

**CHAPTER : I**  
**INTRODUCTION**

**1.1 Background of The Study.**

People use at least one language to express and to convey their idea and feeling through a communication process with others. Whatever they do when they come together; whether they play, work or even fight; they talk. It is hardly to find a moment of our life without a language. The possession of a language includes the ability of using and understanding it - more than any other attributes - distinguish humans from other creatures. That is why, wherever human exists, language also exists.

Within a society with some languages, people recognize those languages which are used in their communication, and even, they are able to speak the languages although not appropriately . In a bilingual or multilingual society; such as in Indonesia; people usually speak more than one language - their native language, the national language Indonesian, and even some foreign languages; such as English, Chinese and

Dutch. In this case, people should know when, how and why they use one instead of another. This ability is discussed in the study of Language Choice which examines what makes people in a society tend to choose one language rather than another in a given instance. Since there are choices that can be made in the society among languages, people need this kind of ability of choosing a language which is appropriate to the situation, topic and the persons whom they are talking to.

The multilingual society could also be in the form of any foreign language Departments in Indonesia in which the phenomenon of using Indonesian usually happens. The multilingual society which this study deals with is the English Department of Airlangga University, in which the people involved in this department, both the lecturers and the students, usually speak at least two languages - Indonesian and English - although sometimes, the languages are also influenced or mixed by their native language, Javanese. If it is seen from the study of Language Choice point of view, this phenomenon shows that they know when, how and why they speak one of those languages. In this case, it is only only English and Indonesian which are discussed since they are the

languages used in the formal class, while Javanese is used in the less formal situation for example outside the class. The lecturers may use English only or English which is mixed with Indonesian in explaining the subjects, answering questions, and giving examples, i.e.:

" .... but she always kind, accepts, .... *bukan* except *tapi* accepts, *menerima* what he is to mend, mend *itu apa* .... *memperbaiki kesalahan* .... "

" .... *perbedaan stanza dan baris*, what is stanza .... stanza *itu bait kalau lines itu baris*. *Kalau rhymes itu apa* .... what is rhymes, you did abab or abc abc *yang sama bunyinya pada akhir baris itu*, at the end of the line .... "

" .... I did the research about this to collect the language used by drug seller, *pedagang obat kaki lima* .... "

The study of the use of Indonesian by the English Department lecturers of Airlangga University in the non-skill classes, then, is associated with the study of

Language Choice which is studied by Joshua Fishman. Some certain institutional contexts - domains - motivate one language or language variety is more likely to be appropriate than another [in Fasold 1984:183].

He stated in his another review about the idea of Language Choice and the factors or domains associated with it in another way, that: proper usage means that only one of the languages or varieties which are theoretically available together will be chosen by particular classes of interlocutors on particular kinds of occasions to discuss particular kinds of topics [1982]. In short, from the two Fishman's ideas, it can be said that there are three factors associated with domains, those are topic, participant and location. In this study, the first factor is the main thing that should be examined, besides the second and the third are already distinct - the location is in the non-skill classes and the participants are the students and lecturers. Associated with the students' responses, the topic, based on Greenfield's terminology [1972], can be said as the total of a set of similar situations or conditions in which the lecturers use Indonesian. The

students' responses toward this phenomenon of using Indonesian by the lecturers in the non-skill classes is tightly associated with the topic domain. By using this understanding about the topic, then, the study of Language Choice in this study can be easily established.

In his revision about language in multilingual setting, Fishman stated that who speaks what language to whom and when in a speech community deals primarily with 'within group multilingualism' rather than with 'between group 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 [1967].

This may support the theory of Language Choice in the multilingual society of this study. In this case, the problem arises from *when* that indicates the situations in which the phenomenon of Language Choice about the use of Indonesian by the lecturers occurs; while the other factors *who*, *whom* and *what* are already clear since the lecturers is the answer of *who*, the students is the answer of *whom*, and Indonesian as the answer of *what* language.

Another theory about Language Choice is proposed

by Howard Giles called *Accommodation Theory*. He said that, normally, accommodation is originated in the form of convergence, where a speaker chooses a language or language variety and adjusts it to the need of the persons whom they are talking to [in Fasold 1984: 188].

