CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

This study focused on the standard and non-standard English used by characters from various social statuses. Therefore, this chapter's elements include the definition of social variations, social dimensions, politeness, and the social class stratification.

2.1.1 Social Variations

According to Holmes (2013:131), no two people speak in the same exact way; however, similar features of speech may frequently be used by people in the same group. These features may characterize one group and how it differs from another. When people from different groups communicate or interact with their respective identities, their linguistic repertoire may vary.

2.1.1.1 Standard English

As stated in Holmes (2013:78), most standard languages, including standard English (SE), have three key characteristics. First, it is recognized as prestigious as it is developed with social, economic, and political influences. Second, the features of this variety, such as grammar and vocabulary, have been subjected to some degree of codification through, for example, dictionary, which determine the standard form of a language. Lastly, it is mostly used for 'high' purposes, as in education, administration, and government.

Other dialects that differ from SE is considered non-standard, as it does not have the same social prestige. However, it does not particularly mean it is inferior compared to SE.

2.1.1.2 Environment

As mentioned earlier, standard languages, including standard English, are prestigious and influential. It is usually developed in an area that is the center of social, political, and intellectual life (Holmes, 2013:79). In case of standard English, it was first used in London, which was not only where the English court and prestigious universities were located but also where the majority of people, including the powerful classes, lived. In other words, it usually emerges in the urban parts of the country.

However, languages that are used in urban areas are often not used in rural areas. One of the reasons is that rural areas are isolated from the center of politics as well as social and intellectual (Holmes, 2013:61). According to Wardhaugh (2006:139), rural areas are considered "conservative" because rural people use the "older" model of the language, while urban areas are more innovative. Because they are isolated and relatively untouched by outside communities, rural people often do not use the language, such as standard English, that is used by people from urban areas.

2.1.2   Social Dimensions

In an interaction, people's linguistic choices are influenced by a number of social factors, including the participants, the setting, the topic, and the function of the interaction. In addition, there are four different dimensions, which are: social distance, status scale, formality scale, and the referential and affective function (Holmes, 2013:9).

Intimate   Distant

High solidarity   Low solidarity

Scale 1. Social distance

The social distance scale is about the relationship between the participants in an interaction. Our familiarity with someone is a relevant factor when we are choosing the linguistic form to use in our speech.

Superior   High status
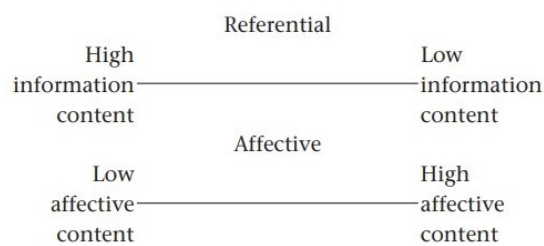
Subordinate   Low status
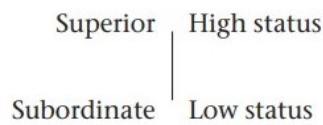
Scale 2. Status

Similar to the previous scale, the status scale is also related to the relationship between the participants of the interaction. For example, a person from a higher status who are entitled to be respected will be addressed with a respectable title as well. Meanwhile, they do not have to use such titles to address people from sub-ordinates in the hierarchy.

Formal   High formality

Informal   Low formality
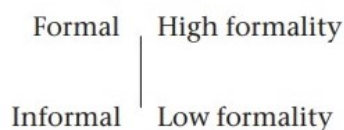
Scale 3. Formality

The formality scale is used to rate the influence of a social setting or an interaction type on the choice of linguistic form. People would use formal language when talking with a bank teller or during a presentation, but would use colloquial language among family or close friends, for example.

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                      Referential
       High                            Low
   information————————————————information
      content                        content
                       Affective
       Low                            High
    affective————————————————————affective
      content                        content
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Scale 4. Referential and affective function

The function scale indicates the topic or purpose of an interaction. Aside from giving objective information (referential), language can also deliver someone's opinion or feelings.

2.1.3 Politeness

To be linguistically polite means choosing the correct linguistic forms to indicate an appropriate degree of social distance or to acknowledge significant status or power differences (Holmes, 2013:274). According to Brown and Levinson (1987:70), people have negative and positive face, and in order to be polite, several strategies such as negative politeness, positive politeness, off-record, and bald on-record can be used.

Act of politeness will avoid risks that can affect someone's face, whether positive or negative, badly (Brown and Levinson, 1987:60). There are three social factors that determine the degree of politeness: the social distance between the

people of the interaction, the difference in power held by the people of the interaction respectfully, and the scale of imposition that might happen. The further the social distance and the greater power difference as well as the potential imposition, the more politeness is needed (Brown and Levinson, 1987:76-77).

Similar to Brown and Levinson, Holmes also divided politeness into the positive and negative types. However, the types are more closely related to solidarity and status differences rather than someone's wants. According to Holmes (2013:285), positive politeness emphasises on solidarity, which means non-polite forms can be used to show intimacy as well as minimize the status differences. Meanwhile, negative politeness focused on the use of forms according to the social relation condition and respecting status differences.

As being the inappropriate forms can be deemed as rude, it is important to choose the appropriate linguistic forms to offer politeness, for example using the correct modal auxiliaries, such as *could*, *may*, *might*, or *would* to make a polite request of permission (Azar, 1993:69). Other than that, there are other linguistic forms that need to be appropriately chosen, such as directives and address forms.

2.1.3.1 Directives

Directive is one of the functions of speech, along with expressive, referential, metalinguistic, poetic, and phatic functions. It is applied to make the addressee of the conversation to do something (Holmes, 2013:277). The firmness of the directive is determined by the form used; it could be a suggestion, a request or an invitation, or even a command:

Sit down. **Imperative**

You sit down.

Could you sit down?   **Imperative with modal verb**

Sit down, will you?   **Imperative with tag**

I'd like you to sit down.   **Declarative**

You'd be more comfortable sitting down.   **Declarative**

A command usually comes in the form of an imperative, while a directive that is meant to be more polite often makes use of the interrogative or declarative form. However, in a conversation (especially verbal) this will be greatly influenced by the intonation, tone, and context of the interaction (Holmes, 2013:277).

In general, the imperative form is used among people who are close, or by a person with higher hierarchy to a person with lower hierarchy. On the other hand, interrogative and declarative forms are used by people that are not familiar with each other, if the use of directive is not a part of the routine, or by a person with lower hierarchy to those who are higher (Holmes, 2013:281).

2.1.3.2 Address forms

Forms of politeness varies in different regions, however, in Western communities before the 21st century, status is the main consideration (Holmes, 2013:288). Generally, people use title and last name (TLN) or the appropriate kin-term towards a superior, and first name (FN) towards subordinates, no matter how close their relationship is. This is because typically, solidarity is only relevant when they share the same status; the use of TLN means the relationship is not close, and FN means the relationship is close. The alternative is addressing forms

like *madam* or *sir* for superiors and last name (LN) for subordinate. However, as social interaction is not static, a subordinate can address their superior with less polite forms because of the degree of solidarity (Holmes, 2013:288).

2.1.4 Social Class

There are layers of different social groupings, for instance, upper-class upon middle class upon lower-class. One social group has access to more economic resources and stands in a position of high esteem where they can command other social groups (Saunders, 1990:2). The layers of social class are called social stratification.

The first theory regarding social stratification is by Marx (in Saunders, 1990). According to Marx (in Saunders, 1990:10), stratification centres on socio-economy and capitalism, where society is divided into the *bourgeoise*, which consists of industrialists, financiers, merchants, and landowners who own businesses and lands where the *proletariat* class has to work in order to earn wages. Other than those main classes, there are also groups that stand in different strata that are evidence of historical periods, such as the aristocracy in England (Saunders, 1990:15).

Opposing Marx's theory, Weber's theory (in Saunders, 1990) uses a more multidimensional and modern approach. Stratification does not have to do with only the socio-economic class but emerges because of wealth, prestige, and social power (Weber in Saunders, 1990:20). The upper-class consists of people who have property income and the privileges of education. On the contrary, lower-class people do not have both. Different than the two main classes of Marxist theory,

Weber theory includes the middle class, which comprises those who own some property but have little education or who own no property but make a high income due to their skills and education (Saunders, 1990:23).

Lower-class people generally struggle with poverty. They don't possess wealth and cannot enjoy the same goods and services as the upper-class. Therefore, they cannot access decent education (Saunders, 1990:42). The difference in education contributes to the language used by different social classes.

As stated before, SE is socially prestigious and is used in the education system (Freeborn, 1995:2). Someone from a higher social class is capable of a higher education, and from their prestigious schools they learn to speak using received pronunciation (RP), more sophisticated vocabulary, and 'correct' grammar. On the other hand, most lower-class people tend to use NSE that is received at home (Holmes, 2013:140-141).

2.2   Methodology

In writing this study, I applied a descriptive qualitative approach, as this study intends to describe, identify, and observe the research object. The data was collected in the form of word, phrases, or conversations. The data was then examined using the theories of Holmes (2013), Freeborn (1995), Azar (1993), and Saunders (1990).

2.2.1   Data, Population, Sample, and Sampling Technique

I took the data from *The Secret Garden* (1911) novel. The population used in this research was utterances in SE or NSE spoken by characters Mary, Colin,

Archibald Craven, Mrs. Medlock, Martha, Dickon, and Ben Weatherstaff in the novel. Purposive sampling was used to choose the utterances of mentioned characters mainly when they are speaking to each other. This was because the mentioned characters are described to come from different social classes and most of them are native to the region mentioned in the novel.

2.2.2 Method of Collecting and Analysing Data

In order to collect the data, I first read the translation version of The Secret Garden (1911), published by Gramedia in 2010 to understand the context of the story fully. Next, I examined the e-book version in English which I downloaded from the site www.gutenberg.org to obtain the appropriate data. The annotated data were then divided into two groups: those in SE those that have probability to be in NSE. The data was collected in a Microsoft Excel file. I also observed the narrator discourse in the novel to mark the clauses which may display the characters' motives on using SE or NSE and the evidence of their social class.

As to analyse the data, the steps include:

1. I inspected the data that are already divided based on SE or NSE. The data are further categorized based on the speaker and the hearer of the utterances, their social status, and their social distance.

	A	B	C	D	E	F	G	H	I	J	K
1	Utterances	Langua	eech Fu	Sp	Hr	Sp_Stat	Hr_stat	cial Dist	Left	KWIC	Right
139	v	NSE	DR	Dickon	Mary	Low	High	Intimate	"Don't tha' move,		it'd flight 'em."

Figure 1. Sample Template

Here, in line 139 the utterance "Don't tha' move, it'd flight 'em." was spoken in NSE (col 2), however, only "**Don't tha' move**," incorporate directive (col 3), therefore, it became the keyword in context (KWIC) in column 10, and the rest was put in column 11. The speaker of this utterance is Dickon (col 4) and the hearer is Mary (col 5). The speaker social status is low (col 6) and the hearer social status is high (col 7), however, their social distance is intimate with each other (col 8).

2. The data were analysed with the theories used to interpret the composing elements of clauses, using the filter feature of MS Excel.

3. I inspected the NSE data to identify which grammatical and vocabulary features exactly differ from present-day SE, mainly using Azar (1993) and Freeborn (1995) theory.

4. I examined the data to identify characters' motives on using SE and NSE, whether it's due to the environment, education, solidarity, or politeness mainly using Holmes (2013) theory, and whether the motives have any relation to their respective social class using Saunders (1990) theory.