

CHAPTER I

INTRODUCTION

Chapter I

INTRODUCTION

1.1 Background of the study

Communication is essential. Every people regardless who they are, where they are from, whether in a family or society, need language as the instrument of communication. Besides, language is an important instrument for people to express their thoughts, feeling, ideas and whatever they have in their mind. In this case, people may use different languages to one another. All of the members of the society use more than one language in their day to day interaction (Arthur Yap, 1977: 120). They are supposed to choose or use more than one code or language they have mastered at the time of speaking. As noted by Roger T. Bell (1976), “there is no individual who speaks only one code or uses only one language while communicating with others”. Consequently, there is a possibility for someone to switch the languages they master, especially in the verbal communication and at any speech communities. Based on the reasons above, some experts have tried to find the related reasons or factors which might influence people to switch the code while having conversation with others.

Since most of the nations are bilingual or even multilingual with two or more ethnic groups speaking different languages, the condition of switching the code that happens in a communication is considered natural (Hornby, 1977: 1). The switches which are often very short, as they contain one or two words, is made primarily for

social reasons. That is to signal the speaker's ethnic identity and solidarity with the addressee (Holmes, 1992: 41) in order to exploit their linguistic repertoires (Holmes, 1992: 370). She goes on saying that people usually switch the code within a domain or social situation, when there is some obvious changes in the situation, such as the arrival of a new person. For example someone use X language while talking to Mr. P., there come Mr. Q. He doesn't have the competence to use X language. To accept Mr. Q., they switch their code by using Y language which can be understood by Mr. Q. This condition is called code switching. But if someone mix up the code indiscriminately or perhaps because of incompetence, whereas the switches are very well motivated in relation to the symbolic or social meanings of the two codes, it is called code mixing (Holmes, 1992: 49).

Frequently, the alternation of switching one's code happens when a speaker uses the second language in order to reiterate his/her message or to reply to someone else's statement (Gumperz, 1982: 59). For example:

A: sekarang chi tien (What time is it now?)

B: liok tien seprapat (a quarter past six)

Ming, nanti-lu ngajar jam berapa? (Ming, What time are you going to teach?)

C: Oh, nanti jam tujuh kok! (Oh, later at seven o'clock)

In the conversation above, there are code switching from bahasa Indonesia (Indonesian) into Chinese and also from Chinese into bahasa Indonesia (Indonesian) and Javanese. In this case, speaker A and B express their message by using the second language, Chinese. And since B knows that C doesn't have competence to use Chinese, B immediately switch the code by using Indonesian which can be understood by C, in order to express her message to C. Here, can be seen also that

either code switching can be used in the form of brief phrases and words for someone's purpose in giving a meaning (Holmes, 1992: 41).

Besides, code switching occurs since there are difficulties in finding the right words at the time of speaking and the speaker can agree on interpretation that factors such as participants, role relationships, topic, setting, intention and effect, attitude, values, presence of the addressee, and personal emotions can initiate code switching (Marasigan, 1983: 90). As it is claimed by Gumperz in Marasigan that code switching occurs in condition of change, where the speakers can accept the code switching style. Code switching mostly takes place in natural verbal communication and in informal situation.

In an informal home situation like in the Su's family, whose members have gained an adequate mastery of Chinese language, code switching is however found in the family conversation. They either switch into Indonesian or Javanese while they are having conversation in Chinese or vice versa. Besides, there might be other languages that the members of the Su's family switch from and into during their conversations. For example: the writer herself as one of the members of the Su's family, has the tendency to switch the code. She usually does the switching while having conversation with her grandparents, her parents or other relatives.

In accordance to the situation found in the Su's family, the writer is interested in identifying the reasons that initiate code switching among the Su's family members, as they usually switch from Chinese into Indonesian and vice versa. Since

then, this project is entitled “ A Study of Code Switching by the Su’s Family in Surabaya”.

1.2 Statement of the problem

In relation to the background of the study, the problem of this study is formulated into two major problems, those are:

1. What reasons influence the members of the Su’s family to switch the code while communicating among their groups?
2. How often do the members of the Su’s family switch the code while communicating among their groups?

1.3 Objective of the study

In line with the background of the study, this project is intended to find out the main reasons which affect the members of the Su’s family to switch the code while communicating within the family. Besides it is also intended to weigh up the frequency of the occurrence of the code switching in their conversations.

1.4 Significance of the study

Based on the fact that a person may use different languages to communicate with others, the nature of code switching and the reasons why he/she switches from one language to another language still needs to be studied. This study is expected to

enrich the knowledge of the students of Widya Mandala Catholic University about code switching.

Besides, the writer also hopes that this study can give a contribution to the study of sociolinguistic since this code switching study involves several languages that are used in a multilingual community.

1.5 Scope and Limitation

Considering there are a lot of Chinese families in Surabaya that are going to be observed, the writer decides to choose her subjects of the study from her own relatives who speak Chinese besides Indonesian and/or Javanese in their daily communication. The members which are chosen and included in this study are coming from the first and second generation.

The first generation speakers are those whose parents were born in China. But they themselves were born in Indonesia, got their education in Indonesia. They still got chances to study at Chinese schools in Surabaya, in which they also got Indonesian subject at school. Their ages are more than forty years old.

The second generation speakers are the children of Chinese parents. They were born in Indonesia, and only got Indonesian education at schools. They never join any Chinese schools, but they master passive competence of Chinese language. Their age are not more than thirty years old.

The conversations taken by the writer consist of Indonesian/Javanese and Chinese. While in analyzing the problem, the writer would include the switches from Indonesian/Javanese into Chinese and also the vice versa.

1.6 Definition of Key Terms

There are some terms which need further explanations, in order to avoid the reader from misunderstanding them when they read this paper. The terms to be defined are: Code, Switch, Code-switching, The Su's family, and Indonesian.

1. **Code** is any set of linguistic forms which patterns according to social factors (Holmes, 1992: 9)
2. **Switch** is a change from one language to another which reflect ethnic identity, relation between participants (social distance), social status, formality, and its function (Holmes, 1992: 42).
3. **Code switching** is an action to switch from and into one language to another for a rhetorical reasons, to represent a set of social meanings, in order to enrich the communication (Halliday in Marasigan, 1983).
4. **The Su's family** is a set of persons related by blood, marriage or adoption who share the primary responsibility for reproducing and caring for numbers of society (Schaefer, 1986: 274), and their family name is Su. In this study the members of the Su's family which are taken as the subject of the research by the writer, include the relatives of the Su's family, such as the sisters of Mrs. Su who have got married with someone whose family name is Tan, and also the cousin of

Mrs. Su, etc., besides the daughter of Mr. and Mrs. Su. They are chosen because they use Chinese and Indonesian and/or Javanese as their daily languages.

5. **Indonesian (bahasa Indonesia)** is the language which is used for intergroup communication (Nababan in Llamzon, 1979 : 285).

1.7 Organization of The Thesis

This study consists of five chapters. Chapter one is the Introduction, which is divided into seven sub-topics: Background of the study, Statement of the problem, Objectives of the study, Significance of the study, Scope and Limitation, Definition of the key terms, and the Organization of the thesis. Chapter two is the Review of Related Literature which presents the connected theories of the study, such as the theories of Sociolinguistics, Bilingualism, Code Switching, 'Peranakan' Speech and also the review of the related studies. Chapter three is the Research Methodology, which covers The Nature of the Study, The Research Instruments, Data Collection, and The Procedure of Data Analysis. Chapter four is about The Data Analyses and The Interpretation of Findings. And the last Chapter five, is the Conclusions, which is devised into two parts. Those are the Summary and Suggestion