

## CHAPTER II

### THEORETICAL FRAMEWORK

#### II.1. GENERAL DESCRIPTION

##### II.1.1. Geographical location

Sukamade is small district which is to be part of Sarongan Village, Pesanggaran, Banyuwangi. It is situated about 15 kilometers apart from its central village government (Sarongan) and the transportation system toward this district is difficult since there is only one old farming truck which carries numerous passengers every day crosses over the wild life forest, Meru Betiri.

Sukamade district itself is notably as a remote and isolated district since it is surrounded by jungle woods of tropical forest and the Samudera Indonesia is laid over its southern. Its coastal region is well-known as Sukamade's Turtles Hatchery and become as restricted area.

Because of its location (laid between forest and ocean), the humidity of this district is measured as high-scale, and therefore any plants are fertily grown such as coconut, chocolate, rice, sugar-reed, and even coffee. All of these varieties are becoming main agricultural products of Sukamade's farmer.

Because of its natural fertility, many people intend to migrate to Sukamade every planting period. They usually have purpose to become labor in the farming land which is possessed by PTP XXV. Many of them comes from Jember, Bondowoso, Situbondo, and Banyuwangi itself.

I assume, this migration by outer people is the factor which flourishes bilingualism. They are put into one location (Sukamade) by job motivation. They usually move in Sukamade as a whole family. However, it is hard to predict the beginning of bilingualism.

#### II.1.2. Demography

Sukamade, based on the data obtained from Kelurahan Sarongan Village, is inhabited by 1274 people. There are two ethnic origins exist, respectively Javanese and Madurese. The composition of Madurese ethnic group is so prominent that they enable to use Madurese language among adults in every day speech act.

Javanese ethnic group may also use their language among them, yet the use of this language is less popular compares with Madurese. However, Javanese language is remained tolerable by Madurese ethnic group. It is caused by the fact

that Madurese is also able to give their conversation feedback in javanese properly. And conversely, the Javanese is also able to understand Madurese language.

The data which is obtained from Kelurahan Sarongan is described as follows :

Table 2 The data of Sukamade inhabitant based on gender/sex

Table 3 The data of Sukamade inhabitant based on job

Table 4 The data of Sukamade inhabitant based on age

Table 2

Ethnicity	Madurese	Javanese	Total
Sex			
Male	482	227	709
Female	371	194	565
Total	853	421	1274

Table 3

Ethnicity	Madurese	Javanese	Total
Job			
Farming	148	89	237
Laboring	327	156	483
Cattling	143	78	221
Trading	16	7	23
Total	634	330	964

Table 4

Ethnicity	Madurese	Javanese	Total
Age			
0 - 15	163	97	260
16 - 30	211	134	345
31 - 45	352	198	530
46 - up	73	46	119
Total	799	475	1274

(Data per May 1994)

### II.1.3 Education

Sukamade has one elementary school and one kindergarten. The elementary school, namely SDN Sarongan IV, uses Javanese and Madurese language to deliver the lesson depending on material (Whether it is acceptable in one language than another). The same case also happens to the kindergarten which uses two principal languages. For Sukamade's teacher, the use of Javanese-Madurese is a natural and most convenience method to deliver lessons. However, for the teacher who does not master those two languages, he may uses Bahasa Indonesia. It is should be admitted that the education process may develop student's language skills.

### II.1.4 Religion

Islam is the religion which has the biggest disci-

ples, while Christian does also exist with fewer disciples. In Sukamade, the existence of those two religions are highly-respected by the establishment of mosque and church. The use of Madurese and Javanese are common in preaching in the mosque and church, but, when the preachers recommend the disciples to read holy Qur'an or the Bible they would refer it to Bahasa Indonesia, not those two languages. This fact leads us to reality that the people still assume not to translate such a religious reference in order to avoid misinterpreting. They only would help the follower to comprehend the essence of the revelations in case if the disciples meet difficulties to understand it.

#### II.1.5 Alimony

Sukamade people are more interested in farming and laboring in fabric than become fisherman. Laboring job situation enables Javanese and Madurese ethnic groups always to communicate between them. The language which is used in manufacturing fabric (of agricultural products) is Madurese, yet the use of Javanese is less existed.

Beside interesting in laboring, they also interest in having poultry and cattle. The number of poultry is unidentified, number of cow and goat is respectively 78 and 273.

The cattle itself is developed as home industry to fulfill their needs of milk and beef, and from poultry they obtain eggs.

#### II.1.7.6 Governmental Structure

Sukamade district is leaded by Mochammad Toyib as Kamituwo, the highest leader in the district and the representative leader of Lurah. Sukamade itself consists of 4 RWs and subsumed into 11 RTs. The structure is complemented by the attendance of Ceremonial Religious Representative (Pembantu Modin) and vice of leader (Pembantu Kepala Dusun), respectively namely Amirudin and Supan.

Kamituwo has obligation to report any crucial moment that has to be known by Sarongan's chief (lurah) and to be responsible on the security and welfare of Sukamade's inhabitants.

Beside those basic duties, he has to manage all facility and farming schedule of Sukamade people. This caused by the fact that he is the only one who masters and know better about developing agricultural product. In accordance with his bilingual capacities, he can speak Madurese (he came from Jember), Javanese and Bahasa Indonesia as well; and he

knows exactly when he has to switch between those three languages.

## II.2. REVIEW OF RELATED THEORIES

As it has been noticed above, the whole study is discussing about bilingual proficiency which is possessed by Sukamade's children. The bilingual proficiency itself is investigated upon Javanese-Madurese languages.

The obvious definition of bilingual is : Someone who speaks two languages' (Crystal, 1988:362). But this definition is not suffice. Sukamade's children, as I noticed, do fulfil that condition. That above definition unfortunately says nothing about the level of proficiency that has to be attained before speakers can legitimately claim to be bilingual --- (Crystal, 1988:362).

Before going further to study Sukamade's bilingual proficiency possessed by its children, an adequate explanation will be given below about bilingualism:

### II.2.1 BILINGUALISM: Concepts and definition

Language contact inevitably leads to bilingualism. Generally, two types of bilingualism are distinguished: Societal and individual bilingualism. Individual bilingualism

occurs when someone is able to master the language capacity, every person in Sukamade are able to use Javanese and Madurese languages. Based on this fact, I may characterize this group of people into societal bilingualism. Societal bilingualism occurs when two or more languages are spoken (Appel dan Musken, 1988:1).

In this sense, nearly all societies are bilingual, but they can differ with regard to the degree or form of bilingualism. Theoretically, the following forms can be distinguished (see figure 1).

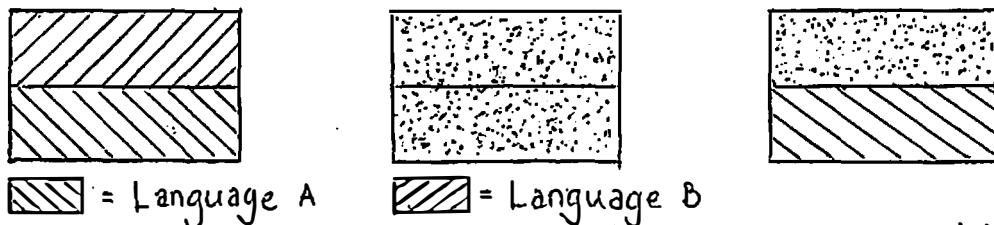


Figure 1 = Schematically represented forms of societal biling.

In type I the two languages are spoken by two different groups and each group is monolingual; a few bilingual individuals take care of the necessary intergroup communication. In societies of type II all people are bilingual and the respective use of those existed languages are taken place on the equal proportional role of each of them. In the third type of societal bilingualism one group is monolingual, and the other bilingual. By this description of bilin-



gualism type, I designate Sukamade people into the second type since Javanese and Madurese languages are taken place on the equal proportional role. But, when I observe its children's language, I conclude that the use of Javanese language is to be the priority.

It is fairly clear what individual is bilingual or not is far from determining whether a given person is bilingual or not is far from simple. There are several further that have to be matched with the categorization of bilingual such as, who use both languages with equal ease ? To what extent must a speaker have command over the two languages in order to be labelled a bilingual ? Must he or she have fluent oral and writing skills in both languages ? Must a true bilingual be proficient in productive (speaking, writing) as well as receptive task (listening, reading) ?

Due to this last categorization, I choose Sukamade 's bilingual children to investigate their proficiency both in productive and receptive skills. The reason I choose them to be my object is, because of their 'semi-lingual' phenomenon which arises gradual language changing/transition from using Javanese into Madurese.

In the history of the study of bilingualism, various

definitions have been proposed. There are two extreme, but well-known variants. Bloomfield made the highest demand. According to him, a bilingual should possess native-like control of two or more languages (cf. Appel and Musken, 1988: 2). At the other extreme, Macnamara (cf. Appel and Muysken, 1988:3) proposed that somebody should be called bilingual if he has some second-language skills in one of the four modalities (speaking, listening, writing, reading), in addition to his first language skills.

In accordance with those two extreme variants of bilingual theory, I combine those theories to be more flexible. It is hard to apply Bloomfield's theory to Sukamade's children because the conditions he stipulated was too strong. In other hand, Macnamara's theory stipulated weak conditions for individual in order to be claimed as bilingual -- (one of the four modalities).

It is a theory of Alwasilah that could fulfill the conditions stipulated by those two variants. Alwasilah (19: 125)' stated that one's level of proficiency will appear in his four skills, i.e, listening, reading, speaking and writing.

### II.2.2. LANGUAGE PROFICIENCY

The notion of proficiency raises some very complex issues. the 'obvious' answer for the definition of proficiency is to say that people are bilingual when they achieve native-like fluency in each language (Crystal,1988:362).

In fact, this criterion is far too strong. People who have 'perfect' fluency in two languages do exist, but they are exception, not the rule. the vast majority of bilinguals do not have an equal command of their two languages.

Studies of bilingual interaction have brought to light several differences in linguistic proficiency, both within and between individuals. Many bilinguals fail to achieve a native-like fluency in either language. Some achieve it in one (their 'prefered' or 'dominant' language), but not the other.

For such reason, scholars now tend to think of bilingual ability as an accomplishment of language skills. Bilingual people will find themselves at different points on this continuum, with a minority approach the theoretical ideal of perfect, balance control of both languages, but most beeing some way from it, and some having very limited ability indeed.

The implicit conception of language proficiency has entailed viewing proficiency as little more than grammar and lexis. The recent movement toward communicative language teaching has been associated with a broader view of language that includes not just its grammatical aspect, but also the ability to use language appropriately in different contexts and the ability to organize one's thought through language that is to say, that it is now attempted to develop student's sociolinguistics and discourse competencies in addition to their grammatical competence. In short, the conception of what it means to be proficient in a language has expanded significantly (Harley et al., 19:7).

There are two frameworks for conceptualizing the nature of language proficiency. The first was the communicative competence framework developed by Canale and Swain (1980). This framework initially distinguished grammatical, sociolinguistic, and strategic competence. The framework was later refined by Canale (1983) into grammatical, discourse, sociolinguistic and strategic competence. The framework was designed primarily to facilitate the process of curriculum development and language assessment in second language teaching.

The second framework involved a distinction between the use of language in context-embedded and context-reduced situations (Cummins, 1984). The former is typical of face-to-face interactions where the communication is supported by a range of contextual cues, while the latter is typical of many academic contexts and involves primarily linguistic cues to meaning.

The integration of these two framework resulted in a 3 x 3 matrix comprised of measures of grammatical, discourse, and sociolinguistic competence assessed in oral and written productive modes and by multiple-choice written tests. Though any testing situation is likely to be less context-embedded than naturalistic, face-to-face interaction, the oral measures were conceived as being relatively more context-embedded than the written measures, which were more typical of academic (context-reduced) assessment procedures (Harley et al., 19 : 8).

