

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Holmes (2013:1) mentions that people often use language to indicate to which group they belong and to construct aspects of their social identity. Besides ethnicity, age, gender, and other kinds of social aspects that people belong to, social status is one of the important dimensions of social identity (Holmes, 2013:131). People who are seen as members of a higher social class tend to speak closer to the standard version of their language, as it may show privileges. On the other hand, someone's language will differ more from the standard the lower their social class is.

Other than verbal communications encountered in real life, we can also observe the language variety used by characters in a literary work, one of which is novel, such as F. H. Burnett's *The Secret Garden* (1911). It tells the story of Mary Lennox, a privileged but neglected little girl that has to move in with her wealthy uncle in Yorkshire, England after her parents passed away in India.

Besides Mary, her cousin Colin Craven and her uncle Archibald Craven represent the upper class. The Cravens are a well-off family who own land in the moor, which includes an enormous mansion that is said to consist of more than 100 rooms. They can afford servants, a family doctor, and trips around Europe. One of the servants is Mrs. Medlock, who represents the middle class. She is the head maid who is described as capable and strict. She works right under Archibald Craven and earns a hefty salary due to her skills.

Other characters are Martha, her brother Dickon, and Ben Weatherstaff. These characters represent the lower class. Martha and Ben Weatherstaff work as lower servants in the Cravens' mansion, a maid and gardener, respectively. Dickon is a 12-year-old boy who spends his days playing and helping around. They are described as poor and uneducated.

The conversations in the novel include language varieties due to the change of setting and the new characters with different social status that Mary meets. This makes the novel interesting to study.

However, the standard of a language differs from time to time; what is considered as standard now might be seen as non-standard a hundred years ago and vice versa. This might be the case with this study as the data source was first released in 1911, more than a hundred years ago. I lack sources in which determine the standard English that is used in the early 20th century. Therefore, in this study, I refer to the current standard English as a reference point to differentiate the non-standard. The use of standard or non-standard English can be caused by certain motives or reasons.

Therefore, this study will analyse the standard and non-standard English used by the characters in *The Secret Garden* (1911) and the motives for why one of either is used in relation to their social class as a part of the characters' traits.

1.2 Objectives of the Study

There are several aims of this study, which are;

1. to identify the standard and non-standard English used in the novel
2. to describe the characters' motives on using non-standard English

3. to describe the characters' motives on using standard English

1.3 Previous Studies

There are several theses and academic journals which focus on non-standard English (NSE) that seem relevant to this study. Sulistianingseh (2018) as well as Azzouz and Mouro (2021) studied the NSE that is used among certain groups, affected by social factors. Their studies analysed the AAVE dialect and do not include a comparison between non-standard and standard English. Indarti (2019) and Bengtsson (2021) study the relation of language use to social class based on Ervin-Tripp (1976) and Bourdieu (1986) theories respectively. Their studies do not include much description of the motives in the language choice and only focus on one social class.

Some studies apply Holmes' analytic model to analyse different objects. Sari and Ariyanti (2019) use Holmes' social dimension scales to study characters choice of language styles, while Wilany, et. al. (2018) and Al Fathin (2022) use Holmes' speech function theory, including directives and address forms, to express politeness. However, there is no relation between these studies and the use of non-standard English.

Similarly, several studies have the same object. Nilakandhi (2015) analysed the use of non-standard English in *The Secret Garden* (1911), but only focused on the grammatical features of the Yorkshire dialect. Although the motives on using the dialect is described and there are mentions of social class, the study only focuses on two characters of the novel that represent only the lower class. Cesar (2018) and Rosmarie (2019) also study *The Secret Garden* (1911) but

both do not particularly examine the social class or the language use of the characters.

1.4 Scope of the Study

This study focuses on the identification of standard and non-standard English used in *The Secret Garden* (1911), the motives of using either, and their relation to the characters' social class using Holmes (2013), Azar (1993), Freeborn (1995), and Saunders (1990) theories. The characters referred to here are Mary, Colin, Archibald Craven, Mrs. Medlock, Martha, Dickon, and Ben Weatherstaff. The possible motives include environment, education, degree of solidarity, and politeness.

1.5 Writing Organization

This study is organization into four chapters in accordance to the following structures:

CHAPTER I : INTRODUCTION

The background of the study, objectives of the study, previous studies, scope of the study, and writing organization are covered in this chapter.

CHAPTER II : THEORY AND METHOD

This section is divided into two sub-chapters. The first sub-chapter describes the theories employed in the data analysis. The theory sub-chapter includes: social variations, social dimensions, politeness,

social class. The second sub-chapter details the methodology, which consists of data source, population and sample as well as method of collecting and analysing data.

CHAPTER III : FINDINGS AND DISCUSSIONS

This chapter shows the findings and discussions based on the data.

CHAPTER IV : CONCLUSION

This chapter brings my study to a conclusion and also includes the summary of the entire study.