#### **CHAPTER 2**

#### **REVIEW OF LITERATURE**

In this chapter, the researcher will elaborate the important aspect concerning theoretical framework and the related studies.

## 2.1 Language and Society

Every society has its language, because language and society are related. Wardaugh (2006: 1) argued that "Society is any group of people who are drawn together for a certain purpose or purposes. While language is what the members of a particular society speak".

When people in a society want to communicate with other people, they must use their language, because language is a bridge to communicate, and because of this phenomenon, raised a term called sociolinguistics. According to Holmes (2001: 1) "Sociolinguistics is a study the relationship between language and society". Yule (1996: 239) stated that "Sociolinguistics deals with the inter-relationships between language and society". Also Wardaugh (2006: 13) added "Sociolinguistics is concerned with investigating the relationship between language and society with the goal being better understanding of the structure of language and of how languages function in communication".

Furthermore, Trudgill, (2000: 21) argued that "Sociolinguistics is that part of linguistics which concerned with language as a social and cultural

phenomenon". From four definitions above, the researcher concluded that sociolinguistics is a study about society, language and cultures that happened in human life.

### 2.2 Language and Social Class

Usually, from a language which someone uses, we can know what and where that people come from. It is because language can also show someone's background in a society. As Trudgill (2000: 2) said that "Our accent and our speech generally show where we come from and what sort of background we have". Trudgill (2000: 23) added, "The internal differentiation of human societies is reflected in their languages. Different social groups use different linguistic varieties, and as experienced members of a speech community".

According to Trudgill (2000: 24-25), we can know someone background from his or her grammar in the language they use. In this case, the writer means English language. This can be seen in the following:

Speaker A Speaker B

I done it yesterday. I did it yesterday.

He ain't got it. He hasn't got it.

It was her what said it. It was her that said it.

At glance, people who know about English language must consider that speaker B has a higher social status than speaker A. Generally, people

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who use standard language are come from high social class or they are who get formal education.

Of many forms of social differentiation, for example by class, age, sex, race or religion, this case is concentrate in the social stratification. Social stratification is a term used to refer to any hierarchical ordering of groups within a society especially in terms of power, wealth and status. In the industrialized societies of the West this takes the form of stratification into social classes, and gives rise linguistically to social-class dialects.

## 2.3 Language and Ethnic Group

In a society usually has an ethnic group. Language also has relation with ethnic group. In Indonesia for instance, especially in Java island people who live in the east of Java speak Javanese language in a crude way. While people who live in center Java speak Javanese language in a softer way. This can be caused that in the central Java; people live close to Yogyakarta Kingdom which brings people into cultured Javanese language.

In English language, especially in America which there is many immigrants from other countries, also make different in the way people speak English. As we know that in America also immigrant from Africa. Thus, make a new variation of English language in America that is African American Vernacular English, or also called as Black Vernacular English.

Trudgill's (2000: 43-45) study found the following:

"Group of people are 'racially related' because they speak related language. In many cases language may be an important or even essential concomitant of ethnic-group membership. This is a social and cultural fact, though, and it is important to be clear about what sort of processes may be involved. In some cases, for example, and particularly where languages rather than varieties of a language are involved, linguistic characteristics may be the most important defining criteria for ethnic group. Ethnic group differentiation in a mixed community, then, is a particular type of social differentiation and, as such, will often have linguistic differentiation associated with it.

# 2.4 Standard Language

Basically, language is divided into Standard and Non standard. According to Holmes (2001: 76), "Standard language is generally one which is written, and which has undergone some degree of regularization or codification (for example, in a grammar and a dictionary); it is recognized as a prestigious variety or code by a community. Holmes (2001: 76) also added that "Standard English used by the Court in fifteenth century, where the Court was based, and the two universities in London, Oxford and Cambridge. Also in that city is the central of political, social and intellectual life in England".

In addition, Trudgill (2000: 5-6) said that Standard language usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcast and other similar situations.

Furthermore, Francis (In Kerr and Aderman, 1971: 327) stated that Standard language naturally used by most college-educated people who fill

positions of social, financial, and professional influence in the community. Moreover, Fries (In Kerr and Aderman 1971: 313) said that Standard language as the particular language habits that have become socially acceptable in most communities.

Based on the three statements above, the researcher concluded that this variety is used by people who have high education, and also Standard English is a variety which used in newspaper and books, and also taught in schools in written and spoken form. It can be understood that Standard Language is the social favored variety of language which is based on the speech of the educated population. Standard English associates with language which has prestigious accent.

## 2.5 Non-Standard Language

Actually, based on social status, people are divided into three groups. They are high class, middle class and lower class. Every group is unique. They have their own characteristics which differentiate one another, including their language. As Francis (1In Kerr and Aderman 1971: 327) stated that Non Standard English is naturally used by people whose schooling is limited and who perform the unskilled labor in country and city.

In addition, Trudgill (2000: 6) stated that nonstandard language has nothing in principle to do with differences between formal and colloquial language, or with concepts such as 'bad language'.

The researcher concluded that in contrast with standard variety, non-standard is used by people from lower status who tend to be uneducated. Actually, it happens because lower class has less education than high class. They do not have much money to get high education. Consequently, most of them do not have prestigious position in business, they just become workers.

Meanwhile, high class who get adequate education, occupy strategic place in business. They are trained to speak standard since they are at school, place where Standard English used not only in written but also in spoken form. The speech of people reflects not only the class they belong to but also their educational background.

# 2.6 Black Vernacular English

Wardaugh (2006: 342) argued that "black people who live in New York City, Boston, Chicago, Detroit, and Seattle speak very much alike. The speech of black in these cities also resembles the speech of blacks in the southern states. Linguists have referred this variety of speech of Black English, Black Vernacular English, and Afro-American Vernacular English. Today, the most-used term is African American English (AAVE) but Ebonics (a blend of Ebony and Phonics) has also recently achieve a certain currency".

Actually, there are some technical terms for this variety. According to Green (2004: 77) found the following:

Among the many labels used to refer to this variety over the past forty years are "Negro dialect", "American Negro speech", "Black communications", "Black dialect", "Black street speech", "Black English", "Black Vernacular English", "African American language", "African American English", and "African American Vernacular English" (AAVE). One observation about these labels is that they coincide with the social climate, so the periods during which Negro, Black or African American appeared in the label coincide with the periods during which the speakers were referred to as "Negro", "Black", or "African American".

Green in Pramana (2011: 3) argued that "Historical Discussions about the origin of BVE often start at the point which African slaves were thrust into a linguistic situation in which they had to learn English. BVE, the linguistic variety spoken by many African Americans or Black people in the USA, is a system with specific rules for combining sounds to form words and words to form phrases and sentences".

Trudgill's (2000: 52) study found the following:

"African American Vernacular English (AAVE) is now the major interests of many American linguists. The term is generally used to refer to the nonstandard English spoken by lower class African American. The term Black English, as AAVE was sometimes known, had the disadvantage that it suggested that all Blacks spoke this one variety of English – which is not the case. The use of the term 'Vernacular', on the other hand, distinguishes those Blacks who do not speak Standard American English from those who do".

Green (2004) also added that "African American English refers to a linguistic system of communication governed by well defined rules and used

by some African Americans (though not all) across different geographical regions of the USA and across a full range of age groups (p. 77)".

Moreover, Yule (1996: 243) said "Black English Vernacular (BEV), is a widespread social dialect, often cutting across regional differences. When a group within a society undergoes some form of social isolation, such as he discrimination or segregation experience historically by African Americans, then social dialect differences become more marked".

The last definition of Black Vernacular English came from Fromkin, Rodman & Hyams (2007: 423) "The dialect, African American English (AAE) is spoken by large population of Americans of African descent which is actually a group of closely related dialects also called African American Vernacular English (AAVE), Black English (BE), Inner City English (ICE), and Ebonics".

The researcher concluded that Black Vernacular English is one of variety in English language which is used by African Americans (even not all) and has its own characteristics which are different with other variety. This kind of language is used by lower class Blacks class at the first time, but today BVE is also used by high Black class. For instance, Missy Elliot, the famous rap black singer, who writes song lyric using BVE, and also Oprah Winfrey, TV presenter sometimes, uses BVE on her show.

# 2.6.1 Linguistic features

Linguistic feature according to Wardaugh (In Pramana 2011: 5) a linguistic item which has identifiable feature. A language is essentially a set of items, what Hudson (In Wardaugh, 2006: 10), calls 'linguistics items', such entities of sounds, words, grammatical structures and so on. The researcher concluded that linguistic feature is a linguistic item which is used to analyze sentence or utterance by its lexical, grammatical, phonological, syntactical or morphological features. There are some Linguistics features in Black Vernacular English based on some linguists. From the abundant linguists who proposed the BVE features, there are two, who are the most used by researcher, Trudgill (2000) and Rickford (1999). In this study, the researcher used syntactical and phonological features based on some linguists such as Trudgill (2000), Rickford (1999), Brown and Attardo (2000), Fromkin, Rodman & Hyams (2007), and Mufwene (1998).

## 2.6.1.1 Syntactical Features

According to Van Valin & Lapolla (1997: 1), the term 'syntax' is from Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Matthews (In Van Valin and Lapolla 1997: 1) traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections are arranged to show connections of meaning within.

In addition, Robert (Fidyanti 2012: 46) stated that syntax deal with how sentences are constructed and user of human language employ a striking variety of possible arrangement of the elements in sentences. Moreover, Baker, C L . (1995: 3) defined syntax as the body of rules that speakers of the language follow when they combine words into sentences.

The researcher concluded that syntactical feature is a feature to identify the construction of words to sentences from a language that used by its speakers.

# 2.6.1.1.1 Absence of copula -be

According to Trudgill (2000: 54) "Another important characteristic of Black Vernacular English is the absence of the copula – the verb *to be* in the present tense". It means that one of many important characteristics of Black Vernacular English is the deletion of –to be- in the present tense of Standard English.

Example:

"She real nice" for "She is real nice" in Standard English.

"He not American" for "He is not American" in Standard English

In addition, Rickford (1999: 6) said that absence of copula/auxiliary *is* and *are* for present tense states actions, as in "He tall" for SE "He is tall" or "They running" for Standard English (here after SE) "They are running". In

conclusion, it is quite common for Black Vernacular English speakers to omit the verb-be while talking to others.

### 2.6.1.1.2 Omission of –s in third person singular

According to Trudgill (2000: 54) stated that "Many black speakers do not have —s in third person singular present tense forms, so that forms like he go, it come, and she like are usual". It means that the speaker of Black Vernacular English ignore the use of 's' for the third person when using present tense of Standard English. Example:

"He go" for "He goes"

"It come" for "It comes"

Moreover, Rickford (1999: 7) stated absence of –s in third person singular present tense as in "He walk" for SE "He walks". The researcher conclude that in BVE, often ignore –s in third person singular.

#### **2.6.1.1.3** The use of Ain't

According to Rickford (1999: 8) stated that ain't in Black Vernacular English is used as a general preverbal negator. It replaces am not, is not, are not, has not, have not, and did not in Standard English.

For example:

"He ain't" here for "He isn't here"

"He ain't do it" for "He didn't do it"

"He ain't know" for "He doesn't know"

In Black Vernacular English speakers often use "ain't" in their conversation.

## 2.6.1.1.4 Double Negation

According to Trudgill (2000: 57), "In Black Vernacular English, if a sentence has a negative indefinite like *nobody*, *nothing*, then the negative auxiliary (*doesn't*, *can't*) can be placed at the beginning of the sentence: Can't nobody do nothing about it; Wasn't nothing wrong with that (with statement intonation)".

In addition, Rickford (1999: 8) stated that "Multiple negation or negative concord is negating the auxiliary verb and all indefinite pronouns in the sentence, as in "He *don'* do *nothing*" for SE "He doesn't do anything". The researcher concluded that Black Vernacular English speaker use double negation as negative indicator in their speech.

## 2.6.1.1.5 Generalization of "is" and 'was'

Generalization of "is" and "was as Rickford (1999: 7) mentioned that Generalization of 'is' and 'was' use with plural and second person subjects as in "They is crazy folk" for SE "They are crazy folks" or "We was there" for SE "We were there".

From the two sentences above, it can be seen that the two sentences use the 'to be' forms inappropriate tense so that the sentences become nonstandard.

#### 2.6.1.1.6 Relative Clauses

Relative clauses look like this in Black Vernacular English. For example, 'He got a gun sound like a bee' or 'I had an uncle was one of the world's heavyweight contender's, and 'My youngest sister, what live in Georgia',....

In Standard English, a relative clause is introduced by *which*, *that*, *who*, *whose* and *whom*, as in the bolded of the following phrases: "The woman **who won the prize**", (Brown and attardo, 2000: 133)

Moreover, Rickford, (1999: 8) stated that "Absence of relative pronoun (who, which, or that) as in "That's the man come here" for SE "That's the man who come here" Note that the omitted form is a subject relative pronoun (who). Many varieties of English allow for the omission of object relatives is rarer and more unique to BVE". The researcher concluded that the unique of BVE speakers is they often omit the relative pronoun in their conversation.

#### 2.6.1.1.7 Question Inversion

According to Trudgill (2000: 57) "Rules for question inversion in indirect questions in Black Vernacular English differ from those in Standard English, and result in sentences such *I ask Mary where did she go* and *I want to know did he come last night*".

In addition, Rickford (1999: 8) argued that "Formation of question inversion of the subject and auxiliary verbs, usually with rising intonation, as in "Why I can't play?" for SE "Why can't I play" and "They didn't take it?" for SE "Didn't they take it?" From the two statements above, can be concluded that question inversion is one of BVE features which commonly used by BVE speakers.

## **2.6.1.1.8** Completive *Done*

Brown and Attardo (2000: 132), stated that "Done alone also indicates recently completed action". As in 'I done finish my homework yesterday / today'. When used with other verbs, done focuses on the recentness action, become "I done finish my homework (today)".

Another example, 'I done finish my homework yesterday'. This last example should be in Black Vernacular English. "I finish my homework yesterday". So done too works a little like Standard English have because James done seen the show means James has seen the show.

Moreover Rickford (1999: 6) stated that "The use of 'done' to emphasize the completed nature of an action, as in "He done did it" for SE "He's already done it". This feature is familiar used and found among Black Vernacular English speakers.

## 2.6.1.2 Phonological Features

According to Poole (In Fidyanti 2012: 14) phonology studies sounds in the context of language and other speech varieties. In addition, Deterding & Poedjosoedarmo (1998: 2) stated that phonology is the study of sound systems in particular language.

Another opinion about the definition of phonology comes from Odden (2005: 2) defined phonology concerned with are symbolic sounds – they are cognitive abstractions, which represent but are not the same as physical sounds. In order to make clear, the researcher concluded that phonological features is a feature to identify the sound system of a language that used by the speakers of a language.

# 2.6.1.2.1 G- Dropping

According to Rickford (1999: 4) states that g-dropping, is the realization of final 'ng' as 'n' in gerunds. Mostly, it occurs to the word with two or more syllables like singin', cryin', mornin', and weddin', for Standard English, singing, crying, morning and wedding rather than that with one syllable like sing and king. One of the criteria of BVE is the use of g-dropping in spoken language or in written.

#### 2.6.1.2.2 Realization of voiced "th"

According to John Rickford (1999: 4), there are two kind of this feature. First, the realization of voice 'th' as 't' or 'f' in 'tin' for SE 'thin' and

'baf' for SE 'bath'. The second type is realization of voice 'th' as 'd' or 'v' as in 'den' for SE 'then' and 'bruvver' for SE 'brother'. ). This feature is familiar used and found among Black Vernacular English speakers.

#### 2.6.1.2.3 Consonant Cluster Reduction

According to Fromkin, Rodman & Hyams, (2007: 424), "A consonant cluster reduction rule in Black vernacular English simplifies consonant clusters, particularly at the ends of words and when one of the two consonant is an alveolar (/t/, /d/, /s/, /z/). The application of this rule may delete the past-tense morpheme so that *meant* and *mend* are both pronounced as *men*, and past and passed (pass + ed) may both be pronounced like pass. When speakers of this dialect say *I pass the test yesterday*, they are not showing an ignorance of past and present-tense forms of the verbs, but are pronouncing the past tense according to this rule in their grammar.

The deletion rule is optional; it does not always apply, and studies have shown that it is more likely to apply when the final [t] or [d] does not represent the past tense morpheme, as in nouns like *paste* [pes] as opposed to verbs like *chased* [t]est] where the final past tense [t] will not always be deleted. This has also been observed with final [s] or [z], which will be retained more often by speakers of Black Vernacular English in words like *seats* /sit + s/, where the /s/ represents plural, than in words like *Keats* /kits/, where it is more likely to be deleted to yield the surface from [kit]".

Consonant cluster reduction is not unique to BVE. It exists optionally for many speakers of other dialects including SE.

#### 2.6.1.2.4 Deletion of r/ and l/

According to Fromkin, Radford &Hyams, (2007: 424), argued that "Like several dialects of both British and American English, BVE includes a rule of *r-deletion* that deletes /r/ everywhere except before a vowel". Pairs of words like *guard* and *god*, *nor* and *sore* and *saw*, *poor* and *Poe*, *fort* and *fought*, and *court* and *caught* are pronounced identically in BVE because of this phonological rule.

In addition, Fromkin, Radford & Hyams, (2007: 424), "There is also an *l-deletion* rule for the some speakers of BVE, creating identically pronounced pairs like *toll* and *toe*, *all* and *awe*, *help* and *hep*".

## 2.6.1.2.5 Deletion of unstressed syllable

According to Rickford (1999: 5), deletion of unstressed initial and medial syllables, as in 'fraid' for Standard English 'afraid' and also 'sec't'ry' for Standard English 'secretary'.

## 2.6.1.2.6 The use of an', 'em, 'im

Mufwene, (In Junaidi, 2011: 21), finds this more similar to English creole than to other varieties of English, although southern white varieties use

it too. it is usually used after a proper name, to mark associative plurals, as in "Felicia an' 'em" for "Felicia and them".

#### 2.7 Previous Studies

There are some studies which had been conducted regarding Black Vernacular English. Previous research on BVE conducted by Elfa Kusuma (2007) focus on linguistic features and the percentage of each features, Junaidi (2011) and Adharini (2005), shows the kind of Black Vernacular English and the Standard English in the novel and songs, Galuh (2011), shows the syntactical, phonological and morphological features of African American Vernacular English and the last, In Ningrum (2014), shows the African American English and slang. Until this study conducted, there is no researcher who tried to combine analysis from the previous study by showing the linguistic features, the standard form and also the percentage on each features.

And also some studies based on journals articles:

1. A study was conducted by Kinzler and DeJesus (2013). The study investigated the development of American children's attitudes about Northern and Southern accented American English. The study showed the fact that five- to six-year-old children in Illinois preferred the Northern-accented speakers as potential friends, yet did not demonstrate knowledge of any stereotypes about the different groups; five to six-year-old children in Tennessee did not

- show a preference towards either type of speaker. Nine to ten-yearold children in both Illinois and Tennessee evaluated the Northernaccented individuals as sounding "smarter" and "in charge", and the Southern-accented individuals as sounding "nicer."
- 2. A study conducted by Snell (2013). The study showed the fact that the use of Teesside dialect (North-east England) Primary school and in Secondary school. In primary school, the pupils allow to use dialect in school whether it is during in class (reading poems and stories which are written in ethnic dialect) and outside class (when the pupils are on the playground or having lunch). But in Secondary school, pupils do not allow to use dialect in their written work.
- 3. A study conducted by Louw & Wet (2009). The study showed that Native speakers of South Africa's Bantu languages are often optimistic about their ability to determine a person's mother tongue background based on his/her English accent. In the first perceptual experiment, which was conducted using telephone speech, none of the participants were able to recognize the BSAE speakers' accents beyond the chance level of 50/50 Nguni/Sotho. Furthermore, they expected that sentences would be easier to classify than words, but the results showed no significant difference between the listeners' responses to word and sentence

stimuli. Because the telephone data suffered from a number of shortcomings, a second perceptual experiment was conducted using good quality recorded speech, specifically designed to include acoustic cues relevant to different BSAE accents. In this instance the listeners performed slightly better in classifying sentence stimuli than in classifying word stimuli, but, as was the case in experiment 1, the overall results indicate that none of them were consistently able to correctly distinguish the Nguni accent from the Sotho accent.

A study conducted by Lemmer (2007). The study showed that The multilingual nature of the cast and the fact that the students experience levels differed also affected the outcome of the accent work in this production. Initially, it was feared that the experience would affect the students' confidence in and attitude towards accent work, especially in the case of second users as comparison was inevitable. Yet, the students' responses suggest that they viewed this as a valuable training experience and that their attitude towards accent work remains positive. It is important to state that the responses were noted in an informal survey. A formal survey that produces more interpretable be used in future results could to gauge such a cast's experiences. A questionnaire that rates the audience's perception could also be applied within the training context to evaluate the accent coaching process. Such a survey could potentially provide insight into how a multi-lingual audience experiences a play performed in a non-native accent. Second-language speakers' ability to perceive and produce English phonemes should be considered carefully before they attempt an English dialect, in addition to their accent.

From four articles above which data were available and taken from daily conversation in the researcher's society which can be used as data to analysis BVE in spoken data. Hence, the researcher in this study cannot find the society which used BVE in daily conversation, so she decided to take novel as her data since the data were available. Also, the previous researches show the dialect toward children's attitudes, dialect toward class positioning at school, people perception toward dialect, and the dialect which affected the outcome of student in multilingual coaching cast. Thus, in the first time, the researcher wants to investigate the type and impact of BVE which is used by Bigger Thomas. But then, after she gained the data, the researcher only find one point which show the impact, that is, the increasing of segregation.