CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. This includes sociolinguistics, language varieties, language attitude, and the related study. Each topic will presented as bellow.

2.1 Sociolinguistics

Sociolinguistics is a branch of linguistics studying the relation between language and society (Trask, 2007). In this case, language and society are inseparable. Furthermore, Trudgill (1984), Sociolinguistics is an area of study that concerns itself with the way in which human actually use language in social interaction in their everyday situation. Moreover, Wardhaugh (2006) also suggests that Sociolinguistics is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how the languages function in communication. In addition, Gumperz (in Wardhaugh, 2006) points out that Sociolinguistics is an attempt to find correlation between social structure and linguistics structure and to find or to know any change occurs.

Language used by people to communicate would determine language attitude of the people itself. Based on the explanation above, it shows that both society and language are interconnected. The researcher concludes that Sociolinguistics has a significant role in society, as it used by people to communicate in social life.
2.2 Language Varieties

Language varieties are closely linked to Sociolinguistics field. The term variety is the label given to the form of a language used by any group of speakers or used in a particular field. Wardhaugh (2006) defines it as a specific set of linguistics items or human speech patterns (sounds, words, and grammatical features) which can be associated with several external factors (geographical area or a social group). Further, Fromkin (2003) states that language varieties include; dialect, idiolect, accent, lingua franca, pidgin and creole, style, register, slang, and jargon.

Moreover, Kachru in Kang (2015) suggests that the varieties of English around the world are based on three circles, namely the inner, the outer, and the expanding circles. The inner circle is countries in which English is spoken as native (first) language. The outer circle is countries in which English as a second language, and the expanding circle refers to countries in which English is distinguished as a foreign language. This shows that English has emerged different varieties around the world. Thus, however, among the varieties of English, the standard of English is still known as British English and American English (Melchers and Shaw, 2011).

Furthermore, the term of Standard English refers to grammar, vocabulary, and described in terms of written language (dialect) but not pronunciation (accent) (Trudgill, 2000; Yule, 2006). According to Trudgill (2006), there are two main standard varieties of English, those are, British English and American English. British English is normally written and spoken by educated speakers in England. It is associated with prestigious accent namely RP (Received Pronunciation). On
the other hand, American English is normally written and spoken by educated
speakers in United States of America and known as GA or General America
accent.

2.2.1 Dialect

Dialect is one of language varieties. It is mutually intelligible forms of a
language that differ in systematic ways. A dialect is not an inferior or degraded
form of a language, and logically could not be so since a language is a collection
of dialects (Fromkin, 2003). In line with Fromkin, Mayerhoff (2006) argues that
the level of pronunciation, vocabulary, and sentence structure become pivotal
features of dialect. Further, Chambers (2004) states that dialect refers to varieties
which are grammatically (and perhaps lexically) as well as phonologically
different from other varieties.

For example, the way British say “football” while American say “soccer”. Moreover, American English and British English’s spelling are also different. For examples; “colour” in British way, “color” in American way, “flavor” (RP) while “flavor” (GA), “analyse” (RP), and “analyze” (GA), and so on. It shows that
every region has their own dialect.

2.2.2 Accent

Accent refers to the way in which a speakers pronounces, and therefore
refers to a variety which is phonetically and/or phonologically different from other
varieties (Chambers, 2004). Further, Mayerhoff (2006) argues that accent can
show a speaker’s regional origin. He adds that the difference of accent can also be
seen from the variation at the level of pronunciation. For examples, the difference of RP and GA in pronouncing the word ‘care’ will be said /keə/ in RP and /ker/ in GA, ‘water’ will be said /wɔːtə/ in RP while /waːtər/ in GA, and so on.

In addition, Fromkin (2003) states that accent refers to the characteristics of speech that convey information about the speaker’s dialect, which may reveal in what country or what part of the country the speaker grows up or to which sociolinguistic group the speaker belongs, and the speech of someone who speaks a language non-natively.

Based on the explanation above, the researcher believes that every region has its own accent called regional accent. It is one of logical evidence of the connection between individuals and region to establish certain language (accent). It shows that the connection between language and the speakers occur. Moreover, people accent choices indicate their language attitudes and speech perception (Edwards, 1992).

2.3 Language Attitude

Learning a language is closely related to the attitudes towards the language (Starks and Paltridge, 1996 as cited in Siregar, 2009). Language attitude is defined as the subjective perception of language influenced by behaviors. It refers to personal values and beliefs and promotes the choices of language (Gardner and Lambert, 1972). Further, Crystal (1992) defines language attitude as the feelings people have about their own language or the language of others.

Moreover, Gardner and Fhisman (as mentioned in Carrie, 2016) suggest that ‘attitude’ has a tripartite structure comprising cognitive, affective and conative
components. Cognitive responses are thoughts and beliefs, reflecting perceptions of, and information about, the entity under evaluation. Affective responses exhibit feelings and emotions towards the entity, and are invariably the strongest component. Conative responses reveal perceptions of one’s own behavioral tendencies towards the entity, which are subjective and may not reflect actual behavior. The definition of ‘language attitude’ in this research, then, is one’s evaluation of and disposition towards a speech variety of RP and GA and its speakers, consisting of thoughts, feelings, and behavioral tendencies.

2.4 Related Studies

Recently, several studies about language attitude have been completed previously. Scale et.al (2006) examined the accent perception in order to compare language attitudes and accent judgments between native and non-native speaker. The participants were 37 English language learners and 10 American undergraduate students. They listened to one-minute passage read by four speakers with different accent of English; General American, British English, Chinese English, and Mexican English. The result showed that more than a half (62%) of the learners wanted to sound like native the English speaker. The other groups preferred General American as it was easier to understand.

Mardijono (2003) evaluated students’ perception of four English accents, namely North American English, British English, Australian English, and New Zealand English. He applied questionnaire designed by Bayard originally to record the participants’ personal data and their impression towards the speakers on 13 six-point semantic scales (reliable, ambitious, humorous, authoritative,
competence, cheerful, friendly, dominant, intelligent, assertive, controlling, warm, and hardworking) and their impression towards the speakers’ voice on five six-point semantic scales. The result showed that Indonesian learners were more familiar with the American accent and thus, perceived it was easy to understand. Further, GA was more favorable among Indonesian learners, they say that it was nice to be listened, familiar, and they received the high exposure of GA from entertains, movies, internet, and music (Siregar, 2010; Higara, 2005). Moreover, CEKIK (2009) found that GA was received more favor among Turkish learners. He mentioned that Turkish EFL learners improved their learning skills especially listening skill by using GA in the material.

In addition, Rindal (2010) investigated Norwegian learners’ perception of RP and GA by applied matched-guise technique. The participants were 23 students aged 17 to 18 years old. The matched-guise was conducted to the participants collectively in their classroom in an order where they function as buffer recordings for each other (Speaker A in RP, Speaker B in GA, Speaker A in GA, Speaker B in RP). After each recording, the participants were asked to fill out evaluation forms with 17 semantically labeled scales (dimensions) and to evaluate the speakers on a scale from 1 to 5, reporting their first impression. The dimensions were pre-categorized into three semantic categories (as in Ladegaard, 1998). The study found that the students perceived RP more prestigious than GA. He pointed out that RP was received more than GA in status and competence, yet RP was less attractive than GA. Similar with some studies found that RP was more prestigious and educated among ESL and EFL learners (Carrie, 2016; Jesus et.al., 2008; Jarvella, 2001; Ladegaard, 1998).