

Representation of Speech Styles in Listening Dialogues of an Indonesian EFL Textbook: A Sociolinguistic Analysis Based on Joos's Framework

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Abstract: Sociolinguistic competence requires learners to select language forms appropriate to particular social relationships and communicative situations. English textbooks are therefore important sources of modeled language variation, particularly in EFL contexts with limited exposure to diverse spoken registers. This study investigated the representation of speech styles in the listening dialogues of Pathway to English for SMA/MA Grade XI using Joos's (1967) five-style taxonomy. A descriptive qualitative design with content analysis was applied to 11 listening dialogues comprising 140 utterances. Each utterance was analyzed in terms of linguistic form, interactional purpose, participant relationship, and communicative setting, with frequency and percentage used as descriptive support. Four speech styles were identified: consultative (96 utterances; 68.57%), casual (32; 22.86%), formal (10; 7.14%), and intimate (2; 1.43%), while frozen style was absent. The findings indicate that the materials predominantly emphasize polite, interactive, and discussion-based communication. However, the limited representation of formal and intimate styles and the absence of frozen style suggest uneven sociolinguistic coverage. Supplementary materials may therefore be needed to broaden learners' awareness of highly formal, ceremonial, and relationship-specific language use.

Keywords: speech style, listening dialogues, EFL textbook, sociolinguistics, content analysis.

Abstrak: Kompetensi sosiolinguistik menuntut pembelajar untuk memilih bentuk bahasa yang sesuai dengan hubungan sosial dan situasi komunikatif tertentu. Oleh karena itu, buku teks bahasa Inggris menjadi sumber penting dalam memodelkan variasi bahasa, khususnya dalam konteks EFL yang memiliki keterbatasan paparan terhadap beragam ragam bahasa lisan. Penelitian ini menganalisis representasi gaya tutur dalam dialog menyimak pada Pathway to English for SMA/MA Grade XI berdasarkan taksonomi lima gaya tutur Joos (1967). Penelitian ini menggunakan desain deskriptif kualitatif dengan analisis isi terhadap 11 dialog menyimak yang terdiri atas 140 ujaran. Setiap ujaran dianalisis berdasarkan bentuk linguistik, tujuan interaksional, hubungan antarpeserta, dan konteks komunikatif, sedangkan frekuensi dan persentase digunakan sebagai pendukung deskriptif. Hasil penelitian menunjukkan empat gaya tutur, yaitu konsultatif (96 ujaran; 68,57%), kasual (32; 22,86%), formal (10; 7,14%), dan intim (2; 1,43%), sedangkan gaya beku tidak ditemukan. Temuan menunjukkan bahwa materi terutama menekankan komunikasi yang sopan, interaktif, dan berbasis diskusi. Namun, keterbatasan gaya formal dan intim serta absennya gaya beku menunjukkan cakupan sosiolinguistik yang belum merata. Oleh karena itu, materi tambahan diperlukan untuk memperluas pemahaman pembelajar mengenai penggunaan bahasa yang sangat formal, seremonial, dan spesifik berdasarkan hubungan sosial.

Kata kunci: gaya tutur, dialog menyimak, buku teks EFL, sosiolinguistik, analisis isi.

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1. INTRODUCTION

Language is not used in an identical manner across all communicative situations. Speakers continuously adjust vocabulary selection, grammatical structures, degree of explicitness, tone, and interactional behavior according to the participants involved, communicative purposes, topics, and social contexts. Such variation represents a fundamental concern in sociolinguistics because linguistic choices function not only to convey information but also to construct social relationships, indicate levels of familiarity, express politeness, negotiate authority, and reflect expectations of appropriate behavior (Caronia, 2021; Holmes & Wilson, 2022; Wardhaugh & Fuller, 2021). Therefore, successful language use requires more than grammatical accuracy and lexical knowledge. Language users must also understand how linguistic forms operate within particular social environments and how different choices influence interpersonal communication.

In foreign language education, this sociolinguistic dimension is particularly important because learners often encounter English through structured classroom interaction and instructional materials rather than through extensive exposure to naturally occurring communication. As a result, textbooks become a major source of linguistic and cultural input that shapes learners' understanding of how English is used in different situations. If learning materials present English as a socially neutral system without variation in formality, relationship, or communicative purpose, learners may develop grammatical competence while lacking awareness of appropriate language choices in real-world interactions.

Textbooks play a central role in this process because they provide organized language models, communicative activities, examples, and interactional patterns that are repeatedly accessed by teachers and students (Richards, 2017; Tomlinson, 2013). In particular, listening dialogues represent important sources of sociolinguistic input because they portray conversations involving requests, responses, opinions, advice, cooperation, disagreement, and interpersonal negotiation. Through these dialogues, learners are indirectly introduced to patterns of social interaction and expectations regarding how language changes across different relationships and settings (Fauzi & Angkasawati, 2019). Therefore, examining speech styles in textbook dialogues provides insight into whether instructional materials adequately represent the relationship between language and social context.

One widely used framework for analyzing variation in speech according to formality and interpersonal relationship is Joos's (1967) classification of speech styles. The framework categorizes speech into five styles: frozen, formal, consultative, casual, and intimate. These categories provide a useful analytical tool for identifying how language varies depending on the degree of social distance, level of planning, and relationship between participants. Applying this framework to textbook dialogues allows researchers to examine not only the linguistic forms presented but also the types of social situations and communicative relationships represented in learning materials.

Pathway to English for SMA/MA Grade XI, published by Erlangga, is one example of an English textbook designed for Indonesian senior high school learners. The textbook provides listening activities supported by audio materials and includes dialogues representing various contexts, such as family communication, peer interaction, classroom collaboration, advice-

giving situations, and public communication. These dialogues offer valuable material for sociolinguistic investigation because they present models of how English may be used across different social relationships and communicative purposes.

Previous studies have explored pragmatic and interactional aspects of *Pathway to English*. Galit (2021) investigated directive speech acts in written conversations, while Nadayani (2024) examined preferred and dispreferred responses in textbook dialogues. These studies demonstrate that textbook discourse contains meaningful pragmatic information that can reveal how communication is represented in educational materials. However, limited attention has been given to the distribution of speech styles in the listening dialogues of the textbook. This represents an important research gap because the representation of speech styles influences learners' exposure to different forms of social communication.

Furthermore, previous textbook studies indicate that the existence of dialogues does not automatically guarantee adequate sociolinguistic representation. Setiaji (2016) questioned the authenticity of conversational texts in Indonesian EFL textbooks, while Bagaskara et al. (2025) found that communicative styles in an elementary EFL textbook were dominated by a limited range of interactional patterns. Similarly, Tanggung et al. (2022) demonstrated that speech-style analysis can reveal how communication contexts influence linguistic choices. These findings suggest that textbook evaluation should consider not only linguistic accuracy but also the diversity and appropriateness of social contexts represented.

Based on this background, the present study investigates speech styles in the listening dialogues of *Pathway to English* for SMA/MA Grade XI using Joos's (1967) framework. The study focuses on identifying the types of speech styles represented, examining their frequency distribution, and interpreting how these patterns correspond to the communicative contexts presented in the textbook. The research does not assume that equal representation of all speech styles is necessary; rather, it aims to understand the sociolinguistic emphasis created by the textbook and evaluate whether additional materials may be required to support learners' awareness of context-sensitive language use.

The study addresses the following research question: What speech styles are represented in the listening dialogues of *Pathway to English* for SMA/MA Grade XI based on Joos's (1967) framework, and how can their distribution be interpreted in relation to the communicative contexts presented in the textbook?

2. LITERATURE REVIEW

2.1 Sociolinguistics and Language Variation

Sociolinguistics examines the relationship between language and society, focusing on how linguistic choices are influenced by social factors such as age, gender, social status, relationship between speakers, cultural norms, and communicative situations. Unlike approaches that view language primarily as an abstract grammatical system, sociolinguistics emphasizes that language exists within social practices and is shaped by the contexts in which it is used (Wardhaugh & Fuller, 2021).

One important concept in sociolinguistics is language variation. Speakers rarely use identical linguistic forms across different situations because communication requires adaptation

to social expectations. The same speaker may use different expressions when addressing a teacher, a close friend, a family member, or an unfamiliar person. Such variation demonstrates that language choices represent social meanings beyond their literal content. Holmes and Wilson (2022) explain that linguistic variation reflects relationships between speakers and provides information about social identity, solidarity, and power relations.

In language learning, awareness of sociolinguistic variation is essential because learners need to understand not only what expressions mean but also when and with whom those expressions are appropriate. This ability is commonly associated with sociolinguistic competence, which forms part of broader communicative competence.

