

CHAPTER III

DISCUSSION OF RESEARCH FOCUS

In this chapter, the researcher will present the result of research focus that have been stated in Chapter I and its discussion. The research results include the types of social stratification reflected in language expression in Mark Twain's *The Prince and The Pauper* Novel and the function of language's social stratification reflected in the novel. Furthermore, the discussion of research results is linked to the theory.

In this part, the researcher will analyze the types of social stratification reflected in language expression in *The Prince and The Pauper* Novel based on Parsons' theory of social stratification. According to him, types of social stratification is divided into six dimensions, namely membership in a kinship unit, personal qualities, achievements, possessions, authority, and power.¹ These dimensions cause social stratification which determines the social class of society. This causes a gap between individuals and other individuals which allows difference attitudes towards other people.

After reading the novel, the researcher found four types of social stratification in this novel. They are achievements, possessions, authority and power. Here are the data:

Number of Data	Types of Social Stratification	Language Expression	Page	Chapter
1.a.	Achievements	<i>"and I wish, just once, that I could be dressed like you and"</i> <i>"Do you really? All right, then. You take off</i>	26-28	Chapter 2 The Big Switch

¹ Parsons, "An Analytical Approach to the Theory of Social Stratification," 848–849.

		<p><i>your things and put on mine. We'll change clothes for a little while, then switch back before anyone bothers us."</i></p> <p><i>In a few minutes, Edward, Prince of Wales, was in rags. And Tom Canty, the beggar boy – the pauper – was in royal clothing. When the two boys stood side by side before a full-length mirror, both were astonished. The change seemed not to have taken place at all!</i></p>		
1.b.	Achievements	<p><i>Frantic conversation burst forth as St. John left once again, but a sudden hush followed his return. He held up the Great Seal, and a mighty shout went up. "Long live the true king!"</i></p> <p><i>Hertford eyed Tom angrily. "Let that young villain be stripped of his royal clothes and thrown into the Tower in rags!" he ordered.</i></p> <p><i>But Edward cried out, "No! If not for him I would not have my crown again. And you, my good uncle, who schemed to get your new title, are no longer a duke. You are to remain an earl." Then turning to Tom, the king asked, "How was it you could remember where I hid the Great Seal and I could not?"</i></p> <p><i>"Because, Your Majesty, I used it on several occasions."</i></p> <p><i>"You used it, yet you</i></p>	220-222	Chapter 14 The Great Seal Test

		<p><i>could not tell me where it was?"</i></p> <p><i>"I didn't know what it was they were looking for. Nobody described it to me when they were looking for it."</i></p> <p><i>"Then how did you use it?"</i></p> <p><i>Tom blushed and was silent.</i></p> <p><i>"Speak up, good Tom. Do not be afraid. Just how did you use the Great Seal of England?"</i></p> <p><i>Tom stammered and, in confusion, finally got it out. "I-I used it to crack nuts."</i></p> <p><i>The rush of laughter that followed nearly swept Tom off his feet. But his answer left no doubt in anyone's mind that Tom Canty was not the King of England.</i></p> <p><i>Then the royal robes were removed from Tom's shoulders and placed around Edward's, covering his rags completely. The crowning ceremony went on as booming cannons thundered the news to all of London!</i></p>		
2.a.	Possessions	<p><i>His eyes wide with wonder and delight, Tom drew closer to the bars. Then suddenly, a soldier in armor snatched him away and pushed him into the crowd of townspeople who always gathered to gaze at the palace.</i></p>	18	Chapter 2 The Big Switch

2.b.	Possessions	<i>Tom could only look around him in wonder as the prince led him into a richly decorated room called his cabinet. Then he ordered a servant to bring Tom some food. It was just about the fanciest feast the boy could have ever imagined.</i>	18-20	Chapter 2 The Big Switch
2.c.	Possessions	<i>“Their dress?” cried the prince in disbelief. “Do you mean to tell me they have only one dress apiece?” “Certainly, Your Majesty. Why would they need more than one dress? They have only got one body apiece.” Prince Edward laughed, then apologized for doing so. “I promise that your good sisters will soon have enough clothes.” Tom tried to thank the prince, but Edward would not permit it. Instead, he seemed to want to hear more about Offal Court. “What do you there all day?” Edward asked.</i>	24	Chapter 2 The Big Switch
2.d.	Possessions	<i>The Lord Mayor and important city officials bowed and led Tom, Princess Elizabeth, and Lady Jane to the canopy at the front of the enormous hall. Nobles sat at a lower table, and commoners sat lower still. After the banquet, at midnight, there was a costumed parade, followed by lively</i>	83	Chapter 7 The Kingdom of Dreams and Shadows

