

**THE ANALYSIS OF DIALECT LANGUAGE SOCIETY RELATIONSHIP  
IN VI-B EVENING CLASS**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirement  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By :**

**RINI SASMITA**  
**NPM : 1302050352**



**FACULTY OF TEACHERS TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 25 April 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Rini Sasmita  
NPM : 1302050352  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Dialect Language Society Relationship in VI-B Evening Class

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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( ) Memperbaiki Skripsi  
( ) Tidak Lulus

**PANITIA PELAKSANA**

Ketua

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Syamsuyurnita, M.Pd

**ANGGOTA PENGUJI:**

1. Habib Syukri Nasution, S.Pd, M.Hum
2. Halimah Tussa'diah, SS, MA
3. Dr. H. Muhizar Muchtar, MS

1.

3.

2.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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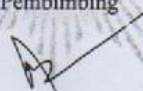
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N.P.M : 1302050352  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Dialect Language Society Relationship in VI-B Evening Class

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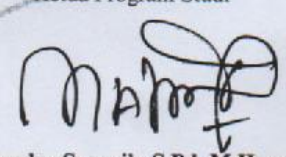
  
Dr. H. Muhizar Muchtar, MS

Diketahui oleh:

Dekan

Ketua Program Studi

  
Dr. Elfrianto Nasution, S.Pd., M.Pd.

  
Mandra Saragih, S.Pd, M.Hum





## **ABSTRACT**

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This study deals with the analysis of dialect language society relationship in VI-B Evening Class. This research was conducted at VI-B Evening Class. The objective of study was to find out what dialect used by the students in VI-B Evening Class and to find out what factors influence the dialect. To make clearer, a research needs the scope and limitation. It is aimed to make a research more focus. In this study, the researcher limited dialect only 2 (two) dialects namely Javanese and Bataknese. This research used descriptive qualitative. Qualitative research is a method of inquiry employed in many different academic disciplines, including in the social sciences and natural sciences, but also in non-academic contexts including market research, business, and service demonstrations by non-profits. The reason for choosing this class because the researcher ever mad the interview and observation in this class and it is found that the students' dialect in English are still obvious, and it influences the students' way of communication in English. The population of this research was taken from the students' academic year 2016/2017 of VI-B Evening Class, English Department, UMSU, Sumatera Utara, which consists of 26 students. The sample in this research was 13 students. From the research it was found that The ethnique has important role in making dialect in English. Most of Batak person make powerful and loud sound when they speak English because they are influence by their mother tongues. Meanwhile, Javanese people always utter weak sounds that seem that they speak so soft. Many of students are difficult to spell /ð/ in 'the'. Many of students are difficult to spell /z/ in 'friends.

**Key Words : Dialect, Society Relationship.**

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The researcher,

**Rini Sasmita**

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

As a social creature, human cannot live alone; someone needs other persons to help him exist. That is why a person needs to interact with other people where communication must be involved in. Communication will always deal with language. Through language, someone can express his feelings, needs, emotions, and also share some information with others. Lehmann (1983:1) states that language provides the means for people to take their place in the society, to express their desire and convey information, to learn about other people and the world around them. Language can also show someone's identity as everyone speaks differently. Holmes stated that people use language to signal their membership of a certain group. Social status, sex, age, ethnicity, and other social networks people belong to become important dimensions of identity in most of communities (1992:133).

In having interaction with others through speaking, someone may have different accent and also different choices of vocabulary and grammar. It is the language variety where dialect is included inside. As stated by Holmes (1992:9): "A variety is a set of linguistics forms used under specific social circumstances which includes different accents, different linguistic styles, different dialect, and even different languages which contrast with each other for social reason."

Someone's social status influences his dialect. The dialect of each person is different according to some variables including occupation, level of education,

income and residency with ranked levels within each variable. The one who has higher social status is considered has more standard dialect than the person who has lower social status. As stated by Holmes (1992:144): “Dialects are simply linguistics varieties which are distinguishable in vocabulary, grammar and pronunciation; the speech of people from different social, as well as regional, groups may differ in this way.” This statement is also supported by Wolfram & Christian (1989) in their book, *Dialect and Education*, which states: “Many social factors are also responsible for much of diversity in ways of speaking. Class, status, and ethnic distinctions in our society are often reflected in language differences.”

However, to communicate with others, language is not only used orally, it can also be used in written form. People use written language to express their ideas and process them to become literature products. According to Tanner, literature may cover many aspects in a society. People can find the explanation of thoughts, behavior or values of one society, which is presented in a written form. People then considered the written language as a system and product (1998:2).

Based on the observation, the researcher found that many of students do not know how to use dialect. Many of students are influenced by their own dialect. Based on the description above, the researcher are interested in making a research entitled: **”The Analysis of Dialect Language Society Relationship in VI-B Evening Class”**.

## **B. Identification of the Problem**

Based on the background of study above, the identification of the problem was given as follows:

1. Many of students do not know what is a dialect.
2. Many of students are influenced by their own dialect.
3. Many of students do not know the difference of dialect.

## **C. The Scope and Limitation**

To make clearer, a research needs the scope and limitation. It is aimed to make a research more focus. The scope is language variation. In this study, the researcher limited dialect only 2 (two) dialects namely Javanese and Bataknese.

## **D. The Formulation of the Problem**

The formulation of problem was given as follows:

1. What dialect are used by the students in VI-B Evening Class?
2. What factors influence the dialect?

## **E. The Objectives of the Study**

The objective of study was given as follows:

1. To find out what dialect used by the students in VI-B Evening Class.
2. To find out what factors influence the dialect.



## **F. The Significance of the Study**

### 1. Theoretical

As theoretical, this research can expand or add knowledge for students of language in dialect.

### 2. Practical

- a. For researcher, as a reference for other researchers who want to research the similar field.
- b. For teacher, to give input to teachers to teach sociolinguistics.
- c. Students or readers in college who study English deeper especially in sociolinguistics.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Sociolinguistics**

The term 'sociolinguistics' is first used in 1952 and the sociolinguistic research began its actual use in 1964. Although this discipline is formed in the late 1950s, there are initial problems with terminology and it used to be called Sociology of Language, Social Linguistics, Anthropological Linguistics, etc. In this regard, Spolsky, B. (1998:3) states: It is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live.

Spolsky feels that Sociolinguistics studies the relations between language and society. Therefore, the social structure and the users of the language both play significant roles.

The study of Sociolinguistics has a long history of more than nine decades. Different sociolinguists have been working on this discipline. In the 1930s, the Indians and Japanese first studied the social features of language; but at the same time a Swiss linguist, Gauchat also studied these features. However, the West did not pay much attention to these features until late in the twentieth century. Sociolinguistics in the West first emerged in the 1960s and is initiated by linguists such as William Labov in the USA and Basil Bernstein in the U.K.

William Labov (USA) is known as the father of Sociolinguistics. He introduced the quantitative study of language variation. It has shaped the science

of sociology of language into an authority that Sociolinguistics might be considered as dependent on sociology. Most of the sociolinguists regard themselves as linguists and attempt to find out regular correspondence between linguistic and social structure. Trudgill Peter (2000:25) introduces Sociolinguistics as: “A relatively new sub-discipline within linguistics.

