

REGISTER LANGUAGE IN THE VICTORIAN ERA AS REFLECTED IN THE CHARLES DICKENS “OLIVER TWIST”

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Abstract: The aim of this research is to know about Language Register that being used in the Victorian Era. 1) How Industrial Revolution effects on the language choices in a Victorian Era, 2) What the expressions of Register Language are used in the Victorian Era, and 3) How Language Register cannot be separated from the use of language styles. The design of this research is a qualitative descriptive study with content analysis to find out about the context, purposes, and content messages of utterances in the communication. Analyzing and making inferences about the utterances producers as the addressors and the audience as the addressee of the text. It has found problems in society during Victorian era, especially to harsh conditions of orphans and children during the Industrial revolution which is the main focus. 1) Realism projected in realistic characters and setting, comprehensive detail about everyday occurrences, plausible plot, dialects of community, character development, and the importance in depicting social class. These elements are the background for choosing words, choosing language in all utterances between speakers, each character. Representing the use of language in the Victorian Era. 2). Many register languages are used, there are types of Register variation expressions used, the choice of lexical in a conversation sentence that refers to the context of the situation, the context of addressee and addressors, also the typical language variation used in the Victorian era. In the context of the situation, the register also influenced of choosing the right sequence of sentences intended by the interlocutor, in a particular situation. 3). There are variety of language in utterances where style is widely used. Utterances in daily context of living in the Victorian Era occurring in every conversation between speakers. This research is expected to be useful in obtaining information about Register Language and the advantages for English second Language learner and Learning English for special purposes. Broaden vocabulary and sentences of a Register Language can affect the ability of communication skill especially speaking skill.

Key Words: Register; Social Class; Utterances; Language Variety

Introduction

Studying English literature gives a world an inspiration and spreading creativity, while also developing skills that are essential for today's global environment. It is how literature describe the state of the world through stories, novels and plays. Yet also an opportunity to sharpen ability to write, read, analyze and persuade.

Language takes an important role in our life and society. According to its function in communication, language deliver message of a particular condition and describing well about its surroundings. Linguistics, is concerned with the nature of language and communication process. It deals both with the study of particular languages, and the search for general properties common to all languages or large groups of languages. A field of study which deals mostly with language use, particularly spoken

language, is part of sociolinguistics. Emphasizing that, the language system is being used in sociolinguistic language always variable and heterogeneous. It is concerned in how language use interacts with, or affected by, yet the social factors such as gender, ethnicity, age or a social class also becoming parameter. Namely the social attitudes that determine which linguistic variety, language feature or style speakers choose in a certain situation. It is an ultimate goal for many English learners, to consider those factors in order to be able communicate effectively.

In the history of the United Kingdom, the central feature of Victorian-era is the search for reform and improvement. Characterized by a class-based society, the political agenda was increasingly liberal, with a number of shifts in the direction of gradual political reform, social reform, and the widening of the franchise. The social reforms focused on ending slavery, removing the slavery-like burdens on women and children, and reforming the police to prevent crime, rather than emphasizing the very harsh punishment of criminals. Filthy children that live in the streets, picking pockets and causing a general sort of trouble. In this era of government, the handling of the poor, neglected and children without parents is concerned. Orphans, abandoned children, runaways and children those whose parents were too poor to take care of them ended up in orphanages.

Britain was a powerful nation with a rich culture. It had a stable government, a growing state, and an expanding franchise. It also controlled a large empire, and it was wealthy, in part because of its degree of industrialization and its imperial holdings and in spite of the fact that three-fourths or more of its population was working-class. Despite all the riveting things, Victorian society was organized hierarchically. While race, religion, region, and occupation were all meaningful aspects of identity and status. This background has made an interesting part to study about language in the Victorian era. It is one of the way to hear the voices of the past and work with the present. It is a way for the present to knowledge the past, and study the possibility.

