The Influence of Lecturers' Language Style
toward Higher Students' Psychological Condition in Indonesia

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Abstract
Human beings need to interact and communicate with each other in their lif . This interaction and communication may appear in different language styles. This is much more influenced by a situation or place where communication takes place. In class, for example, the language utilized by lecturers in the class room is different from others. This research aims at exploring lecturers' language style and its implication to student's psychological condition in Indonesia. The main question in this research is what kind of language style used by the lecturer in the learning process? does the using of lecturers' language style influence students' psychological condition? What are the factors that affect the presence of lecturers' language style? This research used the grounded theory method by Keraf language style theory (2006), perlocutionary act theory of Austin (1962), and Leech's politeness theory (1983). This research was conducted at Institut Agama Islam Negeri Kendari, Indonesia. Observation, in-depth interviews, and documentation were used as data collection. The results indicated that (1) there were two kinds of lecturers' language styles which are always delivered to students, namely language style based on sentence structures and language style based on directness and indirectness of meaning (2) the using of that language style has a great influence on students' psychological condition. There are three psychological conditions of the students, they are motivation, self-efficacy, and interpersonal relation. Each of them creates a positive and negative condition, (3) The using of language styles were influenced by some factors, namely culture and ethnicity.
Keywords: Higher education, Language Style, Psychological Condition, University lecturer

1. Introduction

A lecturer in an institute is one of the important factors that can realize the education quality. Qualified educator determines the successfulness of education goal achievement (Akiba et all, 2007). Without the presence of competent and professional lecturers, educational purposes are not expected to be achieved. Lecturer, in addition, served to transform, develop, and disseminate science, technology, and the arts through education, research, and community service (Surya, 2011) as well as to create an atmosphere of learning process that can attract attention and motivate students (Crosby & Harden, 2000; Zrekat, Abu Bakar &Latif, 2016).

To create a conducive learning environment, lecturers use a variety of language style. Each of them has a typical style in presenting ideas and concepts, develop research, do the devotion, and spread knowledge (Saleema, Ali, & Ab Rashid, 2018). In this case, the language style is delivered as a way for them to express themselves (Bell, 1984; Afifi, 1995; Liliweri, 2011). In a speech event, the style of the language as a medium of communication has a huge influence (Puripunyavanich & Soontornwipast, 2018). It should be easily accepted and understood that the purpose of the speech act is successfully done. The utterances produced can reflect the personal character of the speaker. The better a person's style, the better the people vote against him—conversely, the worse of a person's language style, the worse ratings given to him anyway.

In a speech event, language styles have some particular effects on the audience (Davison, 1983; Djajasudarma, 2012). In this regards, Austin (1968) and Searle (1992) call this with the perlocutionary act. It is an utterance that contains or has the power of influence to those who listen (Wijana et all., 2009). The power of these influences can intentionally or unintentionally be created by the speakers. It is clear that the lecturer's language intentionally or unintentionally gives a psychological impact on students as learners. The psychological impact can take the form of self-motivation, self-efficacy, and the creation of good interpersonal relationships in vice versa. Increasingly, some experts agree that culture, language, and social factors are being recognized as having an impact on learning (Hainer et all., 1990). Moreover, the use of various language style from lecturers is influencedby culture and ethnicity factors. Based on the above background, this research is important to know and discuss (1) the form of the language style of lecturers to students when teaching and examining students' final project processing, (2) the psychological impact of students due to the style of the language, and (3) the external factors which caused the language style used.

Research on language style has been widely discussed, but limited to the question of the style of the language itself, such as the style of language in twitter (Yunita, 2014), the language style speech by president Suharto (Agustin, 2008), the style of the language in the novel Dreamer (Amalia, 2010) and style language in newspaper caricatures (Firman, 2010), and the style of language lecturers in subjects sociolinguistic (Sabila, 2015). Language style that is associated with pragmatic or pragmastylistic also widely discussed, such speech acts of perlocution in preaching of Ustadz Maulana (Nafianti, 2012), the perlocutionary power on cigarette advertisement discourse (Cahyani, 2013), and perlocutionary act on language style of Mario Teguh (Qaniah, 2016). However, the discussion of pragmastylistic related to the student's psychological condition is still rare. There is only an article that discusses the lecturer's language style, but it only discuss academic emotions of the students (Gunawan & Kadir, 2017). Based on

those phenomena, this research was aimed at examining the influence of lecturers' language style toward higher students' psychological condition in Indonesia.

2. Method
This research is a qualitative descriptive study using a grounded theory method. It was conducted by observing the language style of lecturers to students both in teaching and examining the final project in Indonesia, particularly at Institut Agama Islam Negeri Kendari (IAIN Kendari), Southeast Sulawesi, Indonesia. The sample was taken by purposive sampling (Moleong, 2001; Gunarwan, 2002) where the researchers built up the sample that is satisfactory to the researchers need (Cohen et all., 2007). Then, 15 lecturers whose age are in around 30-60 years old were chosen and observed. Data collection was carried by depth interviews and recording (Sudaryanto, 1993; Mahsun, 2005; Sugiyono, 2014) with lecturers in four faculties (as amount numbers of faculties in IAIN Kendari) and 30 students (as the students of each lecturer). Interviews with lecturers in each faculty conducted to determine the cause of language styles chosen, meanwhile the interview and questionnaires also given to the students in order to identify the psychological effects they received from the lecturers. To analyze this results study, researchers used the theory of language style by Keraf (2006), perlocutionary act theory of Austin (1962), and the theory of politeness by Leech (1983).

3. Result and Discussion
This research reveals that the lecturers' language styles to students in teaching and examining test of students' thesis classified into two issues, namely, (1) language style based on sentence structures, and (2) language style based on directness and indirectness of meaning. On the other hand, those language styles affected students in their high or low on motivation, self-efficacy and their interpersonal relationships. The factors that affect the appearance of the style of language lecturers were cultural factors and ethnicity.

3.1 Lecturers' Language Style toward their Students
The use of language styles by lecturers at IAIN Kendari when teaching and examining students' final project were very varied. But overall, the lecturers use two kinds of style, namely the style based on sentence structures and the style based on directness and indirectness of meaning as formulated by Keraf (2006). Language style based on sentence structures focuses on the importance of its word order, as climax style of language. Meanwhile, language style based on directness and indirectness of meaning focus on explicit and implicit meaning. The former is called by rhetorical style and the latter is called by figurative style. Here is an example of the use of force language in an academic context.

Table 1.
Climax language style

Context	A lecturer utterance to ask his student fluently recite and read Qur'an.
Lecturer	*Belajar-belajar juga mengaji. Biar tidak banyak2. Yang penting baca. Lama-lama juga Pintar.*
	(Study more in reciting Qur'an! Don't be too much! At least you can read it. Eventually, you will know and be fluent in reading Qur'an).

Table 2.
Oxymoron language style

	Context	**A lecturer utterance who suddenly barged long line of friends who wanted to pay tuition at the counter of the Faculty**
	Lecturer's utterances	Kau tidak lihat antrean panjang teman-temanmu ini. Kalau saya sih, tidak ada masalah. Tapi teman-temanmu ini. Kau ini pakai saja jilbab besar sebagai identitas Islam yang baik, Jangan hanya sekadar JILBAB BESAR, tetapi perbaiki juga perilakumu. Orang sholat saja antri.
		(Didn't you see long lines of your friends have? (queue). To me, it's ok. No problem. But what about your friends?. You're just wearing the big hijab as a good Muslim identity, but do not just wear a big headscarf, correct your behavior!. Even in praying, people also in the queue).

Table 3.
Sarcasm language style

	Context	**A lecturer utterance to correct his student's mistakes in writing Arabic research proposals.**
	Lecturer	Jangan anda berharap, pembimbingmu itu mengkutu-kutui dari kata per kata. Karena waktu yang diberikan itu sangat *qasir. Ya Mustahil.*
		(Don't hope your advisor look at every single word in your writing proposal! Due to the time given that was very short and limited. It is impossible, Indeed).

Table 4.
Simile language style

Context	**A lecturer utterance to a student** who wanted to sign his study planning legalization (KRS) in the educational staff room.
Student	Saya yang mau bapak tandatangani KRS saya.
	(I want you to sign my KRS).
Lecturer	Bahasamu kaya direktur saja. Perbaiki bahasamu. Bicaralah yang baik. Duduk dahulu. Tanyakan kepada para staff yang bertugas. Tidak semacam itulah.
	(Your language pretends as if you are directur. Revise your language, speak politely!. You should sit down first and then ask the staff on duty. Don't be like that!

Table 1 discusses climax language style as one of the language styles based on sentence structures. Climax style is a style which its quality, quantity, and intensity of the sentence are progressively increasing (Keraf, 2006). The style appears in conversation a lecturer to students to facilitate the reading of the Koran. He says that the " Study more in reciting Qur'an! Don't be too much! At least you can read it. Eventually, you will know and be fluent in reading Qur'an."These utterances appeared because of the behavior of a student who wanted to test the proposal had not been capable in reading Qur'an. In fact, one of the requirements to be able to progress and pass the examination is by the fluency of reading Qur'an. The lecturer's advice were done gradually as a

series of events. He said that even though we do not know how to read the Quran, we must take the time even only 2 or 3 paragraphs to read everyday. If it was done consistently, we would be getting smarter and more fluent.

Table 2 discusses oxymoron as one of the language styles of rhetoric. Oxymoron is a style which has a contradiction between its parts (Keraf, 2006). This style of language appears on the utterance "but do not just wear a big headscarf, correct your behavior! The contradiction between veiling its part lies in the phrase big and correct behavior. Great hijab or big headscarf is a woman's identity who is devoting in Islam religion, law-abiding, and obeying its rules. Obedience is demonstrated not only a religious symbol, but also the behavior of students religious attitudes in the campus. A female Muslim by big headscarf should not perform acts that are considered poor by many people. Not in the line up in a queue when re-registration of students took place is one of the bad behaviors. Therefore, a female Muslim who wear hijab should improve her behavior to follow the rules in a way to queue to show her obedience.

Language style in the table (3) is classified into sarcasm style as one of the figurative styles. Sarcasm is a style that expressing upset and angry by using rude words (Keraf, 2006). The style is evident in the language of the verb phrase "mengkutui-kutui" or looks at every single word. *Mengkutui* derived from the ticks, which means that such small animal lice that were in the children's heads. *Mengkutui* means an action for fleas or in this case look at every single word. The act of grooming is hard to do and requires a lot of time. It is certainly impossible to do by people who are very solid daily activities, especially before graduation. Editing student thesis classified the act for fleas. This is because of what it takes a long time, requires precision, and impossible for a lecturer who had a solid agenda.

Table (4) describes simile as one of the figurative styles as well. Simile language style is a style that comparing one object with another object and always uses comparison (Keraf, 2006). The language style was classified to be stylistic comparison since the utterance about to compare the speech of students who signed KRS's speech to his staff a director who is a command. In fact, this speech was delivered by a student to one of the lecturers who earn additional duties. Inappropriately, such a speech act delivered by a student to his lecturer.

3.2. The Impact of Language Style on Students' Psychological Condition

Austin (1962) made the emphasis on the purpose of speakers (lecturer), that it brings about of effects on the audience by means of uttering the sentences, such effects being special to the circumstances of utterance. He never neglected the effect of the hearer on the action being performed by the speakers. On the contrary, he even distinguished two relevant effects that the perlocutionary effect may cause the achievement of a perlocutionary object or the production of a perlocutionary sequel (Qiang, 2013).

In essence, each individual has a different style with other individuals, especially in communication. The difference would seem from the language style component containing locutions acts, illocutionary acts and perlocution acts. As a perlocution act, lecturers' language style had an impact on the psychological state of their students. The psychological impact of this

form of high or low motivation, self-efficacy, and interpersonal relationships amonglecturers and students. It can be seen on the table described previously.

Table (1) discusses climax style as one style of languages based on sentence structures. This style of language which addressing lecturer advice to improve the reading Qur'an have a great effect on the student's motivation. Interviews showed that He felt more motivated to improve his reading al-Quran because it was considered by his lecturer.

Table (2) which discusses oxymoron style investigates the major discrepancy between the use of headscarves and Islamic behavior which provided two psychological effects on a student's self. According to interviews with the student explained that the criticisms from the lecturer have a positive motivation to be able to improve her behavior to be better. She became motivated to be patient in doing something, including to be in a long line. On the other hand, to make the pattern of interpersonal relationships better. She previously who was not too familiar with the lecturer then became more familiar. She formerly was rare religious and her academic consultation with the lecturer was becoming more intense and better communicable.

In contrast to the psychological effect on the table (1-2), the table (3), which discusses the sarcasm language style as one stylistic figurative providing psychological effects such as disruption of a student's self-efficacy. Interviews showed that the language style of sarcasm on the table (3) make these students felt incapable by itself as the formulation of the theory of Banduras' work (1995) and completing a research proposal according to expectations. Since the self-efficacy had been disrupted, the motivation to complete a research proposal became low so that it made the student drop and take a long time to recover from himself perception. As a result, he was also rare either lecture or consult with the supervisor and examiner to pursue in the research seminar. However, the table (4) which discusses stylistics simile as one stylistic figurative tells about a lecturer who uttered criticism directly made the student to use a more polite speech when committing communication. It affected the positive impact. Based on the interview, the student was aware to be more careful in choosing the right diction when committing communication with anyone on any issue.

3.3 Factors Affecting TheEmergence of Lecturers' Language Style
Among the factors behind the emergence of language style of lecturers to students, the factor which tended to appear was ethnicity as social factors. Ethnicity refers to the meaning of a group that has certain cultural traits that distinguish it from others. One characteristic of the culture that is the aspect of language.The lecturers at IAIN Kendari mostly from Ethnic Muna, Makassar, Bugis, Buton, and minority ethnic Tolaki, Java, Aceh and Padang who have different language styles. Lecturers who are ethnic Muna (Dila, 2008), as well as lecturers ethnic Makassar (Bahfiarti, 2012), Madura (Muhaimin, 2010) and Batak (Simatupang et all., 2015) were more likely to use speech directly and styles that were straightforward, firm, tone of voice loud and tended to be high. Whereas, the lecturer's language styles from some ethnics like; Bugis, Buton, Java, Padang were more likely to use indirect speech, softly, and low tone (Martin et all., 2008; Revita, 2013; Halim et all., 2015). The use of direct speech impressed expressive and more likely to use a style assertion and opposition, while the speech was not immediately impressed impressive and more likely to use the language style of satire and comparison. In addition to the factors of ethnicity, cultural

factors are also behind the rise of style. Culture is the mind, intellect, and customs. Thus, culture is the product of the mind or thought. Certainly, culture lecturer Muna-Makassar different ethnic with ethnic Bugis and Buton lecturers. If in the Muna-Makassar culture often used direct utterance, the culture of Bugis, Buton, Java and Padang preferred to use the indirect meaning of the utterance.

The issue of language lecturers style that influenced on the psychological state of the student still rarely performed. This is because of discussion only partially discuss one without connecting with others. The researchers can find many articles that discuss the style of the language from a variety of perspectives (Kameda, 2001) and perlocutionary act from various perspectives as well. However, the researchers did not find any particular articles that discuss interdicipline style that relates to a person's psychology. In some psychology researches, the discussion was only on the issue of motivation (Zimmerman et all., 1992), interpersonal relationships (Frymier et all., 2000) and self-efficacy (Lent et all., 1984; Bandura et all., 1996) without connecting with other disciplines of science. Therefore, it can be said that the style of language discussed in the concept of pragmatic and connected with the problem of psychological conditions is a new thing and requires a further longer discussion.

Hence, to provide a comparison of language style with its' influence on the psychological state of students in Indonesia with other countries requires a long process. However, the thing to do is to compare the style of language lecturers in Indonesia and the style of language lecturers in other countries do. In America, people tend to use direct speech act (Wenli, 2011) because they have faith in the principles of freedom and rights in the opinion. While in Japan and China which has a principle of peace and order contained in Confucianism is more likely to use indirect speech act (Wenli, 2011). They listen more and do more than talk. On the other hand, Finns tend to use indirect speech act (Ting-Toomei, 1999) and the Indian people prefer to use direct speech act (Cohen, 2004; Nishimura et all., 2008). To find out more about the impact of direct and indirect speech to the psychological state of students in these countries requires further research.

4. Conclusion
This study found that the language style is important in establishing communication between lecturers and students. With the style of language, students can be motivated to study harder, diligently go to college and in vice versa, students can be lazy in studying, doing assignments, and lazy to go to college. The study also concluded that the language style of lecturers to students are classified into two, namely, language style based on sentence structures and language style based on directness and indirectness of meaning. Because in the style of language there is a perlocution act, then the lecturers' language style had an impact on the psychological condition of students that were (1) motivation, (2) self-efficacy, and (3) the pattern of interpersonal relationships. Additionally, the advent of the use of force against students of language faculty is influenced by cultural aspects and ethnicity. Finally, this study shows that lecturers should use proper diction when communicating with students, not perfunctory. Lecturers should use language that has many charges of advice, encouragement, motivation to the students, not in vice versa, because it can be fatal to the students themselves.

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