An Analysis of Dialects Used by the Characters in the Famous Aladdin Movie Directed by Guy Ritchie

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Abstract.

This research examines the dialects employed by characters in the popular Aladdin film. The research's goals are to: 1) determine the dialect used by the characters in the Aladdin film; and 2) determine the dialect used by the characters in the Aladdin film. 2) to figure out what the characters in the Aladdin film's accent say. The study is a qualitative investigation into the dialect employed by the characters in the Aladdin film. The following is an example: Dialects of Arabic and English (Regional dialect). The findings of this study show that (1) the characters in the Aladdin film speak in a single dialect. (2) In this film, the meaning of dialect consists of the becoming Ze; for example, in the Aladdin film, the researcher discovered that when Jamal stated "The bracelet," it became "Ze bracelet." No P words, but B words, such as Jamal's "you pay," which he pronouned as "you bay." People who refer to Aladdin as "Street Rat," for example, have stretched the R sound and become bolder. For example, Aladdin stated, "I don't understand what could possibly be in that cave..." The pronunciation sounds like "I don't understand what could possibly be in that cave..." Nominal phrases or "Whatever it is you stole today, I don't want it," Zula said, and it became "Whatever it is you stole today, I don't want it." Zula didn't say anything about the it is.

Keywords: dialects, character, Aladdin movie, Arabic English dialect

Introduction

Gestures, messages, and languages are all ways that humans communicate. Communication is a crucial aspect of any relationship (Nina, 2015:10). Communication is crucial, yet there are many different ways for people to communicate with one another. Language is one of the means by which people communicate with one another. Indonesian, Japanese, Korean, and English are among the many languages spoken in the country. In the United Kingdom, English is the primary language (including England). English is an international language because it has been agreed upon by the entire world to be used for international communication. English is an official or special language in 70 nations, according to Reddy (2016:1). The number of people who speak it as a first language, second language, or foreign language is increasing all across the world. In Indonesia, English has become a second language. In Indonesia, English is the most often studied foreign language. English is generally taught as a foreign language in Indonesia. In the subject of language teaching, the word "foreign language" differs from the term "second language." A foreign language is one that is not widely utilized as a means of communication in the nations where it is taught (Harmer, 2004). While the second language is not the primary language, it is one

of the most widely spoken languages in the country. Foreign languages are typically taught in schools as one of the disciplines with the goal of basic communication and developing four language talents (listening, reading, writing, and speaking). The policy of teaching English as a foreign language in Indonesia develops throughout time and is largely affected by government initiatives.

As a means of communication, language contains accents or dialects. Accent is merely a difference in pronunciation. Dialect refers to the characteristics of a language's pronunciation, lexicon, and sentence structure. A teacher serves as a facilitator in the teaching learning process for students. In addition, the instructor must supply appropriate media for the pupils in the classroom. Students learn more accents in various nations by comprehending the dialect in the film. It has the potential to boost their ability to communicate. As a result, the focus of this final research was on the dialects employed by the characters in the Aladdin film. The writer used the script from the Aladdin movie to evaluate the data for this final project, which is qualitative descriptive in nature. As a result, the final project's title is "An Analysis of Dialects Used by Characters in the Well-Known Aladdin Film."

Literature Review

1. Previous Studies

Before choosing a topic, the writer looked for one that was linked to the one chosen. Referential data might be the subject. First, the author discovered a previous study based on the research target, which is a dialect study. The first earlier study, American Southern Dialect utilized by the Main Character in Race to Witch Mountain, by Faridatul (2016), was published in an international journal. Islamic University Sunan Ampel Surabaya's English Department is part of the Faculty of Arts and Humanities. In this study, the researcher examined one of the American English (AE) dialects used by Jack Bruno in the film "Race to Witch Mountain" to determine the impact of utilizing American Southern Dialect in the film. To examine her findings, she employed a descriptive qualitative technique. As a consequence of this study, the researcher discovered that the southern dialect has distinct characteristics from other dialects. It will be new research from another dialect, which may pose a greater study challenge.

The second previous study is by Wulandari, Nur Fitri. (2018) in the journal American Southern Dialect Used by the Main Character in "Gone Girl" Movie. The Department of English is part of the Faculty of Arts and Humanities. Sunan Ampel Surabaya's State Islamic University. The qualitative approach was employed as the research design by the researcher. The goal of this study is to identify the patterns of dialect and the factors that determine the American Southern dialect spoken by the protagonists in the film Gone Girl. The research data was gathered by creating utterances from this film. She gathered data at many stages during her research. The first step is to obtain a copy of the film, which includes the transcript. Then, paying close attention and focusing on the American Southern dialect employed by the major characters in the film, watch it. The dialect is then sorted, a table is created, the data is categorised, and the data is analyzed.

The third previous study discovered is titled "Dialects and Cultures in Rural Development: Theoretical Discourse and Some Examples" by E. Nercissians and M. Fremerey in the journal "Dialects and Cultures in Rural Development: Theoretical Discourse and Some Examples" (2008). The study's goal is to look at how people value diversity as an asset, not just

biologically, but also culturally, and how they view development efforts as acts of creating sense. According to the study's findings, it is hypothesized that ignoring languages and cultures will lead to poverty in rural development efforts. The ideas offered in this paper aim to go beyond the premise that cultural and linguistic diversity must be addressed in order to attain sustainability. It is believed that diversity should be considered as a gift rather than a problem. When growth is considered as a sense-making activity, language and culture play a major role. The study emphasizes the importance of new capitals in today's development process, and it addresses the function of linguistic and cultural capital not only as valuable assets to be leveraged in rural development initiatives, but also as crucial social links in the capital accumulation process.

2. Analysis

The writer employed analysis as one of the methods for obtaining answers to the study questions. "To break something down into bits, pieces, causes, or steps and look at how those pieces are related to each other is to conduct an analysis." McMillan is an author (2007). As a result, analysis is actually a deep investigation of something's parts or structure. That is the process of breaking something down into its constituent parts.

3. Sociolinguistics

According to Robert Bayley (2007:25), sociolinguistics is the study of the relationship between social factors and linguistic variation, as well as the ordering of linguistic restrictions with rule variability and the variation theory of social paradigm. According to Coulmas (1998), sociolinguistics is the study of choice and the decisions that individuals make. To put it another way, Sociolinguistics' main goal is to discover, describe, and understand the socially driven. Or Sociolinguistics is the study of the relationship between language and society. It is a part of both linguistics and sociology. Sociolinguistics is the study of how society's socioeconomic aspects influence language and its variants (William Labov, 2005).

4. Dialects

Dialect is a term used to describe a dialect of a language that is unique to a specific group of the language's speakers (Lyons, John, 1981). According to this definition, a language's dialects or varieties are closely related and, despite their variations, are usually mutually intelligible, especially if they are close to one another on the dialect continuum. The phrase is most commonly used to describe regional speech patterns, but other characteristics, such as socioeconomic status or ethnicity, can also characterize a dialect (Wolfram, 2016). A sociolect is a dialect linked with a specific social class, an ethnolect is a dialect associated with a specific ethnic group, and a regiolect is a dialect associated with a specific geographical or regional area. Any variety of a given language, including standard varieties, is considered a dialect, according to Chao, Yuen Ren (1968). The boundary between the standard language and non-standard dialects of the same language is frequently arbitrary in this scenario, and is based on social, political, cultural, or historical concerns.

5. Arabesque (Arab-English) Dialect

According to E. Al-Wer (2018), Arabic dialects originated in the Arabian Peninsula. It was because of the linguistic systems that Arabic speakers are fluent in English. There are significant differences in mutual intelligibility from one location to the next (and some are mutually unintelligible). Meanwhile, according to Versteegh (1997: 93–113), Arabish dialects utilize strong vowels when speaking since their mother tongue continues to influence them. When they said "beautiful girls," for example, it sounded like "beautiful girel." The Arabish

dialect was spoken by Arabs, and the sounds were similar to those heard when reading the Qur'an. Every mark or phrase may contain /stretch/ at times. According to Al-Wer, E. (2018), the following is the classification of Arabish language: (1) They become Ze, (2) There is no P word but B, and (3) (4) Vowels stretch /a, u, o/, (3) Stretch on R word (5) Nominal sentences or verbs that do not exist.

Method

The descriptive qualitative research methods were used in this study. Qualitative research is an approach for studying and understanding the meaning individuals or groups attach to a social or human situation, according to Creswell (2014). The rules of the descriptive approach entail organizing, accounting for, and explaining data; making sense of data in terms of the participants' definitions of the situation, nothing patterns, themes, categories, and regularities. Cohen and his colleagues (2007). The outcome of qualitative descriptive research is in the form of a description rather than statistical processes.

1. Design of the Method

    In this research, the researcher made an accurate explanation in analyzing and present what have been found. In collecting the data, the researcher watched and read the movie script. The writer focused on who are speaking Arabish dialect as object research. The writer analyzed the data considering from the theories of the experts and several journals on the same theme as this.

2. The Object of the Study

    The objects of this study are characters from Aladdin movie. This study did not have limitation. In this study, the researcher analyzes the scripts using Al-Wer, E. (2018) theory about Arabish dialect. There are the classification of Arabish language according to Al-Wer, E. (2018): (1) The become Ze, (2) No P word but B, (3) Stretch on R word, (4) Vowels stretch /a, u, o/, (5) Nominal sentences or Non-existed verb.

3. The Method of Data Analysis

    The method of data analysis is according to the Al-Wer, E. (2018) method of finding Arabish dialect which are finding the five types of classification someone using Arabish dialect. There are four steps in analyzing the data.

a. The initial stage in data analysis is to collect the movie's data transcript. The movie script was retrieved from the internet by the researcher. To ensure that they are properly matched, see the movie and read the screenplay.

b. Dividing the transcripts into clauses is the second step, in which the researcher employs textual analysis to support the problem statement but refrains from responding to the research findings. The researcher deletes some parts of the data when dividing the transcripts into clauses. Data reduction is what the researcher does in this step, according to Miles & Huberman (2014). Data reduction can be done when evaluating data, according to Miles & Huberman, as long as it does not result in considerable information loss.

    The final stage is to identify the Arabish dialect. This is the most important stage since the result is what the researcher uses to make an inference. The fourth stage is to provide the data after determining the Arabish dialect. Data display is another term for presenting data. "Displays are employed at all phases because they allow data to be structured and

summarized, they show what stage the research is at, and they serve as the foundation for subsequent analysis," Miles and Huberman write (2014).

The last step of data analysis is to draw a conclusion. This is the outcome of the verbalized data analysis. This is the solution to the entire research dilemma. According to Miles & Huberman (2014), "they are not finalized until all of the data has been in and analyzed."

Finding and Discussion

The writer explains the research findings of the study's two aims in this section. They are (1) to discover the dialects spoken by the characters in the Aladdin film, and (2) to discover the meaning of the dialects spoken by the characters in the Aladdin film. The writer split the study into two portions to answer the study's objectives. The following table summarizes the first research findings:

1. Dialect found in Aladdin Movie

   In this section, the writer presents the table of the Arabish dialect found in Aladdin movie. The researcher also makes a table on how it was pronounced in Arabish dialect. The findings were presented as follows.

Table 4.1

NO	The Sentences	Arabish Dialects / How it sounds
1	Stop right there, Aladdin.	stɒp raɪt ðeə ,Aladdin.
2	Whatever it is you stole today, I don't want it.	wɒtˈɛvə juː stəʊl təˈdeɪ, aɪ dəʊnt wɒnt ɪt.
3	Take the bag of dates and get out!	Take the bag of dates and get aʊt!
4	You steal from my brother.	You stiːl from my ˈbrʌðə.
5	You pay, or I take bracelet.	You pay, ɔːr aɪ teɪk ˈbreɪslɪt.
6	Kalil walks away from the stall...	Kalil walk əˈweɪ frɒm ðə stɔːl.....
7	she steals the bread.	she steals the brɛd .

8	You bring me the rough but never a diamond.	You briŋ miː ðə rʌf but never a diamond.
9	Please, My Vizier! perhaps this diamond in the rough does not exist?	pliːz, maɪ vɪˈzɪə! pəˈhæps ðɪs ˈdaɪəmənd ɪn ðə rʌf dʌz nɒt ɪɡˈzɪst?
10	I do not understand what could possibly be in that cave… that could help a man as great as you.	I do not ˌʌndəˈstænd what could possibly be in that cave… that kʊd help a man as greɪt as you.
11	Do you know what I had to do to get the power that I have?	Do you know what I had to do to get the ˈpaʊə that I have?
12	The five years spent in a Shirabad jail?	The faɪv jɪəz spɛnt in a Shirabad jail?
13	Second is not enough! And it will never be enough!	Second is nɒt ɪˈnʌf! And It will ˈnɛvə be enough!
14	That's why I need the lamp,and why I no longer need you!	That's why I need the læmp, and why I nəʊ ˈlɒŋgə need yoou!
15	You were born worthless and you will die worthless. And only your fleas will mourn you.	You wɜː born ˈwɜːθlɪs and you will die ˈwɜːθlɪs. And ˈəʊnli your fleas will mɔːn you.
16	And you would allow your kingdom to sink into ruin for mere sentiment!	And you would əˈlaʊ your Kingdom to sink into rʊɪn for mɪə sentiment!

17	Inexperience is dangerous. People left unchecked will revolt. Walls and borders unguarded will be attacked.	Inexperience is dangerous. ˈpiːpl left ʌnˈʧɛkt will revolt. Walls and borders unguarded will be attacked.
18	Written in stone Every rule, every word	ˈrɪtn in stone ˈɛvri rule, ˈɛvri word
19	You should think about how quickly the sands of power shift in a storm, Hakim.	You ʃʊd think about haʊ quickly the sands of ˈpaʊə shift in a storm, Hakim.
20	Your honor and integrity, will never again be questioned here in Agrabah.	Your honor and integrity, wɪl never again be questioned hɪə in Agrabah.

Based on the table above, the researcher will explain on each dialect found in second phase or in second section (2) the meaning of the dialect. However, based on table 4.1, the reasearcher is going to give a brief explanation on several dialects found. Based on Al-Wer, E. (2018) there are classification to recognize Arabish dialect. Those are (1) The become Ze, (2) No P word but B, (3) Stretch on R word, (4) Vowels stretch /a, u, o/, (5) Nominal sentences or Non-existed verb.

2. For example, on table 4.1, Zula (a minor character in the Aladdin film) says, "Whatever it is you stole today, I don't want it." This is from the scene on (05:00 minutes), where Zula says, "Whatever it is you stole today, I don't want it." Actually, Zula left off the nominal words, making it "Whatever you stole today, I don't want it." Zula didn't say anything about the it is.

3. The meaning represent and its explanation

In this section, the researcher explained the meaning of the dialect found case by case. By means, the researcher were divided it according to the classification known by Al-Wer, E. (2018) Those are (1) The become Ze, (2) No P word but B, (3) Stretch on R word, (4) Vowels stretch /a, u, o/, (5) Nominal sentences or Non-existed verb. The researcher is explained the first to the next classification in which scene it happened.

a. The become Ze

The first case were the researcher found the dialect of the classification in which people who used Arabish (Arabic English) don't pronounce the word "THE", instead, it sounds "ZE". And after the researcher analyzed the movie by watching the movie and observe the scripts, they are indeed pronounced the word "the" like "ze". For example, there is a character named Zula, a shop keeper on the street. Who used to buy whatever Aladdin brought to her. Zula in this movie said to Aladdin with the

script "Take the bag of dates and get out!" the sentence sounds like she pronounced the word the bag with ze bag. So, it's more likely to be pronounced as "Take ze bag of dates and get out!".

b. No P word but B

The second case were the researcher found the dialect of the classification in which people who used Arabish (Arabic English) don't pronounce the word "P", instead, it sounds "B". The example is coming from Jamal again when Jasmine were playing around on the street, then Jasmine saw two kids who were hungry. Jasmine gave the bread from Jamal's stall without paying it. Jasmine didn't know that she should pay it because she is used to be a princess who can have all her own. Therefore Jamal offered, "You pay, or I take bracelet." That's it, when Jamal said "you pay", he pronounced it as "you bay" the P sound really being replaced by the B sound.

c. Strectch on R word

The third case were the researcher found the dialect of the classification in which people who used Arabish (Arabic English) pronounce the word "R" rather boldly, and it seems like they always stretch the R sounds. The eRRR or RRRa become stronger when being pronounced. The first example were when Aladdin running around the street, he was called as the *"Street rat"* by people in the traditional markets. People who call Aladdin as *"Street Rat"* usually pronounced it as /StReat RRat/ there were stretch on the R sound and became more bold /eR-RRa/.

d. Vowels stretch /a, u, o/

The fourth case were the researcher found the dialect of the classification in which people who used Arabish (Arabic English) pronounced vowels /a, u, o/ rather powerful. Not only the R word that seems very strong, but the vowels /a, u, o/ also seems like it has stretch on the sentences. The example of this classification was when Jafar's underlings whose name not mentioned were being ordered to search the magic lamp. The conversation were happened when Jafar's underlings come to Jafar with diamonds not the lamp. Even though diamond was precious, but for Jafar, it was not. The conversation went like this : (Jafar's underlings) "Please, My Vizier! perhaps this diamond in the rough does not exist?". He implied the conversation with something that could save him, by means, he offered Jafar the diamond, and he hoped that the diamond were more precious in the future. When the underling said the sentences, the pronunciation of the vowels were rather strong. It sounds like : *"BlEAsE, My ViziEr! BERhABs this diAmOnd in the ROugh dOEs nOt Exist?"*