It is developed in the last seven to eight decades of the 20th century. According to R. A. Hudson, (2007:1) Sociolinguistics can simply be defined as:

‘the study of language in relation to society’

Spolsky, B. (1998:3) explains it as: ‘the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live’.

The above definitions by the expert sociolinguists indicate that Sociolinguistics is known as a branch of study that assumes that human society is made up of many related patterns and behaviors, some of which are linguistic. In other words, Sociolinguistics is considered as the study of language in relation to social factors, such as, social class, educational level, age, gender and ethnic origin. Language does not exist in a vacuum and it is a social phenomenon. It is, therefore, assumed that the structure of a society has some impact on the language of the speakers of that society. Halliday, one of the linguists also holds the same opinion.

Sociolinguistics being the study of language in use, throws light on the relationship between language and society. Its main concern is to address

linguistic variation across the social groups and range of communicative context in which women and men form their linguistic utterances or their discourse.

The sociolinguists study how language is built, moulded and remodeled in the speech of everyday life. They also examine how the language reflects and creates the social realities of life. Sociolinguistics studies linguistic expression precisely as it is surrounded in its social and situational contexts. It attempts to explore the interrelationship between language use and society. Most of the growth in sociolinguistic studies took place in the late 1960s and early 1970s.

The main concern of sociolinguistic study is to examine associations between language use and social structure. Sociolinguistics is concerned with describing language use as a social phenomenon. It tries to present major relations between language and society, following the equivalent questions of what language contributes to making community possible and how communities shape their languages by using them where possible.

The discipline, Sociolinguistics, is of very recent origin. However, there is a long convention of the study of dialects and in the general study of the relations between word meaning and culture, both of which count as sociolinguistics by definition. Joshua A. Fishman (2001:152) thinks: Sociolinguistic perspective has enabled researchers to document and to measure a hitherto overlooked type of variation in language use and language behavior.

According to the above mentioned views of the sociolinguists, it is observed that Sociolinguistics is the study of language in its social contexts and

the study of social life through linguistic behaviour. Therefore, it is necessary at this juncture to juxtapose Linguistics and Sociolinguistics.

Linguistics is the scientific study of human language. Linguistics is largely separated into three subfields of study: language form, language meaning, and language in context. The first subfield of linguistics is the study of language structure, or grammar. This studies the system of rules followed by the speakers (or hearers) of a language. It includes morphology (the formation and composition of words), syntax (the formation and composition of phrases and sentences from these words), and phonology (sound systems). Language meaning is the denotative study of meaning of words, phrases and idioms which is known as semantics. Language in context is studied in pragmatics.

Linguistics in broader context comprises evolutionary linguistics, which considers the origins of language and historical linguistics which discovers language change. Sociolinguistics studies the relation between linguistic variation and social structures also. This phenomenon is known as a diachronic study of language.

Although linguistics is the scientific study of language, a number of other intellectual disciplines are relevant to language. Semiotics, for example, is the general study of signs and symbols both within language and without. The terms, Linguistics and Sociolinguistics are referred to as separate concepts in this study. Sociolinguistics approaches language as an open system, which interacts with a variety of factors. Radford Andrew (1997:4) in this regard, opines: “The concern of the theoretical linguist is to devise a theory of grammar.”



He also implies that the core purpose or function of the theoretical linguistics is simply to create a notion of language structures. Linguistics differs from sociolinguistics in unfolding only the structure of language, with the omission of the social contexts in which it is learned and used.

Sociolinguistics as seen above is a part of the study of language. Sociolinguistics throws light on the nature of language in general. It also highlights uniqueness of some particular language. It throws light more on both the nature of language and the nature of society.

Sociolinguistics also studies certain social variables, such as age, culture, ethnicity, religion, social status, gender and level of education. In addition this, they study how creation and implementation of these rules is used to classify individuals in social class or socio-economic classe.

The Sociolinguistics comprises the study of sociolects'. It is observed that the higher is the social class, the less is the difference. The differences in language use between diverse social classes can be studied with the help of the linguistic expressions used by the characters. An attempt is made to elaborate these terms and concepts in view of the sociolinguistic study.

However, one similar example is given below from a book of a known linguist. Trudgill, P. (2000:23) gives the following example:

**Speaker A**

I done it yesterday.

He aint got it.

It is her said it.

**Speaker B**

I did it yesterday.

He hasn't got it.

I t is her that said it.

With reference to the above example, it is seen that any native speaker of English would guess that speaker A is likely to be of a different social class than speaker B. The differences in grammar between the two examples of speech are referred to as differences between social class dialects or sociolects. Trudgill analyses the grammatical modifications between these speakers and their connection to social background. He adds that phonetic and phonological differences are natural in spite of the fact that they may not be obvious in print.

As Sociolinguistics is the study of the relationship between language use and the structure of society, it considers factors such as the social background of both the speaker and the addressee; their age, gender, social class, ethnic background, the relationship between the speaker and addressee, and the context and manner of the communication. Sociolinguistics, being a quickly developing branch of linguistics, explores the individual and social difference of language. Just as regional variation of language can provide a lot of information about the place of the speaker. Social variation represents the roles fulfilled by a given speaker within one speech community or geographical region.

The social background of both the speaker and the addressee; their social class, education, geographic origin, ethnic background, gender and age are necessary factors to be studied in order to understand the language. These factors influence the language of the speakers. In view of this, an attempt is made to throw light on the study of these factors as below.

Sociolinguistics is studied in relation to the Sociology of Language. Different views of linguists and sociolinguists are considered to assist the research

work. They add more to the justification of the discussion of various sociolinguistic terms and concepts.

Sociolinguistics focuses on nature of the language in general or it highlights the characteristics of some particular language.

The main difference between Sociolinguistics' and 'Sociology of Language' is one of the perspectives: the former focuses on the society's effects on language and the latter focuses on the effects of language on society. In this regard Petra Jesenska (2010:7) opines: Sociology of a language is the study of language policy and planning, language change, language birth, maintenance, language shift and death, pidgins and creoles, monolingualism, language choice in bilingual or multilingual nations, diglossia etc.

The author means the sociology of language focuses on the entire range of topics related to the social organization of language behavior, including not only language usage as such but also language attitudes and obvious behavior towards language and language users. According to the sociolinguists, the way people use language discloses information about their social background. Trudgill (1995) speaks about two aspects of language behavior that have a social measurement: the first is the role of a language in establishing relationships between people and the second is the role of language in conveying information about people's background. Richard Hudson (2007:4) also affirms in this regard: The study of society in relation to language defines what is generally called the sociology of language.' It highlights that both the society and the language are inseparable

factors language and society are connected to each other. The sociolinguists have accepted that language cannot exist and develop outside society.

The development of language is ultimately stimulated by the needs of social development. However, the contrary is also true, as they continue to affirm that human society cannot do without language as the most important, most perfect and universal means of communication, formation of thought and accumulation and transmission of expression.

