

CHAPTER I I N T R O D U C T I O N

I.1. Background Of The Study

There are some languages that people usually mix with Indonesian as their native language. We can take some examples from some Chinese-Indonesian people who live in Indonesia. They use some words in Mandarin while they are speaking in Indonesian. The following are some examples :

- Sudah jam 12.00, nih. *Cek fan* dulu, yuk !
- *Ming dien* saya mau pergi ke *She Swe*.
- *Ike* sudah bilang sama *je* kalau dia mau datang.
- Wah, masakan ini benar-benar *leker*.

We can see such a phenomenon in the society.

Based on the phenomenon, we can see that nowadays, people generally do not use only in one language (their native language). At least, they try to understand other languages by learning it or listening to what other people talk about in a different language.

A speaker who uses two languages that differ in speech sounds, vocabulary, and syntax is called a bilingual (Taylor and Martin, 1990:327).

Bilinguals often engage in language mixing when communicating with other persons who also speaks both languages. Code mixing is the use of elements, most typically nouns, from one language in an utterance predominantly in another language (Hamers and Blanc in Malmkjaer, 1991:62). Language mixing can also be used to express emotion, close personal relationships and solidarity, and to exclude a third person from part of a conversation (Harding and Riley in Malmkjaer, 1991:61).

Many people in Indonesia are bilinguals who mix their languages. The mixing may happen for a number of reasons; for instance, they may have forgotten the term for something in Indonesian they are currently speaking, and use other words from a certain language or dialect instead; or the Indonesian language being spoken may not have a term for particular concept they want to refer to. One of the groups of people in Indonesia who mix their languages is the Chinese-Indonesian.

The Chinese-Indonesians are divided into two groups: 'Babah' Chinese-Indonesian and 'Totok' Chinese-Indonesian. The division of Chinese-Indonesian society into 'Babah' and 'Totok' does not just refer to the place where they were born. So, not all Chinese-Indonesian who were born in Indonesia and whose parents are partly native Indonesian are 'Babah' Chinese-Indonesian, and 'Totok' Chinese-Indonesian are not just those who were born in China. The difference of them is not based on the pureness of their Chinese blood only, but it is also based on the degree of adaptation and degree of their acculturation into Indonesian culture (Vasanty in Koentjaraningrat, 1993:347).

Most of the 'Babah' Chinese-Indonesian can not speak Mandarin Chinese and their regional dialect, but generally they can count in those languages, and they know some everyday words. This is because they were educated in Dutch school and were taught Dutch during the colonial period. So until now some 'Babah' Chinese-Indonesian can speak Dutch or at least understand Dutch words.

On the contrary, the 'Totok' Chinese-Indonesian can speak Mandarin Chinese and their regional dialect, but few of them can speak Dutch, because during the colonial period they were educated in Chinese school.

Children also use languages to express their feelings. They learn to speak by observing, listening, and imitating others' talk or by trial-and-error. The acquisition pattern for the children in a bilingual environment is often characterized by mixing (Malmkjaer, 1991:60). Since language is a learned behaviour, there must be opportunity to hear and use language, to enjoy experiences that motivate speech and give the child something about which to talk (Engel, 1976:3-4). So, there is a tendency for Chinese-Indonesian children to follow their bilingual parents in mixing the two languages. The Chinese-Indonesian children may also mix their languages, because speech is learned mainly by imitation (Engel, 1976:3).

Imitation is commonly accepted as an innate tendency to mimic or copy others (Corsini, 1994:21). Imitation plays an important role in the acquisition of language, since children learn the language they hear and do not invent their own. Children do imitate sentences they hear; they do repeat the name of some new object when they hear it; they do learn to speak with the accent of those they are listening to (Bee, 1992:317). Here, we can see that we tend to do/speak what we see/listen others doing/speaking.

I.2. Statement Of The Problem

This study attempts to answer and discuss the following problems :

1. What are the reasons for 'Totok' Chinese-Indonesian children to follow their bilingual parents in mixing their languages?
2. Do the 'Totok' Chinese-Indonesian children like to mix the two languages (Indonesian and Mandarin)?

