



A DISCOURSE ANALYSIS ON STUDENT TALKS IN EFL CLASSROOM INTERACTION

Wahyu

email: wachyou92@gmail.com

Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah, IAIN Bone

Abstract

This research aimed to discover the formal and informal talks of the students in EFL classroom. This research was conducted in qualitative design. Furthermore, the researcher applied discourse analysis under the study of sociolinguistics as an approach to analyze the language, writing, speech, and conversation (verbal and nonverbal) that was appropriate with the purpose of this research. In order to get the data, the researcher did observation, recording. Lastly, the result of the data analysis was presented in description of words, not number. The research was conducted at the first and fifth semester groups of English Study Program of IAIN Bone. The result shows that the students used formal and informal language. The informal talks which occurred in EFL classroom particularly in student talks were colloquial lexis, interruption/overlapping, first name and nickname, typical mood choice and modal for probability. Most of the informal talks uttered by the students were included as new characteristic of informal language that was in form of regional term.

Keywords: *EFL Classroom; Formal and Informal talks; Student talks*

INTRODUCTION

In teaching and learning process, communication between the lecturer and the students is regarded as the important element to perform an effective learning. Talk between lecturer and students are important in teaching and learning process. It can be assumed that the lecturer holds main role in the success of teaching and learning process. Communication in the classroom to make the whole learning successful, starting from opening the class, delivering teaching material, asking questions, and managing behaviours. Thus, the language used in the classroom determines whether a class will be successful or not. Xiao-Yan (2006)

defines it as a variety of language which sometimes is used by lecturers when they are in the teaching process.

Teaching in the classroom does not only focus on lecturer's thoughts or idea but also focus on how the English lecturer will express whether is suitable for the particular/general situation or not. Hence, choosing the suitable language in delivering material becomes a difficulty for English lecturers in the classroom interaction. Some of them are ignorant of choosing the proper kind of utterance in describing and explaining materials in teaching or use English to give some instructions. They just use language monotonously in their classroom teaching. Consequently, the students sometimes feel bored when they learn English because the lecturer does not have variation in delivering the material in the classroom. This problem makes the aims of the learning process even more difficult to achieve. In accordance with the case above, one of the important things the lecturer should know is the use formal and informal utterances as one aspect of communication among lecturer and students in the classroom interaction.

In EFL classroom context, the communication between lecturer and students is one of a social phenomenon which is not only limited formal situation but also informal situation as well. The formal language may reduce misinterpretation between locutor and interlocutor. It is in line with the statement by Heylighen & Dewaele (1999) who have explained that these are some reasons why people, including the student and lecturer in the classroom, would prefer formal expressions to contextual ones, or vice-versa.

Meanwhile, Purwati (2020) also found that it can be concluded that students prefer it when the lecturer uses more informal language. When lecturers use informal language, students feel more comfortable and closer to the lecturer. The use of informal language also has a positive effect on students, especially in avoiding boring situations in the classroom. In addition, the diction used by the lecturer in informal conversation is more familiar to the students so that it is easier for students to grasp the meaning of what the lecturer is trying to convey, because students want the lecturer to explain the material in an easy-to-understand language.

Moreover, A study proposed by Sardi et al., (2017), found that teachers prefer to use informal diction or word choice in teaching such as colloquialism, dialect, and slang. This seems to be because teachers tend to pay more attention to textbooks than directly engage in interactive activities with students. In addition, considering the low level and interest of students forces lecturers to speak Indonesian and local languages more than English in class.

Based on the explanation above the researcher carried out research about the use of formal and informal talks of the students in the EFL classroom. The objectives of this research were to discover the characteristics of formal and informal talks of the students in EFL classroom. The result of this research will be a helpful point of view for the lecturer and the teacher to be able to make the classroom more valuable and help to gain the aims of the learning process.

METHOD

In this study, descriptive qualitative design was applied. Furthermore, in this research, the researcher applied discourse analysis under the study of sociolinguistics as an approach to analyze the language, writing, speech, and conversation (verbal and nonverbal). In order to get the data, the researcher did observation and recording. Lastly, the result of the data analysis was presented in description of words, not number. The subjects of this research were the students of English Study Program of IAIN Bone. The subjects were selected based on the language they used in the classroom namely formal and informal language. In analyzing the data, the researcher applied data analysis technique from Miles, et al (2014).

Student Talk

Mulyati (2013) stated that the student talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering lecturer's or peers' question. By asking questions, the students will not only get the answer to the questions but also learn how to construct the meaning. Suherdi (2009) investigated that asking for repetition occurred because they request their peers to repeat the words. Another exchange of student talk is repeating lecturer talk or peers talk. The repetition that mostly occurred in the observation is drilling. This occurred since this strategy allowed students to process the information and follow the lecturer's model. The last exchange of student talk is answering questions. Answering questions can help students to construct and develop their understanding of a topic.

Formal and Informal Talks

According to Joos (1968), the formality and informality of a speech can be seen from the five forms of formality of the speech. The theory is explained as follows:

1. Concepts of formal and informal talk in speech style

A style is the range of variation within the speech of an individual speaker (Bell & Johnson, 1997). Styles are normally associated with certain groups or situations and carry

the flavor of those associations. In other words, style is the variation in the speech of individual speakers which with certain groups or situations. Every person has his or her own way to express his or her meaning through a language. It expresses differently for each person.

This speech style itself can be divided based on the situation when the speech is uttered which can be seen on the following:

- a. Frozen Style. It is a style used commonly for prose writing or for speech. It is also used when we talk to strangers. The characteristic of this style usually is the use of formal and polite language to show the identity of a speaker and to make a prose easier to understand for readers.
- b. Formal Style, which can be defined as a style which is used in a formal situation and uses formal language. Formal style is used by people who still have a distance between them (speaker and hearer). A speaker usually avoids a repetition or another term which tends to be a casual term and used in a discussion or a meeting.
- c. Consultative Style which is used in business or in discussing something. A Speaker who uses this style usually does not plan what he wants to say. Thus, there is a big possibility to make mistakes in speaking, such as word repetition or diction which cannot be avoided.
- d. Intimate Style. This type of style has a characteristic that its common use of personal language codes and it is only for a certain group. It occurs in a certain community which has its own language style. The utterances are usually simple and representative what a speaker means. Intonation is more important than wording or grammar.
- e. Casual Style. The use of casual style refers to the situation in which utterances are expressed. Casual style is a style used in an informal (casual) situation and using informal language. The relationship between speaker and hearer is close, so they usually use words or term repetition and frequently use ellipse sentences.

2. Concepts of formal and informal talk

Richards & Platt (1997) gives a definition of formal speech as the type of speech used in situations when the speaker is very careful about pronunciation and choice of words and sentence structure. Formal speech is usually used at a formal situation like official functions, and in debates and ceremonies. Gelas (1988) and Klir & Folger (1987) tried to determine the formality level of a speech by looking at the frequency of words and grammatical forms that are viewed as either casual or careful.

Formal language is distinguished by some special attention to form where the speaker tries to be close to the standard form and pronunciation of the language. It is usually used by people on some occasions, such as ceremonies, rituals or examinations (Labov, 1972). Meanwhile, people likely prefer to use informal language when the situation is more ordinary such as a conversation with family and friends, where speakers would pay more than the normal attention to form, if they would want to make sure that their expressions are not misunderstood.

Egins (2004) describes the characteristics of formal and informal talks to make a distinction of both. The description can be seen as follows:

Table 2.2 Formal and Informal Characteristics (Adapted from Egins, 2004)

Formal Language	Informal Language
Neutral lexis	Attitudinal lexis (purr & snarl words)
Formal lexis	Colloquial lexis
- Full forms	- Abbreviated forms
- No slang	- Slang
Politeness Ephenomena	Swearing
Careful turn-taking	Interruptions, overlap
Titles, no first name	First names, nick names, diminutives
Incongruent mood choices	Typical mood choice
Modal for deference	Modal to express probability
Modal for suggestions	Modal to express opinion

Heylighen & Dewaele (1999) proposed that there are some reasons why people tend to use formal expressions to contextual ones, or vice-versa. In fact, formal language has less chance to be misinterpreted by others who do not share the same context as the sender. However, the disadvantage is that formal speech is more static or rigid and will less easily accommodate to phenomena that demand expressions with a meaning different from the ones found in dictionaries. The formal speech is also structurally more complex. Therefore, formal expressions require more time, attention, and cognitive processing to be produced and understood.

Informal language on the other side is flexible: meanings shift when the context changes. This is particularly useful when phenomena which are going to be described is not

available in the language yet. By using expressions like "it" or "that thing there", it is possible to refer to the most unusual phenomena.

FINDINGS AND DISCUSSION

Findings

The data of the findings are extracted from the recordings of the classroom activity. The extracts were taken based on the theory of formal and informal talks adapted from Eggins (2004). The Classification can be seen as follow:

1. Formal Talks of Students

The formal talks which occurred in EFL classroom particularly in student talk consist of five characteristics. They were neutral lexis, full form, politeness phenomena, careful turn taking and title in which using title mostly occurred in interaction among lecturer and students. Whereas the other three characteristics of formal talk; incongruent mood choice, modal deference and modal for suggestion did not appear at all.

a. Neutral Lexis

Extract 1: Defining monolingual and bilingual

The lecturer was writing some terms which related to the linguistics. Then, the lecturer asked students whether some of them knew the meaning of those terms. The extract was taken from the first meeting in Introduction to Linguistics subject.

L : Dini sudah pernah dengar istilah-istilah ini? Not yet, the others? The glasses too. (the lecturer points the student with glasses)

*S : someone who **knows** only one language.*

L : someone who master only language. Only one yah. One language. someone who master it they can use it. Seseorang yang menguasainya berarti dia bisa menggunakannya yah. Kemudian bilingual.

*S : someone who **can speak** two languages*

The extract 1 shows that the lecturer was asking students about the definition of monolingual and bilingual. The students preferred to choose neutral lexis to answer lecturer's question in order to formulate simple sentence and easy to understand. The sentence "**someone who knows only one language**" stood to define monolingual which was easy to catch the point. The word "**know**" means recognizing and understanding something

practically. It was chosen to simplify her definition about monolingual. Next, the sentence *someone who can speak two languages* stood to define bilingual. The phrase *“can speak”* was chosen by student to represent ability of someone using that language in communicating. Therefore, all phrases that were chosen by students seemed simple and clear.

b. Full form

Extract 2: Answering lecturer’s question

The lecturer was asking about some terms which have been explained in the last meeting. The extract was taken from the second meeting in TEAFL subject.

L : *triple T, what is triple T?*

S15 : *triple T is Teacher Talking Time*

L : *yah Lecturer Talking Time the opposed to Student Talking Time, sudah saya jelaskan minggu lalu yah? (I have explained it last week, right?)*

The extract 2 above shows student’s complete sentence in answering lecturer’s question. In the sentence *“triple T is Lecturer Talking Time”*, student inserted verb which appropriate with the noun *“triple T”*. In fact, the student’s answer was affected by lecturer question in full form *“what is triple T?”*. Therefore, the student would answer it in full form or complete sentence. It can be understood that the lecturer’s utterance may affect student’s response.

c. Politeness Phenomena

Extract 3: Showing agreement

The lecturer and students were correcting the wrong sentences. Then, the students chose the proper error correction for each sentence. The extract was taken from the second meeting in TEAFL subject.

Ss : *blouse red eh.. grammar*

L : *yah grammar atau lebih spesifiknya namanya? Word order urutan katanya ini bisa body language-- e finger correction yah*
(yes, grammar or the specific name? word order the sequence of words, it can be body language—e finger correction right).

S1 : *iyee bu bisa*

The bold word in the extract 3 above is categorized as polite word in the form of regional term. The student tended to answer lecturer's question politely using regional term "**iyé**". The term "**iyé**" comes from the Buginese tribe which means "**yes**" in English. Besides, the student also inserted "**bu**" as the title which referred to the lecturer. Therefore, this student's utterance "**iyé bu**" showed politeness in classroom interaction. This term appeared many times in student talk particularly in answering lecturer's question and showing agreement.

d. Careful turn taking

Extract 4: Asking question

The student was asking about the branches of Linguistics, she desired to know more about Linguistics. The lecturer explained the scope of Linguistics that they would study in the next semester. The extract was taken from the first meeting in Introduction to Linguistics subject.

S1 : *kan pak itu linguistic ada 3 cabangnya disitu ada sociolinguistik, psikolinguistik sama applied linguistic contohnya?*

(sir, Linguistics has three branches, there are sociolinguistics, psycholinguistics, and applied linguistics, what is the example?

L : *contoh dari? (the example from?)*

S1 : *contoh dari salah satunya. (the example of one of them)*

L : *Linguistics ada banyak, jangankan tiga, tapi yang akan kita pelajari disini, seperti yang kita pelajari disini ada sociolinguistik, psikolinguistik, ada mata kuliah di semester 4 if I'm not mistaken, you will study about sociolinguistics, the socio phenomenon of the language, Bahasa di kehidupan masyarakat. Psycholinguistics, bahasa sebagai gejala jiwa, mental process how do we produce the language start from our thinking...*

It can be seen from the extract 4 above that the conversation run well without any interruption and overlapping. In the first turn, the student was asking about the example of branches of Linguistics. The lecturer seemed confused what example that student asked for but he listened to the question carefully. The lecturer simplified his question by saying "**contoh dari?**". The student then answered shortly "**contoh dari ketiganya**" in this case Sociolinguistics, Psycholinguistics, and Applied Linguistic. After the lecturer caught what the student meant, he explained the scopes for each study. It can be referred from the extract

above that the lecturer and students took their turns in speaking sequentially. Lastly, they waited after the interlocutor has finished to speak then they took their own.

e. Careful turn taking

Extract 5: Asking question

The student was asking about the branches of Linguistics, she desired to know more about Linguistics. The lecturer explained the scope of Linguistics that they would study in the next semester. The extract was taken from the first meeting in Introduction to Linguistics subject.

S1 : *kan pak itu linguistic ada 3 cabangnya disitu ada sociolinguistik, psikolinguistik sama applied linguistic contohnya?*

(sir, Linguistics has three branches, there are sociolinguistics, psycholinguistics, and applied linguistics, what is the example?

L : *contoh dari? (the example from?)*

S1 : *contoh dari salah satunya. (the example of one of them)*

L : *Linguistics ada banyak, jangankan tiga, tapi yang akan kita pelajari disini, seperti yang kita pelajari disini ada sociolinguistik, psikolinguistik, ada mata kuliah di semester 4 if I'm not mistaken, you will study about sociolinguistics, the socio phenomenon of the language, Bahasa di kehidupan masyarakat. Psycholinguistics, bahasa sebagai gejala jiwa, mental process how do we produce the language start from our thinking...*

It can be seen from the extract 5 above that the conversation run well without any interruption and overlapping. In the first turn, the student was asking about the example of branches of Linguistics. The lecturer seemed confused what example that student asked for but he listened to the question carefully. The lecturer simplified his question by saying “*contoh dari?*”. The student then answered shortly “*contoh dari ketiganya*” in this case Sociolinguistics, Psycholinguistics, and Applied Linguistic. After the lecturer caught what the student meant, he explained the scopes for each study. It can be referred from the extract above that the lecturer and students took their turns in speaking sequentially. Lastly, they waited after the interlocutor has finished to speak then they took their own.

f. Title

Since title includes as an indicator in formal conversation, the title comes from different forms. For instance, *Mr. Mrs. Ms. Dr. Prof* and *etc* include as title in formal conversation. Besides, the speaker may also add last name after the title, e.g. Mr. Ali.

Extract 6: Answering lecturer's question

Ss : *finger correction, delay*

L : *finger correction, repetition, delay. Number two "what is name your husband?"*

S1 : *e.. grammarnya miss (the grammar miss)*

L : *ya grammarnya bagaimana? (yes how is about the grammar?)*

S1 : *your husband's name sebenarnya disitu miss (it is supposed to be "your husband's name miss)*

In the second and third turn of students above display the use of title which is as a characteristic in formal conversation. The student replied lecturer's question by inserting title "*miss*" at the end of her answer. In line with the second turn, the student also added "*miss*" at the end of her answer. The title which was used by student declares honorific to the lecturer.

2. Informal Talks of Students

The informal talks which occurred in EFL classroom particularly in student talk consist of nine characteristics. They were colloquial lexis, interruption/overlapping, first name; nick name, typical mood choice, and modal for probability. The other four new characteristics were categorized as new characteristics which were found by the researcher. They were regional term, discourse marker, contraction, and ellipses sentence. The regional term mostly occurred in interaction between student to student. Whereas the other five characteristics of informal talk; attitudinal lexis, swearing, first name/nick name/ diminutive and modal to express opinion did not appear at all.

1) Colloquial lexis

Extract 7: Shocking

L : *...when learners try to produce the language but it beyonds their level, beyond their current level. Ya? Kesalahan yang coba diucapkan oleh siswa tapi.. di atas dari levelnya.*

(...when learners try to produce the language but it is beyond of their level, beyond their current level. Right? The mistake which is tried to uttered by student but...beyond their level).

S2 : o..

S1 : **oh my God..** iya. (oh my God.. yes).

The extract 7 above exposes the use of colloquial lexis in the form of slang. The lecturer explained about the difference between error and mistake. The students had given some comments of its difference but it was incorrect. Then the lecturer explained and simplified the sentence so the student could understand it quickly. The utterance “**oh my God**” which was uttered by a student indicating as an amazement. The student had not known the difference between mistake and error yet. Since the students were familiar with this slang, they uttered it when they amazed of something.

2) Interruption and Overlapping

Extract 8: Simultaneous speech in giving opinion

L : *jadi ini tentang story ya, topiknya tentang story (so this is about story right, the topic is about a story)*

S1 : *the student looks at [the word and make prediction about what might happen in the story]*

S2 : [the word and make prediction about what might happen in the story].

The extract 8 above clearly presents an overlapping which occurred between two students. The student 1 turn was interrupted by student 2. At that time, the lecturer explained if the reading was about a story what would students do. Both students then replied it simultaneously. It was clearly displayed in the sentence “**the word and make prediction about what might happen in the story**” which was said simultaneously by two students. Therefore, the overlapping happened in the form of simultaneous on set by two students.

3) First name, nickname, and diminutives

Extract 9: Calling friend's name

L : familiar dengan istilah-istilah ini? Okay, where did you find these terms? Dimana kalian dapatkan istilah ini? Where did you find it? (the lecturer points a student) the girl with glasses what's your name?

S : *Dini*

The extract 9 above clearly shows the use informal talk by a student. Her friend's name "*Dini*" indicates as a characteristic of informal talk. They were used to call their friends with their first or nick name. Her full name was Dini Anggareni but her friends always called her Dini. Thus, her nickname includes as informal talk particularly nickname. Moreover, it also means that they have close relationship.

4) Typical mood choice

Extract 10: Declaring

L : *makanya disadvantagesnya tidak semua error correction itu bisa dikoreksi-- tidak semua kesalahan bisa dikoreksi menggunakan finger, kalo kalimat panjang? Hitungmi (Therefore, the disadvantage is not all error corrections can be corrected-- not all mistakes can be corrected using finger, what about if the long sentence? Count it)*

Ss : @ @ *I see*

The mood relates to a verb category or certain form which indicates whether the verb expresses a fact, a command, a question or a statement. Therefore, the bold word in extract 26 above "*see*" includes as declarative mood. The student used a verb "*see*" to declare that she had understood about the disadvantage of finger correction which had been explained by the lecturer.

5) Modal to express probability

Extract 11: Expressing opinion

L : *langsung yah, tapi disadvantagesnya (directly right, but the disadvantages)*

S1 : *can be babyish, terlihat kebayian (looked babyish)*

T : *can be babyish seperti?*

Ss : *anak-anak (children)*

As indicated in the bold word above, “**can be babyish**” was categorized as modal to express probability. The student’s utterance clearly referred to the informal conversation. The student used modal “**can**” to indicate that finger correction may look babyish. In this student’s opinion, the student tried to reflect when they had to use the finger correction in teaching. The use of finger correction was not proper in university level so it would like babyish when lecturer used it.

6) Regional term (Suyanto, et al., 2021)

Extract 12: Asking for paper

S1 : *siapa ada kertas kosongnya? (Who has blank paper?)*

S2 : *woi tidak ada kertasku. (I do not have paper)*

S3 : *kasika juge he. (Give me too)*

Extract 12 shows the use of regional term **-ka** in interaction between students. The suffix **-ka** in the conversation above referred to the speaker. In Buginese, people used this word if they asked for something. In line with that, the student uttered this “*kasika*” to ask for paper. In student talk, particularly the talk between students form, they preferred to use regional term and local language in creating conversation.

7) Discourse marker (Heine & Kaltenböck, 2021)

Extract 13: Confirmation

Ss : *father, mother, daughter, son, brother, sister*

L : *that’s brainstorming*

Ss : **ohh**

L : *itu yang disebut dengan brainstorming, lanjut (that is what we call brainstorming, continue)*

The extract 13 above presents discourse marker in student turn in speaking. The word “**ohh**” which was used by student indicating confirmation from the students. The student’s confirmation implied that they had understood what brainstorming was. After the lecturer gave them example, they were able to catch the point. The lecturer knew that the students had understood it, so the lesson continued to next topic. Therefore, the use of discourse marker in this extract is as confirmation.

8) Contraction (Suyanto, et al., 2021)

Extract 14: Answering lecturer's question

L : *karena kita tidak bilang apa-apa yah. Kalau kesalahan e.. disitu letak kesalahannya kita hanya diam, kemudian menggunakan fingers saja, kita tidak mengatakan apa-apa Last week I, berarti siswa sudah tahu bahwa oh disitu kesalahannya yah, Last week I (while holding her finger) a great film oh berarti see, berarti menjadi?*

(because we say nothing right. If the error e.. in the error we only keep silent then we use fingers only, we say nothing. Last week I, it means students have known their error, oh my error in this part, Last week I (while holding her finger) a great film oh it means "see", so it will be?

Ss : *saw*

L : *apa lagi?*

Ss : *doesn't use or focus on a word tidak hanya fokus pada satu kata (doesn't use or focus on a word, not only focus on a word)*

Extract 14 above performs contraction when student answered the lecturer's question. The student's utterance "*doesn't use or focus on a word*" indicated that the student preferred to shorten the negative auxiliary verb in speaking. Even though the student did not mention the subject of the sentence, they knew what auxiliary verb was proper for it. Therefore, it can be said that the contraction always happened in students' negative sentence.

9) Ellipses sentence (Fukumoto, et al., 2021)

Extract 15: Asking question

L : *apa yang di dapat di kamus, if you search the word linguistic what do you find in dictionary?*

Ss : *in Bahasa or?*

L : *in English.*

The student's turn in extract 15 shows us the form of ellipse sentence. The lecturer asked students to open Oxford dictionary but the students were not familiar with that dictionary. Thus, they asked what dictionary that they should open "*in Bahasa or?*". The sentence was indicated as the form of ellipse sentence. In this case, the student did not continue their sentence "*in Bahasa or English?*" because they predicted that the lecturer

absolutely understood what they meant. Even though they did not continue it, the lecturer could catch what the student meant. In fact, the lecturer replied with “*in English*”. People use ellipse sentence because they can predict if the interlocutor have known the sentence previously.

Discussion

The student talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering lecturer’s or peers’ question. All main exchanges in student talk involved in classroom interaction. Similar with the lecturer talk, the students also used both formal and informal language alternately. The formal talks which occurred in EFL classroom particularly in student talk consist of five characteristics. They were *neutral lexis*, *full form*, *politeness phenomena*, *careful turn taking* and *title* in which using title mostly occurred in interaction among lecturer and students. Whereas the other three characteristics of formal talk; *incongruent mood choice*, *modal deference* and *modal for suggestion* did not appear at all. The most formal talks uttered by the students were the use of *title*. The students supposed to use this title when speak with lecturer to show honorifics. The use of title is one of the indicators of formal language.

The informal talks which occurred in EFL classroom particularly in student talks were *colloquial lexis*, *interruption/overlapping*, *first name and nickane*, *typical mood choice*, and *modal for probability*. Most of the informal talks uttered by the students were included as new characteristic of informal language that was in form of *regional term*. The students preferred to use regional term or local language in creating talk exchanges with another student. As Moore (2008) declares that a student who is talking with his/her peers can exchange the information about their experience, their hobbies, and many more. Therefore, the students are possible to get more information by using informal talk rather than formal.

Another reason which caused the students communicate in informal language is because of solidarity within their classmates and the decrease of power over them as all students are in the same level. It is supported by the research conducted by (Nemani & Rasekh, 2013) who proposed that social class raises the politeness degree of speech, while solidarity and power decrease the degree of politeness. Most of the informal communications happened among the students when they communicate with their classmates. It is in line with the findings of this research particularly in students talk in which they prefer using informal

language rather than formal language. In short, the formality will decrease due to the closeness of relationship.

CONCLUSION AND SUGGESTION

Student talks which occurred in classroom interaction, the formal talks consisted of five characteristics. They were *neutral lexis, full form, politeness phenomena, careful turn taking* and *title* in which using title mostly occurred in interaction among lecturer and students. Meanwhile, the informal talks which occurred in EFL classroom particularly in student talks were *colloquial lexis, interruption/overlapping, first name and nickname, typical mood choice, and modal for probability*. Most of the informal talks uttered by the students were included as new characteristic of informal language that was in form of *regional term*.

The study of formal and informal talk in EFL classroom can be developed by conducting it in different contents and setting. It is possible to find another characteristic of formal and informal language in EFL classroom.

REFERENCES

- Bell, A., & Johnson, G. (1997). Towards a Sociolinguistics of style. *University of Pennsylvania Working Papers in Linguistics*, 4(1).
- Egins, S. (2004). *An Introduction to Systemic Functional Linguistics* (Second Edition). New York: Continuum international Publishing Group.
- Nasretdinova, M. N., & Ishmatova, Y. U. (2021). EXPRESSION OF THE ELLIPSE PHENOMENON IN TRANSLATIONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 2(10), 11-13.
- Gelas, N. (1988). *Dialogues authethique et dialogues romanesques, in: Echanges sur la conversation*. 323–333.
- Heine, B., & Kaltenböck, G. (2021). From clause to discourse marker: on the development of comment clauses. *Language Sciences*, 87, 101400.
- Heylighen, F., & Dewaele, J. M. (1999). Formality of Language: definition, measurement and behavioral determinants. *Internal Report, Center "Leo Apostel", Free University of Brussel*.
- Joos, M. (1968). *The Five Clocks*. New York: Harcourt, Brace and World.
- Klir, G., & Folger, T. (1987). *Fuzzy Sets, Uncertainty, and Information*. NJ: Prentice Hall, Englewood Cliffs.

- Labov, W. (1972). *Sociolinguistics Patterns*. Philadelphia.
- Miles, M. B., Huberman, A. M., & Saldana J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd edition). USA: Sage Publications, Inc.
- Mulyati, A. F. (2013). *A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners*. 1(1), 1–10.
- Nemani, F., & Rasekh, A. E. (2013). Investigating the Effect of Social Variables on Speech Variation: Social Class, Solidarity, and Power. *British Journal of Education, Society & Behavioral Science*, 3(3), 300–334.
- Purwati, D. (2020). The Effects of Lecturers' Formal and Informal Talks on Students' Understanding of the Material in the Language Learning Process. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 93-104.
- Richards, J. P., & Platt, H. (1997). *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Sardi, A., Atmowardoyo, H., & Weda, S. (2017). The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction. *International Journal of Science and Research*, 6(3), 1061–1066.
- Suherdi, D. (2009). *Classroom Discourse Analysis: A Systemic Approach*. Bandung: Celtics Press.
- Suyanto, S., Romadhony, A., Sthevanie, F., & Ismail, R. N. (2021). Augmented words to improve a deep learning-based Indonesian syllabification. *Heliyon*, 7(10), e08115.
- Xiao-Yan, M. (2006). *Teacher Talk and EFL in University Classrooms*. Chongqing Normal University and Yanstze Normal University (unpublished dissertation), China.