This theory explains that the speaker, in this case the lecturers, use one language, Indonesian, that seems to suit the person whom they are talking to, the students. Related to this, the use of Indonesian by the lecturers in the non-skill classes is to suit the students' need, for example if the students do not understand what the lecturers mean, the lecturers will adjust the students' need by using a language which is easily understood by the students, in this case Indonesian. Another statement by Giles also supports and clarifies the conditions that speakers can suit their linguistic behaviour in the communication with the person whom they are talking to by changing to a different language or using words or larger units from another language [189].

We can draw a general pattern from this phenomenon in the English Department that the lecturers sometimes

use Indonesian in the non-skill classes (the pattern will be described in chapter 2). This phenomenon, then, arises another question about the students' responses toward it. They may like or dislike, agree or disagree with the lecturers' Language Choice pattern. It basically depends on their need and ability of using and understanding English since there are some students who need Indonesian in the non-skill classes in order to understand the lecture easily.

### 1.2 Statement of The Problem.

The tendency of using Indonesian besides English by the lecturers toward the students is commonly found in the English Department of Airlangga University non-skill classes. Based on this phenomenon, there is a problem I want to study:

*What should the Language Choice pattern of the English Department lecturers be in non-skill classes according to the students?*

I also enclose a null hypothesis which presents the relationship between the lecturers' Language Choice pattern and the students' expectation toward it.

**Null Hypothesis :** The lecturers' Language Choice pattern is the same as what the students expect.

Shortly, I will examine not only the Language Choice pattern which is used by the lecturers and is expected by the students to be used in the non-skill classes, but also prove the hypothesis about the students' approval toward the lecturers' Language Choice pattern, in using Indonesian, in the non-skill classes.

### **1.3 Objective of The Study.**

Based on the statement of the problem, this study attempts to find the Language Choice pattern used by the lecturers of English Department of Airlangga University and the students' responses toward it. Thus, I will find the situations and conditions associated with the students' need of using Indonesian by the lecturers in the non-skill classes.

### **1.4 Significance of The Study.**

This study is expected to give a meaningful contribution to the linguistic studies, especially in Sociolinguistics, and to be a useful information about Language Choice. Since this study is about one



phenomenon that is the use of Indonesian in the non-skill classes in the English Department of Airlangga University and the students' responses toward this phenomenon, hopefully, it could be an important contribution and a useful information for the lecturers and the students, especially of the English Department of Airlangga University, in learning-teaching activity. Furthermore, it may also be a useful suggestion for the English Department of Airlangga University to extend the quality.

### **1.5 Theoretical Framework.**

According to Peter Trudgill in his book *Sociolinguistics: An Introduction* [1974: 103], language has to be appropriate to the speaker using it. It also needs to be suitable to particular occasions and situations. Speakers may use different language or variety in different situations and for different purposes. These are related to the goal of Language Choice which is studied in this research.

In analyzing the phenomenon, this study deals with Sociolinguistics theory, especially the Language Choice. It is sometimes related to Code-Switching which could be

occured in the monolingual society (the choice or switching between two varieties in the same language) or in the bilingual or multilingual society (the choice between two or more languages). The English Department of Airlangga University is one of the multilingual society since there are at least three languages which are used: Indonesian, English and Javanese. The phenomenon of Language Choice or Code-Switching might occur in this society since there are some conditions which force the speakers (lecturers) to change or switch their code [Nababan 1993:32] that is when the students do not understand what is said by the lecturers, they will switch the code they used before and repeat the English words, phrases or sentences in Indonesian.

The theory from Joshua Fishman about Language Choice called *Domain Analysis* can be used in analyzing this study

There were certain institutional contexts, called domains, in which one language is more likely to be appropriate than another [qtd. in Ralph Fasold 1984: 183].

As has been mentioned, there are two languages which are

used in the English Department non-skill classes - English and Indonesian - and people involved in it, both the students and the lecturers, are able to use one instead of another appropriately. Domains Analysis which is associated with this matter explains that one of those languages used in the English Department is more appropriate than another in a certain domain. Domains, in this sense, are taken to be constellations of factors such as location, topic and participant. In this study, I only take the topic domain since it is the only factor which mostly influences the Language Choice of Indonesian in the non-skill classes by the English Department lecturers of Airlangga University. Besides, the location and the participant domains are already distinct and are not discussed in this study.

