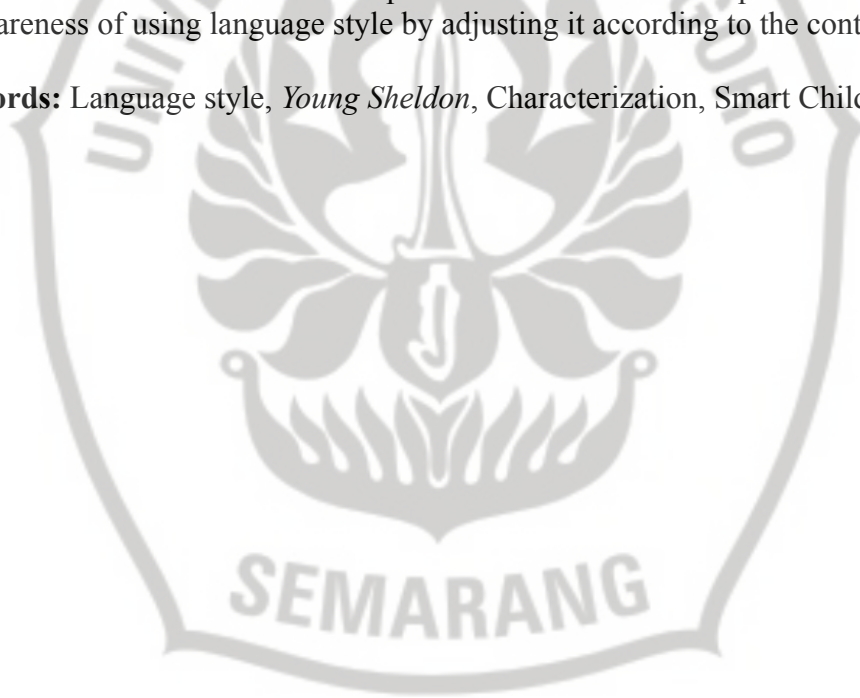


ABSTRACT

Language style is an important aspect of communication because speakers adjust their language according to different communicative situations. This study examines the language styles used by Sheldon Cooper in *Young Sheldon* Season 1. The objectives of this study are to identify the language styles used by Sheldon, analyze the factors influencing his language style choices, and describe his awareness in using language style to represent his characterization as a smart child. This study employed a descriptive qualitative method. The data were collected through the observation method, and a representative set of data were analyzed using Martin Joos' (1967) theory of language styles and Holmes' (2013) theory of contextual factors. The findings show that Sheldon uses four language styles, namely formal, consultative, casual, and intimate, while no frozen style is found. Among these, the consultative style is the most frequently used. The analysis also reveals that Sheldon's language style is influenced by four factors: participants, setting, topic, and function. Furthermore, the findings indicate that the characterization of Sheldon Cooper as a smart child was represented through his awareness of using language style by adjusting it according to the context.

Keywords: Language style, *Young Sheldon*, Characterization, Smart Child.



CHAPTER I

INTRODUCTION

1.1 Background of the Study

The way people speak is often adjusted according to the situation they encounter at a particular moment in which many factors could influence how a person expresses their thoughts, such as the interlocutor, the setting in which the conversation takes place, the purpose of the interaction, and the topic being discussed. For example, the way a person communicates with colleagues during a formal meeting is likely to differ from the way they speak with family members at home. These differences demonstrate that language use is closely related to social context.

These variations in the way individuals use language are commonly categorized as language style. Language style can be defined as a variation selected by individuals as an alternative in their daily language use. In other words, a speaker may convey the same meaning through different forms of expression depending on the context of communication (Stockwell, 2007). According to Joos (1967), language style was to be categorized based on its formality, from the highest level to the least level of formality. Furthermore, language style does not merely represent different types of speech, but it may also reflect social relationships and distinctions among groups within society (Chaika, 1982).

Language styles not only can be found in real, everyday life, but can also be found in literary works. Language style in literary works functions more than

that in the real world. It can also be used to construct characterization, to identify the narrators, and the character's point of view. Through analysing the language style of a literary work, a researcher can give more appreciation and evaluation of that literary work. That causes studying language style in literary works interesting.

One form of literary work in this modern era is the television series, which is in audio-visual form. Series are composed of several parts which are divided into episodes and then divided into seasons to form a continuous story. This study uses one of the well-known series *Young Sheldon* as the object of the study. The series tells the story of Sheldon Cooper, a child who has higher intellectual ability compared to the people around him (Plucker, 2024). Because of this intelligence, he skips four grades and enters high school at the age of 9 together with his older brother.

Throughout the series of *Young Sheldon Season 1*, Sheldon had conversations with interlocutors from very diverse social backgrounds, occupations, and age groups. His interactions also involve both people he already knew and people he encounters for the first time. Furthermore, Sheldon's conversations occurred across various settings, from private spaces such as his house to public environments such as school and college. Therefore the problem that was addressed in this study is whether Sheldon, as a nine-year-old child, has the awareness of using the appropriate language style according to the context of each conversation and how it represents his characterization as a smart child.

1.2 Research Question

Based on the problem of this research, the writer formulated these three research questions.

1. What types of language styles are used in the utterances produced by Sheldon Cooper in *Young Sheldon Series Season 1*?
2. What factors influence the selection of language styles in the utterances of nine-year-old Sheldon Cooper in *Young Sheldon Series Season 1* across different contexts?
3. How does Sheldon Cooper's awareness in using language style represent his characterization as a highly smart child in *Young Sheldon Series Season 1*?

1.3 Objective of the Study

In accordance with the previous research question, the writer formulated the following objectives of the research as listed below.

1. to give description on the types of language styles used in the utterances produced by Sheldon Cooper in *Young Sheldon Series Season 1*
2. to describe the factors influencing the selection of language styles in the utterances of nine-year-old Sheldon Cooper in *Young Sheldon Series Season 1* across different contexts.
3. to describe how Sheldon Cooper's awareness in using language style across different communicative contexts in *Young Sheldon Series Season 1* represent his characterization as a smart child.

1.4 Previous Studies

There were several studies that the writer has gathered regarding the same theories being used, the same topic being conducted, and the same object being analysed. The writer divided the study into two segments, first are the studies that use the same theory which is the language style theory and second are the studies that analysed the series Young Sheldon. Following are the ten previous studies that have been reviewed by the writer.

The first study was conducted by Delisha and Istiningdias (2025) entitled *From Teen Talk to Royal Speech: Language Style Shifts of Mia Character in The Princess Diaries*. The study focuses on Mia Thermopolis' character development in *The Princess Diaries* through her language styles. Using Martin Joos' theory (1967) and Holmes' theory (2013), the researchers found that Mia develops through three phases: awkward normal girl, transition phase, and royal princess. Her language style changes from mostly casual language into more formal and consultative styles as she becomes more confident and accepts her royal identity. The study concludes that Mia's language style reflects her personal growth and self-acceptance throughout the movie.

The second research was written by Situmorang and Herman (2021) entitled *An Analysis of Slang Language Styles Used in Charlie's Angels Movie*. The research aims to identify the types of slang language style used in *Charlie's Angels* movie and to explain the functions of slang language used by the characters. The researchers used Sumarsono's theory (2007) to classify the types of slang language style and Zhou and Fan's theory (2013) to analyze its functions.

The result shows 25 data, with creative slang as the most frequent type of slang language style used in the movie. The study explains that creative slang reflects the informal and common expressions used by the characters in daily communication. Adding the analysis of slang functions makes this research significantly different from other previous studies.

The third study was conducted by Dewi et al. (2024) entitled *Language Style Analysis on the Character "Sophie" in The School for Good and Evil Movie*. The study aims to identify the types of language styles used by Sophie and to analyze the social factors that influence her language style in the movie. The researchers employed Joos' theory (1967) to classify the language styles and Holmes' theory (2013) to explain the influencing factors. The result shows 32 data, with casual style as the most frequently used language style in the movie. The study reveals that casual style is dominant because Sophie mostly interacts with her friends in informal situations. The inclusion of social factors such as participants, setting, topic, and function makes this study different from other previous studies.

