

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of finding and discussion. The finding is purposed to answer the research problems based on the data analysis obtained, while the discussion is purposed to discuss the results of data analysis.

4.1 Finding

The data of this study were taken from the recorded conversation between students to his teacher and students to his friends. For answer the first question about type of speech style, the researcher used the theory from Ryding (2005) and supported by Holmes (1992). Besides, to answer the second question about possible factors causing the errors, the researcher used theory from Holmes (1992).

However, the researcher found two types of speech style, those were formal style, informal Style. Beside, there were also many students who combined between formal style and informal style. While the students having conversation with the teacher, all of the students in high level class used formal style. In middle level class, almost all of the student used formal style. There was only one conversation which used combination of formal and informal style.

Different from the high and the middle class level, in low level class two conversations were in formal style, one conversation in informal style and two

conversation were combination formal and informal style. While the student was having conversation with his friend, in high level class, there was only one conversation used formal style and another four conversations used combination formal and informal style. In the middle class level, there was only one conversation used informal style, and the other four conversations were in formal and informal style. The same thing with the middle level class, in the low level class, there was one conversation produced in informal style and the other four conversations were in formal and informal style. For the specific, it can be seen in the table below :

Table 4.1 Speech Style used in Arabic Class Interaction

No.	Participants	Class	Number of Conversation			Total
			F	I	C	
1.	S – T	H	5	0	0	5
		M	4	0	1	5
		L	2	2	1	5
2.	S – S	H	1	0	4	5
		M	0	1	4	5
		L	0	1	4	5
Tot.						30

Note : F : Formal Style
 I : Informal Style
 C : Combination between Formal and Informal Style
 S – T : Student – Teacher Conversation
 S – S : Student – Student Conversation
 H : High Level Class
 M : Middle Level Class
 L : Low Level Class
 Tot. : Total

In addition, the researcher found 3 possible factors caused the students used formal and informal style. Those factors were the setting of conversation, the participants (social distance) of the member of conversation and the topic of the

conversation. For the detailed explanation about this findings will be described on the analysis. Formal speech style is identified by the bold word, while the informal one is classified by the italicized word.

4.2 Analysis of Speech Style and Possible Factors

4.2.1 High level class student – teacher conversation

Arabic	English
A : Assalamu'alaikum Wr.Wb, qablaa an-nabda'a ad darsu, nakhnu naqraa'u addhuu'a. Thoyyib, ana aqra al kaalimah wa antum naqraa' ba'da ana.	A : Assalamu'alaikum Wr. Wb, before we start our lesson today, firstly let's pray to God. Okay, I will read a sentences and repeat after me.
A : ad-dharsu al-awwaalun, naqraa' jamaa'atan	A : "The first lesson", lets read together
B : ad-dharsu al-awwaalun	B : "The first lesson"
A : Thoyyib	A : Okay, good

4.2.1.1 Speech Style

In this conversation all of the utterances produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be formal. For example the used of word "*antum*" (you) instead of "*anta*" (you) which is used in informal style. In term of structure all utterances produced by the student were complete and well structured, for example "*ad dharsu al-awwalu al-lughotu arabiiyah*" Which means the first lesson is arabic. In the production of grammatical and vowel ending of word, it used full form on each it word, for example "*ad dharsu al-awwalu al-lughotu arabiiyah*".

4.2.1.2 Possible Factors Affecting Speech Style

There were some factor effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants, in this case the social status. This conversation were produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation discuss the lesson of arabic, so that the student used formal language.

4.2.2 High level class student – teacher conversation

Arabic	English
A : thoyyib, intahaitum al waqt lii tahfidz al mufradaat. Al'an iqfalu kitaabukum. Ana aqraa'u al mufraadaat fii al lughootu Indonesia waa antum taqraa'u fii al lughootu al arabiiyah. Fahintum jaami'ian ?	A : Okay, the time for memorizing the vocabularies is up. Now, close your book. I will read the vocabulary in Bahasa Indonesia and read it in Arabic. Is it clear?
B : Fahimnaa yaa ustaadz.	B : Yes, sir.
A : thoyyib, maama'na <i>kursi</i> ?	A : Okay, what is the meaning of "Kursi" ?
B : Kursiyyun	B : Chair
A : Jayyid, tsumma maa ma'naa <i>ibu</i> ?	A : Good, then what is the meaning of "ibu"?
B : ummii	B : my mother
A : haadzaa kothooun, man yaarif al ma'naa?	A : No, it is wrong, who knows the meaning of "ibu"?
B : Ummun	B : Mother
A : Jayyid, al ma'na minal ummii Haadzaa <i>ibu saya</i> , walaakin al ma'naa minal ummun haadzaa <i>ibu</i>	A : Good, the meaning of "my mother" is <i>ibu saya</i> and then the meaning of mother is <i>ibu</i> .

4.2.2.1 Speech Style

In this conversation all of the utterance produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be formal for example the used of word "*fahimtum*" (do you understand?) instead of "*fahimta*" (do you understand?) which is used in informal style. In term of structure all the utterances produced by the student were complete and well structured, for example "*fahimnaa yaa ustadz.*" Which means (yes sir). In the production of grammatical and vowel ending of each word on the sentences was complete, for example "*fahimnaa yaa ustadz*" instead "*nafham ustadz*" which is used in informal style.

4.2.2.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect when they talked with their teacher, so the student must use formal language. Secondly, it was the participants (social status). The conversation was produced by the student and their teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation discuss about the meaning of word from Arabic language into Indonesian language, so that the student must use formal language style.

4.2.3 High level class student – teacher conversation

Arabic	English
<p>A : Al'an, ashnaa'u al firqoh maa'a shohibukum, ta'lifatu majmuu'an waahid minal isnaain tsumma isnaa'u al-muhadatsah maa'a shohibukum. Fahimtum.?</p> <p>B : Fahimnaa yaa ustadz, kaifaa al maudluu' minal muhadatsah yaa ustadz ?</p> <p>A : al-maudluu' minal muhadtsah hadzaa maasi'tum. Isnaa'u kaamilan wa ihfadz al muhadtsah tsumma ta'raa maa'a shohibukum akhor. Laa tansa al-waqt haadza tsaalaasinaa dhakiikotuun.</p> <p>B : Na'am yaa ustadz</p>	<p>A : Now, make a group with your friends, one group consists of two person, then make a conversation with your partner group. Is it clear?</p> <p>B : yes, teacher, what is the topic of the conversation ?</p> <p>A : the topic is free. Make the conversation in complete sentence and memorize the conversation, then read the conversation with your partner. Don't forget the time is thirty minute</p> <p>B : Yes ustadz.</p>

4.2.3.1 Speech Style

In this conversation all of the utterance produced by the student while talking to their teacher was in formal style. It was shown by the diction used by the student which tended to be formal for example the uses of word “*na'am*” (okay). In term of structure all utterances produced by the student were complete and well structured, for example “*fahimnaa yaa ustadz, kaifa al maudluu' minal muhadatsah yaa ustadz?*” Which means (yes sir, what is the topic of this conversation sir?).

4.2.3.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class

where the student must respect when they talked to their teacher, so the student must use formal language. Secondly, it was the participant (social status). This conversation was produced by the student and their teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation discussed about the task for make a conversation, so that the student must use formal language style.

4.2.4 High level class student – teacher conversation

Arabic	English
A : Al'an al waqt khod intahaita. Qobla an aqfil ad-dharsu. Maujudu ash suaalu mindu an?	A : Now, the time is up. Before we close our lesson today, is there any question?
B : Ana uriidu an as'al ilaikum.Maadzaa thorikaatu fil isnaa'u jayyidun jumlataan mufradaat ?	B : I want to ask question. How is the method to make a good sentence?
A : Thoyyib, at-thoriikotu fil isnaa' al jumlatun mufradaat haadzaa antum tafhamuu ilaa nahwu wa antum waajibun ilaa mudzakkar wa muu'annas. Fahimtum maa ma'na nahwu, mudzakkar a mu'annas?	A : Good, the method in making a good sentences, you must know about nahwu and you must know about masculine and feminine vocabulary. Do you know about the meaning of nahwu, masculine and feminine vocabulary?
B : Lammaa yaa ustadz.	B : Not yet, ustadz.
A : Thoyyib, qobla an ubayyin al ma'naa hadzaa, taqraa'u fii hujrakum waa fii yaumin ghadaan sa'ubayyin ilaikum al ma'naa hadzaa. Al'an iqraa'u ad-dhuu'a.	A : Before I explain to about it, you must read in your room and tomorrow I will explain the meaning of it. Now pray to the god before we close our lesson today.
B : na'am yaa ustadz.	B : yes, sir

4.2.4.1 Speech Style

In this conversation all of the utterances produced by the student while talking to his teacher was formal style. It was shown by the diction used by the student which tended to be formal for example the used of word “ *ilaikum* ” (to

you). Instead (*ilaika*) in informal language style. In term of structure all utterances produced by the student were complete and well structured, for example “ *anaa uriidu an as'al ilaikum. Maadza thorikaatu fil isnaa'u jayyidun jumlataan mufiidatun*” Which means the (I want to ask to you about how to make a good and well structure sentence). The production of grammatical and vowel ending for this sentence, it used full form on each word, for example “ *anaa uriidu an as'al ilaikum. Maadza thorikaatu fil isnaa'u jayyidun jumlataan mufiidatun*” which means that (I want to ask to you about how to make a good and well structure sentence) It used formal style because it fixed spelling at the end of the word.

4.2.4.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect when they talked with the teacher, so the student must use formal language. Secondly, it was the participants (social status). This conversation was produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation was about how to make a good sentence, so that the student must use formal language style.

4.2.5 High level class student – teacher conversation

Arabic	English
A : Al'an intahaitum al waqt fiddarsu	A : Now, the time of Arabic lesson is

<p>al-arabiyah, laa tansa fii yaumu ghodan haadzaal imtihaan.</p> <p>B : Haah, imtihaan? Kaifa ustadz al maudhuq fil imtihaan yaumi ghodan ?</p> <p>A : Al maudhuq minal imtihaan fii al bab thaharah, hajj, wa nahwu shoraf</p> <p>B : Haadzaa katsiruun jiddan yaa ustadz</p> <p>A : Laa ba'saa, antum tastati'u fii al ta'allum haadzaa. Maa'an naja fil imtihaan</p>	<p>over.</p> <p>Don't forget, tomorrow we will have examination</p> <p>B : Haah, examination ? what is the topic of the examination tomorrow?</p> <p>A : The topic of the examination tomorrow are, thaharah, haji, and nahwu shoraf.</p> <p>B : That is too much sir</p> <p>A : No problem, you have learned all of this topic. Good luck for your examination.</p>
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4.2.5.1 Speech Styles

In this conversation all utterance produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be formal, for example the uses of word "ilaikum" (to you) instead of "ilaika" (to you) which is used in informal style. In term of structure all utterances produced by the student were complete and well structured, for example "Laa baa'saa yaa ustadz, Kaifa al maudhuq fil imtihaan yaumi ghodan ?" Which means the (no problem sir, what is the topic of the examination tomorrow ?).

4.2.5.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation was produced by the student and the teacher, so that the student must respect to their teacher by using formal

language. Thirdly, it was the topic. This conversation talked about a student who asked the topic of the examination tomorrow, so that the student used formal language.

4.2.6 High level class student – student conversation

Arabic	English
A : <i>sol, kaifa naqraa haadzaa ?</i>	A : sol, how this vocabulary is red?
B : <i>ente laa astatii naqraa' haadzaa?</i>	B : hah, you can't read this vocabulary?
A : Na'am	A : Yes
B : al-mufraadat haadzaa aqraa'u sabbuuraatun.	B : This vocabulary is red "black board"
A : Maa ma'na sabbuuraatun?	A : what is the meaning of black board?
B : Al – Ma'naa sabbuuratuun Hadzaa papan tulis.	B : the meaning of black board is "papan tulis"
A : Syukron.	A : Thank you

4.2.6.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. In formal style, it was shown by the production of grammatical and vowel ending on each of the utterance completely, for example "*al-mufraadat haadza aqra'u sabbuuratun*" which means "the vocabulary is red "black board". In addition, it used formal style because it spelling at the end of the word was not abbreviate, while in other hand, there was also the uses of informal style, such as "*sol, kaifa naqraa haadzaa?*" which means "sol, how is this word red?". It used informal style because the grammatical ending was dropped, so the sentence should be "*sol, kaifa naqraa'u haadza ?*". In term of diction student used informal, for example

the uses word “*ente*” (you) instead of “*antum*” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “ *maa ma’na sabbuuratuun* “? It means what is the meaning of black board?.

4.2.6.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, The conversation took place in Arabic class discussion where the student can use formal style or informal style when they talked to his friend in this arabic class discussion. Secondly, it was the participants (social status). The conversation where produced by the student and their friend, so that the student can use formal and informal style when they talk with their friend. Thirdly, it was the topic. The conversation discuss about the task from their teacher, so that the student can be used formal and informal language style.

4.2.7 High level class student – student conversation

Arabic	English
A : Sol, maata tabda’u al-imtihan akhiirussanaa?	A : <i>Sol</i> , when we will have the final examination?
B : Yumkin fii syahrri sya’ban	B : May be on Sya’ban
A : Haakikootan sol ?	A : Hah, are you serious?
B : Na’am, <i>idzaa anta laa tashdiiquun, as’aluu ilaa ustadz!</i>	B : Yes, if you don’t believe, you can ask to the teacher!
A : Syukron!	A : Thank you
B : Afwan	B : You’re welcome

4.2.7.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. The formal style, it was shown by the production of grammatical and vowel ending on a word of this sentence completely, For example “*sol, maata tabda’u al-imtihan akhirussanaa?*” which means the bro, when we will have the final exam?, In the other hand, there was also the uses of informal style, such as the sentence “*sol, maata tabda’imtihan akhirussanaa?*” which means “sol, when we will have the final exam?”. It used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses word “*anta*” (you) instead of “*antum*” (you) and “*na’am, idzaa anta laa tashdiiqun, as’aluu ilaa ustadz!*”. Instead of word “*na’am, indamaa antum lam tashdiiqun, as’aluu ilaa ustadz!*” which means “okay, when you don’t believe, you can ask to the teacher” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “*yumkin fii syahri say’ban* “. It means “maybe on the sya’ban month”.

4.2.7.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can use formal style or informal style when they talked to their friend in the arabic discussion. Secondly, it was the

participants (social status). This conversation were produced by the student and his friend, so that the student can be used formal and informal style when they talk to their friend. Thirdly, it was the topic. This conversation discuss the task from their teacher, so that the student can be used formal and informal language style.