		<i>dancing.</i>		
2.e.	Possessions	<p><i>Ruffler's band started out on their thieving at early dawn. Edward's one thought was to escape as he was sent off in Hugo's care to either steal or beg. When Edward refused, Hugo ordered him to act as his decoy. Soon, a kind-looking stranger approached them on the road, and Hugo went into his act. He rolled his eyes, groaned, tottered around, and collapsed at the stranger's feet, writhing in seeming agony.</i></p> <p><i>"Oh, dear!" cried the stranger. "You poor soul. Let me help you up."</i></p> <p><i>"No, no, good sir, " gasped Hugo. "It hurts me to be touched when I am like this. My brother here will tell you of my pain when these fits come on. A penny please, sir. A penny for a little food."</i></p> <p><i>"A penny? I'll give you three, poor boy." And he took them from his pocket.</i></p>	147-148	Chapter 11 The King on The Run

3.a.	Authority	<p><i>“Then he thought of the boys who had mistreated him, and he decided, “When I am king, I will make sure the boys at Christ’s Hospital have more than food, clothes, and shelter. They need an education too, to soften their hearts and bring kindness to their lives.”</i></p>	36	Chapter 3 A Prince Among Paupers
3.b.	Authority	<p><i>“Certainly, Your Majesty. Two days ago, you made three mistakes during your Greek lesson, remember?”</i> <i>“I do recall it now go on.”</i> <i>“Well, your tutor, being angry with such careless work, said he would have to whip me for it.”</i> <i>“Whip you? Why you, if it was my fault?”</i> <i>“Ah, Your Grace forgets again. He always hits me when you fail in your lessons. After all, no one may hit the sacred body of the Prince of Wales. So when he errs, I get hit instead. That’s only right – it’s my job.”</i> <i>“And did you get that promised beating?”</i> <i>“No, Your Majesty. It was supposed to be for today, but because of the mourning period, I was wondering if you might wish to –“</i> <i>“Cancel the whipping? Of course!”</i> <i>Thank you, My Lord.”</i> <i>The boy hesitated, and kneeled again.</i></p>	106-108	Chapter 8 A Strange Job

3.c.	Authority	<p><i>The stranger clasped his hands. "Your Grace!" he cried. "I beg your mercy. I am innocent, and the proof was weak, but let that go. All I ask now is that you take pity and order me hanged!"</i></p> <p><i>"What?" said Tom.</i></p> <p><i>"Won't that happen to you anyway?"</i></p> <p><i>"Oh, no, Your Majesty. I am to be boiled alive.</i></p>	116	Chapter 9 Tom Dispenses Justice
4.a.	Power	<p><i>The crowd laughed at poor Tom, but the prince had seen the soldier's action and came running. "How dare you!" he cried. "How dare you treat even the lowest of my father's subjects that way! Open the gate and let him in!"</i></p> <p><i>Waving the guards aside and taking Tom's hand, Edward Tudor led the ragged boy into the palace.</i></p>	18	Chapter 2 The Big Switch
4.b.	Power	<p><i>Tom mumbled some agreement and was safe until a bit later when Lady Jane said, "What a shame you have stopped studying. You were doing so well, My Prince. You'll probably learn as many languages as your father."</i></p> <p><i>"My father!" cried Tom without thinking. "The way he talks his own language, only the pig in stys can understand him. And as for any kind of learning –"</i></p> <p><i>A warning look in Lord</i></p>	50-52	Chapter 4 The Pauper as a Prince

		<p><i>St. John eyes stopped him.</i></p> <p><i>“I am sorry,” he said. “It is my sickness again. My mind must have wandered.”</i></p> <p><i>“That’s all right,” said Princess Elizabeth, patting his hands. It is not your fault</i></p>		
4.c.	Power	<p><i>“Tomorrow we must pay the rent on this hole, or out we go,” yelled John Canty to the boy. “Now show me what you got with your lazy begging!”</i></p> <p><i>“Do not insult the king’s son with such lowly matters,” Said Edward.</i></p> <p><i>“John Canty’s reply was a punch in the shoulder that sent the prince staggering. Mrs. Canty caught him and shielded him with her body from the rain of blows that followed.</i></p> <p><i>The two frightened girls shrank back, but the grandmother stepped forward eagerly to help her son.</i></p> <p><i>The prince sprang away from Mrs. Canty, saying, “No, you won’t take the blows for me, madam. Let these swine attack me alone.”</i></p> <p><i>That was all the evil pair had to hear, and they began to beat the boy soundly, then added more blows on the mother and sisters for showing him sympathy.</i></p> <p><i>“Now get to bed, all of you,” said Canty.</i></p>	74	Chapter 6 Lost in The Crowd

4.d.	Power	<p><i>Tom had grown somewhat more comfortable in his kingly duties, and while waiting to receive some court officials, he wandered over to the window of the large audience room. He was surprised to see an unruly mob of the lowest and poorest class on the road leading to the palace.</i></p> <p><i>“I wonder what that’s all about,” he said. No sooner were the words out than Hertford sent a page to the captain of the guard with an order to halt the mob and ask the reason they were there.</i></p>	113	Chapter 9 Tom Dispenses Justice
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A. Types of Social Stratification Reflected in Language Expression in Mark Twain’s *The Prince and The Pauper* Novel

1. Achievements

a. Data 1 in Chapter 2 (The Big Switch)

“and I wish, just once, that I could be dressed like you and”
“Do you really? All right, then. You take off your things and put on mine. We’ll change clothes for a little while, then switch back before anyone bothers us.”

In a few minutes, Edward, Prince of Wales, was in rags. And Tom Canty, the beggar boy – the pauper – was in royal clothing. When the two boys stood side by side before a full-length mirror, both were astonished. The change seemed not to have taken place at all!²

The data above includes social stratification based on achievements achieved by Tom Canty as a poor boy. He has a desire to dress like a king in his real life. This can be seen from the sentence *And Tom Canty,*

² Twain and Bogart (Adapter), *The Prince and The Pauper*, 26–28.

the beggar boy – the pauper – was in royal clothing. This sentence explains that Tom and Edward exchange clothes. Tom's desire has been achieved by wearing royal clothes even if only for a moment. This was considering extraordinary achievement although he came from a poor family. The humility of Edward made him happy because his desire has been conveyed to feel what the king feels.

This data is related to Parsons' social stratification theory namely achievement because Tom Canty's desire is achieved. His desire to dress like a king has come true. This is proven by the Edward's willingness to exchange his royal clothes for Tom.

b. Data 2 in Chapter 14 (The Great Seal Test)

Frantic conversation burst forth as St. John left once again, but a sudden hush followed his return. He held up the Great Seal, and a mighty shout went up. "Long live the true king!"

Hertford eyed Tom angrily. "Let that young villain be stripped of his royal clothes and thrown into the Tower in rags!" he ordered.

But Edward cried out, "No! If not for him I would not have my crown again. And you, my good uncle, who schemed to get your new title, are no longer a duke. You are to remain an earl." Then turning to Tom, the king asked, "How was it you could remember where I hid the Great Seal and I could not?"

"Because, Your Majesty, I used it on several occasions."

"You used it, yet you could not tell me where it was?"

"I didn't know what it was they were looking for. Nobody described it to me when they were looking for it."

"Then how did you use it?"

Tom blushed and was silent.

"Speak up, good Tom. Do not be afraid. Just how did you use the Great Seal of England?"

Tom stammered and, in confusion, finally got it out. "I-I used it to crack nuts."

The rush of laughter that followed nearly swept Tom off his feet. But his answer left no doubt in anyone's mind that Tom Canty was not the King of England.

Then the royal robes were removed from Tom's shoulders and placed around Edward's, covering his rags completely. The

*crowning ceremony went on as booming cannons thundered the news to all of London!*³

The data above is also included social stratification based on achievements. This is shown by a dialogue sentence uttered by Edward “*No! If not for him I would not have my crown again*”. This sentence is a form of achievement of the true king (Edward) who has been missing for some time. The achievement of getting his throne again becomes an important goal in his life as a form of his existence. This also proves that the position of the king has been usurped again by the real king.

This data is related to Parsons’ social stratification based on achievements. This is closely related to what Edward gained when he got his throne back and became king again in his palace.

2. Possessions

a. Data 1 in Chapter 2 (The Big Switch)

*His eyes wide with wonder and delight, Tom drew closer to the bars. Then suddenly, a soldier in armor snatched him away and pushed him into the crowd of townspeople who always gathered to gaze at the palace.*⁴

The narration above indicates social stratification based on possessions that can be seen from the objects namely the palace. This data shows that Tom as a poor boy was shocked when he saw the palace fence. It also indicates that the palace is one of the noble places occupied by honorable people. Therefore, there are many guards in front of the gate or iron bars.

³ Twain and Bogart (Adapter), 220–222.

⁴ Twain and Bogart (Adapter), 18.

This data relates with Parsons' social stratification theory based on possessions because the palace (objects) is the king or nobleman residence.

b. Data 2 in Chapter 2 (The Big Switch)

*Tom could only look around him in wonder as the prince led him into a richly decorated room called his cabinet. Then he ordered a servant to bring Tom some food. It was just about the fanciest feast the boy could have ever imagined.*⁵

The narration above indicates social stratification based on possessions that can be seen from the objects which are marked with the sentence *a richly decorated room called his cabinet*. The narration can be interpreted that a boy dressed in rags, Tom, was shocked when he saw the objects in the palace.

This narration relates with Parsons' social stratification based on possessions because in the palace there are several luxury objects owned by the prince.

c. Data 3 in Chapter 2 (The Big Switch)

"Their dress?" cried the prince in disbelief. "Do you mean to tell me they have only one dress apiece?"
"Certainly, Your Majesty. Why would they need more than one dress? They have only got one body apiece."
Prince Edward laughed, then apologized for doing so. "I promise that your good sisters will soon have enough clothes."
*Tom tried to thank the prince, but Edward would not permit it. Instead, he seemed to want to hear more about Offal Court. "What do you there all day?" Edward asked.*⁶

The data above indicates social stratification based on possessions that can be seen from Edward's habit that is marked by a sentence "I

⁵ Twain and Bogart (Adapter), 18–20.

⁶ Twain and Bogart (Adapter), 24.

promise that your good sisters will soon have enough clothes". This sentence explains that Edward is generous rich prince. When Tom told him that his sisters only had one piece of clothes to wear, Edward will give them enough clothes.

This data relates with Parsons' social stratification theory that social stratification can be seen from the possessions. In this case, Edward (the prince) who has sufficient possessions will give clothes to Tom's sisters.

d. Data 4 in Chapter 7 (The Kingdom of Dreams and Shadows)

The Lord Mayor and important city officials bowed and led Tom, Princess Elizabeth, and Lady Jane to the canopy at the front of the enormous hall. Nobles sat at a lower table, and commoners sat lower still.

After the banquet, at midnight, there was a costumed parade, followed by lively dancing.⁷

The narration above indicates social stratification based on possessions that can be seen from the sentence *Nobles sat at a lower table, and commoners sat lower still*. This explains that there is difference person's class both in terms of wealth or current position.

The narration relates with Parsons' social stratification based on possessions. This can be seen that royal family who have a lot of possessions is treated with honor than others.

e. Data 5 in Chapter 11 (The King on The Run)

Ruffler's band started out on their thieving at early dawn. Edward's one thought was to escape as he was sent off in Hugo's care to either

⁷ Twain and Bogart (Adapter), 83.

steal or beg. When Edward refused, Hugo ordered him to act as his decoy.

Soon, a kind-looking stranger approached them on the road, and Hugo went into his act. He rolled his eyes, groaned, tottered around, and collapsed at the stranger's feet, writhing in seeming agony.

"Oh, dear!" cried the stranger. "You poor soul. Let me help you up."

"No, no, good sir, " gasped Hugo. "It hurts me to be touched when I am like this. My brother here will tell you of my pain when these fits come on. A penny please, sir. A penny for a little food."

"A penny? I'll give you three, poor boy." And he took them from his pocket.⁸

The data above indicates social stratification based on possessions.

It can be seen from the two characters namely Hugo who comes from the lower class and a kind stranger man who comes from the upper class. Hugo, who comes from the lower class, begs to the stranger man (the upper class). The sentence *"A penny? I'll give you three, poor boy." And he took them from his pocket* indicates that the man has more money than Hugo.

This data relates with Parsons' social stratification theory that social stratification can be seen from the possessions. In this case, the strange man, who has possessions or wealth has ability to give to others.

3. Authority

a. Data 1 in Chapter 3 (A Prince Among Paupers)

Then he thought of the boys who had mistreated him, and he decided, "When I am king, I will make sure the boys at Christ's Hospital have more than food, clothes, and shelter. They need an education too, to soften their hearts and bring kindness to their lives."⁹

⁸ Twain and Bogart (Adapter), 147–148.

⁹ Twain and Bogart (Adapter), 36.

The data above indicates social stratification based on authority. This can be seen from the words *make sure and need*. These words explains that the prince who have authority will provide a decent life for the boys at Christ's Hospital as well as education for their lives.

The data above deals with Parsons' social stratification theory based on authority. The prince who have authority will be easily make that condition better by providing several needs and education for them so that they have same rights as others.

b. Data 2 in Chapter 8 (A Strange Job)

“Certainly, Your Majesty. Two days ago, you made three mistakes during your Greek lesson, remember?”

“I do recall it now go on.”

“Well, your tutor, being angry with such careless work, said he would have to whip me for it.”

“Whip you? Why you, if it was my fault?”

“Ah, Your Grace forgets again. He always hits me when you fail in your lessons. After all, no one may hit the sacred body of the Prince of Wales. So when he errs, I get hit instead. That's only right – it's my job.”

“And did you get that promised beating?”

“No, Your Majesty. It was supposed to be for today, but because of the mourning period, I was wondering if you might wish to –“

“Cancel the whipping? Of course!”

Thank you, My Lord.” The boy hesitated, and kneeled again.¹⁰

The data above indicates social stratification based on authority. This can be seen from the conversation between the prince and his subordinates. The words *Your Majesty, Your Grace, My Lord* explains that person's position can be seen from his position or degree in social realm. The title or greeting is characteristic that attached to someone.

¹⁰ Mark Twain and Shirley Bogart (Adapter), *The Prince and The Pauper* (New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1992), 106–108.

The title such as *Your Majesty*, *Your Grace*, and *My Lord* are attached to someone (king or prince) and glorified by his community.

The data is closely related with Parsons' social stratification regarding authority because the prince who has authority free to order anything to his subordinates.

c. Data 3 in Chapter 9 (Tom Dispenses Justice)

The stranger clasped his hands. "Your Grace!" he cried. "I beg your mercy. I am innocent, and the proof was weak, but let that go. All I ask now is that you take pity and order me hanged!"
"What?" said Tom. "Won't that happen to you anyway?"
"Oh, no, Your Majesty. I am to be boiled alive."¹¹

The data above shows the same thing, namely social stratification based on authority. The word *Your Grace* and *Your Majesty* show the identity of someone who have a high position in the social realm. This position is a person's degree as differentiating status in social class of society.

The data is closely related to Parsons' social stratification regarding authority. The prince who has authority holding the title *Your Grace* and *Your Majesty*. It can be indicated that the prince is an identity that is exalted and respected by other people.

4. Power

a. Data 1 in Chapter 2 (The Big Switch)

The crowd laughed at poor Tom, but the prince had seen the soldier's action and came running.
"How dare you!" he cried. "How dare you treat even the lowest of my father's subjects that way! Open the gate and let him in!"

¹¹ Twain and Bogart (Adapter), 116.

Waving the guards aside and taking Tom's hand, Edward Tudor led the ragged boy into the palace.¹²

The data above describes social stratification based on power. It can be seen in the text that is marked by the command sentence “*Open the gate and let him in!*”. This sentence is a form of a prince’s order to the soldiers who had expelled the poor boy. The word *open* is a form of command. It is a verb in a sentence. The verb at the beginning of the sentence is a form of command. It is also characterized by exclamation mark. So, it is clear that this sentence contains the power that is done by superior (the prince) that can influence his guard.

This data deals with Parsons’ social stratification that power is one of the bases for the formation of social stratification. Someone or group of people who have great power will be at the top or high class in society. This power is formed due to factors that encourage the social environment to create and maintain it.

b. Data 2 in Chapter 4 (The Pauper as a Prince)

Tom mumbled some agreement and was safe until a bit later when Lady Jane said, “What a shame you have stopped studying. You were doing so well, My Prince. You’ll probably learn as many languages as your father.”

“My father!” cried Tom without thinking. “The way he talks his own language, only the pigs in their stys can understand him. And as for any kind of learning –“

A warning look in Lord St. John eyes stopped him.

“I am sorry,” he said. “It is my sickness again. My mind must have wandered.”

“That’s all right,” said Princess Elizabeth, patting his hands. It is not your fault.¹³

¹² Twain and Bogart (Adapter), 18.

¹³ Twain and Bogart (Adapter), 50–52.

The data above deals with Parsons' social stratification based on power. This can be seen from the sentence *A warning look in Lord St. John eyes stopped him* that explains as a form of power from Edward's uncle to Tom for stopping his strange behavior.

This data deals with Parson's social stratification based on power because someone who has power will be easily to influence someone's action or behavior.

c. Data 3 in Chapter 6 (Lost in the Crowd)

"Tomorrow we must pay the rent on this hole, or out we go," yelled John Canty to the boy. "Now show me what you got with your lazy begging!"

"Do not insult the king's son with such lowly matters," Said Edward.

"John Canty's reply was a punch in the shoulder that sent the prince staggering. Mrs. Canty caught him and shielded him with her body from the rain of blows that followed.

The two frightened girls shrank back, but the grandmother stepped forward eagerly to help her son.

The prince sprang away from Mrs. Canty, saying, "No, you won't take the blows for me, madam. Let these swine attack me alone."

That was all the evil pair had to hear, and they began to beat the boy soundly, then added more blows on the mother and sisters for showing him sympathy.

"Now get to bed, all of you," said Canty.¹⁴

The data above describes social stratification based on power. This can be seen from the sentence *"Do not insult the king's son with such lowly matters"*. This sentence is a form of prince's prohibition against John Canty. It is clear that this sentence contains power by superior by paying attention to the meaning.

¹⁴ Twain and Bogart (Adapter), 74.

This data relates to Parson's social stratification based on power. This is because person who has power has the right to order anything to others.

d. Data 4 in Chapter 9 (Tom Dispenses Justice)

Tom had grown somewhat more comfortable in his kingly duties, and while waiting to receive some court officials, he wandered over to the window of the large audience room. He was surprised to see an unruly mob of the lowest and poorest class on the road leading to the palace.

"I wonder what that's all about," he said. No sooner were the words out than Hertford sent a page to the captain of the guard with an order to halt the mob and ask the reason they were there.¹⁵

The data above describes social stratification based on power. In the bold sentence there is word *an order to halt* which means an order to stop. This word shows power that will be given to his subordinates. This can be seen through that data above that Hertford sent an order through a captain so that the crowd would stop making noise.

The data above deals with Parsons' social stratification based on power because Hertford is one of royal family who has a big influence in that kingdom.

B. The Function of Language's Social Stratification Reflected in Mark Twain's The Prince and The Pauper Novel

People use language to group themselves into social status of society because it allows them to communicate everything that happens to others. It also plays a significant role in identifying social class of society. According to Keraf, he states that language has four functions: a) as a tool

¹⁵ Twain and Bogart (Adapter), 113.

to declare self expression, b) as a tool of communication, c) as a tool for social integration and adaptation, d) as a tool for social control.¹⁶ Based on this theory, the researcher will look for the function of language's social stratification in *The Prince and The Pauper* Novel. The results are as follows:

1. Achievements

a. Data 1 in Chapter 2 (The Big Switch)

*“ And I wish, just once, that I could be dressed like you and ”
Do you really? All right, then. You take off your things and put on mine. We'll change clothes for a little while, then switch back before anyone bothers us.”*

In a few minutes, Edward, Prince of Wales, was in rags. And Tom Canty, the beggar boy – the pauper – was in royal clothing. When the two boys stood side by side before a full-length mirror, both were astonished. The change seemed not to have taken place at all!¹⁷

The sentence *“And I wish, just once, that I could be dressed like you and”*. This sentence is a form of Tom's expression in communication to convey his desire to feel like a king by wearing a king's clothes even only for a moment. In this part, language has functions as a tool to declare self expression as a medium of communication regarding life's problems experienced by poor boy (Tom) who wants to see the palace and meet the prince in real life.

b. Data 2 in Chapter 14 (The Great Seal Test)

Frantic conversation burst forth as St. John left once again, but a sudden hush followed his return. He held up the Great Seal, and a mighty shout went up. “Long live the true king!”

¹⁶ Nurfitasari, “Analisis Fungsi Bahasa Pada Postingan Selebgram Tahun 2020 (Kajian Sosiolingistik),” 4.

¹⁷ Twain and Bogart (Adapter), *The Prince and The Pauper*, 26–28.

Hertford eyed Tom angrily. "Let that young villain be stripped of his royal clothes and thrown into the Tower in rags!" he ordered.

But Edward cried out, "No! If not for him I would not have my crown again. And you, my good uncle, who schemed to get your new title, are no longer a duke. You are to remain an earl." Then turning to Tom, the king asked, "How was it you could remember where I hid the Great Seal and I could not?"

"Because, Your Majesty, I used it on several occasions."

"You used it, yet you could not tell me where it was?"

"I didn't know what it was they were looking for. Nobody described it to me when they were looking for it."

"Then how did you use it?"

Tom blushed and was silent.

"Speak up, good Tom. Do not be afraid. Just how did you use the Great Seal of England?"

Tom stammered and, in confusion, finally got it out. "I-I used it to crack nuts."

The rush of laughter that followed nearly swept Tom off his feet. But his answer left no doubt in anyone's mind that Tom Canty was not the King of England.

Then the royal robes were removed from Tom's shoulders and placed around Edward's, covering his rags completely. The crowning ceremony went on as booming cannons thundered the news to all of London!¹⁸

From the data above, it can be seen that the form of language functions in terms of its existence is carried out by Tom to provide a true statement regarding the existence of King Edward. The return of king's crown to Edward took a long journey. The figure of an uncle who did not recognize Edward as king was also a difficult factor for Edward.

The presence of Tom Canty who has identical appearance with Edward also convinced the royal members that they were exchanging clothes. But with all the problems of taking over the crown from Tom Canty to Edward, this became a problem because Edward's uncle also wanted the royal throne.

¹⁸ Twain and Bogart (Adapter), 220–222.

However, to state Edward's existence as the real king when he took the test about The Great Seal of England. Tom Canty could not answer because he did not know where the Great Seal of England was. Only Edward knew about it. So, Edward was crowned to be the real king.

The form of language function as a tool to declare self expression can be seen in the sentence *But Edward cried out, "No! If not for him I would not have my crown anymore."* and emphasize with a statement by removing the royal robe from Tom's shoulder and wear it on Edward's shoulder so that it covered all his clothes. This shows that Edward is still recognized as the king of England. Beside that, this sentence is supported by another sentence to emphasize that Edward as king has returned to the palace with crowning ceremony from Tom to Edward. This can be seen from the coronation ceremony taking place with the boom of cannons thundering throughout London. This explains that its existence is recognized by general public as a form of sacredness Edward's crowning ceremony. He was crowned as the king again after wandering for a long time and experiencing the difficult of being a citizen. It was announced to all of people in London that Edward (the real king) was already in the British Royal Palace.

2. Possessions

a. Data 1 in Chapter 2 (The Big Switch)

His eyes wide with wonder and delight, Tom drew closer to the bars. Then suddenly, a soldier in armor snatched him away and

pushed him into the crowd of townspeople who always gathered to gaze at the palace.¹⁹

In the narration above, language has function as a tool of communication. This can be seen from the first sentence as a form of Tom's amazement when his desire come true while the second sentence is soldier's response. This also states that language can also be a medium of communication to understand someone's actions.

b. Data 2 in Chapter 2 (The Big Switch)

Tom could only look around him in wonder as the prince led him into a richly decorated room called his cabinet. Then he ordered a servant to bring Tom some food. It was just about the fanciest feast the boy could have ever imagined.²⁰

In the narration above, language has function as a tool of communication. This is because the narration is a structured systematic language which functions as a communication tool to convey messages to the readers. Thus, language is important as communication medium to realize or convey messages within a person. In this way, someone will understand the meaning of the actions someone takes.

c. Data 3 in Chapter 2 (The Big Switch)

"Their dress?" cried the prince in disbelief. "Do you mean to tell me they have only one dress apiece?"
"Certainly, Your Majesty. Why would they need more than one dress? They have only got one body apiece."
Prince Edward laughed, then apologized for doing so. "I promise that your good sisters will soon have enough clothes."
Tom tried to thank the prince, but Edward would not permit it. Instead, he seemed to want to hear more about Offal Court. "What do you there all day?" Edward asked.²¹

¹⁹ Twain and Bogart (Adapter), 18.

²⁰ Twain and Bogart (Adapter), 18–20.

²¹ Twain and Bogart (Adapter), 24.

In this conversation, language has function as a tool of communication. This can be seen from the conversation between Edward and Tom about Tom's sisters who only have one clothes. In this case, they can convey their thought so that there is communication that can be understood each other.

d. Data 4 in Chapter 7 (The Kingdom of Dreams and Shadows)

The Lord Mayor and important city officials bowed and led Tom, Princess Elizabeth, and Lady Jane to the canopy at the front of the enormous hall. Nobles sat at a lower table, and commoners sat lower still.

After the banquet, at midnight, there was a costumed parade, followed by lively dancing.²²

The data above also represents the same function of language namely as a communication tool. This can be seen by the word "and" as conjunctions between the previous and following sentences. This word is able to provide an understanding of the meaning to the reader. This is the most important lingual unit of word in a sentence to provide unity in systematic readability. The word "and" is a lingual word unit in the form of conjunction in language and its existence is important for creating meaningful connections between sentences.

e. Data 5 in Chapter 11 (The King on The Run)

Ruffler's band started out on their thieving at early dawn. Edward's one thought was to escape as he was sent off in Hugo's care to either steal or beg. When Edward refused, Hugo ordered him to act as his decoy.

Soon, a kind-looking stranger approached them on the road, and Hugo went into his act. He rolled his eyes, groaned, tottered around, and collapsed at the stranger's feet, writhing in seeming agony.

²² Twain and Bogart (Adapter), 83.

“Oh, dear!” cried the stranger. “You poor soul. Let me help you up.”

“No, no, good sir, “ gasped Hugo. “It hurts me to be touched when I am like this. My brother here will tell you of my pain when these fits come on. A penny please, sir. A penny for a little food.”

“A penny? I’ll give you three, poor boy.” And he took them from his pocket.²³

From the data above, language has function as a tool of communication in conveying information between people and interlocutors. It can be seen from the conversation between Hugo and the kind foreign man. Hugo, who is the beggar, asked him for money. The foreign man who felt pity gave him money to help him.

3. Authority

a. Data 1 in Chapter 3 (A Prince Among Paupers)

Then he thought of the boys who had mistreated him, and he decided, “When I am king, I will make sure the boys at Christ’s Hospital have more than food, clothes, and shelter. They need an education too, to soften their hearts and bring kindness to their lives.”²⁴

From the data above, language has function as a tool for social integration and adaptation. Humans need existence to be accepted and recognized by society. Thus, they use language as an intermediary tool to demonstrate their existence as a form of social integration and adaptation. As like the sentence *“When I am king, I will make sure the boys at Christ’s Hospital have more than food, clothes, and shelter. They need an education too, to soften their hearts and bring kindness to their lives.”* This sentence is a form of language choice to convey aspirations as a form of Edward’s power to be recognized for it’s

²³ Mark Twain and Shirley Bogart (Adapter), *The Prince and The Pauper* (New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1992), 147–148.

²⁴ Twain and Bogart (Adapter), 36.

existence. Thus, this language is associated with someone who has strength or power.

b. Data 2 in Chapter 8 (A Strange Job)

“Certainly, Your Majesty. Two days ago, you made three mistakes during your Greek lesson, remember?”

“I do recall it now. Go on.”

“Well, your tutor, being angry with such careless work, said he would have to whip me for it.”

“Whip you? Why you, if it was my fault?”

“Ah, Your Grace forgets again. He always hit me when you fail in your lessons. After all, no one may hit the sacred body of the Prince of Wales. So, when he errs, I get hit instead. That’s only right – it’s my job.”

“And did you get that promised beating?”

“No, Your Majesty. It was supposed to be for today, but because of the mourning period, I was wondering if you might wish to –”

“Cancel the whipping? Of course!”

“Thank you, my Lord.” The boy hesitated, and kneeled again.²⁵

In that conversation, language has function as a tool of social integration adaptation. This can be seen from the use of the words *Your Grace*, *Your Majesty*, and *My Lord*. The use of these words are a form of expression to respect someone who is more noble, such as king, prince and others. Therefore, language has function to provide a form of respect as word choice spoken to people who have higher position.

As we know, when we adapt to a certain social environment, we will use language depending on the situation and condition. We will use different languages with different people, for instance we will use non-standard language among friends and use standard language with parents or people we respect.

²⁵ Twain and Bogart (Adapter), 106–108.

c. Data 3 in Chapter 9 (Tom Dispenses Justice)

The stranger clasped his hands. "Your Grace!" he cried. "I beg your mercy. I am innocent, and the proof was weak, but let that go. All I ask now is that you take pity and order me hanged!"
"What?" said Tom. "Won't that happen to you anyway?"
"Oh, no, Your Majesty. I am to be boiled alive!"²⁶

In this conversation, language also has functions as a tool for social integration and adaptation. This is shown by the use of the words *Your Grace* and *Your Majesty*. The use of these words are to show respect for people who have a higher position than others. These words also have functions to avoid impoliteness to the prince so that the choice of the word is the right word to use with the aim of respecting and appreciating.

4. Power

a. Data 1 in Chapter 2 (The Big Switch)

The crowd laughed at poor Tom, but the prince had seen the soldier's action and came running.
"How dare you!" he cried. "How dare you treat even the lowest of my father's subjects that way! Open the gate and let him in!"
Waving the guards aside and taking Tom's hand, Edward Tudor led the ragged boy into the palace.²⁷

In the data above, language has function as a tool for social control. This can be seen through the dialogue sentence made by king namely *"how dare you!" he cried. "How dare you treat even the lowest of my father's subject that way! Open the gate and let him in.* This sentence is an order to stop the soldier's bad treatment to Tom. This shows that the prince who has power can control person's emotion in doing something.

²⁶ Twain and Bogart (Adapter), 116.

²⁷ Twain and Bogart (Adapter), 18.

b. Data 2 in Chapter 4 (The Pauper as a Prince)

Tom mumbled some agreement and was safe until a bit later when Lady Jane said, "What a shame you have stopped studying. You were doing so well, My Prince. You'll probably learn as many languages as your father."

"My father!" cried Tom without thinking. "The way he talks his own language, only the pigs in their stys can understand him. And as for any kind of learning –"

A warning look in Lord St. John eyes stopped him.

"I am sorry," he said. "It is my sickness again. My mind must have wandered."

"That's all right," said Princess Elizabeth, patting his hands. It is not your fault.²⁸

In this conversation, language has function as a tool for social control. This can be seen from the sentence spoken by the poor boy (Tom) to control himself in unwanted situation. The use of word *sorry* shows that Tom wants to emphasize to avoid listeners being distracted by his words.

c. Data 3 in Chapter 6 (Lost in The Crowd)

"Tomorrow we must pay the rent on this hole, or out we go," yelled John Canty to the boy. "Now show me what you got with your lazy begging!"

"Do not insult the king's son with such lowly matters," Said Edward.

"John Canty's reply was a punch in the shoulder that sent the prince staggering. Mrs. Canty caught him with her body from the rain of blows that followed.

The two frightened girls shrank back, but the grandmother stepped forward eagerly to help her son.

The prince sprang away from Mrs. Canty, saying, "No, you won't take the blows for me, madam. Let these swine attack me alone."

That was all the evil pair had to hear, and they began to beat the boy soundly, then added more blows on the mother and sisters for showing him sympathy.

"Now get to bed, all of you," said Canty.²⁹

²⁸ Twain and Bogart (Adapter), 50–52.

²⁹ Twain and Bogart (Adapter), 74.

In this conversation above, language has function as a tool for social control. This can be seen from the sentence uttered by the prince (Edward) who was a citizen as a form of strategy to control himself in undesirable situation. The use *Do not* and *No* shows that the prince can control his emotions when dealing with interlocutor.

d. Data 4 in Chapter 9 (Tom Dispenses Justice)

Tom had grown somewhat more comfortable in his kingly duties, and while waiting to receive some court officials, he wandered over to the window of the large audience room. He was surprised to see an unruly mob of the lowest and poorest class on the road leading to the palace.

"I wonder what that's all about," he said. No sooner were the words out than Hertford sent a page to the captain of the guard with an order to halt the mob and ask the reason they were there.³⁰

In this narration, language has function as a tool for social control. It can be seen from the sentence *No sooner were the words out that Hertford sent a page to the captain of the guard with an order to halt the mob and ask the reason they were there.* This sentence is a form of social control carried out by Hertford over the mob in order to know what was happening.

³⁰ Twain and Bogart (Adapter), 113.