

A STUDY ON DIGLOSSIA USED BY HELEN KELLER AS THE MAIN CHARACTER IN GEORGE SULLIVAN'S NOVEL "HELEN KELLER"

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Abstract: There is relationship between language and society. The differences of society in social dimension cause language varieties. Language variety refers to variation of language which consists of linguistic items to function in context of communication, including diglossia. *Diglossia* as a language situation used in a speech community which consists of two varieties, One for High (H) functions (e.g., church, newspapers) and one for Low (L) functions.

The purpose of the study is to investigate the kinds of diglossias used by Helen as the main character in George Sullivan's novel *Helen Keller* and to identify the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*. This study used qualitative research because this study does not present the data in numerical analysis, but uses the words to answer the questions. This study used the human investigator and objective approach in analyzing the data.

The results of this study showed that there were two kinds of diglossia which could be found in *Helen Keller* novel, especially in *Helen Keller's* utterances. They were High variety and Low variety. High varieties of diglossia were found in her letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the president. Meanwhile, Low varieties were found in conversation with familiarto John Macy and to Thomas D. Schall, and giving instruction. The functions of diglossia were in accordance with the kinds of diglossia, that is high varieties function as high dialect and low varieties function as low dialect.

Key Words: *Diglossia, High Variety, Low Variety, High Dialect and Low Dialect.*

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Introduction

Language is a means of communication. People can imagine how difficult life without language. 'Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another' (Brown, 2000:5). People use language to communicate with others no matter it uses words, spoken, written, or combine of them. By language, people not only get information, but also use it to express feeling. Sometimes, when people describe a person as a good communicator, they are likely thinking of the way he/she speaks and feels their expression. From the definition above there is relationship between language and society.

Each of society has an identity (or, perhaps more accurately, a set of identities). That identity has been constructed from interaction with others and it is the sense of self each of us has achieved, the result of people's socialization, i.e., our experiences with the outside world as people have dealt with that world in all its complexity. Consequently, any of many factors might have affected it: race, ethnicity, gender, religion, occupation, physical location, social class, kinship, leisure activities, etc (Wardaugh, 2006: 6).

The differences of society in social dimension cause language varieties. The language varieties are created to make the language more interesting and unique.

Hudson (in Wardaugh, 2006: 25) defines a variety of language is 'a set of linguistic items with similar distribution'. It means, language variety refers to variation of language which consists of linguistic items to function in context of communication. One of language varieties is diglossia.

Ferguson (in Sinulingga, 2009) states that the term 'diglossia' was firstly introduced into English from French by Ferguson. Ferguson used the technical terms of diglossia to figure out the condition of a society where containing two varieties from one language which consist in side and each of them has the specific play in role.

Meyerhoff (2006) defines *diglossia* as a language situation used in a speech community which consists of two varieties, One for High (H) functions (e.g., church, newspapers) and one for Low (L) functions.

As Meyerhoff defined above, there are two variations from one language in diglossia. The variations are H (High) and L (low). The 'High' variety (High = H) and the 'Low' variety (Low = L). The H variety is prestigious, powerful variety; the L variety lacks prestige and power. Formal domains such as public speaking, speech, religious, text and practice, education, meeting, and other prestigious kind of usage are dominated by the H variety; the L variety is used for informal conversation, jokes, street, and market, the telephone, and other domains not reserved for H variety.

The usage of High and Low variety is also found in written language such as

novel. Novel is included as literature which serves entertainment and lesson. Therefore, novel is interesting to be the concern of this study. As Connolly (in Koesnosoebroto, 1988) states, the reason for reading literature is because of hunger of information, or amusement, or solace, because of an appetite for truth that seem to grow by what it feeds on. Thus, it can be concluded that literature can expand people's imagination and it does not only give the reader enjoyment but also give understanding of life.

Helen Keller novel becomes the object of this study. This novel is based on the real story of a girl named Helen Keller. It tells about a blind and deaf girl who finally became a writer, speaker, and traveller. Considering blind and deaf, it made the writer interested and curious in analyzing the diglossias used by Helen Keller in this novel.

Related to this study, Kusuma (2010) conducted a study entitled "An Analysis of Diglossia Used by Main Characters in *The King's Speech* film. She focused on the kinds of diglossia used by main characters in *The King's Speech* film, and to describe the meaning of diglossia used by main characters in *The King's Speech* film. The results of this study showed that diglossia used by main characters in *The King's Speech* film contained H (high) and L (low) variety. H (high) variety in this film was not only used in formal situation, it was also used in

conversation. Moreover, L (low) variety was used in common conversation only. The meaning of the diglossia in H (high) variety showed to make the language prestigious and more respected, showed to respect the listener, and showed to make the beauty of language as the heritage literature. Meanwhile, the meaning of the diglossia in L (low) variety which was used by the main characters in common conversation showed to make close and informal situation between the speaker and the listener.

The previous study above analyzed the kinds and the meaning of diglossia; also in what scene those phenomena of diglossia are used by the main characters in formal and informal language which are called an diglossia are High (H) and Low (L) variety used by main characters in "The King's Speech" film. Therefore, it is different from this study because this study will analyse diglossia and its function in the written text, that is novel.

Based on the explanation above, it is interesting to conduct the study entitled *A Study on Diglossia Used by Helen Keller as the Main Character in George Sullivan's Novel "Helen Keller"*.

This study is undertaken based on the following questions:

1. What diglossias are used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*?
2. What are the functions of diglossia used by Helen Keller as the main

character in George Sullivan's novel
Helen Keller?

Diglossia

A diglossic situation exist in a society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different set. Ferguson (in Wardaugh, 2006: 89) has defined that diglossia is language situation which relatively stable in which primary dialect is very different with highly codified variety. Primary dialect usually includes regional standard, while highly codified variety usually include grammatically more complex that it is used as the means of written literature, formal education or formal spoken.

Based on the definition above, diglossia is that the two varieties are kept quite apart in their function. One is used in one set of circumstances and the other in an entirely different set. For example, the highly codified varieties may be used for delivering formal lectures, political speeches, for broadcasting the news on radio and television, and for writing poetry, fine literature, and editorials in newspapers. In contrast the low codified varieties may be used in giving instructions to workers in low prestige occupations or to household servants, in conversation with familiars, in 'soap operas' and popular program on the radio. On occasions, a person may lecture in High variety but

answer questions about its content or explain parts of it in Low variety so as to ensure understanding.

The High variety is more prestigious and powerful variety than the Low variety because the High variety is more beautiful, logical, and expressive than the Low variety. That is way it is deemed appropriate for literary use, for religious purposes, and so on. There may also be the considerable and widespread resistance to translating certain books into the Low variety, e.g., the Qur'an into one or other colloquial varieties of arabic or the bible into haitian Creole or demotic Greek.

Ferguson (in Wardaugh, 2006) describes that there are nine topics of diglossia:

1) Function

Diglossia is very important criteria. According Ferguson, there are two variations of diglossia in one language society. The first variation is called high dialect (called High range), which is used for delivering formal lectures, political speeches, for broadcasting the news on radio and television, and for writing poetry, fine literature, and editorials in newspapers. And the second is a low dialect (called Low range), which is used in giving instructions to workers in low prestige occupations or to household servants, in conversation with familiars, in 'soap operas' and popular program on the radio. Thus,

diglossia can function as either High or Low dialect.

2) Prestige

In a society diglossia speakers typically use dialect High more prestigious, more superior, more respected, and is a logical language. While the Low dialect is considered inferior, in fact there are reject its existence.

3) Heritage Literature

Common people tend to respect literature which uses High range language. It is the heritage tradition that literature would be greatly respected when it is written using High range language. So, if there are also works of contemporary literature by using a range of High, it is perceived as a continuation of that tradition.

4) Acquisition

Variety of High is obtained by learning in formal education, while the range of Low is obtained from the association with family and peers.

5) Standardization

Variety of High is seen as a prestigious variety, it is not surprising that the standardization carried out on a variety of Low through formal codification.

6) Stability

Stability in society generally long standing diglossia, where there is a

variation in the language retained its presence in the community

7) Grammar

In the High range of complex sentences with a subordinate construction is common, but in the range of Low considered artificial.

8) Lexicon

Most of the vocabularies in the range of High and Low are the same variety. However, there is a vocabulary in the range of High is not no mate the range of Low, or vice versa.

9) Phonology

In the field of phonology there are structural differences between the various kinds of High and Low. This difference could be too much close.

Diglossias are not only found in the daily life. It can also be found in the novel because there is dialogue in the novel which is possible containing diglossias. Therefore, the writer chooses novel as the object of the research.