4.2.8 High level class student – student conversation

Arabic	English
A : Assalamu'alaikum Wr. Wb	A : Assalamu'alaikum Wr. Wb
B : Wa'alaikummussalam wr. Wb	B : Wa'alaikummussalam Wr. Wb
A : Maa hadzaa yaa akhi ?	A : What is this my brother ?
B : Haadzih shuuraatu usraati	B : That is my family picture
A : Jayyid, man haadza ?	A : Good picture, who is this ?
B : Haadzaa aabii, Adnan, huwaa muhandisuu	B : He is my father, adnan, he is a insinyur
A : Wa man haadzih ?	A : And then who is this ?
B : Haadzih ummii, syaidah, hiyaa thabiibun.	B : She is my mother, she is a doctor
A : Waa man haadzaa ?	A : And then who is this ?
B : Haadzaa akhi isa, huwaa thaalibun	B : He is my brother, isa, he is a student
A : Haadzaa jaamilun ya akhi.	A : He is handsome.
B : Na'am, syukron	B : Yes, thank you.

4.2.8.1 Speech Style

In this conversation all of the utterances produced by the student while talking to their friend was formal style. In term of structure all utterances produced by the student were complete and well structured, for example "*haadzih shuuratu usraati*" which means "that is my family picture". In the production of grammatical and vowel ending for is word, it used full form on each it word, for example "*haadza aabii, Adnan, huwaa muhandis'u*" instead "*haadzaa aabii,*

Adnan, huwaa muhandis” which means (it is my father, Adnan, he is a engineer) that is used in informal style.

4.2.8.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student and their friend must use formal style because they red conversation in front of their teacher and their friends, so the student must use formal language. Secondly, it was the topic (social status). This conversation was about the conversations of the student with their partner in front of their teacher and friends, so that the student must use formal language style.

4.2.9 High level class student – student conversation

Arabic	English
A : Maataa tastaiqidzukum ?	A : What time you get up in the morning?
B : Astasqidzu indal fajri	B : I get up before shubuh prayer.
A : <i>Aina tusholli fajri</i> ?	A : Where you do prayer shubuh?
B : Usholli fajri fiil masjidu	B : I do prayer shubuh at masjid
A : Hal antum tanaamu ba'da as-sholaati?	A : Do you sleep after prayer shubuh?
B : Laa, laa anaamu ba'da as-sholaati	B : No, i don't sleep after prayer shubuh.
A : Maadzaa taf aaluu ba'da as sholaati?	A : What is your activity after prayer shubuh?
B : Anaa aqraa'u al-qur'an	B : I read the holy qur'an
A : Wa maata tadhhabu ila madrasaati?	A : And then what time you go to school?
B : Adhabuu ilaa madrasaati Fishaata as-shabii'atu	B : I go to school at seven o'clock
A : Thoyyib	A : Good

4.2.9.1 Speech Style

In this conversation all of the utterances produced by the student while talking to his friend were combination of formal and informal style. It was shown by the diction used by the student which tended to be formal for example the used of word "*tastaidzukum*" (you are gets up) instead of "*tastaidzuka*" (you are gets up) which is used in informal style. In term of structure the utterances produced by the student were complete and well structured, for example "*usholli fajri fil masjidu.*" Which means (I pray shubuh in the masjid), so it is formal language style. But one student also used incomplete and bad structured, for example "*aina tusholli fajri?*" instead of "*fii aina tushollu fajri?*" which means (where do you do the shubuh prayer ?) which is used in formal language style. In the production of grammatical and vowel ending for is word, it used full form on each it word, for example "*anaa aqraa'u al qur'an*" instead "*anaa aqraa' qur'an*" which means "I read the Al-qur'an" which is used in informal style.

4.2.9.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student can use formal and informal style when they talked with their friends, so the student can use formal and informal language style. Secondly, it was the participants, this conversation where produced by the student and their friend, so that the student can speak to their friend by using formal and informal language style. Thirdly, it was the topic. This conversation discussed about the

casual conversation in the arabic class discussion, so that the student can be used formal and informal language style.

4.2.10 High level class student – student conversation

Arabic	English
A : Sol, kaifa hadzaa al muhadatsah? <i>Ana lam ahfadz haadzaa muhadatsah. Shoohibukum akhor intahaa al muhadatsah.</i>	A : <i>Sol</i> , how is your conversation? I haven't memorized the conversation. Another friend already finish
B : Haqiqootan <i>sol</i> , ente lam ahfadz hadzaa muhadatsah?	making the conversation
A : Na'am sol..	B : Really <i>sol</i> , you haven't memorized that ?
B : Yeah, ikhfadz mubassyarotan Qobla al-ustadz ad'uu ismuka.	A : Yes, <i>sol</i>
A : Yeah, haadzaa sho'bun jiddan.	B : Yeah, memorize it soon before the teacher call your name
B : <i>Ikhfadz fil qolbi tsumma iqra ilaa jumlaatan aakhor.</i>	A : Yeah, it is very difficult
A : Na'am, saa ujarribu. Syukron	B : Memorize it in your heart and then read it again.
B : Afwan, maa'an naja <i>ilaika.</i>	A : Yes, i will try it. Thank you
	B : Welcome, good luck.

4.2.10.1 Speeh Style

In this conversation the utterances produced by the student while talking to his friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending for its word, it used full form, for example "*Na'am saa ujarribu. Syukron.*" which means "okay, I will try it. thanks". It used formal style because it fixed spelling at the end of the word, while it sentence "*ikhfadz fil qolbi tsumma iqraa' ilaa jumlatan akhor*" which means "memorized it in your heart and repeat in many times". It used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses word "*ente*" (you) instead of "*antum*" (you).

And the word “*ilaika*” instead of “*ilaikum*” in formal language style. In term of structure all utterances produced by the student were complete and well structured, for example “*yeah, ikhfadz mubassyarotan qobla al-ustadz ad’uismuka* “. It means “yeah, memorize it soon before teacher call you”.

4.2.10.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion when the student can use formal style or informal style when they talked to their friend in this arabic discussion. Secondly, it was the participants (social status) . This conversation was produced by the student and his friend, so that the student can use formal and informal style when they talked to their friend. Thirdly, it was the topic. This conversation discussed the task from the teacher, so that the student can use formal and informal language style.

4.2.11 Middle level class student – teacher conversation

Arabic	English
A : Al’an al-waqt lii ath-ta’allum lil muhadharah fii al-lughoto al araabiiyah.	A : Now, the time for speech practices in Arabic language.
B : Yeah, haadzaa sho’bun yaa ustadz!	B : Yeah, that is so difficult teacher!
A : laa, jarrib awwalan, ba’da haadzaa ana aadaa’u maskum, tsumma tatakallam amaama shohibukum. Al maudluu haadzaa maasi`tum, fahimtum jaami’an ?	A : No, try first. After that I will call Your name, then you must perform your speech in front of your friend. The title is free, is it clear?
B : Fahimnaa yaa ustadz	A : Yes, sir
A : Jayyid	B : good!

4.2.11.1 Speech Style

In this conversation all of the utterances produced by the student while talking to his teacher was in formal style. It was shown in term of structure, all utterances produced by the student were complete and well structured, for example “*haadza sho' bun yaa ustadz*” Which in english it means “it is difficult sir”. In the production of grammatical and vowel ending, it used full form, for example “*Fahimnaa yaa ustadz*”.

4.2.11.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participant (social status). The conversation was produced by student and the teacher, so that the student must be respect to their teacher by using formal language. Thirdly, it was the topic. This conversation discuss the lesson of arabic, so that the student used formal language.

4.2.12 Middle level class student – teacher conversation

Arabic	English
A : Intahaitaa al waqt lii isnaa'u al muhadatsah, al'an saa akhbir ismukum tsumma taqodhamu.	A : The time for making the speech is up. Now I will call your name then come forward. Is it clear?
Fahimtum?	B : Yes, it is clear
B : Fahimnaa!	A : Good , now I call Ilyas.
A : Thoyyib, al'an saa akhbir Ilyas,	Come forward!

taqoddaamu yaa akhi !	B : Hah, I'm not yet teacher, the other first.
B : <i>Haah, anaa lamma ustadz, al akhoorun awwalan!</i>	A : No, why you didn't make this speech?
A : Laa, limadza antum laam tasnaa'u?	B : I have made the speech, but just a little speech.
B : sa asna'u ya ustadz, waalakin hadzaa kholilun jiddan.	A : No problem, try first.
A : Laa baa'sa ya akhi., jarrib awwalan.	B : Yes sir, I will try it
B : <i>Na'am yaa ustadz, saa ujarrib haadzaa.</i>	A : Good, another students, please listen the speech from your friends
A : Thoyyib, al-akhoorun ismaa' al kalaamu minasshohibukum	

4.2.12.1 Speech Style

In this conversation the utterances produced by the student while talking with their teacher were combination of formal and informal style. It was shown by the production of grammatical and vowel ending on the sentence, In formal style it used full form on some words, for example “ *saa asnaa'u yaa ustadz, walaakin haadzaa kholilun jiddan* ” which in English it means, I have made it, but only a little”. It used formal style because it fixed spelling at the end of some of the word, while in sentence “ *na'am yaa ustadz, saa ujarrib haadza* ” which means “yes sir, I'll try it”. it used informal style because the grammatical ending was dropped. In term of structure the utterances produced by the student were not complete and bad structured, for example “ *haah, anaa lamma yaa ustadz, al-akhorun awwalan* ” In English it means “haah, not yet sir, maybe the other first) but students also used complete and well structured, for example “ *saa asnaa'u yaa ustadz, waalaakin haadza kholilun jiddan* ”.

4.2.12.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student must use formal language. Secondly, it was the participant (social status). In this conversation the student was having the conversation with his teacher, so that he must use formal language. Thirdly, it was the topic. This conversation asking to students for come forward, so that the student can use formal and informal language style. But infact, the student also used informal language, it can be caused by the lack of knowledge or competence.

4.2.13 Middle level class student – teacher conversation

Arabic	English
A : Ustadz, uriidu an as’alu su’aalu ilaikum ?	A : Teacher, I want to ask question to you ?
B : Laa ba’saa, maadzaa as su’aalu yaa akhi ?	B : No, problem, what is your question?
A : Ustadz kaifa thooriqotu lii isnaa’u al muhadatsah fii muhadharah ?	A : How is the step to make a good speech ?
B : Hmm, thoyyib man yaa’rifu al jawabun min as-shu’aalu shoohibukum ?	B : Hmm, good. Who knows the answer of your friend’s question?
A : Nahnu lam naa’rifu yaa ustadz	A : We don’t know the answer, sir.
B : Hmm, thoyyib saa akhbir ilaikum jamii’an lii isnaa’u al muhadatsah fii muhadharah, al-awwal isnaa’u al iftitah, al iftitah haadza syukron kalamu ilaa allah waa rasul, ast tsaani haadzaa al muhadatsah waa al akhooru al-aqfalu, al aqfalu haadzaa afwan kalaamu indama maujudu al-khottoq minkum. Fahimta ya akhi ?	B : Hmm, I will answer that question. The first is making the opening of the speech. The content of the opening is the gratitude to the god. The second is the content of speech, and the last is the conclusion of the speech. The content of closing speech is to say apologize if your speak is wrong. Is it clear ?
A : Fahimtum yaa ustadz	A : Yes, sir.

4.2.13.1 Speech Style

In this conversation all utterances produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be formal for example the uses of word “*Ilaikum*” (to you) instead of “*ilaika*” (to you) which is used in informal style. In term of structure all utterances produced by the student were complete and well structured, for example “*uriidu an as'al suu'aaluu ilaikum*” Which means “ i want to ask to you”. In the production of grammatical and vowel ending for this sentence, it used full form vowel ending, for example “*ustadz, kaifa thoorikaatu lii isna'u al awwalun fii muhadharah?*” which means “ sir, how to make a good opening of speech?”.

4.2.13.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation where produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation discuss the content of the Arabic lesson in the book to the teacher, so that the student used formal language.

4.2.14 Middle level class student – teacher conversation

Arabic	English
A : Ustadz, uriidu an as'alu ilaikum	A : Sir, I want to ask question to you

al hajj?	about haji ?
B : Tafadhal yaa akhi	B : Yes, please
A : Kam jumlatan syauthon thaftu khaulal ka'bah ?	A : How many times should we do the thawaf in Ka'bah?
B : Thaftu khaulal ka'bah haadzaa sab'atu asywathun.	B : The thawaf in Ka'bah is seven times
A : wa maadzaa fa'altu fii mi'qat ?	A : What is the activity in the Mi'qat place ?
B : libastu tsaubul ihram wa labbaitu bil umrah.	B : we wear an ihram clothes and say labbaikallah
A : Syukron yaa ustadz	A : thank's sir
B : afwan, maujuudu as-su'alu akhor?	B : welcome, is there any question?
A : Ghoiru maujudu ustadz	A : No, sir
B : Thoyyib	B : Okay.

4.2.14.1 Speech Style

In this conversation all utterances produced by the student while talking to their teacher was in formal style. It was shown by the diction used by the student which tended to be formal for example the used of word "*ilaikum*" (to you) instead of "*ilaika*" (you) which is used in informal style. In term of structure all utterances produced by the student were complete and well structured, for example "*kam jumlatan syauthon thaftu khaulal ka'bah*" Which means the "how many times should we do the thawaf in ka'bah?".

4.2.14.2 Possible Factors Affecting Speech Style

There were some factor effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation was produced by the student and the teacher, so that the student must be respect to their teacher by

using formal language. Thirdly, it was the topic. The topic of this conversation was about lesson of ibadah haji (hajj activity), so that the student used formal language.

4.2.15 Middle level class student – teacher conversation

Arabic	English
A : Antum jaami'an maahirun. haadzaa maujudu as-su'alun akhor?	A : You are a clever student, is there any question again ?
B : Uriidu an as'alu hajj, maata yabda'ul wukufu fii araafah ?	B : I want to ask again about haji, when we got the wukuf in Arafah ?
A : Yabda'u fii yaumii at-taasiq ba'da zawaal.	A : The wukuf in Arafah holds on the ninth day of Dzulhijjah
B : Wa maata tadzhabu ilaa mudzalifah?	B : And when we go to Mudzalifah ?
A : Tadzhabu ba'da ghuruubis asy syams.	A ; We go to mudzalifah after the sun sets on the ninth dzulhijjah.
B : Syukron yaa ustadz	B : Thanks sir.
A : Afwan, jayyid.	A : Welcome.

4.2.15.1 Speech Style

In this conversation all utterances produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be formal, for example the used of word "*antum*" (you) instead of "*anta*"(you) which is used in informal style. In term of structure all utterances produced by the student were complete and well structured, for example "*maata tadzhabu ilaa mudzalifah?*" Which means (when we go to the mudzalifah ?). In the production of grammatical and vowel ending for this utterance, it used full form, for example "*uriidu an as'alu al-hajj, maata yaba'u wukuufu fi arafah?*" which means (I want to ask about haji, when we get the wukuf in the arafah).

4.2.15.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it taked place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation where produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation was about question to teacher about the lesson, about ibadah haji, so that the student used formal language.

4.2.16 Middle level class student – student conversation

Arabic	English
A : Akhi, as'uduu isnaa'u al iftitahu minal muhadatsah?	A : Have you finish to make the opening of the speech?
B: Ana lam astaati'u aidhon ya akhi.	B : Not yet, bro
A : Ahh, laa tatakadzab <i>sol</i> , <i>ente kan mahiruun jiddan.</i>	A : Ahh, don't be lie <i>sol</i> , you are a clever man.
B : Hakikhootan <i>sol</i> , hadzaa so'bun. Ana lam isnaa'u al iftitah minal muhadatsah. Is'al ilaa akhoorun.	B : It is very difficult. I haven't finish making the opening of the speech yet. Ask to the other friends.
A : Okay, syukron	A : Okay, Thanks

4.2.16.1 Speech Style

In this conversation the utterances produced by the student while talking with their friend were combination of formal and informal style. The uses of formal style it was shown by the production of grammatical and vowel ending for this sentence, it used full form, for example “*anaa lam astatii'u aidhon yaa akhi*”

which means in english it “I can’t too, bro”. It used formal style because it fixed spelling at the end of the word, while in informal style, it usually “*anaa lam astatii aidhon yaa akhi*” which means “I can’t too, bro”. It used informal style because the grammatical ending was dropped. In term of diction the student used informal style, for example the uses word “*ente*” (you) instead of “*antum*” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “*akhii, as’uduu isnaa’u al iftitah minal muhadatsah?*” “ It means (bro, have you finished your speech?).

4.2.16.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can use formal style or informal style when they talked to his friend in this arabic class discussion. Secondly, it was the participants (social status). This conversation was produced by the student and his friend, so that the student can use formal and informal style. Thirdly, it was the topic. This conversation discussed the task from their teacher, so that the student can be used formal and informal language style.

4.2.17 Middle level class student – student conversation

Arabic	English
A : Kaifa <i>sol</i> ,kalaami khaadisan ?	A : how’s my speech <i>sol</i> ?
B : <i>Hmm, kalaamuka daamiimum!</i>	B : your speech is bad !
A : Hakiikhkhotan <i>sol</i> , ?	A : are you serious <i>sol</i> ?
B : Laa’ Laa’, ana la’iba faqot.	B : No, no, just kidding
A : Tsumma kaifa al kalam	A : Then how is my speech?

khaaditsan?	B : maybe it is good, but I think you were nervous.
B : Yumkin jayyid, wa laakin saa andhuru <i>ente</i> laam tasdiq.	A : Hmm, I did not prepare my Speech well.
A : Hmm, ana lam ista'addza minal muhadatsah	B : No problem, I don't prepare my speech too
B : Laa baa'sa <i>sol</i> , anaa lam ista'addza aidhon.	A : No problem you have not come forward but I already come forward.
A : Laa baa'sa, <i>ente lam taqodddhamu, waa lakin anaa qod aqodhaamu.</i>	B : Hahaha
B : Haahaahaa	

4.2.17.1 Speech Style

In this conversation the utterances produced by the student while talking to his friend were combination of formal and informal style. In formal style it was shown by the production of grammatical and vowel ending in the sentence, it used full form on some words, for example "*laa baa'sa, ente lam taqodddhamu, waa lakin anaa qod aqodhaamu.*" In English which means "It's okay, you have not come forward, while I have". It used formal style because it fixed spelling at the end of the word, while in sentence "*laa baa'sa, ente lam taqodddhamu, waa lakin anaa qod aqodhaamu.*" which means "it's okay, you have it come forward, while I have come forward". it used informal style because the grammatical ending was dropped. in term of diction student used informal, for example the uses word "*kaalamuka*" (your speech) instead of "*kalaamukum*" in formal language. In term of structure all utterances produced by the student were complete and well structured, for example "*akhii, as'uduu isnaa'u al iftitah minal muhadatsah?*" "It means "bro, have you finished to make your speech?"

4.2.17.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can use formal style or informal style when they talked to his friend in this arabic discussion. Secondly, it was the participants (social status). This conversation was produced by the student and his friend, so that the student can use formal and informal style when they talked with their friend. Thirdly, it was the topic. This conversation was about a student who asking about how is his performance to their friends, so that the student can use formal and informal language style.

4.2.18 Middle level class student – student conversation

Arabic	English
A : Akhi, <i>anta ta'rifuu</i> as-syajaratuu minal ar-rasul ?	A : Bro, do you know the family of prophet Muhammad ?
B : Hmm, <i>yumkin anaa a'rifu</i>	B : Hmm, maybe I know that.
A : <i>Indaama anta ta'rifu</i> , akhbiruuni !	A : If you know, please tell me?
B : <i>saa ujarribu</i> , ar rasul muhammad abuuhu abdullah wa ummuha aminah, waa jadduhu abdul munthalib tsumma 'ammuhu abbas waa 'ammanuhu shafiyyah.	B : Okay I will try it. The name of prophet Muhammad's father is Abdullah and the name of his mother is Siti Aminah, his grandfather is Abdul Munthalib, then his uncle is Abbas and his aunt is Shafiyyah.
A : Man ismu ibnatuha minal muhammad?	A : Who is the name of Prophet Muhammad's daughter?
B : <i>Ismuhaa fatimah.</i>	B : Her name is Fatimah
A : <i>Syukron yaa akhi.</i>	A : Thanks bro.

4.2.18.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending on the utterance, it used full form of vowel ending, for example “ *Hmm, yumkin anaa a’rifu* ” means that (Hmm, maybe I know) it used formal style because it fixed spelling at the end of the word, while in informal style it usually like “ *Hmm, yumkin anaa a’rif* ” which means is almost similar to “ *Insha Allah, i know* ”. It used informal style because the grammatical ending was dropped. In term of diction student used informal style, for example the uses word “ *anta* ” (you) instead of “ *antum* ” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “ *man ismu ibnatuha minal muhammad?* ” “ It means (bro, what is the name of prophet Muhammad’s daughter?).

4.2.18.2 Possible Factors Affecting Speech Style

There were some factor effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can use formal style or informal style when they talked with their friend in this arabic discussion. Secondly, it was the participants (social status). The conversation was produced by the student and their friend, so that the student can use formal and informal style. Thirdly, it was

the topic. This conversation was about student who asked to his friend about the family of prophet Muhammad, so that the student can use formal and informal language style.

4.2.19 Middle level class student – student conversation

Arabic	English
A : <i>Sol, maata nahnu narji' ilaa baits</i>	A : <i>Sol</i> , when we will back to home on holiday ?
B : Yumkin fii asy-sya'a sya'ban	B : Maybe in the Sya'ban month.
A : Qodim jiddan	A : It is very long time
B : waa maadzaa anta ta'malu al-utlah fii baits?	B : What is your activity in your home?
A : <i>Yumkin saa aq'raa</i> al kitab wa sa'andzuruu <i>Television</i> .	A : May be I read the book and watching television
B : Hmm, jayyid	B : Hmm, good.

4.2.19.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending on the utterance, It used full form,

For example “ *waa maadzaa anta **ta'malu** al-utlah fii baits?*” means that (and what is your activity on holiday in home?). It used formal style because it fixed spelling at the end of the word, while it sentence “ *sol, maataa nahnu **narjii'** ilaa baits?*” which means (when will we back to home ?) . It used informal style because the grammatical ending was dropped. In term of diction, the student used informal, for example the uses of sentence “*sol, maataa nahnu narjii' ilaa baits?*” (*sol*, when will we back to home?) instead of “*Sol, fii ayyu syahrin nahnu narjii' ilaa baits?*” in formal language. In term of structure all utterances

produced by the student were complete and well structured, for example “*yumkin saa aqraa’ al kitab waa saa andzuru television.*” (It means (Maybe I will read the book and watching television.)

4.2.19.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion, but it is in casual conversation, where the student can use formal style or informal style when they talked to their friend. Secondly, it was the participants (social status). This conversation where produced by the student and their friend, so that the student can use formal and informal style when they took with their friend. Thirdly, it was the topic. This conversation was about a student who ask to his friend about the holiday, so that the student can use formal and informal language style.

4.2.20 Middle level class student – student conversation

Arabic	English
A : Sol, anaa uriidu an as’al <i>ilaika</i> , fii aina tastarii kitab al-arabiyah ?	A : Sol, I want to ask, where is the place for buying the book of Arabic?
B : Saa andzuru fii shirkati thullabun.	B : I see it in the koperasi siswa/ student book store.
A : kam jumlataan al kitaab arabiyaah fii sirkati?	A : How much is the price of the Arabic book?
B : Anaa lam a’rifu sol, is’al ilaa akhor.	B : I don’t know sol, ask to your friend.
A : Okay, syukron.	A : Okay, Thanks

4.2.20.1 Speech Style

In this conversation the utterances produced by the student while talking to his friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending, it used full form on each word, for example "*saa andzuru fii shirkati thullabun.*" which means (I see it in the student book store) it used formal style because it fixed spelling at the end of the word, while it sentence "is'al ilaa akhor". which means (ask to the other), it used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses word "*ilaika*" (to you) instead of "*ilaikum*" (to you) in formal language. In term of structure all utterances produced by the student were complete and well structured, for example "*Sol, anaa uriidu an as'al ilaika, fii aina tastarii kitab al-arabiyah ?*". It means (sol, I want to ask to you, where do you buy the Arabic book?).

4.2.20.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in end of the class arabic where the student can use formal style or informal style when they talked to their friend. Secondly, it was the participants (social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style when they talked to his friend. Thirdly, it was the topic. This conversation is about a student who asked a question about where we

can buy arabic book, so that the student can use formal and informal language style.

4.2.21 Low level class student – teacher conversation

Arabic	English
A : Shoobakal khoir ayyuhad thollabun, kaifa khaalukum ?	A : Good Morning, How are you today?
B : Shobaakhannur, alhamdulillah bil khoir , wa <i>anta</i> ustadz ?	B : Alhamdulillah fine, and you sir ?
A : Alhamdulillah ana bii khoir aidhon, al'an ijma' as'shu'alu minni bil amsi. Kholastum jaami'an ?	A : Alhamdulillah I'm fine too, now submit the exercise from me yesterday. Have you Finished it ?
B : Na'am yaa ustadz	B : Yes, sir
A : Thoyyib, man lam isna'u as-shualu minni bil amsi, taqoddamu!	A : Good, for you who haven't finish the homework, please come forward.

4.2.21.1 Speech Styles

In this conversation all of the utterance produced by the student while talking to their teacher were combination of formal and informal style. It was shown by the diction used by the student which tended to be informal for example the used of word "*anta*" (you) instead of "*antum*" (you) which is used in formal style. In term of structure all utterances produced by the student were complete and well structured, for example "*alhamdulillah bil khoir*" Which means the (Alhamdulillah we are fine).

4.2.21.2 Possible Factors Affecting Speech Style

In this conversation, the social status, setting, and the topic did not affect the uses of the style. It could be caused by the lack of language competence of the participants of conversation.

4.2.22 Low level class student – teacher conversation

Arabic	English
A : Al'an isna'u al muhadatsah ma'a shohibukum.	A : Now make a conversation with your friend.
B : Haah, muhadatsah ?	B : Haah, Conversation ?
A : Na'am, limadza ?	A : yes, why ?
B : haadzaa sho'bun ustadz.	B : It is difficult sir
A : Laa, haadzaa sahlul jiddan, jarrib awwalan. Al- maudhu haadzaa maa si'tum. Ikhfadz al muhadatsah tsumma taqoddamu. Al waqt fakot tsalaasina dhakikotan.	A : No, it is very easy, try it firstly, the title of the conversation is free, memorized the conversation and then come forward. The time is only thirty minutes

4.2.22.1 Speech Styles

In this conversation the utterance produced by the student while talking to their teacher was formal style. It was shown by the diction used by the student which tended to be informal for example the used of word "*haadza*" (that) instead of "*haadzihi*" (this is) which is used in formal style. In term of structure all utterances produced by the student were complete and well structured, for example "*haadzaa sho'bun ustadz*" Which means the (it is difficult sir.).

4.2.22.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation was produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. This conversation talked about the

student who asked about the topic of examination tomorrow, so that the student used formal language.

4.2.23 Low level class student – teacher conversation

Arabic	English
A : Thoyyib, al waqt khod intahaita. Al an saa aqra ismuka waa taqoddamu ma'a shohibukum	A : Good, the time is over, now I call your name and please come forward.
B : Haah, lamma ya ustadz,	B : Haah, I'm not yet sir
A : Laa al waqt qod tsalaasina dhakikot, al'an saa akhbir ahmad, taqoddamu ma'a shohibukum	A : No, the time already thirty minute, now, I called Ahmad, come forward with your partner please .
B : <i>Ana lam tahfadz haadzaa muhadatsah ustadz !</i>	B : I haven't finished memorize it all yet sir.
A : Laa ba'saa, jarrib awwalan yaa akhi.	A : No problem, try it first.

4.2.23.1 Speech Styles

In this conversation the utterance produced by the student while talking to their teacher was informal style. It was shown by the diction used by the student which tended to be informal for example the used of word “*laa*” (not) instead of “*lam*” (not) which is used in formal style. In term of structure all utterances produced by the student were not completed and not structured, for example “*Haah, lamma yaa ustadz,*” Which means the (haah, not yet sir) while in formal style is “*haah, nahnu lam nahfaadzu yaa ustadz* “. The production of grammatical and vowel ending for is grammatical ending was dropped. The example is “*Ana laa tahfadz haadzaa muhadatsah ustadz* “ which means (I haven't finished memorize it yer sir).

4.2.23.2 Possible Factors Affecting Speech Style

In this conversation, the social status, setting, and the topic did not affect the uses of the style. It could be caused by the lack of language competence of the participants of conversation.

4.2.24 Low level class student – teacher conversation

Arabic	English
A : Qobla an tu'akhiru ad-darsu. Ana a'dhou anta jami'in littaqraa'u al kitab almaudu' thaharah	A : Before we close our lesson today, I Will give you assignment to read the material about thaharah.
B : Haaah, thaharah ustadz	B : Haah, Thaharah sir ?
A : Na'am, limaadzaa akhi?	A : Yes, so what?
B : Laa ba'saa ustadz.	B : No problem, sir
A : Thoyyib, laa tansa iqraa' haadza waa fii yaumul ghodan a'dhooh ash su'aalu, indamaa anta laa asthatii'u to bayyin haadaa ash shu'ali, taqoddamu wa ta'raau al kitab khatta anta ta'rifu al ubayyin	A : Good, don't forget to read the material tomorrow I give the exercise, if you can't answer to my question, please come attend in front of the class and read your book until you know the answer.
B : Haadzaa sho'bun yaa ustadz, Nahnu lam nastaatii'uu.	B : It is difficult sir, we can't do it.
A : Laa, antum jaami'an maahirun, jarrib awwalaan.	A : No, you are a clever man, try it first

4.2.24.1 Speech Style

In this conversation all of the utterance produced by the student while talking to their teacher was in formal style. It was shown by the diction used by the student which tended to be formal for example the used of word "nahnu" (we). In term of structure all utterances produced by the student were complete and well structured, for example " *haadzaa sho'bun yaa ustadz, nahnu lam nastaatii'uu.*" Which means (it's difficult sir, we can't do it). In the production

of grammatical and vowel ending for is word, it used full form on each it word, for example “*haadzaa sho’bun yaa ustadz, nahnu **nastaatii’uu.***”.

4.2.24.2 Possible Factors Affecting Speech Style

There were some factor effecting the uses of formal style in this conversation. Those factors were firstly setting, it took place in Arabic class where the student must respect the teacher by using formal language. Secondly, it was the participants (social status). This conversation was produced by the student and the teacher, so that the student must respect to their teacher by using formal language. Thirdly, it was the topic. The topic of this conversation discuss about material in next meeting tothe teacher, so that the student used formal language.

4.2.25 Low level class student – teacher conversation

Arabic	English
A : Iqraa’u ad du’a qobla an tarji’u ilaa hujrotikum.	A : Pray before you go to the room now.
B : Na’am yaa ustadz, waa fii yaumi ghoddan ustadz?	B : Okay, sir
A : Taqro’u haadzaa kitaabuka fil maudhuq thaharah wa isna’u ar risaalah minaat thahaaraah.	A : Don’t forget, read your book in chapter thaharah, and make a summary.
B : <i>Limaadza anta yu’mar minna isna’ al risaalah?</i>	B : Why do you ask to us to make a summary?
A : Anaa urridu na’rifu antum ta’raa’u am laa’ fii hujrotikum. Fahimnaa ?	A : I want to know whether you read the material in your room or not. Is it clear?
B : Fahimnaa yaa ustadz	B : Yes, it is clear sir
A : Thoyyib, maa’a ash-shaalaama.	A : Good, Have a nice day.

4.2.25.1 Speech Style

In this conversation the utterances produced by the student while talking to their teacher was informal style. It was shown by the diction used by the student which tended to be informal for example the used of word “*anta*” (you) instead of “*antum*” (you) which is used in formal style. In term of structure all utterances produced by the student were not completed and not structured, for example “*limaadza anta yu’mar minna al risaalah?*” Which means the (why do you ask us to make a summary?) while in formal style is “*limaadza antum yu’mar minna isna’u al risaalah?* “. The production of grammatical and vowel ending for is grammatical ending was dropped. The example is “*limaadza anta yu’mar minna isna’ al risaalah?* “ which means (why do you ask us to make a summary?) while in the formal style is “*limaadza anta yu’maru minna isna’u al risaalah?*”

4.2.25.2 Possible Factors Affecting Speech Style

In this conversation, the social status, setting, and the topic did not affect the uses of the style. It could be caused by the lack of language competence of the participants of conversation.

4.2.26 Low level class student – student conversation

Arabic	English
A : Maadzaa hawaayatuka yaa ahmad?	A : What is your hobby, Ahmad ?
B : Hawaayatii katsiiratun, haadzaa al qiraa’at, wassafaarat waa mursalaat wa maa hawaayatuka ?	B : My hobbies are so many. Reading magazine and sending a letter. And what is your hobby?
A : <i>Hawaayatii al-qiraa’at aidhon wa</i>	A : My hobbies are reading too and

<i>Ar riyadhiyaah.</i>	having sport.
B : Maadzaa taa'raa'u yaa ahmad ?	B : What is your favorite reading, Ahmad ?
A : Aqraa'u alkitaaba, almajallatu Islaamiyah, wa maadzaa taqraa'u haadzaa?	A ; Reading book, islamic magazine, and what is your favorite reading?
B : Aqraa'u alkitabaa al islaamiyah wa Al majallatu al-ilmiiyah.	B : Reading Islamic book, and science magazine.
A : Haadzaa jayyid ya akhi.	A : That's good brother.
B : Na'am syukron yaa akhi	B : Yes, thank you brother

4.2.26.1 Speech Styles

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending for is word, it used full form, for example “*Maadzaa taa'raa'u yaa ahmad ?*” means that (what is your favorite reading Ahmad?) it used formal style because it fixed spelling at the end of the word, while it sentence “*hawaayatii al-qiraa'at aidhon wa ar-riyadhiyaah.*” which means (my hobbies are reading and sport) . it used informal style because the grammatical ending was dropped. In term of diction the student used informal, for example the uses sentence “*hayawaatuuka*” (your hobby) instead of “*hawayaatuukum*” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “*aqraa'u alkitaaba, almajallatu islaamiyah, wa maadzaa taqraa'u haadzaa?*” It means (I read book, islamic magazine, and what is your favorite reading?).

4.2.26.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, It took place in Arabic class discussion where the student can use formal style or informal style when they talked with their friend in this arabic discussion. Secondly, it was the participants (social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style when they talked to their friend. Thirdly, it was the topic. This topic was about the hobby, so that the student can use formal and informal language style.

4.2.27 Low level class student – student conversation

Arabic	English
A : <i>Kaifaa aljawwa fil khoodij ?</i>	A : How is the rain outside? ?
B : Asmaa’u maathorun al’an Kaatsirun jiddan.	B : I see the rain is so heavy.
A : <i>Libaasuka mabtaalu. Aina al ma’t haf?</i>	A : Your clothes already wet, where is your coat ?
B : <i>Tarakhtuhu fil baiti</i>	B : My coat is in home
A : <i>Wa aina mudhollatu ?</i>	A : And where is your umbrella ?
B : <i>Tarakhtuhu fil baiti aidhon</i>	B : It is the same, in home
A : <i>Haah, kaifa ente !, ashroobu haadzaa syayaa, haadzaa daafa’u.</i>	A : Haah, now drink the tea please ! it is hot
B : <i>Jayyid, syukron yaa akhi.</i>	B : Thanks bro

4.2.27.1 Speech Styles

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending on the utterance, it used full form on each word, for example “*asmaa’u maathorun al’an kaatsirun jiddan.*” means

that “I see the rain is so heavy”. It used formal style because it fixed spelling at the end of the word, while in sentence “*kaifaa aljawwa fil khoodij?*” which means “how is the rain in the outside”. It used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses sentence “*ente*” (you) instead of “*antum*” in formal language. In term of structure all utterances produced by the student were complete and well structured; for example “ *libaasuka mabtaalu. Aina al ma'thaf?* “ In english it means “your clothes already wet, where is your coat?”.

4.2.27.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can be used formal style or informal style when they talked with their friend in this arabic discussion. Secondly, it was the participants (social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style when they talked with their friend. Thirdly, it was the topic. This conversation talk about the rain in casual conversation (practicing the conversation in seat), so that the student can use formal and informal language style.

4.2.28 Low level class student – student conversation

Arabic	English
A : Al muhadatsah minkum jayyid, <i>anta</i> maahirun.	A : Your conversation is good, you are a clever man.
B : Syukron sol.	B : Thanks, bro

A : Sol, anaa turiidu an <i>as'al ilaka</i> ?	A : Bro, i want ask to you ?
B : Tafadhal, maadza ash <i>shuual</i> <i>minka</i> akhi?	B : Yes, what is your question bro ?
A : Anaa uriidu an <i>as'al</i> khaadhooratu muslimiina.	A : I want ask historical of muslim.
B : Hmm, fii yaumul amsii al muslim kaabirun khadhooratu, al misal, khadhoraatu fii ath-thoobibun, wa al-ilmuun waa akhor.	B : Hmm, in the past, islam have big culture and knowledge, the example is the knowledge of health, science, and etc.
A : Haaqiqotan yaa akhi !	A : Really sol ?
B : Na'am al misal ibnu sina huwaa maahiirun fii al-ilmu ath-thoobibu	B : that's right, for example is Ibnu Sina, he is a clever man in the health.

