

CHAPTER I

INTRODUCTION

1.1. Background of The Study.

Language is by far the most powerful and versatile medium of communication. All known human group possesses language. Language, which has been considered man's most remarkable achievement, is so much a part of our lives, like the air we breathe, that very often we take it for granted and as often are not aware of its characteristic features. Language is used for communication, allowing people to say things to each other and express their communicative needs. Language is also the cement of society, allowing people live, work, and play together. According to one hypothesis associated with the linguist Edward Sapir and his student Benjamin Lee Whorf, languages may make something easier for their speakers to say than other things.

Language, the subject matter of linguistics. As we know, linguistics covers some aspects of language, such as morphology, phonology, syntax, and so on. We call them as the pure linguistic studies. Besides, there are also some branches of linguistics dealing with the user of the language and the society concerned, such as ethnolinguistics, sociolinguistics, psycholinguistics, and so on.

In this paper we deal with sociolinguistic matter, that is the study of language in relation to the society. As we know, Indonesia has a complex sociolinguistic situation; within its border, a great number of languages are used in complicated system of functions and purposes. Whatever distinction one may give to the term "language" as over against "dialect", it seems now fair to say that there are at least 400 languages in Indonesia.

The most important and uniquely placed language is Indonesian (Bahasa Indonesia) which has declared the state language by the 1945 Constitution, Section XV, Article 36. It is "The National Language" and the only official language in Indonesia. As the state language, Indonesian has many function, especially in formal situation, such as, as the medium of instruction in education, as the tool for communication on the national level for planning and implementation of national development and governmental affairs, and so on.

The other indigeneous languages of Indonesia are called *vernaculars*. By far the greatest number of the population - about ninety per cent - start life speaking one of the vernaculars, learning Indonesian later on usually in primary school. According to National Language Policy, vernaculars are defined as Regional Language. As Regional Language, vernacular is used only in informal

situation and other situation dealing with traditional matters.

It is clear, however, that practically everybody is a bilingual in the cities and towns of Indonesia with the people speaking one vernacular or local language, (one's first language or *mother tongue*) and Indonesian. In many cases, people speak three regional languages. In addition to speak those three regional languages, people sometimes speak one or more than one foreign languages.

The above remark do not imply that the level of proficiency will be the same in all languages which are spoken. However, the proficiencies of an educated person who is bilingual in his first language and Indonesian could be considered equally high, with the understanding that there is usually a *diglosic* pattern (that is, the two languages are used in largely different and complementary sociolinguistic domains and situation). The first language is most often used in personal, intimate, and effective domains and Indonesian in more formal and public domains (including, of course, in official business, science and technology).

The spread of *Bahasa Indonesia* throughout the country and into all levels and sectors of society through education, law, commerce government, and still many other factors, give great influence in the use of vernaculars.

Javanese is one of vernaculars which is used by Javanese mostly in Centre and East Java. The spread of *Bahasa Indonesia* also gives influence to the use of Javanese in its society. In Javanese society, especially in cities, the use of language in daily life is colored by the use of two languages, Javanese and Indonesian. Even now, they use Indonesian not only in formal situation, but also in informal situation (daily conversation at home). It means that some Javanese roles as a *mother tongue* and language at home have been taken by Indonesian. That's why we can see the fact that many javanese, especially the young people, cannot speak Javanese well as the rules. Beside the spread of Indonesian use, there are still some other factors that can promote the extension of Indonesian use in Javanese society, such as economic changes, industrialization, the development of mass media, and so on.

Nowdays, we can see the other tendency that javanese parents, especially the young one, start to teach their children to speak Indonesian in early age, rather than Javanese. Most of them introduce Indonesian words as the first words to their children when they start to learn to speak. The result is Indonesian has great proportion as a language at home. Of course, Indonesian which is used is not Indonesian as the standart language, Indonesian as

daily language in which there are some Javanese words interfere in it sometimes.

From the fact above, the writer is finally interested in observing and analyzing this phenomenon.

1.2. Statement of The Problems

From the background above, the writer tries to answer the following problems :

1. What are the indicators of language shift among the young javanese families in Surabaya?
2. What conditions lead the shift of language use in the young javanese family in Surabaya?
3. What reasons gear the young javanese family to teach and use Indonesian to their children in their early ages?

1.3. Objective of The Study.

Concerning to the problems above, the writer would like to make the objective of the study, that is the writer wants to know indicators of language shift among the young javanese families, some conditions that lead the shift, and the reasons that gear the young javanese family to teach and use Indonesian in their early ages.

1.4. Significance of The Study.

The significance of the study is expected to give a meaningful contribution to the linguistic studies, especially for the English Department Students, and useful information for the readers, especially for linguistic observers who are interested in studying and analyzing language phenomena in Javanese society.

1.5. Scope and Limitation.

In this research, the writer will see the language shift based on the role relationship among javanese families in their informal situation (daily talk). In this case, the writer will only give limitation in the young families whose parents' ages are not more than 40 years old, and they at least have graduated from senior high school. The writer also gives limitation that only those who have under six-year-old children which will be observed.

1.6. Theoretical Background.

In this research, the writer will base her study on Fasold theory of language shift. He says that:

'Language shift' simply means that a community gives up a language completely in favor of another one. The members of the community, when the shift has taken place, have collectively chosen a new language where the old one used to be used. And when a speech community begins to

choose a new language in domains formerly reserved for the old one, it may be a sign that language shift is in progress Fasold, 1984:213).

1.7. Method of The Study.

In this research the writer will use the qualitative descriptive method, in which it is expected to be able to describe the phenomena of realities by analyzing the data inductively and causative relationship (Moleong, 1991:).

1.7.1. Location and Population.

The location of this research is Surabaya, the second biggest city in Indonesia. The spread of Indonesian throughout the city and into all levels and sectors of society through education, commerce, law, government, and so on, will give big opportunity to the existence of this phenomenon.

The population of this research is the families of the students of some kindergartens in Kelurahan Airlangga Kecamatan Gubeng, Surabaya.

1.7.2. Sampling.

The method of getting the sample in this research is "*purposive sampling*, in which the taking of elements that includes into sample is done intentionally, with a notion that the sample is representative.

This research will be focused on the young javanese family. What the writer means with *the young javanese family* is the family whose parents' age are not more than 40 years old, and with under six-year-old children in the family. The respondents in this research should be:

- a javanese mother,
- under 40 years old,
- at least senior high school graduates,

In addition, these families have never lived outside Surabaya in which the vernacular is not Javanese, for along time.

From 107 respondents, the writer takes 70 respondents that have valid data as her sample.

1.7.3. Technique of Data Collection.

The techniques of data collection in this research are;

1. *Questionnaire*, that is a list of questions (in written form) which have to be answered by respondents in order to get the data. The writer will use a closed-question (multiple choice form). The writer chooses to use a closed-question, because it is much easier for respondents to deal with and easier to score.

2. *Interview*, that is a technique of data collecting

through one-sided question-answer that is done in a systematic way and oriented on the objective of the research (Marjuki, 1977). It is important to be done in order to get data that only be obtained by asking the respondents directly (It is to support the validity of the data from questionnaire).

In this research the writer uses 'controlled interview, in which two kinds of interview (guided and unguided) are combined. This technique is more flexible than the others, and often used in social research. Besides, this technique gives some advantages, as Sutrisno Hadi says in his 'Metodologi Research':

Interview bebas terpimpin (controlled interview) inilah yang paling kerap kali digunakan dalam penyelidikan-penyelidikan sosial. Ia merupakan yang sangat besar jasanya untuk studi yang intensif tentang sikap sosial. Keluwesan yang dikandung di dalamnya, jika dipergunakan sebaik-baiknya akan membantu penyelidik mengungkap segi-segi efektif serta latar belakang keyakinan yang ada di balik jawaban-jawaban yang diberikan oleh interviewee. Ia memberi kesempatan yang seluas-luasnya kepada seseorang untuk menyatakan dan menangkap pernyataan secara mendetail, sehingga oleh karenanya konteks sosial tentang sikap, keyakinan, dan perasaan seseorang dapat digali sedalam-dalamnya. Kemampuannya untuk mencapai tujuan penyelidikan semaksimal-maksimalnya secara spontan, bukan dipaksa-paksa. Sebab hanya dalam suasana semacam itulah soal-soal yang sangat pribadi dapat diungkap sedalam-dalamnya (Sutrisno Hadi, 1980:207).

3. *Observation*, that is the technique of data collecting which is done by observing the phenomena occurred directly. This method is useful to support the validity of the data that the writer has got either from questionnaire or

interview.

In this research, the writer uses 'structured observation' technique. In this technique, the scope of observation is more limited (only on the main purpose of observation). So, it is not necessary for the observer to observe the whole situation of the society concerned.

1.7.4. Technique of Data Analysis.

In this research, the writer uses *qualitative method*. This technique focuses on the strategy of research such as *observation and interview*, that enables the researcher to obtain information about empirical social problems.

After collecting data from questionnaire, interview and observation, the writer will analyze the data by determining certain variables of questionnaire, and then tabulate it as supporting data. Here, the writer divides her data into two groups: group 1 and group 2. Group 1 consists of parents and children in which the respondents are the female children of the family. Group 2 also consists of parents and children, in which the respondents are the mothers of the family. In other words, group 1 is the family of respondents in the past, while group 2 is the family of respondents in the present time.

In analyzing her data, the writer uses terms '*very often, often, seldom, and very seldom*' in order to know

the frequency of either Javanese or Indonesian use. After arranging the data from each group, then the writer compares and determines whether there is a decrease or an increase in each language use of each indicator that finally shows whether or not there is a shift in language use in the young javanese family in Surabaya.

1.8. Definition of Key Term.

- Shift** : means to change or transfer from one place, position, direction, person, etc, to another.
- Language** : is the words, their pronunciation and the methods of combining them used and understood by a considerable community and established by long usage.
- Language Shift** : is the gradual or sudden move from the use of one language to another, either by an individual or by a group.
- Language learning** : is the conscious knowledge, or 'knowing about' language in everyday language.
- Language teaching** : is the conscious process of teaching to use certain language to the children .
- Javanese Use** : the use of Javanese in general (daily

use). The writer does not differentiate into specific form such as Javanese Ngoko, Krama madya and krama Inggil.

Indonesian Use : The use of Indonesian as a daily language.

1.9. Organization of The Paper.

This paper contains 5 chapters, and each contains a specific discussion. *Chapter I* is the introduction of the whole study. It contains the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical background, method of the study, definition of key terms, and organization of the paper. *Chapter II* contains the theoretical framework, that is the elaboration of the theoretical background taken from chapter I. Here, the theory will be discussed deeper and wider. *Chapter III* contains the general description of the object of the study. Chapter IV contains the presentation and analysis of the data. Here the study will be discussed completely. Finally, this paper will be enclosed by giving the conclusion of the whole study in *Chapter V*.

CHAPTER II

THEORETICAL FRAMEWORK