

## CHAPTER I

### INTRODUCTION

This chapter the discusses presents background of study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

#### 1.1 Background of Study

Language is a tool for people to communicate each other, people use language in their daily life and every region has different language. There are many languages varieties in this world especially in Indonesia. Language variety is kind of human speech pattern who speak by anybody which has a sufficiently large repertory of elements and their arrangement or processes with broad enough semantic scope to function in all formal context of communication for example in Java there are many Javanese varieties such as Surabaya, Lamongan, Jombang, Solo, Jogjakarta and so on. All of these regions use Javanese language but has different kind of varieties. Indonesia is one of countries that are rich of languages, and certainly rich of speech communities according to their region.

They use languages depending on their community. Bloomfield (1993: 42) defines speech community as “a group of people who use the same system special signal”. In many speech communities, two or more varieties of the same language are used by some speakers under different condition (Wei, 2007:33). It means that people in one speech community use the same language but when they speak or communicate with other people from different speech community, they not use their native language because of some reasons. For example

Maduresespeechcommunity,when they communicate with Madurese, they speak Madurese, but when Madurese come to Java and communicate with Javanese people, theynot use Madurese or theyswitch their language into Indonesian,or Javanese if they can speak Javanese. The language cannot be used in Javanese community because Madurese become minority group in Java. In that case people choose their language depending on the setting, when they become minority group; they not use their vernacular (language or dialect spoken in a particular country or region) to make the listener understand. Theychange the language depending on the setting.

According to the explanation of the writer above, Indonesia is a rich country.It has many islands and consists of many races.Based on the data census of BPS (2010) Indonesian has 1.340 races and more than 300 ethnic groups. The conditions make Indonesia rich of cultures and languages. Every region has different languages and dialects.Based on the data of Ministry of Education and Culture, Indonesia has 442 languages in 2008 but in 2012 the research develops and the result showsthat the languages in Indonesia become more than 546 languages.

Indonesia is a big country that has multilingual speech communities. People in one speech community can speak more than one language. Many local groups use distinctive languages associated with their respective local identities (Holmes, 2001: 190). So, peopleuse their local language or vernacular when they speak with people from same speech community to show their identities and more respect.

Some of Indonesia local languages or vernaculars are Javanese, Sundanese and Madurese. These vernacular (language or dialect spoken in a particular country or region) are spoken by all people, not only native speakers but also the outsider, because of some reasons. They can use these local languages or vernacular depending on the people whom they interact with, the setting of the speaker, the context or the topic they are talking about, and what function they are talking. Therefore, this country becomes society which tends to speak different language with different people and speak different language in different place.

Many factors influence multilingual speech communities in Indonesia, one of the factors is because they do not only stay in their region but they move from one region to others. They go to the city to get good education or good job. Some people need to move to get better life or some other reasons.

University is one of places to get higher education; the students can continue their education from senior high school to be university students. In the university, the students are not only from one region but also from another region from all over Indonesia, even, there are some abroad students. It is multilingual speech communities; the students from different region and have different language who stay in the same place. They study in a University according to their department. The type of study in the university is formal education; the students come to the class and study with their lecturer. Even though in the university the students do not only study in the classroom but also study outside classroom such as discussion with their lecturer in the garden or mosque. The students also study together with their friends, to do their group's assignment.

They do not only study in the university but also find other experiences in the intra or extra organization, some students also participants in some organizations in the campus to reach their knowledge. It happens in every university in Indonesia.

The condition above happens in State Islamic University Sunan Ampel Surabaya. IAIN Sunan Ampel Surabaya changed into UIN according to president ordinance number 65, dated October 1<sup>st</sup>, 2013. The location is in the main street of Surabaya in Jend. A. Yani Street number 117. It is a famous university that concentrates in Islamic studies but today this university completes their field of study with many departments; it is not only about Islamic studies but also another broader field. It has five faculties such as Adab and Humanities faculty, Tarbiyah and Education faculty, Syariah and law faculty, Ushuludin and Islamic consideration faculty and Dakwah and Communication faculty. But there are some new faculties and departments in UIN Sunan Ampel Surabaya such as social science and politics science faculty, economic and Islamic business faculty, psychology and sanitary faculty, and science and technology faculty.

UIN has a purpose to improve many kinds of knowledges such as humanity, science and technology. In the same time UIN will be Avant- grade in perpetuation and improve the science base of Islamic, even though will be main core.

UIN Sunan Ampel Surabaya has a vision to make State Islamic University that is superior and competitive with international standard. Mission of UIN is building character qualities: for smart, pious honorable nation.

The name of “*Adab faculty*” is an adoption from the name of faculty in Middle East such as Al- Azar University in Egypt “*Kulliat al Adab*” it means faculty of art or faculty of letter. It is kind of humanities. Humanity is study about theology, philosophy, law, history, philology, linguistics, literature and art. But, this faculty only concentrates in language, literature and history departments. Adab faculty changed its name into Adab and Humanities faculty because of new status of IAIN which changed into UIN. So far, there are three departments in Adab and humanities faculty such as English letters department, Arabic language and letters department and Islamic History and Civilization department.

This faculty has a lot of students from different region such as Java, Madurese, Papua, Bandung even from Malaysia. Automatically, they have different vernacular but because they are in Java, it is known that the language used by students of Adab and Humanities faculty is Javanese language.

However, most of students are from Madurese so that they speak Madurese with their speech community. Indonesian language is used by all students in Adab and Humanities faculty to communicate each other and as a formal language. In the classroom or formal situation, they speak to their lecturer and their friends according to their department such as English Letters department’s students who speak English in the classroom, the Arabic language and Letters department’s students speak Arabic in the classroom and Islamic History and Civilization department’s students speak Indonesian language. So, the students in Adab and Humanities faculty speak those languages. Those are Indonesian, Javanese,

Madurese, English and Arabic languages. Javanese language is vernacular of Javanese people as major ethnic of Indonesia, based on the census in 2010, total population in Indonesia reach 237.556.363 people and 57,49% is Javanese people. Javanese language becomes the most- used language by Indonesian people.

In Adab and Humanities faculty all students speak their mother tongue or speak Indonesian language. Students who come from Java speak Javanese language with their community and the students who come from Madura speak Madurese language with their community and so on. After studying in Adab and Humanities faculty for several months, maybe six months or one year, the situation changes. They not only can speak their mother tongue and Indonesian languages but also speak Javanese, Madurese, English and Arabic. For example, students who come from Madura speak Javanese with the students come from Java. They can speak those languages in a canteen or when they are in informal situation.

In formal situation, they speak Indonesian language or language according to their department. Students who study in English departments should speak English in formal situation or in the classroom with their friends and their lecturer. Students speak English for daily life in formal situation even they switch the languages between Indonesian and English. When the students are presenting in front of the classroom, they switch English with Indonesian to make the audience more understand and sometime they speak Javanese language and Madurese language as their vernacular with their friends. Language repertoire happens in Adab and Humanities faculty. Language

repertoire is language variation that is mostly used by certain social context. They speak the language according to the situation, the people whom they interact with and the topic. The writer can divide the situation in Adab and Humanities faculty; they are formal situation and informal situation as a domain.

The writer chooses one of department in Humanities faculty for her research. To make it short and clear, she chooses *Sejarah Kebudayaan Islam (SKI)* or Islamic History and Civilization department because, according to her observation, the department has students from many regions such as from Java, Madurese and Malaysian. It is interesting to be researched because there are many speech communities in this department. This department has more speech communities than other departments in Adab and Humanities faculty. Beside that, the writer chooses SKI department because the department is in the same faculty with writer's department, so the writer can do her observation effectively.

Based on the phenomena above, there are some factors of language choice in daily life. The general factor of language choice is domain. Domain is a number of such typical interactions that have been identified as relevant in describing patterns of code choice in many speech communities. A domain involves typical interactions between typical participants in typical setting (Holmes 2008: 21). When people speak, they must know who people they interact with and what is the topic they are talking about. People use different languages or choose languages depending on setting, topic and the participant. Domain is clearly a very general concept which draws on four important social factors in code choice- participants, setting, topic and the goal or function. Other social

factors affecting code choice are the social distances between the participants, and fact whether they are friends or strangers. The other factor is status relationship between people whom they interact with. They can choose appropriate code or language depending on the status of the participants, for example students change the language to be more polite when they speak with their teacher. People choose the language also because of setting and the dimension of formality. Someone speak the appropriate code or language when they are in the church ceremony, the setting in the church and the situation in formal ceremony. The last factor is function or the goal of the interaction; what is the language that understands and easy to listen with the participants (Holmes 2008: 21). Those are social factors that influence code choice.

The writer takes this object as research because the phenomena in SKI department Faculty of Humanities about multilingual speech community are very unique to be studied. The writer wants to know about the language which is spoken by students of SKI department in Faculty of Humanities. The writer also wants to know the reasons of why the students choose those languages, Indonesian, Javanese and Madurese. Based on the situation above, the writer focuses on the language choice used by SKI students in Faculty of Humanities, State Islamic University Sunan Ampel Surabaya. The writer focuses on three important points; the first is to identify languages that are used by SKI students Faculty of Humanities, UIN Sunan Ampel Surabaya, the second is to know when they change the languages and the last is to describe the reasons of language choice by SKI students Faculty of Humanities, UIN Sunan Ampel



Surabaya. The writer decides that this research appropriate to use theory of sociolinguistic about language choice in multilingual communities, the theory of social factors and social dimensions and also theory of domains.

## **1.2 Statement of the Problems**

Language choice happens in every multilingual community. One of the multilingual communities happens in SKI Department Faculty of Humanities, UIN Sunan Ampel Surabaya. They can choose language depending on the situation, the participant and the topic. In every multilingual society, people not only can use one language but they can use more than one language. People who live in multilingual society easily learn other languages because of their everyday interaction with people from another speech community. People from other communities constrain them to understand and study more about other languages. The fact happens in SKI Department Faculty of Humanities. Based on the situation above the research questions are:

1. What languages are used more by SKI students Faculty of Humanities in different situation?
2. When do the students change the language?
3. Why do the students choose to use the different languages?

### **1.3 Objective of the Study**

This research focuses on the language choice used by SKI students Faculty of Humanities, UIN Sunan Ampel Surabaya. The objectives in this study are:

1. To describe the languages that are used more by SKI students Faculty of Humanities in different situations.
2. To describe the contexts when the students change the language.
3. To describe the reasons of student's choice of the languages in different situations.

### **1.4 Significance of the Study**

The writer expects that the research could give meaningful contribution to studies in linguistic field, especially about language choice which is part of sociolinguistics. Language choice is caused by some social factors, such as participant, topic, setting and the main factor is domain and also social dimensions. The research gives information about language choice of SKI student Faculty of Humanities, especially for students of English department who study about it. Practically, this research gives information to the students Faculty of Humanities, UIN Sunan Ampel Surabaya which SKI students choose the language in different situation. In SKI department have multilingual communities and SKI students Faculty of Humanities choose suitable language when they speak. Finally, the writer hopes this study could become a reference for students who are interested in this topic and want to conduct further research.

### **1.5 Scope and Limitation**

The writer analyzes only language choice used by SKI students Faculty of Humanities, UIN Sunan Ampel Surabaya. The writer focuses her research on students in fifth semester in 2013. According to the writer's observation, fifth semester students in 2013 have more speech communities than other semesters in SKI department. The writer also takes all classes of fifth semester in 2013 to describe that in all classes in fifth semester 2013 happen language choice. There are 111 students but the writer chooses nine students for her research. The writer chooses the students that meet some criteria. Finally, the writer describes languages used by SKI students in different situations. In addition, the writer describes the reasons of student's choice of different languages.

### **1.6 Definition of Key Terms**

The writer considers that it is necessary to explain description of technical term to avoid misunderstanding. This technical term used in this study:

Language choice: the use of one language in one situation and another language in another situation depending on the prevailing social contexts.

SKI students: students who study in Islamic History and Civilization Department Faculty of Humanities, UIN Sunan Ampel Surabaya.