4.2.28.1 Speech Style

In this conversation all the utterances produced by the student while talking to their student were combination of formal and informal style. It was shown by the diction used by the student which tended to be formal for example the used of word “ *minkum* ” (from you) instead of “ *ilaika* ” (to you) which is used in informal style. In term of structure all utterances produced by the student were complete and well not structured, for example “*Sol, anaa turiidu an as'al ilaka?*”

Which means (I'm sir, I want ask question to you?). In the production of grammatical and vowel ending, it used full form on each it word, for example “*Ana ustadz, ana uriidu an as'alu khadhooratu muslimiina ?*” which means (I'm sir, I want to ask about history of muslim?). While in informal style “*Tafadhal, maadza ash shuual minka akhi*” which means (Yes, what is your question bro?)

4.2.28.2 Possible Factors Affecting Speech Style

There were some factor effecting the uses of formal and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class

where the student can use formal and informal style when they talked with their friend. Secondly, it was the participants (social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style in this conversation. Thirdly, it was the topic. This conversation asked information about the history of islam to their friend, so that the student can use formal and informal language.

4.2.29 Low level class student – student conversation

Arabic	English
A : <i>Sol, maadzaa ta'maluu</i> ba'da ad dharsu al lughotu araabiyah ?	A : <i>Sol</i> , what is your schedule after Arabic class ?
B : <i>Yumkin ana ijmaa' maa'a firkhoti.</i>	B : Maybe I will go to my group community.
A : <i>Maadzaa yaa firkoh sol?</i>	A : What is your group community?
B : <i>Al-firqoh haadzaa kuraatul qodaami.</i>	B : My group community is football
A : <i>Hmm, kaifa indaamaa ana ath ba'ukaa sol?</i>	A : Hmm, Can I join to your your group community ?
B : Laa ba'saa, intandiruu amamaa hujroti ba'da sholatu al-ashri	B : No problem, wait in front of my room after ashar prayer.
A : <i>Thoyyib, sa antadiruu hunaaka</i>	A : Okay, I will wait there.

4.2.29.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending, it used full form of vowel ending, for example “*sol, maadzaa ta'maluu* ba'da ad-dharsu al lughotu araabiyah,?” means that (bro, what is your activity after arabic lesson?) it used formal style because it fixed spelling at the end of the word, while it sentence “*Yumkin ana ijmaa' maa'a firkhoti.*” which means (Insha allah I go to my sport community) .

It used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses sentence “*ath baa’ukaa*” (follow you) instead of “*ath-baa’ukum*” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “*Laa ba’saa, intandiruu amamaa hujroti ba’da sholatu al-ashri*” It means (It’s ok, wait outside of my room after ashar prayer).

4.2.29.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion where the student can use formal style or informal style when they talked with their friend in this arabic discussion. Secondly, it was the participants (social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style when they talked with their friend. Thirdly, it was the topic. The topic was about next activity after class, so that the student can be used formal and informal language style.

4.2.30 Low level class student – student conversation

Arabic	English
A : Sol, akhbiruuni maa ma’na thaharah ?	A : Sol, tell me about thaharah ?
B : Ente laa ta’rifuu?	B : You don’t know ?
A : Na’am sol.	A : Yes, sol.
B : Iqraa’u awwalan , indamaa <i>anta</i> Lam <i>taqrif</i> , qud ilaa hujraati. Saa Akhhbir ilaikum al ma’na haadzaa.	B : Read the book, if yet you don’t understand, come to my room and I will explain to you about it
A : haaqiqotaan sol ?	A : Really sol ?
B : Na’am <i>ente kan shohiibii</i> .	B : Yes, you are my friend
	A ; Thanks, if I come into your room I

A : Syukron, indamaa anaa ilaa hujrotuka, ana a'dhoo ath-tha'am.	will bring some snack for you.
B : Haha, Syukron	B : Haha, thanks

4.2.30.1 Speech Style

In this conversation the utterances produced by the student while talking to their friend were combination of formal and informal style. It was shown by the production of grammatical and vowel ending in the utterance, it used full form, for example “*Iqraa’u awwalan, indamaa anta lam taqrif, qud ilaa hujraati. Saa akhbir ilaikum al ma’na haadzaa.*” means that (Read it first. If yet, you can not, come to my room. I will explain the meaning.) it used formal style because it fixed spelling at the end of the word, while it sentence “*Syukron, indamaa anaa ilaa hujrotuka, ana a’dhoo ath-tha’am*” which means (thanks, if I come to your room, I will bring some snack for you). It used informal style because the grammatical ending was dropped. In term of diction student used informal, for example the uses sentence “*ente*” (you) instead of “*antum*” in formal language. In term of structure all utterances produced by the student were complete and well structured, for example “*Syukron, indamaa anaa ilaa hujrotuka, ana a’dhoo ath-tha’am*.” It means (thanks, when I come to your room, i will bring food for you).

4.2.30.2 Possible Factors Affecting Speech Style

There were some factors effecting the uses of formal style and informal style in this conversation. Those factors were firstly setting, it took place in Arabic class discussion, but in seat where the student can use formal style or informal style when they talked with their friend. Secondly, it was the participants

(social status). This conversation was produced by the student and their friend, so that the student can use formal and informal style when they talked with their friend. Thirdly, it was the topic. The topic of this conversation asking help to explain the material, so that the student can use formal and informal language style.

4.3 Discussion

In this study the researcher proposed three problems of study. They are firstly, it was the speech style used by high, middle, and lower level class of the first year students in Pondok Modern Darussalam Gontor 1 Ponorogo. Secondly it was the style dominating the communication between student and teacher and student and his friend. Thirdly, it was the factors influencing the uses of speech style by the students. In answering those three questions, the researcher used the theories from Ryding (2005) about the styles and Holmes (1992) about factors influencing the uses of speech style.

There are two previous studies used by the researcher. They are, firstly, “The Speech Style used by multilingual Speakers in pesantren putri Al-Mawaddah Ponorogo” by Hanidah (2009). Secondly, it was “The Different language Style and language Function between Student and Teacher in Updating Their Status in Facebook Webpage” by Ardhalina (2011).

Comparing with the first previous study, in the first previous study, Hanidah analyzed about the speech styles used in the conversation between the students and their friends. Different from Hanidah’s study, this study analyzed the

speech style produced by student and student, and student and the teacher in Arabic class lesson in high, middle and low level class. In term of theory, in the first previous study, the researcher used the theory from Holmes and Chaika about speech styles while in this study used the theory from Ryding (2005) and Holmes (1992).

Comparing with the second previous study, Ardhalina analyzed the written status in facebook by the student and their teacher. Different from this study, in the second previous study, the subject of the study were the updated status of the student and the teacher. In another word, in this second previous study, there was no interlocutor because it was written and updated in Facebook while in this study the researcher used the conversation between the student and his friend and student and his teacher. In term of theory, in this second previous study, the Ardhalina used the theory from Holmes and Wardhough about speech style and language function while in this study the researcher used the theory from Ryding (2005) and Holmes (1992).

In term of result, in the first previous study Hanidah found that there were two speech styles used by the multilingual speakers in Pesantren Putri Al-Mawaddah Ponorogo. They were casual and formal style. Different from Hanidah, in this study the researcher found that while student talking to his teacher, in high and middle class level, almost all students used formal style while in the low level class the formal style was less applied. While the student talked to his friend, in high, middle, and low class level student tended to use the combination of formal and informal style.

Talking about the result in the second previous study Ardhalina found that the students used casual style while the teachers used the formal style in updating their status on Facebook. However, almost the same with this study, in this study, the teacher also used formal style while communicate with his students.

However, there were some conversations that were not influenced by one or two of the three factors. For example, there were two conversations between students with the teacher which tended to use informal style (conversation 25 and 30). It were not influenced by setting, social status, and topic. So, it can be caused by the lack of competence in Arabic language