Oliver Twist was written by Charles Dickens and published by Richard Bentley in England. Oliver Twist tells about a boy named Oliver Twist. Oliver was an orphan who lived in a village. Oliver Twist was the second novel by Charles Dickens. Oliver Twist is notable for its unromantic portrayal of criminals and their sordid lives, as well as for exposing the cruel treatment of the many orphans in London in the mid-19th century. In this early example of the social novel, Dickens satires the hypocrisies of his time, including child labor, the recruitment of children as criminals, and the presence of street children. Novel tells detail of people, situations, and times. The novel may have been inspired by Dickens's own experiences as an orphan whose account of working as a child labor. Charles Dickens is much loved for his great contribution to classic English literature. He was the Victorian author. His epic stories, vivid characters and exhaustive depiction of contemporary life are unforgettable. Oliver Twist has been the subject of numerous adaptations for various media including several feature films, three television films, two mini-series, and a stage musical.

Method

The method that used in this research is a qualitative descriptive study with content analysis to find out about the context, purposes, and content messages of utterances in the communication. In general, when viewed from the purpose of research, process and research data. Analyzing and making inferences about the utterances producers as the addressors and audience as the addressee of the texts. Focused on interpreting and understanding.

Bogdan and Taylor cited by Lexy J. Moleong (2010:4) Qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed. The goal is a holistic picture and depth of understanding rather than a numerical data analysis.

Content analysis can be used to quantify the occurrence of certain words, phrases, subjects or concepts in a set of historical or contemporary texts. In addition, content analysis can be used to make qualitative inferences by analyzing the meaning and semantic relationship of words and concepts.

To find the data as reference of writing, the writer used library research and internet research. The writer is collecting the data from some books, internet and many other resources that can be related to the subject matter being analyzed. The writer will do these following steps; collecting, selecting, analyzing the



data, interpreting them and finally creating the conclusion to write the thesis for achieving the most effective study results.

Results and Discussion

Result

1. Children Utterances (Chapter V to Chapter X)

Oliver Twist by Charles Dickens' was the work to realistically depict the impoverished London underworld. In Oliver Twist there are different types of registers in every conversation according to the circumstances context. These children have lack access to education, they are orphanage, came from and raised by the workhouse. Their unfortunate early life has impact to the utterance in language speaking that they used among other children.

Page 48, 'Open the door, will yer?'. 'I will, directly, sir'. 'I suppose yer the new boy, ain't yer?'. 'Yes, sir'. 'How old are yer?'. 'Ten, sir'. 'Then I'll whop yer when I get in'. 'you just see if I don't, that's all, my work'us brat!'.

Page 49, 'I beg your pardon, sir'. 'did you knock?'. 'I kicked'. 'Did you want a coffin, sir?'. 'Yer don't know who I am, I suppose, Work'us?'. 'No, sir'. 'I'm Mister Noah Claypole'. 'and you're under me. Take down the shutters, yer idle young ruffian!'.

Page 65, 'Work'us'. 'how's your mother?' 'She's dead,' don't you say anything about her to me!' 'What did she die of, Work'us?'. 'Of a broken heart, some of our old nurses told me,' 'I think I know what it must be to die of that!' 'Tol de rol lol lol, right fol lairy, Work'us,' 'What's set you a sniveling now?' 'Not YOU'. 'There; that's enough. Don't say anything more to me about her; you'd better not!' 'Better not!' 'Well! Better not! Work'us, don't be impudent. Your mother, too! She was a nice 'un she was. Oh, Lor!'. 'Yer know, Work'us, it can't be helped now; and of course yer couldn't help it then; and I am very sorry for it; and I'm sure we all are, and pity yer very much. But yer must know, Work'us, yer mother was a regular right-down bad 'un.'

Page 78, 'Hush, Dick!' 'Is anyone up?' 'Nobody but me,' 'You musn't say you saw me, Dick,' 'I am running away. They beat and ill-use me, Dick; and I am going to seek my fortune, some long way off. I don't know where. How pale you are!' 'I heard the doctor tell them I was dying,' 'I am very glad to see you, dear; but don't stop, don't stop!' 'Yes, yes, I will, to say good-b'ye to you,' 'I shall see you again, Dick. I know I shall! You will be well and happy!' 'I hope so,'. 'After I am dead, but not before. I know the doctor must be right, Oliver, because I dream so much of Heaven, and Angels, and kind faces that I never see when I am awake. Kiss me,'. 'Good-b'ye, dear! God bless you!'.

Page 85, 'Hullo, my covey! What's the row?'. 'I am very hungry and tired,' 'I have walked a long way. I have been walking these seven days.' 'Walking for sivin days!' 'Oh, I see. Beak's order, eh? But,' 'I suppose you don't know what a beak is, my flash com-pan-i-on.' 'My eyes, how green!' 'Why, a beak's a madgst'rate; and when you walk by a beak's order, it's not straight forerd, but always a going up, and niver a coming down agin. Was you never on the mill?' 'What mill?'. 'What mill! Why, THE mill—the mill as takes up so little room that it'll work inside a Stone Jug; and always goes better when the wind's low with people, then when it's high; across then they can't get workmen. But come,' 'you want grub, and you shall have it. I'm at lowwater- mark myself—only one bob and a magpie; but, as far as it goes, I'll fork out and stump. Up with you on your pins. There! Now then! Morrice!'.

2. Employee Utterances (Chapter II to Chapter XI)

Researcher found that there was a register language used among workers, government and Parish supervisors, towards the workhouses and orphanages. They used the utterance according the relation between the participant, addressors and addressee of the conversation, the setting and circumstances take place.

Page 10, 'Goodness gracious! Is that you, Mr. Bumble, sir?' '(Susan, take Oliver and them two brats upstairs, and wash 'em directly.)—My heart alive! Mr. Bumble, how glad I am to see you, sure-ly!'. 'Do you think this respectful or proper conduct, Mrs. Mann,' 'to keep the parish officers a waiting at your garden-gate, when they come here upon porochial business with the porochial orphans? Are you aweer,

Mrs. Mann, that you are, as I may say, a parochial delegate, and a stipendiary?' 'I'm sure Mr. Bumble, that I was only a telling one or two of the dear children as is so fond of you, that it was you a coming.'

Page 16, 'Bow to the board,' 'The boy is a fool—I thought he was,' 'Hush!' 'You know you've got no father or mother, and that you were brought up by the parish, don't you?' 'I hope you say your prayers every night,' 'and pray for the people who feed you, and take care of you—like a Christian.' 'Well! You have come here to be educated, and taught a useful trade,' 'Walk in,' 'It's a nasty trade,' 'Young boys have been smothered in chimneys before now,'

Page 39, 'If the board attended to all the nonsense that ignorant jurymen talk, they'd have enough to do.' 'Very true,' 'they would indeed.' 'Juries,' 'juries is ineducate, vulgar, grovelling wretches.' 'So they are,' 'They haven't no more philosophy nor political economy about 'em than that,' 'No more they have,' 'I despise 'em,' 'So do I,' 'the rules and regulations of the board would soon bring their spirit down for 'em.' 'Let 'em alone for that,' 'Hem!' said Mr. Bumble. 'Well?' 'Well,' 'I was thinking that if I pay so much towards 'em, I've a right to get as much out of 'em as I can Mr. Bumble; and so—I think I'll take the boy myself.'

3. Adult Utterances (Chapter III to Chapter LII)

Researcher found that there was a register language used by adults in their spoken communication. They used the utterance according the relation between the participant, addressors and addressee of the conversation, the setting and circumstances take place.

Page 29 'Come, Oliver! Wipe your eyes with the cuffs of your jacket, and don't cry into your gruel; that's a very foolish action, Oliver.' 'Now, Oliver, my dear, come to the gentleman'. 'Mind what I told you, you young rascal!'

Page 42 'is that you, Bumble?' 'No one else, Mr. Sowerberry' 'Here! I've brought the boy.' 'Oh! that's the boy, is it?' 'Mrs. Sowerberry, will you have the goodness to come here a moment, my dear?' 'this is the boy from the workhouse that I told you of'. 'Dear me!' 'he's very small.' 'Why, he is rather small,' 'he is small. There's no denying it. But he'll grow, Mrs. Sowerberry—he'll grow.' 'Ah! I dare say he will,'

Page 51 'My dear—' 'Well,' 'Nothing, my dear, nothing,' 'Ugh, you brute!' 'I thought you didn't want to hear, my dear. I was only going to say'—'Oh, don't tell me what you were going to say,' 'I am nobody; don't consult me, pray. I don't want to intrude upon your secrets.' 'I want to ask your advice.' 'It's only about young Twist, my dear,' 'There's an expression of melancholy in his face, my dear,' 'which is very interesting. He would make a delightful mute, my love'

Page 58 'She was my daughter,' 'Lord, Lord! Well, it is strange that I who gave birth to her, and was a woman then, should be alive and merry now, and she lying there: so cold and stiff! Lord, Lord!—to think of it; it's as good as a play—as good as a play!' 'Will she be buried to-morrow, or next day, or to-night? I laid her out; and I must walk, you know. Send me a large cloak: a good warm one: for it is bitter cold. We should have cake and wine, too, before we go! Never mind; send some bread—only a loaf of bread and a cup of water. Shall we have some bread, dear?'

Page 97 'Well,' 'I hope you've been at work this morning, my dears?' 'Good boys, good boys!' 'What have you got, Dodger?' 'A couple of pocket-books,' 'Lined?' 'Pretty well,' 'Not so heavy as they might be,' 'but very neat and nicely made. Ingenious workman, ain't he, Oliver?'

Page 133 'What's the matter?' 'Hold your noise,' 'Do you want to be grabbed, stupid?' 'I can't help it,' said Charley, 'I can't help it! To see him splitting away at that pace, and cutting round the corners, and knocking up again.' 'Toor rul lol loo, gammon and spinnage, the frog he wouldn't, and high cockolorum,'

Page 166 'What the devil do you come in between me and my dog for?' 'I didn't know, my dear, I didn't know,' 'Didn't know, you white-livered thief!' 'Couldn't you hear the noise?' 'Not a sound of it, as I'm a living man, Bill,' 'Oh no! You hear nothing, you don't,' 'Sneaking in and out, so as nobody hears how you come or go! I wish you had been the dog, Fagin, half a minute ago.' 'Why?' 'Cause the government, as cares for the lives of such men as you, as haven't half the pluck of curs, lets a man kill a dog how he likes,' 'that's why.'

Page 253 'Hoist him up; I'll catch hold of him.' 'Get up, or I'll strew your brains upon the grass' 'Oh! for God's sake let me go!' 'let me run away and die in the fields. I will never come near London; never, never! Oh! pray have mercy on me, and do not make me steal. For the love of all the bright Angels that rest in Heaven, have mercy upon me!'



Table 1 Register Utterances

Addressor	Addressee
'Goodness gracious! Is that you, Mr. Bumble, sir?'	
'Susan, take Oliver and them two brats upstairs, and wash 'em directly. My heart alive! Mr. Bumble, how glad I am to see you, sure-ly!'	'Lor, only think,' said Mrs. Mann, running out,—for the three boys had been removed by this time,—'only think of that! That I should have forgotten that the gate was bolted on the inside, on account of them dear children!
Walk in sir; walk in, pray, Mr. Bumble, do, sir.'	'Do you think this respectful or proper conduct, Mrs. Mann,'
	'to keep the parish officers a waiting at your garden-gate, when they come here upon parochial business with the parochial orphans? Are you aweer, Mrs. Mann, that you are, as I may say, a parochial delegate, and a stipendiary?'
'I'm sure Mr. Bumble, that I was only a telling one or two of the dear children as is so fond of you, that it was you a coming.'	'Well, well, Mrs. Mann,' 'it may be as you say; it may be. Lead the way in, Mrs. Mann, for I come on business, and have something to say.' 'Now don't you be offended at what I'm a going to say,'
'You've had a long walk, you know, or I wouldn't mention it. Now, will you take a little drop of somethink, Mr. Bumble?'	'Not a drop. Nor a drop,'
'I think you will,'	'What is it?'
'Why, it's what I'm obliged to keep a little of in the house, to put into the blessed infants' Daffy, when they ain't well, Mr. Bumble,'	
'It's gin. I'll not deceive you, Mr. B. It's gin.'	'Do you give the children Daffy, Mrs. Mann?'
'Ah, bless 'em, that I do, dear as it is,' 'I couldn't see 'em suffer before my very eyes, you know sir.'	'No' 'no, you could not. You are a humane woman, Mrs. Mann.'
	'I shall take a early opportunity of mentioning it to the board, Mrs. Mann.'
	'You feel as a mother, Mrs. Mann.'
	'And now about business,' 'The child that was half-baptized Oliver Twist, is nine year old to-day.;
	'And notwithstanding a offered reward of ten pound, which was afterwards increased to twenty pound. standing the most superlative, and, I may say, supernat'ral exertions on the part of this parish,' 'we have never been able to discover who is his father, or what was his mother's settlement, name, or con—dition.'
'Bless him!'	

Discussions

Language is our primary source of communication. It is a tool on how we share our ideas with others. A language function refers to what we do with language as they engage with content and interact with others. Functions represent the active use of language for a specific purpose. Language is a wonderful tool in communication. However, it is used to tell the truth and lies, to influence and to vent emotions and to formulate ideas which could probably never arise if we had no language in which to express it. Besides being a means of communication, and storehouse of knowledge, Language is an instrument of thinking as well as a source of delight.

The richness of language as a communication system is the sources of many human problems. Every language exists in many styles. It offers different ways of speaking and writing appropriate for different occasions. We use one style in speaking with close friends of our own age, in the other hand, we often use another style in other circumstances in connected within the context. This style has different sub-varieties depending on whether we are talking man to man, woman to woman, man to woman, or woman to man. And we use other styles in public address, in religious services, with people older or younger.

Language is both a system of communication between individuals and a social phenomenon. Humans speak words, write words and use it to express themselves. This form in which language take is

primary as every society has its dynamic means of communication with its own conceived and universally accepted accents and definitive terms. Language cannot be separated from society, everyday people consciously or subconsciously choose language variety in order to interact in different social context. People use such concepts as identity, class, status, solidarity, face, gender, politeness, etc. Languages and societies are constantly changing.

There are several possible relationships between language and society according to Bieber and Finegan (1994: 15). One is that social structure may either influence or determine linguistic structure and/or behavior. Certain evidence may be adduced to support this view: the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements. A second possible relationship is directly opposed to the first: linguistic structure and/or behavior may either influence or determine social structure.

English is essential in the field of education. In many countries, children are taught and encouraged to learn English as a second language, even in countries where it is not an official language. Being literate means having the skills to be able to read, write and speak to understand and create meaning. Through English novel and the study production of texts, researcher expecting students in the future can engage with reading and writing in progressing level, able to learn through writing from the works of famous authors, and achieving more skill.

Conclusions

Based on the analysis, researcher come upon the following conclusion for objective of the study.

1. From the work of Charles Dickens' *Oliver Twist*, researcher has found that the author shows the problems in society during the time, especially to harsh conditions of orphans and children during the Industrial revolution which is the main focus of his writing and also influenced the writing. The author does through the individual strong character and details which separate from the world around them. The writing of realism projected in realistic characters and setting, comprehensive detail about everyday occurrences, plausible plot (a story that could happen in your town), real dialects of community in the area during the era, character development, and the importance in depicting social class. Then these elements are the background for choosing words, occurring register, choosing language in all utterances between speakers, each character has difference register representing the use of language in that era. Today's English learners need to learn about Register. The used of a register is important, because register always use in every conversation. Each situation applied different register that being used in different speakers according to context, need and purpose of each communication.
2. From the work of, researcher has found many register languages are used in Charles Dickens' *Oliver Twist*, there are many types of Register variation expressions used, the choice of lexical in a conversation sentence that refers to the context of the situation, the context of addressee and addressors, also the typical language variation used in the Victorian era. Furthermore, language Register is the key important of an interaction between individuals among society in certain situation, since we always use this variation of language and we encounter it in our daily life context. The activities carried out are closely related to the selection of sentences or lexical that being used in utterance between people in their conversation, which are also understood by the interlocutor. Likewise, in the context of the situation, the register also influenced of choosing the right sequence of sentences intended by the interlocutor, in a particular situation. Register language is an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use variety of language which is always occur in Charles Dickens' *Oliver Twist*. In today's English learning, we use words in speaking, to know how using those words is a must because it is part of daily life as an English second language learners.
3. From the work of Charles Dickens' *Oliver Twist*, researcher has found the variety of language there are utterances where style is widely used. Utterances in daily context of living in the Victorian era occurring in every conversation between speakers. When examining the style in *Oliver Twist* text, one inquiry mainly regarding two aspects which are lexical choices and the use of words along with the sentence

structure in utterances. In other words, one examines which words are used and how these words put together. In today's English learning there are many informal language being used in society, those languages occur as part of common words in speech and being used by the people. This becoming interesting how language is developing and spread by each community in different era.

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