Domains enable us to understand that Language Choice and topic related to widespread socio-cultural norms and expectation. Based on Greenfield's idea that domains are simply the total of a set of similar *situations* [1972], the topic in this study is divided and said to be the situations or conditions in which the lecturers tend to use Indonesian in the non-skill class-

es. The situations or conditions here are: when they explain the subjects, answer questions and give examples. This division, hopefully, will show the use of Indonesian by the English Department lecturers of Airlangga University and the students' responses toward the phenomenon.

The theory about Language Choice, called Accommodation Theory, from Howard Giles is also used in analyzing this study.

Accommodation takes the form of convergence, in which a speaker will choose a language or language variety that seems to suit the needs of the person being spoken to [qtd. in Fasold 1984: 188].

Giles also stated that:

Speakers can adjust their linguistic behaviour in reaction to the person they are talking to by changing to a different language (or not), selecting among within-language variant in one direction or another; and using strategies such as short-passage translation, modifying rate of speech, and maximizing or minimizing their accent [qtd. in Fasold 1984: 189].

This theory will support the analysis that the lecturers' Language Choice pattern used in the non-skill

classes suits the students' need.

### **1.6 Method of The Study.**

In this study, I use qualitative descriptive method to discuss and examine the Language Choice pattern used by the English Department lecturers of Airlangga University in the non-skill classes and the students' responses toward this phenomenon. The analysis will also be supported by quantitative descriptive method to show and prove the hypothesis whether or not the lecturers' Language Choice pattern is the same as the students' expectation. By using statistics that supports the analysis, I will examine the students' responses toward the phenomenon related to the authentication of the hypothesis. Thus, the data and the descriptions about the phenomenon can be easily understood.

#### **1.6.1 Definition of Key Terms.**

##### **a. Non-skill Classes:**

The classes in which the science subjects or the subjects which are not about language skills are held

or given by the lecturers; such as General Linguistics, Semantics, Phonetics, Syntax, Morphology, Phonology, Drama, Poetry, Prose, Literary Criticism, Theory of English Literature and History of English Literature. They are taken from the curriculum of 1988.

**b. Students:**

All English Department students of Airlangga University who have joined or passed the non-skill subjects class.

**c. Lecturers:**

The teachers of the English Department of Airlangga University who give the non-skill subjects in the formal class.

**d. The Students' Responses:**

The students' views and opinions whether they need Indonesian or not to be used by the lecturers in the non-skill classes.

**e. The Lecturers' Language Choice Pattern.**

The pattern of language which is chosen or used by the lecturers in teaching non-skill subjects in the class, when they explain the subjects, answer questions or give examples.

### 1.6.2 Location and Population.

The phenomenon of using Indonesian by the lecturers in the formal classes usually happens in any foreign language Departments in Indonesia. One of them is the English Department of Airlangga University. Since it is in which this phenomenon also happens, the English Department of Airlangga University can be chosen to be the location of this study. Besides, I, as one of the members of this department, think that this study which would reveal the phenomenon that happens in this department may give a useful contribution in developing Airlangga University, especially the English Department itself.

I do the research to reveal the Language Choice pattern used by the lecturers only in the non-skill classes in the English Department of Airlangga University. The phenomenon rarely, even never, happens in the skill classes since in this kind of classes, the students are given exercises to practice their skill in using and understanding English, while Indonesian is left out. That is why, the formal classes with the non-skill subjects are more appropriate to be examined.

The population of the study is the English

Department students of Airlangga University since they experience the phenomenon in the non-skill classes and the English Department lecturers who give the non-skill subjects and use Indonesian in the class. The limitation of the population and the location will help the revelation of the students' responses toward this phenomenon, the Language Choice pattern used by the lecturers in the formal classes and the similarity of their Language Choice pattern and the students' expectation toward it.

### 1.6.3 Limitation.

Limitation, in this case, is necessary to clarify the core of the research and the matters discussed in this study. Firstly, I will explain about the word *use*. In this case, it means that the use of Indonesian does not happen all the time during the lecture, but in certain circumstances that the lecturers use English which is mixed with Indonesian. Thus, the use of Indonesian, in this study, means that the lecturers use Indonesian or English which is mixed with Indonesian only in some circumstances, such as: in explaining the subjects, answering questions or giving examples. This



phenomenon is commonly found in the non-skill classes when the lecturers use Indonesian or mix English with Indonesian consciously, for example, the lecturers repeat and switch English words, phrases or sentences into Indonesian when the students do not understand what they talk about. This is to minimize the students' difficulty. Thus, it is now clear that this study is about the use of Indonesian or the mixture of English and Indonesian used by the lecturers, and not about the lecturers who speak Indonesian all the time in the class.

#### **1.6.4 Sampling.**

Dealing with the sampling, I intend to use purposive sampling technique by which I choose the sample whose characteristics closely meet the characteristics of the population [Sutrisno Hadi 1984:82]. In this case, all English Department students of Airlangga University are the population of the study.

#### **1.6.5 Technique of Data Collection.**

Before collecting the data about the students'

responses, I firstly do the previous observation in which I find the phenomenon related to the study about the use of Indonesian by the English Department lecturers in the non-skill classes. After observing the phenomenon, I determine the problem which I want to study and the hypothesis dealing with it.

In collecting the data about the lecturers' Language Choice pattern, I ask some students to record the lecturers' Language Choice pattern used in the non-skill classes which will be described in chapter two - the general description of the object of the study. In order to support the data got from the observation, I ask some students who join the class to sign up the list about the situations in which the lecturers use English which is mixed with Indonesian in teaching the non-skill subjects, whether when they explain the subjects, answer questions or give examples. I also interview them to support the data and information collected from the check list. This technique will be very helpful in observing and recording the phenomenon or the lecturers' Language Choice pattern used in the non-skill classes naturally.

After collecting and recording the Language Choice

pattern used by the lecturers and determining the hypothesis, I collect the data about the students' responses by firstly taking the sample from the population determined before. I take the appropriate respondents which cover the limitation or the representative respondents that are all the English Department students of Airlangga University.

Then, in order to get the information or data about the students' responses toward the phenomenon, I use questionnaires which are distributed among the representative respondents since it helps the registration of the informations or data about the students' responses. In this case, I use a direct questionnaires by directly giving the questionnaires to the respondents [Sutrisno Hadi 1984: 158] and they can choose the choice answer and give their own opinion freely.

The next step is interviewing the informants to support the data collected from questionnaires and observation since they are not complete enough if they are not supported by another information got from interview. I use direct method in which the informant will be directly asked about their opinions and they may

directly answer the question. In interviewing the informants, I lead some students into a discussion where they may convey their own opinions, responses and demands.

After collecting and completing the data, I check the data collected from questionnaires and interview, then select the representative respondents whose answers suit the requirements I have determined before. I remove the respondents who do not fulfill the requirements.

As the last step, I classify the data and analyze them to get the result of the hypothesis.

The technique of data collection, briefly, consists of two major techniques, they are:

a. The technique of recording the Language Choice pattern used by the lecturers is divided into three steps:

1. Previous observation.
2. Recording the lecturers' Language Choice pattern.
3. Interview

b. The technique of collecting the students' responses

toward the phenomenon, is divided into three steps, they are:

1. Taking the sample.
2. Questionnaires.
3. Interview.

#### **1.6.6 Technique of Data Analysis.**

After collecting and selecting the data, I analyze them by using the qualitative method. The qualitative data will be processed in the descriptive way by using words in describing the phenomenon of the lecturers' Language Choice pattern and the students' responses toward it.

The second method is the quantitative descriptive method. The quantitative data will be processed by using numbers and put them into Proportion statistical test to evaluate the collected data and prove the hypothesis. This Proportion Test is used to test the hypothesis and to estimate its proportion. Thus, after collecting and counting the data, the result will be more clearly defined and the hypothesis can be proved easily.

Briefly, the technique of data analysis is as

followed:

1. Describe the students' responses.
2. Tabulating the data.
3. Put the quantitative data into statistical test.
4. Describe and analyze the result.

