



CHAPTER I

INTRODUCTION

This chapter presents some points to introduce this research. This chapter consists of background, statement of problem, research significant, clarification of key terms and writing organization.

1.1 Background

According to Chaer and Leonie sociolinguistics is an interdisciplinary science between sociology and linguistic, both two fields of empirical science are closely related to the societies. Sociology is the scientific study of human in the community, the institutions, and social processes that exist in society. Linguistics is a science that studies the language, or the field of science that takes language as an object of study, so sociolinguistics is the discipline that studies language in relation to the use of language in society.

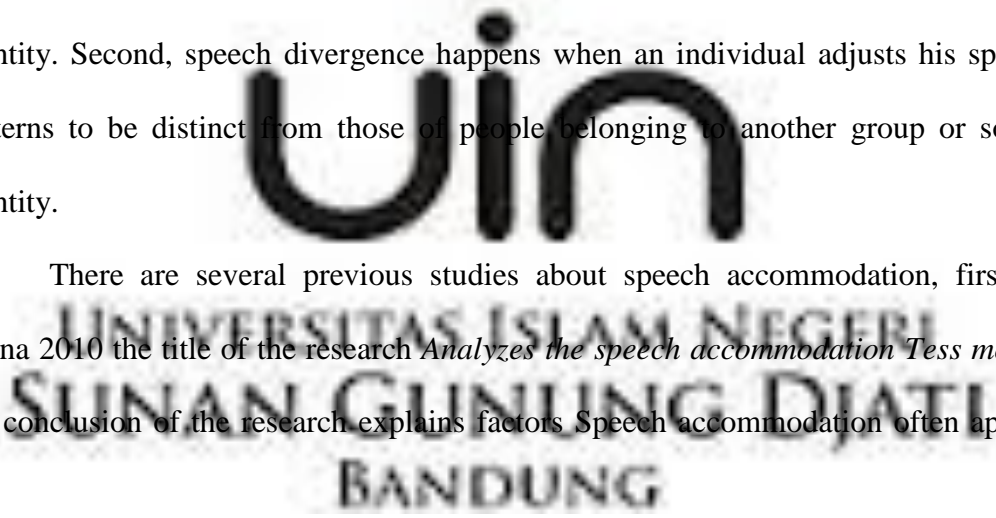
According to Holmes (2000:223) the addressees and the context affect our choice of code or variety, whether language, dialect or style, according to Chaer and Leonie (2010:63) there are several types of language variation is about the dialect, the dialect is a variation of a group of speakers of languages which are relatively,

which is at one place, region or specific area because it depends on the region of residence and speakers so often called , areal dialect, regional dialect or geographical dialect.

Social factors such as occupation, gender, social class, and the speech of the person are also influenced by social class status. Social class is divided into three levels, first upper social class, second middle social class and third working social class. The differences of social class can be through the work and educational background of people, it can also be seen through the aspect of speech includes the choice of words, pronunciation, grammatical structure and dialects.

A speech character of individual it is called speech accommodation, According to Holmes (2000: 230) speech accommodation is each person's speech convergence towards the speech of the person they are talking to, it is divided into two categories, the first speech convergence, it happens when an individual adjusts his speech patterns to match those of people belonging to another group or social identity. Second, speech divergence happens when an individual adjusts his speech patterns to be distinct from those of people belonging to another group or social identity.

There are several previous studies about speech accommodation, first by Diana 2010 the title of the research *Analyzes the speech accommodation Tess movie*, the conclusion of the research explains factors Speech accommodation often appear



in the Tess Movie. Second previous studies is done by Anita () *Speech accommodation strategies in the sermons delivered by Moslem clergy: a case study of H.Anas* This study intends to analyze strategies used when delivering sermons through the basic forms of speech accommodation: speech convergence and speech divergence and how the audiences perceive the strategies used

Based on previous explanation, the researcher is interested doing research about speech accommodation, *Pygmalion* movie, as the main character which Eliza Doolittle (Audrey Hepburn) a flower girl group originating from the working class and the Prof Higgins (Rex Harrison) a phonetic professor who came from the upper class, so Eliza asked for help to the professor Higgins to change the way to speak in upper class in order to get a better job than before. Based on the description above, the researcher is interested in doing research any aspect speech contained in the *Pygmalion* movie and how does Eliza use speech accommodation process.

1.2 Statement of Problem

This research tries to analyze speech accommodation occurred in the lower class of society, the research formulates the problems as followed.

1. What aspects of speech accommodation performed by the characters in dialogue *Pygmalion*?
2. How does the process of speech accommodation in dialogue *Pygmalion*?

1.3 Purpose of Research

Generally, this research purposed to verify the theory and prove the result of the problem about aspect of speech accommodation, especially, these research purpose are.

1. To analyze what aspects of speech accommodation by characters in Pygmalion movie when interacting with different social class.
2. to determine the how does the process of speech accommodation characters in Pygmalion movie

1.4 Research Significant

There is some significant in the topic about aspect of speech accommodation, the research makes them to some points as follow: first giving knowledge for the next student who wants to make the same topic of research and second giving the knowledge about aspect speech accommodation, by knowledge of speech accommodation will be people more careful in using

As the purposes of this research are to know the transposition technique in the translation, this research is significant in a way that it theoretically enriches the study of translation technique especially in terms of transposition trough real investigation, and practically this research is directed to those who are interested in this research.

Theoretically, this research will give additional experience and knowledge about the translation, especially about unit of language. Practically, this research beneficial to recognize transposition, there are many reasons when somebody translated by names of transposition technique in the translation of short stories. Then this research hopefully can make the reader put more attention to the transposition.

1.5 Clarification of Key terms

1. Aspect of speech

According to Hudson (1996), aspect of speech referred to be mainly linguistic would call language, structure – diction, grammar- structure, pronunciation dialect and so on.

2. Speech accommodation

According to (2000), speech accommodation each person's convergence towards the speech of the person they are talking to,

3. Speech Convergence

According to Coupland (1987), speech convergence has been defined as strategy where by individuals adapt to each other's communicative behavior in terms in wide range of linguistic-prosodic-nonverbal features including speech rate phrasal phenomena and utterance length phonological variants. Smiling, gaze, and so on,

4. Speech Divergence

According to Coupland (1987), speech divergence happens when an individual adjusts his speech patterns to be distinct from those of people belonging to another group of social identity.

BAB II

THEORITICAL FRAMEWORK

In this chapter the researcher will explain the theories that are used in this study. These theories are used as a guide in addressing the issues contained in the identification problem. The chapter consists some theories, they are sociolinguistics , language variation, aspect of speech, choice of words, pronunciation, the stress, phonemes, pronunciation of the suffix -ing, dropping -h, pronunciation [æ] and [ɑ:],

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structure of language, dialect, social class, social factors, speech accommodation, convergence speech, speech divergence, and social factor.

2.1 Sociolinguistics

Sociolinguistics is the study of the characteristics of language variation, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community (Fisman, 1972:4).

According to Holmes (2000:1) sociolinguistics is study the relationship between language and society, it refers to interest in explaining why people speak differently in different social contexts. This study is also concerned with identifying the social functions of language and how those social functions are used to convey social meaning

On the other hand, According to Hudson (1981) sociolinguistics is concerned with investigation the relationships between language and society with the goal being a better understanding of the structure of language and of how language function in communication. The equivalent goal in the sociology of language is trying to discover how social structure can be understood through the study of language.

Based on Appel,et all (1976: 10) sociolinguistics is the study of language and its use in the social and cultural context , Crisper and Widows in Allen, Corder (1975: 156) state that sociolinguistics is the study of language operation, it purposes to investigate how the convention of the language use relate to other aspects of social

behavior. Furthermore, Hickerson (1980: 81) says that sociolinguistics is a developing subfield of linguistics which takes speech variation as its focus, viewing variation or its social context.

Sociolinguistics is a relationship between with the aim to be better in understanding the structure of the language, as well as how communication functions and variation of language in a social context.

2.2 Language Variation

According to Hudson (1981:21) the study of language variation is an important part of sociolinguistics, to the extent that it requires reference to social factors, Chaer and Leonie (2010) says that language variation is used as well as it is using, The addressees and the context affect our choice of code or variety, whether language, dialect, or style.

Language variation is the difference in sound and structure of a particular language across settings. Variation can be small, such as the difference in how a person talks to the parents versus best friends, or more widespread, such as regional dialect, language variation can also happen among the different genders, economic use, social class, and age.

2.3 Social Class



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Holmes (2000:135) defines social class are associated with differences in social prestige, wealth and education , then explains in more detail on the definition of social class back into a social class comprises of a group of people, who have similar social and economic background and status .

The system in English society was not stated explicitly, but the system is very unique grouping departed from historical norms invasion brought people enters the country English French. Then began the spread of the French language they were using the French language indicates that they originated from the upper class, while they use the English language indicates that they originated from the working class.

Crystal (2002, 190-191) states the situation changed in 1204 when there was a conflict between the English and the French, then the user language as a determinant of social class was moved. As a result of the conflict upper class began to use English while the working class began to use the French language (2002: 190-191) that this incident led to a use of language as a marker of one's social class.

Oakland (2002:148) says, social class in Britain has been variously defined by material wealth: ownership of the means of production as against the sellers of labor education and job status accent and dialect, birth and breeding, and sometimes by lifestyle. Oakland was split system of social class division is divided into:

1. The Upper class: statically, the peerage, the gentry, the land owners, the wealthiest in the land, having inherited money and position. Typically, speaking with Received Pronunciation accent and have been educated at a public school

2. Middle class is divided into three, namely:

a. Upper middle class: statically, tertiary professional education, traditional careers such as doctors, army officers, academic, art dealers, typically, speaking with Received Pronunciation, traditionally more prestigious public school.

b. Middle class: statically, no tertiary education, such as traditional careers, social work and engineering, musing, typically, speaking in accent roommates are provincial and received pronunciation.

c. Lower class: statically, no education, traditional, although speaking in local accents relatively mild.

3. Working class (statically, low incomes, traditional careers such as cleaners and Laborers typically, speaking in local accents) while, divide social class based on differences in their social status also state here means a difference in respect of a person who is given to others, and family bag round whether he comes from a family rich or poor. This concluded that the grading bias in society based on the equality of economic and social status. The division of the social classes in addition to the usual seen from the level of the economy and how to get along, how to speak also be one way to identify a person's social class in the community. Differences to talking way it can identify social background, as said:

The way you speaking is usually a good indicator of your social background and there are many roommates speech features can be used as clues. (2000:146), to

find out which is included in a communities with identify through the aspect of speech that is through choice of words, pronunciation, grammar and dialects.

2.4 Aspect of Speech

Hudson (1981:138) says the aspect of speech were mainly linguistics structure would call language - diction, grammar structure, pronunciation, dialect and so on. Election aspect of speech which is divided into diction or selects a word, pronunciation, or pronunciation, grammar structure or the structure of language and dialect is one of the indicators to be able to identify a person's social class.

2.4.1 Choice of Words

Choice of words is very important, we should not choose the wrong words when talking to someone. In English society, perhaps the choice of words for someone younger and older not so much in fact there may be no choice of words as a differentiator. Exemplifies the word choice in English society, their word choices are very different look, as a determinant of social class where did they originate. For example, the English upper class society more frequent use of the word "sitting room" of the word "lounge" is often used by the lower class. Below is a table of some words used by the upper class and the working class.

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Table 2.4

Word the choice distinction between upper class and working class by Allan Scross
(1954).

No .	Upper class, Upper middle class, Middle class.	Lower –middle class, Working class
1.	Looking glass	Mirror
2.	Chimneypiece	Fire place
3.	Graveyard	Cemetery
4.	Spectacles	Glasses
5.	False teeth	Dentures
6.	Die	Pass on
7.	Mad	Mental
8.	Jam	Preserve
9.	Napkin	Serviette
10.	Sofa	Settee / couch
11.	Lavatory	Toilet
12.	Rich	Wealthy
13.	What / sorry	Pardon
14.	Bike / bicycle	Cycle
15.	Dinner jacket	Dress suit
16.	Knave	Jack

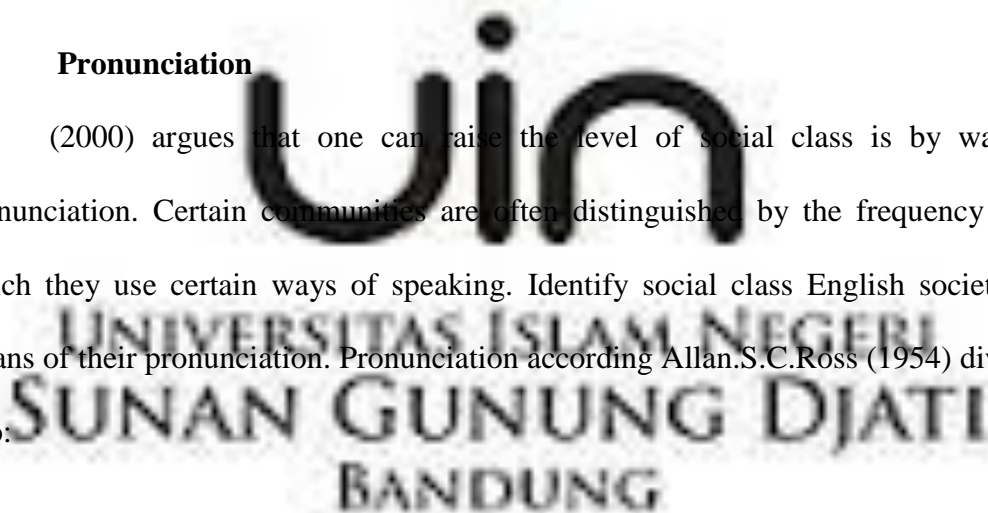
17.	Vegetables	Greens
18.	Ice	Ice cream
19.	Scent	Perfume
20.	Nice	Lovely

In addition to the choice of words, the use of "y" on the family names or calls also between upper class and the working class is different. For example the word dad, upper class prefers daddy word of the word dad more often selected by the working class. Later on someone's word choice nicknames, for example on call Deborah, the working class will use a call Debbie or debs.

While the upper class would normally call Debora course, the choice of words and upscale part of the middle class becomes a crucial thing, because they have to be smart to sort out words. said that the choice of words becomes a very important clue in determining the position a person's social class (2000: 146)

2.5 Pronunciation

(2000) argues that one can raise the level of social class is by way of pronunciation. Certain communities are often distinguished by the frequency with which they use certain ways of speaking. Identify social class English society by means of their pronunciation. Pronunciation according Allan.S.C.Ross (1954) divided into:



2.2.5.1 Stress

Differences in stress can distinguish the pronunciation of the upper class and the working class, for example in the word yesterday, upper class recited it becomes yesterday while working class into yesterday with the stress level. Other example is temporarily words, upper class recited it to [tɛmpərili] and recite the working class into [tɛmpə'r æ Rili], then the word interesting, upper class recite ['intrɛstɪŋ] while the working class recite [ɪntə'restɪŋ].

2.2.5.2. Phonemes

Actually, only a few cases of the differences in advance of phonemes in distinguishing upper class and working class, for example the phoneme [eɪ] and [æ u] is more often pronounced by the upper class, while the working class more often recite [aɪ] and [aʊ]

For example the word ride and house, upper class more often use long vowels. For example the word spoon, upper class recited it to [spuɔn] while reciting the working class into [spʊn]. In other words room and broom, upper class recite to [rum] and [brum] while the working class reciting it becomes [ruɔm] and [bruɔm]. other than that the British public to distinguish the upper class and the working class is to look over the pronunciation of the consonants, then the existence of removal

consonant-I in upper class communities, for example the word golf [], raiph [Reif], and solder [sede] while the working class recite [gelf], [Relf], and [selde].

2.2.5.3 Pronunciation of the suffix-ing

pronunciation of-ing spoken by two speakers of the working class and upper class upper class will differ most clearly pronounce the suffix-ing, while the working-class in reciting the words ending in-ing something pronunciation example, upper class suffix pronounce something with clear-ing the working class while reciting into something.

2.2.5.4 Dropping-h

Upper class-h pronouncing consonants more clearly than the working class that 83% do not pronounce consonants-h. For example in the pronunciation of the word house, Upper class will be more clearly pronounce the word house than simply reciting the working class' house by removing the letter-h.

2.2.5.5 Pronunciation

Working class sound out words such as dance, demand, and grani [æ] while the upper class recites [ɑ:]. Below is a part of pronunciation difference between upper class and working class. Chart the way pronunciation differences between the upper class and the working class by Allen, S. C Ross (1954).

Table 2.5

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No .		Upper class, Upper-middle Class, middle- Middle class	Lower-middle Class, working Class
1.	acknowledge	[ək'nəlidʒ]	[ək'noulidʒ]
2.	Catholic	['ka:ɒlɪk]	[kæɒlɪk]
3.	Euther	['i:ðə]	['əiðə]
4.	Fore head	['fɔ:ɪd]	['fə'hed]
5.	Geysir	['geizə]	['gijzə]
6.	Handkerchief	[hɛnkətʃɪf]	[hɛnkətʃɪ]
7.	Hotel	[hou'tel]	[ou'tel]
8.	Humour	[hju:mə]	['ju:mə]
9.	Mass	[ma:s]	[mæs]
10.	Medicine	['mɛdɪsən]	['mɛdɪsən]
11.	A nought	[ə / nə:t]	[æ / ə:t]
12.	Fortoise	['fɔ:tɔɪs]	['fə:tɔɪs]
13.	Vase	[va:z]	[veiz]
14.	Venison	['venzən]	['venɪzən]
15.	W	['dabɒlju]	['dabɪju]
16.	Waistcoast	[weɪskət]	[weɪstkəʊt]

2.6 Structure of Language

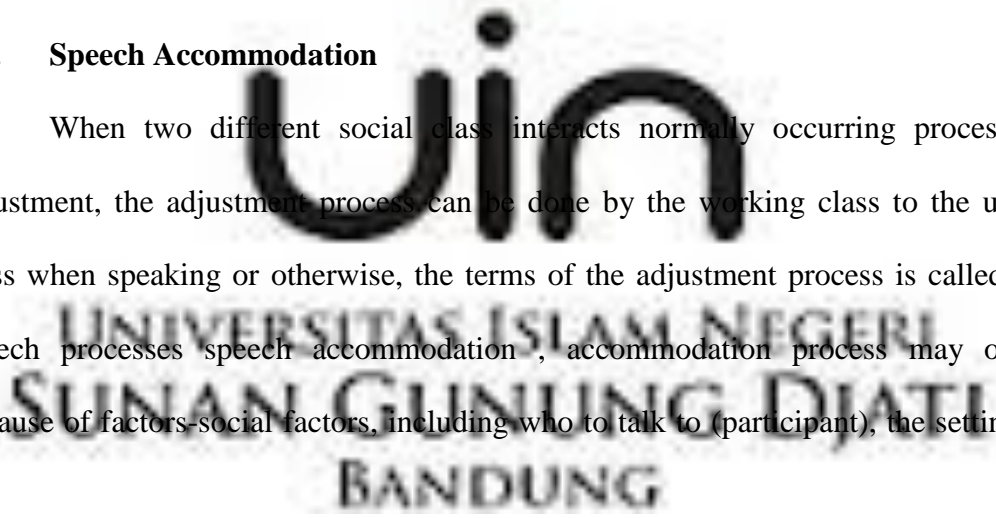
Identifying linguistic structure becomes important in determining one's social class. gives the example of the community structure of the English language in distinguishing one's social class. The use of multiple negations is one language structures that distinguish one's social class. The use of multiple negations is common in the working class; multiple negations are very striking traits of the language area. For example: it is not no cat cannot get in no coop if converted into standard English it would be that there is not any paint can get into any (pigeon) cop. These differences make the upper class to the working class because the upper class is so striking avoids multiple negation sentences, while the working class community of the lower class almost often uses multiple negation sentences.


2.6.1 Dialect

The way someone speaks of course varies. Regionalism on a person certainly not easily removed. According when we talked and our dialect appears then it is considered as a characteristic of the upper class community that will emerge.

2.7. Speech Accommodation

When two different social class interacts normally occurring process of adjustment, the adjustment process can be done by the working class to the upper class when speaking or otherwise, the terms of the adjustment process is called the speech processes speech accommodation , accommodation process may occur because of factors-social factors, including who to talk to (participant), the setting in





which we speak (setting), the topic being discussed (topic), the function of speech (function), a simple example, we are going to talk to strangers then we will talk more slowly, and we will use simpler language when talking to a baby or small child. Are not aware of the incident is the process of speech accommodation or accommodation process adjustments to the way we talk with our addressee, more about the definition (Giles and Coupland, 1991:66) defines as speech accommodation accommodative process in relation to identity, with a view to shedding light on the different ways in the which speakers the way in the which the speaker may manipulate language "to maintain integrity, distance, or identity", Identifies of speech accommodation.

In other words, each person's speech convergences toward the speech of the person they are talking to (Holmes, 2000: 230), Defines adaptation speech accommodation is done person to person to talk to. The adjustment ray in the form of tendency to mimic the aspect of speech. Feature of speech, linguistic features, pronunciation, grammatical structures are used, the intonation of the addressee.

Speech accommodation process occurs usually due to want to maintain or limit their social relationships with addressee, so power Addressee influence on speech accommodation. Adjustment manner of speaking sometimes indirectly affect the style that people speak, for example when a person in a casual situation he would imitate someone from the working class or if he was in a situation that is more formal then he will imitate someone of the upper class, the This is called the shift style. In general, the style shifts prestige associated with the use of speech, due process

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mimics imitate associated with prestige reasons someone using speech in a particular condition. As said by Andréa's j. Hucker (1992: 24-25) indicator of prestige speech is the use of formal and informal language.

Formal situation at hand use prestige speech will more often appear otherwise when the situation vernacular or local languages will appear. Finally the end of the shift style way of talking to a person adjusts to the Addressee when in certain situations. Motivation can occur due to the adjustment for wanting to give a sense of comfort to the Addressee, as said by (2000: 230) accommodation to their speech style is one way she signals her desire to get on well with them and the make them feel comfortable.

In addition, other motivations are due to be received on a particular group as said Giles and Coupland: accommodation theory develops from the idea that speech convergence phenomenon are motivated by an individual's "often" subconscious motivator to be socially accepted or identify with a Particularly social group (1991: 71-72), Base on speech accommodation processes can be performed in two strategies namely, speech convergence and speech divergence.

2.7.1 Speech Convergence

When a person adjusts his manner of speech with the goal to resemble addressee speech then this process is called convergence, as said by Giles and

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Coupland (1991:67) that speech convergence happens when an individual adjusts his speech patterns to match those of people belonging to another group or social identity.

(2000:230) when people talk to each other their speech often becomes more similar, in other words, each person's speech convergence towards the speech of the person they are talking to. This process is called speech accommodation. It tends to happen when the speakers like one another, or where one speaker has a vested interest in pleasing the other or putting them at ease. So the travel agent wanted to gain her customers' orders, and the interviewer wanted to gain his interviewee's cooperation.

Converging towards the speech of another person is usually a polite speech strategy, it implies that the addressee's speech is acceptable and worth imitating, using the same pronunciation and the same sort of vocabulary, for instance, is a way of signaling that you are on the same wavelength.

The example provided above on the influence of the addressee on a person's speech style. Can you identify two clear examples of upward convergence and two examples of downward convergence? Treat 'upward convergence' for the purposes of this exercise as referring to convergence towards the speech of someone with more power or status, or someone deserving respect in the context. Treat 'downward convergence' as referring to convergence towards the speech of someone with less status or power, in order to answer this with accuracy you ideally need some idea of

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the baseline or 'normal' style of each participant in a particular context – a somewhat debatable concept and one that is difficult to define. Nevertheless, it is possible to make some reasonable deductions about upward and downward convergence from the information provided.

2.7.2 Speech Divergence

Speech divergence occurs when a person of her speech to high light the purpose of distinguishing the addressee Coupland (1991: 68) definition suppress speech divergence as a "distinctive":

"Divergence happens when an individual adjusts his speech patterns to be distinct from those of people belonging to another group or social identity".

Speakers who use speech divergence have used goal to accentuate the differences between themselves to indicate Addressee. Divergence speech identified with a negative strategy. But not all the speakers who use speech divergence using negative strategy, when someone is still using aspect speech with addressee from different social class, this process is called downward divergence. However if someone wants a higher social status While talking to Addressee from the same social class then this process is called upward divergence.

2.8 Social factor

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According to (2000:8) say that social factors of consist the participants, the setting, the topic, the function.

1. The participant's → who is speaking and who are they speaking to.

participants are people who looks in a conversation, participants include people who speak (speakers) and people who were invited to speak (listeners), according to Chaer and Leoni (1995: 63) social status participant determine the variety or style of a different language, for example when a student talk to his teacher, he will use a more formal language than when talking with their peers.

2. The setting or social contact of the interaction → where are they speaking.

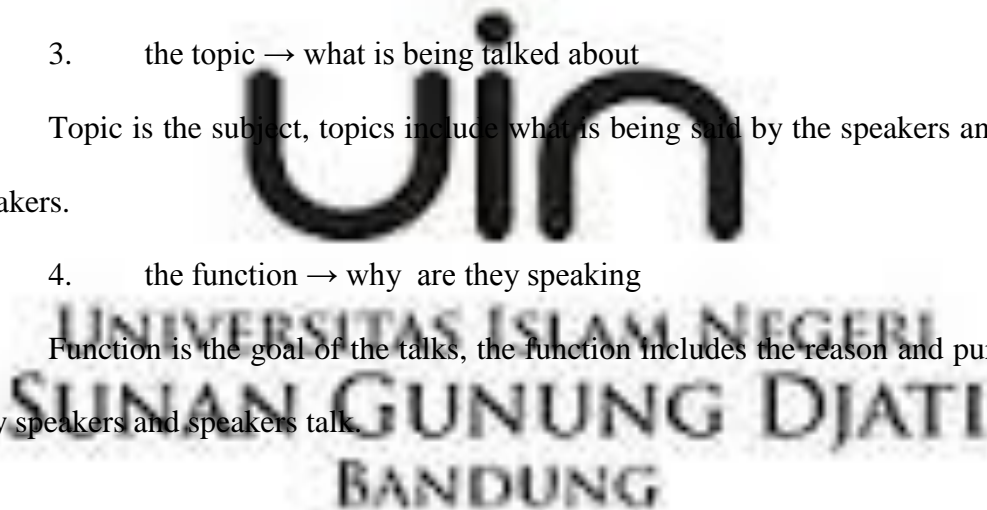
setting or contact interaction social is the venue for a speech, according to Chaer and Leoni (1995: 63) time, forgings & situations utterances of different can lead to the use of variations in different languages, for example, is when talking on the football field during the match, we can talk hard-hard, but in the library should be as slow as possible.

3. the topic → what is being talked about

Topic is the subject, topics include what is being said by the speakers and the listeners.

4. the function → why are they speaking

Function is the goal of the talks, the function includes the reason and purpose why speakers and listeners talk.



explains further that social factors affect someone in their choice of words, pronunciation, syntactic and morphological (2001: 4) so that it can be concluded that social factors can affect a person's speaking style and class in determining social status in the community impact of social factors is the division society is divided into social class based on differences in job retention, education, or family, how to talk someone into identification is very important to know one's social class, consciously or unconsciously, sometimes marked differences in the way a person speaks as the transfer of knowledge through the community to make a difference in social class communities are at a particular scope.



BAB III
RESEARCH METHODOLOGY

This chapter presents some methods used in analyzing this research and some steps in doing the research. This chapter consists of research design, data, and source

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of data, technique of collecting data and technique of analyzing data. Each explanation as follow:

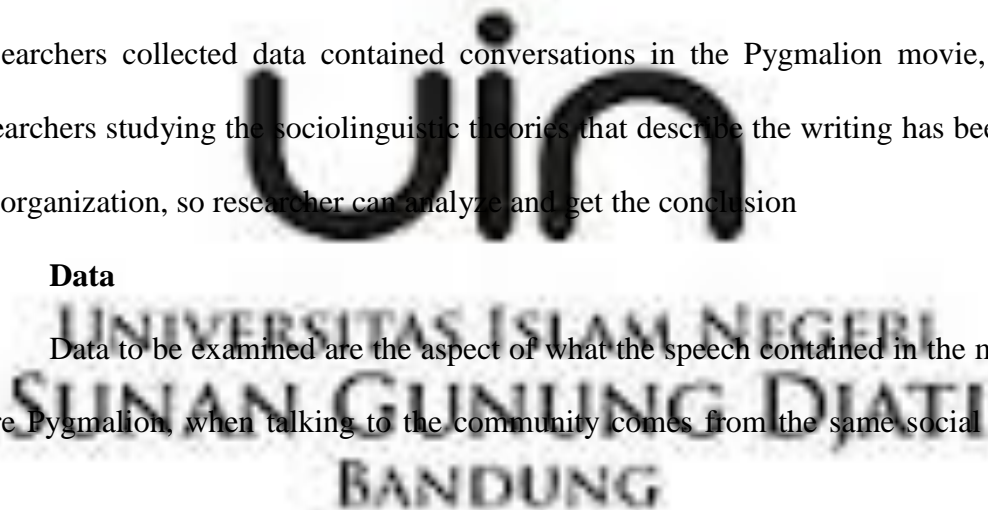
3.1 Research Design

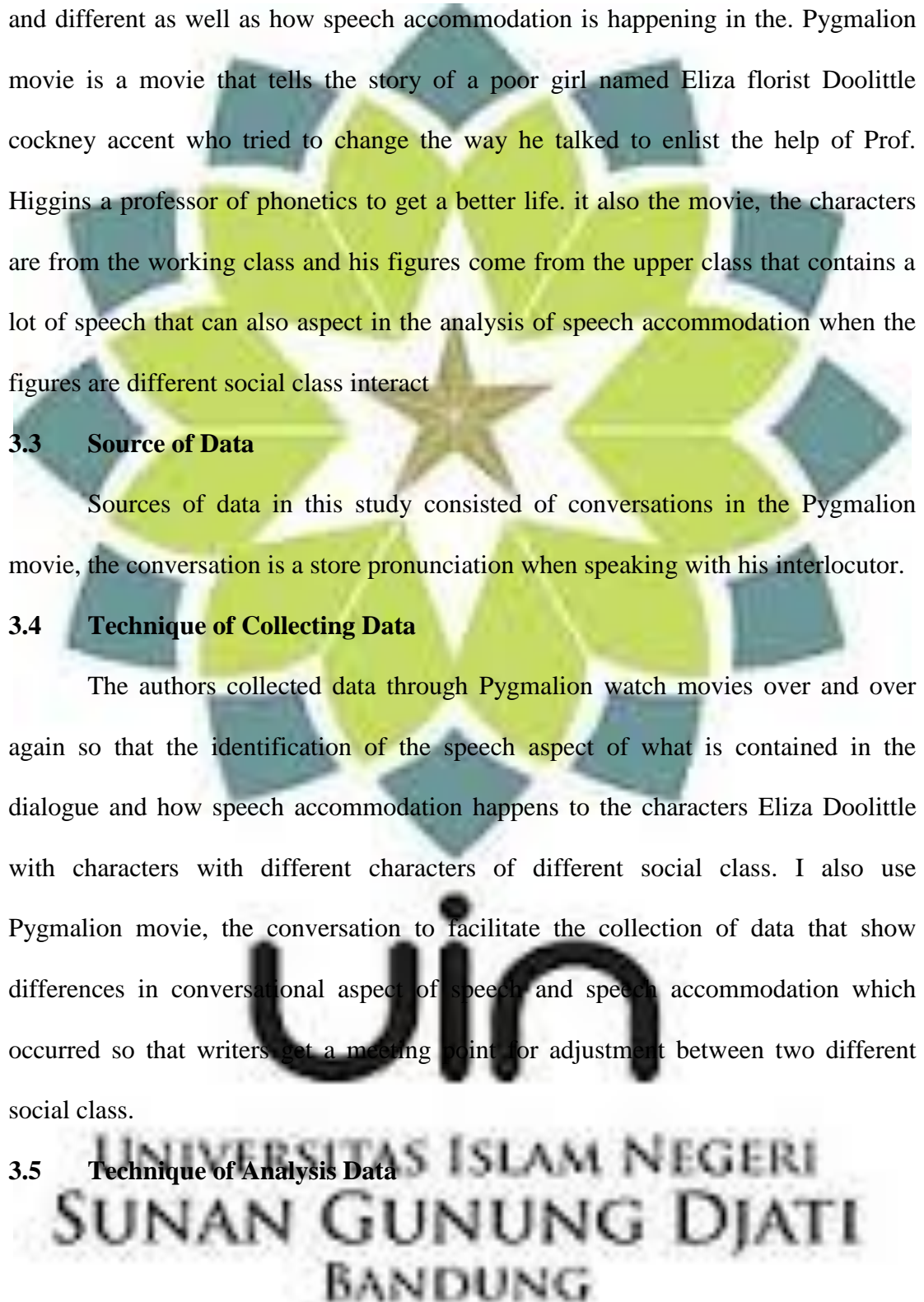
The method that is used in this research is descriptive method. Descriptive method is a research method that gives a picture or description of the situation as clearly as possible without any treatment of the research object (Kuntoro, 2005: 105). This is done through the use of the method and its data collection methods and data collection techniques and procedures through approach (theory) as an analytical tool to identify what aspect speech in-store Pygmalion movie and find out what is happening in the speech accommodation in the conversation described descriptively so that the conclusions obtained in the form of data and only reveal the presence of such facts.

In making conclusions about any aspect speech is in the character of the Pygmalion movie of the same social class as well as different social class. Researchers collected data contained conversations in the Pygmalion movie, then researchers studying the sociolinguistic theories that describe the writing has been on the organization, so researcher can analyze and get the conclusion

3.2 Data

Data to be examined are the aspect of what the speech contained in the movie store Pygmalion, when talking to the community comes from the same social class





and different as well as how speech accommodation is happening in the. Pygmalion movie is a movie that tells the story of a poor girl named Eliza florist Doolittle cockney accent who tried to change the way he talked to enlist the help of Prof. Higgins a professor of phonetics to get a better life. it also the movie, the characters are from the working class and his figures come from the upper class that contains a lot of speech that can also aspect in the analysis of speech accommodation when the figures are different social class interact

3.3 Source of Data

Sources of data in this study consisted of conversations in the Pygmalion movie, the conversation is a store pronunciation when speaking with his interlocutor.

3.4 Technique of Collecting Data

The authors collected data through Pygmalion watch movies over and over again so that the identification of the speech aspect of what is contained in the dialogue and how speech accommodation happens to the characters Eliza Doolittle with characters with different characters of different social class. I also use Pygmalion movie, the conversation to facilitate the collection of data that show differences in conversational aspect of speech and speech accommodation which occurred so that writers get a meeting point or adjustment between two different social class.

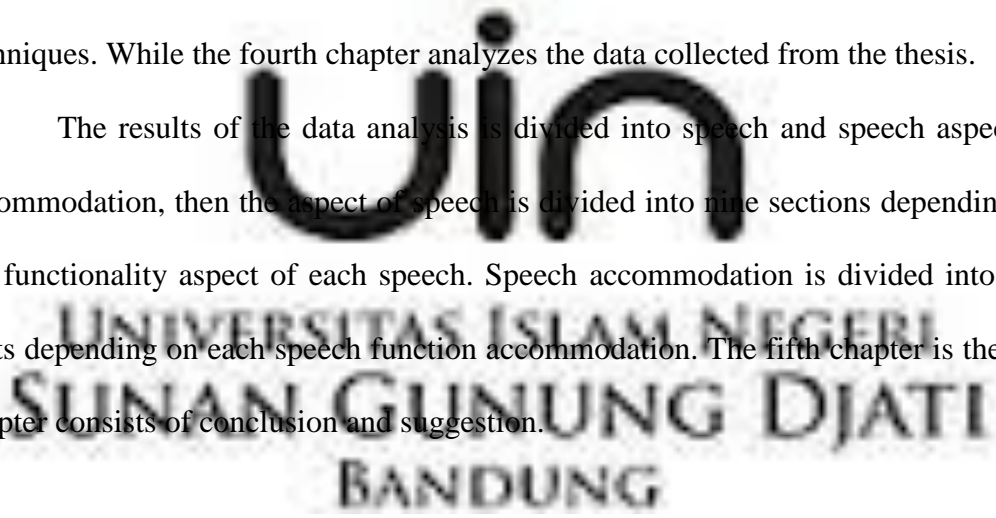
3.5 Technique of Analysis Data

After data in the form of conversation between characters, authors then analyzed through classification by Holmes (2000), Allan.S.C.Ross (1954) to identify the data through the aspect of speech and speech that occurs through the selection of accommodation aspect of speech.

3.6 Writing organization

This research consists of five chapters. The first chapter presents some point to introduce the thesis. This chapter consists of; background, problem statement, research, clarification of the term keyword and write a significant organization. The second chapter gives the theory used to analyze the results of the study, this chapter comprises several theories of social class, aspect of speech, choice of words, pronunciation, stress, phonemes, pronunciation suffix ing, dropping-h, pronunciation [æ] and [ɑ:], structure of language, dialect, and speech accommodation. The third chapter presents some of the methods used to analyze research and several steps in conducting research. This chapter consists of research methods, types of research, the object of research, data sources, data collection techniques, and data analysis techniques. While the fourth chapter analyzes the data collected from the thesis.

The results of the data analysis is divided into speech and speech aspect of accommodation, then the aspect of speech is divided into nine sections depending on the functionality aspect of each speech. Speech accommodation is divided into two parts depending on each speech function accommodation. The fifth chapter is the last chapter consists of conclusion and suggestion.





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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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This chapter we will clarify the analysis and discussion about different aspect of speech which includes the choice of word, pronunciation and language structures

in the character My Fair lady Movie and will be elaborated in the factors causing the occurrence of speech accommodation processes through different indicators aspect of speech.

4.1 below will clarify the data that contain speech aspect of the choice of words used by the upper class and the working class.

4.1.1 The choice of word is influenced by factors participants

Data 1

Conversations between Eliza and Mr. Pickering

Setting in convent garden

Eliza : cheer up capt'n (-) buy a flower of a poor girl

Mr. Pickering : I 'm sorry, I haven't any change

Eliza : I can change' alf a crown take this for tuppance

Mr. Pickering : I told you (-) I 'm fully sorry (-) wait a minute ... oh yes (-)
here's three half pence (-) if that's any use to you

Eliza : thank you sir

Analysis:

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- In a conversation between Eliza and there Mr. Pickering aspect of speech, the choice of words spoken by Mr. Pickering sorry.
- Because each participant does not accommodate the way he talked, it can be concluded downward divergence occurs speech, the underlying factor is the underlying motive participant is Mr. Pickering already know that Eliza was a florist can be concluded that he comes from a working class so no need Pickering to accentuate or adjust the way he talked with Eliza, Eliza and vice versa with no need to adjust the way he speak with Pickering he considered Pickering like other buyers and he must have known of the social class to which it belongs

Data 2

The conversation between Eliza and the community of upper class

Setting in ascot

Mr. Higgins : Colonel Pickering you're just in time for tea

Mr. Pickering : thank you Mrs. Higgins (-) may I introduce Miss Eliza Doolittle

Mrs. Higgins : my dear Miss Doolittle

Eliza : how kind of you to let me come

Mrs. Higgins : delighted my dear (10) Lady Boxing ton

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Lady boxing ton : how do you do?

Eliza : how do you do

Analysis

- in a conversation between Eliza and the community of upper class there is a difference aspect of speech that is at the choice of word how do you do that is spoken by Eliza because usually reply with a working class pleased to meet you
- It can be concluded that in this conversation where there is speech convergence Eliza adjust speech when talking to the community of the upper class, the underlying factor is the setting and participants, the motive of this adjustment is Eliza was in a collection of upper class and he was in the process of learning to be able to speak properly and when he spoken using speech aspect of the possible presence of the working class it is not acceptable

Data 3

Conversation advance of Eliza and Prof .Higgins

Setting at home Mrs. Higgins

Eliza : good afternoon Professor Higgins is you quite well? Of course you never ill would you care for some tea?

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Prof .Higgins : do not you dare try that game on me I taught it to you, get up
go home and stop being a fool you've they caused me enough
trouble

Eliza : put very nicely indeed, Henry no woman could resist such as
invitatory

Analysis

- The conversation between Eliza and Prof. Higgins there is a difference aspect of speech is the choice of word nicely, except that there are uses of the world ill choice of word that the word he used to say by upper class
- It can be concluded in the conversation between Eliza and Prof. Higgins a process of divergence, the underlying factor is the underlying motive participant was Eliza distinguish speech when he was speaking with Prof. Higgins with purpose Higgins could better appreciate him even before he came from the working class and because Eliza angry with Prof. Higgins because he felt he had been dumped by Higgins after success has changed it to a lady so maybe he wanted to show that he is too biased Higgins consistently be a lady and be speaking properly

4.1.2 The choice of word is influenced by factors setting

Data 4

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The conversation between Eliza and the community of upper class

Setting in ascot

Mrs. Higgins : Colonel Pickering you are just in time for tea

Mr. Pickering : thank you Mrs. Higgins (-) may I introduce Miss Eliza
Doolittle

Mrs. Higgins : my dear Mrs. Doolittle

Eliza : how kind of you to let me come

Mrs. Higgins : delighted my dear (1.0) Lady Boxing ton

Lady boxing ton : how do you do?

Eliza : how do you do

Analysis

- Can be summed up in this conversation where there is speech convergence
Eliza adjust speech when talking to the community of upper class, Underlying
factor is the setting and participant, the motive of this adjustment is Eliza was
in a collection of upper class and he was in the process of learning to speak
properly and when he spoke with the use aspect of speech working class
attendance then maybe it is not acceptable

4.1.3 The choice of word is influenced by context factor

Data 5

The conversation between Eliza and Freddy

Setting in the convent garden

Eliza : look what you are goin dear (-) look what are go in

Freddy : I 'm so sorry

Eliza : to bunches o' violets trod in the mud, a full day's wages

Analysis

- In a conversation between Eliza who came from working class with Freddy originating from the upper class there is the aspect of speech is the word sorry choice of word spoken by Freddy as signifying that he was from the upper class
- In this conversational speech downward divergence occurs where each participant does not accommodate the speech even though they come from different social class, factor the background the downward divergence speech is speech context motif occurs downward divergence speech process is when the conversation occurred Eliza and Freddy accidentally bump and flowers are sold by Eliza falls, in this context Eliza is a victim of the collision Freddy thus making her feel guilty and power here is not so prominent even though he

came from the upper class, consequently Eliza felt no need to accommodate speech with Freddy

4.2 Pronunciation

Below, we will clarify the data that contains the aspect of speech pronunciation

4.2.1 Pronunciation is influenced by factors participants' conversation between Eliza and Mr. Pickering

Setting in the convent garden

Data 6

Eliza : cheer up Capt.'s (-) by a flower of poor girl

Mr. Pickering : I 'm sorry I have not any change

Eliza : I can change 'Alf a crown take this for tuppance

Mr. Pickering : I told you (-) I'm fully sorry (-) wait a minute ... oh yes (-) here's three half pence (-) if that's any use to you

Eliza : thank you sir

Phonetic transcription

Eliza : tʃiə(r) ʌp baɪ ə fləʊə(r) əv pɔ:(r) gɜ:l

Mr. Pickering : aɪm 'sɒr.i aɪ hæv nɒt en.i tʃeɪndʒ

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Eliza : aɪ kæn tʃeɪndʒ aːlf ə kraʊn teɪk fəː r / fəː r /

Mr. Pickering : aɪ təʊld juː (-) aɪm f ə l.i sɔːr.i (-)weɪt aɪ mɪn.ɪt əʊ jes (-) hɪə r
s θri ha:f pen t s ɪf ðæt's en.i juːz jʊ

Eliza : θæŋk juːz sɜː r

Analysis

- In a conversation between Eliza and Mr. Pickering aspect of speech there are differences in the pronunciation of some of them the presence of dropping H at half the word pronounced by Eliza and Mr. Pickering H recite very clearly by Mr. Pickering the world and half Eliza pronouncing take into talk
- Because each participant does not accommodate the way he talked, it can be concluded downward divergence occurs speech, underlying factor is the participants, the motive behind it is Mr. Pickering already know that Eliza is a seller relationship and it can be concluded that he comes from a working class so Pickering do not need to highlight or adjust the way he talked with Eliza, and vice versa with Eliza he does not need to adjust the Way he spoken when he talk to Pickering because he considered Pickering like other buyers and he must have known of the social class to which it belongs

Data 7

The conversation between Eliza and Mr. Pearce

Setting at home Prof .Higgins

Mrs. Pearce : I'm Mrs. Pearce the housekeeper can I help you?

Eliza : oh (-) good morning miss I'd like to see the professor please

Phonetic transcription

Mrs. Pearce : aɪm Mrs. Pearce ði 'haʊs ,ki:.pə r kæn ai help ju:

Eliza : əʊ (-) gʊd mɔ: .nɪŋ mis ai'd laɪk tʊ si: ði: prə'fes.ə r pli:z

Analysis

- In this conversations occur speech convergence process in which Eliza adjust speech by Mr. Pearce, underlying factor is the participants, motif occurrence speech convergence process because new Eliza first came to the house and met with Prof. Higgins , Mrs. Pearce and he wants to show that he was not the first impression comes from the working class, it can be seen from trying to wear clothes that Eliza and he tells that he take a taxi which is actually among the working class to take a taxi is the most luxurious, while among the upper class is something unusual wrote, to support the appearance that he thinks looks like an upper class may try to imitate the way he spoken to pronounce ing upper class very clearly.

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Data 8

The conversation between Prof. Higgins and Eliza

Setting at home Prof. Higgins

Eliza : good morni' my good man (-) I might've a word with you

Prof. Higgins : oh, no! This is the girl I jotted down last night

Phonetic Transcription

Eliza : gʊd mɔ:nɪ' maɪ gʊd mæn (-) aɪ maɪt'æv eɪ wɜ:d wɪð ju:

Prof. Higgins : əʊ, nəʊ! ðɪs ɪz ðə ɡɜ:l aɪ dʒɒtəd daʊn læst naɪt

Analysis

- In a conversation this morning with Eliza recites morni' different when he spoken with Mrs. Pearce he recited ing so clearly
- In these conversations can be concluded that there is a process speech because the downward divergence of each participant not accommodate speech, underlying factor is the participants, motive of the process of speech because the downward divergence Eliza may feel no need to change the way he spoke to adjust the way he spoke with Prof. Higgins as already knows who he is and just as with Higgins as already knew who he was and the case with Higgins, he felt no need to adjust or self-effacing to distinguish social class in to Eliza

Data 9

The conversation between Eliza and Prof. Higgins

Setting at home Prof. Higgins

Eliza : oh, we are proud (-) well'e is not above givin' lessons, not'
Im I' eard Im say so I is not come' ere to ask for any
compliment and if my money is not good I can enough go
elsewhere

Prof. Higgins : good enough for what?

Eliza : good enough for you (-) now you know do not eha? I've
come to' ave lessons and to pay for'em too the make no
mistake

Prof. Higgins : well and what do you expect me to say?

Eliza I want to be a lady in a flow'r shop stead of sellin at the
corner of tottenham court road but they will not take me
unless I can talk more genteel'e said e could teach me (-) well
Im 'ere ready to pay I'm..

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Prof. Higgins : how much do you propose to pay me for review these lessons?

Prof. Higgins : Eliza, you are to stay here for the next six-month learning how to speak beautifully like a lady in a florist shop if you're good and do whatever you are told you shall proper sleep in the bedroom would have to eat and lots of money to buy chocolates and take rides in taxi ..

Phonetic transcription

Eliza : əʊ, wi: ɑ:r praʊd (-) wel'e ɪz nɑ:t ə'blʌv gɪvɪ:n les. ə n nɑ:t' aɪm aɪ' ɔ:d' aɪm seɪ sʊʊ aɪ ɪz nɑ:t' kʌm'ɪr tʊ æsk fɔ:r 'en.i kɒm.plɪ.mənt ænd ɪf maɪ mʌn.i ɪz nɑ:t' gʊd aɪ kæn ɪ'nʌf goʊ els'weə r

Prof. Higgins : gʊd ɪ'nʌf fɔ:r wɑ:t?

Eliza : gʊd ɪ'nʌf fɔ:r ju: (-) nɑʊ jʊ nʊʊ du: nɑ:t'eha? aɪ'əv kʌm tu:' əv les. ə ns ænd tu: peɪ fɔ:r em tu: ði: meɪk nʊʊ mɪ'steɪk

Prof. Higgins : wel ænd wɑ:t du: jʊ ɪk'spekt mɪ tu: seɪ?

Eliza : aɪ wɑ:nt tu: bi: eɪ leɪ di m eɪ 'flaʊ.ə' r ʃɑ:p sted ɑ:v sel.m æt ði: kɔ:r nə- ɑ:v tottenham kɔ:rt roʊd bʌt ðeɪ wɪl nɑ:t teɪk mɪ

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BANDUNG

ən'les aɪ kæn tɑ:k mə:r dʒen'tʃəl sed kʊd ti:tʃ mi: (-) wel aɪ'

æm' hɪr red.i tu: peɪ aɪm

Prof. Higgins : haʊ mʌtʃ du: ju: 'pəʊz tu: peɪ mi: fə:r rɪ'vju: ði:z les. ə n?

Prof. Higgins : Eliza, ju: a:r tu: steɪ hɪr fə:r ði: nekst sɪks- mʌn t θ lɜ:.nɪŋ
haʊ tu: spi:k 'bjʊ:ti:f ə l.i laɪk eɪ lei.di m eɪ 'flɒr.ɪst ʃɑ:p ɪf
ju:'a:r gʊd ænd du: wɑ:'tʃv.ə ju: a:r tu:ld ju: ʃæl prɑ:pə sli:p
m ði: bed.rʊm wʊd hæv r tu: i:t ænd lɑ:t's ɒv mʌn.i tu: bɑɪ
'tʃɒk.lət ænd teɪk raɪd m tæk.si

Analysis

- In a conversation between Eliza and Prof. Higgins aspect of speech there are differences in the pronunciation of the working class –ing the word pronounced giving Eliza be giving dropping H in said he, here, him, heard and have, while Higgins H recited here with clear pronunciation as well as the pronunciation (ai) in the said lady, pay, make a mistake and pronounced Eliza, Higgins while reciting it with (æ) in the above conversation occurred because the speech downward divergence between Eliza and Higgins is not a process of adjustment, underlying factor is the participant , motive is each participant has to know the background of participants.

Data 10

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The conversation between Eliza, Mr. Higgins and Freddy

Setting in ascot

Mrs. Higgins : will it rain, do you think?

Eliza : the rain in Spain stays mainly in the plain but in Hartford
Hereford and Hampshire hurricanes ever happens

Freddy : ha ha ha how awfully funny

Phonetic transcription

Mrs. Higgins : wɪl ɑː'ti: reɪn du: ju: θɪŋk ?

Eliza : ði: reɪn ɪn speɪn steɪs meɪn.li ɪn ði: pleɪn bʌt ɪn Hartford
Hereford ænd Hampshire hurricanes ev.ə r wɪl hæp. ə n

Freddy : ha ha ha haʊ ə:f ə lɪ fʌn.i

Analysis

- In a conversation in the difference aspect of speech uttered by saying he Eliza rain, Spain, stays, mainly, plain with (æ) not with (ai) then he did not experience the dropping H of H instead he recites clearly in said Hartford, Hereford, Hampshire, and happen

- In the conversation above it can be concluded occur speech convergence process, underlying factor is the context and participant, the motive behind is Eliza adjust speech to be accepted in the community of upper class

Data 11

The conversation between Eliza and Bystander

Setting in the convent garden

Bystander : good morni 'miss can I help you?

Eliza : (1.0) do you mind if I warm my hands?

Bystander : go right ahead please

Phonetic transcription

Bystander : gɒd mə:nɪ' mɪs kæn aɪ help ju: ?

Eliza : (1.0) du: ju: maɪnd ɪf aɪ wɔ:rm maɪ hænd's?

Bystander : gɒrɪt ə'hed plɪz

Analysis

- In a conversation between Eliza with one of the workers at the flower shop there is a difference aspect of speech is the word pronunciation H and hands

- It can be concluded in the conversation between Eliza with worker process that occur speech divergence, underlying factor is the participant , motive is because Eliza tries to distinguish speech in order to look like of course, in addition to the upper class because wearing clothe that he had reflected he came from upper class community until he had a friend working at a flower shop cannot recognize that he was formerly Eliza Doolittle a florist

4.2.2 Pronunciation is influenced by factors setting

Data 12

The conversation between Eliza, Mrs. Higgins and Freddy

Setting in ascot

Mrs. Higgins : will it rain, do you think?

Eliza : the rain in Spain stays mainly in the plain but in Hartford Hereford and Hampshire hurricanes ever happens

Freddy : ha ha ha how awfully funny

Phonetic transcription

Mrs. Higgins : wil ar'ti: rein du: ju: θɪŋk ?

Eliza : ði: rein in speɪn steɪs meɪnli in ði: pleɪn blʌt ɪn hɑ:rtfɔ:d Hereford and Hampshire hurricanes ev.ə r wil hæp. ə n



Freddy : ha ha ha haʊ ɔːf ə l.i fʌn.i

Analysis

- In conversation at the top there is the aspect of speech pronunciation spoken by Eliza, he said the word rain, Spain, stays, mainly, plain with (æ) not with (ai) then he did not experience the dropping H of H instead he recited with the word Harford, Hereford, Hampshire, and happen
- In the conversation above it can be concluded occur speech convergence process, experience factor is the context, setting and participants, underlying motive is Eliza adjust speech to be received in the upper class community

4.2.3 Pronunciation is influenced by context factors

Data 13

The conversation between Eliza and Freddy

Setting in convent garden

Eliza : look what you are goin dear (-) look what are go in

Freddy : I'm so sorry

Eliza : to bunches o' violets trod in the mud, a full day's wages

Phonetic transcription

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Eliza : lək wɑ:t ju: ɑ:r gəʊ.ɪn dɪr (-) lək wɑ:t ɑ:r goʊ ɪn

Freddy : aɪm soʊ sə:r

Eliza : tu: bʌn tʃ 's vɪə.lət's trɑ:d ɪn ði: mʌd eɪ fəl der's weɪdʒ's

Analysis

- In a conversation between Eliza who came from working class with Freddy originating from the upper class there is a difference aspect of speech pronunciation –ing, Eliza recited becoming –in and pronunciation goin' to be gəʊɪn pronounce, and no pronunciation (əʊ) the word goin' and there pronunciation (ɑɪ) in the days and wages –in this conversational speech downward divergence occurs where each participant does not accommodate the way he talked, although they are from different social class, factor behind the downward divergence process speech is speech context, motive occurs speech process of downward divergence is when the conversation occurred Eliza and Freddy accidentally bump and flower sold by Eliza falls, in the context in Eliza constitute victim of the crash Freddy thus making her fell guilty and power here is not so prominent even though he came from the upper class, consequently Eliza felt no need to accommodate speech with

Freddy

Data 14

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The conversation between Eliza and Ms. Eynsford-Hill

Setting convent garden

Eliza : he's your son is 'e? if you'd done your duty as a mother
should // you wouldn't let 'im spoil a poor girl flower and run
anyway without payin

Ms. Eynsford-Hill : I looking out into the rain after freed I go about my business
my girl

Eliza : and you wouldn't go off without payin, either two bunches
o'vioets trod in the mud

Phonetic transcription

Eliza : hi:'s jɔr sʌn ɪz 'e? ɪf ju:'d dʌn jɔr du:.tɪ æz eɪ mʌð.ə r ʃʊd //
ju: wʊd nɑ:t let ɪm spɔɪl eɪ pɔr gɜ:l flʌʊ.ə ænd rʌn en.i.wer
wɪ 'ðəʊt peɪn

Ms. Eynsford-Hill : aɪ lʊk.ɪŋ ʌʊt ɪn tu: ɔɪ: reɪn æf.tɔ: frɪ: aɪ goʊ ə'baʊt maɪ bɪz.nɪs
maɪ gɜ:l

Eliza : ænd ju: wʊd nɑ:t peɪn, aɪ.ðə r tu: bʌn t ʃ's o'vioets trɑ:d ɪn ði:

Analysis

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- Conversation between Eliza with Mr. Eynsford-Hill (mother of Freddy) occur dropping -H where Eliza pronounce him to be I 'm then there is the pronunciation of the word -ing be paying into pa recite: yin
- In this conversation going downward divergence speech process where each participant does not accommodate the way to talk, underlying factor is the context and situation of the speaker, the motive behind it is the responsibility of Eliza asked Ms. Eynsford-Hill for the fall flowers he was carrying and he should pay over Freddy flowers drop and therefore the power of Ms. Eynsford-Hill is not so strong that it is not a process of accommodation

Data 15

Conversation between Prof. Higgins and Eliza

Setting at convent garden

Prof .Higgins : there who's hurting you (-) you dilly girl what'd you take me for

Eliza : on my bible oath I never spoke a word

Prof .Higgins : SHUT UP! Do I look like a policeman?

Eliza : why'd you take down me words? Do I know you took me down right? You just show me what you wrote about me, (

uin

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Higgins opens up his book and holds it steadily under Eliza's nose) oh (-) oh (-) they aren't proper writin (-) I can't read it

Prof .Higgins : I can (-) (reads reproducing lower her pronunciation) I say
capt'n buy a flower of a poor girl

Phonetic transcription

Prof .Higgins : ðer hu:'s hæ:ting ju: (-) ju: dilly gɜ:l wɑ:t du: ju: teik mi: fɔ:r

Eliza : a:n maɪ baɪ.bl ʊθ aɪ nev.ə r spʊk eɪ wɜ:d

Prof .Higgins : ʃʌt ʌp! Du: aɪ lʊk laɪk eɪ pə'li:s.mən?

Eliza : waɪ 'du: ju: teik daʊn mi: wɜ:d's? du: aɪ noʊ ju: tɔk mi:
daʊn raɪt? ju: dʒʌst ʃʊ mi: wɑ:t ju: ruʊt ə'baʊt mi:, (Higgins
ʊ p ə n ʌp hɪz bʊk ænd hoʊld aɪ'ti sted.ɪ.li ʌn.də r Eliza's
noʊz) ʊθ (-) ʊθ (-) ðeɪ aɪ r nɑ:t prɑ:.pə raɪ.tɪn (-) aɪ kæn nɑ:t
ri:d aɪ'ti: ri:.prə'dju:sɪŋ ləʊ.ə r

Prof .Higgins : aɪ kæn (-) (ri:d's ri:.prə'dju:sɪŋ ləʊ.ə r hɜ: r prə,nʌn t .si'eɪʃ
ə n) aɪ seɪ

Analysis

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- In a conversation between Prof. Higgins and Eliza there is a difference aspect of speech is the pronunciation –ing where Higgins pronouncing hurting with –ing recite very clearly, while Eliza recited by –in writing and there is a dropping word H at how the spoken word by Eliza in addition it can be seen in the presence of the pronunciation of the word take, Eliza recited taek where the standard of English is taek
- It can be concluded that the downward divergence occurs speech process where each participant does not accommodate speech , factor speech process downward divergence in this conversation is because Eliza was angry because he felt he was not guilty just because talking so Higgins who was standing behind a pillar wrote utterances spoken by Eliza and Higgins was angry because the allegations Eliza and he was not doing unpleasant thing, he just wrote a few words of which are pronounced by Eliza

Data 16

Conversation between Eliza and Mr. Pickering

Setting at convent garden

Eliza : oh (-) it's because I called him capt'n (0.1) I meant no 'arm
 sir (-) don't let him lay a charger against me for a ward like
 that

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 BANDUNG

Mr. Pickering : I'll make no charge // really sir if you are detective you needn't protect me against molestation from young women until ask you (-) anyone could tell the girl meant no harm

Phonetic transcription

Eliza : ʊ (-)aɪ'ti:'s br' kɑ:z aɪ kɑ:ld hɪm kæp.tɪn (0.1) aɪ ment noʊ'ɑ:rm sɜ: r (-)

du: nɑ:t let hɪm lei eɪ tʃɑ:r.dʒə gentst mi: fɔ:r eɪ wɔ:rd laɪk ðæt

Mr. Pickering : aɪ 'ɑ:l meɪk noʊ tʃɑ:r.dʒə // 'ri:.əli sɜ: r ɪf ju: ɑ:r dɪ'tek.tɪv ju:

ni:d'nɑ:t prə'tekt mi: gentst mɒl.es'teɪ.ʃ ə n frɑ:m jʌŋ wɒm.ən ʌn:tɪl æsk ju: (-)

en.i.wʌn kɒd tel ði: gə:l ment noʊ hɑ:rm

Analysis

- In a conversation between Eliza and Mr. Pickering there is a difference aspect of speech that is dropping H where Eliza pronouncing harm with ɑ:rm while Pickering with hɑ:rm
- Obviously in this conversation occurred downward divergence speech process in which participants do not accommodate the way he talked, underlying factor is the context of the conversation, motive is because the situation was no debate talks, where Eliza felt he would be prosecuted because of the way he talked by Higgins and Pickering he asked for help, then Pickering asked Higgins to Eliza and vice versa does not demand Pickering felt that Higgins

was a bodyguard who were guarding it when he does not feel that he hired a bodyguard

Data 17

The conversation between Eliza, Freddy, and Mrs. Higgins

Setting in ascot

Mrs. Higgins : will it rain, do you think?

Eliza : the rain in Spain stays mainly in the plain but in Hartford Hereford and Hampshire hurricanes ever happens

Freddy : ha ha ha how fully funny

Phonetic transcription

Mrs. Higgins : wil ar'ti: rein du: ju: θɪŋk ?

Eliza : ði: rein in speɪn steɪs meɪnli in ði: pleɪn bʌt ɪn hɑ:tfɔ:d he:fo:rd ænd hæmpʃaɪr hʌrɪkəneɪs ev.ə r wil hæp. ə n

Freddy : hɑ hɑ hɑ haʊ fʊli fʌni

Analysis

- In this conversation in the difference in the aspect of speech spoken by Eliza , he said the word rain, Spain, stays, mainly, plain with (æ) not with (ɑɪ) then



he was not having a dropping –H instead he recites clearly in Harford said Hereford and Hampshire hurricanes hardly ever Happen

- In the conversation above it can be conclude occur speech convergence process, underlying factor is the context and participants, underlying motive is Eliza adjust speech to be received in the upper class community

4.3 The linguistic structure

Below, we will clarify the data structure containing linguistic aspect speech

4.3.1 Linguistic structure that is influenced by factors participants

Data 18

Conversation between Eliza and Prof. Higgins

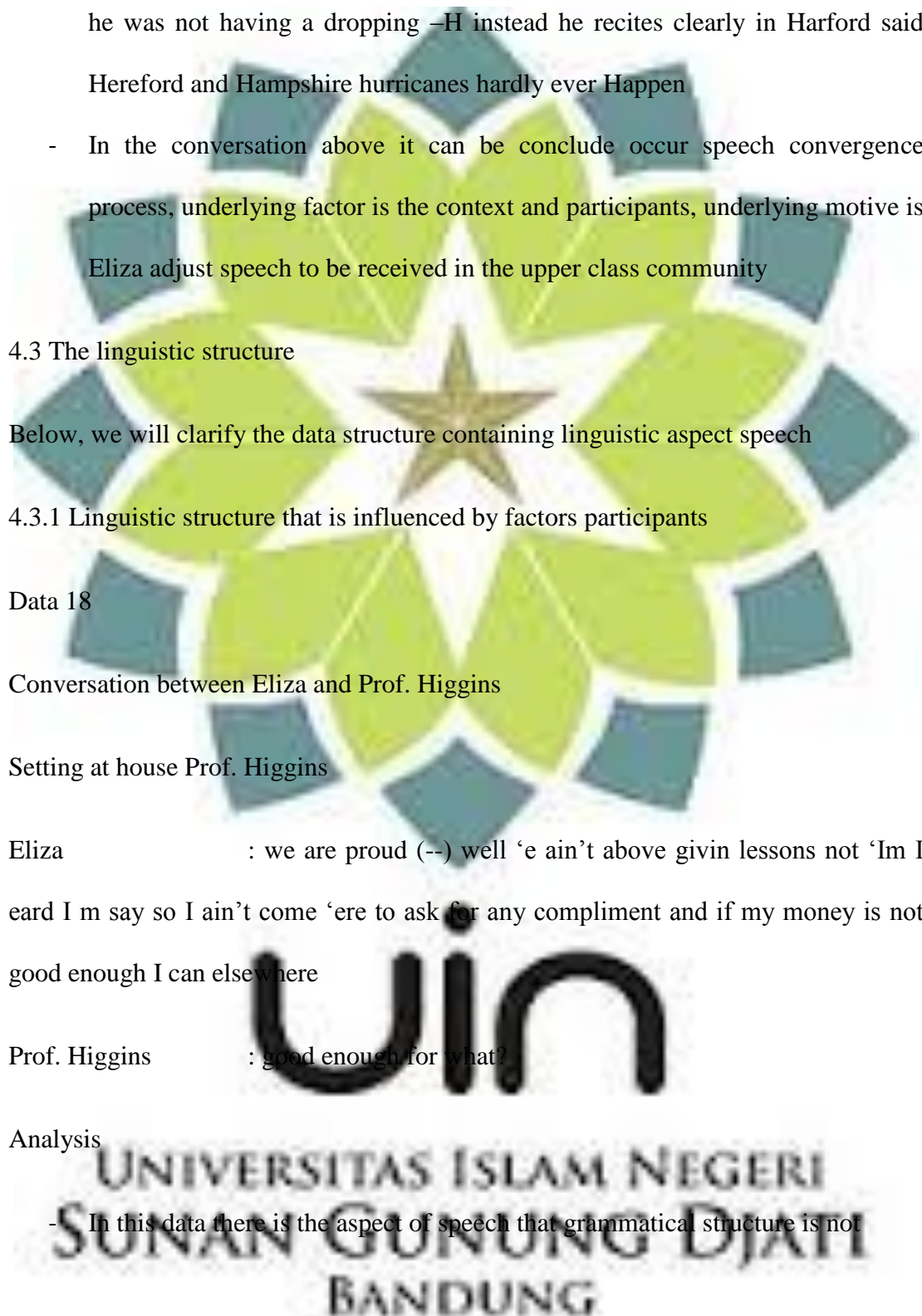
Setting at house Prof. Higgins

Eliza : we are proud (--) well ‘e ain’t above givin lessons not ‘Im I eard I m say so I ain’t come ‘ere to ask for any compliment and if my money is not good enough I can elsewhere

Prof. Higgins : good enough for what?

Analysis

- In this data there is the aspect of speech that grammatical structure is not



- In the above conversation occurred because the speech downward divergence between Eliza and Higgins is not a process of adjustment, underlying factor is the participants, motive is each participant has to know the background of participants

4.3.2 Linguistic structures are influenced by context factors

Data 19

The conversation between Prof. Higgins and Eliza

Setting in the convent garden

Prof. Higgins : SHUT UP! Do I look like a policeman?

Eliza : why'd ya take down me words? Aw do I know you took me down right? You just show me what you wrote about me.
Higgins opens up his book and holds it steadily under Eliza's nose) oh (-) oh (-) the ain't proper writin (-) I can't read it

Prof. Higgins : I can (-) (reads, reproducing he pronunciation) I say capt'n buy a flower of a poor girl

Analysis

- In the above data contained linguistic aspect of speech structure is the existence of multiple negation which is not

- It can be concluded that the downward divergence occurs speech process where each participant does not accommodate speech, factor the process of downward speech is speech context, motive occurrence of speech downward divergence in this conversation is because Eliza was angry , he felt he was not guilty just because talking so Higgins who was back then write the pillar behind the utterances spoken by Eliza and Higgins Eliza was angry because the charges and he was not doing things unpleasant, he only wrote a few remarks uttered by Eliza



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