I.3. Objective Of The Study

Based on the statement of the problem, this study is intended to know :

1. the reasons for 'Totok' Chinese-Indonesian children to follow their bilingual parents in mixing their languages;
2. whether 'Totok' Chinese-Indonesian children like to mix Indonesian and Mandarin or not.

I.4. Significance Of The Study

This study would give a contribution to a psycholinguistic study about children's language acquisition in order to know that the 'Totok' Chinese-Indonesian children may also mix their languages as their parents do.

Also it would be important for people to know that there is always a tendency for 'Totok' Chinese-Indonesian children in following the mixing of Indonesian and Mandarin if the parents do that.

I.5. Theoretical Framework

Jacobson in Whitaker and Whitaker's *Studies in Neurolinguistics* Volume 3 (1977:98) says that :

The child acquires a mixed language, or, at least, there is no strict delimitation between his two languages when each of his parents uses both languages indiscriminately in the child's presence.

From this statement, we can see that there is a tendency for children to mix their languages as their parents do.

According to Obler and Albert in Malmkjaer's *The Linguistics Encyclopedia* (1991:63) the bilingual relies on a number of linguistic clues to which language is being used. It may thus be that both a bilingual's languages are 'on' all the time, although the one is being used predominates. So, when a bilingual speaks in a certain language, his other language is also in his mind. This may make bilinguals mix their languages.

Regarding types of bilingual, Ervin and Osgoods in Kess' *Psycholinguistics* (1976:228) say that there are two types. They are compound bilinguals and coordinate bilinguals, with the distinction entirely dependent on how they acquired the

two languages. Compound bilinguals acquired language in settings in which both languages were used interchangeably. As a result, compound bilinguals attribute identical meanings to words and phrases that correspond in their two language systems. Thus, one can expect a kind of fusion of the two meaning systems as a simple function of the fact that both languages were learned in the same setting. Coordinate bilinguals, on the other hand, acquired their languages in different settings populated by speakers of only one of the two languages. As a result, the meaning systems of the two languages are somewhat distinct. In this case, the 'Totok' Chinese-Indonesian children are considered as compound bilinguals.

McNeill in Llyod and Beveridge's *Information and Meaning in Child Communication* says that there is a tendency for children to imitate speech they receive from their parents, but they will not imitate the appropriate feature unless important parts of syntax have already been acquired (1981:149). So, children tend to imitate what their parents say to them.

Fishman in Fasold's *The Sociolinguistics of Society* (1984:183) says that there are

certain institutional contexts, called domains, in which one language variety is more likely to be appropriate than another. Domains are taken to be constellations of factors such as location, topic, and participants.

In his own book *Sociolinguistics : A Brief Introduction* (1972:52) Fishman states that domains are particularly useful constructs for the macrolevel (i.e. : community-wide) functional description of societally patterned variation initially within large and complex diglossic speech communities.

There is a special case where two varieties of language exist side by side throughout the community, with each having a definite role to play which Ferguson called diglossia (Fasold, 1984:34). The functions calling for H are decidedly formal and guarded; those calling for L are informal, homey and relaxed (Fasold, 1984:35). In this case the 'Totok' Chinese-Indonesians in Indonesia who use Indonesian and Mandarin are in diglossic speech communities.

Mark L. Berenson, David M. Levine, and David Rindskopf state in their book *Applied Statistics : A First Course* (1988:99) that the responses to categorial

variable displayed as either bar charts or pie diagrams. So, in qualitative data presentation, we can use summary tables and express the data graphically, by a percentage bar chart or a percentage pie diagram.

I.6. Method Of The Study

The writer used qualitative descriptive method to present the data.

I.6.1. Definition of Key Terms

There are some terms used in this study that need explanation so that the meanings are clear.

a. Child :

boy or girl whose age is between 7-15 years old

b. Code-mixing :

when a speaker uses words or phrases of a certain language while he or she is using another language

c. Bilingual parents:

Chinese-Indonesian parents or at least those who are able to speak Indonesian and Mandarin and mix both languages

d. 'Totok' Chinese-Indonesian :

Those who are from 'Totok' Chinese-Indonesian family background who now live in Indonesia (especially in Surabaya and Malang)

I.6.2. Location and Population of the Research

The research was done in two locations in East Java : Surabaya and Malang. Since Surabaya is one of the biggest cities in Indonesia and it is the capital of East Java, there are a lot of Chinese people who come for business (as the characteristics of the Chinese). It is also because Chinese-Indonesians in Surabaya society accept the influence from many cultures more quickly than Chinese-Indonesians living in

Jakarta. And they usually have children who mix their languages as they do. Also in Malang, the writer has found lots of Chinese-Indonesian people who live there and mix their languages.

The population of this research consists of the 'Totok' Chinese-Indonesian children who live in Surabaya and Malang and whose parents mix their languages.

I.6.3. Sampling

In taking the data for this research, the writer used a concept of theoretical sampling proposed by Glaser and Strauss in Stubbs' *Discourse Analysis : The Sociolinguistic Analysis of Natural Language* (1983 : 231), that is, choosing a sample which will give special insights into whatever one wants to study. It involves seeking out people and situations which are likely to be particularly revealing or fruitful with respect to the phenomenon in which one is

interested. Here, purposive sampling was used to get the data needed. The purposive sampling is the sampling method in which the questionnaires will be given to certain respondents directly.

So, the writer selected some children who mix Indonesian and Mandarin as their parents do and who can represent all children who mix Indonesian and Mandarin. The writer took 50 respondents from Surabaya and 30 from Malang.

I.6.4. Technique of Data Collection

First of all, the writer looked for children who mix Indonesian and Mandarin and tried to find out by asking the children whether their parents also mix both languages or not.

Then, they were classified into two groups : the children who mix Indonesian and Mandarin whose parents also mix both languages and those whose parents do not mix both languages. The group which consists the children whose parents do not mix the languages

was rejected and the other was used. This was done because as stated before that the writer just analysed the children who mix both languages as their parents do. By doing this, the respondents were those who could be the representatives of the research.

The next step, open questionnaires were given to the respondents in order to know the reasons why they follow their parents in mixing the two languages. In the questionnaire, some reasons are already mentioned which may be chosen as their reasons in mixing their languages. However, if they have their own reason which are not stated in the questionnaire, they might write it as their own reason.

The techniques of data collection briefly are stated below :

1. Classifying the respondents
2. Distributing questionnaires

I.6.5. Technique of Data Analysis

After collecting the data, the answers from the questionnaires were classified.

Then, the data was analysed by making the percentage of the answers in order to know what reason is the most chosen one, so that a description of the problem can be made.

Next, a conclusion was drawn from the analysis based on the percentage of the answers.

After that, the qualitative data was presented by making the percentage summary tables and percentage bar charts of the data in order to know whether the 'Totok' Chinese-Indonesian like to mix Indonesian and Mandarin or not.

At last, an interpretation of the result of qualitative data presentation was made.

The techniques of data analysis briefly are stated below :

1. Classifying the answers
2. Making a percentage of the answers

3. Making conclusion from the percentage
4. Making percentage summary tables and percentage bar charts
6. Making interpretation of the result

ORGANIZATION OF THE PAPER

This paper consists of four chapters excluding Bibliography, they are Introduction, General Description of the Object of The Study, Presentation and Analysis of The Data, and Conclusion. In the introduction there are six items. They are background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, and method of the study. Chapter two that is general description of the object of the study consists of three items. They are location, participant, and some usual Mandarin words that are used in mixing with Indonesian. While in chapter three there are two items, they are presentation of the data and qualitative data presentation and interpretation. And the

last chapter is conclusion which contains the conclusion of this study.

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY