LANGUAGE STYLE IN TV INTERVIEW: IMPLICATION FOR TEACHING SOCIOLINGUISTIC COMPETENCE

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Abstract: This article is intended to clearly describe the implications of teaching sociolinguistic competence from studying language style in TV interviews and obtaining data from research problems. The style of language owned by a person is part of diction that is closely related to individual or characteristic expressions or has high artistic value. Therefore, language style becomes a way of expressing one's thoughts through language specifically that can show the soul and personality of language users. In this study, several language styles were detected in TV interviews: casual, intimate, formal, and consultative. The frozen style was not found. The finding implies the teaching of Sociolinguistic competence as language learners can understand the way language style blends in language situations, reflecting the status of the relationship between the sender and the recipient of the message. In addition, language learners can acquire the language style in the social context taking place in the TV interview.

Keywords: *language style, sociolinguistic competence, TV interview*

INTRODUCTION

Television is a form of electronic mass media whose existence is very calculated and has a vital position for human life today because of its audio-visual form. Therefore, every program presented has a significant role in conveying ideas, vision, and mission procedures so that television is proven to influence public opinion. Therefore, the program presented on television should be useful and can attract the attention of the viewer.

The TV interview program is also one of the programs with a tremendous influence because there are many benefits, by inviting resource persons to tell authentic and inspirational stories to the language style that makes viewers

interested in watching TV interviews. The latest data shows that currently, there are around 30-33 million households and even more that own a TV set. Therefore, various programs are crammed into viewers at no less than eighteen hours per day (Kusnawan, 2004).

With the increasing number of TV channels that present TV interviews, there is also room for students to learn through TV interviews. Furthermore, the programs invited speakers who use unique and diverse language styles. Therefore, it can be used as material to study sociolinguistic competence.

The language style is part of diction closely related to individual or characteristic expressions or has high artistic value (Keraf, 2010). Therefore, language style becomes a way of expressing one's thoughts through language specifically that can show the soul and personality of the language user (language writer). Then it is realized by choosing the correct diction to distinguish one individual from another because, in essence, the element of style is related to the work. TV interviews and language styles can be combined and matched with teaching sociolinguistic competence to improve student learning. Language style also colors TV shows, in this case, language style can be viewed from the point of view of language or elements of language used in communication.

Sociolinguistics is a combination of the words sociology and linguistics. Sociology is an objective and scientific study of humans in society and social institutions and processes in society (Chaer & Agustina, 2010). Linguistics in linguistics or a field that takes language as the object of study. Thus, sociolinguistics is an interdisciplinary field of science that studies language in society. The use of sociolinguistics for practical life is very much because language has specific rules as a means of human verbal communication. In its use, sociolinguistics provides knowledge on how to use language. Therefore, sociolinguistics is an interdisciplinary field of science that studies language concerning the use of that language in society (Chaer & Agustina, 2010).

Before conducting this research, several studies on TV programs could be used to reference research and find gaps. First, an analysis of the Kick Andy Metro TV program (Isnaeni, 2011) shows that the popular interview program performed the various styles of the language spoken by the speakers. Second, the power struggle and language style existed in the interview program (Fara, 2019) based on Keraf's (2010) theory on the type and the use of language style.

Furthermore, the use of language style in TV interviews brings implications for language teaching. Therefore, this paper aims to describe how the language style brings implications for teaching sociolinguistic competence.

In this case, the description of the types of language style is not sufficient without relating the finding with the language competence acquired by the language learners.

LITERATURE REVIEW

Sociolinguistics Competence

According to Sumarsono (2017), sociolinguistics is a study of language associated with social conditions (studied by social sciences, especially sociology). As Wardhaugh (2010) stated, sociolinguistics is concerned with investigating the relationship between language and society to better understand the structure of language and how language functions in communication. The statements of the two experts show that language and society are interconnected. Language is part of society, and people need language to be able to communicate.

Sociolinguistics teaches many language phenomena in everyday social interactions. The scope of competence is also quite broad, including language variations, language styles, speech levels, and many more. Studying sociolinguistics supports the skill of communicating and interacting both orally and in writing. The competencies in sociolinguistics also teach us to adjust our communication partners, the conditions we are facing, and the context that is being discussed.

Regarding sociolinguistic concepts in language teaching, it is inseparable from the term competency-based language teaching (CBLT) beginning in the 1970s, which language learning was based on adult learners (Richards, 2001). CBLT bases its philosophy on the functional and interactional perspectives of natural language. This language learning method is based on communicative competence and seeks to develop functional language skills. In response to Chomsky (2012), communicative language teaching mentions the existence of creativity in the use of language by the user. Many opinions have emerged that language teaching methods that use structural linguistic theory as a philosophical basis are no longer feasible to continue. Consequently, beginning with Hymes's (2013) theory regarding communicative competence, language is seen as a communication tool, so language skills are seen from a person's ability to use it in communication.

According to Hymes, communicative competence includes the overall understanding of the language system and its application in real communication (Richards, 2001). Meanwhile, according to Chomsky, competence is defined as the inner structure that underlies communication using countless sentences (Aitchison in Rothman, 2013). In its application, Hymes' opinion is used as the philosophical foundation of communicative language teaching. Thus, communicative language teaching emphasizes language learning from the communication dimension.

Discussion this competence is also relevant to the natural approach. The basic principle of the natural approach is the same as the communicative approach, namely seeing language as a natural means of communication. In its application as a learning method, the natural approach emphasizes naturalistic principles that prioritize exposure in the target language. It also requires direct involvement in using the target language will naturally allow language acquisition (Richards, 2001). The principle of the natural approach is the development of target language competence with a natural language acquisition process. Language as an object of learning is seen as a tool for social interaction in society. In everyday life, humans are involved in many conversations (language use) within social interaction. Meanwhile, conversations among community members are bound by an order (rules/values) agreed upon between them (Richards, 2001).

Language Style

Language style is a person's way of communicating in everyday life, whether delivered in writing or orally (Chaika 1982). Language style can help someone as a message sender to describe the conditions they are experiencing. Even though in reality people fake the language style they use. However, through language style, the other party who acts as the message's recipient can describe the situation they receive so that they can adjust how they should behave such as happy, empathetic, sad, etc.

Language style is not motivated by where someone comes from or the dialect used by someone who occupies a particular area but is motivated by the ultimate goal they want to achieve from the communication they make. Therefore, it is following the opinion of Brown (2000) that a language style is not a daily dialect or dialect of a person in an area, but a variety of languages used to achieve certain goals.

Giles and Powesland (1975) noted several things that affect the use of language style include differences in language situations or differences in the status of the relationship between the sender of the message and the recipient of the message. As well as other things such as the context of the discussion being discussed when communication activities are taking place. For example, the language style when an employee meets with the boss is certainly different from the Language style used by colleagues. From some of the expert opinions above, it can be concluded that Language style is a person's way of communicating using language. Communication that exists does not have to be delivered orally, but can also be delivered in writing. A person's dialect does not influence language style, but by the communication situation, role relationships between participants, and the topic of conversation.

Several figures expressed their opinion about the kinds of language styles. As Schneider in Wellek et al. (1956) suggests, language styles are grouped according to the environment they convey their message. There is also the opinion of Romaine (1994), who suggests that language styles are based on social context, participant relationships, social class, gender, age, etc.

This study uses the theory of Martin Joos (2012). He suggests five language styles, including frozen ones that can be found at solemn events such as official ceremonies, mosque sermons, inauguration ceremonies, notary deed writing, laws, etc. The hallmark of the frozen style is that the patterns and provisions contained in it cannot be changed and are standard. Even the details can't be changed like the stress on pronunciation. The language used must be official and comply with the language rules that have been set. In frozen style, both the sender and the message recipient must be serious about listening and paying close attention. For example: "You should come back to our meeting". Formal style is a variety of language used in official speeches, official meetings, or official meetings of an agency's leadership. The patterns and rules of this type are well defined and structured. Another example of this style is during lectures, conversations between students and lecturers, etc. Example: "Introduce my name is Adinda from UI, what's your name, ma'am?" Business variety (consultative style) is a variety of language suitable for ordinary conversations in schools, companies, and business meetings oriented towards results or production; in other words, this variety is at the most operational level. Example: "Yes, because I have a market stall, I used to go to the market and then I moved here. Yes, since I was in the market, I did clothes. Since the first time on the market, the clothes keep opening branch here, my market moved here all. My market is contracted."

Casual style is a variety of casual language between friends in talking, recreation, exercising, etc. In the mini body, many utterances are shortened. Regional languages, example color many word elements: *"Ee...yok opo ya mbak ya, emang kondisinya lagi susah kayak gini. Area yok opo maneh*." [Ee … no, sista, of course the condition is as difficult as this. I don't want to do it anymore]. Intimate style is a variety of language between members familiar with family or friends who do not need to speak in full with clear articulation, but enough with short utterances. It is due to mutual understanding and knowledge of each other. At this level, many forms and terms (words) are used typically of a family or a group of close friends. For example: "love you honey."

METHOD

Data collection

The data analysis techniques used in this study are as follows: Observing the data needed in the study, the observation process, identifying the basic competencies that prove sociolinguistics as the basis of language style in TV interview programs, explaining the data descriptively so that it can describe the research results

Data analysis

The design of this study used descriptive qualitative research. Research using descriptive methods is carried out if the researcher wants to answer questions about the symptoms that exist or apply in the present (Susetyo, 2010). The subject of this research is the TV interview program, and the object of this research is the students. According to Sugiono (2014) in this observation, the researcher is involved with the person's daily activities being observed or used as a source of research data. The researchers observed the process of the TV interview taking place using language style and implementing it into sociolinguistic competence.

This descriptive study aims for researchers to describe clearly and in detail the implications of teaching sociolinguistic competence in language styles on TV interview. It obtains data based on the research problems, namely the types of language styles used in TV interview and the implications for sociolinguistic competence learning.

FINDINGS

The following are findings from research on Language Styles often used in Najwa Shihab's interview with Niki Zefanya. Although, Najwa Shihab is a narrator who often conducts interviews at one of the national TV stations, she also gives a different angle when reviewing various problems. Next, Niki Zefanya, often called Niki as a guest speaker, is a singer starting a career under the auspices of "88rising". He is with several Indonesian singers (Rich Brian, Warren Hue, etc.) under the same label living and living in LA, United States.
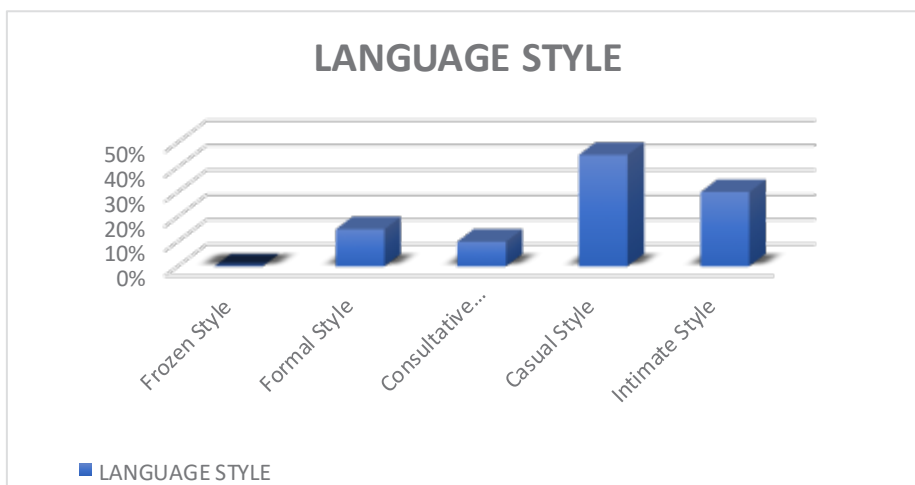

Figure 1. Language style in Najwa Shihab and Niki Zefanya's interview.

From the data above, in Najwa Shihab and Niki Zefanya's interviews not all language styles are found, there are only four language styles detected. The most findings are casual style at 45%, followed by intimate style at 30%. In the third position is occupied by formal style at 15%, consultative style at 10% in fourth place, and the last style, frozen style is 0%. This finding answers the first research question related to what language styles were found in Najwa Shihab and Niki Zefanya's interview.

In Najwa's interview with Niki, several sentences were found that refers to the formal variety. Here are some of the data obtained:

Niki: *"Hai Mbak Najwa, I am good. Apa Kabar Mbak Najwa?"*

This sentence was conveyed by Niki to Najwa, here Niki greeted Najwa in a formal language using Indonesian and a little mixture of English. Overall, this sentence uses a good and correct Indonesian structure.

The study results found that 10% of data refer to the consultative style. The following is an example of a consultative style sentence obtained from Najwa's utterance:

"*Tapi Lagu ini bagian dari album yang akan rilis September gitu kan.?"*

In this sentence, Najwa asked about Niki's new song. As previously stated, Niki is an Indonesian singer who lives in America. So, when talking about Niki's new song project, it means they're on consultative style. Another example of Niki:

"Iya *itu single ketiga dari album Niki yang akan nanti dikeluarin nya September. Aku ada feeling, kalau Indonesia bakalan suka lagu ini, karena orang Indonesia sukanya baper, yang bisa galau gitu."* [Yes, it is the third single from Niki's album that will be released in September. I have a feeling, if Indonesia will like this song, because Indonesians like romanticism, which can be so confusing].

The second sentence refers to the casual style. Niki talks about her fondness for "Fried Bananas". Niki tells in detail about what Niki likes about fried bananas. Here it shows the characteristics of casual style, which refers to conversations between friends about likes, hobbies, sports, etc.

Several sentences that show the Intimate style are also found in Najwa and Niki's interviews. For example, Najwa:

"Ki kamu pernah kebayang ga sih berada dititik sekarang ini." ["Ki, you never imagined you weren't at the point right now].

In this sentence, Najwa calls Niki with the greeting "Ki,". Which you could say is Najwa's familiar form to Niki. Najwa repeatedly called Niki with the nickname "Ki". More example of Najwa:

"Kamu ngrasa nggak sih, aku dulu sempet tinggal di luar negeri, aku merasa semakin jauh tuh malah justru semakin kenal diri sendiri dan semakin kenal kampung halaman." [You don't think so, I used to live abroad, I feel like I'm getting farther and farther away, in fact, I know myself better and I know my hometown better].

In the sentence above, Najwa said it in short and non-standard language. Najwa does not speak completely and with short utterances such as "Ngrasa" is a non-standard form of "felt", and also the word "sempet" is a non-standard form of "had".

DISCUSSION

The data of this paper were taken from the interview of Najwa Shihab and Niki Zefanya. In this case, the writer analyzes the data based on Martin Joos theory (2012). The analysis is focused on the type of language style on the Interview of Najwa Shihab and Niki Zefanya. From the data, it was found that casual style was mostly used followed by intimate style. Formal style and consultative style were seldom used. In addition, frozen style does not exist in the context of TV interview program. This finding answers research question 1

regarding what types of language styles are used in the Interview of Najwa Shihab and Niki Zefanya.

That casual style dominates the data is similar to the findings of Hamzah (2018) on the language style of teenagers found in Facebook status and also the findings of Manurung (2014) concerning the language style found in Barack Obama's speeches". In an unformal context, it uses a more unrestricted form of language and takes place in a relaxed conversation situation (Alwasilah, 1990). This interview uses a lot of casual style because of Niki Zefanya, who is a singer, in other words, works in the entertainment field. So this interview is relaxed and flexible. Also, this interview program is targeted to be watched by young people, so it doesn't require a rigid and formal interview as a whole. So the use of the right language style is essential because it can improve the listeners' mood, such as the opinion of (Badiah, 1990) regarding the function of the language style.

There is the intimate style which occupies the 2nd place by 30%. Some of the reasons why this interview is also dominated by Intimate Style is that they both come from Indonesia. So that they understand the terms that are often used in Indonesia. Even though they are in different countries, they often interact through social media. Intimate style is usually used by speakers who are already familiar, as stated by Martin Joos (in Alwasilah, 1990) intimate style is characterized by the use of language that is incomplete, short, and with articulation that is often unclear, the meaning of the conversation cannot be understood by others. Without knowing the situation, and often used forms and terms (words) typical of a family or group of close friends. This finding is similar to Tamsar's finding on language styles on Disney Movie script showing that intimate style occupies the second position after casual style. The sentences spoken by Najwa Shihab and Niki Zefanya have non-standard forms. It means it has an incomplete form, there are allegro.

Formal style occupies the third place with a percentage of 15%. Like Chaer's (2004) opinion, the characteristics of formal style cannot be separated from linguistic rules. Formal style is used in addressing audiences, usually audiences are too large to permit interchange between speaker and hearer effectively, though the form is normally not as polished as those in an oratorical style such in a typical university classroom lecture where is often carried out in a deliberative style. It always uses in important of serious situations, classroom, formal speech, and sermons. It is used in academic that makes there is no shortened form of words, phrases or sentences. In formal style usually used a

standard language. For this reason, formal style is not often found in Najwa Shihab and Niki Zefanya's interviews.

Consultative style is ranked fourth with 10%. As stated by Martin Joos (in Alwasilah, 1990), it is used in semi-official situations, and is used to consult a problem. Here, Najwa Shihab and Niki Zefanya talk about Niki's new song. Najwa Shihab asked about Niki's new song "Lose". As a singer, a song is a product/work. Consultative style is in third position because not all interviews talk about business regarding the work of a product from Niki Zefanya.

Frozen style was not found in the interviews of Najwa Shihab and Niki Zefanya. Frozen style is a standard and very official Language style. In frozen style, the expressions and terms used are fixed and do not change a single word. In fact, the pronunciation pressure should not change at all because it is very stiff as explained by Chaer (2004) regarding the rigid characteristics of Frozen Style. Therefore, it is impossible to use it in an interview between Najwa Shihab and Niki Zefanya. And usually, frozen style is used in very official events such as court decisions, state ceremonies, etc.

From the description of the findings of language style above, it can be concluded that TV interview can be used as one of the media for sociolinguistic learning. Through these findings, methods that can be used for sociolinguistic learning include the discussion method. Discussion is an instructional activity marked by the interaction between students and teachers to solve a problem under the guidance and responsibility of the teacher. In this way, communication between students and lecturers will be established using language. Here language is an object of learning seen as a tool for social interaction in society. In everyday life, humans are involved in many conversations (language use) within social interaction. It is from this understanding that sociolinguistic learning competencies are formed.

Through TV interview we can observe language style about language interaction naturally. Like Richard's (2001) opinion, the sociolinguistic learning method is based on communicative competence and seeks to develop functional language skills. Through TV Interviews, students can observe the latest language styles that are currently circulating in the community. So that way students do not miss the current trend, and learning is renewal. Another advantage is that students can know the phenomena that are currently happening in the sociolinguistic field. Students' interest would also increase if the TV interviews used as teaching materials have an interesting context of discussion, or their idols are the main resource persons. Factors like this can support students' enthusiasm for learning because they experiment directly

with their real lives. In accordance with the basic concept of sociolinguistic learning, it leads to language learning by communicating. It is hoped that this instructional method can help improve the learning atmosphere to be more enjoyable and make students more active in participating and understanding the material correctly and not verbally.

CONCLUSIONS

The TV interview program is also one of the programs with a tremendous influence because there are many benefits in the event. By inviting resource persons to tell authentic and inspirational stories to the style of language that makes viewers interested in watching TV interviews (Giles & Powesland, 1975) Several things that affect the use of language style include differences in language situations or differences in the status of the relationship between the sender of the message and the recipient of the message. As well as other things such as the context of the discussion being discussed when communication activities are taking place such as the language style in Najwa Shihab and Niki Zefanya's interview.

The finding shows that not all language styles are found, there are only four language styles detected. The most findings are casual style at 45%, followed by intimate style at 30%, in the third position is occupied by formal style at 15%, and consultative style at 10% in the fourth place.

SUGGESTIONS

Students must understand the use, types, and meaning of language styles to realize sociolinguistic teaching in the classroom. Teachers also have a responsibility to direct students to have a greater interest in learning this subject. The goal is that students can learn language styles easily. In addition, by understanding various language styles, it will increase students' sensitivity to the use of language appropriately. In this case, students are expected to improve their sociolinguistic competence, especially to distinguish variations in language style according to context.

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