

# CHAPTER I

## INTRODUCTION

### **I.1 Background of the Study**

In bilingual or multilingual community, there is a bilingualism pattern which indicates the position and function of languages in society. In Indonesia, the languages are usually Indonesian and regional languages. As stated by Nababan (1991: 31) that nowadays it is hard for societies to avoid bilingual situation due to the complexity of societal composition, the writer figures out that this uniqueness in language behaviour commonly happens to any Indonesian ethnic groups. Bilingualism is represented by their ability in mastering both Indonesian and their own vernaculars, though not completely all of them.

In such speech community, there are language uses related to certain domains. For example, according to the Census of 1981, 80 % of Indonesian citizen use their own regional languages at home. Therefore, home is an important domain of language use especially the use of regional language in Indonesian bilingual community. (Siregar, 1998:1)

Nababan also states that most people of Indonesia learn a regional language, as their first language. They learn Indonesian as the second language in school or in their community informally (1991:12). However, reserved condition may happen. This is when the parents teach Indonesian as the first language to their children or Indonesian language

becomes the language of family domain. Family domain is a domain which is good to analyze in order to know whether the speech community still maintains the regional language or they use mostly Indonesian (Siregar; 1998:7).

The writer wants to analyze whether such condition also happens in Madurese family. From her primary observation, she finds out that there is a tendency of the Madurese parents to use Indonesian rather than Madurese language to their children in daily life. Usually, the Madurese parents use the Madurese language to their children and the Madurese language becomes the language in the family domain. Nowadays, many of them use Indonesian to their children. Therefore, there are many children who can speak Indonesian but are not able to speak Madurese language. In that case, they become passive speakers. However the Madurese language is still used by the parents when they talk to each other. It seems that the parents prefer Indonesian to be the language of their children. This is an interesting phenomenon in sociolinguistics.

An important factor is the feeling of the Madurese people, in this case the Madurese parents, towards the two languages, the Indonesian and Madurese language. The factor is the language attitude of the Madurese parents which influences them in choosing or using one of the languages to be the language in family domain or to be the first language of their children.

In Madurese tradition, language plays important roles. In their tradition, people have to concern about politeness in their society and this is shown in the language. That is why the language has three varieties: The colloquial language, middle language and the language used by the noble. The low variety is *enja'-iya*

language, the middle is *enggi-enten* and the highest one is *enggi-bunten* language.

There are also degrees of respect in Madurese families. In Madurese culture, there is a principal of “Buppa’, Babu’, Guru, Rato” (father, mother, teacher and king) used when they respect someone. They have to give priority to the parents, and then teacher, government and the older people. One way in showing respect to them is by using good language.

One of the striking positive aspects of the Madurese characters is close family ties (Huub de Jonge; 1995:12). The use of Madurese language can indicate the family closeness or intimacy. From a very young age, children are taught to use Madurese language for communication and for showing their identity and solidarity. Therefore, it would be interesting to find out that nowadays for some Madurese parents Indonesian is used to be the language of family domain. This phenomenon implies that some Madurese parents have reasons of not using Madurese language.

## **L2 Statement of the Problem**

1. What is the language choice of the Madurese parents according to the relationship and situation of speech in family domain?
2. What is the language attitude of the Madurese parents toward Indonesian and Madurese language?

### **I.3 Objective of the Study**

This study wants to find out:

1. The language choice of the Madurese parents according to the role-relationship and situation of speech in family domain.
2. The language attitude of the Madurese parents toward Indonesian and Madurese language.

### **I.4 Significance of the Study**

This study is expected to enrich our knowledge on the language use related to the language attitude of the Madurese parents. The study also tries to analyze the language maintenance of the Madurese language in family domain, so that the Madurese reader is eventually expected to practice Madurese language in their daily communication. In general, the study is expected to give a meaningful contribution to the students who concern in the matter of sociolinguistics.

### **I.5 Theoretical Framework**

The theory of language choice from Joshua Fishman is used in analyzing this phenomenon. Fishman proposed that there were certain institutional contexts called domains in which one language variety is more likely to be appropriate than another. Domains are taken to be constellation of factors such as location, topic and participants. A typical domain, for example, would be the family domain. If a speaker is at home talking to another member of her family about

everyday topic, that speaker is said to be in the family domain. (Fasold; 1984:183)

Fishman also explained the understanding of *who* speak *what* language to *whom* and *when* in speech communities that is characterized by widespread, and relatively stable, multilingualism. It deals primarily with 'within-group (or intragroup multilingualism)' rather than 'between-group (or intergroup) multilingualism', that is, with those multilingual settings in which a single population makes use of two (or more) 'languages' or varieties of the 'same language' for internal communicative purposes.

In his book 'The relationship between micro- and macro-sociolinguistics in the study of who speaks what language to whom and when', Fishman stated:

Domain is a socio-cultural construct abstracted from topics of communication, relationships between communicators, and locales of communication, in accord with the institutions of a society and the spheres of activity of a speech community, in such a way that the individual behavior and social patterns can be distinguished from each other and yet related to each other. The domain is a higher-order abstraction or summarization which is arrived at from a detailed study of the face-to-face interactions in which language choice is embedded. Of the many factors contributing to and subsumed under the domain concept, some are more important and more accessible to careful measurement than others. They are topic, role-relation, and locale. (1972:20)

In analysing the family domain, Gross, has specified *dyads* within the family: grandfather to grandmother, grandmother to grandfather, grandfather to mother, grandmother to mother, grandfather to child, grandmother to child, father to mother, mother to father, etc. This approach does not only recognize that

interacting members of a family (as well as the participants most other domains of language behavior) are *hearers* as well as *speakers*, but also recognizes that their language behavior may be more than merely a matter of individual preference or facility but also a matter of *role-relations*. (Fishman; 1972:21)

Besides those theories, the theory of language attitude can also be used in this study. There are two theories which can be used in studying language attitudes, *the mentalist* and *the behaviourist* view. In this study, the writer uses the theory of the mentalist view. A typical mentalist definition of attitude is given by Williams: "Attitude is considered as an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response". (Fasold; 1984:147)

Language attitudes are distinguished from other attitudes by the fact that they are precisely about language. Some language attitude studies are strictly limited to attitudes towards language itself. Subjects in these studies are asked if they think a given language variety is 'rich', 'poor', 'beautiful', 'ugly', 'sweet sounding', 'harsh' and the like. (Fasold; 1984:148)

Language attitudes can influence our own self-presentations, as we attempt to shape others' reaction to us, and their attribution of us; thus these attitudes contribute to our usage of different speech styles, dialects, creoles, and second languages in various context and phases of our lives. (Giles; 1992:132)

By using these theories we can analyse the phenomenon, which shows the language attitudes of Madurese parents, relates to the use of Madurese language in family domain.

## **I.6 Method of the Study**

In analysing the phenomenon of language attitude and language choice of the Madurese parents, the quantitative descriptive method is used since this study wants to give a quantitative description about language attitude of the Madurese parents toward Indonesian and Madurese language and their language choice.

### **I.6.1 Definition of Key Terms**

#### **1. Tendency**

In the context of this study, tendency means a trend or a movement from the use of Madurese language to the use of Indonesian of the Madurese parents to their children in daily communication.

#### **2. Madurese parents**

The Madurese parents are the parents who are both Madurese and live in Madura.

#### **3. Children**

They who are in the age of five until fourteen.

#### **4. Indonesian language**

The Indonesian language which is commonly used in daily conversation.

#### **5. Madurese language**

It is the general Madurese which is commonly used in daily conversation.

#### **6. Language Attitude**

Attitude towards language itself, that is, the positive and negative feelings toward language.

## **7. Role-relationships**

Relationships between rights (status) and duty of a person which is determined by the socio-cultural norms of the society, for example husband-wife and parents-children.

### **I.6.2 Location and Population**

Location of this study is Pamekasan. This city is chosen since it is considered one of the representative cities in observing the phenomenon of the Madurese parents to use Indonesian to their children in daily communication. Pamekasan is one of the four regency capitals of the island which is located in the middle of the island. It is relatively far from Surabaya, therefore it is considered to get relatively less influence from Surabaya if it is compared with other cities nearer to Surabaya.

The location of this study is in Pamekasan. Automatically, the chosen population must be Pamekasan citizen. In this study the writer focuses on the Madurese parents. Parents from cross-ethnic marriage are disregarded.

### **I.6.3 Limitation**

The study is limited to the analyses of the language attitude and language use of Madurese parents who come from upper and middle class. This social class is based on educational background. This is because the more educated the person, the better his competence in speaking Madurese language and Indonesian language will be. It is also limited because of time, competence and fund.



#### **1.6.4 Sampling**

According to Ralph Fasold, 'A sample consists of small number of members of population which can be studied in detail' (1984: 86). The number of respondents here is 100. The sort of sampling used in this study is the purposive sampling where the choice of the representative group is based on the definite characteristics which are considered having close relations to the previous recognized characters of the population (Sutrisno Hadi, 1984:82). Relating to the writer's necessity, the representative respondents must in turn fulfill these conditions. Firstly, the respondents must be Madurese and live in Madura. Secondly, they have child or children in the age of five until fourteen. Thirdly, they must be formally educated at least in High School.

Shortly, to get the representative data, the respondents must require these conditions:

1. They must be Madurese and live in Madura.
2. They have child or children in the age of five until fourteen.
3. They must be formally educated at least in High School.

#### **1.6.5 Technique of Data Collection**

In this study, technique of data collection is done by relying on the representative data obtained from the respondents. It means that this study is a direct study or an observation towards the sources of happening phenomenon.

Firstly, the questionnaires are distributed to the respondents. The closed-question questionnaire is used. The questionnaire consists of three parts. The first

part elicits information about the respondents (sex, residence, age, their child's age, birthplace, education and occupation). The second part consists of questions aimed to know the language choice of the respondents. The third part aimed to elicit the respondents' attitude toward Madurese and Indonesian.

Secondly, the respondents are interviewed to get additional responses related to the observed study. The method is done here as an early anticipating way to additional responses given by the respondents.

Thirdly, after the respondents finish doing or answering the questionnaires and the interview, the data of observation are collected and analyzed.

#### **I.6.6 Technique of Data Analysis**

To present the data in an analysis, firstly the data available are classified. The way of classifying the data base on the similarities of the respondents' responses which the respondents have written in their questionnaires. In presenting the data, all the respondents' responses toward Indonesian and Madurese language are presented.

In this study, technique of data analysis is done by,

##### **1. Classifying the answers.**

The samples are asked to write their language use in the questionnaire. For language use, value 1 is given to the category 'always Indonesian', 2 for 'mostly Indonesian', 3 for 'equal', 4 for 'mostly Madurese' and value 5 for the category 'always Madurese'. To analyze the language attitude, the

questionnaire which contain some questions ranged in attitude scale are given. There are 20 statements pertaining to attitudes toward Indonesian and Madurese language. After each statement, the respondents are asked to give their degree of agreement or disagreement on a five-point-scale ranging from “strongly agree” (1) to “strongly disagree” (5).

2. Describing and presenting the data in the form of table to make it easy to understand. The writer counts the mean of language attitude and language use. To get the mean of language attitude, the frequency of each value is multiplied by the value of five scales i.e. ‘strongly agree’ = 1, ‘agree’ = 2, ‘mildly agree’ = 3, ‘disagree’ = 4 and ‘strongly disagree’ = 5. The results are then totalled. Next, the value is divided by the number of the respondents. The same method is done to calculate the mean of language use. Besides that, the writer also counts the percentage of language use based on situation of speech.
3. Interpreting the whole results of the data.

### **1.7 Organization of the Paper**

This paper consists of four chapters. The first chapter is introduction, which consists of background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, limitation and method of the study. The second chapter is about general description of the object of the study which consists of general description of the population of the study, the languages used by Madurese people, and domain, role-relationships and situation

of speech. The third chapter is about presentation and analysis of the data. And finally in chapter four, we come to the conclusion of the whole thesis.

## **CHAPTER II**

# **GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY**