancement of globalization, understanding dialect variations is crucial for cross-cultural communication. The article will explore analytical methods to enhance comprehension of language styles in dialect contexts, provide insights into potential challenges, and emphasize the significance of implementing appropriate teaching strategies to support inclusive English language learning.

Furthermore, previous research has indicated that speaker differences influence listener perceptions in language (Bent and Bradlow, 2003). According to Lee et al. (2022), native English speakers' utterances may be more easily understood by native English listeners, while non-native English speakers' utterances may be more accessible to non-native English listeners. Therefore, this study examines the impact of non-native listeners' experience with dialects and the speaker's language background on the identification of English vowel sounds by non-native listeners.

THEORETICAL STUDY

1. **English Language**

According to Carrol, language is a structural system involving sounds and the sequence of language sounds that is essentially enjoyable, used, or can be used in communication among individuals by a group of people and fairly comprehensively names objects, events, and processes in the human environment. We must pay attention to whom we are communicating our language. Therefore, we should not overlook the elements of age, education, religion, social status, social environment, and the perspective of our target

audience. The way we speak to young children is undoubtedly different from how we communicate with adults. The use of language for a highly educated and less educated environment cannot be equated. We cannot convey the meaning of a bridge, for example, with the same language to an elementary school child and an adult. Besides the difference in age, the absorption capacity of a child compared to an adult is certainly vastly different.

English is a very varied language with many dialects reflecting the cultural and regional diversity of its speakers. He emphasized that variations in dialect create different styles of language, which is important to study in a linguistic context (David, 2018).

According to David, English has many variations in dialect form that reflect the diversity of cultures and regions of origin of the speakers. He emphasized that variations in these dialects produce different styles of language. Understanding these variations is considered important in the study of linguistics because it helps understand the way language develops and is used in different social and cultural contexts.

English as a lingua franca has many dialects, which reflect local adjustments and adaptations. The study of language styles in various dialects is important for understanding the dynamics of intercultural communication (Jenkins, 2007).

According to Jenkins, English as a lingua franca, namely a language used as a common means of communication between people with different mother tongues. English has many dialects that reflect how the language has been adapted and adapted to suit local contexts. The study of language styles in various dialects is important for understanding how intercultural communication takes place and how English functions in a global context.

The use of English in the context of teaching and communication in Indonesia has been a topic of debate. An article from The Conversation discusses the effectiveness of using English as the medium of instruction in universities in Indonesia. The article highlights the challenges faced by students and lecturers in abruptly transitioning to using English, as well as a lack of understanding in adapting teaching methods into English. Additionally, the policy of using English as the sole language in the classroom can lead to a lack of confidence in language use and may compromise bilingual or multilingual identities.

2. Speech Style

Style is a linguistic dimension where individuals have their own words to express themselves to others. It is impossible for teachers and students to use the same words to explore their feelings, comments, and opinions. Style encompasses the way of teaching, learning, and communicating with others. There are five types of language styles: frozen style, formal style, consultative style, casual style, and intimate style (Weda and Fadhilah Sakti 2020).

Speech style refers to different language levels used to signal, shape, and introduce the linguistic variety of the speaker. Speech style influences the perception and communication of the speaker. It takes into account the status, social background, and education level of both the speaker and the listener. Speech style is a way of expressing thoughts through language to demonstrate the mentality and personality of the speaker. It allows for the assessment of the speaker's personality, behavior, and speaking abilities (Owen and Razali 2018). The more fortunate the speaker's speech style, the more fortunate the evaluation by others, and vice versa. Speech style is often approached as a statistical frequency issue of elements provided in linguistic descriptions or as a derivation from some norms provided by those descriptions (Mukminin et al. 2015). Speech style also depends on qualitative feasibility assessments and must be explained in relation to globally applicable choices in discourse. Speech style utilizes all language sources: tone of voice, different sound pronunciations, even word choices and grammar itself (Pourtoussi, Ghanizadeh, and Mousavi 2018). People can identify someone else's speech style from their tone of voice, sound pronunciation, word choices, and grammar. Individuals in formal situations will have different language sources than those in non-formal situations.

The first one, frozen speech style, is named as such because its form remains unchanged over time, from generation to generation, even with different speakers. Examples include the style used in the Quran, Bible, magic formulas, and ceremonial speeches. Speakers of this style talk in a monotonous manner and are almost unaware of the presence of their interlocutors. There is no reaction from the listener that prompts the speaker to change their speech style (Putra and Rosa, 2019).

The second is formal speech style, a standardized form of speech. It is typically used by speakers in formal situations such as academia, courtrooms, and government speeches. Speakers of formal speech style use vocabulary that won't confuse their

audience. Formal speech style not only focuses on organizing vocabulary but also on other language aspects like tone and structure. However, the crucial element is word choice. This speech style is often employed by speakers to indicate a distance between themselves and the listeners. In formal speech style, the speaker prepares coherent statements consistently, avoiding repetition, colloquial language, and statements or expressions understood only by a specific group of people (Amiruddin and Jannah, 2022).

The third is the consultative speech style. Consultative speech style is also known as semi-formal, as it is conditioned between formal and informal speech styles. It is commonly used by entrepreneurs, industrialists, and individuals in small discussions where the involved parties participate, and the conversation is oriented towards outcomes or production (Ariasih, Jendra, and Sulatra, 2021). Speakers convey information, including their background, extensively until the listeners are convinced of it. With consultative speech style, speakers do not need to prepare what will be talked about or said. Therefore, speakers often make mistakes in their conversation, such as unnecessary word repetition or errors in word choice.

The fourth is casual speech style, also known as informal or relaxed speech style. The choice of words and sentences used in casual speech style is simpler compared to formal speech style. However, one cannot necessarily conclude that formal speech style is better than casual speech style or vice versa. Characteristics of casual speech style include the repetition of certain words or technical terms and the use of ellipsis sentences (Cahyani, Utami, and Juniartha, 2021). It is clear that determinant verbs and auxiliary verbs that are not crucial to convey the message are omitted. Ellipsis sentences are uncommon in frozen, formal, and consultative styles.

The fifth is the intimate speech style. This speech style is called intimate because it is typically used by people who are very familiar, such as spouses. Characteristics of intimate speech style are almost similar to the characteristics of casual or relaxed speech style. Intimate speech style uses codes with private characteristics, for example, saying "Coffee's cold" only to convey it's cold.

Speech styles brings its own distinctive features in using words. Different situations invite different speech styles. In the teaching and learning process, it is important for teachers to consider their speech style to facilitate students with meaningful input and ease understanding. Pangesti and Prihatini, in their study on the 'tip of the tongue'

in the speech of foreign language speakers of Indonesian, emphasize that teachers must find the easiest speech style to communicate with students so that they understand in English (Pangesti and Prihatini, 2020). The appropriate speech style provided by teachers will facilitate effective teaching and learning processes (Pangesti, 2019). Amiruddin and Tafrilyanto, in their research on teacher-student closeness, state that teacher behavior, including speech style like questioning, inviting student responses, serving students to get meaningful input, and overcoming anxiety to interact in English (Amiruddin and Tafrilyanto 2018).

3. **Dialect**

Dialect is a variation of language that emerges within a parent language, often developing in specific regions or among particular social groups. Approaches to the concept of dialect can vary among language experts and linguists. Dialects involve not only differences in phonology, lexicon, or grammar but also encompass variations in pronunciation and everyday language use (Labov 1966). Language changes can occur naturally within dialects. In the context of the English language, research can explore how dialects undergo changes over time and how these changes are reflected in everyday language (Trudgill 2010).

The importance of language style variation in dialects is crucial, considering how people use language to express social identity and group membership. Research can delve into how style variations contribute to dialect formation (Eckert 2000). The perception and societal identity regarding their own language can influence the development and preservation of dialects. Studies can investigate how local and national identities play a role in different English dialects (Preston 1989).

RESEARCH METHOD

The methodology employed in this research is qualitative. Qualitative research can be described as an approach that produces descriptive information, either in written or oral form, derived from interviewed participants and observed behaviors (Michael Quinn Patton 2002). This study is based on individuals with diverse language styles and dialects, particularly in Indonesia with its linguistic diversity. Data were collected through interviews with 10 students at Pondok Pesantren At-Tawazun, Kalijati, Subang, as the outcome of observational activities.

The qualitative approach is applied by comparing the findings of qualitative method observations with relevant theories.

FINDING AND DISCUSSION

The researcher conducted a field study to gather information and data prepared beforehand. In obtaining information, the researcher posed questions through individual interviews with several students at Pondok Pesantren At-Tawazun, using a modern educational system (Arabic and English) as a sample in this study.

From the first question, the respondents have been multicultural since childhood, having to adapt to their surroundings. However, they only became aware of their multicultural nature when learning to use English in daily conversations. They realized that unconsciously, they had been using language styles or dialects from various languages such as Javanese, Sundanese, and Indonesian in their everyday conversations.

Environmental factors emerged as answers to further questions, and for them, these factors significantly influence their language skills. If their mother tongue is Sundanese and Javanese, then at the pesantren, they cannot avoid adapting to the international language, namely English. This is one of the motivating factors for those with a multicultural nature.

"In my view, individuals may undergo diverse language development depending on the dominant dialect in their environment. At times, differences in dialects can create communicative gaps, especially when individuals interact with those using a different dialect." Source 1, 2, and 3

"Dialects play a role in shaping the cultural and regional identity of individuals, influencing how they communicate and feel connected to their communities." Source 5 and 6

"Understanding and using specific dialects can affect one's ability to socially adapt in an environment that employs that dialect. Dialects used in education can impact an individual's understanding and academic achievements, especially if there is a significant difference between the dialect used at home and in school." Source 7, 8, and 9

"The influence of dialects can play a role in preserving family or cultural language heritage, which can be passed down from generation to generation." Source 4 and 10

Based on these research findings, the use of language styles/dialects can influence an individual's speaking abilities. These findings encompass how the influence of everyday environments, including interactions with family, peers, and the community, shapes language use. Being multicultural also has benefits for oneself and others. Therefore, it is advisable for individuals to incorporate these aspects into their daily lives.

CONCLUSION

The conclusion drawn from this research is that the environment is one of the supportive factors influencing the occurrence of varied language style/dialect usage. This study can also raise societal awareness regarding the importance of understanding and appreciating language differences, fostering a more inclusive environment. Understanding language styles in various

dialects can contribute to more effective communication and minimize misunderstandings in cross-cultural communication contexts. Consequently, individuals can interact with a broader range of people, comprehend their cultures, and form better relationships. This can expand social networks and enable cross-cultural collaboration.

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