

CHAPTER I

INTRODUCTION

I.1. BACKGROUND OF THE STUDY

Language is indissolubly linked with the members of society in which it is spoken, and social factors are inevitably reflected in their speech. There are various social factors involved such as geographical location, ethnic origin, social class and sex (Downes).

English is, of course, only one of the many languages perhaps as many as three thousands, which are spoken today. These languages are very different one from one another. In modern, developed societies there is one language variety that stands above the other. It is inevitable that a language like English, spoken by so many people scattered from one end of the world to the other, should have many varieties, differing rather widely from one another.

One does not need to be a sociologist to sense that the way people talk has something to do with their social position or level of education. Through language, speakers express their identity, as well as reflect their background.

The form of English diversity is based on the social class and amount of education of its speakers. There is a wide and obvious difference between the speech of the educated professional and business people and that of factory workers, farm laborers, fishermen and the like.

The patterns of language use, which characterize groups of speakers who share similar social backgrounds, represent a critical dimension of the mosaic of variation inherent in all languages. Sociolinguistics studies this co-variation of language and social traits to develop a fuller understanding of the nature of language and its role in society (Bright 3).

Social class is one of the variables that correlates with language use. This fact cannot only be found in the society situation but can also be found in the literary works. The reason is because literary work actually does not only tell about the particular experiences but also shares the world of real life with the readers. Long before the days of 20th –century linguistics and phonetics, English novelists and dramatists, especially in the 18th and 19th centuries, were observing the relationship between language and social class in Britain and using it as a basis for the characterization and social comment (Crystal 39).

English novelists and dramatists accurately described the situation of the real society in early 20th century when the gap of social class between the higher and lower class was clearly seen. They criticized or attacked some weakness or wrong acts in society.

Since it is interesting to be analyzed, the writer decides to select a literary work that uses language as one of the basic elements of determining social class. The writer chooses one of Shaw's most popular plays, namely, *Pygmalion*. According to Hillegass, this comedy play had two purposes: one was to show that people's manner of speaking depends greatly on their success or failure in life; the second was to show that phonetics could enable one who speaks with a dialect to

change his/her accent. In this play, phonetics provides a way to social advancement (20).

His statement that social significance of *Pygmalion* is to put it no higher in point of purpose than advertisement of the science of phonetics, presents one side of Shaw's socialist philosophy, the view that the only hope for the future of society and the race is the breaking down of the barriers between the classes (21).

Pygmalion is a story about an eccentric professor of phonetics, Henry Higgins in his English dialect, bragged that within six months he could take a street girl with a strong cockney accent and pass her off as a duchess. Eliza Doolittle, the flower girl whose accent almost incomprehensible spawned this boast, offering to pay for speech lessons. Higgins' new acquaintance, Colonel Pickering, bet that Higgins could not make Eliza be acceptable to upper class society in six months. Unfortunately Pickering lost his bet because Higgins successfully transformed Eliza as a high-class lady with the new way of speaking from non-standard language into standard language and development of her sentence structure. Higgins succeeded to transform Eliza into a refined young lady simply by polishing her manners and changing the way she spoke.

Pygmalion has been filmed (1938) and won an academy award for Shaw for his screenplay. This story was also adapted into an immensely popular musical, *My Fair Lady* (Goetz 707).

The point of *Pygmalion* was that class distinctions are artificial; that they can be overcome in six months by anyone who studies phonetics and the language itself is of more significance than people think. It clothes our soul (Hillegass 21).

In England a person's accent has traditionally determined one's social status. Those who speak with certain accent are permitted to have a good job and cannot gain social acceptance. Henry Higgins accurately described the situation in the early 20th century. Accent and diction still play a major role in determining social status (Guide to Pygmalion 1). In this story, Eliza's language was shifted from non-standard language into standard language. The use of Eliza's non-standard language appeared in every utterances in act 1 and act 2, for example, she uses double negative form "*I aint done nothing wrong by speaking with this gentleman*" (Shaw 13), drops the g form "*Look wh'y' gowin*" instead of going (Shaw 12), slang language "*I can give you change for a tanner, kind lady*" (Shaw 13). Shaw also states that Eliza's dialect must be abandoned as unintelligible outside London (Shaw 13). The use of Eliza's language changed gradually after having the lessons from Higgins. She was no longer using non-standard language. Her use of language was more complex which indicated that she already became a member of higher-class community. Shaw also states that Eliza was suspected to be a foreign princess whose English was perfect in a way that the English of the native speakers never were (Morgan 18).

This phenomenon stated above is very interesting, because from the story the writer can analyze the correlation between language and social class by relating the changes which occur in Eliza's utterances.

In this study, the writer would see the changes experienced by Eliza in her utterances and in her social class as well. She would deal this study with the sociolinguistics theory, which emphasizes that language variety has a significant

influence toward the social factors. She also uses grammatical theory in order to know the kind of language which is used by lower and upper class society.

Finally, she hopes this study would bring new light in analyzing a literary work in linguistics point of view especially in sociolinguistics.

I.2. STATEMENT OF THE PROBLEM

The problem the writer aims to analyze is:

- How is the correlation between the English language and social class based on the changes of Eliza's utterances?

I.3. OBJECTIVE OF THE STUDY

This study is geared to the following objective:

- To explain the correlation between the English language and social class based on the changes of Eliza's utterances.

I.4. SIGNIFICANCE OF THE STUDY

The writer hopes that this study can give some contributions for other students who are interested in linguistics research. It can be an additional reference for those who want to study Pygmalion further, particularly about Eliza as one of the major characters. She hopes this study can give contribution to the readers of sociolinguistics as a bridge between linguistics and literature, such as, analyzing the language use of characters in drama through sociolinguistics point of view.

The writer hopes that this study will broaden the readers' perspective toward the correlation between the English language and social class.

Finally, this study will show that people's manner of speaking has great influence in breaking down the barriers between social classes.

I.5. SCOPE AND LIMITATION

In this study, the writer only deals with one of Pygmalion main characters, namely, Eliza Doolittle. Morgan mentioned in Pygmalion's notes that Eliza becomes a lady through the acquirement of a new way of speaking, new manners and style of behavior (61).

In this case, the writer does not analyze the changes of Eliza's manners and style of behavior. However, she is only interested in analyzing every utterance spoken by Eliza to other characters from act 1 to act 5 in this play. The reason is because the writer wants to concern on the development of Eliza's utterances only as reflected in her use of language.

To find out the social factors, the writer uses the theory of Hymes in SPEAKING component. The writer does not use all of the Hymes' SPEAKING factors. She only limits to Setting and Scene of speech, Participants, Ends, Act Sequences and Key. The reason why she uses these 5 social factors because these components are closely related to Eliza's language use and the essential component in this research is to find out the factors that influence Eliza's utterances.



I.6. THEORETICAL FRAMEWORK

In analyzing the changes of the language used by Eliza and their influence toward her social status, the writer uses two main theories: Sociolinguistics theories and Linguistic theories.

I.6.1. Sociolinguistics Theories

In An Introduction to Language and Society, Montgomery gives a brief correlation between language and social class:

If the society is stratified, then as language enters into the life of that society to shape, cement and reproduce it, it too will display stratification. Particular groups will tend to have characteristic ways of using the language – characteristic ways of pronouncing it, for example – and these will help to mark off the boundaries of one group to another. In the realm of language this stratification can work itself through on variety of levels. At the level of pronunciation some individual sounds will assume a prestige value as ‘correct’ or ‘pleasant’; others come to be stigmatized as ‘incorrect’ or ‘ugly’ (62-63).

He also states that Accent and Dialect have more than a purely regional basis: they have come to act as indicators not only of one’s relationship to a locality but also of one’s social class position (121).

Trudgill states another theory that is also correlated with this study. He says that the internal differentiation of human societies is reflected in their languages. Different social groups use different linguistic variety (34).

The language plays a major role in conveying information about the speaker’s identity. In seeking clues about social background, people use different kind of language. They will produce a variety of languages that is appropriate with their social background (Trudgill 14).

Concerning varieties of language in a community, Ferguson uses the term Diglossia, which is “Where two varieties of language exist side by side throughout the community, with each having a definite role to play”. This theory implies that a speaker often uses more than one language variety in one kind circumstance and another variety under other conditions. He also states that there are two moderately distinct varieties of the same language, of which one is called the high dialect and the other is called the low dialect. High dialect is superior, more elegant, and more logical language. Low dialect is believed to be inferior, even to the point that its existence is denied (qtd. in Fasold 35-36).

Another theory of varieties of language which is introduced by Fishman is “Language Choice”(people in a society choose to use one language rather than another in a given instance). He proposes that there were certain institutional contexts, called domains, in which one language variety is more likely to be appropriate than another. Domains are taken to be constellation factors such as Location, Topic, and Participants (qtd. in Fasold 163).

In analyzing the relationship between the social factors and language factors, the writer uses the theory which is suggested by Dell Hymes, in his book “Foundation in Sociolinguistics An Ethnographic Approach.” Hymes proposed an ethnographic framework in various factors that are involved in a communicative event. He determined this various factors as SPEAKING components, such as:

1. **Setting and Scene of Speech (S)**

Setting refers to the physical circumstances such as the time and place in which conversation take places. Scene is a psychological setting or the culture

definition of an occasion as a certain type of scene. Setting and Scene may be linked as components of act situation. Setting is considered as the most important social factor that affects language use.

2. Participants (P) include various combinations of the speaker and listener, who are involved in the conversation, characters in prose, and their characteristics (speaker, addresser, hearer or receiver or audience).
3. Ends (E) refers to conventionally recognized and expected outcomes as well as the personal and social purpose or goal, such as informing, expressing self, persuading, discussing etc.
4. Act Sequence (A) can be divided in two components:
 - Message Form: How you express yourself (correctly, indirectly, aesthetically, etc).
 - Message Content: What you talk about or topic (daily life, science, politic, etc) and when what is talked about has to change.

These two components relate to the way of speakers.

5. Key (K) is introduced to provide the tone, mood, manner or spirit of event, such as serious, joking, tense or relax, formal or informal, polite or impolite, uncertain, frustrated etc.
6. Instrumentality (I) refers to two components:
 - Channels: The choice of channel is considered as the choice of oral, written telegraphic, semaphore or other media. The oral channel may be used for speaking, whispering, singing etc.



- Forms of speech: like language, style (formal, casual intimate etc) as well as its aspects (phrase, grammar, etc).

7. Norms (N). There are two kinds of norms, they are:

a. Norm of interaction

It refers to all rules governing speaking. What is indeed here are the specific behavior and properties that are attached to speaking, for example: adjacency pairs, sequencing volume etc.

b. Norm of interpretation

It is when members of different communities are in communication. This norm is how to understand equivocation, agreement, disagreement, literary or figurative meaning, circumlocution, etc.

8. Genres (G). They are categories such as poem, myth, tale, curse, prayer, oration, lecture etc (54-62).

It should be noted here that not all of Hymes' theories of SPEAKING factors are used in this analysis. The writer only limits it to Setting and Scene; especially the time and the place; Participants; Ends; Act sequences and Key. The reason why she uses these 5 social factors is because these components are closely related to Eliza's language use. Setting and Scene, for example, is one of the most important factors that governs the language change. Participant is one of the SPEAKING factors, which recognizes the speaker-listener. Their role may affect the use of the language. Participants are the most essential component to indicate the relationships. The Key refers to something that the speaker tries to accomplish. This factor may affect the tone. The Act sequence here refers to the

topic being talked about. The topic might affect the tone of the speaker and might be affected by the setting.

Through these sociolinguistics theories, the writer tries to analyze Eliza's utterances by relating her language use and social factors as well as studying the influence of social status on her language use.

I.6.2. Linguistics theories

The form of English diversity is based on the social class amount of education of its speakers. There are wide and obvious differences between the speech of the educated and uneducated people. Francis says that a speaker with more education uses more of the standard variant than do speakers with less education (245). The kind of difference is commonly spoken of as the difference between "good English" and "bad English".

Those varieties can be seen in the speaker's pronunciation, grammar or vocabularies. Since the writer wants to analyze Eliza's language change from non-standard into standard and the development of her sentence structure, she focuses more on the theory of Syntax.

According to Fromkin "Syntax is the part of grammar that concerns the structure of phrases and sentences, rule of grammar determines how morphemes and words can be combined to express a specific meaning" (162-163).

In social variety, there are two forms of language: standard language and non-standard language.

A standard language is a single speech variety, which is perceived by a member of community to be higher in status and more correct than the others (Trudgill 1974, O'graddy 1989, Fromkin ----).

Some general grammatical features of Standard English according to Jespersen, Chomsky, Pride, Francis and O'graddy are:

1. Elimination of the double negatives, for example "*you saw nobody*".
2. Elimination of them as a demonstrative pronoun, for example "*the boys are playing volleyball*".
3. A verb must agree with its subject in person and number, for example "*our basketball team plays two games each year*".
4. The correct use of is, are, was, were with respect to number and tense, for example "*he is a good boy*".
5. Elimination of analogical forms *aint*, *hisn*, *ourn*, *theirselves*, and *hern*, for example "*he aint got nothing*".
6. Correct past tense of common irregular verbs, for example "*she went to school yesterday*".
7. Correct use of possessive pronouns, for example "*that yellow bag is mine*".
8. Correct numbers of agreement with the phrases such as *there is*, *there are*, *there was*, and *there were*.
9. Elimination of "*he don't*", "*she don't*", "*it don't*" etc.



10. Elimination of pleonastic subject such as “*my mother he----*,” “*that fellow he—*”, etc
11. The use of *-ly* as an adverb, for example “*she express her thanks sincerely*”

A non-standard language is a language variety which is usually spoken by a group at the lower end of the social scale whose members are usually poor, powerless and uneducated (Trudgill 1974, O’graddy 1989). Some general grammatical features of nonstandard English according to Jespersen, O’bright, Crystal, Pride, Trudgill and Francis are:

1. Double negative, for example “ *I aint done nothing wrong with this gentleman*”.
2. The use of *them* as a plural demonstrative, for example “*them girls are talking with the teacher*”.
3. The absence of *-s* in third person singular of present tense forms, for example “ *he work hard*”.
4. The absence of the copula – the verb to be in the present tense, for example “ *she real nice girl*”.
5. The dropping of the *-g* form, for example “*she walkin around*”.
6. The possessive morpheme – ‘s is absent wherever possession is redundantly specified by word order, for example “ *that John bag*”.
7. The verb form, for example “*he done told me*”.
8. The use of *aint*, for example “*I aint done it*”.

9. The pronoun form, for example “ *being on me own had never gone through me head*”.
10. The use of improper question tags, for example “ *go to the pub, is it?”*
11. Adverbs without the -ly ending, for example “*she didn't work every steady”.*
12. Improper use of plurality, for example “*ten cent*”.

1.7. METHOD OF THE STUDY

The method of this study is descriptive qualitative research, because the writer describes and analyses Eliza's utterances, before and after she was taught by Higgins and also relates them to her social class, by using the theories aforementioned.

1.7.1. Definition of key term

- **Utterance:** Any stretch of talk, by a person, before and after which there is silence on the part of that person.
- **Social class:** Generally taken to be aggregates of individuals with similar social and / or economic characteristics.
- **Cockney:** The native people of London who use certain language (non-standard); associated with less advantaged social strata of London.



- **Standard Language:** A single speech variety which is perceived by members of the community to be higher status and more correct than the others.
- **Non-Standard Language:** A language variety, which is usually spoken by a group at the lower end of the social scale whose members are usually poor, powerless and uneducated.
- **Variety of Language:** Any distinguishable form of speech used by a speaker or group of speakers.
- **Dialect:** Form of language used in a part of a country
- **Slang:** A label that is frequently used to denote certain informal usages of nearly anyone in the speech community especially those from the lower class society.

1.7.2. Technique of data collection

The writer uses Eliza's utterances in *Pygmalion* as the data of this study. The writer uses several ways to collect the data, because it is impossible to gain Linguistics corpus by using single technique only. In collecting the data, she follows several procedures, which are:

1. Reading the play.
2. Dividing the five acts of the play into two stages:
 - Stage 1: Consists of act 1 and act 2.

It lists the utterances that Eliza uses before Prof. Higgins teaches her.

- Stage 2: Consists of acts 3, 4, and 5.

It lists the utterances that Eliza uses after Prof. Higgins teaches her.

3. Making a list of Eliza's utterances from act one to act five on some papers. Each of these utterances is numbered.
4. Determining the social factors of Eliza's utterances by using Hymes' theory of SPEAKING components. The writer only uses five of the SPEAKING components, namely: setting and scene, participants, act sequences, end, and key.

I.7.3. Technique of data analysis

All of the data, which have been collected, will be analyzed as follows:

1. Classifying the utterances into several groups. They are:
 - a. Complete-incomplete sentence
 - b. Standard English- Non standard English
 - c. Sentence structure
 - d. Lexical variation
2. Subdividing the utterances into:
 - 2.1. Complete sentence
 - 2.2. Incomplete sentence
 - 2.2.1. Clause
 - 2.2.2. Command
 - 2.2.3. Miscellanies

2.3. Non-standard and Standard English

2.3.1. The use of double negative

2.3.2. The use of 'aint'

2.3.3. The use of functional improperties

2.3.3.1. Improper parts of speech

2.3.3.1.1. Noun

2.3.3.1.2. Verb

2.3.3.1.3. Pronoun

2.3.3.1.4. Adverb

2.3.3.1.5. Preposition

2.3.3.2. Improper question tags

2.3.3.3. Absence of the copula or the Linking verb

2.3.4. Deletion

2.3.4.1. Deletion the -g form

2.4. Sentence Structure

2.4.1. Simple sentence

2.4.2. Compound sentence

2.4.3. Complex sentence

2.4.4. Compound-Complex sentence

2.5. Lexical Variation

2.5.1. U and non-U words

2.5.2. Slang words

3. Analyzing the data by using the related theories.

4. **Relating the language data and social factors.**

5. **Making tables.**

The tables are added on the data presentation and analysis in order to clarify the explanation.

BAB II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY