CHAPTER IV

FINDINGS AND DISCUSSIONS

The focus of this study is to identify patterns of dialect and the factors of using that dialect in the English conversation found in the utterances by Madurese students of SMPN 1 Klampis. The main purpose of this chapter is to answer the questions presented in Chapter I.

4.1 Findings

4.1.1 The pattern of dialect

Here the writer tries to solve the problem of English speaking dialect used by Madurese students of A class of second grade at SMPN 1 Klampis based on the statements of the problem in the previous chapter below:

4.1.1.1 Dialect Pattern used by the students

In this section the writer tries to indicate, classify and explain the data that is found in the English conversation made by Madurese students of SMPN 1 Klampis. As we know that Madurese people have own language that is used in their daily communication, the language is Madurese language. Madura Island is placed in Java Island, especially east java. So, every day they will use Madurese language when they interact with others. When Madurese people speak English they will not be able to avoid their Madurese characterization. While English is foreign language as the second language that is used by Madurese people because they are from Madura Island.

Concerning the analysis of English dialect which happens in the English conversation used by Madurese students on A class of second grade at SMPN 1 Klampis in Bangkalan Madura, the writer focuses to analyze the pattern of phonological variation, grammatical pattern, and vocabulary variation which differ from the standard one.

Table 4.1 Students Dialect Patterns

Pattern		Examples
u	[e] adding	 That's right. (Data 1, line 11) Oh yes, I forgot to told it, we went to Ponorogo by private car. (Data 1, line 17) Still remember wrote you. (Data 2, line 21) No, I just spend my vacation at home. (Data 6, line 22)
Phonology Variation	[i] adding	 Yes (Data 2, line 4&6) Yes, there is what. (Data 2, line 8) Yes, I did (Data 4, line 2) Monkey? Yes I saw that. (Data 4, line 7) Yes (Data 4, line 13) Maybe yes (Data 4, line 17) Yes, we had a good time. (Data 5, line 2) Yes, I came to the mall center to buy something. (Data 5, line 12) Yes, it was very nice. (Data 6, line 10) Yes, it was very enjoyable. (Data 6, line 13) Yes, more beautiful then you. (Data 6, line 29)
Grammatical Pattern	Subject Omitting	 Right, was like Deny. (Data 4, line 10) Why, can be like that? (Data 3, line 26)
	Object omitting	 After in Suramadu, we felt very hungry, so we ate in a little restaurant. (Data 1, line 19) I saw the monkey and wears Bikini. (Data 4, line 11)

	T (2 T (2 (D (1 1) 12)
Object changing	 Let's I continue. (Data 1, line 12) Oh yes, I forgot to told it, we went to Ponorogo by private car. (Data 1, line 17)
	• Because, I didn't see toilet girls. (Data 3, line 25)
Verb	• Why you different anyway. (Data 2, line 9)
omitting	
	• Oh yes, I forgot to told it, we went to Ponorogo by private car. (Data 1, line 17)
	What are you did last week? (Data 3, line 5)
Verb changing	 Why you came to toilet girls? (iData 3, line 24) I was get in and you know? (Data 3, line 29) I saw the monkey and wears Bikini. (Data 4, line 11) Did the monkey wears eyeglass? (Data 4, line 12) Did you took picture too? (Data 4, line 16) You can saw alone. (Data 4, line 25) Sure, I gived a question to the lion. (Data 4, line 27) Stop-stop, come on went home. (Data 4, line 28)
	• Saw your clock carefully; broken. (Data 4, line 32)
Auxiliary verb omitting	 Yesterday in the zoo, my clock fall to water. (Data 4, line 33) We continue our travel but, after in Surabaya I didn't know what happed because I slept. (Data 1, line 23) How long you in there? (Data 1, line 29) You've already now the better that in the first it. (Data 2, line 24) Why you came to toilet girls? (Data 3, line 24) Wow guys this an activity very funny. (Data 3, line 30) Ok guys I want to go home now because my mother calling me. (Data 3, line 32) Right, like Deny. (Data 4, line 10) I saw the monkey and wears Bikini. (Data 4, line 11) My clock fell to the water and off. (Data 4, line 33) You stupid man. (Data 4, line 34)
Auxiliary verb changing	 Yes, it is very interesting, you know. (Data 1, line 6) What are you doing in Ponorogo? (Data 1, line 9) What are you doing after eat? (Data 1, line 22) My grandparents was very happy to saw we are. (Data 1, line 28) It is natural Aini. (Data 1, line 33) Ok, it is my experience (Data 1, line 34)

		• What are you did last week? (Data 3, line 5)		
		• Wow It is amazing, it only did you do? (Data 3, line 11)		
		• It is seriously ill once. (Data 3, line 20)		
		• Why can be like that. (Data 3, line 26)		
		• I was get in and you know? There is a woman, she was very		
		angry to me. (Data 3, line 29)		
		• Did you not see your brother? With uuaa' voice. (Data 4, line		
		6)		
		• He didn't my brother, but he was my friend. (Data 4, line 14)		
		• If you went with me, you can saw alone. (Data 4, line 25)		
		• Yes, have 05.00 (Data 4, line 29)		
	Preposition	• We don't see a long time. (Data 2, line 3)		
	omitting	• Because I was hurry up. (Data 3, line 27)		
	Preposition	• Poor Ibnu used to be punished at the teacher because he sleep in the class (Data 2, line 22)		
	changing	• My clock has fell to water and off. (Data 4, line 33)		
	Changing	Viry clock has left to water and off. (Data 4, fille 33)		
		• I and my parents went at 06.00 after until in Suramadu. (Data		
	I Indiana	1, line 14)		
ary 1	Unique	• We continue our travel . (Data 1, line 23)		
	choice of			
Vocabulary Variation	words	• You can saw alone. (Data 4, line 25)		
oca uria	W 0145	• I again don't have money (Data 2, line 2)		
Š Š		• Oh yes my clock is turn off . (Data 4, line 33)		
L		, , ,		

There are three types of variation that distinguish one dialect with another. They are the phonological features, grammatical pattern, and vocabulary variation. They also exist in the dialect used by Madurese students in the English conversation.

4.1.1.1.1 Phonology Features

Phonology features of dialect used by Madurese students are invested in putting the additional letter, vowel changing. In consonant adding, which add the pronunciation of a consonant, the student only adds the [e] and [i].

• [e] adding

The [e] adding is accumulated in some words. Firstly, I am going to focus at the [e] adding which is presented in four words; 'right', 'still', 'car', and 'no', which are uttered by the students:

- That's *eright*. (Data 1, line 11)
- ➤ Oh yes, I forgot to told it, we went to Ponorogo by private *ecar*. (Data 1, line 17)
- > Setill remember wrote you. (Data 2, line 21)
- > eno, I just spend my vacation at home. (Data 6, line 22)

The italicized and bold words are typed differently. They are typed 'eright', 'ecar', 'setill', and 'eno' as the vowel [e] is the additional word which putting in front of the word. From all the sentences which is made by the students just four words; 'right', 'still', 'car', and 'no'. The pronunciation above is the dialect from the students from Madura. As we know that Madurese language is often unintentionally initiated with letters /e/. when Madurese people pronounced some word such as when they pronounced 'right' become 'Eright', 'still' become 'sEttil', 'car' become 'Ecar', 'no' become 'Enno'.

To give a proof of phonology features which happens in Madurese students at SMPN 1 Klampis, here the example of phonology feature which occurs in the conversation of Madurese students of SMPN 1 Klampis.

Word	The Students'	Standard
	pronunciation	pronunciation
Right	/əˈraɪt /	/raɪt/
Still	/setīl /	/stɪl/
Car	/ə'ka:(r)/	/ka:(r)/
No	/əˈnəʊ /	/nəʊ/

From the example above, Madurese students in different pronunciation with the standard pronunciation the word *Right*, *Still*, *Car*, and *No*. When Madurese students pronounced those words, they mostly pronounced by putting the additional letter [e] in front of the word and also in the middle of the word. This phenomenon does not only occur in Madurese students of SMPN 1 Klampis, but also unintentionally occur in Madurese students out of SMPN 1 Klampis who learn English will pronounce like the explanation above.

• [i] adding

The [i] adding is accumulated only in one word. We are going to focus at the [i] adding which is presented in one word; 'Yes' which are uttered by the students:

- **Yes** (Data 2, line 4&6)
- Yes, there is what. (Data 2, line 8)
- Yes, I did (Data 4, line 2)
- Monkey? **Yes** I saw that. (Data 4, line 7)
- **Yes** (Data 4, line 13)
- Maybe **yes** (Data 4, line 17)
- **Yes**, we had a good time. (Data 5, line 2)
- Yes, I came to the mall center to buy something. (Data 5, line 12)

- **Yes**, it was very nice. (Data 6, line 10)
- **Yes**, it was very enjoyable. (Data 6, line 13)
- **Yes**, more beautiful then you. (Data 6,line 29)

The bold words are typed differently. They are typed /ijes/ as the vowel [i] is the additional word which putting in front of the word. From all the sentences which is made by the students just one words; 'Yes' /ijes/. The pronunciation above is the dialect from Madurese students. As we know that Madurese language is often initiated with letters /e/. when Madurese people pronounced some word such as when they pronounced 'Yes' become /ijes/.

To give a proof of phonology features which happens in Madurese students of SMPN 1 Klampis, here the example of phonology feature which occurs in the conversation of Madurese students of SMPN 1 Klampis.

Word	The Students' pronunciation		Standard
			pronunciation
Yes	/ ijes /		/ jes /

From the example above, Madurese students in different pronunciation with the standard pronunciation the word *Yes*. When Madurese students pronounced those word, they mostly pronounced by putting the additional letter [i] in front of the word.

4.1.1.1.2 Grammatical Pattern

The unique grammatical pattern of the dialect used by Madurese students lies on the missing subject, missing object, object changing, verb omitting, verb changing, auxiliary verb omitting, auxiliary changing, preposition omitting, preposition changing.

Subject Omitting

Firstly, we focus on the missing Subject feature. Madurese students of SMPN 1 Klampis frequently leaves the sentences with no subject though it does not always happen. The following sentences are produced by Madurese students:

- Right, was like Deny. (Data 4, line 10)
- Why, can be like that? (Data 3, line 26)

From those sentences, there is a similarity which is the absence of the subjects in the sentences. As the correct grammatical pattern, the sentences must be:

- Right, [it] was like Deny. (Data 4, line 10)
- Why, [it] can be like that? (Data 3, line 26)

Mostly, it happens when the subject is Alif. From the example above show that Alif confidently believe that the listener of his utterance understand what he is talking about. Therefore, he does not any effort to mention the subject of his sentence especially when the subject is Alif.

• Object Omitting

Secondly, we focus on the missing Object feature. Madurese students of SMPN 1 Klampis often didn't pay attention the object. So, they leave their sentences without object though it does not always happen. The following sentences are produced by Madurese students:

- After in Suramadu, we felt very hungry, so we ate in a little restaurant. (Data 1, line 19)
- I saw the monkey and wears Bikini. (Data 4, line 11)

From those sentences, there is a similarity which is the absence of the object in the sentences. As the correct grammatical pattern, the sentences must be:

- After in Suramadu, we felt very hungry, so we ate [some food] in a little restaurant. (Data 1, line 19)
- ➤ I saw the monkey and [it] was wearing Bikini. (Data 4, line 11)

Although the object is omitted by the students, the whole dialogs still give a clear clue of whom or what the students is talking about. Because the students make a group that consist of six students in each group and create a conversation. So, the object of the dialogue will be understood by the writer self.

Object Changing

Thirdly, we focus on the object changing. Madurese students of SMPN 1 Klampis ignore the using of object, they will

using the object as well as they know. The following sentences are produced by the Students:

- Let's I continue. (Data 1, line 12)
- ➤ Oh yes, I forgot to told it, we went to Ponorogo by private car. (Data 1, line 17)
- Because, I didn't see toilet girls. (Data 3, line 25)

From those sentences, Madurese students ignore the using of the object. As the correct grammatical pattern, the sentences must be:

- Let's [me] continue. (Data 1, line 12)
- Oh yes, I forgot to told [you about it], we went to Ponorogo by private car. (Data 1, line 17)
- Because, I didn't see [the sign]. (Data 3, line 25)

The students putting the object as well as they can, because they thought that their friends would understand what they said. So, they put inaccuracy object in the sentences, for example in the first sentence, they use "I" they do not notice about the applying "I" as object is incompatible to use in that sentence. The second example, Madurese students on A class of second grade use "it" to explain previous sentence but it is incompatible because they do not put the right object in the sentence. In the last sentence, the students use word "toilet girls" as an object, the students mean that they do not see toilet entrance, not toilet itself. They have a

mistake in applying of words "toilet girls" as an object in the sentence.

