

**THE SPEECH STYLES USED IN LISTENING DIALOGUES IN
PATHWAY TO ENGLISH FOR THE SMA/MA GRADE XI TEXTBOOK**

THESIS



BY:

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PALANGKA RAYA
2026**

**THE SPEECH STYLES USED IN LISTENING DIALOGUES IN
PATHWAY TO ENGLISH FOR THE SMA/MA GRADE XI TEXTBOOK**

THESIS

Presented to
Faculty of Teacher Training and Education
Universitas Palangka Raya
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Sarjana Pendidikan

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If, at any point in the future, it is proven or can be demonstrated that this thesis is the work of another person or contains plagiarism, either in whole or in part, I am willing to accept the consequences for such actions in accordance with the applicable regulations.

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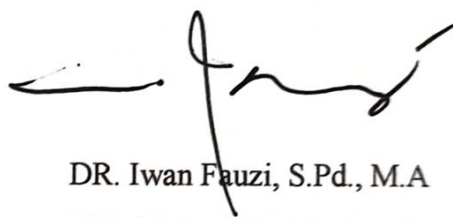


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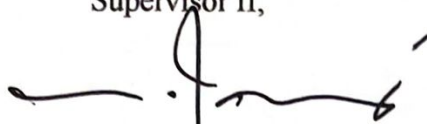
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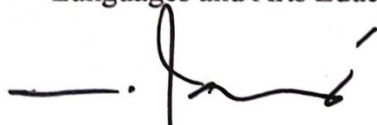
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ABSTRACT

Esterlina, 2026. *The Speech Styles Used in Listening Dialogues in Pathway To English for The SMA/MA Grade XI Textbook.* Thesis. English Language Education Study Program. Languages and Arts Education Department, Teacher Training and Education Faculty, Universitas Palangka Raya. Advisors: (I) Erma Sujiyani, S.S., M.Pd. (II) Dr. Iwan Fauzi, S.Pd., M.A

Keywords: Speech style, Dialogue, The textbook, *Pathway To English for the SMA/MA grade XI*

English as a Foreign Language (EFL) students are expected to develop the ability to communicate effectively in English by understanding how language is appropriately used across different situations and contexts. As one of the primary sources of language input, English textbooks play an important role in introducing students to various forms of language use. Through the dialogues presented in textbooks, students are exposed to different speech styles that reflect social relationships and communicative situations. Therefore, this study aimed to identify and describe the types of speech styles used in the listening dialogues of *Pathway to English for SMA/MA Grade XI*.

This study employed a qualitative descriptive method. The data were collected through document analysis and analyzed using content analysis. The data source consisted of 11 listening dialogues from *Pathway to English for SMA/MA Grade XI*.

The data consisted of 140 utterances extracted from the 11 listening dialogues in the *Pathway to English for SMA/MA Grade XI* textbook. The results of the study revealed that four speaking styles based on Joos's (1967) classification were identified in the dialogue. There were 140 utterances with consultative, casual, formal, and intimate styles, while the frozen style was not found. The consultative style was the most dominant, occurring 96 times (68.6%), followed by the casual style with 32 occurrences (22.9%), the formal style with 10 occurrences (7.1%), and the intimate style with 2 occurrences (1.4%). These findings indicate that the textbook mainly presents polite and cooperative communication in everyday situations. The findings imply that the textbook can support the development of senior high school students' communicative competence by providing exposure to context-appropriate language use in everyday communication and different social contexts. However, the findings are limited to the everyday communicative situations presented in the listening dialogues. As a result, frozen style was not represented in the data, although understanding its use remains important for helping students recognize language use in highly formal and ceremonial contexts.

ABSTRAK

Esterlina, 2026. *Gaya Tutur yang Digunakan dalam Dialog Mendengarkan di Buku Teks Pathway to English untuk SMA/MA Kelas XI.* Skripsi. Program Studi Pendidikan Bahasa Inggris. Departemen Pendidikan Bahasa dan Seni, Fakultas Pelatihan dan Pendidikan Guru, Universitas Palangka Raya. Advisors: (I) Erma Sujiyani, S.S., M.Pd, (II) Dr. Iwan Fauzi, S.Pd., M.A

Keywords: Gaya Tutur, Dialog, buku teks, *Pathway To English for the SMA/MA grade XI*

Siswa *English as a Foreign Language* (EFL) diharapkan mampu mengembangkan kemampuan berkomunikasi secara efektif dalam bahasa Inggris dengan memahami bagaimana bahasa digunakan secara tepat dalam berbagai situasi dan konteks. Sebagai salah satu sumber utama masukan bahasa, buku teks bahasa Inggris berperan penting dalam memperkenalkan berbagai bentuk penggunaan bahasa kepada siswa. Melalui dialog-dialog yang disajikan dalam buku teks, siswa diperkenalkan pada berbagai gaya tutur yang mencerminkan hubungan sosial dan situasi komunikasi. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan jenis-jenis gaya tutur yang digunakan dalam dialog menyimak pada *Pathway to English* untuk SMA/MA Kelas XI.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui analisis dokumen dan dianalisis menggunakan analisis isi. Sumber data penelitian terdiri atas 11 dialog menyimak yang terdapat dalam *Pathway to English* untuk SMA/MA Kelas XI.

Data penelitian ini terdiri atas 140 tuturan yang diambil dari 11 dialog menyimak dalam buku *Pathway to English* untuk SMA/MA Kelas XI. Hasil penelitian menunjukkan bahwa empat gaya berbicara berdasarkan klasifikasi Joos (1967) teridentifikasi dalam dialog. Terdapat 140 ujaran dengan gaya konsultatif, kasual, formal, dan intim, sedangkan gaya beku tidak ditemukan. Gaya konsultatif paling dominan, muncul sebanyak 96 kali (68,6%), diikuti oleh gaya kasual dengan 32 kali kemunculan (22,9%), gaya formal dengan 10 kali kemunculan (7,1%), dan gaya intim dengan 2 kali kemunculan (1,4%). Temuan ini menunjukkan bahwa buku teks tersebut terutama menyajikan komunikasi yang sopan dan kooperatif dalam situasi komunikasi sehari-hari. Temuan penelitian ini mengimplikasikan bahwa buku teks tersebut dapat mendukung pengembangan kompetensi komunikatif siswa SMA melalui paparan penggunaan bahasa yang sesuai dengan konteks komunikasi sehari-hari dan berbagai konteks sosial. Namun, temuan penelitian ini terbatas pada situasi komunikasi sehari-hari yang disajikan dalam dialog-dialog menyimak. Akibatnya, gaya beku (*frozen style*) tidak terrepresentasikan dalam data, meskipun pemahaman terhadap penggunaannya tetap penting untuk membantu siswa mengenali penggunaan bahasa dalam konteks yang sangat formal dan seremonial.

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The Writer

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