

CHAPTER I

INTRODUCTION

I.1. Background of The Study

Indonesia, as an archipelago country has a uniqueness; with so many ethnic groups and their regional languages. These languages have their own rules and characteristics. In order to unify these ethnic groups, Indonesia has its national language. By using this language, Indonesian people could interact and communicate with each other in daily life.

In addition to the national language, regional languages still exist. People speak them at homes, schools, markets, offices, etc. This condition makes these languages, Indonesian and regional languages; come into contact. Their uses depend on several factors, such as situation, speaker, location, etc, and there is possibility that the people use them alternately. Such condition is normal since the society in this country is not merely bilingual, but also multilingual. The mobility of these ethnic groups to some other places which have different regional languages could be the cause.

Surabaya, as the second biggest city in Indonesia, has a multilingual society which consists of many other ethnic groups, besides the Javanese as the biggest one.

native tongue in favor of another. This phenomenon most frequently occurs when two groups merge, as in tribal absorption, or when minority groups take on the culture of the surrounding majority (Gumperz in Giglioli, 1972:223).

The Makassarese that would be observed in this study are the educated young people since they are regarded as progressive, critical, and sociable people. Moreover, they are regarded as those who have high social status, for not every young Makassarese could study outside South Sulawesi. When they come back to their region after finishing their study, it would be such a prestige to express themselves through the speeches or attitudes, which (probably) are different from the ones which they used to have.

The interesting thing from these Makassarese students is that they shift from one language to another, i.e. Javanese, Indonesian, and Makassarese languages. For instance, two languages could be used in a boarding house, such as when a Makassarese student greets his Javanese friend:

MS: " Bagaimana kabarnya? Apik-apik ae rek?"

These sentences are simple but contain important aspects. The student combines two languages, i.e. Indonesian and Javanese language. He uses those languages when he greets his Javanese friend, to be

intimate. However, the language which is chosen by Makassarese students depends on to whom they talk to, the location where the conversation takes place, and the topic which they want to talk about. This matter arises the emergence of language choice in certain context. For instance, Makassarese students use Makassarese language to talk to their Makassarese friends, but Indonesian language to the owner of the boarding house or dormitory; and sometimes they use the lowest level of Javanese, Ngoko, when they want to buy something in a market.

Such phenomenon is called Language Choice - a person who speaks two or more languages has to choose which one to use. This is one of the major kinds of choice, we have to deal with, and is sometimes called code switching (Laosa 1975; Greenfield 1972; Herman 1968; Rubin 1968 b; Sankoff 1980 in Fasold, 1984:180). More subtle than this is code mixing, where pieces of one language are used while a speaker is basically using another language (Gumperz 1977, Parasher 1980; Hill and Hill 1980 in Fasold, 1984:180).

Some people who have made studies on language choice are:

1. J.A. Fishman (1967).

He revealed his theory about *who* speaks *what* language to *whom* and *when* in speech communities, that are characterized by widespread, and

relatively stable, multilingualism. It deals primarily with 'within-group (or intragroup) multilingualism' rather than with '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. Only one of the theoretically co-available languages or varieties will be chosen by particular classes of interlocutors on particular kinds of occasions to discuss particular kinds of topics.

2. J.J. Gumperz (1968).

He said that in many multilingual societies the choice of one language over another has the same signification as the selection among lexical alternates in linguistically homogeneous societies.

3. Dell Hymes (1967).

He discussed bilingualism. To him, cases of bilingualism *par excellence*... are salient, special cases of the general phenomena of variety in code repertoire and switching among codes. No normal person, and no normal community, is limited in repertoire to a single variety of code. Hymes has the same point with Gumperz that in every

speech community there exists a variety of repertoires, of alternate means of expression. They go on to note that this fact has social implications, i.e. that in choosing among the various codes available to them, speakers indicate what might be called social meaning. Speakers in any community share rules regarding language usage, which allow them to interpret the social meaning of alternate linguistic choices.

4. Roman Jakobson (1960) and Dell Hymes (1962).

Speaking about language choice can't be separated with types of factors which influence speech behaviour, as they said. These lists usually include such factors as participants, topic, setting or context, channel, message form, mood or tone, and intentions and effect. 'Code' is generally also listed in theoretical discussions of the components of speech event, but in descriptive and analytical work it is most often treated as the dependent variable, where certain combinations or configurations of the other factors are treated as independent. Of these, the three which have been discussed most widely, and which appear the most powerful in predicting language choice, are those involving participants, setting and topic.

From the statements above it is clear that in a multilingual society, language choice is a phenomenon which occurs when people face more than one language in the society and must choose one of them whenever they want to communicate with others frequently.

In this study I try to discuss the language choice of Makassarese student in Surabaya, and in analysing it I use the Jakobson's and Hymes' theory about types of factors which influence speech behaviour since I consider this theory could be appropriate for my research. Some other theories would support it.

I.2. Statement of The Problem

The problem that will be solved in this thesis is:
How do Makassarese students who study at Surabaya state universities make language choice?

I.3. Objective of The Study

The objective of the study is to know the pattern of language choice of Makassarese students who study at Surabaya state universities.

I.4. Significance of The Study

This study is expected to give contribution to the knowledge about language choice which as a normal phenomenon occurring in our multilingual society.

I.5. Theoretical Framework

In her thesis which is entitled "Language Choice among The Javanese People who Live in Bandung", Dewi Widjajanti - a student of the English Department of Airlangga University tried to analyze a phenomenon about multilingualism which happens at Block W Margahayu Raya Bandung. The Javanese who live there, as migrant ones, have to adapt themselves to Bandung people who are mostly Sundanese and speak the language. In her analysis, she uses the concept of domain revealed by Fishman.

Some empirical theory is very important in making an analysis, since it could become the underlying theory. Something does not stand or even run without having the base.

I consider to use an appropriate theory which is revealed by Jakobson (1960) and Hymes (1962) about predicting language choice.

They stated that a number of lists of types of factors which influence speech behaviour, based broadly on such factors as participants, topic, setting or context, channel, message, form, mood or tone, intentions and effects, and also 'code'. Of these, the three which have been discussed most widely and which appear the most powerful in predicting language choice, are those involving participants, setting and topic (taken from JB. Pride and J. Holmes 1972:35).

Participants are those who are involved in a conversation; and in this study are the Makassarese students and the non-Makassarese people in Surabaya who become the interlocutors.

Setting refers to the time and place of a speech act, in general, to physical circumstances. I provide five different settings, i.e. boarding house, neighbourhood, Makassarese students association, campus, and market; which are expected to be able to show that language choice of these Makassarese students exist. While the topics that would be discussed is in formal and informal conversations.

In this thesis I only focus on language choice dealing with its major kind of choice, i.e. code switching and I will not pay attention on code mixing. It does not mean I underestimate the analysis of code mixing. I just want to limit my analysis, so that it will not be too broad.

Code switching is the changes in languages or variety of the same language within a single speech event. When a bilingual talks to another bilingual with the same language background, and yet changes from one language to another in the course of the conversation, he is said to practice language switching or code switching (The Cambridge Encyclopedia of Language, 1987:362).

Another theory to apply here and is expected to be

able to support the Jakobson and Hymes' theory is about diglossia which is revealed by some scholars.

In the discussion of multilingualism, different languages were commonly assigned different tasks in multilingual societies. This relationship of language form and social function is a phenomenon known as diglossia (Fasold, 1984:34).

Speakers often use more than one language variety in one kind of circumstance and another variety under other conditions. This special case, which is called diglossia, was to be distinguished from the alternate use of a standard language and regional dialect, and also the case where two distinct languages are used throughout a speech community each with a clearly defined role (Fergusson in Fasold, 1984:34).

The superimposed variety in diglossia will be called the H (*high*) variety or simply H, and the regional dialects will be called L (*low*) varieties or, collectively, simply L. One of the most important features of diglossia is the specialization of function for H and L. In one set of situations only H is appropriate and in another only L, with the two sets overlapping only very slightly. An outsider who learns to speak fluent, accurate L and then uses it in a formal speech is an object of ridicule. A member of the speech community who uses H in a purely conversational situation

or in an informal activity like shopping is equally an object of ridicule (Fergusson 1972: 234-236).

I.6. Limitation of The Research

As it is mentioned above, language choice is influenced by some factors such as participants, topic, setting or context, channel, message form, mood or tone, intentions, effects, and also code. I will only discuss the language choice of Makassarese students based on some of the factors mainly: participants, topic, and setting.

I.7. Method of The Study

The quantitative descriptive method would be used in order to describe the phenomena of language choice by using the data that have been obtained. In this case I will apply a statistical method, namely mean which is supported by the estimating confidence intervals.

I.7.1. Definition of Key Terms

- a. Language choice is a phenomenon taking place frequently in the multilingual society in which the people face more than one language and to communicate with others they have to choose what language they want to use.
- b. The Indonesian language is the national language of Indonesian people. It functions as a means of

uniting different ethnic groups which have their own regional languages, so that they could interact and communicate with each other in daily life.

- c. Javanese language is one of the Indonesian regional languages. It is used by Javanese people who live in Middle and East Java. On this occasion, the Javanese language refers to the one which is used by the Javanese living in East Java, especially in Surabaya.
- d. Makassarese language is one of the Indonesian regional languages. It comes from South Sulawesi and it is used by Makassar community who lives there.
- e. Makassarese students are students from South Sulawesi, from the age of 19 up to 28 years-old, who study at state universities in Surabaya.

I.7.2. Location and Population

The location of this research is Surabaya, as a city of multilingual society, where there is interaction among people from different regions who have different languages.

The Makassarese students who live in Surabaya are the population of this research and they must have stayed in Surabaya at least one year.

I.7.3. Sampling

The snowball method in taking sample would be used in order to get the respondents who must be representative for this research.

Thirty respondents are taken, and these following qualifications should be fulfilled by them:

- They must be Makassarese who have Makassarese language as their mother tongue and Indonesian as the national language.
- Their age must be \pm 19 up to 28 years-old.
- They have lived in South Sulawesi for a long time and they had never left that region before they came to Surabaya. In other words, they have lived there at least for 19 years.
- They live in Surabaya at least one year and study at state universities in the city.
- There must be more than one Makassarese student who stay in the same boarding house.

I.7.4. Technique of Data Collection

Firstly, I choose the population, i.e. the Makassarese students who live and study in Surabaya. To limit it, I take the representative sample, by using the snowball method. The target is two campuses in Surabaya, i.e. ITS and UNAIR. I choose those campuses since I

assume that the students study in Surabaya for they pass the UMPTN (state university entrance test). I start with finding three respondents and ask each of them to seek three respondents. Then from these respondents, I also ask each of them to get two respondents. So that finally the number of the respondents would be thirty students.

Then, the interview technique would be used since I could get answers spontaneously. Besides, this technique enables me to explain some cases related to the research in order to avoid misperception among the respondents.

Afterwards, it would be necessary to use the questionnaire method in order to get more exact answers and to cross-check their answers with the interviews. The questionnaire includes the social background of the respondents (part I), the language capability of the respondents (part II), their attitude toward language (III), and their language choice (part IV). Part I, II, and III are important because they might also influence the language choice.

In part IV, I apply the Jakobson's and Hymes' theory about types of factors influencing speech habits. Participants, topic, and setting are factors which would be combined here. The respondents are asked to indicate the language that they use in that combination of circumstances. These languages are Javanese, Indonesian,

Makassarese, and others. For each language, they have to mark a five-point scale indicating the intensity of their language use, i.e. always, often, sometimes, rarely, and never.

The last, I do the observation by observing the phenomena occurred directly, in order to support the accuracy and validity of data. Besides, this technique enables me to relate the data and the fact.

I.7.5. Technique of Data Analysis

I use the quantitative descriptive analysis through statistical method, namely mean. This is the way to get the average point which is based on mathematic counting (Djarwanto, 1989:102).

After collecting the data, I identify the language choice of the students based on types of factor influencing speech habits. Then it is continued with processing the figures. In this case, I use the mean counting which involves counting the number of identified occurrences in each data, and classifying the figures to the types of factors abovementioned. The obvious first step is to reduce the figures to percentages and mean points. The mean point here refers to the point of sample which is obtained with a multiplication between frequency for each value and the values of five scales, then I divide the result by the number of respondents. The five

scales points are rated: always = 4, often = 3, sometimes = 2, rarely = 1, and never = 0.

The next step is to test the result with the standard deviation through the estimating confidence intervals formula (μ). This way is used since I have to relate the mean point of sample to the mean point of population so that the data could be valid. When the interpretation of the results is done, I would give some explanations related to diglossia.

I.8. Organization of The Paper

This paper is divided into four chapters. Chapter I is introduction which consists of background of the study, statement of the problem, objective, significance, theoretical framework, limitation of the research, method of the study, and organization of the paper. Chapter II is about general description of the object of the research. Chapter III deals with the analysis that describe and analyze the data. And finally this paper would be ended by conclusion in Chapter IV.

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE RESEARCH