e. Non-existed verb

The last case were the researcher found the dialect of the classification in which people who used Arabish (Arabic English) often avoid nominal sentences like /is, am, are/ or article /the/ something like "The sky is blue" become "The sky Blue!". For this classification, the researcher did not find many characters in Aladdin who avoid nominal sentences but there word said by Zula, a shop keeper on the street. Who used to buy whatever Aladdin brought to her. Zula in this movie said to Aladdin, it was from the scene on (05:00 minutes) when Zula said *"Whatever it is you stole today, I don't want it."* actually, Zula omitted the nominal sentences on that, it become *"Whatever you stole today, I don't want it"* Zulu did not mention the *<it is>*.

Conclusion

Finally, the writer described the study findings in two sections as the objective study, which were (1) to discover the dialects used by the characters in the Aladdin movie, and (2) to discover the meaning of the dialect used by the characters in the Aladdin movie. The first segment dealt with the first research discovery, while the second dealt with the second research finding.

Table 4.1 contains the results of the data collection in the first section. The researcher discovered 20 sentences classed as Arabish dialect in table 4.1. Vased on Al-Wer, E. (2018), the researcher discovered that there are classifications to be recognized on Arabish dialect. These are (1) The Ze, (2) The Ze, (3) The Ze, (4) The Ze, (5) The Ze (2) Only the letter B is used instead of the letter P. (3) Increase the length of the R word, (4) Vowels /a, u, o/, /a, u, o/, /a, u, o/, /a (5) Nominal sentences or verbs that do not exist. For example, on table 4.1, Zula (a minor character in the Aladdin film) says, "Whatever it is you stole today, I don't want it." This is from the scene on (05:00 minutes), where Zula says, "Whatever it is you stole today, I don't want it." Actually, Zula left off the nominal words, making it "Whatever you stole today, I don't want it." Zula didn't say anything about the it is. The R section was yet another apparent illustration. Everything they uttered had a "R" in it, which they stretched to make it more bold. The reason for this is that the R sound in Semitic languages should be bold. Inscribed in stone Every law, every statement is carved into stone. EveRy word, eveRy rule.

The results of the data analysis in the second segment were explained in detail. The findings of the research on the study's second objective were used to explain the dialect discovered in the first portion. The researchers were classified into groups based on Al-classification Wer's system (2018) There are five of them: (1) The becoming Ze, (2) No P word but B, (3) Stretch on R word, (4) Vowels stretch /a, u, o/, and (5) Nominal sentences or Non-existing verb. The researcher explained the scene it occurred in from the first to the second classification. For instance, during the classification of the (1) The becoming Ze, a character named Zula exclaimed, "Take the bag of dates and get out!" She seemed to have pronounced the word the bag with ze bag in the phrase. As a result, it's more likely to be said as "Take ze date bag and go out!" The second classification's example of (2) No P word but B occurred when Jasmine was out on the street, and she noticed two starving children. Jasmine handed Jamal's vendor bread without paying for it. Jasmine was unaware that she was required to pay because she is accustomed to being a princess with complete autonomy. As a result, Jamal said, "You pay, or I take the bracelet." That's it; when Jamal stated "you pay," he actually said "you bay," with the P sound substituted by the B sound. Then there was an example of the classification of Arabish dialect on (3) Stretch on R words, when Aladdin ran around the street and was dubbed "Street rat" by people in traditional marketplaces. People who refer to Aladdin as "Street Rat" commonly pronounce it as /StReat RRat/, with the R sound stretched out to a bolder /eR-RRa/. When Jafar responded to his underling's offer, he experienced the fourth categorization (4) Vowels Stretch /a,u,o/. Because Jafar was adamant about getting the diamond, he kicked his underling to death while replying, "Do you know what I had to do to gain the power that I have?" That is why I require the lamp, and you are no longer required!" Jafar spoke in an Arabish dialect at the time. "Do you know what I had to do to get the pOwER that I have?" he asks, stretching the vowels once more. That's why I nEEd the lAmp, and I nEEd you no lOngEr!" The last instance of the categorization (5) Non-existing verb occurred when Zula asked Aladdin to leave her shop. "Take the dates bag and

get out!" Zula exclaimed. Zula actually removed the nominal words at the time, making it "Take a bag of dates and then get out!" For the noun form, Zula did not utilize the article /the/.

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