CHAPTER II
REVIEW OF LITERATURE, CONCEPTS,
AND THEORETICAL FRAMEWORK

2.1 Review of Literature

In the review of literature there are five undergraduate thesis about Pidgin English that had been done by previous students. The first thesis was written by Yakop (2008) with the title *The Analysis of Pidgin Language Used by Art Shop Attendants in Ubud*. The purpose of Writing is to investigate about pidginized forms of the English language used by the art shop attendants in Ubud. He investigated conduction in this case is based on the sociolinguistic theory, particularly the theories proposed by Wardhaugh (1986). The study in this thesis used the qualitative method. He also show how the art shop attendants use the English language in a very simple way to communicate with the foreigners and they also mix their language with local language or local expressions. This thesis is the most important than the other thesis, because he used the theories proposed by Wardhaugh which is the same theories that to be used in this study. The thesis that written by Yakop (2008) also has the same purposes with this study that are to find out the pidgin English used in the object observation, to analyzed the pidgin English compared to standard English and also to find out the factors that influences why they used pidgin English in their communication.
The second thesis was *Primary Stage of the English Pidginization by the Local Guide at Pasar Badung* that written by Wahyuni Asih (2005). It was focus on identifying and describing the forms of the pidginized English sentences that use by local guides and also finding and describing what are the factors that influence the local guides English. This use the theory proposed by Peter Muhlhausler (1986) in his book entitled *Pidgin and Creola Linguistic*. The research of this thesis was done at Pasar Badung.

The third thesis was written by Artini (2008) with the title *English Pidgin Used by the Trades in Guwang Art Market*. She use population technique and sample technique to collecting the data, the criteria in choosing sample purposive such as they have been as a regular trader, the minimum ages about 17 years old, the trades understand about English, they have shop. The thesis focused to the grammatical and phonological aspect that compared with the Standard English. The research on the variation of English spoken by trader in Guwang Art Market will be conducted. The place attract so many kind of languages happen in there according the region, level of social status and education background. This main theory that was used analyzing data was proposed by Holmes (1992), Muhlhausler (1987), Moore (1987), Spolsky (1998), and Wardhough (1986).

Another thesis in relation to Pidginized English was the thesis achieved by Puspita Dewi (2010) entitled *Pidginized English Used by Art*
It was focused to discuss the Pidginized forms which are being compared to Standard English from grammatical point of view and focused to investigate the detail description of the conditional factors contributing to the existence of pidginized in art shop at Kuta. This used the theory proposed by Hudson (1980), Holmes (1992), Muhlhausler (1987), Spolsky (1998), Todd (1984), and Wardhough (1986).

The recent study with Pidginized English as the topic was achieved by Mimba (2011) with the study entitled Pidginized English Spoken by Paradise Massage Club in Sanur. In her study, she stated that the study aims to know the forms of the pidginized English sentence that are used by the massage therapists at Sanur beach and also to know the factors that influences the massage therapists to use pidgin for their communication. Moreover, this study used qualitative method, and technique used purposive sampling, and her data were collected by conducting the observation and recording. The main theory of this study proposed by Holmes (1992) in the book entitled An Introduction to Sociolinguistics and also supported by some theories book proposed by others.

Besides of five undergraduate thesis that mention above, this paper is also inspired by an article entitled “Journal of Pidgin and Creole Languages” (Donald Winford: 2010). This article provide a fortune for the scholarly study of pidgins, creoles, and other contact language varieties, from multi-disciplinary perspectives. The journal places special emphasis on current research devoted to empirical description, theoretical issues,
and the broader implications of the study of contact languages for theories of language acquisition and change, and for linguistic theory in general. This journal also explores the application of linguistic research to language planning, education, and social reform, as well as studies that examine the role of contact languages in the social life and culture, including the literature, of their communities.

After reviewing the five thesis and one article above, that the data was compared with this research in the same topic entitled “Pidgin English”. Kuta beach is place where the data were collected as the writer research object. The research was focused on the simplification in grammatical. If there are some different simplifications in another sentence, those sentences have analysis too. The research conducted in this case is based upon the sociolinguistic study, and the topic was discussed based on the theories. The main theory applied in this paper is taken from Wardhaugh (1986). This paper also supported by theories from Hudson (1980), Holmes (1992) and Todd (1984). Pidginized English spoken by the massage therapists in Kuta beach is chosen in this paper to be the object of observation.

