

CHAPTER II

LITERATURE REVIEW

In this section, the writer summarizes several theories which are related to the purpose of this study. The writer realizes that the theories are needed in doing analysis in every field of study. Hence, in this study the writer uses a number of theories to help the writer to analyze the data.

2.1 Theoretical Framework

2.1.1 Language choice

Wei (2007) stated language choice is an orderly social behavior, rather than a random matter of momentary inclination. Social context is one of the causes of language choice (Romaine, 2000). People switch their language into other languages. They will use some languages in different contexts. Although they are not fluent in the language, they try to speak the language which can encourage them to speak in other communities. Holmes (2008) said the way of people choose the language depending on the setting, participant and topic. People use different languages based on those three components. In this research, the phenomena of language choice occur in Al-khoziny Islamic boarding school. Students of Al-khoziny Islamic boarding school choose their language in some varieties. For example, when the students communicate each other, they use Madurese and Javanese in their interaction. Sometimes they also use Javanese and mix with Indonesian language. They use those languages in different domains or different situations such as in their rooms, schools,

canteens, bathrooms and other places which encourage them to choose different languages.

According to Romaine (2000: 44) a domain is an abstraction which refers to a sphere of activity representing a combination of specific times, settings, and role relationship. They use different language because they are influenced by other students who have role in that place. They choose other languages based on the place where they talk, and the topic that are being talked, and also the relationship between participants, in this case, teacher and students or friend and friend. Therefore, they use two or more languages in different situations to ease communicate in their daily activities.

2.1.2 Domain

A domain is an abstraction which refers to a sphere of activity representing a combination of specific times, settings, and role relationship (Romaine, 2000: 44). Domain is one factor that can affect people in choosing language they use. According to Holmes, domain is a number of such typical interactions have been identified as relevant in describing pattern of code choice in many speech communities (Holmes, 2001: 24). There are seven domains to describe language use, those are: (1) family; (2) friendship; (3) neighborhood; (4) transaction; (5) government; (6) education; and (7) employment (Parasher cited in Fashold, 1984). However, in this Islamic boarding school, the writer focuses on some domains which are friendship and education because they just interact with their friends and teachers. Therefore, students use

many languages in different situations and they interact each other using different languages that more appropriate.

2.1.3 Social Factors

According to Holmes (2008) there are four factors which influence the language choice. Those are known as social factors. The influence of the social factors is reflected in the language they choose to use. These social factors are:

1. The participant: who is speaking and whom they are speaking with
2. The setting or social context of the interaction: where they are speaking
3. The topic: what is being talking about
4. The function: why they are speaking

These are the basic factors to know the purpose why people talk differently.

2.1.4 Social dimensions

Social dimensions are related also to social factors. However, it is implicit meaning to know about the relationship between participant and the function of speech (Holmes, 2008: 12). These include four scales which are:

1. A social distance scale
2. A status scale
3. A formality scale
4. Two functional scales

A social distance scale concerns with participant relationship. This scale relates to high solidarity or low solidarity. Such solidarity is determined by a

condition whether a participant knows the other participant well or not (Holmes, 2008).

A status scale concerns with participant relationship. The general example is when we are in school, we have some teachers. We call them by using *Mr. Mrs. Sir* or *Ms* because we want to respect them as our teachers. Based on this scale, it describes the status of participants and it influences the participant relationship. How they choose their language depends on whether the participant has higher status or lower status.

A formality scale relates to the setting or type of interactions. According to some conditions that formal or informal interaction usually relates to educational place. The students will use different languages when they interact with their teacher or their friends. A formality scale is to assess the influence of social setting or type of interaction on language choice (Holmes, 2008). This scale also can relate to three components, *Kyai, Ustadz, and Santri* of Islamic boarding school. How they choose the language in formal situation and informal situation.

Two functional scales relate to the purposes or topics of interaction. The last scale is two functional scales. Those are referential and affective. Referential is more informative than affective. Holmes (2008) said that in general the more referentially oriented an interaction is, the less it tends to express the feelings of the speaker. Therefore, based on those two scales, the speech reflects the functions of interaction or what the language is being used for.

Those scales are to provide a useful framework for discussing language in its social context in different speech communities, and for discussing the ways in which languages reflect its users and they use put it to.

2.1.5 Speech Community

Wardhaugh (2006) stated that speech community is group of people who use the language for their community. They become a group which live and stay in one place and the group has a language for their communication. It is called speech community. In Al-Khoziny, there are some speech communities such as Javanese people, Madurese people and other group of people. Thus, based on those multi speech communities, the students of Islamic boarding school tend to use different languages in different situations.

