

**CHAPTER I**  
**INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

"Literature is an artistic creation through language and its product" (McArthur, ed., 1992:619). It is mostly written. In reading literary works, despite of getting pleasure, readers can develop their understanding and feelings, and enrich their experience of life. Although literary experience is not the same as 'real life' experience, it can influence the readers' ways of thinking. Little (1966:3) claims that literature broadens one's mind, widens human sympathy, and enhances one's enjoyment of life. Those characteristics made the writer interested in studying literary works.

Basically, literary works can be classified into two: non-fiction and fiction. A non-fiction literary work contains the direct expressions of the author's knowledge or thought (Little, 1966:68). The treatise, the biography, the work of travel, and the essay are included in this non-fiction work. A fiction literary work, on the other hand, concerns with the creation of an imagined set of events (Little, 1966:68). It includes novel, short story, drama, ballad, epic, verse, and poetry.

Modern literary fiction in English has been dominated by short stories and novels (Kennedy, 1991:231). A short story concentrates upon a single

incident or action (West, 1965:471). It has a few characters. Its setting and characterization must rather be evoked than developed in details. Its psychological effect must be made quickly and sharply. A novel is a book-length story in prose, whose author tries to create the sense that, while we are reading it, we experience actual life (Kennedy, 1991:231).

The writer chose novel as the subject of her study because novel has long been the favorite of both writers and readers (Kennedy, 1991:231). Basically, studying a novel is not easy because it is usually long and it takes much time. Furthermore, the language sometimes is either in the form of dialect or in unusual figures of speech (McArthur, ed., 1992:621), as in Lawrence's (1913) *Sons and Lovers*:

"But how late you are!"  
 "Aren't I!" he cried, turning to his father. "Well, dad!"  
 The two men shook hands.  
 "Well, my lad!"  
 Morel's eyes were wet.  
 "We thought tha'd niver commin'," he said.  
 "Oh, I'd come!" exclaimed William.

The utterances in the example above are written in the form of dialect in which there has been a well-developed tradition for writers to portray characters by that way (through dialect). The most common way is through 'eye dialect' (Wolfram, 1991:262) which consists of spelling 'errors' that bear no resemblance to the phonological differences of real dialect. It is simply

called eye dialect because it appeals solely to the eye of the readers. However, later in chapter II of this thesis, the writer would argue that eye dialect actually is not a spelling error, it is just a variety of language.

The writer was interested in studying the dialects used in the novel because some readers of English as a Foreign Language often find difficulties in understanding the characters' utterances particularly when they are facing the 'eye dialect' a type of nonstandard English. It is because they are not familiar with the dialect that differs in spelling from the standard English.

The writer chose to study the utterances of the characters of Stephen Crane's novel "The Red Badge of Courage" because they were written in the form of the 'eye dialect'. They were also written in an accurate dialect which was the prevalent way of talking in the small American towns during the Civil war period (Cliff's notes, 1964:60).

## **1.2 Statements of the Problem**

Closely related to the background of the study mention above, the study under report intended to answer the following research questions:

1. What dialects are used by the characters of Crane's "The Red Badge of Courage" in speaking to one another?
2. Which dialect is dominantly used by the characters of "The Red Badge of Courage" in speaking to one another?

3. Why is the dialect answering the second problem statement dominantly used by the characters of "The Red Badge of Courage"?

### **1.3 Objectives of the Study**

In line with the background and the formulated research questions above, the study reported here was meant to:

1. identify the dialects used by the characters of Crane's "The Red Badge of Courage" in speaking to one another.
2. identify the dialect that is dominantly used by the characters of "The Red Badge of Courage" in speaking to one another.
3. describe the reasons why the dialect answering the second problem statement is dominantly used by the characters "The Red Badge of Courage".

### **1.4 Significance of the Study**

This study should give some contributions to the varieties of sociolinguistic studies as this dialect study can be a good input in learning sociolinguistics.

The subjects in the sociolinguistic study usually are obtained from the oral data; however, the study under report shows that the subjects can also be obtained from written sources such as novels. The data of a dialect study are

usually obtained by observing people's oral utterances; however, the data of this kind of study can also be obtained by reading dialogues in a novel like what the writer did in the study reported here.

The writer of this study expects that the findings of this study and the way the study was conducted could enrich the varieties of sociolinguistic studies through literary works in Widya Mandala Catholic University.

### **1.5 Scope and Limitation of the Study**

Realizing that this study would be too broad, the writer felt necessary to limit the study as follows:

1. The data source of the study is Stephen Crane's novel entitled "The Red Badge of Courage".
2. The analysis was focused on the utterances used by the characters of "The Red Badge of Courage" in speaking to one another.
3. The utterances were analyzed based on the sociolinguistic approach.

### **1.6 Definition of Key Terms**

To avoid misinterpretation, some key terms used in this thesis are defined as follows:

**a. Dialect**

Wolfram (1991:2) defines dialect as "... a neutral label which refers to any variety of a language which is shared by a group of speakers".

**b. Eye dialect**

"Eye dialect typically consists of set of spelling errors that bear no resemblance to the phonological differences of eye dialects. ... it is called eye dialect because it appeals solely to the eye of the reader, as opposed to an attempt to capture genuine phonological differences" (Wolfram, 1991:262). However, it should be noted that the writer would not regard eye dialect as spelling errors, but another variety of language.

**c. Formality**

Formality refers to the setting of interaction. The formality of the setting influences the use of dialect (Holmes, 1992:13).

**d. Functions**

Functions refers to the purposes or topic of interaction (Holmes, 1992:12).

**e. Social dimensions**

Social dimensions are the related dimensions to the social factors (Holmes, 1992:12). They are social distance, status, formality and functional scale.

#### f. Social distance

Social distance refers to the participant relationship. If they have an intimate relationship, the solidarity between them is high; however, if their relationship is distant, the solidarity between them is low (Holmes, 1992:12).

#### g. Social factors

According to Holmes (1992:12), social factors refers to the non-linguistic factors which covers participants, setting, topic and function in communication.

#### h. Standard English

According to Holmes (1992:84) Standard English is an influential or prestigious language variety, codified and stabilized and served "H" functions in that it is used for communication at court, for literature and for administration. Therefore, a sentence like "We are going to Jakarta tomorrow" will be regarded as a Standard English but "We're goin' t' move t'morra" (Crane, 1895:9) will be regarded as a Nonstandard English.

### 1.7 Theoretical Framework

This study was based on the theories of sociolinguistics focusing on the relationship between language and society, language variations and dialect, and social factors and social dimensions.

There is a variety of possible relationships between language and society (Wardhaugh, 1986:10). The study of various aspects of the possible relationships between language and society is a significant part of sociolinguistic work. Therefore, this study used the sociolinguistic approach to uncover the relationship between the characters in the novel and the language used by these characters in communicating with one another.

According to Kaplan (1995:11), language can vary within itself along with at least four dimensions: time, style, space, and social group. A set of co-occurring linguistic features in a place or typical of a group is usually labeled dialect (Kaplan, 1995:11). Wolfram (1991:2) defines dialect as "... a neutral label which refers to any variety of a language which is shared by a group of speakers". Dialects can be classified into two kinds: standard and nonstandard. This theory is applied in this study to find out the dialects used by the characters of *The Red Badge of Courage* in speaking to one another and the dialect that is dominantly used.

In order to find out the reasons why there is a dialect that is dominantly used by the characters of *The Red Badge of Courage* in speaking to one another, the writer took social factors with special reference to social dimensions as the parameters in this study. According to Holmes (1992:12) there are four social factors i.e. participants, setting, topic and function with

special reference to four social dimensions i.e. social distance, status, formality and functional scale.

### **1.8 Organization of the Thesis**

This thesis consists of five chapters. Chapter I deals with the introduction. Chapter II concerns with the review of related literature. Chapter III is dealing with the research method. Chapter IV contains the findings and the interpretation of the findings, and Chapter V is the conclusion.