



# Formal and Informal Talks of Lecturers in EFL Classroom Interaction

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## Abstract

This research aimed to discover the characteristics of formal and informal talks of lecturers in EFL classroom. This research was conducted in qualitative design. Furthermore, the researcher applied discourse analysis under the study of sociolinguistics as an approach to analyze the language, writing, speech, and conversation (verbal and nonverbal) that was appropriate with the purpose of this research. In order to get the data, the researcher did observation and recording. Lastly, the result of the data analysis was presented in description of words, not number. The research was conducted at English Study Program of IAIN Bone. The result shows that the lecturers used formal and informal language. However, the lecturers used formal talk dominantly rather than the informal talk. The characteristic of formal talk which was frequently used by teacher was full form. The teacher frequently used this characteristic in asking question. Whereas informal talk happened frequently when teacher gave explanation particularly in explaining the material. The formal talks which occurred in EFL classroom particularly in student talk consist of four characteristics. They were *neutral lexis*, *full form*, *politeness phenomena*, *careful turn taking* and *title* in which using title mostly occurred in interaction among teacher and students. The informal talks which occurred in EFL classroom particularly in student talks were *colloquial lexis*, *interruption/overlapping*, *first name and nickname*, *typical mood choice* and *modal for probability*.

**Keywords:** Formal talks; informal talks; lecturers.

**Introduction**

In teaching and learning process, communication between the lecturer and the students is regarded as the important element to perform an effective learning. Talk between lecturer and students are important in teaching and learning process. Through the talk of the lecturer, students are able to understand the lesson. It can be assumed that the lecturer holds main role in the success of teaching and learning process. They talk to make the whole learning successful, starting from opening the class, delivering teaching material, asking questions, and managing behaviours in the classroom. Thus, the language used in the classroom determines whether a class will be successful or not. Xiao-Yan (2006) defines it as a variety of language which sometimes is used by lecturers when they are in the teaching process.

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

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

Regarding some cases of the teachers' limitation the limits of using various language above, the preliminary research conducted by the researcher in one group of students of English Education Department, it is exposed that the students feel bored when the lecturer use monotonous language in teaching because of less variation of lecturer's language makes them feel uninterested and difficult to understand the material.

Based on the explanation above the researcher carried out a research about the use of formal and informal talks of the lecturer in the EFL classroom. The objectives of this research were to discover the characteristics of formal and informal talks of lecturers in EFL classroom.

**Method**

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

### **Literature Review**

A research entitled “the Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction” conducted by Sardi et al., (2017) found that the EFL teachers used the informal words more than formal language. Mostly teacher used informal diction or word choice in teaching such as colloquialism, dialects, and slang. This is seemingly because the teacher preferred to focus on the textbook to directly doing an interactive activity with the students. In addition, the lecturers speak Indonesian and local language much more than English in the class considering the student level and interest which is poor. It is in line with the finding of Heylighen & Dewaele (1999) in their research “formality of Language: definition, measurement, and behavioral determinants” focused on the language and behavior in different setting. In terms of formality, they divided it into *surface* and *deep formality*. They found that the formality became larger when the distance in space, time or background between the interlocutors increased, and when the speaker was male, introverted or academically educated.

Nemani & Rasekh (2013) conducted research entitled “Investigating the Effect of Social Variables on Speech Variation: Social Class, Solidarity, and Power” related to the students’ language feature in classroom interaction. They found that the social class raised the politeness degree of speech, while solidarity and power decreased the degree of politeness which means that the EFL learner is competent linguistically but incompetent in communicatively, the learner could not be considered to be an appropriate user of English in real various contexts. A similar finding is also acquired by Joma, et al. (2016) who found that lecturer’s language variation and teaching techniques are assumed as two matters which can influence students’ understanding the material in his research “The Effect of “Role-Playing” on Students’ Achievement and Motivation in the Governmental School”.

The research by Munawir (2017) entitled “the influence of teacher talk toward students’ attitude to speak English” also found that the teachers provided interactional feedback when addressing students in the classroom. In terms of attitude, the students had a positive attitude toward lecturer talk. This means the teacher talks have a big influence on students’ attitude in the classroom. However, this study only focuses on formal talks of the lecturer.

### **Teacher Talk**

Teacher talk is central in the language class not only for classroom organization and for the process of acquisition but also as a means for controlling student behavior (Bailey & Nunan, 1996). Therefore, Nunan (1991) points out that teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. That is why the role of teacher talk in the classroom will support students get their purpose of learning English because the lecturer is a facilitator that will help them. Brown (2007) categorized teacher talk into:

Table 2.1 Types of Teacher Talk

Types of Teacher Talk		Indicators
<b>I N D I R E C T  T A L K</b>	Dealing with feelings	<ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Asking the students condition</li> </ul>
	Praising and Encouraging	<ul style="list-style-type: none"> <li>• Praising the students after answering the question</li> <li>• Encouraging students to continue</li> <li>• Trying to give them confidence</li> <li>• Confirming that the answer is correct</li> </ul>
	Joking	<ul style="list-style-type: none"> <li>• Making puns</li> <li>• Attempting to be humorous</li> </ul>
	Using ideas of the students	<ul style="list-style-type: none"> <li>• Clarifying the idea of the student</li> <li>• Interpreting the idea of the student</li> <li>• Summarizing the idea of the student</li> <li>• Rephrasing the idea of the student</li> </ul>
	Repeating student response	<ul style="list-style-type: none"> <li>• Repeating the exact words of the students' contribution</li> </ul>
	Asking question	<ul style="list-style-type: none"> <li>• Asking question to which the answer in anticipated</li> </ul>
<b>D I R E C T</b>	Giving information	<ul style="list-style-type: none"> <li>• Giving information</li> <li>• Giving opinions</li> <li>• Giving facts</li> <li>• Giving ideas</li> </ul>
	Correcting without rejection	<ul style="list-style-type: none"> <li>• Telling the students who have made a mistake</li> <li>• Correcting the response without using words or intonation</li> </ul>
	Giving direction	<ul style="list-style-type: none"> <li>• Giving direction</li> <li>• Giving request</li> <li>• Giving command</li> <li>• Directing various drill</li> </ul>

<b>T A L K</b>	Criticizing the student behavior	<ul style="list-style-type: none"> <li>• Rejecting the behavior of the students</li> <li>• Trying to change the non-acceptable behavior</li> <li>• Communicating anger</li> <li>• Getting displeasure</li> <li>• Getting annoyance</li> <li>• Dissatisfaction with what students doing</li> </ul>
	Criticizing student response	<ul style="list-style-type: none"> <li>• Telling the students that the response is not correct or acceptable</li> <li>• Communicating criticism</li> <li>• Displeasure</li> <li>• Annoyance</li> <li>• Rejection by word or intonation</li> </ul>

### Formal and Informal Talks

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

#### 1. Concepts of formal and informal talk in speech style

A style is the range of variation within the speech of an individual speaker (Bell & Johnson, 1997). Styles are normally associated with certain groups or situations and carry the flavor of those associations. In other words, style is the variation in the speech of individual speakers which with certain groups or situations. Every person has his or her own way to express his or her meaning through a language. It expresses differently for each person.

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

- 1) Frozen Style. It is a style used commonly for prose writing or for speech. It is also used when we talk to strangers. The characteristic of this style usually is the use of formal and polite language to show the identity of a speaker and to make a prose easier to understand for readers.
- 2) Formal Style, which can be defined as a style which is used in a formal situation and uses formal language. Formal style is used by people who still have a distance between them (speaker and hearer). A speaker usually avoids a repetition or another term which tends to be a casual term and used in a discussion or a meeting.
- 3) Consultative Style which is used in business or in discussing something. A Speaker who uses this style usually does not plan what he wants to say. Thus, there is a big possibility to make mistakes in speaking, such as word repetition or diction which cannot be avoided.

- 4) Intimate Style. This type of style has a characteristic that its common use of personal language codes and it is only for a certain group. It occurs in a certain community which has its own language style. The utterances are usually simple and representative what a speaker means. Intonation is more important than wording or grammar.
- 5) Casual Style. The use of casual style refers to the situation in which utterances are expressed. Casual style is a style used in an informal (casual) situation and using informal language. The relationship between speaker and hearer is close, so they usually use words or term repetition and frequently use ellipsis sentences.

## 2. Concepts of formal and informal talk

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

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

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

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

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

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

Informal language on the other side is flexible: meanings shift when the context changes. This is particularly useful when phenomena which are going to be described is not available in the language yet. By using expressions like "it" or "that thing there", it is possible to refer to the most unusual phenomena.

### **Classroom Interaction**

Kumpulainen & Wray (2002) explore that interaction is as a kind of action that occurs when two or more objects have an effect upon one another. Interaction here refers to conversational exchanges which come up when participants try to accommodate potential or actual problems of understanding by using strategies such as comprehension checks or clarification checks (Kumaravadivelu, 2006). Classroom interaction can be understood as the interaction between the lecturer and learners in forms of either lecturer-learner interaction (Tsui, 2001). It has been found that frequent interactions between lecturer and learners are significantly related to the learners' achievement and can even promote their achievement (Berliner & Rosenshine, 1976).

Interaction is the considered as the main factors in facilitating on teaching and learning process especially in English Subject. The lecturer should not dominate all the communication. Therefore, it can create the situation that makes learner-lecturer share each other. Similarly Malamah & Thomas (1987) stated that if lecturer talks' dominates most of the class time, learners' participation will be limited and classroom interaction will be diminished.

### **Results**

#### ***The Characteristics of Lecturers' Formal and Informal Talks in EFL Classroom***

##### **a. Formal talks of lecturers**

The formal talks which occurred in EFL classroom particularly in lecturer talk consisted of four characteristics. They are neutral lexis, full form, politeness phenomena, careful turn taking, incongruent mood choice and modality for suggestion in which the full form mostly occurred in interaction among lecturer and students. Whereas another two characteristics of formal talk; title and modal deference did not appear at all.

- 1) Neutral lexis

**Extract 1: Correcting student's answer**

The lecturer asked the students to give a brief definition of language. Unfortunately, they do not know how to differ between the meaning and definition of language. Therefore, the lecturer emphasized that definition is not the meaning. This extract was taken from the first meeting on Wednesday, September 26<sup>th</sup> 2018 in Introduction of Linguistics subject.

- L : *Oke Bahasa yah. Artinya dalam Bahasa Indonesia adalah Bahasa. Tapi, berbeda pengertiannya. **Definition is not the meaning.** Okay in English...*
- S : Language is a form of communication using a word either spoken or gesture with the hands and structure with grammar <XwordX> in <XwordX> system.

The extract 1 above shows that the lecturer corrected students' answer previously. In that case, the lecturer asked the students to define language by using their own words but the students only translated it into Indonesian language. Thus, the lecturer emphasized his statement by saying "**definition is not the meaning**" which was considered as neutral lexis in order to give clear instruction to students. In fact, the student directly gave brief and clear definition about language. Thus, the neutral lexis is able to avoid ambiguity in communicating because it does not have double meaning.

## 2) Full form

**Extract 2: Asking students' condition**

Before delivering the material, the lecturer asked about students' conditions while she prepared the material that would be taught. This extract was taken from the third meeting on Thursday, October 10<sup>th</sup>, 2018 in TEAFL subject.

- L : **How are you today?**
- Ss : *Alhamdulillah.*

The extract 3 above shows that the lecturer began the meeting by asking students' conditions. The sentence which was used by lecturer "**how are you today?**" indicates as a characteristic of formal talk. The sentence consists of subject and verb, so it is called as a complete sentence. The subject of the sentence above is "**you**" and the verb is "**are**". The sentence is also mostly used when someone wants to ask about someone else's condition. Moreover, this sentence is well known by the students.

## 3) Politeness phenomena

**Extract 3: Giving direction**

The lecturer asked the student to give definition about language. However, some students did not pay attention to the lesson. Therefore, the lecturer pointed one of them to repeat what the other student said before. The extract was taken from the second meeting on Wednesday, September 26<sup>th</sup>, 2018 in Introduction to Linguistics subject.

- S1 : *Language is a form of communication using a word either spoken or gesture with the hands and structure with grammar <XwordX> in <XwordX> system.*

L : Can you repeat it, **please?** (the lecturer points a student). Make it e.. slower.

S2 : a form of communication.

The bold word in the extract 3 above indicates as polite word. The lecturer inserted "**please**" in "Can you repeat it **please?**" to express politeness and emphasis in a request to the student. The situation in the classroom at that time was noisy, so the lecturer requested the other student to repeat what her friend's saying. Based on the word choice that the lecturer used in requesting student to repeat the definition of language, it was considered as the polite way in requesting.

#### 4) Careful turn taking

##### **Extract 4: Asking question**

The lecturer asked the students about some terms in error correction. However, no students know those terms except body language. The extract was taken from the first meeting on Thursday, September 27<sup>th</sup>, 2018 in TEAFL subject.

Ss : **pengulangan?**

L : **yah, reformulation?**

Ss : **no**

L : **no? tidak pernah? Delay correction? Pasti nda pernah dengar (no? never? Delay correction? Surely you never hear it before before.)**

Ss : **yes**

T : **body language? pernah dengar? (have you heard it?)**

Ss : **yes**

The extract 4 above clearly displays that the lecturer and students take the turn carefully. At the beginning, the students asked the lecturer then she answered student's question. The lecturer continued by saying "**no? tidak pernah? Delay correction? Pasti nda pernah dengar**" to ensure that the students never heard those terms previously. After the students had answered the question, the lecturer asking question again "**body language? pernah dengar?**". In line with lecturer, the students answered the question after the lecturer had finished it. It clearly shows that no interruptions and overlaps happen in this interaction. The lecturer spoke when the students had finished answering. Further, the lecturer asked three questions alternately without interrupting students' answers.

#### 5) Incongruent mood choice

##### **Extract 5: Warning students**

The lecturer gave a quiz to students. While the students were doing the quiz, the lecturer was monitoring students. He also gave some clues about the answer. He also warned students to do it quickly. This extract was taken from the third meeting on Wednesday, October 18<sup>th</sup> 2018 in Introduction to Linguistics subject.

L : *oke hm sebenarnya ada lima yah tapi kemarin waktu dibagi kelompok pertama itu langsung dua tahap (stages of linguistics history). Ada tahap ancient Greek, ancient Rome, what else? Yang terakhir itu Renaissance /renaisans/ only explain the main point, you don't have to write all of the*

*words you have read. Okay **five minutes left**.*

*(okay, hm.. actually there are five but yesterday when I divided you into group, the first group directly got two stages. There are ancient Greek, ancient Rome, what else? The last is Renaissance. only explain the main point, you don't have to write all of the words you have read. Okay **five minutes left**)*

The extract 5 above clearly shows that the lecturer warned students in different way. Since the incongruent mood choice related to speech function, this clause "**five minutes left**" included in command. In common sentence, the sentence which function is command, should be consisted of imperative word. On other hand, the clause "**five minutes left**" is not formed by imperative word but it is formed by declarative clause. It can be seen from the word choice which is used in that clause. No imperative words were included in that clause. In fact, the student directly **understood** what the lecturer meant. Therefore, to give a signal to students, the lecturer may use that clause.

6) Modality for suggestion

**Extract 6: Giving information**

Before beginning the lesson, the lecturer always gave the students a quiz to know whether students had understood the material previously or not. In doing the quiz, some students requested to use Indonesian language mostly than the English. the extract was taken from the second meeting on Wednesday, October 3<sup>rd</sup>, 2018 in Introduction to Linguistics subject.

Ss : ... *kalo Bahasa Indonesianya dikasi Bahasa Inggris kan pak?*

*(... what about if we translate the Indonesian language into Englis, Sir?)*

L : ... *kalo kembali ke Bahasa Indonesian but **it will be better if you use English, pasti nilainya lebih tinggi kalo pake Bahasa Inggris** tapi kalo sulit bisa dikembangkan digabung yah bukan full Bahasa Indonesia.*

*(... if you turn back to the Indonesian language but it will be better if you use English, absolutely your score is high if you use English but if it is difficult, you may develop and combine it, do not use all Indonesian language.*

It can be seen on the extract 6 above, the students requested to translate the English sentence by writing the Indonesian language firstly. At the beginning, the lecturer refused the students to write the Indonesian language again but he had an idea to let the students combine both languages. The lecturer also added that whoever used English, they would get high score. The lecturer's utterance "**it will be better if you use English, pasti nilainya lebih tinggi kalo pake Bahasa Inggris**" indicates that the lecturer suggests students to use full English in answering the question. Moreover, the lecturer promised the high score to whoever answer the question using English. However, majority of students had not understood yet about the material so the lecturer had an idea "**but if it is difficult, you may develop and combine it**". It clearly shows that the lecturer gives second suggestion to the

students to combine the Indonesian and English language.

### **b. Informal talks of lecturers**

The informal talks which occurred in EFL classroom consist of six characteristics. They were colloquial lexis, interruption & overlapping, first name & diminutives, typical mood choice, modal to express probability and modal to express opinion. Whereas attitudinal lexis and swearing did not appear in classroom interaction. Additionally, the researcher found four new characteristics of informal talks. They are regional term, discourse markers, contraction and ellipses sentence.

#### 1) Colloquial lexis

##### **Extract 7: Giving direction**

The lecturer was explaining about what the students were going to do but the situation in the classroom was noisy. Therefore, the lecturer shouted to get students' attention. The extract was taken from the second meeting on Wednesday, October 3<sup>rd</sup>, 2018 in Introduction of Linguistics subject.

L : *silahkan paparkan materinya ke kelompok yang sudah dipilih. Yang lain dengarkan temannya ya. Perhatikan. Materinya dicatat.*

(explain the material to the group that you have chosen, please. While others listen to your friends. Pay attention. Note the material).

(the students start to choose the groups, the class becomes so noisy)

L : ***teman-teman! Guys!***

S : *hush.. (ask the other students to be quiet).*

The bold word in extract 7 above refers to the colloquial or everyday language which was used by lecturer. The lecturer tended to use "***teman-teman! Guys!***" to get students' attention quickly. It was caused by the situation of the classroom which was considered so noisy. Thus, it clearly shows that the lecturer and students have close relationship in classroom. Additionally, the age of the lecturer was 20s so he was not too clumsy in using various vocabulary in teaching. Therefore, the students felt enjoyable in interacting with their lecturer.

#### 2) Interruption and Overlapping

##### **Extract 8: Recall the last material**

The lecturer discussed about the history of linguistics. Then the lecturer reviewed the last material and asked the students about it. The extract was taken from the third meeting on Wednesday, October 18<sup>th</sup>, 2018 in Introduction to Linguistics subject.

L : *ada istilah yang dicetak tebal disitu yah? Apa? (Is there a bold term in it, isn't in? what?)*

S1 : *syntax*

L : *sebelum itu yah [ada]*

S1 : **[speculative]**

L : *yap speculative, speculative grammar (the lecturer is writing on the whiteboard). Apa itu speculative grammar? (what is speculative grammar?)*

S1 : *process*

L : *oke yang-- apa pembahasan minggu lalu [tentang]*

Okay, the last discussion is **[about]**  
 S2 : **[saya tunggu dulu kuingatmi]**  
**[me, wait for a minute, I have remembered it]**

Based on the extract 8 above, it could be noticed that an overlap occurred in interaction between lecturer and students. When the lecturer was about to mention the topic of the last material, the student directly took the turn. After that, the lecturer took the turn again by asking about the definition of speculative grammar. A student answered it shortly then the lecturer asked again about the topic of the last material. When the lecturer was about to complete his sentence, another student directly interrupted because she wanted to answer the lecturer's question. The student emphasized that she was able to answer lecturer's question.

3) First name, nick name and diminutives

**Extract 9: Calling student's name**

The lecturer gave opportunity to all students to express their opinions about the definition of language. The lecturer pointed the student who sat in the corner and asked her name. The extract was taken from the first meeting on Wednesday, September 26<sup>th</sup> 2018 in Introduction to Linguistics subject.

L : siapa yang belum yah? Okay di sudut sana, what's your name? (Who hasn't been mentioned yet. Okay, someone who sits in the corner, what's your name?)  
 S : my name is Firlinda  
 T : Firlinda  
 S : yes (smiling)  
 T : how do we call you?  
 Ss : **fir**..

The bold word in extract 9 above clearly shows the use of nickname. The lecturer firstly asked her name then asked what he supposed to call his student. The full name "**Firlinda**" was shortened becoming "**fir**". It was called nick name because the name became shorter than before. The lecturer intended to ask his student's nickname to build a close rapport between lecturer and student in order to avoid rigidity in classroom interaction.

4) Typical mood choice

**Extract 10: Commanding students**

The lecturer intended to check student's pronunciation of language. Because of majority of students were still confused to differ the sound of "tʃ" and "dʒ", the lecturer then checked them one by one. The extract was taken in the first meeting on Wednesday, September 26<sup>th</sup> 2018 in Introduction to Linguistics subject.

L : (the lecturer mentions student's name) <XwordsX> how do you pronounce that word? Okay, **make** it louder.  
 S : /lengwitʃ/  
 L : Okay, <X words X> **make** it louder.  
 S : /lengwitʃ/

Since the mood relates to a verb category or certain form which indicates

whether the verb expresses a fact, a command, a question or a statement, the bold word above **“make”** includes as imperative mood. The lecturer used a verb **“make”** to command students to raise his voice. the word “make” represents a command which is formed by imperative mood.

5) Modal to express probability

**Extract 10: Teasing students**

The topic of the lesson was error correction in speaking. The lecturer teased the students about the way their lecturers’ correcting in Junior and Senior High School. In fact, the lecturer disagreed with other lecturer way in correcting students. The extract was taken from the first meeting on Thursday, September 27<sup>th</sup>, 2018 in TEAFL subject.

L : *iyah mestinya I? (yes, it should be “I”?)*

Ss : *I saw*

L : *atau maybe in the past in your junior high school, senior high school some of your lecturer will say “No” yah atau gurunya mungkin bilang tidak! Salahko! no!*

*(or maybe in the past your Junior High School, Senior High School some of your lecturer will say “No” right or your lecturer may say No! You are wrong!*

The word **“maybe”** in the extract 10 above was indicated as modal for express probability. In that situation, the lecturer harassed students by saying **“maybe in the past in your junior high school, senior high school some of your lecturer will say “No” yah atau gurunya mungkin bilang tidak! Salahko! no!”** which referred to a joke. Absolutely it was wrong when lecturers blamed students by saying “No”. a lecturer supposed to know how to correct students’ error politely. In fact, the lecturer presumed that lecturers in junior and senior high school level made mistakes in correcting students’ error.

6) Modal to express opinion

**Extract 12: Lecturer’s disappointment**

The lecturer gave a quiz before beginning the lesson. Unfortunately, some students looked hard in answering the question. Then, the lecturer intended to collect all students’ works. The extract was taken from the third meeting on Wednesday, October 18<sup>th</sup>, 2018, in Introduction to Linguistics subject.

L : *you have two weeks to study about it. I think that’s more than enough. (paused) three minutes, oke yang sudah boleh kumpul. (okay, you may collect it if you have finished it)*

The extract 12 above indicates that the lecturer prefers using the word **“I think”** to express his perception. In that situation, the lecturer gave students a quiz but majority of students could not answer it. The lecturer thought that the students had been ready to get the quiz. In fact, the lecturer had given them two weeks to study. Hopefully, the lecturer believed that two weeks were more than enough to study about it. In short, the lecturer seemed disappointed with the students’ works

which was indicated by his utterance ***“I think that’s more than enough”***.

#### 7) Regional Term

##### ***Extract 13: Telling the way to communicate in past***

The lecturer teased students about their habits when they were in love. Not only teasing students, the lecturer was also telling about the way to communicate via letter in past. The extract was taken from the third meeting on Thursday, October 18<sup>th</sup>, 2018 in TEAFL subject.

- L : *apalagi kalau ada kata sayangku*, (moreover if there is a word “my dear”)  
 Ss : @@  
 L : *sampai dibaca ratusan kali*. (it is read until hundreds time)  
 Ss : @@  
 L : *sekarang enak, ada sms, ada video call. Kita dulu surat****ji***. (Now it is easy, there is message, video call. In past, we used letter only)

The suffix *-ji* in the lecturer’s utterance above relates to the regional term. The lecturer used suffix *-ji* which was derived from Buginese indicating the quantity of things. The suffix *-ji* above emphasized that in past people only used letter to communicate to others. The lecturer tended to use regional term to show the closeness with the students. Moreover, student looked enjoyable and happy with the lecturer’s joke.

#### 8) Discourse Markers

##### ***Extract 14: Confirming student’s answer***

The lecturer was asking the students about word classes. The lecturer intended to check students’ understanding about word classes. The extract was taken from the third meeting on Wednesday, October 18<sup>th</sup>, 2018 in Introduction to Linguistics subject.

- L : *kelas katanya apa?* (what is the word class?)  
 Ss : *verb*  
 L : *how about works?*  
 Ss : *verb, verb*  
 L : ***oke*** verb...

The bold word ***“oke”*** in extract 14 above was indicated as a discourse marker which was used by lecturer. It clearly showed that the lecturer used ***“oke”*** to confirm student’s correct answer. Additionally, the lecturer mention students’ answer after the word ***“oke”***. In short, the lecturer agreed with students’ answer which was proven by his word ***“oke”***.

#### 9) Contraction

##### ***Extract 15: Telling the lesson topic***

The lecturer was giving an example about brainstorming. It was explained simply so that the students might get the point easily. The extract was taken from the second meeting on Thursday, October 4<sup>th</sup>, 2018 in TEAFL subject.

- L : today ***we’re*** going to talk about family, who are in the family?

Ss : father, mother, daughter, son, brother, sister  
L : **that's** brainstorming

The extract 15 above shows that two contractions happened in lecturer turn. The first was in the word **we're** which was uttered by lecturer in telling lesson topic. The lecturer shortened it which was its full form "**we are**". The lecturer seemed simplifying her explanation about brainstorming. Thus, she did not spend much time to explain it. Next, the lecturer's utterance "**that's brainstorming**" implied emphasizing about what she had explained was the example of brainstorming. In short, the use of contraction can be as an emphasizing about something.

#### 10) Ellipses sentence

The last characteristic which was found by the researcher was ellipses sentence. Ellipse sentence is defined as an omission of words that are clearly understood and unnecessary. For instance, "I went to the school on Monday and she on Tuesday". a contextually sentence would be "I went to the school on Monday and she went to the school on Tuesday. The words "the school" are omitted because they have already understood from the context what the speaker referred to.

#### **Extract 16: Asking question**

The lecturer gave a quiz to the students. After collecting all students' works, the lecturer was asking them about the previous material. The extract was taken from the third meeting on Wednesday, October 18<sup>th</sup>, 2018 in Introduction to Linguistics.

L : *oke ada berapa tahap? **How many stages?***  
Ss : four (shouted) five  
L : **how many?**  
S1 : actually five

The extract 16 above refers to the use of ellipses sentence which was used by lecturers. The lecturer was asking students "**How many stages?**" which was indicated as incomplete sentence. However, the students could catch what the lecturer meant. Even though the lecturer did not mention what stages, undoubtedly the student had already known it. It was proven by the ability of students answering the question. The sentence supposed to be "**How many stages of Linguistics history?**" but the lecturer omitted "**Linguistics history**".

#### **Discussion**

##### **The characteristics of lecturers' formal and informal talks in EFL classroom**

The result of this research was analyzed based on the characteristics of formal and informal language proposed by (Eggin, 2004). Based on the result of the analysis, it was found that in the classroom interaction in terms of formal talk, the lecturers used *neutral lexis, full form, politeness phenomena, careful turn-taking, incongruent mood choice, and modal for suggestion*. Whereas other characteristics such as; *title and modal for deference* did not appear in lecturers' utterances.

In the form of sentence, the researcher found that the lecturer mostly asked question using formal language in full form sentence which was more than 50%. The lecturer preferred to ask students using complete sentence without slang and abbreviation in order to give clear question to students. It is supported by Heylighen & Dewaele (1999) who share some reasons why people would prefer formal expressions to contextual ones, or vice-versa. More formal language has less chance to be misinterpreted by others who do not share the same context as the sender. Therefore, the students understood it immediately. According to them, deep formality is characterized by attention to form for the sake of clear understanding. It is in line with the research conducted by Atkinson (2015) that lecturer should realize different types of questioning by different level of formality. It means that lecturer should avoid uncomplete sentence in questioning student. Thus, student may convey information as the lecturer asked before.

Meanwhile, the informal talks which occurred in EFL classroom consist of six characteristics which were *colloquial lexis, interruption & overlapping, first name and nickname, typical mood choice, modal to express probability* and *modal to express opinion*. Whereas *attitudinal lexis* and *swearing* did not appear in classroom interaction. As Heylighen & Dewaele (1999) emphasized that an informal style is more flexible, direct, implicit, and involved, but less informative. According to them, styles; pronouns, adverbs, verbs and interjections are more frequent in informal styles. Moreover, the researcher found four new characteristics of informal talks which occurred in classroom interaction. They are *regional term, discourse markers, contraction* and *ellipse sentence*. Therefore, it can be inferred that the novelty of the research was found in lecturer's informal talks.

Informal talk happened frequently when lecturer gave explanation particularly in explaining the material. The lecturer preferred using informal language in the form of contraction in explaining the material. It is supported by the research conducted by Sardi et al., (2017) found that the EFL lecturers used the informal language dominantly than formal language in delivering material. However, the previous finding did not provide any detail about the type of informal language used by the lecturer. Therefore, it is one of the novelties of this research that the researcher provides a detailed information about what types of informal language used by the lecturer.

## Conclusion

The classroom interaction in terms of formal talks, the lecturers used *neutral lexis, full form, politeness phenomena, careful turn-taking, incongruent mood choice, and modal for suggestion*. Whereas the other characteristics such as; *title and modal for deference* did not appear in lecturers' utterances at all. The most dominant lecturer's formal talks occurred in classroom interaction was full form particularly in asking question. It is proven when students answer lecturer's question, they trigger to use full form sentence also.

The informal talks which occurred in EFL classroom consist of six characteristics

which were *colloquial lexis, interruption & overlapping, first name and nickname, typical mood choice, modal to express probability and modal to express opinion*. Whereas *attitudinal lexis and swearing* did not appear in classroom interaction. Additionally, the researcher found four new characteristics of informal talks which occurred in classroom interaction. They are *regional term, discourse markers, contraction and ellipses sentence*.

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