

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter, the writer gives brief explanation about some theories which are related with the purpose of the study. The writer realizes that the theories are needed in doing analysis in every field of study. In this study the writer used a number of theories to help the writer analyzing the data. The writer decides to choose language choice, domains, social factors, social dimensions and speech community in this study.

#### **2.1 Theoretical Framework**

##### **2.1.1 Language Choice**

Language choice is a point to a speaker's origin or of aspects of their social identity (for instance, their social class or ethnic group) but they also carry social values related to the speakers who use them and the contexts in which they are habitually used (Mesthrie 2009: 146). People choose the language depending on the social context "who speaks what language to whom and when" (Fishman: 1965) in Mesthrie (2009: 147)

People choose appropriate language when they speak. People switch language into other languages, and they use different language in different context. They try to make themselves confident to communicate with other community, although sometimes they are not fluent to use the language. According to Holmes (2008: 21) said that the way people choose the language depending on the domain, participants, setting and topic.

This research, those phenomena occur in SKI students Faculty of Humanities, UIN Sunan Ampel Surabaya. The students choose the language in some varieties. For example, the students use Indonesian to communicate each other because Indonesian language is a national language but they also use Madurese or Javanese to communicate each other for their habitual language or vernacular. Sometimes they also use their vernacular when they speak with their speech community to make intimate relationship. They use those languages in different domain such as in the classroom, canteen, room or other places which encourage them to choose their language.

The important one of language choice is domain. According to Fishman (1972a: 441; Fishman *Italics*) in Mesthrie (2009: 154) domain are defined, regardless of their number, in terms of institutional contexts and their congruent behavioral co- occurrences. They attempt to summate the major clusters of interaction that occur in clusters of multilingual settings and involving clusters of interlocutors. People choose their languages based on the place they talk and the topic that are being talked and also the relationship between the participants. In this case the participants can be between students to lecturer or friends to friends. They use more than one language to easily communicate each other.

### **2.1.2 Domain**

A domain is an abstraction which refers to a sphere of activity representing a combination of specific times, setting and role relationship (Romaine 2000:

44). Domain is one of factor that influences people to choose their language. According to Holmes (2008: 21) domain is a number of such typical interactions have been identified as relevant in describing patterns of code choice in many speech communities. According to Holmes (2008: 21), there are some domains those are family, friendship, religion, education, employment, and administration. This research the writer focuses on some domain; they are friendship and education because there search objects communicate with their friends and their lecturer when they study in the campus. Students use many languages in different situation; they also use different language according to the participants.

### **2.1.3 Social Factors**

There are certain social factors which influence the language choice according to Holmes (2008: 25). The social factors reflected in the language they choose to use. The speaker chooses to use different language because the basic factors. The factors are:

1. The participants: who you are talking to and who is speaking.
2. The setting: the social context of the talk or where they speak.
3. The topic: the topic of the discussion or what is they talking about.
4. The function: the reasons why they are speaking.

These are the main factors why people speak different according to the participants, setting, topic, and function.

#### 2.1.4 Social Dimensions

Social dimension is implicit meaning to know about the relationship between participant and the function of speech (Holmes, 2008: 12). According to Holmes (2008: 25) there are four scales, they are:

1. A social distance scale: the social distance dimension is relevant, for instance. The scale relates to high solidarity or low solidarity. How well do they know each other, what is the social distance between the participants are they strangers, friends or brother. They would use a different code to each other.
2. A status scale: the status relationship between people may be relevant in selecting the appropriate code. Social role may also be important and is often a factor contributing to status differences between people. For the example it happen in education, the students call their lecturer Mr or Mrs. This case show that the students respect to their lecturer. Typical role relationships are teacher- pupil, doctor- patient, soldier- civilian, priest- parishioner, official- citizen. The first- named role is often the more statusful.
3. A formality scales: the formality scale relates to the setting or type of interaction. According to the condition that formal and informal interaction usually happens in education such as when the students speak with their friends or teacher, they will choose the different language. A formality scale is to assess the influence of social setting or type of interaction on language choice. How the students choose the language in formal and informal setting.

4. Two functional scales: another important factor is the functional scale, goal or purpose of the interaction. Two functional scales those are referential and affective. Referential is more informative than affective because when people speak, they choose the appropriate language and make the listener understand much about topic.

Those scales explain the relationship between the participants. It is useful to help the writer to discuss her topic. Those scales are used to discuss language in social context in different speech community. This theory also discusses the code user and how they use the language according to the social dimension.

### **2.1.5 Speech Community**

According to Wardhaugh (2006: 119) speech community is members of group who speak the same language, dialect or variety. Talking about speech community means talking about group. A group must have at least two members but there is really no limit to group membership. People can group together for one or more reasons. The reasons are social, religious, political, culture, familial, vocational etc. An individual's feeling of identity are closely related to that person's feelings about group in which they are members, feel strong or weak, commitment or rejection, and finds some kinds of success or failure. The members of groups maybe temporary or quasi- permanent and the purpose of its members may change. A group is also more than its members for they may come and go. The members also belong to other group and may or may not meet face

to face. The kinds of group that sociolinguist have generally attempted to study called the speech community.

In SKI Department, there are at least three speech communities. Those are Javanese people, Madurese people and Malaysian people. So, in multilingual speech community, the SKI students choose different language in different situation.

#### **2.1.6 SKI (*Sejarah Kebudayaan Islam*)**

SKI is Islamic History and Civilization Department Faculty of Humanities, UIN Sunan Ampel Surabaya. Adab Faculty was legitimated in 11 *Rajab* 1386 H or 26 October 1966 by KH. Saifuddin Zuhri and opened BSA (*Bahasa dan Sastra Arab*) or Arabic language and literature department as the first department in Adab faculty then in 1975 Adab faculty opened SKI department as the second department.

The purpose of SKI department is to create SKI scholars who have researchability, writing, and teaching about SKI in Southeast Asia district.

Vision of SKI department is creating students as a SKI inspects and research center that superior and competitive.

This department hopes that the students of SKI department have knowledge of Indonesia Islamic history in global context. Besides, SKI department hopes that the students be master Islamic history and can do history

research that is supported with language ability and applied source in every media.

SKI department supported with good curriculum, the SKS (*Sistem Kredit Semester*) system of credit semester of SKI department at least 144 consists of: the basic lectures about 36 SKS, the skill lecture about 100 SKS and alternative lecture about 10 SKS. After the students can finish the study and can reach the SKS, the student's to be scholar and get S.Hum (*Sarjana Humaniora*) or Humanity scholar title.

The quality of education in SKI department , in 2000 accreditation with A score according SK BAN- PT No. 032/ BAN- PT/ AK-XI/S1/X/ 2011.

Then in 2007 years SKI department got an accreditation again according BAN- PT No. 019/ BAN- PT/ AK- X/ S1/ XII/ 2006.

SKI department has good quality of lecturers that graduated from abroad university so, the lecturer expert of the lecture The graduated students of SKI department can work in some sectors such as researcher, SKI teacher, politician, and consultant and so on.

As the explanation above the writer knows that in SKI department happen language choice because the students have language ability and they are from different region. Language choice happens in formal and informal domains. In formal situation such as study with their lecturer in the classroom and informal situation such as interaction with their friends in the canteen and so on.

## 2.2 Previous Studies

There are some studies supporting this research that have relation to language choice theory:

The first study is *Language Choice among Students of SMA 1 Ponorogo* by Wati (1993), this research describes about students of SMA 1 Ponorogo choosing their language in daily activity. The writer collected the data by doing observation, interviewing the students and also distributing the questioners to the students. She used three techniques of collecting data to get the valid data. In this research the student's choice of language was influenced by some factors, which were relationship to the addressee, setting and sex. In this study, the writer focused on students of senior high school who use Javanese language in daily activity, which are *Ngoko*, *KromoMadyo*, and *KramaInggil*. She related social factors theory to analyze her research. There are some differences between her study and this study. In this study the writer focuses on students of university. The students do not only use one language but also more than one language. The writer wants to know what languages are used by the students in different situation, when the students change the language and what the reasons choose to use the different languages. The writer does not only uses social factors theory but also social dimensions.

