

ABSTRACT

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This study presents a research conducted on the Lexical Change of Pidie. It employs qualitative research, the objectives of the study were to (1) investigating the lexical change type, (2) describing the lexical change patterns, and (3) explaining the lexical change reasons of Pidie Dialect of Aceh. The empirical materials were thoroughly and well-gathered from the documents and interviews. The data were analyzed by using interactive model by “miles and hubberman model. Based on the analysis, the findings in this research are drawn as the following. *First*, the lexical change of Pidie Dialect of Aceh comprised lexical loss, semantic change and lexical creation. Every single sort of change was figured out based on it lexical classes for examples noun, verb, adjective and adverb. Where in lexical loss found (357) lexicons, the percentage of lexical loss of noun (67.27 %), verb (13.40%), adjective (16.48 %), adverb (0.83 %). Semantic change (19) lexicons, semantic change of noun (89.47 %), verb (10.52 %), adjective (5.26 %), adverb was unrecognizable and not treated as semantic change. and lexical creation (128) lexicons, the lexical creation of noun (73.68 %), verb (5.26 %), adjective (19.29 %) and adverb (1.75 %). The researcher found that the major occurrence of lexical change of Pidie Dialect were noun while verb, adjective and adverb were minor. *Second*, the pattern of lexical change of Pidie Dialect has been manifested on three types: (1) lexical loss : potential loss and total lexical loss (2) semantic change (3) lexical creation : Internal lexical creation and external lexical creation. *Third*, The reasons of lexical change of PDA : Lexical loss, semantic change, lexical creation. In educational setting the various change of Pidie Dialect of Aceh implicitly implicate that language standardization like selection, dification, elaboration and acceptance was not totally employed, consequently it bears an enormously complicated impending the success of teaching and learning of PDA to the next generation

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Penelitian ini tentang perubahan leksikal pada dialek Pidie. Peneliti ini menerapkan metode qualitative. Tujuan penelitian ini adalah untuk (1) menyelidiki jenis perubahan leksikal 2) menggambarkan pola perubahan leksikal 3) menjelaskan alasan perubahan leksikal pada dialek Pidie di Aceh. Bahan material yang berdasarkan bahan empiris didapatkan melalui dokumen dan wawancara. Data analisis ini menggunakan analisis model interaktif menurut “miles dan hubberman model” berdasarkan analisis ini dideskripsikan sebagai berikut. *Pertama*, perubahan leksikal pada dialek Pidie di Aceh terdiri dari perubahan hilangnya leksikal, perubahan semantic, perubahan kreasi leksikal. Setiap jenis perubahan ditetapkan berdasarkan kelas katanya seperti kata benda, kata kerja, kata sifat, kata keterangan. Pada perubahan hilangnya leksikal ditemukan (357 leksikon), dimana katabendanya terdapat(67.27 %), kata kerja(13.40%), kata sifat(16.48 %),kata keterangan(0.83 %) perubahan semantik (19 leksikon), kata benda(89.47 %), kata kerja(10.52 %), kata sifat(5.26 %), akata keterangan tidak ditemukan. Pada perubahan kreasi leksikal (128 leksikon) kata benda terdapat (73.68 %), kata kerja(5.26 %), kata sifat(19.29 %) and kata keterangan(1.75 %). Peneliti menemukan bahwa perubahan terbesar yang terjadi pada perubahan leksikal di Pidie adalah kata benda sementara kata kerja, kata sifat dan kata keterangan adalah minor. *Kedua*, pola perubahan leksikal pada dialek pidie dapat di buktikan pada tiga jenis: (1) perubahan hilangnya leksikal: potensi hilangnya leksikal dan total hilangnya leksikal (2) perubahan semantik (3) perubahan kreasi leksikal: kreasi internal leksikal dan kreasi eksternal leksikal. *Ketiga*, alasan perubahan leksikal pada dialek Pidie : Perubahan kehilangan leksikal, perubahan semantik, perubahan kreasi leksikal. Dalam pengaturan pendidikan berbagai perubahan terjadi pada dialek pidie di Aceh, secara implisit mengimplikasikan bahwa standarnisasi baasa seperti seleksi, elaborasi dan penerimaan tidak benar-benar bekerja olehkarena itu akan berdampak rumit untuk keberhasilan belajar mengajar di Pedie untuk generasi yang akan datang.