2.2 Communicative Competence and Sociolinguistic Awareness

The concept of communicative competence was introduced by Hymes (1972) as a response to purely grammatical views of language ability. According to Hymes, knowing a language involves understanding both what is grammatically possible and what is socially appropriate. Speakers must recognize the relationship between linguistic forms and contextual factors, including participants, setting, purpose, and norms of interaction.

Canale and Swain (1980) further developed this concept by identifying sociolinguistic competence as one component of communicative competence. Sociolinguistic competence involves knowledge of rules governing the appropriateness of language use in different social contexts. In EFL settings, developing this competence is challenging because learners may have limited opportunities to interact with diverse English-speaking communities.

Consequently, textbooks and classroom materials become significant resources for introducing learners to different communication contexts. Materials that represent varied speech situations can support learners in developing awareness of register, politeness strategies, and interactional expectations.

2.3 Speech Style Theory

Speech style refers to the way speakers modify their language according to social circumstances. Joos (1967) proposed one of the most influential classifications of speech styles by identifying five levels of communication: frozen, formal, consultative, casual, and intimate.

1. The *frozen style* represents the highest level of formality and is commonly found in fixed expressions, ceremonial language, legal statements, religious texts, and official declarations. The language used in this style tends to remain unchanged because social convention determines its wording.
2. The *formal style* occurs in planned communication situations, such as academic presentations, official speeches, and institutional communication. It is generally characterized by complete sentences, careful vocabulary selection, and limited interaction between participants.
3. The *consultative style* represents semi-formal communication where speakers exchange information and actively negotiate meaning. This style frequently occurs between professionals and clients, teachers and students, or individuals who are familiar but not highly intimate.

4. The *casual style* is associated with informal conversations among friends, classmates, or peers. It commonly includes contractions, shortened expressions, slang, incomplete sentences, and conversational markers because participants share background knowledge.
5. The *intimate style* occurs among individuals with close personal relationships. Communication in this style often relies on shared experiences, private expressions, affectionate terms, and meanings that may not be understandable to outsiders.

Joos's framework remains useful in educational research because it connects linguistic characteristics with social relationships and communicative situations. By analyzing speech styles in textbooks, researchers can examine whether learning materials provide learners with exposure to diverse patterns of language use.

2.4 Textbooks as Sources of Sociolinguistic Input

English textbooks serve not only as sources of vocabulary and grammar but also as representations of social interaction. According to Richards (2017), textbooks influence classroom practices by determining the language examples, activities, and communication models available to learners. Tomlinson (2013) similarly argues that effective materials should provide meaningful exposure to language as it is used in realistic contexts.

Listening materials are especially important because they present spoken interaction, including pronunciation, turn-taking, response patterns, and interpersonal relationships. Newton and Nation (2020) emphasize that listening input contributes significantly to learners' ability to recognize and process spoken language. However, listening materials should also represent variation in register and social context to prevent learners from developing an overly simplified understanding of spoken English.

Susilawati (2020) highlights that Indonesian EFL materials require stronger integration of sociolinguistic elements because learners need opportunities to understand how language functions within different social situations. Therefore, analyzing speech styles in textbook dialogues can reveal whether materials adequately represent the complexity of real communication.

2.5 Previous Studies on Speech Style and Textbook Analysis

Several studies have investigated pragmatic and sociolinguistic aspects of educational materials. Galit (2021) analyzed directive speech acts in textbook conversations, showing that textbook dialogues contain patterns of interpersonal action. Nadayani (2024) examined response patterns in textbook dialogues and demonstrated that educational materials can reflect interactional structures.

Beyond Pathway to English, textbook studies have raised concerns regarding authenticity and variation. Setiaji (2016) found that some Indonesian EFL textbook conversations may not fully represent natural communication patterns. Bagaskara et al. (2025) reported that communicative styles in an elementary EFL textbook showed concentration in particular interaction types rather than balanced representation. Meanwhile, Tanggung et al. (2022) demonstrated the relevance of speech-style analysis in understanding how social context influences linguistic choices.

Although these studies contribute valuable insights, limited research has specifically examined the distribution of speech styles in listening dialogues of Indonesian senior high school English textbooks. Therefore, the present study addresses this gap by analyzing the speech styles represented in *Pathway to English for SMA/MA Grade XI*.