The second study is *Language Choice between Mandarin and Hokkia used by Chines vendor in Pasar Atom Shopping Center Surabaya*, by Mahrita (1995). In this study the writer described the situation of Chines vendor who use two languages between Mandarin and Hokkia in Pasar Atom Shopping Center



Surabaya. The writer used two techniques of collecting data to get a valid data, the first she observed the situation in Pasar Atom and second she interviewed some participants. The writer found at particular speech context, most of the participant used Mandarin. Some factors which make them choose the language are setting, interlocutors, and topics. In Mahrita's study she just takes two languages to compare which one is usually used by the Chinese vendor in their communication and the reason of why they choose to use two languages between Mandarin and Hokkia. In this study the writer focuses on the students of SKI department Faculty of Humanities, UIN SunanAmpel Surabaya. In this department happen multilingual communities and there are some speech communities. The students do not use two languages in communication each other but they use more than two languages. The related theory in this study social factors, social dimensions and domains.

The third study is *Language Choice among the Javanese people who live in Bandung*, by Widjajanti (2005). This study the writer focused on Javanese people who live in Bandung. Javanese people choose some languages when they do interaction in Bandung. To find the data she just focused on Javanese people who live in Blok W Margahayu Raya Bandung. She also focused on domain of language that they use. They use Indonesian for friendship, neighborhood, transaction, education, and employment domain. They use Sundanese language for friendship, neighborhood and interactions domains. But, Javanese people dominant use Javanese language when they interaction in family domain. The writer just focused on one ethnic Javanese people who live in Bandung, she

did not use multilingual speech community in this research. Widjajanti's research is different with this research. In this research, the writer does not only focus on one ethnic, in this research the writer takes informal and formal domains.

The fourth study is *Language Choice Used by Balinese Family in Surabaya* by Yusman (2008). The writer conducted this study to analyze the phenomenon of language choice by Balinese family in Surabaya. In this study, the writer considered one of the ethnic groups in Surabaya who still maintain to use the ethnic language. The writer did observation and interview to get valid data. The aims of this research are to identify the language varieties, the reasons and the social factors which contribute to the language choice used by Balinese family in Surabaya. Balinese family make some codes choice in communicating with people as the result of some social factors that influence them to use those codes, the writer uses Holme's theory to analyze it. The writer also uses code switching and code mixing theory to analyze because Balinese family often mix and switch their language in order to convey meaning. She only focused in one speech community, it is Balinese family. But, in this study the writer focuses in SKI department has more than one speech community. The writer does not only focus on social factors but also social dimensions.

The fifth study is *The Study of Language Choice Used by the Students of Islamic Modern Boarding School "RoudlatulUlum" Mojokerto* by Humaidah (2009). This research described language choice of the students of boarding school "Raudlatul Ulum", it has multilingual community. The students can speak four languages such as Arabic, English, Indonesian and local languages

or vernacular. The writer used the descriptive qualitative research. This research design provides the descriptive data of RoudlatulUlum student's speech and observable behavior. The data collected in this research were in the form of sentences, phrases, and utterances. In order to get a valid data, the writer used the interview and observation technique. In this study related the theory about language and social context, there are six social contexts found, such as setting and scene, participants, ends, act sequences, keys, instrumentalities, norm of interaction and interpretation. Furthermore, they have their own reason why they do language choice such as for showing respect and identity, communicative reason, and adopting register of technological term. The differences in this study the writer focuses on students in university. The theory related in this study does not only about social factors but also social dimensions and the important one is about domains.

Therefore, there are some differences between this study and five related studies above. First, in this study focuses on the participants among SKI students Faculty of Humanities, UIN Sunan Ampel Surabaya, the setting in the university. Second, the writer chooses SKI students as the participants because it has more than one speech community, they come from different region and they can speak more than one language, in this department multilingual speech community occur. The condition can encourage them to do language choice. They do language choice because of some factors, in this research the writer use social factor and social dimension to analyze the data. The writer also uses domain theory to divide the formal and informal situations.