

represented through his knowledge and academic abilities but also through his ability to recognize communicative situations and adjust his language accordingly. Thus, this study focuses on how language style contributes to representing Sheldon Cooper as a smart child in *Young Sheldon* Season 1.

1.5 Scope of the Study

There are numerous topics that could be analysed in relation to Young Sheldon the series. However, the writer established a scope and limitations for this study in order to maintain focus on the use of language style by the main character, Sheldon Cooper, as reflected in his utterances as a child primarily in the first season of the show. In addition, this study is limited to the contextual analysis of those utterances, excluding other characters, age stages, and linguistic aspects beyond language style.

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

This part of the chapter will review the theory that was being used in the research. This section will explain language style and its types, and factors that influence the choice of language style.

2.1.1 Language Style

In the topic of linguistics, language style is a variation chosen as an alternative by each individual in their daily use of language, or in other words someone can say a speech in a different form but still conveys the same meaning (Stockwell, 2007). The language style used by a person also generally has factors that influence its use, according to Stockwell, humans tend to really try to use language styles that suit the social conditions around them. This phenomenon can be seen in every aspect of life, when individuals interact with others they are selecting the words they used in the process of communication.

Language style in its use can not only be analyzed into types, but can also be an indicator of a social group regarding its existing relationships and differences with other groups (Chaika, 1982). Ultimately, each language style is a signal given by individuals or groups when they face a particular social situation.

The use of language style in everyday life is highly influenced by the situation faced by the speaker. As the concept of language style was first introduced by Martin Joos in his book *The Five Clocks*, where he explains that

language style is the variation in speech determined by the level of formality and the social context of the interaction. Similarly, Holmes (2013) states that an individual's language style reflects the speaker's choice among different linguistic variations to convey essentially the same information.

2.1.1.1 Frozen Style

Frozen style usually occurs in very official situations such as ceremonies, courts, churches, and other official events where the hearer or reader does not have the opportunity to respond to the utterances (Joos, 1967). In frozen style, the utterances are fixed and unchangeable, meaning that the wording must be preserved exactly as it is and cannot be modified without altering its intended function or authority such as national constitutions, verses from holy books, oath-taking formulas, and wedding vows. Other features of frozen style are the use of rigid intonation, and sentence structures that strictly follow standard grammar rules therefore both the speaker and the listener are required to remain serious and give full attention to what is being written or spoken.

Example: *“and to start this ceremony let us pray, In the name of the Father, the Son, and the Holy Spirit, Amen.”*

As we can see from the utterances above that the structure of the prayer is fixed and cannot be changed since it will affect the meaning and the function that has been established. Also the speaker expects no feedback from the hearer and the situation was a very serious and very formal situation in which the hearer is not allowed to give comment or question to the utterances, hence it is called as frozen.

2.1.1.2 Formal Style

Formal style has similarity to frozen style because both are used in official situations, and the sentence structures are complete, well-organized, and follow grammatical rules as well as standard diction. However, Joos (1967) explained that there are two features that distinguish formal style from frozen style, they are detachment and cohesion. Detachment is the distance between the speaker and the listener indicating the communication is not personal in nature, for example is the use of non-personal addresses.

Meanwhile, cohesion refers to the continuity between parts of the utterance so that the meaning remains complete and unified. Therefore, the sentences to be spoken are usually prepared carefully before being delivered. Formal style often used in formal events such as graduation ceremonies, speeches, or official meetings, which involve large or medium groups of people. For instance,

Example: *"Ladies and gentlemen, thank you for attending today's ceremony. It is my honor to welcome you all. We sincerely appreciate your presence and hope this event will be meaningful for everyone."*

The utterance above is classified as the formal language style because it is delivered in an official setting and uses complete, well-organized sentences. The expressions *"Ladies and gentlemen"* and *"It is my honor to welcome you all"* show detachment, as the speaker addresses the audience respectfully without a personal relationship. In addition, each sentence is connected to the next, creating cohesion and making the message clear and unified. These characteristics indicate that the speech was carefully prepared before being delivered, which is a key feature of

the formal language style.

2.1.1.3 Consultative Style

According to Joos (1967), consultative style requires speakers to provide context to each other because they assume that they do not share the same background knowledge. In this style, the speaker cannot use incomplete expressions because the listener may not fully understand the meaning. Therefore, the speaker is required to explain the topic and provide sufficient information in order for the conversation to occur effectively.

The sentence structure in consultative style is generally complete and the word choice is carefully considered, although the sentences are usually shorter and less systematically planned than those in formal style. Additionally, the speaker often monitors the listener's responses to determine whether the information given is too much or too little. Unlike speeches, conversations in consultative style are produced spontaneously during the interaction. Even though the communication occurs naturally and directly, it still maintains continuity and clarity without significant interruption. This style is commonly used in semi-formal situations such as discussions between teachers and students, doctors and patients, employers and employees, or conversations between strangers where politeness and mutual understanding are important.

Example: *Doctor: "Did you have breakfast this morning?"*

Tony : "Yes, I have"

The utterance above in the conversation between a doctor and a patient named tony could be categorised as consultative as in the doctor give background context in his question aligning with the defining feature of

consultative style, and also the communication is going both ways, requiring the speaker and the hearer to give questions and respond the other way around.

2.1.1.4 Casual Style

Casual style is generally used in informal situations where speakers share common knowledge and interact in a more relaxed manner. Although this style shares similarities with consultative style due to the use of colloquial language, the main distinction lies in the relationship and context of the interaction. Casual style commonly occurs among people considered part of the same group, such as family members, friends, classmates, or even strangers who are intentionally included as part of the social group.

In casual style, speakers are not always required to provide complete background information, and responses from the interlocutor may not always be necessary. Furthermore, casual style tends to place less emphasis on grammatical accuracy as long as the intended message can be understood by the participants. Joos (1967) stated that there are 2 characteristics of casual style include the use of slang, which consists of expressions limited to particular social groups, and ellipsis, which involves omitting certain words or sentence elements that remain understandable through context.

Example: *“she just wanna meet her boyfriend”*.

From the sentence above there is a slang word that was used in order to give the information which is "wanna", the abbreviation of “want to” this word is mainly used among friend groups and could be found in an informal situation.

2.1.1.5 Intimate Style

Intimate style is considered as the most personal form of language style and commonly appears in interactions where speakers possess shared background knowledge and stand in an equal and familiar relationship such as family members, close friends, or romantic partners making their communication difficult for outsiders to fully understand.

Joos (1967) explained that intimate style is characterized by extraction and jargon. Extraction means the speaker uses only a minimal part of a sentence because the listener can already understand the intended meaning. Jargon refers to special codes or private expressions that are only understood by members of the same close group. Other features include incomplete expressions, abbreviated words, unclear pronunciation, and unique forms of address or special nicknames. Since the speakers are already familiar with each other, communication in intimate style tends to be short, personal, and strongly dependent on shared understanding.

Example: *“Honey, you Okey?”*

The utterance above contains the jargon word “honey” which was used between couple and family members to show the intimacy between the speaker and extraction of the word “are” indicating between the speaker assume would understand each other even if the sentence is incomplete.

2.1.2 Factors Influencing Language Choice

Language style can change depending on the situation and the person involved in the conversation. A speaker may use more than one language style and shift from

one style to another based on the level of formality and relationship with the listener. For example, a student may ask casually to a classmate by saying, *“Bro, help me with this assignment”*. In contrast, when he asks his lecturer he uses formal expressions such as *“Excuse me, Professor, may I ask a question?”*. This difference happens because language use is strongly influenced by social context. Holmes (2013) states that language choice is influenced by several social factors, and in general, there are four main factors that affect the use of language style in communication.

2.1.2.1 Participants

Holmes (2013) states that the choice of language style is influenced by the relationship between interlocutors. She explains that there are two measurements used to identify the relationship between interlocutors, namely solidarity and status. Solidarity refers to how well the interlocutors know each other; when the relationship between them is intimate, the language style tends to be more casual, whereas distant relationships usually require a more formal style. Meanwhile, status differentiates participants into two categories: superior and subordinate. The subordinate participant is more likely to speak in a more formal style, while the superior participant tends to respond in a less formal or more casual style.

2.1.2.2 Setting

The place or situation where the conversation occurred also influenced the choice of language style, setting with high formality is expected to be more formal while in low formality such as daily conversation it is expected to use more casual language style (Holmes, 2013).

2.1.2.3 Topic

The topic of a conversation can influence the choice of language style because different topics may require different levels of formality. Holmes (2013) explained serious or academic topics usually encourage speakers to use a more formal style, especially when discussing scientific, educational, or professional matters. On the other hand, light and personal topics, such as hobbies, daily activities, or jokes, tend to create a more casual style of communication.

2.1.2.4 Function

Holmes (2013) stated that language has different functions, and these functions are related to the language style used by speakers. Two important functions are the referential function and the affective function. The referential function is used to give information, explain facts, or describe something, so utterances with a high referential function tend to use a more formal style because the main focus is on delivering information clearly and accurately. In contrast, the affective function is used to express feelings, emotions, or personal attitudes, and utterances with a high affective function tend to use a more intimate style because they show closeness between the speaker and the listener.

2.1.3 Characterization

A character in a literary work is given certain moral, intellectual, and emotional qualities through a process called characterization (Abrams, 1999). Characterization can be presented in two ways: telling and showing. In telling, the author directly describes a character's qualities, such as stating that a character is intelligent or kind. In showing, the author does not directly describe these

qualities but allows readers to understand them through the character's behavior, speech, and other aspects of the story.

The showing method can be done through several ways, such as through a character's speech, appearance, actions, and how other characters react to them, as further explained by Abrams. Among these, speech is one of the main ways characterization is shown, since how a character speaks, including the words they choose and how they adjust their way of speaking, can reveal things about their background, feelings, or intelligence. Therefore, examining a character's speech can help explain how the character is portrayed in a literary work. .

2.2 Research Method

This part of the chapter will explain the research method that was used in the research, including the type of research, the data and sources, and the method of collecting and analyzing the data that was found by the writer.

2.2.1 Type of Research

This research in the terms of its design are categorized as descriptive and qualitative design. The qualitative research according to Creswell (2014) is an approach that examines the topic of humans in the sense of it as a social being and all of the problems that exist in the scope of society. The topic of this research, which is language style, is in the field of sociolinguistics, a field of knowledge that studies language and its connection to human life and society. With the focus of explaining the use of language styles that was used by the main character of the series of young sheldon, sheldon cooper.

2.2.2 Data and Data Source

The data used in this research consist of utterances produced by the main character, Sheldon Cooper, at the age of nine, and are limited to Season 1 of the series. It should be noted that the series presents two versions of the same character: the young Sheldon, who actively participates in the story, and his adult version, who appears only as the narrator to give plot details when necessary. As the adult Sheldon does not take part in the dialogues within the storyline, his utterances were excluded from the data.

The primary data were obtained from the website Subscene.com, which provides subtitles for *Young Sheldon* Season 1, from which the writer selected dialogues involving the 9-year-old Sheldon character. The secondary data were obtained by watching the *Young Sheldon* series on the Netflix platform, where the writer watched Season 1 comprises 22 episodes to identify which parts contained Sheldon's utterances, as well as to observe the context behind the utterance.

2.2.3 Population and Sampling

The population of this study is all utterances produced by Sheldon Cooper as a nine-year-old character throughout Season 1 of *Young Sheldon*, totaling 1,217 utterances. Since every utterance naturally carries some form of language style, none of Sheldon's utterances were excluded on the basis of style. Therefore, the population and the sample used in this study are the same, as the writer analyzed all utterances spoken by Sheldon at the age of nine, making the population directly serve as the data used in this study.

Although all 1,217 utterances were analyzed and classified into the language styles proposed by Joos (1967), not all of the data were presented and discussed individually due to the extensive amount of data, so the writer selected representative data for a detailed discussion of the findings. The selected data were chosen based on their ability to show the characteristics of the identified language styles and the factors influencing their use. The writer selected five data from each language style category that contained more than ten, and categories containing ten or fewer data were discussed entirely, meanwhile the remaining data were still included in the analysis, but they were not presented individually in the discussion chapter.

2.2.4 Method of Collecting Data

During the process of collecting the data, the writer follows several steps. First, the writer used the observation method by watching the series of *Young Sheldon Season 1* from episode 1 to episode 22 and observed the utterances spoken by Sheldon Cooper. Second, the writer simultaneously examined and noted the subtitles of each episode to confirm the accuracy of the utterances. Finally, the writer employed note-taking technique (Biria, 2010) on Sheldon Cooper's utterances along with their contextual information which is related to the four factors that influence the choice of language style for further analysis.

2.2.5 Method of Analysing Data

In analyzing the data in this study, the writer employed a discourse analysis method, which was used to investigate how language styles were used in different communicative situations. According to Gee (2011), discourse analysis studies