3. RESEARCH METHOD

3.1 Research Design and Data Source

This study employed a descriptive qualitative design with content analysis. A qualitative orientation was appropriate because the central analytical task involved interpreting how linguistic forms functioned within specific interactional contexts rather than testing a causal relationship or manipulating variables (Kriyantono, 2020; Sugiyono, 2017). Content analysis was used to identify recurrent patterns in the dialogue corpus and to classify utterances according to theoretically defined speech-style categories. Numerical frequencies and percentages were included as descriptive summaries of the coded corpus; they were not treated as inferential statistical evidence and did not change the fundamentally qualitative character of the interpretation.

The data source consisted of 11 listening dialogues from *Pathway to English for SMA/MA Grade XI*. The dialogues were located in listening activities on pages 5, 8, 21, 22 (two dialogues), 38, 54, 81, 119, 122, and 139 of the textbook. The unit of analysis was the individual spoken utterance produced by an interlocutor. After transcription and segmentation, the corpus contained 140 utterances. Treating the utterance as the unit of analysis allowed the study to identify local linguistic indicators while still interpreting each utterance in relation to the wider dialogue, speaker relationship, and communicative setting. This contextual reading was necessary because a short expression may be ambiguous when isolated from the interaction in which it occurs.

3.2 Analytical Framework and Classification Criteria

The coding framework was derived from Joos's (1967) five speech styles and was operationalized through a combination of linguistic and contextual indicators. Classification did not rely on a single lexical feature. Instead, each utterance was examined in relation to grammatical elaboration, interactional direction, degree of formality, participant relationship, use of contractions or ellipsis, terms of address, communicative purpose, and the broader setting of the dialogue. Chaer and Agustina (2014) and Lubis (2017) were used as supporting references for the interpretation of style in Indonesian sociolinguistic and broadcast-related contexts. Table 1 summarizes the analytical criteria used to make the categorization more transparent and replicable.

Table 1. Operational criteria for classifying speech styles

Speech Style	Core Context	Indicative Linguistic / Interactional Features	Coding Emphasis
1. Frozen	Ritualized, ceremonial, sacred, legal, or highly institutionalized setting	Fixed or formulaic wording; minimal variation; language treated as conventional or prescribed	Presence of a fixed ceremonial formula and highly constrained interaction

Speech Style	Core Context	Indicative Linguistic / Interactional Features	Coding Emphasis
2. Formal	Public, official, planned, or institutionally structured communication	Relatively explicit and elaborated sentences; organized information; public address; greater social distance	Overall public/official function and planned discourse, not the absolute absence of every contraction
3. Consultative	Semi-formal two-way interaction, advice, explanation, problem solving, or information exchange	Questions and answers; suggestions; clarification; polite opinion markers; reciprocal feedback	Interactive exchange between participants who cooperate to negotiate information or action
4. Casual	Relaxed interaction among peers, friends, or familiar participants	Contractions; ellipsis; short responses; conversational markers; reduced forms; informal coordination	Informality plus participant familiarity and a relaxed interactional purpose
5. Intimate	Close family or personal relationship with strong shared context	Affectionate address terms; highly implicit or compact expression; reliance on personal familiarity	Relational closeness and shared knowledge, interpreted from both wording and dialogue context

3.3 Data Collection Procedure

Data collection followed a document-based procedure. First, the QR codes embedded in the textbook listening activities were accessed to obtain the relevant audio recordings. Second, the recordings were listened to repeatedly to identify speaker turns and ensure that the spoken content was captured accurately. Third, all 11 dialogues were transcribed verbatim into written form. Fourth, the transcripts were checked against the audio recordings to reduce transcription errors. Fifth, the transcripts were proofread and organized into analyzable dialogue units. Sixth, each dialogue and utterance was assigned an identification code so that examples could be traced to their source location. Seventh, the utterances were categorized according to the five-style framework. Finally, the coded data were tabulated to obtain category frequencies and percentages.

The repeated comparison between audio and transcript served primarily to strengthen textual accuracy. It is important to distinguish this step from validation of the speech-style interpretation itself. Speech-style coding is inherently interpretive because similar surface forms can perform different social functions in different contexts. For that reason, the analysis considered the surrounding dialogue and participant relationship before assigning a category. The study does not report a formal inter-rater reliability coefficient; therefore, no claim of statistical coder agreement is made. Instead, the methodological emphasis is on explicit classification criteria, traceable excerpts, repeated checking, and consistency between theoretical definitions and contextual interpretation.

3.4 Data Analysis

The analytical process was organized with reference to the qualitative data-analysis framework of Miles, Huberman, and Saldana (2014), particularly the processes of data

condensation, data display, and conclusion drawing or verification. During data condensation, the transcribed utterances were examined and assigned to the most contextually appropriate speech-style category. During data display, the coded utterances were organized in a frequency table, and representative excerpts were selected to illustrate the linguistic and interactional basis of each category. During conclusion drawing, the distribution was interpreted in relation to Joos's framework, the communicative situations represented in the textbook, and findings from previous studies.

Descriptive percentages were calculated by dividing the frequency of each speech-style category by the total number of utterances ($N = 140$) and multiplying by 100. Percentages were rounded to two decimal places. The calculation yields 68.57% for consultative style, 22.86% for casual style, 7.14% for formal style, and 1.43% for intimate style. Frozen style accounts for 0.00%. These values sum to 100.00% and are used throughout the revised report for numerical consistency.

4. RESULT

The analysis identified four of Joos's five speech styles in the 140-utterance corpus. Consultative style was the most frequent category, followed by casual, formal, and intimate styles. No utterance was classified as frozen style. Table 2 presents the overall distribution.

Table 2. Overall distribution of speech styles in the listening dialogues

Speech Style Category	Frequency (f)	Percentage (%)
1. Frozen Style	0	0.00
2. Formal Style	10	7.14
3. Consultative Style	96	68.57
4. Casual Style	32	22.86
5. Intimate Style	2	1.43
Total	140	100.00

Table 2 depicts that the numerical pattern is highly concentrated: more than two-thirds of all utterances were classified as consultative, while approximately one-fifth were casual. Formal style was limited to a small portion of the corpus, intimate style occurred only twice, and frozen style did not occur at all. This distribution indicates that the selected listening materials emphasize interactive exchanges in which speakers explain, advise, suggest, discuss, and respond to one another. The result is not evidence that one style is intrinsically better than another; rather, it describes the social and interactional range that the textbook most frequently models.

5. DISCUSSION

5.1 Dominance of Consultative Style

Consultative style accounted for 96 of the 140 utterances (68.57%), making it the dominant pattern in the corpus. This result is consistent with the communicative design of many of the selected dialogues. The interactions frequently require one speaker to request

information, seek advice, express an opinion, propose a course of action, or respond to another participant's concern. Such functions fit Joos's consultative style because the communication is neither highly ceremonial nor completely relaxed; instead, it depends on reciprocal participation and relatively explicit meaning.

Excerpt 1 (Dialogue 1.a, Data No. 1)

Daughter: "Dad, the iPod I bought yesterday isn't working. What do you think I should do about it?"

Father: "Why don't you try taking it back to the store?"

Excerpt 2 (Dialogue 1.c, Data No. 11)

Boy: "I think you shouldn't give your homework to your friend to copy. Why don't you help her do the assignments until she can do them on her own?"

Excerpt 3 (Dialogue 2, Data No. 22)

Sarah: "Well, honestly, I don't have anything to say to people who don't care about the environment. However, I do think the government should set up a social media account for people to report littering. Many public places have CCTV, so it can also be used for monitoring."

Excerpt 1 illustrates a consultative exchange because the daughter explicitly requests advice and the father responds with a suggestion. The family relationship does not automatically make the utterance intimate; the immediate interactional function is problem solving, and the language is sufficiently explicit for the advice to stand on its own. Excerpt 2 similarly uses an opinion marker and an indirect suggestion to guide another person toward a solution. The utterance is cooperative rather than authoritative. Excerpt 3 is more elaborated, but it remains interactive and discussion-oriented: Sarah states a position, develops a proposal, and contributes information relevant to an ongoing public discussion.

These examples clarify why consultative style should not be defined merely as 'polite language.' Its more important characteristic in this corpus is negotiated interaction. Speakers are expected to listen, respond, clarify, and contribute. The dominance of the style therefore suggests that the textbook repeatedly models communication in which learners participate in reciprocal exchanges rather than simply receive information. This interpretation is compatible with Tanggung et al. (2022), who found consultative style to be salient in interactional settings where explanation and mutual feedback are important.

From a pedagogical perspective, this concentration can be understood as a strength and a limitation at the same time. It is a strength because advice-giving, opinion exchange, and problem solving are highly relevant to senior high school communication tasks and can provide useful models for functional spoken interaction. It is a limitation because repeated exposure to the same general interactional register may narrow the range of sociolinguistic situations represented in the material. Thus, the key implication is not that consultative style is overused in an absolute sense, but that its dominance should be considered alongside the limited representation of other styles.

5.2 Casual Style and Peer-Oriented Interaction

Casual style was the second most frequent category, appearing in 32 utterances (22.86%). Its presence was concentrated in relaxed exchanges among participants who appeared to interact as peers, colleagues, or familiar partners. The relevant utterances were generally shorter, less syntactically elaborated, and more dependent on shared immediate context than the consultative

examples. Contractions, elliptical forms, and conversational markers functioned as indicators, but the classification also depended on the social relationship and purpose of the exchange.

Excerpt 4 (Dialogue 5, Data No. 43–44)

Holly Hunter: “Let’s check the website to see if any customers have sent us suggestions.”

Ada Qinn: “Okay, you read them, and I’ll write them down in my report book.”

Excerpt 5 (Dialogue 5, Data No. 24)

Holly Hunter: “Ready?”

Ada Qinn: “Okay, here we go.”

In Excerpt 4, the contraction in “Let’s” and the direct coordination of a shared task create an informal and collaborative tone. Ada’s response also uses the conversational marker “Okay” and a contracted future form. In Excerpt 5, “Ready?” is an elliptical question whose full grammatical form can be recovered from the immediate context. The brevity of the exchange is possible because both speakers share the task situation and do not require elaborate explanation. These features support classification as casual rather than consultative communication.

The proportion of casual style is substantially lower than the 100% casual pattern reported by Bagaskara et al. (2025) in their analysis of an elementary EFL textbook. The comparison should be interpreted cautiously because the studies examine different books, learner levels, and dialogue sets. Nevertheless, the contrast is pedagogically plausible: materials for younger learners may rely more heavily on short, direct peer exchanges, whereas Grade XI materials can accommodate longer discussions, advice, arguments, and public communication. The present corpus therefore shows greater stylistic variation than a purely casual-dialogue model, even though it remains dominated by one broad style.

It is also important not to classify every contraction as casual. Contractions can occur in contemporary spoken formal or semi-formal English as well. For this reason, the coding in this study treated contractions and ellipsis as supporting indicators rather than decisive criteria. The decisive issue was whether the utterance formed part of a relaxed, familiar interaction with reduced need for explicit elaboration. This more contextual approach improves the analytical precision of the speech-style classification.

5.3 Formal Style in Public-Facing Communication

Formal style occurred in 10 utterances (7.14%) and was associated mainly with radio-host or public-broadcast functions. Compared with consultative and casual dialogue, these utterances were more strongly oriented toward an audience beyond the immediate speaker and were organized to introduce a program, structure participation, or deliver public information. The relatively low frequency is understandable because most of the textbook dialogues are interpersonal rather than institutional or ceremonial.

Excerpt 6 (Dialogue 2, Data No. 13)

Radio Host: “It’s 10 to 3, and it’s time for our special segment today, Beautiful World. Hello everybody, I’m Katoot Southionou. I’ll be your host for the next 15 minutes. Now we have two senior high school students, Sarah and Tutti on the line, ready to discuss our topic of the day, Quitting Litterbug Habits.”

Excerpt 7 (Dialogue 2, Data No. 14)

Radio Host: “Please join our discussion by sending us an SMS text message. All you have to do is type BW space Sarah or BW space Tutti and send it to 2345.”

The public-address function is central to these classifications. The host introduces the segment, identifies the participants, specifies the topic, and gives procedural instructions to an audience. Although the excerpts contain contractions such as “it’s,” “I’m,” and “I’ll,” their overall organization is planned, informational, and audience-directed. Therefore, formal style in this study is not defined by a mechanical prohibition on contractions. A stricter rule of that kind would create an inconsistency between the actual data and the theoretical category. Instead, the public, structured, and relatively one-directional communicative function provides the stronger basis for classification.

This observation has a broader methodological implication. Speech-style categories describe patterns of language use rather than absolute grammatical templates. Contemporary spoken public discourse can retain features of conversational English while remaining institutionally formal in function. Treating the interactional setting as primary prevents overclassification based on isolated surface features and makes the analysis more defensible.

The limited number of formal examples nevertheless means that learners encounter relatively little public-facing or institutional speech within the analyzed listening corpus. The textbook does provide some exposure, particularly through the radio segment, but this exposure is not comparable in quantity to the consultative material. Teachers who aim to develop broader register awareness may therefore need to supplement the textbook with speeches, formal presentations, interviews, announcements, or debates. This recommendation follows from the distribution of the materials; it does not imply that the textbook fails to meet its intended curricular purpose.

5.4 Intimate Style and the Importance of Relational Context

Intimate style was the least frequently represented category, with only 2 utterances (1.43%). Both examples occurred in family-related interactions and relied more heavily on relational closeness than the other categories. Because intimate language is highly context-dependent, it is particularly important to avoid classifying an utterance as intimate solely because family members are speaking. The coding must identify a linguistic or interactional feature that depends on personal closeness or shared knowledge.

Excerpt 8 (Dialogue 3.b, Data No. 29)

Mother: “Sweetie, I really dislike how we always disagree over the way you dress.”

Excerpt 9 (Dialogue 4.b, Data No. 92)

Son: “Okay Dad.”

Excerpt 8 provides the clearer example because the term of endearment “Sweetie” explicitly marks an affectionate family relationship. The utterance also introduces a personal domestic disagreement that depends on an established relationship between mother and daughter. Excerpt 9 is less linguistically distinctive when considered in isolation. Its intimate interpretation depends on the direct family address “Dad,” the brevity of the acknowledgment, and the surrounding family context. This example therefore illustrates why relational context must be part of the analytical decision rather than an afterthought.

The rarity of intimate style may reflect the pedagogical orientation of the selected listening activities. School textbooks generally need language that is broadly teachable and

transferable across learners. Highly private codes and deeply relationship-specific expressions may be less suitable as core instructional material because their interpretation depends on shared histories that textbook characters cannot fully reproduce. Accordingly, the low frequency should not automatically be treated as a defect. It does, however, show that the corpus offers limited material for examining how English changes in close personal relationships.

The coexistence of intimate and consultative features within family dialogues also demonstrates that speech style can shift within the same interaction. A speaker may use an affectionate address term and then move into explicit advice, disagreement, or problem-solving. The analysis therefore classifies utterances rather than assigning one permanent style to an entire relationship. This is a more realistic account of interaction because social relationships constrain language choice without determining it mechanically.

5.5 Absence of Frozen Style

No frozen-style utterance was identified in the 11 dialogues. In Joos's framework, frozen style is associated with highly conventionalized forms whose wording is relatively fixed, including ritual, ceremonial, legal, or sacred language. The analyzed listening activities instead focus on functional everyday communication, advice, environmental discussion, collaborative tasks, family exchanges, and public broadcasting. None of these contexts required a fixed ceremonial formula. The absence of frozen style is therefore consistent with the communicative scope of the selected materials rather than an unexpected coding anomaly.

From the standpoint of materials evaluation, however, absence is still analytically meaningful. A learner who encounters only the analyzed dialogues would receive no explicit example of how English operates in highly ritualized or ceremonial settings. Whether this matters depends on curricular goals. If the instructional objective is everyday interaction, frozen style may reasonably receive little attention. If the objective includes broad sociolinguistic awareness, teachers could introduce short authentic examples such as oaths, ceremonial formulas, official pledges, or other fixed public expressions. The study therefore interprets the absence as a gap in representation, not as proof of pedagogical inadequacy.

The finding also reinforces the need to separate content analysis from effectiveness claims. The current study identifies what the textbook contains; it does not measure what students learn from that content. It would therefore be methodologically excessive to conclude that the absence of frozen style causes weak sociolinguistic competence or that the dominance of consultative style improves communicative performance. Such claims would require learner data, classroom observation, experimental comparison, or assessment of learning outcomes.

5.6 Overall Sociolinguistic Representation and Pedagogical Implications

Taken together, the distribution shows that Pathway to English for SMA/MA Grade XI presents a sociolinguistic profile centered on interactive, cooperative, and relatively explicit communication. Consultative and casual styles account for more than 90% of the corpus, indicating that most listening input is situated in interpersonal exchanges rather than highly institutionalized or private communicative domains. This pattern is broadly compatible with communicative EFL pedagogy, where learners are frequently asked to exchange opinions, solve problems, respond to peers, and participate in classroom discussions.

At the same time, the distribution is uneven. Formal style is present but limited, intimate style is rare, and frozen style is absent. Such unevenness matters because sociolinguistic competence involves recognizing that appropriate language changes across social contexts. If a textbook becomes the dominant source of spoken input, repeated exposure to a narrow range of styles may lead learners to associate English communication primarily with the styles most frequently modeled. The appropriate response is not necessarily to redesign the textbook, but to use the content diagnostically: teachers can identify underrepresented contexts and supplement them when those contexts are relevant to learning objectives.

This interpretation is consistent with the broader concern in textbook studies that conversational material should be evaluated not only for grammatical accuracy but also for sociolinguistic range and contextual plausibility (Setiaji, 2016; Susilawati, 2020). The present study adds a specific descriptive account of that range through Joos's taxonomy. Its contribution is modest but clear: it documents which styles occur, shows how representative utterances were classified, and identifies the communicative orientation created by the overall distribution.

For teachers, the practical implication is selective supplementation rather than wholesale replacement. The consultative dialogues can be used for teaching advice, suggestions, opinion exchange, clarification, and polite problem solving. Casual examples can support awareness of ellipsis, contractions, and peer interaction. Formal broadcast excerpts can be contrasted with conversational dialogue to discuss audience design and public communication. Because frozen style is absent and intimate style is rare, additional examples can be introduced if lessons specifically target ceremonial language or close-relationship discourse. Such supplementation would make the sociolinguistic contrasts more visible to learners.

For material developers, the findings suggest that variation can be made more pedagogically explicit. A dialogue does not automatically teach sociolinguistic awareness merely because it contains a particular style. Learners may benefit when tasks invite them to compare how the same communicative intention changes across relationships—for example, requesting help from a close friend, a teacher, and an unfamiliar official. Although such task design was not evaluated in the present study, the distributional findings provide a rationale for making contextual variation a more explicit object of classroom attention.

For researchers, the study demonstrates the value of combining categorical frequency with contextual explanation. Frequency alone can show dominance but cannot explain why an utterance belongs to a category or why a pattern emerges. Conversely, isolated qualitative examples can illustrate style but cannot show whether those examples are typical of the corpus. Combining both forms of description produces a more balanced account while remaining within a qualitative content-analysis design.

6. CONCLUSION

The central conclusion of this study concerns representation rather than effectiveness. The textbook provides substantial examples of consultative interaction and some sociolinguistic variation, but the distribution is not balanced across all five styles. This does not demonstrate that the textbook is ineffective; it indicates that particular communicative domains are emphasized while others are less visible. Accordingly, the materials may contribute to learners'

awareness of everyday and semi-formal interaction, but additional evidence would be required to determine effects on students' actual sociolinguistic or pragmatic competence.

This study has several limitations that constrain the scope of its conclusions. First, the corpus is drawn from one Grade XI English textbook and only from its selected listening dialogues. The findings therefore should not be generalized to all Indonesian EFL textbooks, all units of the same textbook series, or actual classroom communication. Second, the analysis uses Joos's five-category framework, which provides a useful descriptive model but inevitably simplifies the fluidity of real interaction. Individual utterances may contain features associated with more than one style, and style may shift within a single dialogue.

Third, the categorization depends on contextual interpretation. The present report makes the operational indicators explicit and provides representative excerpts, but it does not report a formal inter-rater reliability statistic. Future studies can strengthen reliability by employing multiple coders, developing a detailed coding manual, reporting agreement procedures, and documenting how disagreements are resolved. Fourth, this study analyzes textbook representation rather than learning outcomes. It cannot establish whether exposure to the dialogues improves students' sociolinguistic competence, whether teachers explicitly teach the stylistic differences, or how learners perceive the authenticity of the dialogues. Those questions require classroom-based or learner-centered research designs.

Finally, the analysis focuses primarily on verbal transcript content and interactional context. Listening materials also contain prosodic information such as intonation, stress, rhythm, voice quality, and timing, which may contribute to perceptions of formality and interpersonal stance. Future research could integrate these auditory features with transcript-based classification to produce a more comprehensive account of spoken style.

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