### II.3. REVIEW OF RELATED STUDY

This kind of investigation which observes bilingual proficiency has ever been conducted by a linguist named J. Rubin in Paraguay about 1968. The phenomenon which is feasi-

ble to conduct by him is the children's bilingual proficiency upon Paraguay's two official languages that is Spanish and Guarani.

He embarked his investigation by the facilitation of eleven social variables with which the acquisition and proficiency of both or either language may relate. Those discussed social variables are :

- . Social class
- . Age
- . Sex
- . Occupation
- . Religious affiliation
- . Political affiliation
- . Family
- . Locale
- . National origin
- . School
- . Informal variables

Due to the fact that he may make a generalization of bilingual children in that nation, he took principally the data from two areas, that is from the random sample census made of Luque consisting of 299 individuals (five years and above), and from the house-to-house census made of Itapuami consisting of 984 individuals (five years and above as well).

J. Rubin furthermore derives theories from some previous linguists to examine the proficiency of Paraguay's

children. He adopted Diebold's theory which performs a translation test consisting of words taken from Swadesh basic word list to check the bilinguality of the Huaven of Mexico. This test reveals only one skills i.e. the speaker's ability to translate certain vocabulary items. Furthermore, he also adopted Lambert test (1955) which elaborated controlled experiment testing relative ability to respond to word commands. The last is an experiment which had ever been conducted by Carol (1959) which constructed a test entitled 'Pictorial Auditory Comprehension Test'. This test is designed to measure only aural comprehension, not oral production.

Then, he formulated his theory about proficiency data based on subjective observation and judgement of the skill of an informant. He interviewed informants in both languages using a tripartite scale (none, so/so, good) to measure each informant's ability in speaking, understanding, and reading Spanish and Guarani. In overall, he accomplished his data based on variables as follows :

- Age. The age of acquisition has a considerable part to play in the degree of proficiency in, and probably with the attitudes which people have toward, each language. He used a fourfold age classification suggested by Haugen

(1956) infancy, childhood, adolescence, and adulthood, to indicate the approximate age of acquisition of each language.

- Sex. The explanation for the difference between subordinate and coordinate bilinguals seems to lie in the greater amount of education for men, and the increased opportunities for exposure through travel, army service, and work experience.
- Social class. Upper class respondents more frequently tended to learn Spanish first and Guarani second and to be more proficient (at least in the amount of vocabulary) in Spanish; whereas, lower class or rural informants much more frequently tended to learn Guarani first and to be more proficient in it. Since upper class respondents have greater access to schooling, they tend to have a more intensive exposure to Spanish. But by no means did all upper class respondents learn Spanish first. Many learned Spanish and Guarani simultaneously.
- Occupation. More respondents were not exposed to Spanish first through their job. The first exposure was through schooling. However, some did indicate that their knowledge of Spanish or an improvement of it came from their employment.



- . Religious affiliation. Most Paraguayans are Chatholic so this variable does not enter into consideration. There is no relation between religious affiliation and bilingualism.
- . Political affiliation. The writer did not feel it appropriate to inquire about political affiliation of his respondents. As a result, no evidence is available to demonstrate a relation between degree of bilingualism and political affiliation.
- . National origin. Respondents whose parents had been born in other countries or who had themselves been born abroad always learned either Spanish or both languages simultaneously.
- . School. Because his respondents mostly lived in rural area the first continuous of the classroom. Only a very small proportion of those who knew some Spanish had first been exposed to it outside the school system.
- . Family. In the rural area, there is no indication that family background effects either acquisition or proficiency. As indicated, because almost all respondents acquisition came through schooling would result that proficiency

was dependent on the amount of schooling an individual ever had.

- Location. Bilingual acquisition and proficiency may be correlated as in the study by Barker (1947), with the neighbourhoods of a town or it may find some correlation with rural versus urban areas.
- Informal variables. Although continuous exposure came first from schooling for Guarani monolinguals, additional exposure was available through informal means. Informal variables include :
  1. From friends or on the streets of the town.
  2. Although not mentioned by informants, the mass media also represented another source of exposure to Spanish
  3. In play groups.
  4. From popular songs.