

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is a system of communication used by human being which consist of a set of sounds, symbols, gestures, and signal to desire to others. Language is very important in people daily life because they use language every time in their daily activity to communicate with each other. To communicate means to understand and to express any information, thought, feelings, culture and technology. Thousand of language is spoken in this world one of that is English language, English language important to be learn especially to students because English can improve the quality of social life.

English is considered as a foreign language in Indonesia. As students, learn English from the very beginning from their schooling. As a foreign language learner it is not possible to speak English with a proper sound. But Indonesian people always try to learn about English language because Indonesian people realize that how important English in their life. One of the problems for a foreign language learner is that how to accurately utter the speech sound of language main purpose of speaking a language is to communicate with others. Caused demand of technology in this era and we have been free trade in ASEAN economic community since in the beginning 2015, they have to master and develop English especially four skills in English : speaking, listening, writing, reading.

Beside to know the four skills of language the students also should master speaking because it is one of important element that has a position in the four language skills. If we cannot

utter the proper sound of language the message will not be understood and communication may even break down. Such kind of situation is found in Indonesia as English is spoken with dialect which related to another tongue.

Indonesia has many tribes as well as their languages. One of the tribes in Indonesia is Bataknese. The Batak's society consists of few sub tribes, such as Toba, Karo, Mandailing, Angkola and Pakpak. Batak toba language used by people are mostly live in North Tapanuli, Samosir, Tarutung and Toba Samosir and the other area in North Sumatra Province. Batak karo language used by people are mostly live in Dairi, Deli Serdang, Karo, Langkat and also the other area in North Sumatra Province. Batak toba and batak karo have a difference dialect in some words in English language.

Concerning the phenomenon above, as the Batak people and a student in Nommensen HKBP University which has so many students in Batak Toba and Batak Karo especially in English Department the writer is interested to analyze the used of English dialect in Batak karo and Batak toba students. Because when the students speak in English the writer saw some dialect that different between Batak Toba and Batak Karo when they are speaking in English. Speaking is an important skill because it is the key of success in English communication. Mastering speaking skill, can carry out conversation with others, give ideas and change the information. By speaking with others people are able to know what kind of situation is in the world.

So people must be able to speak English well because other people identify the English mastery with their ability in speaking English. So, we can say that people who have ability in speaking will be better to receiving information.

According to Chambers and Trudgill (2004:3), what exactly is dialect? In common usage, of course a dialect is a substandard, low-status, often rustic form of language, generally

associated with the peasantry, the working class, or other groups lacking in prestige. Dialect is also a term which is often applied to forms of language, particularly those spoken in more isolated parts the world, which have no written form. And dialects are also often regarded as some kind of (often erroneous) deviation from a norm as aberrations of a correct or standard form of language.

Based on explanation above the writer would like to conduct a research entitled “Comparative Study on Students Dialect of Batak Toba with Batak Karo in Speaking English”.

1.2 Problem of The Study

All studies have limitation. It is important that the writer restrict the discussion to limitation related to the research problem under investigation. Based on the background, the problem of the study are formulated as the following :

“What is the characteristic of dialect of Batak Karo and Batak Toba in speaking English”?

1.3 Objective of The Study

In this study, the question surely needed some objective. In relating to the problem above, the study is aim to Identify the characteristic of dialect of Batak Karo and Batak Toba in speaking English.

1.4 Scope of Study

This study will be focused to compare the student’s dialect of Batak Karo and Batak Toba in speaking in English which found at fourth Semester students of Nommensen HKBP University

who come from Samosir as Batak Toba dialect and who come from Kabanjahe as Batak Karo . There are some kinds of dialects, they are dialect in pronunciation, vocabulary, spelling and grammar. The writer only focuses on Pronunciation the word when students do conversation with the other friends.

1.5 The Significances of The Study

Based on the background, there are two kinds of significances in a scientific. The significance research are to follows:

1. The Theoretical Significance: the result of the study is expected to be source of what is the characteristic on students or dialect or accent of Batak Toba and Batak Karo in speaking in English and can be used as an additional knowledge in doing further research on comparative study on students dialect.
2. The Practical Significances:

The findings of the study are practically useful for:

1. To English Department Student: who are interested in conducting further research related about this topic used in this research as references.
2. To enrich study of student in English education to learn about some dialect in every tribes in Indonesia.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this thesis, the writer focuses on compare the two languages Batak Toba and Batak Karo in students dialect in speaking English. To make it clear it is important to understand what

is Language, comparative study, English language, dialectology, and the other. These are the main points present in this chapter.

2.2 Language

A language is used for many kinds of purpose. Language is the ability to acquire and use complex system of communication particularly the human ability to express one's personal reaction, emotion and thought as well as to share information in daily life. Language is the most fundamental means of communication to speak generally. Language consist of the above mentioned four skills emphasize the importance of the order of the skills which is considered to be listening, speaking, reading and writing. Language a system of sounds and words used by human being to communicate and express their thoughts and feelings.

The writer summarizes them that language is human system of communication that uses arbitrary signals, such as voice sounds, gestures, and written symbols of the study language that used by people to express their purpose, feelings and their opinions. In this world there are many languages one of them is English language.

2.3 Definition of Comparative Study

Comparative study is to compare of the structure of two languages to determine the points where they differ. These some differences are the chief source in learning a second language. It becomes still more difficult task when the compares has to take into consideration the multi-dimensional aspects of comparative literature such as, cultural, religious, economic, social and historical factors of different societies.

According to Ragin (1987:1), most social scientists today would agree with this observation, although some might be tempted to substitute the phrase variables and relationships for the word comparison. Virtually all empirical social research involves comparison of some sort. Researchers compare cases to each other, they use statistical methods to construct (and adjust) quantitative comparisons they compare cases to theoretically derived pure cases and they compare cases values on relevant variables to average values in order to assess covariation. Comparison provides a basis for making statements about empirical regularities and for evaluating and interpreting cases relative to substantive and theoretical criteria. In this broad sense, comparison is central to empirical social science as it practiced today.

At a very general level. Comparative are interested in identifying the similarities and differences among macrosocial units. This knowledge provides the key to understanding, explaining and interpreting diverse historical outcomes and processes and their significance for current institutional arrangements. Cross societal similarities and differences constitute the most significant feature of the social landscape and consequently, these researchers have an unmistakable preference for explanations that cite macrosocial phenomena.

Most comparativists are interested in the case themselves, their different historical experiences in particular, not simply in relations between variables characterizing broad categories.

2.4 English Language

English is one of the compulsory subjects in Indonesia. It has been taught broadly, from elementary schools to senior high schools or vocational high schools. The guidance to teach English is stated in the standard of competence and the basic of competence which is issued by the government. The English language has an important global communication hence both oral

and written English skills are essential around the world. However, to many speaking English seems to be a very challenging task. Since the aim of language education is not only to develop knowledge of grammar and written skills, this problem needs to be studied in order to remedy the situation. English is a language which has its own literature, its own grammar books, and its own dictionaries. It is also a language which is quite clearly not French, not German, not Chinese, or any other language. To talk about the English language actually does mean something. This view of English can be rather misleading though.

It is equally sensible, looked at in another way, to claim that there is no such things as the English language if by that we were to mean that there was only one way to speak or write English. According to Peter Trudgil (1994 : 1), this view of English can be rather misleading, though. It is equally sensible, looked at in another way, to claim that there is no such thing as the English language, if by that we were to mean that there was only one way to speak or write English.

The fact is that the way you speak English has a lot to do with where you are from, where you are grew up and first learnt your language. If you grew in up in Liverpool, your English will be different from the English of Manchester, which will in turn be different from the English of London and so on. Where are you from of course, will not be the only thing which influences how you speak. People speak different kinds of English depending on what kind of social background they come from, so that some Liverpool speakers maybe “more liverpudlian” than others and some Manchester people may be easier to identify as Mancunians than others. Some speakers may even be so “posh” that is not possible to tell where they come from at all.

The social geographical kinds of language are known as Dialects. Dialect, then have to do with a speaker’s social and geographical origins and we are taking here about all speakers. It is

important to emphasize that everybody speaks a dialect. They are not something which only other people have. Just as everybody comes from somewhere and has a particular kind of social background, so everybody speaks a dialect. Our dialect is the particular combination of English words, pronunciation and grammatical forms that you shares with other people from your area and your social background, and that differs in certain ways from the combination used by people from other area and background. It is also important to point out that none of these combinations, none of this dialect, is linguistically superior in any way to any other. We may as individuals be rather fond of our own dialect. Dialects are not good or bad, nice or nasty, right or wrong, they are just different from one another and it is mark of a civilized society that it tolerates different dialects just as it tolerates different races, religious and the other.

Scientific who study dialects (Dialectologists) start from the assumption that all dialects are linguistically equal. What dialectologist are interested in are differences between dialects. The task of dialectologists is to describe different dialects, to note differences between them and importantly, try and explain how these differences came out. We shall be looking at different aspects of the dialectologist's work in subsequent units (Peter Trudgil 1994 : 2),.

Here some dialect differences of the following types:

1. In the Midlands and north of England and some areas of Northern Wales, *put* and *but* rhyme and words like *cut*, *hush*, *mud*, on the one hand, and words like *foot*, *push*, *could*, on the other, have the same vowel.

In the South of England and in Scotland and Northern Ireland, *put* and *but* do not rhyme, and the two sets of words have different vowels.

2. In Southwestern England, parts of Lancashire, Scotland and Ireland, the *r* in words like *car*, *for*, and *butter* is actually pronounced. In the other areas of England it is not, so that these words sound like **cah, faw, butta**.
3. In most of England and Wales, people with local accents don't always pronounce *h* in words like *house*, *hill* and *hat*. In Ireland, Scotland, Northumberland, Durham and parts of Anglia, the local dialects still consistently preserve the pronunciation with *h*.

Same words that are pronounce in the same Norfolk :

Feud food

Here hair

Moon moan

Purr pure

Bear beer

From explanation above it is important to note three points here, however. First, these areas do have many differences within them, the dialect of different country of course have different dialect. Second, the different major dialect areas often merge into one another rather than being abruptly distinct. Third, because, as we have seen earlier, dialect differences are related to social background as well as geographical area, by no means everybody who comes from a particular area will have all the typical pronunciation this will be often true only the most local of local dialect.

2.5 Batak Toba Language

Batak Toba language is the language of regions in North Tapanuli and in some other areas. Batak Toba language it is used by community particularly in the areas of daily life and traditional ceremonies. According to Batak legend, Batak society are descendant from Si Raja Batak, who was born on supranatural parentage on Pusuk Buhit, a mountain on the western side of Toba Lake. The anthropologist, Batakese are a Proto-Malay people descended from neolithic mountain tribes in northern Thailand and Myanmar who were driven out by migrating Mongolian tribes. When they arrived in Sumatra they did not linger long at the coast but trekked inland, making their first settlement around Toba Lake, where the surrounding mountains provided a natural protective barrier.

According to Sibarani and Sembiring (2016 : 94) stated in their journal Batak Toba language (BTL) is one of local languages in North Sumatra Province and it is used by its native speakers as a communication tool in daily life and in traditional ceremonies.

Batak toba language writing system Surat Batak. In the early times of Surat Batak, writing know how was exclusive to ancient healers (datu : tabib) and only that select role of Batak society could write and read it. That is why many of salvaged bibles consisted of four main themes: potion making, amulets or magical equipments, teachings, and future foreseeing.

Surat Batak had an original set consisted of 16 syllabary letters called Ina ni Surat (Ina=mother) where all the letters end in –a (as English word up or Spanish mama) sound, and a subset of Anak ni Surat (Anak = child) that modifies the ending sound of Ina ni Surat, not unlike Arabic and Javanese writing system, and nullifies the need of entirely different symbols for every syllabary possible in the language.

In Batak Toba there are some vowels are classified into front vowels, central vowels, and back vowels. They are:

Height	Front	Central	Back
High	i/i/		u/u/
Mid	e/e/		o/o/
Low		a/a/	

All of that vowel explains about vowels in Batak Toba language. Here is some example of each vowel :

Vowel **a**

Vowel	phonetic transcription	Meaning in English
Aha	/a'hha/	What
Amma	/a'mma/	Father

Vowel **i**

Vowel	phonetic transcription	Meaning in English
Ito	/I'tok/	Brother
Ise	/I'se/	who

Vowel **e**

Vowel	phonetic transcription	Meaning in English
Eta	/e'ta/	let's go
Eda	/e'dak/	sister in law

Vowel **u**

Vowel	phonetic transcription	Meaning in English
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Unang	/u' nang/	don't
Udan	/u' dan/	Rain

Vowel o

Vowel	phonetic transcription	meaning in english
Oto	/ot'to/	Stupid
Olo	/o'lok/	Yes

And how to pronounce some consonant in Batak Toba language :

Consonant	phonetic transcription	meaning in english
Borngin	/bor'ngin/	Night
Dongan	/do'gan/	Friend
Gokkon	/go'kkon/	Invitation
Horas	/ho'ras/	Greeting
Tingki	/tik'ki/	Time
Godang	/go'dang/	Much
Jolma	/jol'ma/	Human
Ganjang	/gaj'jang/	Long
Dohot	/do'hot/	Follow
Boru	/bo'ru/	Daughter

According to Surat Batak (2009 : 14), all of the dialect in Batak language comes from one early language (proto language) which some of the vocabulary can be constructed. Linguistic

comparative history is linguistic area that do research about the development of language from one language to the other language. From that method we can know that for example the dialect the word “tiga” (Three in English language) in early language is “telu”. This dialect until now inheritance by clumps north batak while clumps south batak having a shift from [e] become [o] so “telu” change become “tolu”.

In here there are some phoneme in batak toba language to make the differences dialect:

Tabel 2.1 The phoneme in Batak Toba Language.

Phoneme	Front	central	Back
/a/ - /a/	[a k] [water]	[bagak] [beautiful]	[sega] [broken]
/i/ - /i/	[ip s] [cockroach]	[ti p] [hold]	[halaki] [they]
/u/ - /u/	[Unan] [don't]	[Mulak] [come back]	[ulu] [head]
/e/ - / /	[l k] [persuade]	[m kk l] [laugh]	[mar nd] [singing]
/o/ - []	[mak] [mother]	[maj l] [dull]	[h] [you]
/b/ - /b/	[balga] [big]	[ribak] [torn]	[g dab] [throw]
/k/ - /k/	[kabba] [swollen]	[sakkut] [string]	[sa tik] [little]
/l/ - /l/	[libas]	[uli]	[tippal]

	[hit]	[beautiful]	[throw]
/m/ -/m/	[milas] [hot]	[juma] [field]	[as m] [acid]
/n/ - /n/	[nasida] [they]	[landit] [slippery]	[sam n] [fog]

2.6 Batak karo Language

Karo, referred to in Indonesia as Bahasa Karo (Karo language), is an Austronesian language that is spoken by the Karo people of Indonesia. Karo people refer to themselves as kalak karo in their own language (or orang karo in Indonesian) and call their language as cakap karo. It is used by around 600,000 people in North Sumatra. It is mainly spoken in Karo Regency, southern parts of Deli Serdang Regency and northern parts of Dairi Regency, North Sumatra, Indonesia. It was historically written using the Batak alphabet which is descended from the Brahmi script of ancient India by way of the Pallava and Old Kawi scripts, but nowadays only a tiny number of Karo can write or understand the script, and instead the Latin script is used.

Karo is a Northern Batak language, and is closely related to Pakpak and Alas. It is mutually unintelligible from the Southern Batak languages, such as Toba, Angkola and Mandailing. There are several dialects within Karo. A major dialect boundary exists between the dialects spoken in the east and the dialects spoken in the west. These are largely distinguished according to phonological and lexical differences. Vowels in the eastern dialect are lowered and fronted in the western dialect. Similarly, diphthongs in the eastern dialect are realised as monophthongs in the western dialect.

Eastern Dialect	Western Dialect	Meaning in English
/Waluh/	/Waloh/	Eight
/Sitik/	/Sitek/	A little
/Melehe/	/Melihe/	Hungry
/Jaun/	/Jon/	Corn

Karo has 7 vowel phonemes :

Vowels

Vowels	Front	Central	Back
High	I		e, u
Mid	E	e	o
Low		a	

Example:

Karo Language

Ope denga ijadiken Dibata doni enda Kata e enggo lit. Kata e ras Dibata, janah Kata e me Dibata

English Translation

In the beginning was the Word, and the Word was with God, and the Word was God.

According to Henry Guntur Tarigan and Djago Tarigan (1979 : 8) Batak Karo language is as a tool to communicate between one people with another people in Karonese, not only between karonese people but also some people like Chinese and Arabian also used Batak Karo

language when they are speaking with Karonese people. Batak Karo language also used in the house with another family, in outside with our neighbors, in the market, in the shop, restaurant between another people, in the church, and some ceremony in karonese people.

Sometimes in the office when the manager or instructor explain about the project or assignment used Batak Karo language to make them more understand, same with in the office when they are talking with the other people who understand karonese language they communicate use karonese language. So Batak Karo language not only use in informal situation but also use in formal situation. In this book the author also explain there are some differences dialect in Batak Karo, they are:

Phoneme

/u/ - /o/

Galuh	Galoh	Banana
Usur	Usor	Always
Mbur	Mbor	Fat

/i/ - /e/

Biring	Bireng	Black
Kirim	Kirem	Send
Kitik	Kitek	Small

/e/ - /ey/

Bene	Beney	Lost
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Bere	Berey	Give
------	-------	------

Ise	Isey	Who
-----	------	-----

/o/ - /ow/

Kerbo	Kerbow	Buffalo
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Engko	Engkow	You
-------	--------	-----

Ayo	Ayow	Face
-----	------	------

/au/ - /o/

Ndauh	Ndoh	Far
-------	------	-----

Sauk	Sok	Fry
------	-----	-----

Jaung	Jong	Corn
-------	------	------

/ai/ - /e/

Ndai	Nde	Before
------	-----	--------

Apai	Ape	Where
------	-----	-------

Ndiganai	Ndigane	When
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There are some characteristics to differ some dialect variation in karonese language:

1. The word “ Jangan” (don’t in English) in karonese language there are three pronounce : [Ula] [Oula] [Aula].

2. The word “Sepuluh” (Ten in English) in karonese language there are two pronounce : [Sepuloh] [Sepulu].
3. The word “Ada” (There is / there are in English) in karonese language there are two variation dialect : [Lit] [Let].

2.7 Dialectology

Dialectology is the study of how sounds, words and grammatical forms vary from one dialect to the other within a single language. It studies variations language based primarily on geographic distribution and their associated features. Dialectology treats such topics as divergence of two local dialects from a common ancestor and some variation. Dialectology also as a variant features within a language, their history, differences form and meaning, interrelationships, distribution, and more broadly, their spoken as distinct from their literary forms. “ Dialectology is a branch of sociolinguistics that studies the systematic variants of language. The real basis much of sociolinguistics is that the differences in language among members of a speech community between different regions speaking different varieties in same language are often meaningful for society. Not everyone who speaks a give language speaks it in the same way.

Dialectology is to some extent an autonomous discipline, with its own goals and methods. In the previous chapter, we reviewed the most distinctive aspects of dialect geography. But we also noted its common ground with other branches of linguistic science, especially phonetics, historical linguistics and sociolinguistics (Chambers and Trudgil, 2004 : 32)

Dialectology can be approached in many ways. The tradition has been to look at dialectology in connection with history and development of the language in certain geographical

locations. The newer approach is to emphasize on social variations in synchronic usage of a particular language especially in tribes areas.

Draws attention to the relationship between these two approaches, on the English dialectology and specifically on the English Language spoken in Batak Toba and Batak Karo dialect. In more recent times linguistics had a certain amount of influence on Dialectology. Modern linguistic thinking, dedicated that it was a draw-back of traditional dialectology that it tended to treat linguistic forms in isolation rather than as part of systems and structures. The systematic study of all forms of dialect, but especially regional dialect is called dialectology, also linguistic geography or dialect geography. Regionally distinctive words were the center of attention, and collections of such words were center of attention, and collections of such words were plot on map and compiled in a dialect atlas. If a number of distinctive items all emerged as belonging to a particular area, then this would be the evidence for saying that a dialect existed.

Dialectology does not stop at comparing dialects in order to discover the similarities and differences, but a synchronic comparison also help to answer diachronic questions about language development. Dialectology later took a synchronic turn and added another two dimensions, namely social and stylistic. Hence dialectology comprises two differences space and time which form the foundation of the comparative of study. Most people have ground up somewhere in the English speaking world are already rather good English dialectologists, even if they have never studied English dialectology.

Based on explanation above writer concludes that dialectology is the systematic study of all forms of dialect. Some dialectology will explain below :

2.7.1 Traditional Dialectology

Studying of dialects is also known as traditional dialectology. However a new method emerged in the middle of the 20th century. This was due to the limitation of the 1960s. Traditional dialectology studies commenced in the late nineteenth century, and have taken the form of detailed surveys using questionnaire. Traditional dialectology concentrated on the relationship between language and geography, and on the spatial differentiation of language.

Traditional dialects are mostly, but by no means exclusively, spoken by older people and are clearly gradually disappearing, they are being replaced by main stream dialects. Their most typical characteristic, however is that they are linguistically very different from one another and from standard English. Mainstream dialect in the other hand, which are spoken by majority of the population, particularly younger speakers in urban areas, are linguistically more similar to one another and to standard English. Standard English itself has to be considered a mainstream dialect.

For example:

She's not going

She isn't going

And

She ain't going

Are all mainstream dialect forms, although the first two are standard and the third non standard.

On the other hand,

She byun't a-goin

Hoo inno goin

And

Her bain't a-goin

Are typical Traditional Dialect forms. Most people have never heard such forms used, although it is perfectly possible to find speakers of such dialects if you know where to look. In Pronunciation, too we can see the same sorts of differences. In different parts of the country, accents associated with mainstream dialects might pronounce a word like bone as bown or bawn or boun. On the other hand, Traditional Dialect pronunciation might include bwoon or bane or bee-yan.

2.7.2 Urban Dialectology

Urban dialectology focuses on language variation in urban areas. All speakers have a social background as well as a regional location, and their speech they often identify themselves not only as natives or inhabitants of a particular place but also as members of a particular social class, age group, ethnic background, or other social characteristic. In urban dialectology is not only concerned with social variation between individuals of various social differences, but also with stylistic variation within the speech of a single informant or socially equivalent group. Varying situations are set in order to put informant into various speech differentiations such as formal, casual, careful, excited, speech or reading.

Urban dialectology does not exclude heterogeneous variations as corruptions of the pure local dialect, it attempts to measure them and fits them into an overall picture of the linguistics

situation in the total community, this is because, if the variability has a social correlation, where the old people differ from the young people or the men from the women, then the analysis must be sociolinguistic.

Chambers stated in *Dialectology* (2004:153) since the rise of urban dialectology linguists have been able to ascertain the social groups that are in the vanguard of a particular innovation by correlating the linguistic variables with independent variables like age, sex, social class, ethnic group and geographical region.

2.8 Dialect

Dialect is a variation of a particular language that is spoken by a set of speakers in a community language. Dialect can be tool to differentiate a different culture. Own language are manifold. Associated with various cultures possessed by the community. Therefore, use of languages and dialects in the society will not be separated from the role of the language used by the members. Dialect means the way people use language. People use different patterns in their dialect. This patterns includes pronunciation or accent, vocabulary and grammatical structures of the language. It also reflects the user's cultural and regional background.

According to Sevinj (2015), in linguistics dialect is the language that used in certain area. Even when two people speak the same language, they may not speak in the same way. In linguistics, we use the terms dialect and variety to describe the particularities of the speech of any regional or social group. Although all speech (and language) belongs to one variety or another, the speech of the dominant class is popularity referred to as the standard and the speech of minority groups are labeled as dialects. Knowing the history of the different varieties of a language can tell us a lot about the history of a language, a region, and a people.

More particular terms will be Accent and Dialect. Accent refers to the way in which a speaker pronounces, and therefore refers to a variety which is phonetically and / or phonologically different from other varieties. Dialect in the other refers to varieties which are grammatically (and perhaps) lexically as well as phonologically different from other varieties. If two speakers say, respectively I done it last night and I did it last night, we can say that they are speaking different dialects (J.K. Chambers, 2004:5).

According to Budiarsa (2015 : 383), if we are talking about dialects it is necessary to understand, first of all, what is meant by standard language? Standard language is the only kind of variety which can be called a proper language. It is normally used by the government as a language to be used as the administrative matters, in formal situation, like the language for education, law, economic, activities, and so on. In multilingual society, the use of standard language is very often deviate from its origin. The deviation is often found in the form of lexical choices, pronunciation, grammar, phonology, morphology, and syntax. This deviation from the standard use is normally called dialect of the same language. Dialect may be defined as non standard use of particular language. This can also be called a language variety. Dialect is a variety of a particular language which is spoken by a group of speakers that is signaled by systematic markers such as syntactical, phonological, grammatical markers. Sometimes a dialect gains status and becomes the standard variety of a country.

Dialect have different style according to its word, grammar or pronunciation and dialect also got the language status in a country.

There are two variation of dialect they are:

2.8.1 Regional Dialect

One of the easiest ways to observe variety of language is to the way a language is spoken. Regional dialect variation as when we travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in the area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called regional dialects.

According to Sevinj (2015) Regional dialects in English language are very wide. These variations formed within long years after the results of the historical progress, in the beginning of XVIII century. Even in the United Kingdom there are England, Scotland, Wales and Ireland dialects. Today, English is spread over the whole world and it means that it has several variations in different places. The regional dialects reflect all the new words in the social lifestyle, in flora and fauna of these places. And such kinds of words being the dialect of one place are not understandable to another group of people who live in other place or otherwise, the new word is widely used and understood by everyone. It enters the dictionary of the language and stays there for a long time. Nowadays, American and Australian varieties of English influence to standard English language.

The new words which are formed in American English is mostly reflected in Canadian English and this process is rapidly growing. The varieties of English language may be called either international variety or dialect variety. While talking about the regional dialects it is interesting to speak about.

While talking about regional dialects it is interesting to speak about “pidgin” english. It was the language of sailors and merchants who travelled through the world and spread their new words. Such kinds of words influenced to english language from the XVII century.

2.8.2 Social Dialect

Social dialects in a way that at first its need to make clear about social group. Social position holds a weight of the various factors. For instance occupation, place of residence education, new verses old money, income racial or ethnic origin, cultural background, caste, religion, and so on. Such factors as these do appear to be related directly to how people speak. Another important axis of differentiation is that of social strata. In many localities, dialectal differences are connected with social classes, educational levels, or both. In almost every social class you have different sociolects. The difference between a dialect and a sociolect is that a dialect is identified by its geography in which region dialect is spoken while a sociolect is the way a person speaks in certain group.

According to Sevinj (2015), British English variation is traditionally called the standard English (according to lexical and grammatical characters). It is speech of upper class londoners which carries the saxon elements. The pronunciation of poor class is the cockney accent which carries the mixture of saxon elements. The cockney dialect of london is pure social dialect of england. It started to spread over from London in XVIII – XIX Centuries. So, the cockney accent changed its social character. During those times the british english changed into views of social levels and all the proplr of different classes started to pay speak in received pronunciation (RP). People started to pay attention to their pronunciation. It is fact that before World War the II all work places and jobs were closed to those ones who didn’t know the standard english. But this

tendency to our mind is not correct according to linguist. Despite that standard english is accepted by everyone, the pronunciation doesn't carry an importance.

For example, when a person from lower class doesn't hear a question he says pardon? However, the upper-class uses the question word what and sorry? Upper and lower class differ from each other from their speech, so it is so important to pay attention to these differences while speaking about social variations.

2.9 Accent

In linguistics, an accent is a manner of pronunciation of a language. Accents can be confused with dialects which are varieties of language differing in vocabulary, syntax, and morphology, as well as pronunciation. Accents are usually spoken by a group united or by social status. In sociolinguistics, an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may be identified with the locality in which its speakers reside (a regional or geographical accent), the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent), or influence from their first language (a foreign accent).

Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word "accent" may refer specifically to the differences in pronunciation, whereas the word "dialect" encompasses the broader set of linguistic differences. Often "accent" is a subset of "dialect".

According to Ann Cook, (2000:185), accent is a combination of three main components: intonation (Speech music), liaisons (word connections), and pronunciation (the spoken sounds of vowels), consonants, and combinations). As you go along, you'll notice that you're being asked to look at accent in a different way. You'll also realize that the grammar you studied before and this accent you're studying now are completely different. Part of the difference is that grammar and vocabulary are systematic and structured the letter of the language. Accent, on the other hand, is free form, intuitive, and creative— more the spirit of the language. So, thinking of music, feeling, and flow, let your mouth relax into the American accent. A very important thing you need to remember is that you can use your accent to say what you mean and how you mean it. Word stress conveys meaning through tone or feeling, which can be much more important than the actual words that you use.

According Roach (2009:3) languages have different accents, they are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. The word accent is often confused with dialect. We use the word dialect to refer to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word order. Differences of accent, on the other hand, are pronunciation differences only.

In sociolinguistics an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may be identified with the locality in which its speakers reside (a regional or geographical accent). Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress and prosody. Although grammar, semantics, vocabulary and other language characteristics often vary concurrently with accent, the

word accent may refer specifically to the differences in pronunciation, whereas the word dialect encompasses the broader set of linguistic differences. Often accent is a subset of dialect.

2.10 Speaking

Speaking is one of the productive skill in four main skills of english which the speaker produces utterance, or message in order the message in conveyed to the listener understands what is conveyed. It is taught broadly from junior high school to senior high school or vocational high school.

According to Carnegie and Esenwein (2005 : 19) if you wish to hear how pitch-monotony sounds, strike the same note on piano over and over again. You have in your speaking voice a range of pitch from high to low, with a great many shades between the extremes. With all t hese notes available there is no excuse for offending the ears and taste of your audience by continually using the one note.

When students are ask the use the spoken language in the classroom they are require to take part in the processes that do not only involve knowledge of target forms and functions, but also general knowledge of the interaction between the speaker and listener in order thet meanings are made clear. Speaking skill is very important because it is the primarily speech in language and also the basic skill in oral communication. Native speakers of english from different parts of the world have different dialects, but the differences of dialects are mainly result of differences in the sounds of the vowels, the consonant are pronounced in very much the same way wherever English is spoken. So if vowels you are imperfect it will not prevent you from being understood, but if the consonants are imperfect there will be a great risk of misunderstanding. In dealing with

the consonants you must first learn how each one is mainly distinguished from the others, the feature which it must have so that it will not be mistaken for any other consonant.

2.10.1 The Purpose of Speaking

The purpose of speaking is to inform or to communicate what's the speaker's mind to the listener. Speaking also can inform or to communicate what is in the speakers mind to listener. In the classroom the language student is expected to learn pronunciation and speech patterns. The speakers have to be careful when the speaker wants to offer words or articulate would with the ordinary voice so teh speaker's expression, thought, and feeling can be understood by the listener especially in the classroom the language student is expected to learn correct pronunciation and speech patterns.

It is important to make the communication with other language user run well. Speaking dealing with everyday subject and spoken at normal speed, the ability to ask question which require short and extended answer, the ability to reproduce orally the substance of passage of english after having heard several time and read and the ability to conduct a simple conversation in every subject.

2.10.2 The Components of Speaking

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary pattern in a language. It means that the students

can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of language.

3. Vocabulary

Vocabulary is essential for successful second language use because without extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communication.

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption.

2.10.3 Types of Speaking

H. Douglas Brown (2015 : 353) provides there are six similar categories that can be applied to kind of oral production that students are expected to carry out in classroom.

1. Imitative Speaking

Every portion of classroom time may legitimately be spent generating rehearsed, imitative speech, where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive Speaking

A good deal of students' speech in the classroom is responsive : short replies to teacher or student initiated questions or comments. These replies are usually sufficient.

4. Transactional Speaking

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal Speaking

In this form conversation carried out more for purposes of maintaining social relationship than for transmission of facts and information.

2.11 Pronunciation

Pronunciations are shown within slashes / after headwords or other word forms. Pronunciations vary within the British Isles and throughout the English – Speaking world. The system followed here is the so-called “received pronunciation” characteristic of educated speech in south-east England and conventionally used as a model in the teaching of English (Oceano Compact English Dictionary).

Pronunciation is the utterance of the words of language. It is the mode of announcing words and syllables. Pronunciation refers to the ability in using the correct stress, rhythm, and intonation of a word in a spoken language. A word can be pronounced in different way by various of groups or individual.

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The nonnative speakers of English who speak English have to be very careful in pronouncing some utterances may create misunderstanding. In other words it can also be said that is a way of speaking a word, especially a way that is accept or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.

Now two people pronounce alike exactly. The differences arise from a variety of causes, such as locality, early influences and social surroundings. There are also individual peculiarities for which it is difficult or impossible to account. There are two types of pronunciation : good speech and bad speech.”Good” speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. Meanwhile, “Bad” speech is a way of talking which is difficult

for most people to understand. It is caused by mumbling or lack of definiteness of utterance Jones (1956 : 3).

In pronouncing words, we push air throughout our mouth. When it passes through our throat, it produces sound. The sound is first produced in articulatory system as the production which involve the speech organs, auditory system involving listening chamber, grasped in acoustic involving listening devices, and then processed and understood in brain.

2.12. Classification of Sounds

According to Jones (1956 : 12) the sounds which the organs of speech are capable uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called ‘pure musical sounds’ unaccompanied by any frictional noise. They are called vowels. All other articulated sounds are called consonants. Consonants include : (I) all breathed sounds, (II)all voiced sounds formed by means of an obstruction in the mouth, (III) all those in which there is a narrowing of the air passage giving rise to a frictional noise, and (IV) certain sounds which are ‘gliding’. The word pure here is used to differentiate single vowel sounds from diphthongs. The sounds have been divided up into categories, according to the characteristics of their articulation, and each category begins with a brief online.

2.12.1 Vowels

If the tongue is held very close to the roof of the mouth and a voiced air stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sound is a vowel. In the production of vowels the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise Jones (1956 : 12).

According to Oceano Compact English Dictionary, English has fourteen vowel sounds. In general they are divided into six short and eight long vowels. They are:

Short vowels:

/a/	stands for the sound as in	hat
/e/	stands for the sound as in	bed
/i/	stands for the sound as in	sit, happy
/o/	stands for the sound as in	pot, cough
/u/	stands for the sound as in	mud, tough
/ /	stands for the sound as in	alike, porter

Long vowels:

/ah/	stands for the sound as in	father
/aw/	stands for the sound as in	horn, awful
/ee/	stands for the sound as in	sheep, team
/ie/	stands for the sound as in	bite, fight
/oh/	stands for the sound as in	bone, loan
/oo/	stands for the sound as in	book, put
/ooh/	stands for the sound as in	boot, lute
/uh/	stands for the sound as in	bird, absurd

2.12.2. Consonants

Consonants are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air, consonants are formed by interrupting, restricting or

diverting the airflow in a variety of ways. According to (Hewings :140) a consonant sound is a sound produced by blocking the air flow from the mouth with the teeth, tongue, or lips. A consonant letter is a letter that represents a consonant sound.

As far as English consonant are concerned, the distinction is most useful when it comes to distinguishing between sounds that are articulated in essentially the same way, one using the voice, the other not.

According to Oceano English Dictionary, English has eleven consonants. They are :

/ch/	stands for the sound as in	cheer
/dh/	stands for the sound as in	they
/g/	stands for the sound as in	get
/j/	stands for the sound as in	jump
/kh/	stands for the sound as in	loch
/ng/	stands for the sound as in	sing
/nh/	stands for the sound as in	restaurant
/sh/	stands for the sound as in	ship
/th/	stands for the sound as in	thing
/y/	stands for the sound as in	yell
/z/	stands for the sound as in	zero

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In order to analyze the comparative study, the writer will use qualitative research to analyze the comparative study on student's dialect in speaking English. According to Flick (2009:46) "qualitative research is centrally concerned with the production and analysis of texts, such as transcripts of interviews of field notes and other analytic materials". The analysis of the

comparative study between student's dialect Batak Karo and Batak Toba will take based on observation in class presentation. It means that this research does not to find a new theory, but to find new evidence to prove the truth theory. In this chapter the writer will explain the methodology of this research.

3.2 Population and Sample

In this research, the writer will find the population and sample before taking the data:

3.2.1 Population

Population is a set of individuals or objects having some common characteristic selected for research study. In this research the target population is the students of English Department in Nommensen HKBP University Medan in the academic year 2017/2018.

3.2.2 Sample

Sample is defined as representative unit of a target population or process of selecting a portion of the population to represent the entire population. The writer decided to use sample especially the students in fourth semester group F public speaking English Department.

3.3 The Instrument of Collecting Data

In this research, the writer will use one instrument to analyze student's dialect in speaking English. The instrument for collecting the data is by speaking in English and the writer will decide what the topic while the students do conversation. While they do conversation in English the writer will do observation how the students dialect while they are speaking in English and this research focus to student's dialect in Batak Karo and Batak Toba.

3.4 The Technique of Collecting Data

The writer will collect the data by choosing 4 students in Batak Karo and 4 students in Batak Toba in fourth semester group F public speaking English Department to speaking English.

In this research there are some procedures which will be used by the writer in collecting the data, they are :

1. The writer will ask the students who comes from Samosir as Bataknese dialect and who comes from Tanah Karo as Karonese dialect.
2. After the writer find the student, the writer will give them a conversation in paper and ask sthem to memorize the conversation.
3. When they already memorize the conversation the writer ask them to practice in front of the class.
4. Recording the data from the students when they do the conversation.
5. Transcribing the data.

3.5 The Technique of Analyzing Data

In accordance with the instrument of data collection in this study, that the data are collected through three steps:

1. Identifying the record of the students dialect between Batak Karo and Batak Toba.
2. Classifying the record use the student's dialect between Batak Karo with Batak Toba in speaking English.
3. Comparing the dialect between Batak Karo and Batak Toba in speaking English.
4. Making conclusion