The fourth research was conducted by Aprilia et al. (2024) entitled *Language Style Analysis in The Main Character Utterances in Cinderella (2021) Movie*. The study aims to identify the types of language styles used by Cinderella as the main character in the movie. The researchers applied Joos' theory (1967) to classify language styles and used a qualitative method by collecting data from Cinderella's utterances in the movie and its script. The findings reveal 105 utterances containing language styles, including formal, consultative, casual, and

intimate styles. Among these, casual style was found to be the most dominant because Cinderella frequently uses it in daily conversations and informal situations throughout the movie. The study also found that frozen style did not appear in Cinderella's utterances.

The fifth study was conducted by Simamora and Sherina (2022) entitled *An Analysis of Language Styles Used by the Main Characters in the Dialogues in Business Proposal Series*. The study examines the language styles used by the main characters in *Business Proposal* and the social factors influencing their language choices. Using Joos' (1967) theory of language styles and Holmes' (2013) theory of social factors, the researchers found 144 instances of language styles consisting of 80 consultative styles, 55 casual styles, 6 intimate styles, and 3 formal styles, while no frozen style was identified. The findings also reveal that participants, settings, topics, and functions influence the use of language styles throughout the series.

Besides the previous studies that mainly discuss language style, several studies also focus on *Young Sheldon* as the object in their research. The sixth research was authored by Tambunan (2023) which discusses the translation of negation expressions in *Young Sheldon* subtitles. The study examines how negative and positive expressions in English were translated into Indonesian using antonymy strategies. The results show that translators frequently changed the negative expressions into positive expressions in order to produce more natural subtitles while still maintaining the original meaning.

The seventh research focuses on verbal humor in Young Sheldon by applying Grice's Cooperative Principle. Entitled *An Analysis of Verbal Humor from the Perspective of the Cooperative Principle—A Case Study of Young Sheldon*, the study was carried out by Fan (2024). The researcher discovered that humorous effects often appear when the characters intentionally violate conversational maxims such as quantity, quality, relation, and manner. The study also points out that Sheldon's unusual responses and indirect communication patterns contribute significantly to the humor in the series.

The eighth research examines politeness principle violations in the dialogues of Young Sheldon. Conducted by Sui (2024), the study is entitled *A Conversation Analysis of Dialogues in Young Sheldon from the Perspective of Politeness Principle*. Using Geoffrey Leech's Politeness Principle, the researcher found that the Approbation Maxim and Tact Maxim are the most frequently violated maxims in the series, showing that Sheldon often speaks in a blunt and inconsiderate manner that leads to awkward interactions and humorous moments while also highlighting his difficulties in social communication.

The ninth research discusses Sheldon's communication behavior in Young Sheldon from a sociolinguistic perspective by using Grice's Cooperative Principle, Brown and Levinson's Politeness Theory, and Hymes' Communicative Competence Model. Entitled *Pragmatic Failure and Politeness Strategies in Young Sheldon: A Sociolinguistic Perspective*, the study was conducted by Himika et al. (2026). The researchers discovered that Sheldon often fails to understand implied meanings and social norms in conversations which do not only generate

humor in the series but also illustrate Sheldon's gradual development in social and pragmatic competence.

The tenth research focuses on conversational implicatures in the dialogues of Young Sheldon through the perspective of politeness principle. The study was conducted by Sijia (2023), entitled *Analysis of the Conversational Implications of Dialogues in Young Sheldon from the Perspective of Politeness Principle*. By using Leech's Politeness Principle, the researcher analyzed 20 dialogues from the first three seasons of the series. The findings show that the characters generally maintain politeness by expressing generosity, praise, agreement, and sympathy in conversations, although violations still appear during conflicts or self-centered situations. The study concludes that the observance and violation of politeness principles help reveal the implied meanings of the dialogues, the speakers' hidden intentions, and the personality traits of the characters.

Following previous studies on *Young Sheldon*, the writer found a gap in that no study has specifically examined Sheldon Cooper's characterization as a smart child through his use of language style from a sociolinguistic perspective. Therefore, the novelty of this study lies in analyzing *Young Sheldon* Season 1 by connecting the use of language style with Sheldon's characterization as a smart child.

Using the theory of language style, this study examines how Sheldon's choice of language style in different communicative contexts reflects his ability to understand and respond to the situations around him. Through his use of different language styles, the study aims to show that Sheldon's intelligence is not only