



LANGUAGE STYLE IN ANSWERING THE SPEECH ACT OF REQUEST FOR INFORMATION

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Abstract

Languages can be used in various ways to say the same thing, such as addressing and greeting others, informing and describing things, and also expressing how one's feeling. This study aims at investigating the language style used in answering the speech act of requesting a piece of information. The problems were various in types and expressive functions. In collecting data, the writer used the instrument Discourse Completion Test (DCT) questionnaires that consist of the question "Where were you last Saturday night?". The questionnaires were distributed to 40 students and asked them to complete the answer according to the situation given in the DCT. All of the data were observed, collected, classified, and analyzed qualitatively in a frame of discourse and socio-pragmatic theories. The results show language varieties in terms of formal and informal style with direct and indirect strategy; the varieties illustrate social meaning, speech functions as an expression of basic emotions, and politeness principles.

Keywords: Language Style, Speech Act of Request, Function, Social Factors

1 Introduction

In daily life, people interact with each other to communicate ideas or give a piece of information. The ways used in communicating such ideas or information can be in various styles. Style is defined as the ways of speaking or writing how people use the language variation to make meaning in social interaction, how speakers reflect different social identities and create different social relationships through their word choices or style, and how speech style and social context are related to each other. Besides, style refers to the wide range of strategic actions and performances that speakers engage in, to construct themselves and their social lives (Holmes, 2013).

Furthermore, a certain style, of a formal style or colloquial style, is sometimes referred to as a stylistic variety. For example, we can see different ways of asking somebody's condition "*How are you?, Hi.. How are you?, Hi.. How is it going?; Hi... How are you, Sir?; Hello . How are you doing?; How are you doing honey?*". And, the answers can be "*Good; I feel good, sir; fine; not bad, but the day is young!; So so; Yeah... You see...Hmmm...; worse; Alright, and you?*". The question "How are you" can be answered in the various styles. These depend on contexts and social factors when, where, what function, and to whom the question was delivered. The ways and words used to ask and answer can be polite and impolite. These also depend on social functions. The social functions of language are influenced by social factors like gender (male and female), age, social status, education, the ethnicity of the language user, and geographical background, Due to that, language is not only used as saying information but also as doing, practicing, and acting. Look at the following examples.

(1) A: Do you speak English?

B: Yes I do.

(2) A: How are you today?

B: READ MY BLOG!!

Example (1) shows that A asked the question “Do you speak English?” and B answers “Yes I do” (Yes I can speak English). The speaker gives a piece of information, known as the referential function, the answer can be illustrated as an expression of joy (affective function). Meanwhile, in example (2), the question “How are you today?” can be answered semantically by “I am fine” or “Not Bad”; but B’s answer is “READ MY BLOG!”. Pragmatically, it is not only to give information that she is reading her blog but it has pragmatic meaning the capital letters used imply “I am busy, do not disturb!” (She keeps reading the Blog). The language used has a locutionary act (semantic meaning); an illocutionary act (pragmatic meaning) that makes someone do something (to be quiet or stop talking); and a perlocutionary act (result).

There are various words or styles used to answer a question with many functions. Those are influenced by some contexts. Besides, stylistic differences are influenced by some contexts in which language is used, rather than the characteristics of the speakers. Holmes (2013) supports this with the following examples:

- A. Question from a friend:
 - a. “Where were you last night? I rang to see if you wanted to come to the pictures”
- B. Question from lawyer in court:
 - b. “Could you tell the court where you were on the night of Friday the seventeenth of March?”
- C. Question from a teacher to his pupils in the school on the day after Halloween’en
 - c. “I know some of you went ‘trick-or-treating’ last night and so I thought we might talk a bit today about how you got on. Did you go out last night Jimmy?”

The questions (A-C) show the choice of the different words and the way to answer with a different structure. So, the way most people use language in particular contexts is different. A speaker can speak very formally, formally, or informal. There are various factors influence these happen, namely where the question is uttered (setting), who and to whom a speaker speaks, other differences that exist between participants, and the emotional environment of one or more of the participants (Holmes, 2013). All of the factors help to define the appropriateness and inappropriateness of how we say things.

A previous study showed various forms and styles used by 40 students to answer the question “Where were you last Saturday night?” (Yanti, 2016). In this paper, the writer explores the results of the study from the varieties of word forms to the ways of answering the question and the expressive functions implied in the utterances of the students. The writer analyzed the answers based on whom they answered, a teacher or a friend. Some concepts used in analyzing the data were linguistic varieties or language style, types, and functions of the style used.