1.2 Concepts

In order to analyze Pidginized English, there are some concepts to be explained here:
2.2.1 Standard English

Standard English is the medium of writing in the English Language, grammatically stable and codified (Crowley, 1999: 271). Standard English refers to whatever form of the English Language is accepted as a national norm in any English-speaking country. It encompasses grammar, vocabulary, and spelling.

Honey (1997) states that children should be using Standard English in schools for both spoken and written pieces. He also believes that accents do not affect’s people’s usage of Standard English, claiming ‘Standard English can be spoken in any accent of English, though in practice it is seldom (indeed perhaps never) spoken in the broadest forms of regional accent’ (Honey, as cited by Crowley, 1999: 271).

2.2.2 Definition of Pidgin

There are some related definitions related to pidgin from some linguists:

1) A pidgin is sometimes regarded as a ‘reduced’ variety of a ‘normal’ language, with simplification of the grammar and vocabulary of that language, considerable phonological variation, and an admixture of local vocabulary to meet the special needs of the contact groups (Wardhaugh, 1986:57).

2) Pidgins are examples of partially targeted or non-targeted second language learning, developing from simpler to more complex systems,
as communicative requirements become more demanding. Pidgin languages by definition have no native speakers, they are social rather than individual solutions, and hence are characterized by norms of acceptability (Muhlhausler, 1986:5).

3) A pidgin is a language, which has no native speakers, and develops as a means of communications between people who do not have the common language (Holmes, 1992: 90).

4) Pidgins are varieties created for very practical and immediate purposes of communication between people who otherwise would have no common language whatsoever, and learned by one person from another within the communities concerned as the accepted way of communicating with members of the other community (Hudson, 1980: 61).

Based on Holmes (1992) there are three characteristics of pidgin languages:

1. It is used in restricted domains and functions.
2. It has a simplified structure compared to the source language.
3. It generally has low prestige and attracts negative attitudes especially from outsiders.

Meanwhile, according to Hudson (1980) there are some characteristics of pidgin which distinguish them from other type of variety and variety-mixture:
1. A pidgin based on variety X is not just an example of ‘bad X’, as one might describe the unsuccessful attempt of an individual foreigner to learn X.

2. A pidgin is not simply the result of heavy borrowing from one variety into another, since there is no pre-existing variety into which items may be borrowed a lot of syntactic constructions and phonological features from other varieties.

3. A pidgin, unlike ordinary languages, has no native speakers, which is a consequence of the fact that it is used only for communication between members of different communities, where no ordinary variety is available as a link.

Pidgin is a basic languages used to communicate between cultures. It is never the first language of a speaker, and it usually involves a blend of words and concepts from at least two, and sometimes more, culture. Pidgin is characterized by being simple and easy to understand, although it can be sometimes surprisingly be a challenge to learn to communicate clearly in the language, since it is so simple.

2.2.3 Language Functions

Language function is as communication means (communication in oral or written). The word ‘function’ can be though of as a synonym for the word ‘use’. Therefore, language function means the way people use their language.
In general, language function can be divided into four functions, those are:

a) Social Function

The social function of language is determined the specific roles of language plays in the societies. The classification of language based on the social function could be divided into two; they are based on the scope and based on the use. The classification based on the scope is as the national language and the group language. According to Halim (1976), there are some functions of the national language; the functions are the symbol of nation’s appreciation, the symbol of nation’s appreciation, the symbol of nation’s identity, the mean of unity of the varied tribes with the varied social, culture, language background and the mean of communication among the cultures and areas.

b) Cultural Function

A culture is born personal mostly by the help of language and examples of attitude of other people become a material of learning culture but all of them are also followed and strengthened by the language. According to Lyons (1981: 303), language as a communication system becomes one of the forms of the most abstract culture. The language and culture have a close relationship that is called has linguistic relativity. Language influences someone’s way of thinking and also influences his or her way of life.
c) Personal Function

As Edward Sapir (1985) stated that; it is difficult to see adequately the function of language, because it is deeply rooted in the whole of human behavior that it may be suspected that there is little in the functional idea of our conscious behavior in which language does not play its part. From the quotation we can see that actually language functions are not limited because it is part of a human behavior. When in our mind there is functional idea, where it cannot explain by language.

d) Educational Function

In this educational function mostly based on the purpose of language usage in education and learning process. It can be divided into four sub functions:

a. The instrumental function is the usage of language for the purpose of getting the material needs, jobs, knowledge, etc.

b. The integrative function gives the stress on the use of language as the means that makes the statements wants to enable to be the members of the society.

c. The cultural function is the usage of language as the means of introducing and appreciating the value system and the way of life or cultural of a society.
d. The analyzing function mostly gives the stress on the usage of the language as the means of thinking or understanding and creating y concepts shortly to analyze.

1.3 Theoretical Framework

The research conducted in this case is based upon the sociolinguistic study, and the topic was discussed based on the theories of Wardhaugh (1986), Holmes (1992), Hudson (1980), Todd (1984), and Quirk and Greenbaum (1985). The main theory that used to analyzed the problem is proposed by Wardhaugh (1986) in the book entitled An Introduction to Sociolinguistics.

Wardhaugh (1986) from this theory a pidgin is a language with no native speakers, it is no one’s first language but it is a contact language. He also state a pidgin is some time regarded as a ‘reduced’ variety of a ‘normal’ language, with simplification of the grammar and vocabulary of that language, considerable phonological variation, and an admixture of local vocabulary to meet the special need of the contact groups. In order that the pidgin language become exist, the pidgin languages arise because the people among whom they are found lack the ability to learn the standard language with which the pidgin are associated.

Similarly, Holmes (1992) considering pidgin develop as a means of communication between people who do not have the common language. So a pidgin is no one’s native language. Pidgin seems particularly likely
to arise when two groups with the different languages are communicating in a situation where there is also a third dominant language. Initially when the pidgin develop to serve a very narrow range of functions. Those who use them have other language too. So the pidgin is an additional language to their linguistic repertoire used for a specific purpose, such as trade or perhaps administration. In fact pidgin language do not have the high status or prestige and to whose do not speak them, assumed it as the ridiculous language. So to sum up, the pidgin language has three identifying characteristics:

1. It is used in restricted domains and function.
2. It has a simplified structure compared to the source language.
3. It generally has low prestige and attracts negative attitude especially from outsiders.

Besides, this paper also supported theory by Hudson (1980), considering pidgin are varieties created for very practical and immediate purposes of communication between people who otherwise would have no common language whatsoever, and learned by one person from another within the communities concerned way of communicating with members of the other community.

Todd (in Wardhaugh, 1986: 74) proposes the people know the vocabularies of different language but is a kind of common grammar in speaking so that when they come across a new language they employ the ‘new’ vocabulary in the ‘old’ grammatical framework and manage to make
them selves understood. In learning language people somehow can learn the grammar quite independently of the vocabulary and that they do indeed learn the first but completely replace the second during the process learning.

2.3.1 Pidginization

Todd (1984:12) states that pidginization is a process of simplification that reduces irregularities in a language and is a natural consequence of contact between people who speak different languages or different varieties of the language.

The Pidgin English begins to stabilize and evince some or all of the following features. Such a makeshift pidgin has very limited vocabulary, and the communication is easier when the people speak by mime, gesture and frequent repetition. With the contractors almost certainly speaking at the tops of their voices, adding an occasional vowel and possibly introducing non-English but widely-occurring words.