Therefore, both Sociolinguistics and Sociology of Language suggest a bi-disciplinary approach.

### **1). Social Class or Social Context**

Social class is the position of the speaker in the society, distinguished by the level of education, parental background, profession and their effect on syntax and lexis used by him/her. The social context is the register of the language used depending on varying situations, formal language in formal meetings and informal language during meetings with friends and relatives. Social class or social context of the speaker plays a significant role in creating impact on the language of the speaker. The higher is the social class the better is the language of the speaker.

### **2). Education**

Education is a sociolinguistic factor that influences language of the speaker. It is found that an educated person uses a more standard form of language than that of an uneducated person. An uneducated person is bound to use borrowings, unusual spellings, pidgin words, code switching and code mixing in

his/her language. Thus, education causes variation in the use of language of the user.

### **3). Ethnicity**

Ethnicity, as is observed, creates a great impact on the language and brings the language in the process of variation. It is the difference between the use of a given language by its native speakers and other ethnic groups. Carmen Llamas and others (2007:82) point out: Ethnic varieties may serve a full range of symbolic social roles and functions from making relations of social dominance and subordination to constructing and negotiating individual and group identities. It is evident that people belonging to different ethnic groups are bound to observe variations in their language if they are living together as a single speech community.

### **4). Gender**

Gender causes differences in patterns of language use between male and female such as quantity of speech and intonation patterns. Male are found more tough or rough and commanding than female in their use of language. On the contrary, female are tender and more affectionate than male. Female language is more conservative than male language. Phonetic form is also found to be different.

### **5). Age**

The influence of age of the speaker on the use of vocabulary, grammar complexity and also variation in pronunciation is observed. The difference is



noticed while presenting innovations, tendencies to language changes and shifts are more marked in young generations such as coinages, clippings and foreign words. Older people are generally found to be linguistically more conservative.

## **2. Language, Society and Culture**

The terms language, society and culture and their interrelation are discussed below. This interrelation causes the variation in the language. It is studied how the variation in language are used by individuals. It is explored so far that language is a social-cultural-geographical phenomenon which is related to the target of the research work. The role of the social class or social context is discussed in the earlier part. An attempt is made to throw light on the other aspect, culture. R. A. Hudson (2007:78) describes the term culture‘ in the following manner: Culture may be defined as the kind of knowledge which we learn from other people, either by direct instruction or by watching their behavior.

It means that every individual is related to other people and society in creating culture. Language of an individual and that of the others play a significant role in this process. The same culture influences language of the speakers causing variations in their language. Sir Aurobindo (1980:3) asserts his view in this regard: The culture which gives up its living separateness, the civilization which neglects an active self-defense will be swallowed up and the nation which lived by it will lose its soul and perish.

This assertion shows that there is a strong relationship between language, culture and society. Man being a social animal lives in the society only with the help of language. Culture binds the people of the nation together. People acquire

and use language for their survival and happiness. The study of any language is the study of its Dialects, Sociolects. It is, therefore, observed that the geographical and cultural area in which the language is spoken, the culture and the society in which it is used, the speakers who use it, the listeners for whom it is used, and the purpose for which it is used play vital roles. The linguistic components that compose it are equally important. This makes the study of a language complete and comprehensive.

It is seen that the sociolinguists feel that the language needs to be taken not only from within but also from without and the study of language from the point of view of both form and function.

Therefore, language variation generally creates a part of sociolinguistic study. Language can change, not only from one individual to the next, but also from one sub-section of speech community such as family, village, town and region. to another. People of different age, sex, social classes, occupations, or cultural groups in the same community display disparities in their linguistic expressions. Thus, it is stated that language varies according to geographical, cultural and social space.

Sociolinguistics mainly studies the speech functions according to the speaker, the hearer, their relationship and contact, the context and the situation, the topic of discourse, the purpose of discourse, and the form of discourse. It also studies the causes and effects of linguistic behavior in human societies. It concerns with the functions of language. As Saussure affirms that there is an absolute relation between language and culture, the study of language with its

different varieties is the subject matter of Sociolinguistics. It studies the varied linguistic realizations of socio-cultural meanings which in a sense are both familiar and unfamiliar and the occurrence of everyday social interactions which are nevertheless relative to particular cultures, societies, and social groups, speech communities, languages, dialects, varieties and styles.

There are some other varieties such as Pidgin and Creole, which are developed due to the cultural pressure and are used as working solution to the communication problem between two divergent speech communities that come in contact for specific business purposes.

### **Pidgin**

Pidgin is an odd mixture' of two languages. It is a simplified language derived from two or more languages. It is also known as a contact language developed and used by people who do not share a common language in a given geographical area. It is used in a limited way and the structure is very simplistic. Since it serves a single simplistic purpose, it usually dies out. However, if the Pidgin is used long enough, it begins to evolve into a more rich language with a more complex structure and richer vocabulary which is known as Creole. In the process of pidginization, languages mix up oddly. From morphemes to sentence structure, everything reduces and mingles strangely. Most of the present pidgins have developed in European colonies. According to Crystal David (2006:346): A Pidgin is a system of communication which has grown up among people who do not share a common language, but who want to talk to each other, usually for the reasons of trade.

Such languages, according to him, typically have a limited vocabulary, a reduced grammatical structure and a narrow range of functions. Crystal goes on to say that those Pidgin languages are much simpler, grammatically, vocabulary-wise and function-wise, compared to the languages they arose from. They are not the first language of any people, but they still serve as a main means of communication for millions of people. According to Adrian Akmajian, Richard A. Demers and others (1996:280) the important properties of pidgins are: The pidgins have no native speakers but is used as a medium of communication between people who are native speakers of other languages. The pidgin is based on linguistic features of one or more other languages and is a simplified language with reduced vocabulary and grammatical structure.

### **Creole**

Creole has its own history. The term creole comes from French *créole*, which is similar with the Spanish term *criollo* and Portuguese *crioulo*, all descending from the verb *criar* ("to breed" or "to raise"), ultimately from Latin *creare* ("to produce, create") The specific sense of the term is coined in the 16th and 17th century, during the great expansion in European maritime power and trade.

A Creole language, or simply a Creole, is a stable natural language developed from the mixing of parent languages; Creoles differ from Pidgins. Once the Pidgin has evolved and has acquired native speakers, it is then called a Creole. The children learn the Pidgin as their first language. Pidgins are believed by scholars to be necessary precedents of Creoles in that they have been nativized by

children as their primary language, with the result that they have features of natural languages.

A few examples are: Hawaii Creole English and TokPisin, Bislama. The major difference between Pidgin and Creole is that former has no native speakers but the latter have. In fact, when children of any community acquire any pidgin, it becomes Creole. At that time, it develops its new structures and vocabulary. In other words, when a pidgin becomes lingua franca it is called Creole.

Creoles are used in the Caribbean, Haiti, Mauritius, Papua-New Guinea, St. Helena, The Soloman Islands and the New Hebrides. Black vernacular English of America is also a creolized language with its varieties in Liberia and the Dominican Republic.

It is, therefore, observed that language and culture are complementary to each other. Both language and society cannot live without each other. Language varieties occur due to cultural and social needs rather than inter lingua pressures. Even language of an individual varies from one speech situation to another. There are different levels of formalities within a language and their use depends on the speaker's purpose, mode and audience. Moreover, it also varies due to socio-economic position of the individual or group. This variation of language with social difference makes this notion powerful.

### **3. Linguistic Variation or Language Variation**

These terms are related to the objectives of the research. Therefore, an attempt is made to explore them. It is already discussed that Sociolinguistics is the descriptive study of the effect of various aspects of society, including cultural

norms, expectations, context, the way language is used, and the effects of language use on society.

It is studied how language varieties differ between groups separated by certain social variables such as ethnicity, social status, gender, level of education and age and how creation and adherence to these rules is used to classify individuals in social or socioeconomic classes. As the usage of a language differs from place to place, language usage also varies among social classes. It is these sociolects that Sociolinguistics studies. This shows that language variations occur due to the social variables such as a language of a child differs from the language of an adult or an old person, females speak differently from males, and an uneducated person speaks a substandard language while an educated person speaks a standard form of language. These variations are found at the levels of phonology, morphology and syntax.

It is observed that changeability is experienced everywhere in any language, from the unique details in each production of a sound or sign to the auditory or visual processing of the linguistic signal. The fact about human communication appears to be the demonstrated ability to normalize the inherent variation within every spoken or signed message in processing the linguistic signal.

Though language variation is persistent and universal, it is not all equally interesting, even to those who focus on the systematic nature of language variation. For example, there is considerable difference in speech production related to the physical make-up of an individual speaker or signer such as

differences in vocal tract size in spoken language or differences in the size of the hands and body used while signing.

Generally speaking, interest in language variation focuses on differences that have some social significance in terms of group behavior rather than personal peculiarities, though socially meaningful aspects of individual speaker performance are of interest to those interested in language variation. According to Chambers, J. K. (2004:28): Major social factors which affect human behavior and speech are class, sex and age. They decide the roles in society. Men, women and children frequently speak in a different way in society.

The above quotation explains how the social variables like social class, education, age, sex and ethnicity play a significant role in creation of varieties of languages. It is observed and judged by speech as well as action that women, being determined by social evaluation, are more aware of the language use than men are. Labov (1991:243), expresses his opinion in this respect: In careful speech, women use fewer stigmatized forms than men, and are more sensitive than men to the prestige pattern.”

Besides this sentiment, he affirms that women are prejudiced by public opinion and therefore, speak with this consciousness. He further states that they experience that their speech and language help them to impress others.

Referring to age as a social factor in language and linguistic differences, apart from dialect, Bernstein, B. (1971:37), considered differences in working class and public school educated children in Britain. He remarked in his research:

Normal communal environments develop non-Dialect linguistic differences and that they may be distinguished by forms of speech.

This difference is mostly marked where the gap between socio-economic levels is very large. The deciding factor may be education, since the deterioration lines used in his research of public school educated children are more similar than among working class children. He explains that the difference arises because of organization of the two social levels. He denies that education or 'measured intelligence' plays any role.

Intelligence, according to Bernstein, empowers the speaker to exploit the possibilities symbolized by socially determined forms of language use. A given population may contain numerous types of speech or language variation, characterized by a specific age range, age-graded variation, and indications of linguistic change in progress.

It is further observed that the Linguistic Variations or Language Variations work for enhancing the own cultural identity, identifying with each other, excluding others, and invoking feelings of fear or admiration from the outside world. Whereas, not entirely based on age, it does apply to all individuals within that age group in the given community.

The syntax and syntactic variations are important aspects of Sociolinguistics. Syntax is the structure of sentences, whether written or spoken. A difference occurs according to several factors related to a society and most particularly to the speaker. For instance, an educated speaker ordinarily follows syntactic rules and a less educated one has an option to do so.



#### **4. Dialect**

How do people define the term 'dialect'? It is known that any two people surely have differences in their way of talking, though they are from the same dialect area. Dialect is a way of speaking in which people will find it hard to understand or hear what someone else says even if it is his own language. A simple definition will say that dialect is a various different forms of the same language. In common usage, a dialect is a substandard, low status, often rustic form of language, generally associated with the peasantry, the working class, or other groups lacking prestige. Charles W. Kreidler (1995) explained that when people who have the same native language can understand one another and at the same time notice consistent differences in each other's speech, it means that they speak different dialect of the same language. It means that different dialects will produce the consistent differences. It can be said that when there is only a little or inconsistent difference, there is no different dialect. But it must not always true.

We know that anything can be learned and adopted. With a deep science and experiences, people will imitate or adopted other's language or dialect. It is easy to see that all speakers are the speakers of at least one dialect. A standard English dialect, for example, is just as much a dialect as any other form of English, and it does not make any kind of sense to suppose that any one dialect is in any way linguistically superior to any other (J.K. Chambers and Peter Trudgill, 1980). It is clear that the definition of dialect depends on a number of criteria, some overlapping, and inconsistency.

The term, Dialect is used to describe a variety of language that differs in grammar, lexis and pronunciation from others. Moreover, each member of the community has a unique way of speaking with the life experience, education, age and aspiration.

The term Dialect as it can be used to describe differences in speech associated with various social groups or classes. There are social as well as regional dialects. Dialect is associated with the regional, temporal or social variety within a single language with differences in pronunciation, grammar and vocabulary from the standard language.

The Dialect describes a language variety where a user's regional or social background appears in his or her use of vocabulary and grammar. The study of Dialect has traditionally been centered on the speech habits of social groups who differ from the rest of the community in engaging a system which is clearly distinguishable from the 'standard', the variety normally described by the 'pure' linguist.

A technical difference between language and Dialect is that a Dialect is a different form of the same language. It has the same alphabet and grammar as the language but the pronunciation and usage differ from the original language.

## **B. Conceptual Framework**

Sociolinguistic is concerned with investigating the relationships between language and society with the goal to understand the structure of language and of how language functions in communication. Hudson R. S has described sociolinguistics as the study of language in relation to society (1996: 4). In other

words, sociolinguistics learns about language and society in order to find out as much as the people can know about what kind of things language is. Holmes (in Wardhaugh, 2002: 11) says that sociolinguistic provides a motivated account about the way language is used in community and of the people choice when they use language. For example, when people observed how varied language use is, they must search for the causes. They must be prepared to look into various aspects of the possible relationships between language and society. It will be quite obvious from doing so that creational studies must form a significant part of sociolinguistics work

Based on the theories above, the writer has a view about sociolinguistics that focuses on the usage of language in relation to society. It also compares and examines the languages used in different ethnics, groups, professions and even ages. It means that sociolinguistics discusses about all aspects of social language, such as dialects, especially for variation in language.

### **C. Review Related/Relevant Research**

According to Ike Handayani (2007) researched about Language Attitude of Young Madurese People in Surabaya toward Madurese, Surabaya, and Jakarta Dialects. She focused on how the young Madurese who lived in Surabaya reacted to the three different dialects spoken in their living environment. Wardhaugh Ronald (2006:43) mentions variations between the two. First, he suggests: Social structure may influence linguistic structure and behavior. As an example, he uses the difference in language between children of different ages and between children and adults. It is stated that being imitative and formative, children's English from

an early age is mostly an attempt to imitate their parents and older siblings, or vice versa.

Standard language and the non-standard dialects are associated with those languages. Standard French and Standard English, for example, are varieties of French and English those have written grammar books, pronunciation and spelling conventions. These are promoted by the media and other public institutions such as the education system and are considered by a majority of people to be the correct way to speak these two languages. Non-standard varieties are often considered to be lazy and have ungrammatical forms. They are mostly used by the uneducated people, working class or rustic people. Sociolinguistics is considered as the field of studies of Dialect. It assumes that human society is made up of many related patterns and behavior, some of which are linguistic patterns. Language is generally professed as a device to communicate meaning but, as a device of communication, it also forms and maintains social interactions.

Spolsky (1998) gives the example of a mother-child relationship, owner of the farm and worker, landlord and servants. Nevertheless, it is pointed out that the cause of this exchange is maintaining a personal bond. People in a society normally belong to different circumstances but need to communicate with each other. It is due to this variation, there are distinctions in the language. For example, there is Standard American English and Black American English, used by the Negroes in the US.

Trudgill (2000) highlights this concept by explaining the two aspects of language. According to him, first, it establishes the social relationship and second,

it identifies the speaker. 'Dialect' is more specifically regional than a 'jargon', which refers to rural speech or to a very select group of speakers. Dialects have wider geographical circulation than a jargon. In most cases, the group speaking the jargon consists of lower class or lower level speakers. One may talk about a middle-class dialect but not, apparently, about a middle-class jargon. Therefore, although nobody objects to 'regional dialect' and to 'village jargon' the same may not be true of regional jargon.

It is observed that Sociolinguistics focuses on other sources of variation. Class and occupation are among the most important linguistic indicators found in society. The class and language variety are related to each other. Several sociolinguists have indicated that members of the working class tend to speak less standard language, while the lower, middle and upper middle class speak closer to the standard language.

William Labov discovered in the 1960s that social ambitions influenced speech patterns and it is a feature of class aspirations too. To put it in other words, in the process of wishing to be connected with a certain class, usually the upper class and upper middle class people who are moving in that direction socio-economically adjust their speech patterns to sound like them.

It finds that when a certain member of a lower class desires to fit into a higher class, he will attempt to speak like those in his anticipated social group. However, it is pointed out that people dropping from a higher class to a lower class behave in a similar manner. Very few persons in a modern society freely imitate the lower class, except as a sneer. On the contrary, the lower class wishes

to raise to a higher class and tries to imitate it. In order to refer to the relationship of language and society, two opposing theories of language which study both standard and non-standard language are available.

The theorists are: Basil Bernstein (UK) and William Labov (US). Bernstein has been considered a promoter of 'language deficit' or a deficit theorist, while Labov is an opponent thereof. He makes a difference between 'elaborated code' used by the middle class and the 'restricted code' used by working class. According to him elaborated code has complex grammar and it is accurate but restricted code is grammatically simple.

According to William Labov the non-standard varieties like the so called restricted code are rule-governed systems in their own right. In other words, he says that non-standard varieties are different but not lacking. Labov shows through his samples of speech that speakers of non-standard varieties like Black English are capable of complex, logical, symbolic and expressive speech. As mentioned by Adrian Akmajian, Richard A. Demers and others(1996:259): No human language is fixed, uniform, or unvarying; all languages show internal variation. Actual usage varies from group to group, and speaker to speaker, in terms of the pronunciation of a language, the choice of words and the meaning of those words, and even the use of syntactic constructions.

John Lyons (1977: 35) states: In general, the standard languages of various countries have originated in the dialects' spoken by the socially- dominant or governing classes in those countries. These opinions of the linguists and sociolinguists show that language expresses the individual's situation in

relationship with others, for social adherences. In addition, people use language to create and maintain role relationships between individuals and groups in such a manner that the linguistic varieties used by a community form a system that corresponds to the structure of the society.

Owing to the use of dialects and speech varieties of English by the writers since the middle and late Victorian period, it is necessary to discuss the relationship between literature and Sociolinguistics in detail. It is studied above that Sociolinguistics is all about variations of language and seeks socially relevant explanations for regular patterns of language use.

This study of sociolinguistic variation explores the relation between social identity and ways of speaking. Studying distinctions in languages not only exposes the great deal about speakers' strategies with respect to variables such as social class, gender, ethnicity and age but it also affords the opportunity to observe linguistic change in progress. It is stated that sociolinguistics is a vast interdisciplinary field. It includes many different traditions of study, which have their own titles as well as their own established methods and priorities.

A sociolinguistic framework is a system, which involves the attitudes of a linguistic community toward their language, the identity of social groups, standard and non-standard forms of language, patterns and needs of national language use and the social basis of multilingualism.

The science of Sociolinguistics examines language into a social environment that includes the total of all linguistic variations, which exist in given communities. The events happening in several communities are reflected in

literature. Therefore, Sociolinguistics and literature have close connections. As a result, literature cannot be enjoyed without sociolinguistic approach.

Literature is a mirror of a society. All forms of literature consists of use of language on a large scale. Understanding that form, knowledge of the particular language and its use is essential. Therefore, the sociolinguistic approach to that form of literature plays a vital role. Language performs as a mediator between literature and Sociolinguistics.



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location**

This research was conducted at VI-B Evening Class. The reason for choosing this class because the researcher ever mad the interview and observation in this class and it is found that the students' dialect in English are still obvious, and it influences the students' way of communication in English.

#### **B. Population and Sample**

##### **1. Population**

Based on the Sugiyono (2013:117) statement which means that population is generalization area that consist of object/subject which has certain quality and characteristic from the researcher to learned and then make conclusion. So based on this theory, the population of this research was taken from the students' academic year 2016/2017 of VI-B Evening Class, English Department, UMSU, Sumatera Utara, which consists of 26 students.

##### **2. Sample**

Based on Sugiyono (2013:118) statement which means that sample is part of total characteristic that the population have. So, total sampling technique is applied in this research. The sample in this research was 26 students.

### **C. Research Design**

This research used descriptive qualitative. Qualitative research is a method of inquiry employed in many different academic disciplines, including in the social sciences and natural sciences, but also in non-academic contexts including market research, business, and service demonstrations by non-profits.

### **D. Research Instrument**

This research used tape recorder to record the students' voice in the class to collect the dialects of the students. The students were required to speak each other while the tape recorder is on.

### **E. The Technique of Data Analysis**

Miles and Huberman (1994, p. 10) state that qualitative data analysis consists of "three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification". In this research, descriptive quantitative technique was applied to analyze the data, and the steps were:

1. Recording the students' voice.
2. Writing the students' record
3. Classifying the students' sentences.
4. Analyzing the sentences
5. Concluding the dialect.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

This research was aimed to analysis how an ethnique dialect can influece the pronounciation or sentence of English. To make it more focused, the dialect chosen was Ethnique dialect because it can be found anywhere. Actually there are so many things that can be regarded between both of this language, but this research was focused on the differences in sentence building and pronounciation. The data for this study were collected by reading way sources that were related to the sentence building and pronoun in English and Ethnique language. This chapter deals with how Ethnique dialect can influence English daily speaking.

#### **B. Data Analysis**

Ethnique language has many differences from English. People who use Ethnique language as their mother tongue were influenced by their first language (L1) when they are learning English as second language (L2). Ethnique language is a language which is used by Ethnique people. It is also the language of the people in the central and eastern parts of the island of java, in Indonesia. In addition, there are also some pockets of Ethnique speakers in the northern coast of western java. Many speakers of Ethnique also speak Indonesia for official and business purposes, and to communicate with non Ethnique Indonesians.

## The texts

Cardigan is a school in the United States

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naɪtɪd steɪts

It is a boarding school.

ɪt ɪz ə 'bɔ:ɪdɪŋ sku:l

Ninety percent of the students live in dormitories.

'naɪntɪ pə'sent ɒv ðə 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪz.

So, they do everything together at school.

səʊ, ðeɪ du: 'evrɪθɪŋ tə'geðər æt sku:l.

Students get up early in the morning and have breakfast together.

'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'breɪkfəst tə'geðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðeə ru:mz.

After school they usually do sports or other extracurricular activities.

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɪ æk'tɪvɪtɪz.

In the evening they have dinner together.

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Some of them do their homework and others study for their tests.

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Before they go to bed, they have time to relax.

bɪ'fɔ: ðeɪ ɡəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

ðeɪ tʃæt wɪð ðeə frɛndz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

## 2. The Differences Dialects

### Dialect 1

#### Ethnique: Javanese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:diɡən ɪz ə sku:l ɪn ðə jə'naitɪd steɪts

Students' dialect:

'kɑ:diɡən ɪs ə skul ɪn də jə'naitɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:diŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:diŋ skul

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪnti pɜ'sent ɒv ðə 'stju:dənts [liv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'nanti pə'sent ɒf də 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'evrɪθɪŋ tə'ɡeðər æt sku:l.

Students' dialect:

sou, dei du: 'evrɪθɪŋ tə'gedər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation: 'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'breɪkfəst tə'ɡeðə.

Students' dialect: 'studənts get ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæf 'breɪkfəst tə'gedə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation: bɪ'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə

'bedru(:)mz tu: meɪk ðə bedz ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'kla:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bedz

ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ri:kjʊləɪ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌdər ,ɛkstrəkə'ri:kʊləɪ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn ðeɪ prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ ɡəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ ɡəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ tʃæt wɪd deə frɛndz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Javanese ethnique that make the sound more loudly.

## Dialect 2

### Ethnique: Bataknese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪɡən ɪz ə sku:l ɪn ðə jʊ'naitɪd steɪts

Students' dialect:

'kɑ:dɪɡən ɪs ə skul ɪn də jʊ'naitɪd stɛts



It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔːdɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔːdɪŋ skul

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pɜːsɛnt ɒv ðə 'stjuːdənts [lɪv](#) ɪn 'dɔːmɪtrɪz.

Students' dialect:

'nenti pɜːsɛnt ɒf də 'stuːdənts [lɪf](#) ɪn 'dɔːmɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ [duː](#) 'evrɪθɪŋ tə'ɡeðər æt sku:l.

Students' dialect:

so, deɪ [duː](#) 'evrɪθɪŋ tu'ɡedər æt skul.

Students get up early in the morning and have breakfast together.

Correct pronunciation: 'stjuːdənts ɡet ʌp 'ɜːli ɪn ðə 'mɔːnɪŋ ænd hæv 'breɪkfəst tə'ɡeðə.

Students' dialect:

'studənts ɡet ʌp 'ɜːli ɪn də 'mɔːnɪŋ ænd hæf 'breɪkfəst tə'gedə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bedz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'klɑ:sɪs stɑ:t, deɪ rɪ'tɜ:n tu: deə 'bedrums tu: mek də bedz ænd  
kli:n deə rums.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli [du:](#) spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə skul deɪ 'ju:ʒʊəli [du:](#) spɔ:ts ɔ:r 'ʌdər ,ɛkstrəkə'ɪkɔləɹ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:vnɪŋ 'deɪ 'hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn deɪ prɪ'pe: dəm'sɛlvs fɔ: də nɛks deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðeɪm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒf dɛm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ gəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læk.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, ri:d ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ tʃæt wɪd deə frɛndz, ri:d ,mægə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Batak ethnique that make the sound more loudly. The student is difficult to spell the right pronunciation and will change it to wrong pronunciation.

### **Dialect 3**

#### **Ethnique: Javanese**

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'nɑ:ɪtɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'nɑ:ɪtɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:ɪdɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:ɪdɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪnti pə'sent ɒv ðə 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪnti pə'sent ɒf də 'stu:dənts lɪf ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'evriθɪŋ tə'geðər æt sku:l.

Students' dialect:

sou, dei du: 'evrɪtɪŋ tu'gɛdər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'brɛkfəst tə'gɛðə.

Students' dialect:

'studənts get ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæf 'brɛkfəst tə'gɛdə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðəə 'bɛdru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðəə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bɛdru(:)mz tu: meɪk də 'bɛdz  
ænd kli:n deə 'ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ri:kjʊləɪ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə 'sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌdər ,ɛkstrəkə'ri:kʊləɪ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:vnɪŋ ðeɪ 'hæv 'dɪnə tə'gedə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst ðeɪ.

Students' dialect:

'den ðeɪ prɪ'peə dəm'selvz 'fɔ: də neks 'deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒf dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deɪ: tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ 'gəʊ tu: 'bɛd, deɪ 'hæv taɪm 'tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

'deɪ tʃæt wɪd 'deə frɛnds, [rɪd](#) ,mægə'zi:nz 'ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Javanese ethnique that make the sound more weak. The student pronunciation is different with Batak Toba that is more powerful. Thus, it change how they make dialect in English.

#### **Dialect 4**

##### **Ethnique: Javanese**

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naɪtɪd steɪts

Students' dialect:

'kɑ:dɪŋən ɪs ə sku:l ɪn ðə dʒə'nɑ:trɪd stets

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

'ɪt ɪs ə 'bɔ:dɪŋ 'sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pɜ'sent ɒv ðə 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪntɪ pɜ'sent ɒp ðə 'stju:dənts [lɪp](#) ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ [du:](#) 'evrɪθɪŋ tə'ɡeðər æt sku:l.

Students' dialect:

sou, ðeɪ [du:](#) 'evrɪθɪŋ tə'gedər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts ɡet ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'breɪkfəst tə'ɡeðə.



Students' dialect:

'studənts ɡet ʌp 'z:li ɪn də 'mɔ:nɪŋ ænd hæp 'brɛkrəst tə'ɡedə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bedz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'pɔ: də 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, deɪ rɪ'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bedz  
ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli [du:](#) spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ptə sku:l deɪ 'ju:ʒʊəli [du:](#) spɔ:ts ɔ:r 'ʌdər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪz.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'ɡedə.

Students' dialect:

ɪn di 'i:pnɪŋ deɪ hæp 'dɪnə tə'ɡedə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðɛn ðeɪ prɪ'peə ðəm'sɛlvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn deɪ prɪ'peə dəm'sɛlpz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðeɪm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒp dɛm du: ðeə 'həʊm, wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ gəʊ tu: bɛd, deɪ hæp taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, ri:d , mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ tʃæt wɪd deə frɛndz, ri:d , mægə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Javanese ethnique that make the sound more softly.

## Dialect 5

### Ethnic: Bataknese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naitɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'naitɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:diŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:diŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪnti pə'sent ɒv ðə 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'nenti pə'sent ɒf də 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ [du:](#) 'evriθɪŋ tə'geðər æt sku:l.

Students' dialect:

so, dei du: 'evriθiŋ tə'gədər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts get ʌp 'ɜ:li in ðə 'mɔ:nɪŋ ænd hæv 'brekfəst tə'gɛðə.

Students' dialect:

'studənts get ʌp 'ɜ:li in də 'mɔ:nɪŋ ænd hæf 'brekfəst tə'gɛðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation: bi'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðei ri'tɜ:n tu: ðəə 'bedru(:)mz tu: meɪk ðə bedz ænd kli:n ðəə ru:mz.

Students' dialect:

bi'fɔ: də 'mɔ:nɪŋ 'kla:sɪz stɑ:t, dei ri'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bedz ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðei 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ekstrəkə'rikjʊlər æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l dei 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌdər ,ekstrəkə'rikʊlər æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vniŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:vniŋ ðeɪ hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'reə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

ðen deɪ prɪ'reə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðeɪm du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ gəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðei fʃæt wɪð ðeə frendz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

dei fʃæt wɪd deə frends, [ri:d](#) ,megə'zi:ns ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Bataknese ethnique that make the sound more loudly.

## **Dialect 6**

### **Ethnique: Bataknese**

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naɪtɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'naɪtɪd stɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:dɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pə'sent ɒv ðə 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪnti pə'sent ɒf ðə 'stju:dənts lɪp ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'ɛvrɪθɪŋ tə'gɛðər æt sku:l.

Students' dialect:

sou, dei du: 'ɛvrɪθɪŋ tə'gɛðər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts gɛt ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'brɛkfəst tə'gɛðə.

Students' dialect:

'studənts gɛt ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæf 'brɛkfəst tə'gɛðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bɛdru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bɛdru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ri:kjʊləɪ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌdəɪ ,ɛkstrəkə'ri:kʊləɪ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:pnɪŋ ðeɪ hep 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

ðen ðeɪ prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.



Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ gəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

'deɪ tʃæt wɪd deə frɛndz, [ri:d](#) megə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Batak ethnique that make the sound more loudly. The student is difficult to spell the right pronunciation and will change it to wrong pronunciation.

## Dialect 7

### Ethnique: Bataknese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naɪtɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'naɪtɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:dɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pə'sent ɒv ðə 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪntɪ pə'sent ɒf də 'stju:dənts [lɪp](#) ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ [du:](#) 'evrɪθɪŋ tə'geðər æt sku:l.

Students' dialect:

sou, dei du: 'evrɪŋ tə'gɛdər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'brekfəst tə'gɛðə.

Students' dialect:

'studənts get ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæf 'brekfəst tə'gɛðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bedz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'kla:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bedz  
ænd kli:n deə ru:ms.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ekstrəkə'ɪkjʊləɪ æk'tɪvɪtɪz.

Students' dialect:

'e:ftə sku:l dei 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ekstrəkə'ɪkjʊləɪ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:fnɪŋ dei hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn dei prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ ɡəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: dei ɡəʊ tu: bɛd, dei hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðei ʃæt wɪð ðeə frendz, ri:d ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

dei ʃæt wɪd deə frendz, ri:d ,mægə'zi:nz ɔ: kol həʊm.

From the dialect above we can see that the dialects are influenced by Batak ethnique that make the sound more loudly. The student is difficult to spell the right pronunciation and will change it to wrong pronunciation.

## **Dialect 7**

### **Ethnique: Javanese**

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naitɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə skul ɪn də jʊ'naitɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dn̩ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:dn̩ skul

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪnti pə'sent ɒv ðə 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪnti pə'sent ɒf də 'stu:dənts lɪp ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'evrɪθɪŋ tə'ɡeðər æt sku:l.

Students' dialect:

sou, deɪ du: 'evrɪtɪŋ tə'gedər æt sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts ɡet ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'breɪkfəst tə'ɡeðə.

Students' dialect:

'studənts ɡet ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæf 'breɪkfəst tə'gedə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tʃ:n tu: ðəə 'bɛdru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðəə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, deɪ rɪ'tʃ:n tu: deə 'bɛdru(:)mz tu: meɪk də bɛdz  
ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l deɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:fnɪŋ deɪ hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn deɪ prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðeɪm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tests.

Students' dialect:

sʌm ɒv ðeɪm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: deə tests.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ' fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ' læks.

Students' dialect:

bɪ' fɔ: deɪ gəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ' læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, ri:d , mægə' zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ tʃæt wɪt deə frɛndz, ri:d , mægə' zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Javanese ethnique that make the sound more softly .



## Dialect 8

### Ethnique: Javanese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'nɑ:ɪtɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'nɑ:ɪtɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:dɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pə'sent ɒv ðə 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'nenti pə'sent ɒf də 'stju:dənts lɪf ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'evrɪθɪŋ tə'geðər æt sku:l.

Students' dialect:

so, dei du: 'evrɪŋ tə'gɛdər et sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'brɛkfəst tə'gɛðə.

Students' dialect:

'studənts get ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ en hef 'brɛkfəst tə'gɛðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðə 'bedru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'kla:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bɛdz  
ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə' rɪkjʊlər æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l dei 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə' rɪkjʊlər æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:fnɪŋ dei hæv 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

ðen dei prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ ɡəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: dei ɡəʊ tu: bɛd, dei hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðei ʃæt wɪð ðeə frendz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ ʃæt wɪd deə frendz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Javanese ethnique that make the sound more softly.

## **Dialect 9**

### **Ethnique: Bataknese**

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪɡən ɪz ə sku:l ɪn ðə jə'nɑ:ɪtɪd steɪts

Students' dialect:

'kɑ:dɪɡən ɪs ə sku:l ɪn də jə'nɑ:ɪtɪd steɪtz

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

ɪt ɪs e 'bɔ:dɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪnti pə'sent ɒv ðə 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪnti pe'sent ɒf də 'stju:dənts lɪv ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ du: 'evrɪθɪŋ tə'ɡeðər æt sku:l.

Students' dialect:

so, deɪ du: 'evrɪθɪŋ tə'gedər et sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts ɡet ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'breɪkfəst tə'ɡeðə.

Students' dialect:

'studənts ɡet ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæp 'breɪkfəst tə'gedə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bedz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'klɑ:sɪz stɑ:t, ðeɪ rɪ'tʃ:n tu: ðə 'bɛdru(:)mz tu: meɪk də bɛdz  
ænd kli:n ðə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪz.

Students' dialect:

'ɑ:ptə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌdər ,ɛkstrəkə'ɪkjʊləɹ æk'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:pnɪŋ ðeɪ hæp 'dɪnə tə'geðə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst ðeɪ.

Students' dialect:

ðɛn ðeɪ prɪ'pe dəm'selvz fɔ: də nekst ðeɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðeɪm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒp dɛm du: ðeə 'həʊm, wɜ:k ænd 'ʌðəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ gəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ gəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læks.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðeɪ tʃæt wɪð ðeə frɛndz, ri:d ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

deɪ tʃæt wɪd deə frɛndz, ri:d ,mægə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Batak ethnique that make the sound more loudly. The student is difficult to spell the right pronunciation and will change it to wrong pronunciation.

## Dialect 10

### Ethnique: Bataknese

Cardigan is a school in the United States

Correct pronunciation:

'kɑ:dɪgən ɪz ə sku:l ɪn ðə jʊ'naɪtɪd steɪts

Students' dialect:

'kɑ:dɪgən ɪs ə sku:l ɪn də jʊ'naɪtɪd steɪts

It is a boarding school.

Correct pronunciation:

ɪt ɪz ə 'bɔ:dɪŋ sku:l

Students' dialect:

ɪt ɪs ə 'bɔ:dɪŋ sku:l

Ninety percent of the students live in dormitories.

Correct pronunciation:

'naɪntɪ pə'sent ɒv ðə 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪz.

Students' dialect:

'naɪntɪ pə'sent ɒf də 'stju:dənts [lɪv](#) ɪn 'dɔ:mɪtrɪs.

So, they do everything together at school.

Correct pronunciation:

səʊ, ðeɪ [du:](#) 'evrɪθɪŋ tə'geðər æt sku:l.



Students' dialect:

so, dei du: 'evrɪθɪŋ tə'gɛdər et sku:l.

Students get up early in the morning and have breakfast together.

Correct pronunciation:

'stju:dənts get ʌp 'ɜ:lɪ ɪn ðə 'mɔ:nɪŋ ænd hæv 'brekfəst tə'gɛðə.

Students' dialect:

'studənts get ʌp 'ɜ:lɪ ɪn də 'mɔ:nɪŋ ænd hæf 'brekfəst tə'gɛðə.

Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms.

Correct pronunciation:

bɪ'fɔ: ðə 'mɔ:nɪŋ 'kla:sɪz stɑ:t, ðeɪ rɪ'tɜ:n tu: ðeə 'bedru(:)mz tu: meɪk ðə bɛdz  
ænd kli:n ðeə ru:mz.

Students' dialect:

bɪ'fɔ: də 'mɔ:nɪŋ 'kla:sɪz stɑ:t, dei rɪ'tɜ:n tu: deə 'bedru(:)mz tu: meɪk də bɛdz  
ænd kli:n deə ru:mz.

After school they usually do sports or other extracurricular activities.

Correct pronunciation:

'ɑ:ftə sku:l ðeɪ 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə' rɪkjʊləɪ ək'tɪvɪtɪz.

Students' dialect:

'ɑ:ftə sku:l dei 'ju:ʒʊəli du: spɔ:ts ɔ:r 'ʌðər ,ɛkstrəkə' rɪkjʊləɪ ək'tɪvɪtɪs.

In the evening they have dinner together.

Correct pronunciation:

ɪn ði 'i:vnɪŋ ðeɪ hæv 'dɪnə tə'geðə.

Students' dialect:

ɪn di 'i:vnɪŋ deɪ hæv 'dɪnə tə'gedə.

Then they prepare themselves for the next day.

Correct pronunciation:

ðen ðeɪ prɪ'peə ðəm'selvz fɔ: ðə nekst deɪ.

Students' dialect:

dɛn deɪ prɪ'peə dəm'selvz fɔ: də nekst deɪ.

Some of them do their homework and others study for their tests.

Correct pronunciation:

sʌm ɒv ðem du: ðeə 'həʊm,wɜ:k ænd 'ʌðəz 'stʌdi fɔ: ðeə tɛsts.

Students' dialect:

sʌm ɒv dem du: ðeə 'həʊm,wɜ:k ænd 'ʌdəz 'stʌdi fɔ: deə tɛsts.

Before they go to bed, they have time to relax.

Correct pronunciation:

bɪ'fɔ: ðeɪ ɡəʊ tu: bɛd, ðeɪ hæv taɪm tu: rɪ'læks.

Students' dialect:

bɪ'fɔ: deɪ ɡəʊ tu: bɛd, deɪ hæv taɪm tu: rɪ'læk.

They chat with their friends, read magazines or call home.

Correct pronunciation:

ðei ʃæt wɪð ðeə frendz, [ri:d](#) ,mægə'zi:nz ɔ: kɔ:l həʊm.

Students' dialect:

dei ʃet wɪt deə frendz, [ri:d](#) ,megə'zi:nz ɔ: kɔ:l həʊm.

From the dialect above we can see that the dialects are influenced by Batak ethnique that make the sound more loudly. The student is difficult to spell the right pronunciation and will change it to wrong pronunciation.

### **C. Findings**

After doing the research the findings can be reported as follow:

- 1 The ethniqu has important role in making dialect in English.
- 2 Most of Batak person make powerful and loud sound when they speak English because they are influence by their mother tongues.
- 3 Meanwhile, Javanese people always utter weak sounds that seem that they speak so soft.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the data, conclusion can be drawing the following.

- 1 The ethnique has important role in making dialect in English. Many of Indonesian people always speak based on their ethnique background.
- 2 Most of Batak person make powerful and loud sound when they speak English because they are influence by their mother tongues.
- 3 Meanwhile, Javanese people always utter weak sounds that seem that they speak so soft.
- 4 Many of students are difficult to spell /ð/ in 'the'. They spell /d/ as a replace for /ð/ because they are influenced by their mother tongue.
- 5 Many of students are difficult to spell /z/ in 'friends. They spell /z/ as a replace for /s/ because /z/ is strong consonant.

#### B. Suggestions

1. The researcher would like to contribute to the readers who are interested in this field of study to do further research such as language varieties in English and Ethnique
2. The researcher also expects that this thesis could be a reference for those who want to do research in English and Ethnique.
3. Students who have knowledge of both languages can depend on their sciences to both languages.

4. It is well suggested for English teacher who teach students whose mother tongue or first language is Ethnique to show English and Ethnique phrase directly in teaching the topic to see the differences of both languages.

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JALAN H. M. YANUAR, KOTA MEDAN, SUMATERA UTARA 20155  
Telp. (061) 401305 Fax. (061) 401304  
www.muhsu.ac.id

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rini Sasmita  
N.P.M : 1302050352  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Dialect Language Society Relationship in VI B Evening Class

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 Februari 2017  
Hormat saya  
Yang membuat pernyataan,



Rini Sasmita

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum