CHAPTER I

INTRODUCTION

I.1. Background of the Study

Sociolinguistics is a distinct discipline which comprehend the study of the structure and use of language in its social and cultural context (Pride and Holmes, 1972). This branch of linguistics study enables us to observe certain distinctive societies which convey some linguistic phenomena.

Bilingualism is one of linguistic phenomena which currently has attracted many linguist' attention. This -ism apply to situations where two or more languages are involved (appel and Muysken, 1988:3).

A bilingual situation can develop which may be difficult to disentangle because of their obscure historical origins. The situation is often of the people's own choosing, yet it may also be forced upon them by other circumstances such as political turbulence and affiliation, natural disaster, economic factors, and religious affiliation (Crystal; 1988:361).

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Bilingual society is the one whose people live within are subsumed and binded by their similarity in language behaviour, that is, to become as bilingual person. In bilingual societies, the choice of the right variety of speech to use in the speaker's mind depends to a great extent on the social significance of the speech act. (Gumperz, 1968).

A bilingual person will identifies himself with a different speech network to which he belongs, wants to belongs, and from which he seeks acceptance (Fishman in Pride and Holmes, 1972:2). This description about language behaviour strengthen another Fishman's theory "Who speaks What Language to Whom, When, and Where". Any bilingual person believes that he should make up his language items when facing any speech community. His language choices would determine whether his ideas will succesfully accepted by the participants or not.

Thus, I notice that bilingual person has obtained and made use of his language behaviour to express ideas, which are influenced by some factors as proposed by Hymes and Jakobson (in Pride and Holmes, 1972:35), those are; participants, topics, settings or context, channel, message form, mood or tone, and intentions and effect. From those influen-

tial factors, the theree which have been discussed widely, and which appear the most powerful in predicting language choice, are those involving participants, settings, and topics (possibly in that order).

As stated by Nababan (1991:31) that nowadays it is hard for societies to avoid bilingual situation due to the complexity of societal composition, I figure out that this uniqueness in language behaviour is commonly happenned to any Indonesian ethnic groups. Bilingualism is represented by their ability in mastering both Bahasa Indonesia and their own vernaculars, though not completely all of them.

It is often happened that one person masters two or more vernaculars. For instance, Madurese ethnic group. This ethnic group is well-known as a mostly migrative people. Yet, they are incredebly able to adjust and seek for acceptance in the new environments. They could survive and socialize with others ethnic group. It is supported by their attitude which reflects highly-socialized and peaceful relationship among athnic groups.

In order to be capable to socialize with another ethnic groups, they realize that language is the most important factor. It is because that language was originally and essen-

tially a means of communication. It provides the opportunity for enganging in social intercourse and become a vehicle that intergrates one into one culture (Appel and Muysken, 1988). So then, they are required to learn the new language from which they could seek acceptance offered by the new environment (society ethnic group). And later, they would be assumed as bilingual person as they are able to use phonological, grammatical, lexical, semantic, and stylistic aspects of the new language (Alwasilah, 1985:126).

It is clear for us now that the definition of bilingual is someone who speaks two languages. But this definition will not suffice. It does not allow for those who make irregular use of one or other language. Nor does it allow for the many people who have developed a considerable skill in comprehending foreign language, but who do not speak it; or those who have learned to read in another language, but who cannot speak or write it. It leaves unclear the relationship between different languages and different dialects, styles, or levels of the same language. And above all, this definition says nothing about the level of proficiency that has to be attained before speakers can legitimately claim to be bilingual (Crystal, 1989:362).

The notion of proficiency raises some very complex issues. The proper definition is to say that people are bilingual when they achieve native-like fluency in each language (Crystal, 1988). However, 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 comand of their two languages: one language is more fluent than the other, interferes with the other, imposes its accent on the other, or simply is the preferred language in certain situations. It is usually laid a difference between their ability in possessing language skills, both in productive skill (speaking and writing) and receptive skill (listening and reading). (Suhendar & Supinah, 1992:3-4).

I believe that in Indonesia we can find many ethnic groups which are bilingual. As stated by Nababan (1992:104) that a bilingual use in Indonesia mostly caused by :

1. Inter-ethnic marriage.

2. A migration of people from one region to another for many reasons : Urbanization, transmigration, and assignment of civil clerk (mutation).

3. Inter-ethnic interaction. such in trade affairs, sosialization, etc.

4. Motivation which is encouraged by profession and life consideration.

Based on the statements above, it is reasonable if we claim that the bilingual use among Indonesian ethnic groups become more popular and pragmatics than before.

Here, I have met such a typical society which is representative to the bilingual investigation. This society, namely Sukamade district, is located on south coastal region of Banyuwangi. This inland's society is situated in wild life forest Meru Betiri. It is fascinating to find that people in this district use two vernaculars, respectively Javanese and Madurese.

It was stated by Hartmann and Butler (1976) that; in bilingual societies, an individual does not speak the same way as all others individuals. moreover, he does not speak the same way as himself. In this case (in Sukamade bilingual society), people within this society may switch between Javanese and Madurese to adjust themselves with the context they are involved. In addition to the languages employed in this society, Bahasa Indonesia is also took into account. Yet, the use of Bahasa Indonesia is not seemingly popular since they consider it for formal uses, such as in celebrat-

ing religious ceremony and welcoming visitors from outside of the district (in some cases, the use of Bahasa Indonesia is mixed with Javanese or Madurese).

The language a person uses depends on who he is; his geographical and social origins. Everyone is born into some microcommunities, whose language he learns. Typically, the microcommunity is a family, and the child learns the language which is the language of the family and of his parents, although even in the family there will often be two or more languages spoken (Butler and Hartmann, 1976).

In Sukamade, there are only two vernaculars spoken in the family. Relating with the theory on above paragraph, it is true that the languages spoken depend on their social or ethnic origins. Javanese family teaches its children to use Javanese language firstly, eventhough the parents are also able to speak Madurese. And so does Madurese families (They teach their children to speak Madurese first).

Children in Sukamade acquire the language of their family and parents, although even in the family there will often be two languages spoken at once. But the proccess of learning two languages is not exactly the same as the proccess of learning one. There main stages of development have been noted :

1. The child builds up a list of word, as does as monolingual child, but the list contains words from both languages. It is rare for these words to be translation equivalents of each other.

2. When sentences begin to contain two or more elements words from both languages are used within the same sentence. The amount of mixing rapidly declines. In one study, at the beginning of the third year, nearly 30% of the sentences contained mixed vocabulary; by the end of the year it was less than 5%.

3. As vocabulary grows in each language, translation equivalent develop. But the acquisition of separate sets of grammatical rules takes longer. For a while, a single system of rules seems to be used for both languages, untill finally the two grammars diverge. (Source; Crystal, 1988: 363)

With respect to above explanation, I believe that every bilingual children in Sukamade does not has the same proficiency. This statement is supported by Rubin's explanation when investigating Paraguayan bilingual. Moreover, each of those ethnic group has different point of view toward their inherited language and toward distinguished language they have mastered/become bilingual into.

Nevertheless, in fact I found that almost every child in Sukamade speak Javanese within their peer group (with participants in the same age, all topics, and almost in every settings). No matter to which ethnic origins they belong, they would certainly speak Javanese. However, this situation is not totally complete further when they transplant to younghood. According to Sukamade's Kamituwo (chief of the district), as soon they left elementary school, they would gradually abandon their habit in speaking Javanese and replace it with Madurese.

This kind of 'semi-lingual' (Crystal, 1988:363) that based on age variable is the aspect which I am interested in. The mastery of each languages, I assume, is not totally accomplished then in regard with their 'language change'. I conclude that every child in Sukamade have different language proficiency upon Javanese and Madurese in this transition age. According to Suhendar and Supinah (1992: 3) and Macnamara (cf. Appel and Muysken, 1988), the bilingual language proficiency can be measured from their four modalities of language skills, those are: Speaking and writing (productive), Listening and reading (receptive). So then, I also determine the parameter which each child's proficiencies are

categorized into. In short. level of proficiency use some parameters · to determine a categorization which is based on language skills' score. And this parameter hopefully is sufficient to cover Sukamade's bilingual children.

I.2. Statement of the Problem

After understanding the content of the background of the study which has been discussed previously, this study tries to find out the possible answer for the following questions :

I.2.1. How proficient are the children in Sukamade in regard with their Javanese-Madurese language skills (reading, listening, speaking, writing) ?

I.3. Objective of the Study

Through this study I intend to give brief explanation pertaining the problems which have been preceded by adequate background before. Therefore, I should determine my objectives of the study as follows :

I.3.1. To know the level of proficiency which is possessed by Sukamade's children upon Javanese-Madurese bilingualism.

I.4. Significance of the Study

By the accomplishment of this study which points out some explanations, I am eager to bring the readers into the best understanding toward the level of proficiency's problem and the order of language learned in Sukamade. Hopefully, the result of this study will be useful for anticipating many others bilingual case and for our following considerations :

I.4.1. We can have a deep understanding that such a remote and isolated area like Sukamade still conveys language proficiency, at least in their respective vernaculars.

I.4.2. It is hoped that a through and dispassionate analysis of bilingual language behaviour will help us to gain insight into the language problems of groups and individuals and thus support language planning and educational policies.

I.5. Theoretical Background

Considering to the sociolinguistics phenomenon above, I have browsed around to match the phenomenon with appropriate theories, with my priority on bilingualism and certain

language skills which may reflect someone's language proficiency. Because as Fishman stated (1972:2) that sociolinguistic do not focus merely on language phenomenon itself, but also pays attention on social attitude, attitude toward language, language attitude, and <u>its speaker</u>.

Suhendar and Supinah (1992: 3-4) proposed that one's language proficiency at least can be reflected by four language skills, those are : Speaking, writing (productive skill) Listening, reading (receptive skill).

These four language skills are said to be 'Caturtunggal' since they cannot be separated one from another. A human cannot speak if he has not ever heard a language, and conversely he will not able listen any languages if his mind has not ever heard a language spoken by his surrounding people. He also cannot write any letters if he has not ever studied to read, and also conversely. The production procces of those four language skills are described as follows :

*. Sound --> | Listening | --> meaning

*. Mind ---> | Speaking | --> A sound of meaningful language

*. Symbol/ ---> | Reading | ---> meaning
   writing sign

*. Mind ---> | writing | ---> Symbol/writing sign

(Surendar and Supinah, 1992: 3).

And the relation between these four language skills which

form 'Caturtunggal' is described as below :

!- Direct !- Productive!SPEAKING! !- Expressive!	: direct communication !LISTENING	!- Direct !- Appreciative! !- Receptive
	Language Proficiency	
!- Indirect !- Productive!WRITING !- Expressive!	indirect communication ;READING	!- Indirect !- Appreciative! !- receptive !- Functional

Based on the chart above, I assume that it is reason-

able to state the skill I would like to enquire from respon-

dent is Speaking, Listening, Writing, and Reading skills.

A similar investigation had ever held by J. Rubin in

Paraguay. He investigated Paraguayan on their bilingual pro-

ficiency dealt with two official languages spoken in Para-

guay, those are, Guarani and Spanish.

He stated that collecting date on bilingual profici-

ency is difficult. The investigator is faced with several

problems :

1. '....... no generally recognized scale exist for measuring accomplishment in language' (Haugen, 1956). The construction of such scale would involve at least consideration of three factors :

(a) The skills one is measuring must first be defined.

(b) The aspects of the language (phonological, lexical, or grammatical) which one is measuring must be narrowly defined.

(c) The resulting scale of ability must constitute reasonable combination of these two factors.

2. The measurement of bilingual capacity should take into account the speaker's relative proficiency, because not every individual has the same proficiency, even as monolingual. (Rubin in Pride and Holmes, 1972: 351).

To anticipate these difficulties as Rubin said, thus I create a kind of simple basic language test which involves those skills proposed by Suhendar and Supinah, and also those language aspects proposed by Rubin. I design this kind of test because the object of my study is Sukamade's children.

I.6. Scope and Limitation

In order to restrict the study to not too long winding, it needs some limitations, they are :

I.6.1. I focus my investigation upon level of proficiency which is emerged from language skills possessed by Sukamade's bilingual children.

I.6.2. I pay attention to human aspects which may appear as an influential factor that constitutes bilingual proficiency, such as age and ethnicity aspects.

I.7. Method of Research

In this study, I apply qualitative descriptive method with conducting field research to elaborate the level of proficiency of Sukamade's bilingual children and the order of language acquired/learned by them.

According to Bogdan and Taylor, qualitative research can be defined as a research procedure which is expected to get descriptive data about people and their attitude observed (Bogdan and Taylor, 1975:5); Moleong, 1989:3 in Hasan 1990: 14).

In this study, I have an assistance of one of the teacher in SDN SARONGAN IV to give judgment, counting, and accepting input about language which I don't master profoundly that is Madurese language. The teacher himself is a vernacular teacher (guru bahasa daerah), so I can rely on his bilingual capacity.

1.7.1 Technique of Data Collection

1.7.1.1. Elicitation

Elicitation is a spesial technique for collecting corpus in which I do some attempts to elicit the required data from the respondent. Elicitation, which is provided by my language (Javanese), is done by asking some questions pertaining with the needs of this study. The reason I choose this technique is because it is the most appropriate way to approach Sukamade's bilingual children. Within this technique, I also insert a sort of listening test in which the comparison equivalence of Javanese-Madurese basic word list is performed and ask them to retell (speaking skill) the recordings.

1.7.1.2. Observation

This is a technique for collecting corpus in which I am hardly involved. This technique is accomplished by listening selectively and secretly. The purpose I use this technique is to record what any bilingual children said to his peer group. Certainly the recording proccess is allowed to be happened in natural way. In order to do so, the respondent are not informed about the attedance of investigation to enable them expose all his capacity in bilingualism. However, the selection of environment and participant's qualification

are the priority to this method (Suhendar and Supinah, 1992:5). In applying this technique, I have to stand by the school in order toknow the break-hour talk situation and the speech act during lesson hour. Nevertheless, I also pay attention to the speech act which is performed outside the school (still within children peer group).

1.7.1.3. Questionaire

To find some qualified and valid data, sometimes it is important to give the respondent a freedom to choose one answer out of some given options. This technique is held by distributing papers which concerns with the study. It is mentioned as questionaire, the respondent will have enough time and space to figure out their option and answer. The data which is obtained from questionaire is guaranteed for its filler's secret. In designing questionaire upon Sukamade's bilingual children, I prrecede with a sort of introduction in the beginning. Right after then, some easy and understoodable questions are proposed. This questionaire also contains a kind of writing and reading test.

1.7.2. <u>Technique od Data Analysis</u>

The data analysis is based on usual counting of math by giving a weight score depending on the difficulty index and the number of questions involved.

In this case, I should emphasize not to discuss any matter about correlation among language skills and try not to find out any deviation standard.

What I am trying to find out here is the categoryzation of every respondent into some categories I have determined before. There are two categorization will use in this thesis; a) category of score, and b) category of bilinguals.

Category of score is used to differentiate the achievement of students toward their language skills. While category of bilinguals is used to find out the level of some one's bilingual proficiency after noticing their language skills of both languages.

Category of bilinguals is defined by the elaboration of the entire score they achieved in respective language skill. The description of bilinguals category is expected as below :

Category	Score	Criterion
Coordinate	100 - 70	Good
Subordinate	69 - 50	Fair
Incipient	49 - 0	Poor

I.7.3. Definition of Key Terms

To understand the study better, the operational definitions of the following key terms will be given in order to avoid misunderstanding and misinterpreting the study, and to be consistent toward the path of the study as well.

I.7.3.1 Bilingualism

In this case, I am talking about societal bilingualism, not individual one. It is true that I investigate Sukamade's individual bilingual proficiency of children, but at last I will clarify it as a generalization of Sukamade's bilingual children. Thus, according to Appel and Muysken (1988:1), societal bilingualism accurs when in a given society two or more language are spoken.

I.7.3.2 Bilingual

Macnamara (1969; in Appel and Muysken, 1988:2) proposed that a person should be called bilingual if he

has some second-language skills in one of the four modalities (speaking, listening, writing, reading). Due to the fact that my investigation (about proficiency requires the same conditions as Macnamara suggested to enquire from the respondent, therefore I considder Macnamara's definition to be may basic operational definition to proceed Sukamade's bilingual children especially to investigate their bilingual proficiency (language skills).

1.7.3.3. Language Proficiency

It is a sort of individual proficiency which is possessed upon language skills such as speaking, listening, reading, and writing (Suhendar and Supinah, 1992:1).

1.7.3.4. Level of Proficiency

The measurement which is created on the basis of individual language skills and depicted in distinguished categories based on the scores obtained.

1.8. Population and Sampling

Glasses and Strauss (cf. Thomas, 1994) proposed that sampling involves seeking out people and situation which are

likely to be particularly revealing as fruitful with respect to the phenomenon in which one is interested.

Based on the statement above, I choose my own population object Sukamade's bilingual children. The children I choose here, of course, are educated one (took schooling at SDN Sarongan IV). I restrict my sampling to sixth grade class at that elementary school. Moreover, to enable the sampling which represents two ethnic groups, Madurese and Javanese children in that grade are able to commit basic individual skill, i.e, to write, to read, to listen and speak well.

Number of sixth grade students in SDN Sarongan IV is 37 children. Yet, I would like to give simple description of them in accordance with their ethnicity and sex.

Table 1. Specification of respondent based on ethnicity and sex

Ethnicity / Sex	Javanese	Madurese	Total
Male	9	13	22
Female	7	8	15
Total	16	21	37

(Data of SDN Sarongan IV May. 1995)

There are some reasons why I choose this location   as
bilingual proficiency investigation :

⁻. The phenomenon   of   'semi-lingual' is I   guess to be   new
   field of proficiency investigation.

⁻. Javanese   and Madurese are the two vernaculars that   also
   popular in East Java province.

⁻. There is no any investigation ever held to reveal Sukama-
   de's   bilingual children especially upon   their   language
   proficiency.

I.9. Organization of the Thesis

This thesis is divided into four chapters; chapter   1
is introduction, chapter 2 is general description and   theo-
retical framework, chapter 3 is presentation and analysis of
the data, and chapter 4 is conclusion.

Chapter   one consists of background of   the   problem,
objective   of the study, statement of the problem,   signifi-
cance of the study, theoretical background, scope and   limi-
tation, method of research in which we discuss about techni-
que of data collection and data analysis and also definition
of key terms as well, population and sampling, and the   last
is organization of the thesis.

Chapter   two identifies the nature of the   field   re-

search, begins with geographical location, demography, reli-
gion, language, alimony, education, and governmental struc-
ture. We continue then with theoretical framework section.
In this section I elaborate about some valid and related
theories of the study. By the explanation of these theories,
hopefully, it would be sufficient to proccess and formulate
an adequate analysis.

Chapter three consists of the description and the
testing result of language skills which is held by investi-
gator. The results are clarified into tables, and will be
analyzed in accordance with the data obtained. Finally, in
chapter four I try to conclude what I have found. Chapter
four is the conclusion of what I have found.