

CHAPTER I

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

1.1. Background of the Study

In daily communication we may often find that the way someone speaks in one situation is different from the way he speaks in other situations. A speaker usually has a particular variety for a particular situation.

In a community in which two languages or more are used in communication, speakers do not obviously use both or all languages in all situations. One language will be used in one occasion and the other will be used in others. In this case, the speaker should be able to choose which language is the most appropriate to the circumstance of the case. According to Saville-Troike: "Knowing the alternative and the rules for appropriate choice from among them are part of speaker's communicative competence". (Saville-Troike 1982 : 52).

In Indonesia such a phenomenon can be seen clearly because most of Indonesian people are bilingual. As we know most ethnic groups in Indonesia have their own language as their means of communication among the members. There are more than 300 regional languages in Indonesia (Nasikun 1985 : 39). On the other hand, the government has also established Bahasa Indonesia as a national language which is constituted in the constitution of 1945. It is to

be used as a medium of communication in formal situation and between people who come from different ethnic groups. Besides there also appears Bahasa Indonesia Jakarta dialect which is not only used in Jakarta, but which has become a national trend especially for young people. Nowadays, this dialect starts to be loved and to be used especially by young people either in big cities or in small ones. Although they do not precisely apply it, particles such as 'dong', 'deh', suffix 'in' etc, which become characteristics of Jakarta dialect, are often applied in their certain speech events (Oetomo in Prisma 1, 1989 : 20).

In this thesis the writer wants to discuss the language choice among students of SMA I Ponorogo. Ponorogo people, including students of SMA I, are bilingual. They use Javanese language and Indonesian in their daily communication. In the Javanese itself, there are three distinct levels which are used in different situations. They are 'ngoko', 'krama madya' and 'krama inggil' (Trudgill 1983 : 25), (Uhlenbeck 1979). So, the same question can be expressed in three different levels :

Will you go to Surabaya ?

1. *Apa kowe arep lungo nyang Surabaya ?*
2. *Napa sampeyan ajeng kesah ten Surabaya ?*
3. *Menapa panjenengan badhe tindak dhateng Surabaya ?*

Number 1 is the low level and the number 3 is the high level. Whether someone will use level 1 or the others depends on to whom they speak. People of the same age usual-

ly use level 1 when they have a conversation. Level 1 is also used by someone of a higher class to someone of a lower class. Level 2 is used among lower class or among people of the same age. The difference of level 1 and level 2 is that level 2 is more formal than level 1. While level 3 is used to show respect to the addressee. It is usually used by someone of lower class to someone of the upper class or by younger people to older people.

From the explanation above, we know that Ponorogo people have, at least, four choices of language styles in their daily speech event. So they should be able to choose the appropriate language variety to the circumstance. If they speak Javanese in one occasion, they use Indonesian in other occasions. Usually they use Indonesian in formal situations such as meetings, speeches, discussions etc. But sometimes they also speak in Indonesian in informal events when they talk about certain topics. Congratulating someone's birthday is not usual to be expressed in Javanese. So they tend to use Indonesian although it happens in informal situation. Indeed, the use of Javanese and Indonesian depends on the topic that is being talked. If they study a certain topic in Indonesian, they usually use Indonesian to talk about the topic in the following speech event. But it often happens too, that people do not talk about such topic in Indonesian. They talk in Javanese and borrow certain terms from Indonesian. It usually happens because they do not find the equivalent word in Javanese

so they borrow the appropriate work of Indonesian. In such situation borrowing or code-switching often happens. Borrowing and code-switching are parts of language choice, but the writer will not discuss that because the writer is not concerned with such topics.

Before discussing further, it is better to know some discussions on language choice which is done by previous researchers.

1. Hill and Hill (1980)

They studied the language choice between Spanish and Nahuatl in Mexican-Indian group. In this case they focused their research on the use of code-switching and code-mixing.

2. Greenfield (1972)

He studied the choice between Spanish and at least three congruent components: person, place and topic. In his research he distributed questionnaires in which the subjects were given two congruent factors and asked to select the third factor, and also the language that they would use in that combined circumstances.

3. Parasher (1980)

Parasher made his research among 350 educated people in two cities in India. He also attempted to determine people's language use in domain. In his questionnaires he asked about language used in seven domains: family, friendship, neighbour-

hood, transaction, education, government and employment.

4. Laosa (1975)

In his investigation he examined the language used by elementary school children from three Spanish speaking communities in the United States Cuban Americans in Miami, Mexican American in Austin, Texas; and New York City Puerto Ricans.

5. Susan Gal (1979)

She studied the language choice and shift in Oberwart in Eastern Austria. In this observation she found that language choice depend on who they were talking to.

Although several researchers have been done on language choice, it will not be useless to study language choice among students of SMA I Ponorogo because the problem faced by every speech community is different.

I.2. Statement of the Problem

Based on the background the writer mentioned above, the problem that will be discussed are:

- What language is used by students of SMA I Ponorogo in their speech events ?
- How is the students' language choice if it is related to their sex and social status ? Are there differences between language choice of male and

female students, and between high and lower social class students ?

I.3. Significance of the Study

By discussing language choice among students of SMA I Ponorogo, the writer hopes it can be a contribution in sociolinguistics and useful for the readers to broaden their knowledge on the language which are used in Ponorogo especially by students as members of young people.

Furthermore, the writer hopes it can contribute to the studies on language choice and other studies which are related to it. For SMA I which is the location of the research, the writer hopes that the result of this study may be used to help increase the students' awareness in using the Indonesian language as the government suggests 'Pakai-lah Bahasa Indonesia dengan baik dan benar'. The writer also hopes the students keep using Javanese in certain occasions so the Javanese language will exist continuously.

I.4. Theoretical Framework

In language choice, there are many aspects that can influence the speaker in selecting the appropriate choice in their communication. The concept of domain developed by Fishman, which will further be used as the theory to solve the problem, proposed that there are certain institutional contexts in which one language variety is more likely to be appropriate than others (in Fasold 1984 : 183). The

point of departure of this concept is the question: *who speak what to whom and when?* (in Rene Appel & Muysken 1987 : 23). Obviously, domain is determined by the topic of conversation, the role relationship of the speakers and the setting of interaction.

'Who speak to whom' means the participants. How the relationship between them determines the choice of language they use. If they are closely related each other they tend to use informal style and vice versa.

In Javanese, the position of the participants have important role in the choice the language they use. As we know there are three language levels in Javanese: *'Ngoko'*, *'Krama madya'* and *'Krama inggil'*. There is also a norm that objects to young people using *'ngoko'* to older one, and lower social class to the higher class. So, whether people use *'ngoko'* or *'krama madya'* or *'krama inggil'* depends on *'who speak to whom'*.

'Speak what' is related to the topic of conversation. Topic is a determinant of language choice in multilingual contexts (Savile-Troike 1982 : 53). Using one language for a particular topic usually happens if the speaker learns some topic through the medium of one language. Because they have been accustomed to using the vocabulary of one language or they do not know the equivalent word in the second language, they tend to use the first language to talk about the topic.

Most Javanese people start to use Indonesian when

they are in elementary school. All subjects are studied and taught in Indonesian except the regional language program. So, many students prefer to use Indonesian than Javanese when they talk about their school program or something they study with Indonesian as the medium. When a student wants to congratulate a friend on his birthday, he tends to use Indonesian because it is not usual to say it in Javanese. It sounds funny to translate '*Selamat Ulang Tahun*' into Javanese. For a Javanese-Indonesian bilingual person, topic determines especially, in the choice between Javanese and Bahasa Indonesia.

'*When*' is related to the setting of the interaction. Although Fishman used '*when*' to refer to setting, actually there is another factor that can determine domain. Savile-Troike stated that setting included locale and time of the day (Savile-Troike 1982 : 54).

Setting that influences the choice of the students are formal and informal situation. Usually students choose Indonesian for formal setting and Javanese for informal one.

Besides, the writer also use Nick's theory that is used to determine respondents' social status. In his '*The Rise of a Middle Class and the Changing Concept of Equity in Indonesia*', Dick defines upper class as feudal origin, holding power and wealth by virtue of birth, and lower class as peasants and workers, lacking power, wealth and even education (in Oetomo, Prisma 1 1989 : 23). Whereas

middle class is a group distinct from upper class or lower class. Further Dick states that there is no upper class anymore in Indonesia, because "kaum bangsawan" or "priyayi" who are taken for upper class in Indonesia do not have dominant roles anymore. There have appeared new elite whose roles reshuffle the roles of upper class in the past (*priyayi*).

Based on the theory above, the writer divides the students' social class as high class and lower class. High class, in this case, is new elite who reshuffle the roles of higher class in the past.

I.5. Limitation of the Study

As the writer mentions above language choice is influenced by the domain. They are topic of the conversation, the relationship between the participants, and setting of interaction. Such factors are categorized as situational factors. Besides, social factors are other factors that can influence language choice. Social factors include age, sex, social status, religion, and ethnic group of the speaker. Situational factors come from outside the speakers, whereas social factors come from the speaker himself.

Both types of the factors the writer mentions above will be the limitation of the study for this discussion. Situational factors will be used to discuss the first problem and social factors will be used to discuss the second

one. The writer will not discuss all social factors because the discussion will be too broad. So, the writer will limit her discussion on language choice differences of speakers who have different sex and social stratification.

I.6. Methodology

I.6.1. Working Definition

Language choice is students' action to choose one appropriate variety of Bahasa Indonesia and Javanese styles, 'ngoko', 'krama madya' and 'krama inggil', to be applied in certain situation.

Students of SMA I Ponorogo are people who are registered as students of SMA I Ponorogo when the research is being done.

Ponorogo is the name of regency in East Java.

Standard Bahasa Indonesia is the language that is constituted as the Indonesian national language of which the structures are ruled in Pedoman Bahasa Indonesia Baku.

Nonstandard Bahasa Indonesia is Bahasa Indonesia which is used by certain group in which the structures have been influenced by the regional dialect. Examples: Bahasa Indonesia Jakarta, Bahasa Indonesia dialek Manado etc.

Ngoko is the lowest style of Javanese. Such style is usually used in informal situation.

Krama madya is middle style of Javanese. It is

usually used in informal situation, too, but '*ngoko*' is more informal than '*krama madya*'.

Krama inggil is a highly deferential style of Javanese which is usually used in formal situation.

I.6.2. Type of the Research

The type of research the uses is the explorative descriptive. By doing this research the writer wants to get as much data as possible, so it can help to solve the problem that will be discussed.

The purpose of this research is to gain familiarity with the phenomenon to formulate a more precise research problem, so we can portray the characteristics of the situation that is observed.

I.6.3. Location and the Population of the Research

The location of the research is in SMA I Ponorogo. The writer chooses this location because the students in this school are bilingual and are still able to use and to understand all styles of Javanese. The writer often finds, especially in big cities such as Surabaya, that young people can neither speak in '*krama madya*' nor in '*krama inggil*'. So they just use '*ngoko*'.

The population of this research is all students of SMA I Ponorogo who use and understand Indonesian and three Javanese' distinct level styles. The number of the students is 941.

I.6.4. Sampling

The number of students of SMA I Ponorogo is 941. Considering the limited time, cost and energy the writer takes 100 informants, 50 informants are male and the others are female. The informants will be taken randomly with the following criteria:

1. Javanese
2. Be able to speak Indonesian and three kinds of Javanese language style
3. Living in Ponorogo all their lives and never influenced by other dialects

The technique used to take the sample is systematic random sampling. After knowing the number of the students, each student will be given her/his own number. Female students will get number 1 to 458 and male students will get number 459 to 941. Then, the sample will be taken by using the following formula :

$$K = \frac{N}{n}$$

K = interval sampling

$$K = \frac{N}{n}$$

K = interval sampling
 N = the number of population
 n = the number of the sample

From the formula we will find the interval sampling as the following :

$$K = \frac{941}{100} = 9,4 \text{ -----} = 9$$

After knowing the interval sampling, the writer starts to choose her samples. If she chooses number 1 as the first sample, the following student that will become the sample can be found by using the following formula :

$$\text{Sample } n = I + ((n - 1) \times K)$$

n = sample number

I = number of the first sample

K = interval sampling

By using the formula above, the samples are the students which have the following number :

$$\text{Sample } 1 = 1$$

$$\text{Sample } 2 = 1 + ((2 - 1) \times 9) = 10$$

$$\text{Sample } 3 = 1 + ((3 - 1) \times 9) = 19$$

$$\text{Sample } 4 = 1 + ((4 - 1) \times 9) = 28 \text{ etc.}$$

I.6.5. Technique of Data Collection

The technique that is used to collect the data are:

- Questionnaire

Questionnaires are used to obtain data about language that is used in certain situation. In this case the informants are asked to state the language that they use

in the domain that the writer gives.

The items that will be asked include respondents' identification (part A), respondents parents' identification (part B) and language choice of the respondents (part C).

Respondents' identification include name, sex, age, their language, whether or not they have lived in other places etc. Respondents parents' identification include their occupation, education, social stratification etc. The writer thinks it is important to know the identification of respondents' parents to find out their social status with the assumption that the students still depend on their parents, so their choice of language is still influenced by their parents. Besides, it is also important to know whether or not that different social status will make their choice different.

In language choice item, the writer will ask the students to tell what language they use in the domain that the writer gives.

The form of questionnaire can be supply type item and multiple choice. By supply type questionnaire, students are supposed to tell either their own identification or their parents' identification. Whereas by multiple choice students are supposed to choose certain language variety for certain situation that is mentioned in the questionnaires.

The questionnaires will be distributed to the stu-

dents who are chosen to become informants. The writer guides them to answer the questionnaires. Further, the students can answer the questionnaires at home, because there are many items that must be confirmed with their parents. And then the writer will collect the complete questionnaires the following day.

- Participant - observation

In the participant-observation method, the writer takes the role of a member of the speech community. By using this method, the writer hopes to be able to get more valid data that is obtained from the questionnaires. In this case, the writer will try to join with the students, for instance, in the canteen or school library. By making small discussion on some topics, the writer wants to get some data about their language use. Besides, the writer also interviews some students and teachers about their opinion on language use of male and female, and language use of lower and higher class.

I.6.6. Technique of Data Analysis

In a research a researcher can use one from two kinds of methods of analysis. They are quantitative or qualitative analysis. To describe this discussion the writer will analyse quantitatively because the result of the research will be shown in percentages.

As soon as the process of data collecting have been

finished, it is continued with analysing data. For the first time, the writer will check the questionnaires and clasify them according to the social variable, sex and social status. So, female respondents' questionnaires are separated from male respondents' questionnaires. Respondents are also classified according to their social status. From the amount of data from the questionnaires the writer classifies them into higher or lower class. The criteria of each social status will be presented in chapter three. Such social variables are necessary to know the differences of language choice between boys and girls, and also between higher and lower class.

After knowing the classification of each respondents, the writer counts the number of respondents from each class who use certain language in certain situation. Then, the result will be presented in percentages on tables such as the following :

LANGUAGE STYLE DOMAIN	M A I L E				FEMALE			
	Ng (%)	Krm (%)	Kri (%)	BI (%)	Ng (%)	Krm (%)	Kri (%)	BI (%)

The same table will be used to present students' language choice related to their social status.