The pidginization often involves the simplification of all languages, e.g., reduction in morphology (word structure) and syntax (grammatical structure), tolerance of considerable phonological variation (pronunciation), reduction in the number of functions for which the pidgins is used (e.g., you usually do not attempt to write novels in a pidgin), and extensive borrowing of words from local mother-tongues (Wardhaugh, 1986:59)
The differences between mother-tongue English and the pidgins can be attributed to interference and to the process of simplification, besides that the interference from the learner’s mother tongue can be seen in two ways. It may introduce into the pidgin features that occur in his mother tongue but not in Standard English. The pidgin features which can be ascribed to simplification may come from either or both parties involved in the contact. Like the children who are acquiring English, generally the pidgin speakers often over generalize a rule, whereas children learn their English in a society with a ready-made communication system, pidgin speakers have to invent a language for a community which has just come into being.

2.3.2 Theories Origin of Pidgin

Linguists who have studied pidgins and creoles have long been intrigued by the similarities they have found among them. Pidgins from very different parts of the world exhibit remarkable similarities in structure even when the standard languages with which they are associated are quite different. One theory about the origin of pidgins easily dismissed. This is the idea that pidgins are arise because the people among whom they are found lack the ability to learn the standard languages which the pidgins are associated. With regard to the origin of pidgins the following theories have been proposed:

a) Foreigner-talk Theory
First, foreigner talk tends to be mixture of cultural conventions and genuine natural intuitions on language simplification. Second, because of its mixed nature and considerable inconsistency in its use, foreigner talk is not the ideal simple model some structuralism linguist imagined it to be. Finally, the importance of foreigner talk in pidgin formation appears to be restricted to relatively early stages of development. Foreigner-talk is an input in the formative years of pidgins and thus should be considered. However, it would be Wrong to conclude that imitation and rote learning has been established as a major factor in this process. (Muhlhauster, 1986:107).

b) Baby-talk Theory

Based on Muhlhauster (1986: 100), speakers of a lower language may make so little progress in learning the dominant speech that the masters, in communicating with them resort to ‘baby talk’ is the master’s imitation of the subject’s incorrect speech. There is reason to be believed that does not mean an exact imitation and that some of its features are note based upon the subject’s mistakes but upon grammatical relation that exist within the upper language itself. The subject in turn, deprived of the correct model, can do no better now than to acquire the simplified ‘baby-talk’ version of the upper language.
Furthermore, based on baby talk/foreigner talk theory, Mulhausler (1986: 101-103) proposed there are some criteria that occur in Pidginization process:

a) The avoidance of embedded constructions is in evidence in most responses. It either takes the form of loss or replacement by parataxis.

b) The expressed feeling that the linguistic message needs to be reinforced by gestures.

c) The avoidance of do-support in negative clauses. No- is used as a negator in most responses. This is probably the result of a strong tendency towards one form-one meaning in simplified registers.

d) The avoidance of tensed verb form.

e) The addition of -um or him to verb forms.

f) Lexical replacement: talk ‘to say’ or see ‘to look’.

g) The selection of the ‘me’ rather than ‘I’ form of the pronoun as the basic pronominal form. If

h) Variable omission of verb inflections.

i) Omission of surface dummy ‘es’.

j) Variable absence of subject pronouns.

k) Use of the infinitive instead of inflected verb forms.

l) Variable absence of definite article.

Meanwhile, according to Wardhaugh (1986:71), pidgins are not imperfectly learned standard languages, the imperfections in learning
arising from lack of either the ability or the opportunity to learn the standard varieties thoroughly: for are consequence, of very simple process of simplification. What is more, all pidgins apparently share some of the same features, no matter which languages they axe based on. The baby-talk theory fails to offer an adequate account of these similarity

c) Polygenesis Theory

Wardhaugh (1986:72) states that the theory of Polygenesis is that pidgins and creoles have a variety of origins, any similarities among them arise from the shared circumstances of their origins. For example, speakers of English have had make themselves understand the purpose of trade and those trading with them have had to be understood.

2.3.3 Standard Language

According to Hudson (1980:32) “Standard Language are the result direct and deliberate intervention by society. This intervention, called ‘standardization produces a standard language where before there were just dialect,”

Based on Holmes (1992:84) states a standard language is always a particular dialect, which has gained its special position as a result of social, economical and political influences. Moreover Holmes (1992:83), a
standard variety is the variety which is written, and which has undergone
some degree of regularizations or codification, for example in a grammar
and in a dictionary. The standard variety of English is based on the
London dialect of English. This dialect becomes the one preferred by the
educated, and it was developed and promoted as a model, or norm, for
wider and wider segments of society. The notion ‘Standard Language’ is
somewhat imprecise, but a typical standard language will have passed
through some processes, as proposed by Haugen (1966) in Hudson
(1980:33) there are:

1. Selection

   Somehow or other a particular variety must have been selected
   as the one to be developed into a standard language. It may be an
   existing variety, such as the one used in an important political or
   commercial center, but it could be an amalgam of various necessarily
   gains prestige and so the people who already speak it share in this
   prestige.

2. Codification

   Some agency such as an academy must have written dictionaries
   and grammar books to ‘fix’ the variety, so that everyone agrees on
   what is correct. Once, codification has taken place, it becomes
   necessary for any ambitious citizens to learn the correct forms and not
   to use in writing any ‘incorrect’ forms he may have native variety,
   which may take literally years of a child’s school career.
3. Elaboration of Function

It must be possible to use the selected variety in all the functions associated with central government and with writing, for example in parliament and law courts, in bureaucratic, educational and scientific documents of all kinds and of course in various forms of literature.

4. Acceptance

The variety has to be accepted by the relevant population as the variety of the community, usually in fact, as the national language. Once, this has happened, the standard language serves as a strong unifying force for the state, as a symbol of its independent of other states and as a marker of its difference from other states.

2.3.4 Language, Code and Variety

Todd (1984: 1) states that many linguists claim that a language is an arbitrary set of signs by which members of a speech community communicate and co-operate. The primary function of language is to impact factual information and to convey essential commands. Human may use language for purely aesthetic reasons. According to Bickelton’s hypothesis, human beings have a biological program for language that is distinct from whatever general learning resources they may have. In other word, human being comes into the world with a capacity for acquiring a
language and this capacity is of who use for learning anything but language (Fasold, 1990:202).

Hudson (1980:24) defines a variety of a language as a set of linguistic items with similar distribution. This definition allows one to say that English, French, London English, the English of football commentaries are varieties. A variety can therefore be something greater than a single language as well as something less, less even than something traditionally referred to as a dialect. Variety is defined in terms of ‘linguistic item’ or ‘human speech patterns’ (presumably sounds, words, grammatical features), which we can uniquely associate with some external factors (presumably a geographical area or social group) (Wardhaugh, 1986:22).

What make one variety of language different from another are the linguistic items that it includes, so we may define a variety of language as a set of linguistic items with similar social distribution (Hudson, 1980:24). It will be noticed that it is consistent with the definition to treat all the language of some multilingual speaker, or community, as a single variety, since all the linguistic items concerned have a similar social distribution.

Moreover Wardhaugh (1986:16) proposed that there is considerable variation in the speech of any one individual, but there are also definite bounds to that variation: no individual is free to do just exactly what he or she pleases so far as language is concerned. The variation you are permitted has limits; what is surprising is that those limits can be
described with considerable accuracy, and that they also apparently apply to groups of speaker, not just to individuals. That is, there are group of norms so far as variation is concerned.

There is a variety of possible relationship between language and society. One is that social structure may either influence or determine linguistic structure and/or behavior. A second possible relationship is directly opposed to the first: linguistic structure and/or behavior may either influence or determine social structure. A third possible relationship is that the influence is bi-directional; language and society may influence each other (Wardhaugh, 1986: 10).

Language or a variety of a language can be said as a code as well. The term ‘code’ can be used to refer to any kind of system that two or more people employ for communication (Wardhaugh, 1986:88). He clarifies that the particular dialect or language one chooses to use on any occasion is a code, a system used for communication between two or more parties. Furthermore, Holmes (1992:29-30) stated that the status relationship between people might be relevant in selecting code. Social role may also be important and is often a factor contributing to status differences between people. The same person may be spoken to in a different code depending on whether they are acting as a teacher, as a father, or as a customer in the market place. Features of the setting and
The dimension of formality may also be important in selecting an appropriate variety or code. Another relevant factor is the function or goal of the interaction.

2.3.5 Pidginized English

As been mentioned above that a pidgin arises from the simplification of a language when that language come to dominate group of speakers separated from each other by the difference of language. This hypothesis partially explains not only the origin of pidgins in slave societies, which the slaves were deliberate drawn from a variety of language backgrounds, but also their origin on sea coasts, where a variety of languages might be spoken but the language of trade is pidgin (Wardhaugh, 1986:58). It also helps to explain why pidginized varieties of languages are used much more as lingua franca by people who cannot speak the corresponding standard language and they are used between such people and speakers of the standard varieties.

The case seems to be not quite far apart from what happens in English when other foreign languages are discussed. Educational backgrounds, experience, type of job and frequency of contacts contribute to the development of a ‘variety’ language the locals may use.

2.3.6 Form of English Sentence

Form of English sentence divided into three parts, there are:
2.3.6.1 Positive Forms

- Positive Declaratives

Quirk et al (1985:191) states that positive declaratives or so called positive statements are sentences in which the subject is always present and generally precede the verb. They exemplify their ideas by:

Jacob will speak to the lecture today

- Positive Instructions

As one of language varieties, pidginize English in Kuta beach also has the form of the positive instruction. Usually, we use this form, e.g. instructions or request, when we get someone to help us to do something, and we use it in polite situation. Some expressions we usually use, for example:

“Could you give me the book, please?”

“Would you be my girl, please’?”

Other definition is proposed by Quirk et al (1985:191), which is referred to as an imperative sentence. They state that imperative sentences are sentences which have no overt grammatical subject, and the verb is in the imperative. The most common category of imperative that differs from a statement has the following features:

a) It has no subject.

b) It has an imperative finite verb.
In this case, the simple forms of verbs are used regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch of speech.

For example:

a. Open the Window
b. Clean up the kitchen

2.3.6.2 Negative Forms

The negation of the sentence is accomplished by inserting not, n’t between the Subject and Predicate (Quirk et al, 1985: 183)

- Negative Declaratives

Negative declarative sentences involve the operator, requiring the insertion of not (or the affixed contraction - n’t) between the subject and the predicate (Quirk et al, 1985: 24). They also exemplify their idea like in the examples below:

a. She isn’t a lecturer
b. They would not believe you anymore
c. I didn’t understand about the lecture
• Negative Instructions

Negative instruction is the second kind of the negative forms. According to Quirk et al (1985: 183), the negation of the sentence is accomplished by inserting not, n’t between the Subject and Predicate.

2.3.6.3 Interrogative Forms

Quirk et al (1985:191), states that question or interrogative sentences can be divided into three major classes according to the type of answer we expect:

• Those that expect only affirmation or rejection (as in have you finished the dinner?) are Yes/No questions.

• Those that expect as a reply supplying an item of information (as in what is your name? How old are you?) are Wh-questions.

• Those that expect as the reply one of two or more options presented in the question are Alternative questions, for example:

Would you like to for a walk?

2.3.6.3.1 Yes/No Questions

According to Quick et al (1985: 192), Yes/No interrogative sentences are usually formed by placing the operator before the subject and giving the sentences a rising intonation.

For example:

(+) The tourist has gone
(-) Has the tourist gone?

If there is no item in the verb phrase that can function as operator, do is used before subject.
For example:

(+) He comes in the night (Declarative)

(-) Does he come in the night? (Interrogative)

2.3.6.3.2 Wh-Questions

Wh-questions is the second division of interrogative form found in Kuta beach. Wh-interrogatives are formed with the aid of one in the following interrogative words (or Q-words) (Quirk et al, 1985:197).

- What, which, where, when, why, how
- Who/whom/whose

As a rule:

(i) The Q-element generally comes first in the sentences.
(ii) The Q-word itself takes first position in the Q-element.

For example:

1. What do you do?
2. Where did you go?
3. How are you, Sir?
2.3.6.3.3 Alternative Questions

Quirk et al (1985:198), states that there are two types of alternative questions, the first one resembles a Yes/No question, and the second one is a Wh-question.

For example:

a. Would you like body or foot massage?

b. Which massages would you like? Body or foot?