Verb Omitting

Fourthly, we focus on the verb omitting. Some students ignore verb using in the sentence, but not all of the students ignore verb using in the sentence. The following sentences are produced by Madurese students of SMPN 1 Klampis:

Why you different anyway. (Data 2, line 9)

From those sentences, the students ignore verb using in the sentence above. So, they let that sentences stand without verb. As the correct grammatical pattern, the sentence must be:

Why now you [looks] different? (Data 2, line 9)

In the sentence above the student would like to ask about the changes of their friend's appearance side which he/she saw, but the students do not mention verb as distinctness in the sentence.

• Verb Changing

In this explanation we focus on the verb changing on grammatical pattern that happened in the sentence from dialogue script written by Madurese students on A class of SMPN 1 Klampis. In the dialogue script which creted by Madurese students found some mistakes to determine exact verb in their

sentences. The following sentences are produced by Madurese students:

- ➤ Oh yes, I forgot to told it, we went to Ponorogo by private car. (Data 1, line 17)
- What are you did last week? (Data 3, line 5)
- Why you came to toilet girls? (Data 3, line 24)
- ➤ I get in you know? (Data 3, line 29)
- ➤ I saw the monkey and it was wears Bikini. (Data 4, line 11)
- ➤ Did the monkey wears eyeglass? (Data 4, line 12)
- Did you took picture too? (Data 4, line 16)
- You can saw alone. (Data 4, line 25)
- Sure, I gived a question to the lion. (Data 4, line 27)
- > Stop-stop, come on went home. (Data 4, line 28)
- Saw your clock carefully. (Data 4, line 32)
- Yesterday in the zoo, my clock fall to water. (Data 4, line 33)

In the some example of sentences which created by students on second grade above, there are some mistakes to determine of verb using in the sentences which is written by themselves. As the correct grammatical pattern, the sentences must be:

- ➤ Oh yes, I forgot to [tell] you about it, we went to Ponorogo by private car. (Data 1, line 17)
- What did you [do] last week? (Data 3, line 5)

- ➤ Why you [come] to toilet girls? (Data 3, line 24)
- ➤ I [entered the room] you know? (Data 3, line 29)
- ➤ I saw the monkey and it was [wearing] Bikini. (Data 4, line 11)
- ➤ Did the monkey [wear] eyeglass? (Data 4, line 12)
- ➤ Did you [take] picture too? (Data 4, line 16)
- You can [see] alone. (Data 4, line 25)
- Sure, I [gave] a question to the lion. (Data 4, line 27)
- Stop-stop, come on [go] home. (Data 4, line 28)
- > [see] your clock carefully. (Data 4, line 32)
- Yesterday in the zoo, my clock [fallen] into the water. (Data 4, line 33)

From those sentences, there is verb changing which occur in their sentences that created by the students. Most of them frequently use incompatible verb in some sentences. From the first sentence; the correct sentence must be *Oh yes, I forgot to [tell] you about it, we went to Ponorogo by private car.* Because after the word forget uses 'to infinitive' verb 1.

The second sentence; the correct sentence must be what did you [do] last week? It is because question word in past tense should use verb 1.

The third sentence; the correct sentence must be *Why did* you [come] to toilet girls? It is because question word in past tense should use verb 1.

The fourth sentence; the correct sentence must be I [entered the room] you know? It is because verbal sentence in past tense should be use verb 2.

The fifth sentence; the correct sentence must be *I saw the monkey and it was [wearing] Bikini*. It is because sentence in past progressive tense should use verb-ing.

The sixth sentence; the correct sentence must be *Did the* monkey [wear] eyeglass? It is because interrogative sentence in past tense should be use verb 1 without any adding s/es.

The seventh sentence; the correct sentence must be *Did* you [take] picture too? It is because interrogative sentence in past tense should be use verb 1.

The eighth sentence; the correct sentence must be You *can* [see] alone. Because after modal use verb 1.

The ninth sentence; the correct sentence must be *Sure*, *I* [gave] a question to the lion. It is because positive sentence in past tense should be use verb 2. While the student used the word 'gived' which is none in English.

The tenth sentence; the correct sentence must be Stopstop, come on [go] home. This sentence should use verb 1 because it is present tense.

The eleventh sentence; the correct sentence must be [see] your clock carefully. This sentence should use verb 1 because it is present tense.

The twelve sentence; the correct sentence must be Yesterday in the zoo, my clock has [fallen] into the water. It is because positive sentence in perfect tense should be use verb 3.

Auxiliary Verb Omitting

Auxiliary verb does not have an exact meaning in a sentence. However, it holds an important role that makes a sentence complete and grammatically correct. Another feature of the dialect in Madurese students' utterances is the absence of auxiliary verb as shown below:

- ➤ We continue our travel but, after in Surabaya I didn't know what happed because I slept. (Data 1, line 23)
- ➤ How long you there? (Data 1, line 29)
- You've already now the better that in the first it. (Data 2, line 24)
- ➤ Why you come to toilet girls? (Data 3, line 24)
- Wow guys this activity very funny. (Data 3, line 30)
- ➤ Ok guys I want to go home now because my mother calling me. (Data 3, line 32)

- Right, like Deny. (Data 4, line 10)
- ➤ I saw the monkey and it wearing Bikini. (Data 4, line 11)
- ➤ My clock fell into the water and off. (Data 4, line 33)
- You stupid man. (Data 4, line 34)

Accordingly the sentences above there are many sentences which are omitted auxiliary verb in their sentences, as explained above indeed auxiliary verb does not has an exact meaning in a sentence. Nevertheless, in English standard we need to put auxiliary verb in a sentence. The dialogs above in standard form will be:

- We [were] continue our travel but, after in Surabaya I didn't know what happed because I slept. (Data 1, line 23)
- ➤ How long you [had been] there? (Data 1, line 29)
- You've already now [been] the better that in the first it. (Data 2, line 24)
- ➤ Why [did] you come to toilet girls? (Data 3, line 24)
- ➤ Wow guys this activity [was] very funny. (Data 3, line 30)
- ➤ Ok guys I want to go home now because my mother [is] calling me. (Data 3, line 32)
- Right, it [was] like Deny. (Data 4, line 10)
- ➤ I saw the monkey and it [was] wearing Bikini. (Data 4, line 11)
- My clock [has] fallen into the water and off. (Data 4, line 33)
- You [are] stupid man. (Data 4, line 34)

For all Auxiliary verbs are apparently omitted to simplify the speech. Again, it shows that some of the student does not put a much concern of the grammatical structure of his utterances.

• Auxiliary Verb Changing

Besides auxiliary verb omitting, the researcher also finds auxiliary verb changing in the sentences made by the students on second grade. They used incompatible auxiliary verb in their sentences. The sentences are:

- Yes, it is very interesting, you know. (Data 1, line 6)
- ➤ What are you doing in Ponorogo? (Data 1, line 9)
- ➤ What are you doing after eat? (Data 1, line 22)
- My grandparents was very happy to saw we are. (Data 1, line 28)
- ➤ It is natural Aini. (Data 1, line 33)
- ➤ Ok, it is my experience (Data 1, line 34)
- What are you do last week? (Data 3, line 5)
- ➤ Wow.... It is amazing, it only did you do? (Data 3, line 11)
- ➤ It is seriously ill once. (Data 3, line 20)
- Why it can be like that. (Data 3, line 26)
- ➤ I was get in and you know? There is a woman, she was very angry to me. (Data 3, line 29)
- Did you not see your brother? With uuaa' voice. (Data 4, line6)
- ➤ He didn't my brother, but he was my friend. (Data 4, line 14)
- ➤ If you went with me, you can see alone. (Data 4, line 25)
- Yes, it have 05.00 (Data 4, line 29)

Accordingly some conversations above, there are some mistakes in picking auxiliary verb in the sentences. As the correct grammatical pattern, the sentences must be:

- Yes, it [was] very interesting, you know. (Data 1, line 6)
- ➤ What [were] you doing in Ponorogo? (Data 1, line 9)
- ➤ What [were] you doing after eat? (Data 1, line 22)
- ➤ My grandparents [were] very happy to saw we are. (Data 1, line 28)
- ➤ It [was] natural Aini. (Data 1, line 33)
- ➤ Ok, it [was] my experience (Data 1, line 34)
- ➤ What [did] you do last week? (Data 3, line 5)
- Wow.... It [was] amazing, it only did you do? (Data 3, line 11)
- ➤ It [was] seriously ill once. (Data 3, line 20)
- ➤ Why it [could] be like that. (Data 3, line 26)
- ➤ I was get in and you know? There [was] a woman, she was very angry to me. (Data 3, line 29)
- ➤ [didn't] you not see your brother? With uuaa' voice. (Data 4, line 6)
- ➤ He [was not] my brother, but he was my friend. (Data 4, line 14)
- ➤ If you went with me, you [could] see alone. (Data 4, line 25)
- Yes, it [is] 05.00 now (Data 4, line 29)

In this case, the students changed the verb was become is, were become are, did become are, didn't become did, was not become didn't, could became can, is become have. There are many changes of the auxiliary verb in the sentences made by the students on A class of second grade. They ignored to apply the right auxiliary verb in their sentences. The conversation that they used is using simple past, therefore they should use simple past

rules. Whereas, the students ignored auxiliary verb rules which should they use.

• Preposition Omitting

In this case, Madurese students on A class of second grade also omits the preposition such as *in* and *for* in some sentences. These are the following sentences which are omitted preposition by Madurese students:

- We don't see a long time. (Data 2, line 3)
- Because I was hurry. (Data 3, line 27)

Those sentences should be added preposition to complete the grammatical as Standard English. As the correct pattern, the sentences and the dialogues they must be:

- We don't see [for] a long time. (Data 2, line 3)
- ➤ Because I was [in] hurry. (Data 3, line 27)

There is similarity which is the absence of the preposition in the sentences that uttered by Madurese students. Mostly the students omit the preposition after verb. The students omits *for* preposition which is pattern of the sentence must be *We don't see* [for] a long time.

The students also omit in preposition after auxiliary verb in their sentence, their sentence is Because *I was hurry* from their sentence. The writer knows that the sentences are grammatically error because they do not put preposition, but it is clear enough uttered by speaker to the listener, the listener have understood the speaker's mean. Whereas the right gramatically should be: *Because I was [in] hurry*.

• Preposition Changing

In this part we focus on the preposition changing exists in the sentences which utter by Madurese students on A class of second grade at SMPN 1 Klampis. The following sentences are sentences produced by the students:

- Poor Ibnu used to be punished to the teacher because he sleep in the class (Data 1, line 22)
- My clock has fell **to** water and off. (Data 4, line 33)

From those sentences, there is a similarity which is the changing of prepositions in the sentences. As the correct grammatical pattern, the sentences must be:

- ➤ Poor Ibnu used to be punished [by] the teacher because he sleep in the class (Data 2, line 22)
- My clock has fallen [into the] water and off. (Data 4, line33)

Accordingly the sentences above the students confidently believed that their utterances understandable by the listener. The students ignored the rule of using preposition, so they could not choose the right preposition to use in their sentences. It enhances another proof that the students do not pay too much attention on the grammatical rule in his speech style.

4.1.1.1.3 Vocabulary variation

The distinction of pairs of words shows the distinction of the social group a person belongs to. Word choice also shows the distinction of the person's knowledge. Madurese students on A class of second grade at SMPN 1 Klampis use words which is incompatible in their sentences. These are the sentences produced by the students:

- I and my parents went at 06.00 after until in Suramadu. (Data 1, line 14)
- We continue our travel. (Data 1, line 23)
- Leter I went to toilet. (Data 3, line 16)
- You can saw alone. (Data 4, line 25)
- ➤ Oh yes my clock is turn off. (Data 4, line 33)

In the first sentence uttered by one of the students on A class, named Aini. The sentence is about her experience when she and her family go to her grandmother's house in Ponorogo. Aini utters the sentence *I* and my parents went at 06.00 after until in Suramadu. The diction "until" in the Aini's sentence, if in English standard should be use "arrive" to show that she arrived in

Suramadu. The word "until" is one of the vocabulary variations that they use in their sentences.

The second sentences is uttered by Aini, as the example of sentence that mentioned above, Aini also has *vocabulary* variation that she uses in her second sentence. In the sentence "we continue our travel", the word travel that should be use "trip". It should be we continue our trip, because the word travel shows transportation that they used but actually Aini's utteres mean "trip" all the same she uses word "travel" as vocabulary variation that she knows.

The third sentence uttered by Rosi, she utters sentences "later, I went to toilet" word later should be use "and then" Rosi choose to use word "later" as the vocabulary variation.

The third and forth sentence uttered by Deny, he utters to his friend "you can saw alone". The word *saw alone* it means *see* by yourself. Saw alone is one of the vocabulary variation that Denny said to his friend. The forth sentence is "Oh yes my clock is turn off. In Deny's sentence, he tries to explain to his friend that his watch was broken. In the English standard Deny must use "broke' to explained that his watch was broken.

Accordingly the whole sentences above, the students use vocabulary variation which they know and use it in their sentences.

4.1.1.2 Factors of using English speaking dialect occur in the English conversation used by Madurese students.

The phenomenon of English speaking dialect pronounced by Madurese students on A class of second grade at SMPN 1 Klampis is essentially influenced by education factors which the students are less of knowledge about English. Here the writer states cause of the use of English dialect in the conversation. There are two causes of the use of English dialect especially for English conversation made by Madurese students on A class of second grade at SMPN 1 Klampis. The two causes are the student's lack of vocabularies or they are difficult to find appropriate language, they influenced their English by Madurase language, it is caused by their habits of using Madurese. So, these causes make them influenced by mother language when they communicated by using English, because English as the second language or foreign language for them.

The lack of vocabularies or difficulty to find the appropriate words and sentences also becomes the causes why Madurese students on A class of second grade at SMPN 1 klampis offend their English. Madurese students used English speaking dialect in the English conversation because their lack of vocabulary and grammatical. So,

when this cause influenced the use of English, the result is their first language will influence their second language.

Madurese students on A class of second grade at SMPN 1 Klampis often influence their English by the Madurese language. From the data, the writer finds many examples that the speakers use in their conversation. Here the writer states the example of the explanation above that caused by their difficulty to find appropriate language:

- We continue our travel. (Data 1, line 23)
- It is seriously ill once. (Data 3, line 21)
- Because, I didn't see toilet girls. (Data 3, line 26)

From the example above, we can directly assume that the sentence above is wrong. It caused the English of Madurese students who say that sentence, they are less of vocabulary. So, they cannot find the appropriate language when they want to say their sentences in English. They use some of vocabulary which is inappropriate for their sentences. For the first example *we continue our travel* in this sentences the student decided to use the word *travel* but, the students must use the word *trip* because the word travel is the transportation.

The second example *it is seriously ill once* from the bold word the student wants to say *ashamed* but the student use the word *ill* because they less of vocabulary. The student didn't know the meaning of the word *ill*, they just presume the word *ill* is the correct word in their sentences. The students which made this sentence also adds the word

once in the ending of the sentence. From this sentence their influence their English sentence by their mother language. That is Madurese language. In the correct sentence the student must be omitted the word once.

The last example of lack of vocabulary is *because*, *I didn't see* toilet *girls*. In this example the meaning of the bold word is the sign of the toilet girls. From this example we can assume that the students choose to arrange the sentence as their understanding. So, that they did not pay attention in whether the sentence is appropriate with or not.

Then, in this paragraph is talking about Madurese students on A class of second grade in the English class influence their English speech by using their Madurese style or caused their habits in using their mother language. The writer states the examples of the way the students make a sentence in the form of grammatical pattern that is done by the students as the result from their habit as follow:

- Anywhere important we road together (Data 2, line 28)
- I again don't have money (Data 2, line 29)
- You can saw alone (Data 4, line 25)
- There is what (Data 2, line 8)
- Remember not (Data 2, line 18)
- The way where? (Data 2, line 27)

The example above which is the factor using English speaking dialect occur in the English conversation used by Madurese students is

caused by the student's habit; the sentences above is purely translated from Madurese. We can see the way how the students make the sentence is really appeared as Madurese expression which is only translated into English. As the correct sentences, the sentences must be:

- Anywhere is ok as long as we keep together
- I don't have money
- You can see by yourself
- What happen
- Don't you remember
- Where are we going?

The phenomenon of speaking English language which is influenced by their mother language is not the new phenomenon. This phenomenon does not only occur in the students on A class of second grade at SMPN 1 Klampis which is located in Madura, but also it may include all of the students in different region and different language. When the other region for example Javanese students speaking English they will be influenced by their mother language. So, the phenomenon of regional dialect must be happened to them when they communicate each other.

4.2 Discussions

The data analyzed in the previous explanation shows us that the phenomenon of English dialect in the form of Phonology Variation, Grammatical Pattern, and Vocabulary Variation occurs in the

conversation made by Madurese students on A class of second grade at SMPN 1 Klampis. Grammatical Pattern becomes the most used by the students in this type of dialect patterns. Beside Grammatical pattern becomes the most used, Vocabulary Variation and Phonology Variation also often used Madurese students of SMPN 1 Klampis, Bangkalan Madura.

In the Phonology Variation the researcher found out two patterns which utter by the students in their conversation. The first is *e*- adding, the students often putting the additional letter can be in front of the word and also in the middle of the word. For example when the students pronounced some English word like *right*, *car*, *still*, *no* becomes *eright*, *ecar*, *settil*, *eno*. The word *eright*, *ecar*, *eno* were added an additional letter in which placed in front of the word. Another English word which influenced by Madurese is the word *still* become *settil*. the student putting the additional letter in the middle of the word. The second is *i*-adding, the students often putting the additional letter *i*- in the front of the word *yes*. Because in the Madurese language there was some word which begin from the letter *i*- therefore the student influenced by their mother language. So, they apply the form of Madurese word in the English word.

The second pattern is Grammatical Pattern, in the Grammatical pattern the researcher finds some incorrect Grammar in the conversation made by Madurese students. There are nine form of incorrect grammar

in the conversation made by the students. The first is Subject Omitting, Object Omitting, Object Changing, Verb Omitting, Verb Changing, Auxiliary Verb Omitting, Auxiliary Verb Changing, Preposition Omitting, and Preposition Changing. The use of grammatical pattern above shows the factor which influences Madurese students when they made English conversation. The factor is from education which the students are less of knowledge about English. The other causes are Madurese student's on A class of second grade at SMPN 1 Klampis lack of vocabularies or they are difficult to find appropriate language, they influenced their English by Madurase, it is caused by their habits of using Madurese language. So, these causes make them influenced by mother language when they communicated by using English, because English as the second language or foreign language for them.

From the pattern of Vocabulary Variation the researcher find six words of unique choice of words in the conversation made by the students. The student decided to choose the unique words depend on their understanding. They things that their friends will be understand what they want to say. So, they are not paying attention whether the word choice is correct in English. It again concludes that the students represent the less of education and less of knowledge about English. They tend to ignore the standard rule when they made the sentence and choose some of vocabulary which incorrectly when arrange the English conversation.

The process of occurrence this phenomenon of English Dialect is when the students do the conversation and they feel difficult to pronounce the correct pronunciation or arrange the correct structure and also difficult to choose the correct word which is correct to their sentences. As we know that Madurese people use Madurese in their daily communication, because Madurese is the mother language for them. So, every day they will use Madurese language when they interact with others. Finally, they influence their English as the second language by Madurese as their mother language. The students feel free to show their ability in using English language, although their ways of speaking are influenced by Madurese style.

The factor of the dialect which occurs in the English conversation made by Madurese students at SMPN 1 Klampis happened because of education factor which the students are less of knowledge about English. The researcher found the two factors of using Madurese dialect in the English conversation made by the students at SMPN 1 Klampis. The first factor is lack of vocabulary, so they difficult to find appropriate language. The students were difficult to find the English word which correct to their sentences. Because they were less of vocabulary so they often choosing the word which not correct to the sentence they made.

The second factor is they influenced their English by Madurese because their habit of using Madurese language. In this factor the researcher was find the example of the sentence which caused by Madurese occur in the English conversation made by Madurese students at SMPN 1 Klampis. This cause happen because of the students' habit in using Madurese language in their daily activity and Madurese language is strong enough; sometimes they brought language in the English conversation. So they always influenced by Madurese style when they spoke English.