2 Literature Review

Linguistic varieties usually happen in multilingual communities, the varieties have been categorized by sociolinguists based on their social status and functions, for example, the difference between a vernacular or regional language and a standard language. Vernacular or regional dialect refers to a language used in a region and the status has not been standardized officially. In the multilingual speech community, vernacular used refers to the first language learned and is often used in the informal situation; it is the colloquial variety used by a person in his linguistic repertoire, and it refers to unstandardized ethnic language. Meanwhile, standard language refers to a standard variety that obeys the codification and some degree of regularization, for example in a dictionary and grammar. This is also considered a prestigious variety of code by a community, and it is used for H functions alongside a diversity of L varieties (Holmes, 2013). Furthermore, the essential criteria for standard language consist of (1) prestigious variety, (2) codified and stabilized forms, and (3) H functions in which it is used for communication in Court, literature, and administration. This is a kind of standard language that is commonly used in a formal situations.

Language variation also depends on its uses as well as its users, where it is used, and to whom it is delivered. This affects the choice of words and style or stylistic differences in terms of formal style and informal style. In the learning process of a second language, first language or mother tongue also influence the style or varieties, such as the use of code-switching. Furthermore, L1 was a useful tool when students could not understand the L2 and it helped to facilitate more effective class communication. They switch their code into L1 if they do not know how to say in L2. Then, code-switching is regarded as “a bilingual’s ability to alternate between two languages in an exchanged setting usually within the same utterance” (Bullock & Toribio, 2009 in Borlongan, 2012:74). Moreover, Borlongan (2012) states that code-switching is not only due to a lack of competence in English, but it is used with a purpose. In the teaching and learning process, the use of code-switching is not a problem but it can be regarded as a rich resource or an effective way that could promote the students' achievement. (Bernardo, 2005 in Borlongan, 2012).

Language Style

The statement “No human language is fixed, uniform, or unvarying; all languages show internal variation” means all usage varies from person to person, and group to group in terms of word choice, pronunciation, and the meaning of words, and the use of syntactic construction. For example, British, American, and Australian styles have different dialects of the language, (Akmajian, Demers, Farmer, & Harnish, 2010). Similarly, in giving the information people also use a different style that depends on the situation and the function.

Also, the variation of the language also means language style which reflects changes based on different situations, such as an address, setting, task, or topic. And, style is often analyzed along the scale of formality. The level of formality is influenced by some factors like the differences among the topic discussed, participants, and emotional involvement. From the definition, it can be stated that language style is a variety of language following the writer by addressing and context. (Holmes, 2001, 2013). In daily communication, people usually choose a different style of language in different settings or situations as well. They choose a certain style to make them easier to discuss and understand a particular topic based on where and when they are speaking.

The various forms used by people in speaking and writing do not only reflect the aspect of their identities, such as ethnicity, age, gender, and social background, but also indicate the contexts where the language is being used like in school, at home, at a business meeting, and at graduation ceremonies; it is influenced by and simultaneously contributes to the formality of those contexts and the social roles of people who are taking part in them. So, there are some types of language styles that refer to language use, they are formal style and informal style. In formal style, it is used standard language, and in an informal style, it is used casual language.

There are some reasons why people choose one style rather than another. This relates to the social factors in terms of the scales: (1) how well the speaker and addressee know each other, such as in using address forms, they can use Guys, Joe, Buddy, and Sweetie; (2) what the relative status has, such as Sir/Madam, Mr./Mrs.; and (3) how the formality of the context is, such as the use of The Honorable Mr. Joe, These factors will influence the language variation or language style of people. It can be in address forms, or the choice of words. People may say the same thing in different ways and words.

Types of Language Style

Language has many varieties, it can be divided into standard language and non-standard language. Standard language refers to written language, and which has undergone some degree of regularization or codification; it is regarded as a prestigious variety or code by a community, and it is used for High (H) functions alongside a diversity of Low (L) varieties, Holmes (2013, p.78).

However, the standard language is used in a formal situation, this language is understood by everybody because it can be found in the dictionary as the same as a literal meaning. Usually, the standard variety is used by the political leader, the media, and the speakers from the highest

socioeconomic classes and it could be found in a school with the variety taught to nonnative speakers in language classes. The standard language is also called formal language. It is required when the group becomes too large to permit participation, and the speaker is uncertain how much the audience already knows or how they might react; so the language must become more cohesive, detracted, and more carefully informative.

The standard language is used in a formal situation where there is the least amount of shared background knowledge and where communication is largely one-way with little or no feedback from the audience. Usually, the formal style is used in the formal situation for example when someone is speaking with the lecturer, principals, police officer, and other important people in a position of power or authority. Not only in spoken language but the formal style is also used in written language. By using good grammatical, vocabulary, and the like.

Meanwhile, non-standard language is usually used in non-formal situations. This is the opposite of standard language. Non-standard language is used in daily conversation. Non-standard language is also called informal and casual language. Casual is the language used in an informal situation or ceremony. The language is used in a relaxed situation. It is usually applied in daily interpersonal communication. In this style, speakers often use slang language where the sentences used tend to be shortened and the use of some omitting words. Casual is the language used for friends, acquaintances, and insiders, making use of slang, ellipses, and verbal formulas (Bfrank, 2007).

Language Style and Speech Acts

Language is used not only to say something but to make somebody act. There are various words used to give a piece of information and to do an action. In this research, the writer observed the words used by the students in terms of answering the speech act of request because the words used in answering the speech act of request have an illocutionary act. Firstly, speech act theories are stated by Austin (1962). Austin defines speech acts as the actions performed in saying something. The action performed when an utterance is produced can be analyzed on three different levels: (1) the words themselves (locutionary act); (2) what is the speakers are doing with their words (illocutionary act); (3) the result of the words (perlocutionary act).

Then, Searle (1976) developed the idea of the illocutionary act into macro-classes because the performative verbs stated by Austin cannot always have a clear explicit performative understood, for example, the words "I'll be back" means either 'I promise that I'll be back' or 'I warn you that I'll be back. For these reasons, the illocutionary acts have been developed into five types of speech acts (Cutting, 2002; Strauss & Feiz, 2014).

The five types are the macro-classes of the speech acts that consist of (1) Representatives- the words that state what the speaker believes to be the case, such as 'describing', claiming, predicting, etc.', (2) Commissives- the words used to commit the speaker to future action-, such as 'promising', 'offering', threatening', etc., (3) Directives- the words used are aimed at making the hearer do something-, such as 'commanding', 'requesting', 'inviting', forbidding, and (4) Expressives- words state what the speaker feels-, such as 'thanking', 'praising', 'deploring', etc.; and (5) Declaration- words used and expressions delivered that change the world by every utterance, such as 'I declare', 'I bet', 'I resign' (Searle, 1976 in Cutting, 2002:16-17).

Speech Functions

Language use has five functions, they are informational, expressive, directive, aesthetic, phatic informational function which everyone tends to assume is most important (Leech, 1974, Holmes, 2013). Firstly, *the informational function* focuses on the message, and new information, and depends on truth and value. Secondly, *an expressive function* can be used to express its originator's feelings and attitudes, for example, swear words and exclamations are the most obvious examples of this. In this function, people express their feelings and impressions. This function can reflect the personality or image of the speaker or writer. The best example of this kind is poetry and literature. This function

evokes certain emotions like happiness in the utterance “*I feel very glad or I spent a wonderful journey*”. Thirdly, the directive function, we speak to influence the behavior or attitudes of others.

Furthermore, the most straightforward instances of the directive function are commands and requests. This function of social control places emphasis on the receiver’s end, rather than the originator’s end of the message: but it resembles the expressive function in giving less importance, on the whole, to conceptual meaning than to other types of meaning, particularly affective and connotative meaning”, (Leech, 1974). To support the idea, look at the following examples:

- (3) I want a cup of coffee.
- (4) Close the window....
- (5) I am hungry

We directly use the language. In example (3-4) We ask someone to do something. In (5) the sentence ‘I am hungry’ could be used as an expression to show the condition of the speaker; and in a way, a person asks someone to give him some food or something to eat.

The next function is the aesthetic function, it refers to “the use of language for the sake of the linguistic artifact itself, and no purpose”. This aesthetic function can have at least as much to do with conceptual as with affective meaning”. According to Leech (1974) “*the function associated with the message-the vehicle-is the poetic or aesthetic function: the sign taken as an end in itself*”.

Then, phatic function refers to “the function of keeping communication lines open, and keeping social relationships in good repair,-“. For example, in Britain culture, talking about the weather is a well-known example of keeping the social relationship (Leech, 1974). In Indonesia, talking about children in “How many children do you have?”; “Are you married?”, the questions are used for normal talks. We can say that it is a kind of daily talking or conversation. It is not meaningful but is good to keep a social relationship.

Similarly, Holmes (2013) describes those language choices are influenced by social contexts, and formal and casual contexts and the purpose of the talk will also affect its form. Furthermore, Holmes states that the following speech functions have proved useful in sociolinguistic research. The functions of speech can be categorized into (1) Expressive, which refers to the speaker’s feelings; (2) directive, which focuses on the utterances attempt to get someone to do something; (3) referential, in which the utterances provide information; (4) metalinguistic refers to utterances comment on language itself, e.g. ‘Hegemony’ is not a common word,; (5) poetic, it refers to the utterances focus on aesthetic features of the language, e.g. a poem, “an ear-catching motto”, a rhyme, “Peter Piper picked a peck of pickled peppers”.; and (6) phatic function, it refers to the utterances express solidarity and empathy with others, e.g. “Hi, How are you, lovely day isn’t it!”. Hence, it is stated the first three functions (expressive, directive, and referential) have been recognized by many linguists as fundamental functions of language due to they derive from the basic components of any interaction “the speaker (expressive), the addressee (directive) and the message (referential)”. Meanwhile, the phatic function is also equally important from a sociolinguistic perspective; phatic communication conveys an affective or social message rather than a referential one. This is why sociolinguists say that “language is not used to convey only referential information, but also express information about social relationships or emotions” (Holmes, 2013).

The expression of emotion through the words has an illocutionary act that makes someone do something. Many experts have made the list of emotions and classified them into several groups. Basic emotions refer to primary emotions like Anger, Sadness, Fear, Joy, Fear, Surprise, and Love (Parrot, 2001). The basic emotions can be classified into primary, secondary, and tertiary emotions. For example, the basic emotion of Anger covers the feeling of scorn, annoyance, dislike, irritation, etc. Sadness can be categorized as feeling disappointed, sad, displeasure, etc. The basic emotions of a person can be expressed in verbal communication (words) and non-verbal communication (gestures, mimicry, and behavior). The basic emotions influence the language varieties used by students to say something.

3 Methodology

This research focused on language style in the responses to the speech act of request for information “Where were you on last Saturday night?”. The writer analyzed the varieties delivered by the students based on the situation given on Discourse Completion Test. And, the speech function as an emotional expression. The method used in this research was qualitative research which refers to a method used in observing and collecting non-numeric data; it refers to words, meaning, concepts, etc. the approaches used can be various. In this research the approaches used were discourse-socio-pragmatic. In collecting the data, the writer used the instrument Discourse Completion Test (DCT) questionnaires that consist of the question “Where were you last Saturday night?”. The questionnaires were distributed to 40 English students at the English Department of Bung Hatta University. The students were asked to complete the answer according to the situation given in the DCT, firstly the question delivered by a lecturer; secondly by a friend. There were various language styles used by the students in answering the question. The data sample can be seen in table 1.

Question:

“Where were you last Saturday night?”

Table 1 Data Sample.

No.	The answers to a Lecturer	The Answers to a Friend	Notes
1.	I was at my home, mom	Going nowhere	*ungrammatical
2.	Nowhere sir. *I just prepare myself for final exam.	With my lovely doll	
3.	Last Saturday night, I studied together with my friends.	I went to the movie.	
4.	*I went to beach with my friend, sir	Home. No where. Why???	
5.	*I’m just in the car, Sir got traffic jam.	Stuck on traffic jam!	

Table 1 shows different styles, formal and informal styles; various forms with correct and incorrect grammar, different strategies, and different expressive functions that expressed basic emotions of anger, sadness, and joy or happiness.

After collecting the data, the writer classified it into some types based on the purpose of the research, analyzed them by using the theories related to the research questions, and then interpreted the result of the data analysis to conclude.

4 Findings and Discussion

After analyzing the data, there are some types of language styles used by the students to answer the question, the types are: (1) standard language in terms of formal and informal style; (2) non-standard language in terms of casual style and the use of code-switching or code-mixing, the use of English, Indonesian, and Minangkabau languages; (3) expressive functions in terms of expressing the basic emotions, such as Anger, Joy, Sadness; and the varieties also show the social identity in the differences of words choices.

The way of giving information to a lecturer and a friend is different. This is related to Holmes’s statements, that is social factors influence language use, such as to whom they speak, social

dimensions that refer to the intimacy scale, and solidarity scale. From the data, the results also show that language is not the only function a referential function (giving information), but also an effective function (to express emotions), in speech function Holmes stated as an expressive function that refers to expressing one's feeling. When people feel annoyed, they will use vulgar words to say something.