2.1.6 Al-Khoziny Islamic boarding school or *Pesantren*

Mufidah (2006) stated that Islamic boarding school or *pesantren* is one of the places which have students from different regions and speak different language. Therefore, it is a multilingual speech community whose students speak different languages. They come and stay in Islamic boarding school or *pesantren* for studying. There are two types of education in Islamic boarding school. First, formal education, it is like formal schools which consist of elementary school, junior high school, senior high school and university. Second, it is non formal education which consists of student's discussion (*Munadhloroh*), Study *Kitab*, and reciting holy Qur'an together (Haningsih, 2008: 34). *Pesantren* students usually live in Islamic boarding school which has three components. Those are Kyai, who is the leader of Islamic

boarding school; -Ustadzs who have to teach and handle students so that they follow the rule of Islamic boarding school; and Santris who are the students them self. They have to leave and stay in Islamic boarding school. They are forbidden to go home except in holiday (Wahid, 2001).

The basic background of Al-Khoziny Islamic boarding school is NU (Nahdatul Ulama). NU is one of Islamic organizations. NU was established in 1926 by KH. Hasyim Asy'ari. This organization has one purpose to keep Islam religion based on Ahlussunnah Waljama'ah in Indonesia. NU also has some missions for developing education of Indonesia by building some schools which make Muslim students to have good religion, good attitude, good intellectual and the most important believe into Allah (Mitra Ensiklopedia, 2012). Al-Khoziny Islamic boarding school has the same purpose like NU. In order to be an excellent Islamic boarding school, Al-Khoziny has structure organization which is to handle all programs. The structure organization consists of a head of school, secretary, treasurer, and some departments which consist of educational, security, and public relation. There are four important things which become the foundation of Al-Khoziny's study. Those are Al Qur'an, Hadist, Ijma' and Qiyas. Those are always taught to all students.

2.2 Related Studies

There are some studies supporting this research that have relation to language choice theory:

First is a study about *Language choice among students of SMA 1 Ponorogo* by Wati (1993). This research describes students of SMA 1 Ponorogo using language choice in their activity. The writer observed the students, interviewed and also distributed questioner to some students to get valid data. In this research the writer found that language choice made by students of SMA 1 Ponorogo influenced by some factors, which were relationship to the addressee, setting, and sex. Then, topics and social status of the students were not dominant factors for their language choice. There are differences between Wati's study and this study. In wati's study, she focuses on Student of senior high school. They use Javanese language which consists of Kromo madya, Ngoko, and Kromo Inggil. She related to social factors theory for knowing the factor, but in this study, the writer focuses on the student of Islamic boarding school. They not only use one language but also more than two languages. The writer wants to know what languages they use and the reason why they choose more than two languages. The writer relates this study not only in social factors but also social dimensions.

The second is *Language choice between Mandarin and Hokkia used by Chinese vendor in Pasar Atom Shopping Center Surabaya*, by Mahrita (1995). In this research the writer describes about the situation of Chinese people who use two languages between Mandarin and Hokkia in Pasar Atom. The writer did some techniques to collect the data such as observation of the situation in Pasar Atom and also interviews some participants. The writer found at particular speech context, most of the participants used Mandarin. The factors which influenced them in choosing a

language are setting, interlocutors, and topic. So in Mahrita's study, she just takes two languages to compare which one is usually used in their communication and the reason why they choose those two languages. She also focuses in Chinese vendors in Pasar Atom Surabaya. In this study, the writer focuses on language choice among students of Al-Khoziny Islamic boarding school who use more than two languages.

The third study is *Language choice among the Javanese people who live in Bandung*, by Widjajanti (2005). This research focuses on Javanese people who live in Bandung. They choose some language in their interactions when they live in Bandung. To take data, she observed Javanese people who live at Blok W Margahayu Raya Bandung. She also focused on domain of language they used. The result of this study is Javanese language is dominant in family domain. Indonesian language is dominant in friendship, neighborhood, transaction, education, and employment domains. Sundanese language is also dominant in friendship, neighborhood, and transaction domains. In Widjajanti's study, she focuses on one ethnic that is Javanese people who live in Bandung, but in this study, the writer takes some participants who are from some ethnics. They come in Islamic boarding school and use some languages.

The last study is *language choice and perceptions in education domain students and academics in Malaysian higher learning institution*, by Mindy (2011). This research focuses on education domain among students at a private higher learning institution in Malaysia. These students sat for the SPM examination in the year 2009 and their English language perceptions towards learning mathematics and

science in English is also investigated. This study also related to social factor and social dimension. The result of this study shows that a large percentage of students have chosen to use English in learning science and mathematics but opted not to use English in examination for various reasons.

Therefore, based on four related studies, there are some differences between this research and three studies above. First, this research focuses on the participant among students of Al-Khoziny Islamic boarding school. The second, the writer also takes place in Islamic boarding school where the students have to stay in that school and also in their interaction because they will gather everyday. The writer takes Al-Khoziny as the place of his research because this place has students from different regions and it can encourage them to do language choice. The writer takes those researches to support the research about language choice among student of Islamic Boarding Scholl Al-Khoziny Buduran sidoarjo. The writer also wants know what languages are used by students of Al-Khoziny and why the students use different language in Al-Khoziny.