Novel

According to Macmillan (1984: 49), novel is narrative prose fiction which is very long so that it can include picture of life with all of its richness, complexity and contradiction by the result that it is like real life world in which the reader can enjoy and be involved in the shorter work.

Macmillan says that a novel uses the same elements as a short story: plot,

character, setting, point of view and theme. The greater length of the novel, however, allows novelists to deal with more complex aspects of their elements, to present character of many dimensions in a variety of situation and settings.

In this study, *Helen Keller* novel is the non-fiction novel because the story of this novel was based on the true story of one's life, namely a woman named Helen Keller. The author of this novel, George Sullivan, took the story based on Helen Keller's writing which entitled *The Story of My Life*.

In *Helen Keller* novel, the character "Helen Keller" is described having complex characteristics which support her character in playing a role in *Helen Keller* novel. She has description of characteristics at most than other character in this novel. Therefore, character "Helen Keller" is chosen to be analyzed in this study.

According to Arp and Johnson (2006: 102), plot is the sequence of incident or event through with an author constructs a story; skilled author are careful to present the sequence in a significant order. Then, the plot may include many surprising twist and turn and culminating, climactic incident; because the main goal is to keep the reader turning the page. Arp and Johnson (2006: 104) remark that conflict is a clash of actions, ideas, desires or wills. It means conflict is an opposition faced by the characters.

Furthermore, Arp and Johnson explain that characters may be pitted against some

other person or group of persons (conflict of person against person); they may be in conflict with some external force-physical nature, society, or "fate" (conflict of person against environment; or they may be in conflict with some elements in their own natures (conflict of person against himself or herself). The conflict may be mental, physical, emotional, or moral.

Macmillan in his book, understanding literature (1984: 705) defines setting as the place and the time in which a story, play or novel happen. In some stories the setting help create atmosphere, or mood, that can influence the reader as well as the characters.

The statement supported by Meyer (1990: 107) who defines setting as the context in which the action of the story occurs. The major elements of setting are time, place, and social environment that frame the characters.

Lostracco and Wilkerson (in Koesnosoebroto, 1988: 80), recognize two kinds of setting, the specific and the general. In a specific setting, the author gives the reader a specific place and time. In a general setting, the author does not state the place but he gives his sign of what and where the story takes place.

According to Arp and Johnson (2006:78), theme is the controlling idea or the central insight. It means, it is generalization about life stated or implied by the story. Further, Arp and Johnson explain that in many stories, the theme may

be equivalent to the revelation of human character. Frequently, a story through its portrayal of specific persons in specific situations will have something to say about the nature of human being. With a theme, the author can convey the messages through his ideas development which are packaged in unity of the story.

Thus, it can be concluded that theme is the general topic of the story. The author can be inspired from the moral principle, an emotional situation, or an intellectual concept to take as a theme of the story. With a theme, the author can convey the messages through his ideas development which are packaged in unity of the story.

Helen Keller novel is written based on the true story of Helen Keller which gotten from her writing entitled *The Story of My Life*. It was written when Helen Keller was only twenty-two years old, *The Story of My Life* reviewed the author's early life. *The Story of My Life* was first published in 1903, was still in print. Some school teachers used the book as a way to teach perseverance and the importance of education, and instill a deeper appreciation of and compassion for the physically challenged.

Based on *The Story of My Life*, George Sullivan wrote the novel which he gave the title *Helen Keller* in 2000. It was published by Scholastic Inc. in New York City. The novel was also containing the biography told using excerpts from her own writings of the woman who successfully dealt with her

own disabilities while trying to better the lives of other deaf and blind people.

Methodology

According to Ary et al. (2010: 426), research design is the researcher's plan of how to proceed to gain an understanding of some groups or some phenomena in their natural setting. The research design of this study is qualitative research, because this study does not present the data in numerical analysis, but uses the words to answer the questions.

It is in line with Bogdan and Biklen (in Frankel and Wallen, 2004: 423) statement, qualitative data are collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people.

The data of this research were presented using words taken from transcript of novel. The data were collected to investigate the kinds of diglossias and describe the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

The research object of this study was *Helen Keller* novel. It is the novel written by George Sullivan. This novel tells about a blind and deaf girl who finally became a writer, speaker, and traveller. Considering

blind and deaf, it made the writer interested and curious in analyzing the diglossias used by Helen in this novel.

The research instruments used here was human as instrument. Ary et al. (2002: 424) explain that in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data. In this case, the researcher observed the novel to investigate the kinds of diglossias and describe the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

According to Wiyatmi (2006: 79), there are some approaches derived from four main approaches used to analyze a literary work proposed by Abrams, namely: mimetic, pragmatic, expressive, and objective. Those approaches are:

1. Mimetic approach

The researchers, if used this approach, will analyze the work of literature as imitation or reflection or representation of world and human being. They will find and prove the truth of that work which is presented by the author.

2. Pragmatic approach

In this approach, the researcher will see the work of literature as something which is constructed in order to achieve certain effects on the audience such as aesthetic pleasure, instruction or kind of emotion. It arouses certain people's emotion or

even can change their minds. In other words, the researcher will lead the readers to agree with his idea.

3. Expressive approach

In this approach, the researcher will focus on to the author of literature, so the researcher must learn more or give more attention to the author's biography, his educational background and the society which is represented by the author in form of paragraph and dialogue in the work of literature.

4. Objective approach

This approach views a story, a poem, a play or novel to be on individual entity, existing on the page, that can be read and understood in its own right, without necessary studying the author's life or the age in which it is written or its possible effects on its reader.

The approach used in this study was objective approach because in analyzing in analyzing the novel, the researcher did not consider the author's life and the age of the novel was written. The researcher only considered the novel as something which was existing on its pages, then analyzed diglossias and their functions used by Helen Keller in George Sullivan's Novel "*Helen Keller*". After collecting the data, the researcher analyzed the data through the following steps: 1) Identifying the data which were categorized into diglossia. 2) Interpreting the function of diglossia found in the novel.

3) Analyzing the diglossias and their functions used by Helen Keller based on the theory of diglossia. 4) Describing and developing the results of analysis into good sentences with presenting the proofs. 5) Making conclusion based on the result of data that was analyzed by the writer.

Findings and Discussions

In this chapter, the researcher presents the findings and discussions of the study. This chapter presents the answer of the problems of this study related to the kinds of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller* and the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*. Each of them is explained in the following subsections below.

After analyzing the data, it was found that Helen Keller's utterances contain diglossias. Related to the focus of the study, the kinds and the functions of diglossias used by Helen Keller are explained more with the presentation of the data to support the answer as follows:

There were two kinds of diglossia which could be found in *Helen Keller* novel, especially in *Helen Keller's* utterances. They were High variety and Low variety. Both of them are explained one by one in the following part.

In this study, high variety of diglossia used by Helen Keller found in her letter sent to her friend and her mother, in a writing about her experience expressed in her diary,

in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the president. The followings are the presentation of the data.

1) In a Letter Sent to her Friend

The excerpt below is Helen Keller's writing which was sent to her friend, Carrie. Helen Keller talked about her spirit to learn to speak. She imagined how happy when all her friends heard her speak normally like other.

“Oh Carrie, how I should be willing to work night and day if it could only be accomplished. Think of what a joy it would be to all my friends to hear me speak naturally.” P 54

In Helen's writing above, it can be seen that Helen Keller used high diglossia from the language she used to express her spirit. The expression is written using poetic words which little bit formal like in a poem such as calling Carrie using “Oh, Carrie” and in complex structurally sentence, not like in familiar conversation.

2) In a Letter Sent to her Mother

The following excerpt is also Helen Keller's utterances in a letter which was sent to her mother. She invited her mother to go travelling. She told her mother about the route of the trip to persuade her mother.

“We start from the Middle West the second work in January, go through Ohio, Indiana, Iowa, Kansas, St. Louis, down to Texas as far as El

Paso, then to Lower California, and up to San Francisco and back home through California. It will be most interesting for you I'm sure, do come." P77

Helen Keller's utterances above can be categorized into high variety of diglossia. It can be seen from the last Helen Keller's statement which is a strong invitation.

3) In Writing about her Experience Expressed In Her Diary

Helen Keller character was found that she often expressed her life experience in writing. The following excerpt is her writing which states that her teacher teaches her about the word WATER while placing water into her hand. Since then, Helen Keller paid attention more on the finger motion as the way of her learning.

"Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt [as if] somehow the mystery of language was revealed to me. I knew then that W-A-T-E-R meant the wonderful cool something that was flowing over my hand." P.39

Helen Keller wrote the above writing by using high variety of diglossia. It can be seen from using complex sentences

like in literature to make express what she experienced. In spite of this, she did not use conversational language but use complex structurally sentences of the language that the reader found it as a fine writing.

The following script is also the proof that high variety of diglossia was used in writing her life experience in a diary. The writing told about that Helen Keller had many words at that day that she could not remember all of those words. So, Helen Keller felt that at that moment she was the happiest child.

"I learned a great many words that day, I do not remember what they all were. But I do know that mother, father, sister, teacher were among them. It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come." P. 41

Helen Keller 's writing above is categorized into high variety of diglossia because it was constructed using structurally complex words into good composition that became fine literature. The language used here is not the conversational language which is usually used to talk to people in familiar.

Another excerpt also indicates the expression of her experience written in a diary. It tells about her interest reading books which informed her about many things which she could not see.

"They tell me so much that is

interesting about things I cannot see. And they are never troubled or tired like people" p 50

The excerpt above is also categorized into high variety of diglossia because it does not use conversational language. There is another excerpt which proves high variety of diglossia below.

"She passed my hand lightly over her face, and let me feel the position of her tongue and lips when she made a sound. I was eager to imitate every motion and in an hour had learned six elements of speech M, P, A, S, T, I." p 54

The above quotation tells about Helen Keller who memorized her impression when she met Sarah Fuller, a teacher for handicapped people. Helen Keller learned the six elements of speech from her. The impression was expressed in writing by using the words which are not commonly used by people in daily conversation in familiar.

Then, the following quotation is Helen Keller's quotation about her study in college. College brought her to a new life for her mind and gave new view of things. She was always accompanied by Annie Sullivan as her teacher beside her in lecture.

"College has breathed new life into my mind and given me new view of things ... I grow stronger in the conviction that there is nothing good or right which we cannot accomplish if we have the will to strive."

"Together we went through Radcliffe College, day after day during four years, she sat beside me

in lecture halls and spelled into my hand word by word what the professors had said, and nearly all the books she read to me in the same way." P 67

The excerpt above was written using the language which is not commonly used by people in daily conversation with familiar. The sentences are constructed perfectly as fine writing. So, it can be categorized into high variety of diglossia.

Another excerpt below is also the proof of high variety of diglossia. It is Helen Keller's expression about her pity on Annie Sullivan as her teacher who did not get any congratulation when she succeeded to guide Helen Keller until getting degree from the college.

"Yet when I received my degree from Radcliffe, not a word of recognition was given her." That thoughtless became a thorn in my memory." P 68

The excerpt above indicates high variety of diglossia because the language is not daily conversational language. It was well constructed that became good writing. Another proof of high diglossia contained in the following excerpt written by Helen Keller about Peter Fagan.

"For a long time, he held my hand in silence, then he began talking to me tenderly. I was surprised that he cared so much about me. He was full of plans for my happiness. He said if I would marry him, he would always be near to help me in the difficulties of life. The sweetness of being loved

enchanted me." P 81

"The thought of not sharing my happiness with my mother little by little destroyed the joy of being loved." P 81

The above excerpt tells about Peter Fagan when he met Helen Keller. His love towards Helen Keller made him felt to be enchanted. But all the happiness was destroyed because it was to be secret from her mother who disagreed with their love. That was written using poetic words like a poetry that it was appropriate to be considered as fine literature. So, it is categorized into high variety of diglossia.

5) In a Writing about Expression of Helen Keller's Feeling in her Poetry

There were three poetries written by her quoted in this novel. They were about her sympathy on her condition of the country and her romance with Peter Fagan. The condition of the country in war made Helen Keller's feeling sorrowful. It made her write the following poetry.

"I look upon the world as my fatherland, and every war was for the horror of a family head. I hold true patriotism to be a brotherhood and mutual service for of all men." P 79

The poetry above tells about the condition of the country which was in horror caused by the war. It was categorized into high variety of diglossia because it used literary language, not conversational language. As well as the above excerpt, the following excerpt is also written using poetic language.

"The brief love will remain in my life, a little island of joy surrounded by dark of waters." P

84

The poetry above tells about Helen Keller's love would be like the beautiful island which was surrounded by dark waters. It was expressed using poetic language that it became fine literature. So, it can be categorized into high variety of diglossia. Another poetic expression can be found in the following quotation.

"All happiness has left us with the departure of peace from our land."

P 85

Still about sorrow of war, Helen Keller expressed that all happiness were destroyed by war because there was no peace on her country. That sadness was expressed using poetic language, not daily conversation. That makes it categorized into high variety of diglossia.

6) In Delivering Speech

High variety of diglossia was contained in the speech delivered by Helen Keller . In front of the audience, Hellen Keller delivered the following specch. It was about what she had been experiencing. She was a dumb person, but she was able to speak through is the people's love around her who patientlt taught her.

"What I have to say is very simple, my teacher has told you how a word from her hand touched the darkness of my mind and I awoke to the gladness of life. I was dumb, now I speak. I owe this to the hands and hearts of others. Through their love I

found my soul and God and happiness." P90

The excerpt above is the speech delivered by Helen Keller. It was delivered using high variety of diglossia. The language here was not conversational language as usually used by common people to talk in familiar conversation.

7) Answering Questions From A Reporter In The Interview

In the interview, Helen Keller used high variety of language as follows.

"I should say I did. I could feel them and smell them."

"By any number of vibrations through the air, and through the floor, from the moving of feet or the scrapping of chairs and by the warmth when there are people around." P75

The speech above is about the experience of Helen Keller in performing in the stage. She was asked whether she could recognize who came near her/ She felt the vibration through the air and the floor and felt the warmth of the people who attended around her. It was uttered using high variety category because it is not the common conversational language.

Then, the following excerpts are also Helen Keller's utterances when she answered the question with the reporter in the interview.

"There was a doctor odor." P76

"A very decided odor. It's partly the smell of other and partly the smell

that lingers from the sick rooms in which they have been. But I can tell many professions from their odor." P76

"The carpenter is always accompanied by the odor of wood. The druggist is saturated with various drugs. There is a painter who comes here often and I can tell the minute he comes anywhere near me." P76

"No, a typewriter, I think." P76

"I am afraid that was a guess" p 77

The above utterances tell that Helen Keller recognized the profession of the people from their odor she smelled. The language situation of the utterances above is categorized into high variety of language because it was not the situation in the common conversational language.

8) In a familiar conversation with her friend

It was found that in a familiar conversation, Helen Keller used high variety of diglossia. Utterances below were spoken by Helen Keller in the conversation with her friend. The following excerpt is the utterances.

"I believe that all through these dark and silent years God has been using my life for a purpose I do not know. But one day I shall understand, and then I will be satisfied."

The utterances in the excerpt above can be categorized into high variety of diglossia although it was used in the conversation with a friend. That was because the language used in the conversation was not familiarly used but the words used were more poetic.

9) Speaking with the President

Speaking with the president, Helen Keller used high variety of diglossia after she shook the hand with him. The following excerpt is the proof.

“I am proud to meet you, Mr. President.” P 108

The utterances above can be categorized into high variety of diglossia. It was indicated by the usage of the call “Mr. President” which was the call for in the formal situation for the higher person occupation.

Here low varieties are used in Helen Keller's utterances in conversation with familiar to John Macy and to Thomas D. Schall, and giving instruction, The followings are the presentation of the data

10) In a conversation with familiar to John Macy

In a conversation with John Macy, it was found that there was low variety of diglossia. The following excerpt is the proof which can support the finding.

“Do you love her?” p 71

“Does she love you” p 71

The conversation above occurred when Helen Keller could feel that John Macy had falling in love with Annie Sullivan. Then, Helen Keller asked him whether they loved each other. Helen Keller's utterances can be categorized into low variety of diglossia because it was common conversational language in familiar used by common people.

11) Giving instruction

In giving instruction, it was found that it contained low variety of diglossia. The instruction was purposed to John Macy to marry Annie Sullivan. The following is the proof.

“Then marry her of course” p 71

The above utterances were the instruction given to John Macy to marry Annie Sullivan. Seen from the sentence, it was the instruction which is usually used by common people to instruct to their close friend, family or lower person that it can be categorized into low variety of diglossia.

12) Conversation to Thomas D. Schall

Like in the conversation with her friend, it was found that there was low variety of diglossia in conversation to Thomas D. Schall. The following excerpt is the proof which can support the finding.

“What did you find to say 287 times?”

“that's just what I did too” p 97

The utterances above were Helen Keller's conversation with Thomas D. Schall. In this situation, the low variety of diglossia was categorized because they were conversational language in familiar done with Thomas D. Schall.

After finding the kinds of diglossia in Helen Keller's utterances contained in *Helen Keller* novel, it can be known the functions of the diglossias. Since there were two kinds of diglossia here, namely: high variety and low variety of diglossia, those can be seen that the diglossia found in this novel function as high dialect and low dialect.

In this case, the high dialect is used for her letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the president.

Meanwhile, the low dialect is used in giving instruction and in conversation with familiars with certain persons. In this case, Helen Keller gave an instruction to John Macy, made conversation with John Macy and Thomas D. Schall.

There were two kinds of situation where two closely related languages used in a speech community used by Helen Keller in her utterances in this novel. They were high variety and low variety of diglossia. As stated by (Meyerhoff, 2006), diglossia is defined as a situation where two closely related languages are used in a speech community. There is one for high variety which functions (e.g., church, newspapers) and one for low variety which functions (e.g., in the home, or market).

In Helen Keller's utterances, high variety found in her letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the president. In familiar conversation with her friend, she used high

variety of diglossia. It might be because she often communicated using written communication. Then, speaking with the president, she also used high variety.

It is in line with Ferguson (in Wardaugh, 2006) who describes that there are two functions of diglossia in one language society, namely: high dialect, which is used for delivering formal lectures, political speeches, for broadcasting the news on radio and television, and for writing poetry, fine literature, and editorials in newspapers; and low dialect, which is used in giving instructions to workers in low prestige occupations or to household servants, in conversation with familiars, in 'soap operas' and popular program on the radio. The low dialect in this novel was used in giving instruction and in conversation with familiars with John Macy and made conversation with Thomas D. Schall.

Beside its function as high dialect and low dialect, the diglossias found in this novel can be viewed from other topics, such as: heritage literature, grammar, and lexicon topic. Diglossia found in Helen Keller's utterances contain Highrange language in her letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, and delivering speech. Helen Keller also used High range language in answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the president. Helen's

utterances were found spoken or written in complex sentences. The vocabularies which she used were more often the vocabularies in the range of high which was more prestigious and formal.

Conclusions and Suggestions

In this chapter, the researcher presents the conclusion and suggestion concerning the kinds of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller* and the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

The conclusion of this study explains more in the further paragraphs below. It is about the kinds of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller* and the functions of diglossias used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

After analyzing the data, it can be concluded that there were two kinds of diglossia (High and Low variety) which could be found in *Helen Keller* novel, especially in *Helen's Keller* utterances. First, High varieties of diglossia were found in her letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, answering questions from a reporter in the interview, in familiar conversation with her friend and speaking with the

president. Second, Low varieties were found in conversation with familiar to John Macy and to Thomas D. Schall, and giving instruction.

The functions of diglossia found in this novel were as high dialect and low dialect. High varieties such as in a letter sent to her friend and her mother, in a writing about her experience expressed in her diary, in a writing about expression of Helen Keller's feeling in her poetry, delivering speech, and answering questions from a reporter in the interview function as the high dialect. Low varieties such as in giving instruction and in conversation with familiars with certain persons function as the low dialect.

That is all the conclusions that can be taken from the study which has been conducted on George Sullivan's novel *Helen Keller* related to the diglossia used in the utterances. This novel contains the H (high) and L (low) variety of diglossia which occur in formal and informal situations found in either oral or written communication.

For suggestion, students need to learn more about sociolinguistics deeply in order to be able to conduct another study in sociolinguistic area in deeper and broader way. Since this study was focused on the novel, it is suggested for further researchers to study in oral object such as direct communication found in the daily activity such as: conversation between students, teachers, or people in the society.

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the main character in George Sullivan's novel *Helen Keller* and the functions of diglossia used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

The conclusion of this study explains about the further paragraph below: It is about the kinds of diglossia used by Helen Keller as the main character in George Sullivan's novel *Helen Keller* and the functions of diglossia used by Helen Keller as the main character in George Sullivan's novel *Helen Keller*.

After analyzing the data, it can be concluded that there were two kinds of diglossia (high and low variety) which were found in her letter and her diary. In her diary, she used high variety diglossia in her letter and her diary. In her diary, she used low variety diglossia in her letter and her diary.

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