

**THE SPEECH STYLES USED BY MULTILINGUAL SPEAKERS IN
PESANTREN MAHASISWA IAIN SUNAN AMPEL SURABAYA**

THESIS

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITY AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2007

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THESIS

**Presented to
The State Islamic University of Malang
in Partial Fulfillment of the Requirement for Degree of Sarjana Sastra (SS)**

**By
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2007

CERTIFICATE OF THESIS' AUTHORSHIP

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hereby, i certify that the thesis i wrote to fulfill the requirement for sarjana sastra entitled *The Speech Styles Used by Multilingual Speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya* is truly my original work. it does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. due to the fact, i am the only person responsible for the thesis if there is any objection or claim from others.

	<p style="text-align: center;">Malang, 22nd of September 2007</p> <p style="text-align: center;">Ainur rosyidah</p>
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APPROVAL SHEET

This is to certify that ainur rosyidah's thesis entitled *THE speech Styles Used by Multilingual Speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya* has been approved by the thesis advisor for further approval by the board of examiners.

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LEGITIMATION SHEET

This is to certify that the sarjana's thesis of Ainur Rosyidah entitled "*the Speech Styles Used by Multilingual Speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya*" has been approved by the board of examiners as one of the requirements for the degree of sarjana sastra.

Malang, 29th Of October 2007

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Malang, 22nd of September 2007

Ainur Rosyidah

Dedication

This thesis is proudly dedicated to:

My beloved father and mother,

Drs. Achmad Muhdi, MM and Alinniswatin

For the endless great love, care, trust and pray.

My beloved sister and brothers;

Nadlirotul Ummah, Imam Habib Al Ayyubi,

And Rif'at Syauqi,

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My beloved husband, M. Syarif Hidayatullah, S.IP

who has become my 'imam',

Who placed me in half of his heart

Thanks for your support, great love, care, trust and pray.

All my friends,

Thank you for your support and your love.

MOTTO

وَجَاهِدُوا فِي اللَّهِ حَقَّ جِهَادِهِ^ع

**And Strive In His Cause As You Ought To Strive (With Sincerity And
Discipline), Al- Hajj: 78**

Where There Is A Will, There Is A Way

ABSTRACT

Rosyidah, Ainur. 2007. **The Speech Styles Used by Multilingual Speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya.** Thesis. English Letters and Language Department, Faculty of Humanity and Culture, The State Islamic University of Malang.

The advisor : Prof. Dr. H. Mudjia Rahardjo, M. Si

Key words : Speech style, multilingualism, characteristic pattern

In the process of communication with other person, the style is an urgent case. it can bring the messages which will be delivered by the participants. the speaker does not need to state the messages directly inside of communication. in this way, both the speaker and the listener be able to choose the right style they expect it. furthermore, it also attempts to establish principles capable of explaining the particular choices made by individuals and social groups in their use of language, such as socialisation.

This research is focused on the english style spoken by multilingual speakers in pesantren mahasiswa iain sunan ampel surabaya and the circumstances they use it in their daily communication. it is very important since everyone does not always speak in exactly the same way. it is very possible they use different style in different circumstances.

This research is descriptive qualitative because the researcher wants to get an obvious description of the words and the utterances, which are used in different circumstances. therefore, the data are in the form of words and utterances, not in the form of number. after the data were collected, they were presented and analyzed based on the characteristic patterns of the style and also the circumstances they were used.

The researcher found several characteristics which are used by the multilingual speakers in pesantren mahasiswa iain sunan ampel surabaya. they are: lexical characteristic patterns, word formation characteristic patterns, grammatical characteristic patterns. in lexical characteristic patterns, there are many words which are applied for addressing and greeting. in word formation characteristic patterns, the multilingual speakers mostly apply derivational, clipping, and borrowing. in grammatical characteristic patterns, multilingual speakers mostly apply phrases, simple, compound, complex, and compound-complex sentences. the circumstances are also various, they used it in relax conversation, joking, serious, delivering speech, playing language games, and giving announcement.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Speaking style in speech is studied in stylistic linguistics, which focuses on the characteristic of linguistic variables within discriminative contexts so that the principles of linguistic selections made by particular individuals and communities can be established.

Speech style is related with the content of speech, the activity of conversation, the emotion of speaking and the emphasized object. With different speech content, we get different style.

Moreover, style plays a large part in how we communicate with each other. When we communicate with someone, we will choose a particular style which is suitable with the context. For instance, we expect our teachers to communicate with us in ways that differ from other friends. An additional example; we most likely communicate with a police officer or public official much differently than we would a family member. So, clearly the style we use to communicate is based upon components of communication.

Furthermore, Hymes in Wardough (1986) points out several factors of people choosing a style in communication. Those factors are setting, participants, end, act

sequence, key, instrument , norm of interaction and interpretation and genre.

Another expert, Grosjean, also mention several factors but actually those factors are similar. They are only different in terms but Hymes mentions the factors in detail and more complex.

The description above shows that language and communication correlate each other. It is because language functions as a means of communication to maintain social relationship. Through language human beings can convey ideas and feelings, exchange information, as well as interact and cooperate with others. It is in accordance with the interactional view of language. Language is seen as a “vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals” (Richards, 1992: 17). In addition, Rahardjo states that language is a code system and symbol which is made and used by collected community members, and is based on the agreement in the form utterances (2002: 50). And surely, in interaction with others, someone will choose the appropriate style to make communication runs smoothly.

It is very interesting to be studied since everyone does not always speak in exactly the same way. There are some ways people use language style in a communication. People possess themselves in relation to other with the way they talk in different kinds of interaction.

Basically, The Holy Koran has showed this phenomena if we pay attention to it very much. These phenomena are in the styles of Allah SWT convey His messages through the verses of makky and the verses of madany. To illustrate it, let us see the following verses; Al- Lahab and Al- Nur

تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ ﴿١﴾ مَا أَغْنَىٰ عَنْهُ مَالُهُ وَمَا كَسَبَ ﴿٢﴾ سَيَصِلَىٰ نَارًا ذَاتَ لَهَبٍ

﴿٣﴾ وَأَمْرَاتُهُ حَمَالَةَ الْحَطَبِ ﴿٤﴾

سُورَةٌ أَنْزَلْنَاهَا وَفَرَضْنَاهَا وَأَنْزَلْنَا فِيهَا آيَاتٍ بَيِّنَاتٍ لَّعَلَّكُمْ تَذَكَّرُونَ ﴿١﴾ الزَّانِيَةُ وَالزَّانِي

فَأَجْلِدُوا كُلَّ وَاحِدٍ مِّنْهُمَا مِائَةَ جَلْدَةٍ وَلَا تَأْخُذْكُمْ بِهِمَا رَأْفَةٌ فِي دِينِ اللَّهِ إِنْ كُنْتُمْ تُؤْمِنُونَ

بِاللَّهِ وَالْيَوْمِ الْآخِرِ ۖ وَلَيَشْهَدَنَّ عَذَابَهُمَا طَآئِفَةٌ مِّنَ الْمُؤْمِنِينَ ﴿٢﴾

Al- Lahab is one of the verses of makky and An- Nur is one of the verses of madany. Through these two surah, we get different style. Al- lahab consists of short verses. On the contrary, An- Nur consists of long verses. Al- Lahab is about the story of Abu Lahab. Whether An-Nur is about the rule.

From multilingual context, it is very possible that languages influence each other. Such this condition happens since the necessities of intercourse which bring speakers of one language contact with those neighboring dominant languages directly or indirectly. It can bring a certain style in a communication.

The researcher chooses Pesantren Mahasiswa IAIN Sunan Ampel Surabaya since it is a special place for those who get scholarship from Department of Religious Affairs and for those who want to stay in it. So, it is very limited. This pesantren is established to meet the need of good and quality human resources. It

is designed as the center for language learning (English and Arabic).

Consequently, all students have to speak these two languages in certain days.

There are two levels in English program, namely lower intermediate and upper intermediate. Lower intermediate is aimed to give understanding and mastering English grammar as well as ability to speak English. Whereas upper intermediate is aimed to enable the students to read and listen to English properly.

1.2 Research problems

1. What the characteristic of the English style are spoken by multilingual speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya?
2. How do multilingual speakers apply the style in their daily communication?

1.3 Objectives of the Study

1. To describe the characteristic of the English style spoken by multilingual speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya.
2. To describe the circumstances of the English style applied by multilingual speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya.

1.4 Significance of the Study

1. Practical significance

This study helps the language learners, especially for those who stay in Pesantren Mahasiswa to create a good communication. It is also expected to add their understanding in using the language in the proper way.

2. Academic significance

This study helps language learners to understand the style applied by multilingual speakers who stay in a pesantren where English is one of the official languages in daily communication. It is also expected to help the next researcher who wants to conduct a study in the same area.

1.5 Scope and Limitation

This study focuses on spoken language, namely speech style which is applied by multilingual speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya. Especially on the characteristic of the English style in term of its linguistic features; lexical, word formation, and grammatical. Since each style is characterized by a set of linguistic features, not by a single feature.

Basically, in multilingual society, English is not the only one language which is spoken by them. There are many other languages for instance, Arabic, Indonesian, Javanese and so on. However, it is still possible to analyze their English style in the daily communication.

1.6 Operational Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher gives a certain definition concerning with the title.

1. Language style

It refers to the selection of linguistic forms to convey social or artistic effects (Chaika, 1982)

2. Multilingualism

It is a phenomenon deals with the ability of an individual to use two or more languages or a community where two or more languages are used to communicate each other.

3. Characteristic

It is a special distinctive arrangement of word forms which are applied by multilingual speakers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents pragmatics, speech style, characteristics of style, Hymes' theory of communication, circumstances of style and previous study.

2.1 Pragmatics

Although pragmatics is a relatively new branch of linguistics, research on it can be dated back to ancient Greece and Rome where the term *pragmaticus*' is found in late Latin and *pragmaticos*' in Greek, both meaning of being practical'. Modern use and current practice of pragmatics is credited to the influence of the American philosophical doctrine of pragmatism. Morris in Deborah (1994: 191) stated that pragmatics studies the relations of signs to interpreters', while semantics studies the relations of signs to the objects to which the signs are applicable', and syntactics studies the formal relations of signs to one another.' By elaborating the sense of pragmatism in his concern of conversational meanings, Grice (1975) enlightened modern treatment of meaning by distinguishing two kinds of meaning, natural and non-natural. Grice suggested that pragmatics should centre on the more practical dimension of meaning, namely the conversational meaning which was later formulated in a variety of ways (Levinson, 1983; Leech, 1983)

Hence, pragmatics studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation analysis. It distinguishes two intents or meanings in each utterance

or communicative act of verbal communication. One is the informative intent or the sentence meaning, and the other the communicative intent or speaker meaning (Leech, 1983: 241). The ability to comprehend and produce a communicative act is referred to as pragmatic competence which often includes one's knowledge about the social distance, social status between the speakers involved, and also the cultural knowledge.

One thing we might add, is that pragmatics deals about how to reach our goal in communication. Suppose, we want to ask someone beside us to stop smoking. We can achieve that goal by using several utterances. We can say, 'stop smoking, please!' which is direct. We can also say in an indirect way, just like 'sir, this room has air conditioners'. In this way, we want the smoker to understand that he or she is not allowed to smoke in an air conditioned room.

2.2 Speech Style

Sapir (1949: 4) defines a speech as 'human activity that varies without assignable limit as we pass from social group to social group, because it is a purely historical heritage of the group, the product of long- continued social usage.' There are many definitions of style. Halliday defines "style" as "the relationship between the participants of linguistic activity, especially the level of formality of the expression." Blado et al. defined style in terms of the causal-formal dimension; Abe looked at style in terms of information genres, e.g. literary novel, advertisement and encyclopedia style; Chaika (1982: 29) defines a style as 'the selection of the linguistic form to convey social or artistic effects'. From

these definitions, we can say that speech style is the way how people convey a message through linguistic features.

In addition, Wardough (1986) stated that speakers can adopt different styles of speaking. Someone can speak very formally or very informally, the choice is governed by circumstances.

Furthermore, Suzana stated that although speakers no doubt pay attention to their speech in some circumstances more than others, they also make adjustments depending on whom they are talking to (1994: 77). In choosing which speech forms to use, they assess not only the relative formality or informality of the context, but also the audience to whom their talk is directed. Speakers behave as they do because their audiences are as they are. We cannot hope to explain what happens in a conversation without taking into account the characteristics and behavior of the hearer as well as the speaker.

The description above shows that the style occurs in a conversation depends on situation and context they talk about. It is accordance with hadiths from Bukhori:

:

From Ibnu Mas'us RA said: The prophet Muhammad SAW choosed the right time to deliver Islamic preaches so we would not boring with it.

Therefore, Chaika (1982) says that style is so integral part of social functioning that interaction cannot run well if one party does not speak with the

right style. This right or appropriate style depends partially on the social identity of the speaker.

Correct use of style itself is a sophisticated matter. If one party seems to apply inappropriate style, another party will try to repair it. These repairs take the form of respondent 's manipulating his or her own style as an effort to get the first speaker to change the style. This event usually happens if one speaks too intimately to another.

The style in a communication actually tells us about the speaker. We can see from the words, grammar, or even pronunciation he chooses both consciously or unconsciously. This information describes his social or educational background as well as his mood in conversation.

Using style with greeting and conversational message is more efficient than delivering that information at the outset or continually during a conversation. It gives advantage, so the listener's style in accordance with the speaker's without any arguments. The listener will not feel commented directly, he will just follow the way.

2.3 Characteristics of Style

Languages differ from one another in vocabulary, phonology, grammar, semantics, and so style differ at every level. There may be different interactional patterns in different speech situation as well.

Furthermore, Finegan (2004: 334) points out several characteristics of style namely: lexical characteristic, word formation characteristic, and grammatical characteristic.

2.3.1 Lexical Characteristic

Lexical items may also show stylistic variation. The choice of one word rather than another gives a stylistic message although the linguistic meaning remains the same. Chaika (1982: 43) stated that in all of these instances, the message given by style indicates that the speaker outranks the hearer and wishes formality, hence distant.

Furthermore, word choice can indicate quite different attitudes toward the state, the addressees, the person being described, and so on. It can also index the speech situation in which the term being used as intimate or distant, formal or informal, serious or jocular. Different expression may have different connotation, depending on the situation of use with which they are associated.

Lexical characteristics involve:

Greeting, address

Address is often part of greeting. But they differ in two ways. First, address is used almost solely for power and solidarity. Between two people, then it remains constant throughout a relationship unless that relationship changes. Next, address can be repeated constantly throughout a conversation to reinforce the relative intimacy and power between people. On the other hand, greeting only sets the stage.

In addition, Finegan (2004: 335) stated that appropriate term of address for the same person may differ from situation to situation. In an office, a director is addressed very formally. On the other hand, he may be addressed casually when he is at home.

2.3.2 Word Formation Characteristic

English has a number of means by which morphs are combined to form new words. This process is needed since language develops as the culture develops. Some of the processes change the meaning and the functions of the word in a sentence and the others only shortening from a certain words.

Further, Laurel (2000) classifies the word formation into seven. Let us discuss one by one.

a. Derivation

The addition of morphemes to an existing word is called derivation. In English, the addition can be at the front (prefix) and the back part (suffixes). Prefixes change only the meaning of the root, not its class. Prefixes fall into a number of semantic classes in English, depending upon the meaning which they contribute to the root.

Table 2.1

Semantic classes of prefixes in English

No.	Semantic classes	Example
1.	Time: Pre after	Presuppose, prearrange Afterglow, afterthought
2.	Number:	

	Tri Multi	Triconsonantal, triannual Multilingual, multifunction
3.	Place: In- inter	Infield, ingrown Interlace, interconnect
4.	Degree: Super Over	Supersensitive, superheat Overweight, overconfident
5.	Privation: a- Un	Amoral, apolitical Unlock, unfold
6.	Negation: Un- Anti	Unsafe, unafraid Antisocial, antiwar
7.	Size: Micro Mini	Microfilm, microchip Minimall, minimarket

Suffixes have two functions: to change the meaning of the root and to change the part of speech. The table below is derivational process of suffixes in English.

Table 2.2

Derivational suffixes in English

No.	Derivational suffixes	Example
	N N: -hood -ship -ism	Brotherhood, neighborhood Membership, kinship Realism, fanaticism

	V N: -ment -er - (c) ation	Announcement, development Teacher, worker Organization, simplification
	A N: -dom -ness -ity	Freedom, officialdom Happiness, darkness Equality, purity
	A/ N V: -ify -ize	Beautify, simplify Centralize, organize
	N A: -y -ous -ful	Healthy, bloody Glamorous, famous Painful, sinful
	V A: -ive -able -ful	Generative, active Changeable, readable Useful, hopeful
	A A: -ish -ly	Brownish, childish Lonely, sickly
	A/N Adv: -ward -ly -way(s)	Downward, homeward Quickly, gradually Anyway, someway

b. Reduplication

Reduplication is a process similar to derivation, which the initial syllable or the entire word is repeated, or with a slight phonological change. It is irregular in English. Finegan (2004) classifies three kinds of reduplication

- Exact reduplication: so-so, hush-hush
- Ablaut reduplication in which the vowel alternates while the consonants are identical: zig- zag, flip- flop, mish- mash
- Rhyme reduplication in which the consonants change while the vowel remains the same: roly-poly, fuddy-duddy, razzle-dazzle.

c. Conversion

Converting the part of speech of a word to another one without changing the form of the word is called conversion.

Table 2.3

Some English form belonging to more than one lexical category

No.	Noun	Verb	Adjective
1.	paper	paper	
2.	bookmark	bookmark	
3.	outrage	outrage	
4.	e-mail	e-mail	
5.	bust	bust	
6.	market	market	
7.	play	play	

8.	local		local
9.	inaugural		inaugural
10.	illegal		illegal
11.	average	average	average
12.	model	model	model
13.	blanket	blanket	blanket
14.	prime	prime	prime
15.	brick	brick	brick

d. Compound

A combining process of two or more free morphemes or existing word to produce a single form is called compound. For instance: homesick, stonewall, breakdown, and so on.

e. Blends

A combination of the part of two words by typically taking only the front part of the word and joining it with the back part of another word is called blending process. For instance:

Trans(fer) + (re) sistor = transistor

Docu (mentary) + drama = docudrama

Sm (oke) + (f) og = smog

f. Back formation

A word of one part of speech, usually a noun, which is reduced to form another word of a different part of speech is called back formation. It is the opposite of derivation. For instance:

Television (noun) to televise (verb)

Donation (noun) to donate (verb)

g. Shortening

There are two kinds of shortening, namely: clipping and acronym.

Clipping is a word of more than one syllable is reduced to a shorter form. For instance: gas (gasoline), flue (influenza), van (caravan).

Another type of shortening is acronym. This is the formation of a word by taking the initial sounds (letter or letters) of the word and write them in a combination which is itself pronounceable. For instance: NATO, ILO, and so on.

h. Borrowing

The taking over of words from other languages to accompany new ideas, conventions, products, and so on is called borrowing. For instance: karaoke (Javanese), boss (dutch), and so on.

Finegan (2004: 57) states that “English has been extraordinary receptive to borrowed words, accepting words from nearly a hundred languages in the last hundred years”. In turn, many languages also welcome English words into their stock.

Today, this phenomenon is not strange anymore since language always contact one another. It means that the user of the language which do it to interact with ones from different cultures and languages.

2.3.3 Grammatical characteristic patterns

How to combine words and phrases correctly is call grammar. It is in line with Chaika (1982:), he defines grammar as a rule for combining words together into sentences. This idea also supported by Yule (1985: 69), he states that grammar as 'a way of describing the structure of phrases and sentences which will account for all of the grammatical sequences and rule out all the ungrammatical sequences'. Another definition comes from Swan (2005), he said that grammar is a limited set of devices for expressing certain kinds of necessary meaning that cannot be conveyed by a referential vocabulary alone.

Furthermore, situations of use are also characterized by syntactic variable. Syntactic variants involve the choice of one rather than another grammatical construction for the purpose of giving a different social message. The use of a correct grammar may show differences the social background of the speaker.

In this case, the researcher will analyze the using of phrase, clause, and sentence.

A. Phrase

A phrase is a group of words that functions as a single unit in the syntax of a sentence. Most phrases have a head or central word which defines the type of phrase. In English the head is often the first word of the phrase. Some phrases,

however, can be headless. For example, the rich is a noun phrase composed of a determiner and an adjective, but no noun.

Phrases may be classified by the type of head they take:

- Noun phrase (NP) with a noun as head, for instance: the black cat, a cat on the mat
- Verb phrase (VP) with a verb as head, for instance: eat cheese, jump up and down
- Adjectival phrase with an adjective as head, for instance: full of toys
- Adverbial phrase with adverb as head, for instance: very carefully

B. Sentence

Frank (1972) mentions that there are four types of sentence, namely: simple sentence, compound sentence, complex sentence, and compound complex sentence.

a. Simple sentence

Simple consists of one full subject and predicate. It involves:

- A statement, for instance: he stays in Malang.
- A question, for instance: how are you?
- A request, for instance: could you help me?

b. Compound sentence

Compound sentence consists of two or more sentences joined into one by using:

- Punctuation, for instance: It was raining, the students came late.
- Punctuation and conjunctive adverb, for instance: The weather is very bad; therefore we have to keep our health well.

- A coordinate conjunction (and, or, but, yet, so, for), for instance: Every students must obey the rules, so they will not get punishment.

c. Complex sentence

Complex sentence consists of one or more independent clauses and one dependent clause.

- Adverbial clause
- Adjective clause, for instance: The lecture who gets the scholarship is Siska's father.
- Noun clause, for instance: I don't know what to say.

d. Compound complex sentence

Compound complex sentence consists of two or more independent clauses and one or more dependent clauses.

2.4 Hymes' theory of communication

Hymes' contribution to the field of communication is fundamental. He calls for an expansion of the scope of linguistics: an ethnography of communication that would study "communicative form and function in integral relation to each other". Hymes does not deny the importance of formal linguistics. Rather, he adds a new dimension to it so that communication might be considered as a whole. Hymes bases his ethnography of communication partly on the roots of linguistics (and formal linguistic) and partly on a general perspective of human behavior with roots in anthropology, sociology and psychology. He states that "the kind of linguistics that can contribute to the ethnography of communication is now generally known as sociolinguistics". But, he carefully defines this term

according to an ethnography of speaking in order to differentiate his focus from other concentrations that also fall under sociolinguistics. Examples of these are Labov's work on discrete phonetic units, or the interactionists' approach to sociolinguistics such as Schiffrin, Tannen, or Kasper (mainly for discourse analysis and conversational analysis).

For Hymes, sociolinguistics viewed from the standpoint of ethnography of speaking must be part of the study of communication as a whole. He states that a change in a number of orientations toward language is necessary for the contribution of the ethnography of speaking to be realized. He distinguishes the following seven orientations:

1. The structure, or system of speech
2. Function as prior to warranting structure
3. Language as organized in terms of a plurality of functions, the different functions themselves warranting different perspectives and organizations
4. The appropriateness of linguistic elements and messages
5. Diversity of the functions of diverse languages and other communicative means
6. The community or other social context as starting point of analysis and understanding
7. Functions themselves to be warranted in context, and in general the place, boundaries and organization of language and of other communicative means in a community to be taken as problematic.

Hymes' theory of speaking considers as fundamental the notions of ways of speaking, fluent speaker, speech community, speech situation, speech event, speech act, rules of speaking.

2.5 Components of Communication

Hymes in Wardough (1986) points out several components of communication which allow someone to choose a style in a certain circumstance.

Those factors are:

a. Setting and scene.

Setting refers to time and place. The time of day, day of the week, and also the place where a communication takes place are very important. It deals with the concrete physical circumstances. In contrast to setting, scene refers to the abstract psychological setting.

Concerning with time and place, Nwoye in Saville (2003) reports a good example. He stated that morning greeting for Igbo are the most significant,

Since the morning is the beginning of the day and it is believed that the sort of person you first encounter in the morning determines your fortune for that day....Therefore people consciously refrain from speaking to those who they know or suspect can bring ill luck and ruin their entire day.

The holy Koran also gives a good example in this case, let us see following verses of surah Asy- Syams and verses of surah Al- Anfal:

وَالشَّمْسِ وَضُحًىهَا ﴿١﴾ وَالْقَمَرِ إِذَا تَلَّهَا ﴿٢﴾ وَالنَّهَارِ إِذَا جَلَّهَا ﴿٣﴾

يَسْأَلُونَكَ عَنِ الْأَنْفَالِ ۗ قُلِ الْأَنْفَالُ لِلَّهِ وَالرَّسُولِ ۗ فَأَتَقُوا اللَّهَ وَأَصْلِحُوا ذَاتَ بَيْنِكُمْ ۗ

وَأَطِيعُوا اللَّهَ وَرَسُولَهُ ۗ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿٨١﴾ إِنَّمَا الْمُؤْمِنُونَ الَّذِينَ إِذَا ذُكِرَ اللَّهُ وَجِلَّتْ

قُلُوبُهُمْ وَإِذَا تُلِيَتْ عَلَيْهِمْ آيَاتُهُ زَادَتْهُمْ إِيمَانًا وَعَلَىٰ رَبِّهِمْ يَتَوَكَّلُونَ ﴿٨٢﴾

Surah Asy- Syams was delivered in Macca before movement(hijrah) and Al-Anfal was delivered in Madinah after hijrah. This classification is based on the characteristics of surah which is mentioned by Manna' Khalil Qattan in his book '*Ulumul Quran*'. He said that the verse of makky is the verse which is delivered in Macca before movement (hijrah) and for the people who live in it. On the other hand, the verse of madany is the verse which is delivered in Madinah after movement(hijrah) and for the people who live in it .

b. Participants

Participants are the people involve in a communication. They can be a combination of speaker and listener, addressor and addressee, or sender and receiver. In addition, "The identity of the speaker will influence the style, as will the identity of the person being addressed" (Finegan, 2004: 332). It shows that the relationship of participants determines the style.

c. Ends

It means something which is expected by the participants in a communication, whether the goal or the outcomes. The outcomes of communication perhaps same between the participants but the goal in communication can be different.

Basically, The Holy Koran has showed this phenomena in surah An-Nahl:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Invite (all) to the way of the Lord with wisdom and beautiful preaching; and argue them in ways that are best and most gracious, (Al-Nahl: 125).

This verse indicate that the goal of communication, namely deliver Islamic teaching, gives contribution in the style of inviting that is ‘with wisdom and beautiful preaching’.

d. Act sequence

It means the acts which are done in a situation, with a certain participant as well as a certain goal. It includes information about the ordering of communicative act within an event. Goffman in Saville (2003) said:

We deal with the sequencing of action in which the move of one participant is followed by that of another, the first move establishing the environment for the second confirming the meaning of the first.

e. Key

It refers to the tone, manner, or spirit in which the act is done. Let us pay attention to the following hadits which shows the case:

From Anas RA, the prophet Muhammad said: make it (Islamic preach) easy and do not make it sophisticated to be learned and give them a good news and do not make them run way from Islam.

f. Instrumentalities

It refers to channel and forms of speech. Channel is the medium of speech transmission oral, written, and so on. Forms of speech the different languages, dialects, varieties, and registers used in a speech event/act; may be joined with channels as means or agencies of speaking

g. Norm of interaction and interpretation

Norm of interaction includes an explanation of the rules for the use of speech which applied in a communication. For instance, rules for turn taking in a conversation. Norm interpretation deals with belief system in a community about the communication.

h. Genre

It is the categories of speech (e.g. poem, myth, tale, proverb, riddle, curse, prayer, oration, lecture, and so on.

2.6 Previous study

There are many researchers who conduct in this field, one of them is Niswatul Muthoharoh (2002). She conducted a study on The English oral style of broadcaster in RRI Malang. She found out many styles used by the broadcaster, namely:

- Clarity, concreteness, restatement, imagery, conversational tone and appropriateness.
- The dominant styles are clarity, concreteness, restatement, conversational tone which are used to make their listener understand. Meanwhile, appropriateness is used to make a good relationship with their audience.

Another one is Nurul Ilmiatus Sholikha (2003). She conducted a study on The language style used by military members of Kompi Panser 31 Sidoarjo. She found out:

- Formal style is used in serious sentence based on the rule of military
- Informal style is used to make a relaxed situation and condition
- Colloquial style is not too serious. While, the function of these styles are informative and persuasive.

This study focuses on the characteristic of the English speech styles from its linguistic features, namely lexical, word formation process, as well as the grammar which are applied by multilingual speakers who stay in a pesantren where English is one of the official languages. Whereas, the previous ones were focused on the elements of style based on the Fetzer's theory and on the language style used by military members in Indonesian language which then translated into English by the researcher.

CHAPTER III

RESEACH METHOD

This chapter presents the method used in this study which consists on research design, research subject, research instrument, and data analysis.

3.1 Research Design

This study is qualitative. It is based on five categories of qualitative research which are pointed out by Hammersley in Silverman (1993: 26) :

- a. Naturalistic. It observes the actual setting where language events happen naturally in a school, an organization, and so on.
- b. Descriptive data. The data are in the form of words, rather than numbers and statistics. The data describe subjects' experiences and perspective, events, conversation, places, and so on. The researcher attempts to arrive at a rich description about them.
- c. Concern with process. It is emphasis on the process rather than simply with outcomes or products because the relationship among variables being observed will be more clearer if they are observed in the process.
- d. Inductive. Qualitative researchers collect the data, analyze them and make conclusion inductively based on the data. This process helps the researcher to find the realities in the data. It also make the relationship between the researcher and the respondent more explicit. Moreover, it can describe the setting entirely.

- e. A preference for meanings rather than behavior , attempting to document the world from the point of view of the people studied.

From those categories, qualitative is more relevant to be applied by the researcher since language style is a natural phenomenon which is really happen in daily communication. Moreover, it is conducted not only to understand but also to describe the reality of the speech style.

3. 2 Research Subject

In multilingual community, the English style is really an important case. It is related to the context of the situation where the language is used. When the multilingual speakers communicate, it means they choose particular language, dialect, or style as a means to convey ideas, feeling, or information.

3. 3 Research Instrument

In this study, the researcher used human instrument. It means that the researcher herself is the main instrument to collect and analyze data. Because only human who can capture, understand, and describe the complexity of human experience. Besides, the researcher also used participant observation. It enabled the researcher to see the world as the subject saw it and catch the meaning of phenomena from the subjects' view.

3. 4 Data Source

The major focus of qualitative data is on naturally occurring, ordinary, even naturally setting. Therefore, the data are obtained from natural utterances which the researcher collects through field notes. The data are in the form of multilingual speakers' English conversations, English language games, and English speeches which have a relationship with the speech style.

3. 5 Data Collection

The data were collected for about a month, precisely on the 5th June until 24th June 2007. But the researcher took the data in a certain day and certain circumstances where the English style were used by the multilingual speakers. Sometimes it was in the classroom, in the language fun which was hold by them, and sometimes in the language area, dormitory. Then the researcher took field note on their utterances to be analyzed.

3. 6 Data Analysis

In analyzing the data, the researcher did the several steps. First, The researcher presented the data based on the situation, then determined the lexical characteristic, word formation characteristic and grammatical characteristic of speech style and the circumstances of style. The next step, the researcher discussed every topic from the data. After the data of the whole categories were presented and analyzed, finally, the researcher concluded it.

3.7 Triangulation

Triangulation is “a process by which the researcher can help guard against the accusation that a study’s findings are simply an artifact of a single method, a single data source, or a single investigator’s bias” Patton in Robert (1998: 120). Furthermore, Denzin in Stainback (1988) classify three types of triangulation. First, triangulation of data sources which involves; time, person, and setting. Next, methodological triangulation. It involves the convergence of data from multiple data collection procedures. And the last is investigator triangulation. It means there are two or more researchers involve in an investigation.

In this study, the researcher uses triangulation of data sources by asking some experts. The first expert is Mr. Abdul Kadir. He is the director of Pesantren mahasiswa IAIN Sunan Ampel Surabaya. The next expert is Prof. Dr. Mudjia Rahardjo M. Si. He is an expert in sociolinguistics.

CHAPTER IV

DATA ANALYSIS AND FINDING

4. 1 Data analysis

This research describes the characteristic of speech style in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya. The description is focused on the lexical characteristic patterns, word formation characteristic patterns, grammatical characteristic patterns, and the circumstances of style.

Furthermore, the analysis of characteristic patterns of speech style is based on Finegan's theory (see 2. 2). Otherwise, the analysis of circumstances of style is based on Hymes' theory of communication (see 2. 4).

4.1.1 Characteristic patterns of speech style

Casual Conversation

Data I

A : What are you doing in the morning like this?

B : Because no activity, just sleeping – sleeping

A : Yup, it is very nice to sleep in the morning.

B : I will have a class at 09.00

A : Have you had final exam?

B : No, it will be start next two weeks.

A : today, just prepare the last presentation for tomorrow

Setting : This conversation took place in the morning, about 06.00.

in students' room. The condition is very cold and is comfortable for sleeping.

Participants : Both speaker A and B are students.

End : To ask about the final examination

Act sequence : - Speaker A asked about the activity
- Speaker B answer freely
- Speaker A agreed with speaker B's opinion
- Speaker B told the activity

Key : Relax

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : A speaker must understand the hearer's mood

Norm of interpretation: If the hearer does not answer a question, she is not in a good mood to communicate with the speaker.

Genre : Conversation

Data II

A : Sister,

B : What's up?

A : Please send a message to sister Nikmah that we have a meeting tonight

B : What time?

A : After isya'

B : Ok.

A : Don't forget, after isya'

B : Meetang- meeting always...

Setting : This conversation took place after maghrib in front of students' room. It is in a language area.

Participants : Speaker A is a student and speaker B is a senior (musyrifah)

End : To give information about the meeting

Act sequence : - Speaker A greeted speaker B
- Speaker B answered the greeting
- Speaker A asked speaker B to deliver the meeting information.
- After answered the request, speaker B left speaker A.

Key : Friendly

Instrumentalities: Spoken language, face to face conversation

Norm of interaction: When we ask someone to help us, we should use polite request, so the interlocutor will not be offended.

Norm of interpretation: If the listener or hearer did not answer the request, it means that she refused it.

Genre : Conversation

Data III

A : Hi, sister. I never see you

B : I just come this afternoon

A : O...I see

B : I have to do something at home

A : I am sure that you have done it.

B : Yes, and now I can be here again

A : By the way, are you sleepy?

B : Yes, I'm very tired.

A : Ok, have a nice dream

Setting : This conversation took place at night, in the students' room.

Participants : Both speaker A and B are students.

End : To greet someone and make a casual conversation

Act sequence : - Speaker A greeted speaker B
- Speaker B answered with explanation
- Speaker A know the condition of speaker B
- Speaker B stated her condition
- Speaker A left her

Key : low voice with friendly face

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : A speaker must understand the hearer's mood and condition.

Norm of interpretation: Saying closing sentence is very good and
"Have a nice dream" is suitable for closing the
conversation before sleeping.

Genre : Conversation

Data IV

A : Sister, who is after you?

B : There are many, all my room and so on

A : *Can I interrupt?*

B : *Ask nihlah, if she answer yes, you may take a bath after me.*

Setting : This conversation took place in the morning, in the bathroom. There were many students in line to take a bath.

Participants : Both speaker A and Speaker B are students.

End : Interrupt in taking bath

Act sequence : Speaker A asked who were after speaker B
Speaker B answered freely
Speaker A wanted to interrupt

Key : Polite

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : Everyone who wants to interrupt, he or she has to permit to the owner of queue up.

Norm of interpretation: If someone takes another queue up without permission, it is regarded as impolite.

Genre : Conversation

From lexical characteristic patterns, the multilingual speakers used some addressing and greeting terms to call their friends, namely “sister “ and “hi”. They used those terms differently. The term “sister” is used to call among friends(see data IV) and also the musyrifah or senior (see data II). Otherwise, the term “hi” is used to call among friends only and it shows an intimacy. Those terms are also used together(see data III). It indicates that the speaker tried to make the

conversation became without distance, she hoped an intimacy from the interlocutor. In this case, participants in a communication determine the use of different terms.

In word formation process, derivation is seldom used. In data I, the word activity is derived from the verb “active”. This is the derivational process from the verb to noun. As well as in the word presentation is derived from the verb “present”. This is the derivational process from verb to noun. The word sleeping-sleepingan (see data I) and meetang- meeting (see data II) is not derivational process. It is mixed from the English word “sleeping” , and the Indonesian suffix (an). In English, the inflections are:

Table 4.1 English Inflection

No	Lexical category	Grammatical category	Examples
1.	Noun	plural	Book(s), pen(s)
2.	Noun	possessive	Children (‘s) book
3.	Verb	Third person	She read(s) a book
4.	Verb	Past tense	Walk(ed)
5.	Verb	Past participle	Want (ed)
6.	Verb	Present participle	Speak (ing)
7.	Adjective	Comparative	Tall (er)
8.	Adjective	Superlative	Sweet (est)

From this table, we cannot find the inflectional morphemes (-an) since it is Indonesian inflection. Otherwise, meetang – meeting shows the frequency of the

activity. The speaker expressed this term since she felt bored with it. Perhaps she is an active student and consequently there are many meetings which must be attended. Those phenomena is the outcome of language contact. It can happen where two languages or more are spoken actively by the community.

In this situation, they use some phrases, namely verb phrases and adverbial phrases and also simple sentences.

Table 4.2 Phrase

No.	Verb phrase	Adverbial phrase
1.	Have a nice dream	Because no activity, just sleeping – sleepingan
2.		After isya'
3.		Just a minute
4.		Today, just prepare the last presentation for tomorrow

Table 4.3 Simple sentences

No.	Statement	Question	Request
1.	It 's very nice to sleep in the morning	What are you doing in the morning like this?	Please send a message to sister nikmah
2.	I will have a class at 09.00.	Have you had final exam?	
3.		What's up?	

4.		What time?	
----	--	------------	--

From the sentences above, questions are used more often than the others. It happens since the answer from the questions are in the form of phrases as in the table 4.1. We know that in a casual conversation, it does not need a complete sentence if the phrases are understandable to answer the question.

Joking

Data V

A : Hi, don't leave me first...

B : You will give me money?

A : I will take something in my room

B : be quick!

A : Yes, just a minute.

B : You must treat me a bowl of meatball tonight!

(Then they laugh together)

Setting : This conversation took place in the morning, in front of students' room. It was the time for going to the campus.

And they were in a hurry.

Participants : Both speaker A and B are students

End : Asking for waiting

Act sequence : Speaker A Shouted speaker B

Speaker B answered with a serious tone

Speaker A took something which left in her room

Key : unfriendly

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : We must ask politely, when we need others

Norm of interpretation: Between two intimate friends, the word please may be omitted.

Genre : Conversation

Data VI

A : I like singing so much

B : No days without singing, isn't it?

A : Yes, singing can make me happy

B : Why you don't join Indonesian Idol? you know that you will be eliminated first before the others?

A : Oh...Is it too bad?

B : Sorry, don't take it into your heart. Joking...

Setting : This conversation took place at night, in the student's room. There are many students and they did their own activity. Two of them were listening to the music.

Participants : Both speaker A and B are students

End : To refresh mind after having the activity

Act sequence : Speaker A states her hobby
Speaker B answered with a question tag

Speaker A defended her statement

Speaker B attempted

Key : Slow and friendly

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : To make a conversation run well, the participants should not mock each other except they are an intimate friend.

Norm of interpretation: The participants are intimate friend since they brave to make joking to make the situation comfortable

Genre : Joking

Data VII

A : I have a bad experience about English

B : What 's that?

A : I asked my teacher about addition "in" after verb

B : So what?

A : That addition usually used by the negro people, then all my friends in the class laugh at me. After that, they call me negro.

B : Terrible... (laughing together)

Setting : This conversation took place at noon, in the boy's dormitory. There are some students and seniors(musyrif)

Participants : Both speaker A and B are students

End : Sharing experience about English

Act sequence : Speaker A began to tell his experience

Speaker B listened it very carefully and gave a good

response to him

Key : Calm down

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : In a communication, giving a question from a story is a sign that the interlocutor response the speaker.

Norm of interpretation: The participants can catch the message from the conversation, so they laugh together.

Genre : joking

Data VIII

A : There are many dolls here

B : I like them much

C : Yes, she likes that monkey doll

A : Really? (she is amazed since the doll is very small)

C : May be she remember her ancestor (speak to A)

B : No, this doll is very funny

Setting : This conversation took place in the afternoon, in the room of girl's dormitory

Participants : All of them are the students in the third smester

End : To tempt a friend with her doll

Act sequence : Speaker A opened the conversation
Speaker B gave a good response
Speaker C tried to make a joke

Key : Slow and calm

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : In a communication, when the interlocutor give comment, it means she is ready to continue it.

Norm of interpretation: Student B and student C are intimate friend

Genre : joking

Joking is one of parts of the multilingual speakers activity. This activity is done to refresh the mind after doing many activities or even it is done in the middle of activity. It has characteristic patterns, one of them from the lexical characteristic patterns. They use the word “so” in different ways and functions. The word “so” in data V means “very” which usually use in a formal situation. Otherwise, the word “so” in data VI means “then”. Besides, they also use the word “first”. Perhaps, it is influence by the Indonesian translation which means “dulu”.

They seldom use derivation. From data VI, there is only one derivation. It is the derivation from verb to noun. There is no blending, clipping, nor borrowing process. Free morphemes are very dominant here.

In this situation, they seldom use phrases. The phrase “ be quick” (see data IV) is a verb phrase. And the phrase “ just a minute” in the same data is adverbial phrase. But they often use simple sentences. Let us see the table below:

Table 4.3 Simple sentences

No.	Statement	Question	Request
1.	I will take something in my room.	You will give me money?	Don't leave me first
2.	I like singing so much	No days without singing, isn't it?	Sorry, don't take it into your heart
3.	Singing can make me happy	Why you don't join Indonesian Idol?	
4.	I miss your smile	Is it too bad?	
5.	I have a funny story about English	What's that?	
6.	I asked my teacher about the addition "in" after verb	So what?	
7.	After that, they call me negro		

From the sentences above, the statements are used more often than the phrases. It happens since in joking, some explanations are needed. So, phrases are not sufficient. Question is not always preceded with "to be or "Wh question". In this circumstance, they do not pay attention to the grammar. They just speak, speak, and speak to practice whatever they know about English. Besides, the request pattern is not always preceded with "please" either. It is often omitted (see data IV and data V). Request sentence can be seen from its meaning.

Serious

Data VIII

A : *Sister, how about our preparation for LPJ?*

B : *For girl students, there is no problem. Just wait for the information from boy students.*

A : *So, there isn't information till now?*

B : *Yes, may be after this*

Setting : This conversation took place in the afternoon, about 17.15. pm. In the musyrifah's room

Participants : Speaker A is a student and Speaker B is a senior student (musyrifah)

End : To ask about LPJ (Responsibility in the last period of organization)

Act sequence : Speaker A asked about the preparation of LPJ (Responsibility in the last period of organization)

Speaker B explained it

Speaker A tried to validated the information

Speaker B predicted the answer

Key : Serious

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : In an organization, report a program for a year is a compulsory. They have to responsible for the programs

which were done.

Norm of interpretation: They have a good responsibility for the program they have done for a year.

Genre : Conversation

Data IX

A : What's wrong with your eyes?

B : Sick

A : Why? Because of glasses?

B : Yes

A : Have you gone to the doctor?

B : Not yet, this afternoon.

A : You don't go alone, do you?

B : Yes, I 'll go with my friend

Setting : This conversation took place in the morning, about 10.30 am. It was in front of the students' room. It happened after coming back from the campus.

Participants : Both speaker A and speaker B are students.

End : Asking about health

Act sequence : - Speaker A asked about the interlocutor's eyes
- Speaker B answered with a short answer
- Speaker A suggested to go to a doctor.

Key : Pity

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : It is a good way to ask somebody's health.

Norm of interpretation: It showed that the speaker gave attention to the hearer.

Genre : Conversation

Data X

A : Sister, please help me to translate this (She show the book)

B : It's very difficult because it's about philosophy.

A : Yes, you're right. The sentence is long and difficult.

*B : You don't have to translate all passage, the most important is you can
get the point.*

A : Ok, I will try it.

B : Good luck.

Setting : In the morning, about 06.15. This conversation took place
in students' room.

Participants : Student A is Tafsir-Hadits student, student B is an
English student.

End : To ask the English student to translate the text

Act sequence : Speaker A asked B to translate the text
Speaker B refused politely

Key : Friendly and polite

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : If someone asked to help another but he or she cannot do,

he or she must answer politely.

Norm of interpretation : It is a good way to refuse someone's request by giving suggestion

Genre : Conversation

Data XI

A : Sister, I haven't done the homework. Have you finished it?

B : Yes, of course.

A : Would you help me?

B : we've divided the job yesterday. So, you have to do I by yourself!

A : But I have a class after this.

B : Whatever the activity, you must do it. You can manage the time.

Setting : This conversation took place in the morning, about 07.30 in students' room.

Participants : Both student A and student B are Tafsir-Hadits students.

End : To remind the homework and asking help.

Act sequence : - Speaker A asked speaker B about the homework
- Speaker B answer it easily
- Speaker A needed a help
- Speaker B refused it directly

Key : High

Instrumentalities : Spoken language, face to face conversation

Norm of interaction : If someone asked to help another but he or she cannot do,

he or she must answer politely.

Norm of interpretation : It is a good way to refuse someone's request by giving
suggestion

Genre : Conversation

Serious means without joking. This situation also become the multilingual speakers part of life. The word "sister" in data VII and data IX is one of addressing and greeting terms they used in daily conversation. But they used it differently. In data VII, the word "sister" is used to address the senior (musyrifah). On the contrary, the word "sister" in data IX is used to addressed among friends. The situation of the conversation determines addressing terms. In serious situation, they did not address their own friend by the word "hi". Besides, the word "so" has a different meaning with the previous one. In this case, it means to conclude something.

The word "preparation" and "information" (see data VII) are derivation process. They are derived from the verb "to prepare" and "to inform". This is the derivation process from verb o noun. Besides, the word LPJ is Indonesian abbreviation which means laporan pertanggungjawaban. It is usually done in the end of program. This phenomena is borrowing. The word is borrowed from Indonesian language. It happened since English is not their mother tongue language. It normally happens in a community where the spoken language is not the mother tongue. Furthermore, the word "till" (see data VII) is a shorter form of until. This phenomena is called clipping where a word of more than one syllable is reduce to a shorter form.

They often use simple sentences much more than phrases. A statement is the characteristic pattern in this situation. It consists of subject, verb, and sometimes adverb.

Classroom Discussion

Data XII

- A : What does the text tell about?*
- B : It is about free sex in western culture where people live together in one house without married*
- C : No, I think it is about a family live problem.*
- A : Ok, now let's discuss the text and pay attention to the clue.*
- B : I found the sentence " I will always beside you whatever will be" and from the conversation, I conclude that they love each other.*
- C : Yes it's right. But in the text we also find that the boy convince the girl to do something but the girl is still in doubt to do that.*
- B : What is the thing that the boy wants from the girl?*
- C : That is the question?*
- A : Right! You almost answer the question. Both of you are right, do you know the answer of your question?*
- B : No, I'm still confuse*
- A : They are a couple and the husband wants his wife to miscarriage the pregnancy. So, he try to convince his wife to do that. This is literature text, I understand, perhaps you feel confuse.*

Data XIII

A : Miss, we often find lesbian and homosexuality in pesantren. Why does it happen?

B : Basically, we can answer that question based on Sigmund Frued theory.

C : What is the relationship between the theory and the question?

B : Man has id, ego, and super ego. Id is the first and strong desire. Ego is the policy, there is consideration. And super ego control the ego.

A : Would you explain more?

B : When a person in the puberty, he or she has a strong desire to know th opponent sex of him or her. So, if this need is not fulfilled, he or she will satisfy the desire to the same sex.

A : So, both lesbian and homosexuality is reasonable?

B : I have explained it to you all. But it does not mean that I allow you to do that.

Classroom discussion is one of students' activities in the class. It is a good way to encourage their speaking ability. It is conducted in the morning class or regular class and also in the afternoon.

Data XII is a classroom discussion which is conducted after maghrib. The students discussed about literary text which needed a deep analysis from many aspects. The students were confused about the text, but after the discussion, they understood it well. And data XIII also conducted in the same time but in another

day. They discuss about the lesbian and homosexuality in pesantren. The teacher tried to explain the phenomena with a theory from Sigmund Freud.

The word attention, conversation, and question are not derivation process. They are free morphemes, we must bear in mind that not every word which is ended by “ion” is a derivation process.

The sentences are relative long. Since discussion needs more explanation. It is not sufficient to explain something by using phrases. All students also try to speak with a correct grammar.

Language games

Data XIV

Sometimes I have eyes, sometimes I do not. My shape is circular. It is made of gold. I am in the sweet finger. Who am I?

Data XV

I like swimming. I move by jumping, jumping, and jumping. We have a balloon under our neck. Because the balloon expand and contract repeatedly, it produce sound. The sound is like trumpet. I like rain so much. When the rain comes, we are so happy. My family and friends usually have a big party when the rain comes. Our party is held in the river along the rice field. Who am I?

Language game is an activity which is involved in language fun. It is held once a week. Basically, everyday they practice English language but in this chance, they can show their ability in language.

The word “so” above, means very. They prefer to choose this word rather than “very”. Whereas they have the same meaning. Usually the word “so” is used to in casual conversation and “very” is used in a formal situation. This is the lexical characteristic pattern since the choice of one word rather than another gives a stylistic message although the linguistic meaning remain the same. It indicates that the genre is able to determine the style.

Further, the word “repeatedly” is a derivation process. It is derived from the verb “repeat”. This is the derivation process from verb to adverb. In the data above, there is only one process. There is no clipping, borrowing, nor blending. It show that free morphemes is the characteristic of word formation process.

The word “sometimes” and “jumping” is repeated more than once. This is the characteristic pattern of the game. The more often the word is repeated, the more important it is. In playing language games, it become the key to answer the question.

There is only one sentence which should be corrected:

- Because the balloon expand and contrast repeatedly, it produce sound.
(false)
- Because the balloon expands and contrasts repeatedly, it produces sound.
(true)

It indicates that they pay attention to the grammar when delivering language games. It is also consists of simple and compound sentences. Let us see the table below:

Table 4.4 Simple sentence and compound sentence

No.	Simple sentence	Compound sentence
1.	My shape is circular	Because the balloon expand and contrast repeatedly, it produce sound
2.	It is made of gold	When the rain comes, we are so happy
3.	I am in the sweet finger	
4.	I like swimming	
5.	I move by jumping, jumping, and jumping	
6.	The sound is like trumpet	
7.	I like rain so much	
8.	Our party is held in the river along the rice field	

This phenomena happen since it is a simple puzzle to make the situation is alive and all students pay attention to the program.

Announcements

Data XVI

- I hope to all students who have plate in multifunction room, please take it now.

- I hope to all students of this dormitory to be in multifunction room at 17.00 precisely
- Sisters, it is time maghrib, let's go to the mosque and please turn off the television.
- For all students of this dormitory, the language fun will be started at 19.30. Please prepare yourselves to join the activity.
- For all the students of this dormitory, you may not go home before there is a definite decision about the holiday.

The word "sister" is a lexical category since it is one of the address terms used by the multilingual speakers in Pesantren Mahasiswa IAIN Sunan Ampel Surabaya. They use this word to address their friends and their senior in an informal circumstance but sometimes also in a formal as well.

Further, the sentences are always preceded with addressing terms. It is very important since the messages must be addressed. Those term are:

- I hope to all students
- Sisters
- For all students

The word "please" also become the characteristic. This is a polite request. As Chaika stated that style is message (Chaika, 1982: 36). In other word, announcements contain invitation for everyone who listens, hears, or reads it.

Speeches

Data XVII

Excellency: Miss Nikmatul Masruroh as our beloved musyrifah and happy sisters.

Firstly, Let's thank to ALLAH who has given us mercies and blessings until we can attend here without any troubles and obstacles.

Secondly, may Sholawat and Salam always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness, from jahiliyah era to Islamic era.

Thirdly, I say thank to master of ceremony who has giving me time to deliver a speech under the title "Pornography"

Well, we have known that every country has different culture, religion, and education. Those can differ life style of the people and no one even though the country can umilar another one because the differences should be respected.

Ladies,

Actually pornography in Indonesia has been everywhere. During this time, we were not aware what happen around us. Lately, we were surprise because of vulgar picture done by the Indonesian artists. Then many persons protested among them by following up discussion.

Sisters,

What will happen with our young generation if their mind is contaminated with bad morality whereas the responsibility is very high and heavy? The first answer, parent is the first people that have to keep and care their sons and daughter from bad moral for 24 hours. Then teacher or lecturer should give understanding which one is really positive and which one is really really negative.

Ok, I think that's all my speech. If you find some mistakes, please forgive me.

Data XVIII

I say thanks for your coming tonight

I say thanks for your performance. I think your performance is so good. I hope one day you must pay attention to your friends so you can give conclusion better and right. So, you don't feel nervous, you don't feel afraid in front and don't just laugh. I don't want you just laugh in front of your friend, ok?

The word Excellency and miss are used to greet the senior (musyrifah). These terms are especially used in a certain circumstances, in a speech, for instance. Both of these two term are used together. On the contrary, the term happy and sister are used to greet among friends. Both of these two terms are also used together. It shows that there is a different term to greet people in different situation. It means that there is a relationship between the situation and the participants to determine the style. Besides, the word "ladies" is also used to greet people. But this term is more general, which can include the students themselves and also the senior. Excellency and happy are used in the opening of speech. Otherwise, the term "ladies" and "sisters" are used to all female audiences in the middle of speech. It is done to make the audience pay attention to the speaker. She tried to communicate with her audience by using different term as a variation. In this circumstances, the word "so" is used differently. Let us compare:

- I think your performance is so good.
- So, you don't feel nervous, you don't feel afraid in front and don't just laugh.

In the first sentence, it is used to emphasize the meaning, in other word, it has the same meaning with the word “very”. On the other hand, it is used to conclude something in the second sentence.

Furthermore, there are many derivations and borrowing process :

- Firstly = first + suffix (ly)

Secondly = second + suffix (ly)

Thirdly = third + suffix (ly)

These are the derivational process from nouns to adverbs.

- Lately = late + suffix (ly)

These are the derivational process from adjective to adverb

- Darkness = dark + suffix (ness)

Lightness = light + suffix (ness)

These are the derivational process from adjectives to nouns.

- Morality = moral + suffix (ity)

This is the derivational process from noun to noun

- Responsibility = responsible + suffix (ity)

This is the derivational process from verb to noun.

- Performance = to perform + suffix (ance)

Appearance = to appear + suffix (ance)

These are the derivational process from verbs to nouns.

- Nobody = no + body

This is the derivational process from noun to noun. The prefix “ no “ show negative.

- Education = to educate + suffix (ation)

Discussion = to conclude + suffix (ion)

These are the derivational process from verbs to nouns.

Borrowing

- Musyrifah = this is Arabic vocabulary. The speakers use this vocabulary since they do not find the English of musyrifah
- Jahiliyah = this is Arabic vocabulary. The speakers use this vocabulary since they do not find the English of jahiliyah

In this circumstances, most of the sentences are compound, complex, and compound complex. It is happen since in delivering a speech, the speaker should explain what he wants to say to the listener. It is not sufficient, if the speaker only uses a simple sentence or even a phrase. The speaker also pay attention on the grammar. The more formal, the more we pay attention to the grammar.

Moreover, Some genre will require a more formal variety of style. In two events of the same genre, such as a greeting, the form might differ depending on time of the day, whether indoors or outdoors, or other features in the setting. A lecture on the same topic might be more or less formal depending on the size of the room, the arrangement of the furniture, and the number of the person in the audience.

4.2 Finding

From the data above, the researcher found several characteristic patterns of style in relax conversation, joking, serious, classroom discussion, language games, announcements, and speeches.

In relax conversation, they use the word “sister” to address among friends as well as the senior or musyrifah. The term “hi” is only used to address among the multilingual speakers themselves. Usually it is used between intimate friends. And phrases are more often used rather than simple sentences since it has been understandable by the participants, the point is clarity. The grammar is not become their concern. In this circumstance, they try to speak up although the they do not know the grammar.

Then, in joking, the patterns are almost the same with in a relax conversation in term of addressing people. The use of simple sentences are more often rather than phrases. It what makes joking and relax conversations are different. It happens since in joking, the participants try to make a joke in the simple way to make the listeners laugh. Sometimes the speakers tell a funny story and sometimes they tempt them. Such case needs a simple explanation which is expressed through simple sentences which are understandable. Grammar is not become their concern, as in the relax conversation.

Afterward, in a serious situation, they use addressing term (sister) and simple sentences. They pay a bit attention to the grammar.

In the classroom discussion, they use simple and compound sentences more often rather than phrases. To discuss something means to deliver an idea and to defend it. Therefore, phrases are not sufficient to do that thing. They pay attention to the grammar well, they try to speak well.

The pattern above also happens in language games. The difference is a certain word which become the answer is repeated more than one. It is a clue for the audiences.

The next is in announcing information. In this circumstance, they use several addressing terms, namely: sister, I hope to all students, and for all students. The sentences are compound and compound complex. This is to make the information clear and understandable. Grammar is practiced well by them.

The last is in speech. The characteristics are very complex. Greeting and addressing terms are used together, namely “Excellency: Miss” and “happy sister” . The term ladies is also used. This is a general term which can include all female audiences, the students and also the senior. Besides, derivational process and borrowing also become the characteristic patterns of the style. The process is derived from nouns to adverbs, from adjective to adverb, from adjectives to nouns, from verb to noun. Moreover, most of the sentences are compound, complex, compound complex and grammar is also practiced well

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the analysis in the previous chapter and also suggestion.

5.1 Conclusion

There are many characteristic in speech style in each level of lexical, word formation, and also grammar. And each level has several important points.

In lexical characteristic patterns, there are many words which are applied for addressing and greeting. For addressing among female, they apply terms such as sister, miss, and ladies. Otherwise, to greet someone, they apply terms such as Excellency, happy, and hi. The holy Koran has describe this phenomena through The verses of makky and madany, namely in surah Almuttahanah and surah yunus:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا لَا تَتَّخِذُوا عَدُوِّي وَعَدُوَّكُمْ ءَوْلِيَاءَ تَلْقَوْنَ إِلَيْهِم بِالْمَوَدَّةِ وَقَدْ كَفَرُوا

بِمَا جَاءَكُمْ مِّنَ الْحَقِّ تُخْرِجُونَ الرَّسُولَ وَإِيَّاكُمْ أَن تُوْمِنُوا بِاللّٰهِ رَبِّكُمْ إِن كُنتُمْ خَرَجْتُمْ

جَهْدًا فِي سَبِيلِي وَأَبْتِغَاءَ مَرْضَاتِي تُسْرُونَ إِلَيْهِم بِالْمَوَدَّةِ وَأَنَا أَعْلَمُ بِمَا أَخْفَيْتُمْ وَمَا أَعْلَمْتُمْ

وَمَن يَفْعَلْهُ مِنكُم فَقَدْ ضَلَّ سَوَاءَ السَّبِيلِ ﴿٥١﴾

تَأْيِهَا النَّاسُ قَدْ جَاءَتْكُمْ مَوْعِظَةٌ مِّن رَّبِّكُمْ وَشِفَاءٌ لِّمَا فِي الصُّدُورِ وَهُدًى وَرَحْمَةٌ

لِّلْمُؤْمِنِينَ

In those verses, The God address his servant with different term. One is for His believer and another is for his servants who do not have faith in the heart.

In word formation characteristic patterns, the multilingual speakers mostly apply derivational one than then others. They also apply clipping and borrowing.

In grammatical characteristic patterns, multilingual speakers mostly used phrases in relax conversation; simple sentences in all situations but mostly in joking, serious conversation, language games; compound and complex sentences in classroom discussion and announcing information; and compound-complex sentences in speech.

5.2 Suggestion

Basically, in the phonological characteristic pattern, we can also find style. It will be broader since language is made up not only of sound but also of expanses of spoken sounds. Many linguist still do not devote enough attention to the reciprocal relation of sounds. These relations are not immediately discernible; syllables are easier to be identified than heir sounds.

In the study of isolated sounds, to note the position of the vocal organs is sufficient; the acoustical quality of phenomena is not an issue, for it is determined by the ear; as for articulation, the speaker has unlimited freedom. But when we

come to the pronunciation of two sounds that are joined, the problem is not so simple; we must bear in mind the possible discrepancy between the effect desired and the effect produced. We do not always have the ability to pronounce what we intend and this condition will create a special style. Therefore, the researcher suggests to the next researcher to conduct a study on this area.

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3. Nourishment of moral virtue

It is given in the form of religious sermon once a week. This program is aimed at guiding the students to have a good moral virtue through religious sermon and counseling.

4. Intellectual nourishment

For the regular class, these are done through a monthly seminar. Whether for the scholarship program, these are done through a monthly seminar and teaching Islamic subject in Arabic. It is aimed at broadening the intellectual views of the students as far as Islamic knowledge is concerned.

5. Translation and research activities

The pesantren also encourages students to get involved in translation and research program.

Furthermore, the pesantren mahasiswa has try to do academic innovation through:

- Innovating new curriculum, teaching methods, and increasing the teaching ability of the teachers
- It is also invited scholars both from within and outside the country to share their knowledge and experience
- Published its 'Alaik journal which bears scientifically entertaining character.

Casual conversation

Data I (Surabaya, 5th June 2007)

- A : What are you doing in the morning like this?
B : Because no activity, just sleeping – sleeping
A : Yup, it is very nice to sleep in the morning.
B : I will have a class at 09.00
A : Have you had final exam?
B : No, it will be start next two weeks.
A : today, just prepare the last presentation for tomorrow

Data II (Surabaya, 6th June 2007)

- A : Sister,
B : What's up?
A : Please send a message to sister Nikmah that we have a meeting tonight
B : What time?
A : After isya'
B : Ok.
A : Don't forget, after isya'
B : Meetang- meeting always...

Data III (Surabaya, 8th June 2007)

- A : Hi, sister. I never see you
B : I just come this afternoon
A : O...I see
B : I have to do something at home
A : I am sure that you have done it.
B : Yes, and now I can be here again
A : By the way, are you sleepy?
B : Yes, I'm very tired.
A : Ok, have a nice dream

Joking

Data IV (Surabaya, 12 of June 2007)

- A : Hi, don't leave me first...
- B : Why? You will give me money?
- A : I will take something in my room
- B : be quick!
- A : Yes, just a minute.

Data V (Surabaya, 7th June 2007)

- A : I like singing very much
- B : No days without singing, isn't it?
- A : Yes, singing can make me happy
- B : Why you don't join Indonesian Idol? Because you know that you will be eliminated first before the others?
- A : Oh...Is it too bad?
- B : Sorry, don't take it into your heart. I miss your smile

Serious

Data VII (Surabaya, 13th June 2007)

- A : Sister, how about our preparation for LPJ?
- B : For girl students, there is no problem. Just wait for the information from boy students.
- A : So, there isn't information till now?
- B : Yes, may be after this

Data VIII (Surabaya, 6th June 2007)

- A : What's wrong with your eyes?
- B : Sick
- A : Why? Because of glasses?
- B : Yes
- A : Have you gone to the doctor?

- B : Not yet, this afternoon.
A : You don't go alone, do you?
B : Yes, I 'll go with my friend

Data IX (Surabaya, 7th June 2007)

- A : Sister, please help me to translate this (She show the book)
B : It's very difficult because it's about philosophy.
A : Yes, you're right. The sentence is very long and difficult.
B : You don't have to translate all passage, the most important is you can get the point.
A : Ok, I will try it.
B : Good luck.

Classroom Discussion

Data X (Surabaya, 14th June 2007)

- A : What does the text tell about?
B : It is about free sex in the western culture where people live together in one house without married
C : No, I think it is about a family live problem.
A : Ok, now let's discuss the text and pay attention to the clue.
B : I found the sentence " I will always beside you whatever will be" and from the conversation, I conclude that they love each other.
C : Yes it's right. But in the text we also find that the boy convince the girl to do something but the girl is still in doubt to do that.
B : What is the thing that the boy wants from the girl?
C : That is the question?
A : Right! You almost answer the question. Both of you are right, do you know the

answer of your question?

B : No, I'm still confuse

A : They are a couple and the husband wants his wife to miscarry the pregnancy. So, he try to convince his wife to do that. This is literature text, I understand, perhaps you feel confuse.

Data XI (Surabaya, 15th June 2007)

A : Miss, we often find lesbian and homosexuality in pesantren. Why does it happen?

B : Basically, we can answer that question based on Sigmund Frued theory.

C : What is the relationship between the theory and the question?

B : Man has id, ego, and super ego. Id is the first and strong desire. Ego is the policy, there is consideration. And super ego control the ego.

A : Would you explain more?

B : When a person in the puberty, he or she has a strong desire to know th opponent sex of him or her. So, if this need is not fulfilled, he or she will satisfy the desire to the same sex.

A : So, both lesbian and homosexuality is reasonable?

B : I have explained it to you all. But it does not mean that I allow you to do that.

Language Games

Data XII (Surabaya, 10 of June 2007)

Sometimes I have eyes, sometimes I do not. My shape is circular. It is made of gold. I am in the sweet finger. Who am I?

Data XIII (Surabaya, 10 of June 2007)

I like swimming. I move by jumping, jumping, and jumping. We have a balloon under our neck. Because the balloon expand and contrast repeatedly, it produce sound. The sound is like trumpet. I like rain so much. When the rain comes, we

are so happy. My family and friends usually have a big party when the rain comes. Our party is held in the river along the rice field. Who am I?

Data Announcements

1. I hope to all students who have plate in multifunction room, please take it now. (Surabaya, 7th June 2007)
2. I hope to all students of this dormitory to be in multifunction room at 17.00. (Surabaya, 17th June 2007)
3. Sisters, it is time maghrib, let's go to the mosque and please turn off the TV. (Surabaya, 15th June 2007)

Data Speech I (Surabaya, 10 of June 2007)

Excelency: Miss Nikmatul Masruroh as our beloved musyrifah and happy sisters. Firstly, Let's thank to ALLAH who has given us mercies and blessings till we can attend here without any troubles and obstacles.

Secondly, May Sholawat and Salam always be with our prophet Muhammad SAW who has guided us from the darkness, from jahiliyah era to Islamic era.

Thirdly, I say thank to master of ceremony who has giving me time to deliver a speech under the title "Pornography"

Well, we have known that every country has different culture, religion, and education. Those can differ life style of the people and no one even though the country can umilar another one because the differences should be respected.

Ladies,

Actually pornography in Indonesia has been everywhere. During this time, we were not aware what happen around us. Lately, we were surprise because of vulgar picture done by the Indonesian artists. Then many persons protested among them by following up discussion.

Sisters,

What will happen with our young generation if their mind is contaminated with bad morality whereas the responsibility is very high and heavy? The first answer, parent is the first people that have to keep and care their sons and daughter from bad moral for 24 hours. Then teacher or lecturer should give understanding which one is really positive and which one is really really negative.

Ok, I think that's all my speech. If you find some mistakes, please forgive me.

Data Speech II (Surabaya, 10 of June 2007)

I say thanks for your coming tonight

I say thanks for your performance. I think your performance is so good. I hope one day you must pay attention to your friends so you can give conclusion better and right. So, you don't feel nervous, you don't feel afraid in front and don't just laugh. I don't want you just laugh in front of your friend, ok?