Formal Style

In any language, different styles of expression are appropriate in different situations. We can go from the formal to the informal to whom we speak. From the data, it can be seen the answers of the students to the lecturer's questions in the form of a formal style in which they used standard language. Look at the following examples.

- (6) Last Saturday night, I studied together with my friend.
- (7) I just stayed at home.
- (8) I stayed home, Sir.
- (9) I stayed in my dormitory, Mom.
- (10) I went to the movie with my friend
- (11) * I was trapped in traffic jam.
- (11a) I was trapped in a traffic jam.

The examples (6-10) indicate that the formal style used by the students, that is standard language in which they used correct grammatical patterns except in 11 it should be added an article a, as seen in (11a) "I was trapped in a traffic jam". According to the data, they used the simple past tense. The words used in form of well structured that consist of Subject, Verb, and Object/Adverb, the use of pronoun I, and address form Sir, Mom, *Bu*, *Pak*. The use of *Pak* (Sir) and *Ibu* (Mom), relate to the social background of the speakers in this case Minangkabau and implies politeness principles. From the social background, the students use formal style by using code-switching L1 in addressee. For example:

- (12) I just prepared my thesis proposal Pak.
- (13) Got traffic Jam Buk.

Informal Style

Informal style refers to the use of non-standard language. It can be casual style, and the language tends to be not well structured or have incorrect grammar. The choice of words was different and also the structure was not in standard form. Look at these examples.

- (14) *No where. Stay home.
- (15) *Why you ask?

In (14) the word "No where" should be joined "Nowhere", and Why you ask should be "Why did you ask? Or Why you asked?" instead of why you ask? . Meanwhile, they also used sarcastic words like in (16-17).

- (16) Not your business!.
- (17) Don't ask me!

Then, they also used code-mixing they use English and Minangkabau language. Look at the following examples.

- (18) Went to *Taplau* (Padang Beach)
- (19) Going no where... *Baa tu?* [Why...tu? (particle)]

(20) What...?

The data show that the varieties in terms of casual style with the use of code-switching English (L2) and Minangkabau language (L1), such as Taplau, Baa tu?, the use of the question (20), and vulgar or rude words that refer to impolite expressions like “Don’t ask me”; “not your business”. Then, the varieties used by the students to their friend can be seen as follow.

- (21) *I stay home, *emangnya kenapa?* (I stay home, why you ask?)
- (22) *I at my boarding house watching Korean movie.
- (23) No, *di rumah se.* (No, just at home’)
- (24) Home. Ndak kama2 doh (Home, nowhere, doh (particle)
- (25) *Kok lu nanya. Ada apa?* (‘Why you ask, what’s wrong?)
- (26) No where guys..
- (27) *Pergi sama pacar, why?* (‘Go with my boy/girl friend’)

The various forms of words in (21-27) show the informal styles, those were delivered to their friends. In brief, we can see that there are the different choices of words, address forms to whom they speak, such as *buk, pak*, sir, mom, ma’am to their lecturers; different structures: grammatical vs ungrammatical, and the use of polite words and impolite words to express their strong feeling or emotion. The results also show the use of translingual or code-mixing, for example, ‘went to *taplau* (‘*tapi lauik* ‘seashore’, which refers to Padang beach). The use of code-switching “*taplau*” ‘seashore’ with a purpose just to “*give more sense*”, as Minangnese. (cf. Borlongan, 2012). Furthermore, in an informal style, there are different choices of words, and address forms like *lu, gue* (Jakarta dialect), and guys. Then, it can be seen the different structures and code-switching used from English to Bahasa or Minangkabau language. And, the students also used polite forms and impolite forms that referred to whom they speak, for example to a lecturer, they use polite forms; and impolite forms to their close friends.

Expressive Function

The data analysis also shows the speech functions that refer to the expression of strong feelings or emotions both positive and negative emotions. Expressive function refers to the expression of the strong feeling of the speaker in the delivery of utterances or ideas (Holmes, 2013). The expressive functions in the varieties showed the basic emotions in terms of Anger which refers to feeling annoyed, dislike, scorn; Sadness includes feeling disappointment, sad; and the basic emotion of Joy which refers to feeling happy, and cheerfulness. According to Fiehler (2002), emotional expressions can be seen through the words used. It refers to the context. Pragmatically, the words use in terms of “Don’t ask me...”; “It is not your business” showed the basic emotion of Anger, one of the primary basic emotions stated by Parrot (2001). Here are some data samples that express the basic emotions, the data quoted here were written as they were. The meaning of each emotion is given based on the Cambridge English Dictionary.

ANGER ‘strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or unkind that has happened’.

ANGER expressions were conveyed through the words as an answer to the question “Where were you last Saturday night?”. The emotion Anger is the primary emotion as stated by Parrot (2001) covers the emotional expressions of being annoyed, dislike, angry, and scorned. From the data, it can be seen from the words expressed in bold font.

- (28) *Why you asked me? **That’s my privacy ...you know!** (angry)
- (29) Hmm.. you want me to inform where I was going..?? (dislike)

- (30) **Don't ask me..** with the question (annoyed).
- (31) **NOT YOUR BUSINESS...** (scorned)
- (32) **Weellll....** in my car because of **crazy traffic jam** (complained)

The bold words and symbols !, ??, the capital letters were used in this context to express Anger, the strong feelings that refer to the emotions of dislike, annoyed, scorned, and complained.

JOY expressions that refer to '*great happiness or pleasure*'. This is another basic emotion or primary emotion that refers to the feeling of great happiness in doing something. This happiness can make someone feel proud in a negative or positive sense. Many classifications of JOY, like happiness, enthusiasm, cheerfulness, zest, pride, optimism, relief, and hope. (cf. Parrot, 2001; Yanti, 2013). From the data, it can be seen the words "enjoyed" and "with my doll" reflected the feeling of Joy or happiness. The word 'enjoy' is used as a literal word. And. "...stay home with my doll". The doll is one of the favorite toys for a girl.

- (33) Well.... I am with my boyfriend. We went to the movie..and **enjoyed** our night together. (Joy/happiness)
- (34) Just stayed home **with my doll** (enjoy)

SADNESS '*the feeling of being sad or unhappy*'

The basic emotions that cover Sadness are *unhappy or sad, disappointment, hurt, melancholy, regret, displeasure, and rejection*. The example (36) shows the expressions of sadness are described implicitly. it shows the feeling of disappointment because 'mom and dad went to the party.

- (35) Home..a lone my mom my dad went to the party (sad)

In conclusion, emotional expressions also influenced the word choices in giving a response to the question "Where were you last Saturday night?". The responses given can be polite and impolite because the question is regarded as a private question so they do not want to let people know where they go and what activities they do.

Discussions

The results of this study show different styles used by the students in different contexts with different purposes. There are some things to discuss in which the stylistic differences that exist because of some reasons. Firstly, the addressee influences style. They are to provide social information, to show the social relationship between speakers in the particular situation, and how the speaker feels about the person addressed, to show the identity of the speakers, to express emotions like being annoyed, dislike, angry, and complaining about asking personality information, politeness principles in terms of respect older people by addressing or calling them with polite address forms, such as Mom, Sir, Mr. *Bapak*, and *Ibu*.

In a Bilingual situation, both teachers and students use L1 for some purposes, they use code-switching if they find it difficult to use English. In this research, the students used code-switching for some reasons, for example, lack of English competence and to express strong feelings in saying things with a special purpose (cf. Cluncy, 2018).

In bilingual or multilingual communities, the varieties usually happen and this is because language is dynamic, not static, and also because of cultural diversities. In the perspective of sociolinguistics, no matter what style is used by people or the students in communication as long as the varieties are conveyed appropriately based on the contexts effectively so the communication runs smoothly with different styles and keeps the styles running on a frame of politeness principles. But, the incorrect grammar or structure, the use of code-switching, and code-mixing reflect the lack of

students' vocabulary or grammatical competence. The study shows, that the students were not good at English but they keep trying to communicate the ideas in English with their styles.

5 Conclusion

In learning English as a second language, the students should learn a variety of various styles to understand the various forms of words and the various ways to say the same thing. Different words and different styles can be used in daily communication in various domains, such as the family domain, religion domain, friendship domain, and education domain, but informal situations they may use formal style or standard language. As an expressive function, the students learn to say information indifferent feelings, such as anger, sadness, joy, etc. So, in saying something the students consider social factors, that is to whom they speak, to whom their emotions are expressed, the different ways used as a reflection of politeness, a way to be polite or not. It is suggested that people should obey social factors in saying the same thing in different ways.

Also, the varieties used can be regarded as a contribution to developing learning skills in English how basic emotions influence word choice, and how the consideration of social factors reflects the identity of people through the words used in their speech acts. The various forms also reflect social identity and character or self-image. This is an interesting topic for further research to study language styles used by other cultures as challenging research. Different cultures will reflect different styles of using language in daily communication.

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